
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



BOARD OF EDUCATION REGULAR MEETING

Tuesday, May 7, 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
May 7, 2013**

6:15 P.M. – RETIREMENT RECEPTION FOR DISTRICT RETIREES

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
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3. Mission Statement
4. Music: Ryan Middle School Jazz Band
5. Roll Call
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9. Board's Student Representative Recognition: Hanna Brewer and
Introduction of New Student Representative: Colby Freel 5

B. AGENDA

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C. PUBLIC COMMENTS ON NONAGENDA ITEMS

D. ACTION ITEMS – OLD BUSINESS

- * 1. Minutes See minutes

E. ACTION ITEMS – NEW BUSINESS

1. Social Studies Materials Adoption 5-6 & 15
2. Career & Technical Education (CTE) Curriculum Adoption 6 & 16-17
- * 3. Budget Transfer 2013-167: Effie Kokrine Charter School 6 & 18-19
- * 4. Budget Transfer 2013-170: Ryan Middle School Administrative Intern 6, 18, & 20
- * 5. Budget Transfer 2013-172: Administrative Center Temporary &
Overtime Expenses 6, 18, & 21
- * 6. Budget Transfer 2013-175: Special Education Department 6, 18, & 22
- * 7. Budget Transfer 2013-176: Career Technical Education 6, 18, & 23
- * 8. Grant Submittal: Indian Education Formula Grant, Part II 7 & 24
- * 9. Travel Request: Ben Eielson Junior-Senior High School 7 & 25
- * 10. Fundraising/Travel Request: Barnette Magnet School 7 & 26
- * 11. Gift Acceptance: Anne Wien Elementary School 7 & 27-28
- * 12. Gift Acceptance: Weller Elementary School 7 & 29
- * 13. Gift Acceptance: Lathrop High School 7 & 30
- * 14. Personnel Action Report 7 & 31-32

F. INFORMATION & REPORTS

1. Career & Technical Education (CTE) Curriculum Materials 8 & 33-38
- * 2. Personnel Information Report 8 & 39

F. INFORMATION & REPORTS (continued)

- * 3. Board's Reading File 8-12
- * 4. Coming Events and Meeting Announcements 13

G. BOARD AND SUPERINTENDENT'S 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**

6:15 P.M. – RETIREMENT RECEPTION FOR DISTRICT RETIREES

7:00 P.M. – REGULAR BOARD MEETING

May 7, 2013

AGENDA

A. PRELIMINARIES

Reference Pages

A. 1. Call to Order by President

A. 2. Pledge of Allegiance, led by Ryan Middle School Jazz Band 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

Ryan Middle School's Jazz Band will perform for the school board under the direction of Vangi Fisk, band director.

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. 2013 State History Day Winners

In February, district students competed in our local History Day with the theme *Turning Points in History: People, Ideas, Events*. Students from Barnette Magnet School and West Valley High School won the state competition in several categories and are eligible to participate in the National Competition held each June on the University of Maryland campus. Peggy Carlson, executive director of curriculum and instruction, will make the presentation.

Greyson Delzer, Noah Kegley, Cheyne Larson (Barnette Magnet School)
Junior Division Group Performance
"Archimedes"

Hunter McDonald (Barnette Magnet School)
Junior Division Paper Category
"Bill Cosby: A Turning Point in Television History"

Krishna Nautiyal (Barnette Magnet School)
Junior Division Paper Category
"From Dictator to Democracy: How the Mirabal Sisters Turned the Tide Against Trujillo"

A. 6. 2013 State History Day Winners (continued)

Lydia Porter, Grace Martin, Eva Heinrichs (Barnette Magnet School)
Junior Division Group Website Category
"Battle of the Aleutians: Untold Story"

Everett Masterman (Barnette Magnet School)
Junior Division Individual Website Category
"Bone War"

Hannah Bouta (West Valley High School)
Senior Division Individual Exhibit Category
"Great Britain's Shift from Climbing Boys to Men"

Robin Chalcraft & Jennifer Hannah (West Valley High School)
Senior Division Group Website Category
"The Golden Ratio: Redefining Beauty Through Mathematics"

Jake Herrmann (West Valley High School)
Senior Division Individual Website Category
"ARPANET and the Rise of the Internet"

Sierra Grimes (West Valley High School)
Senior Division Individual Website Category
"Marbury vs. Madison: The Judicial Turning Point"

A. 7. ESP of the Month

Patricia Cannon, Woodriver Elementary School day custodian, will be recognized as the Extra Special Support Staff Person for May 2013. Grant Guy, Woodriver Elementary School principal, will make the presentation.

A. 8. Recognition of Retiring Staff for 2012-2013

Staff members retiring this school year, as of May 1, 2013, are listed below:

Mary Ames	Irene Glover	Mary Liston
Louise Anderl	Chun-Hua Goering	Mary Maisch
Debbie Baggen	Pamela Gray	Robert McIntosh
Joanne Barnes	Debra Hagen	Susan McIntosh
Martin Becker	Sonya Hansen	Melinda Modene
Clarence Bolden	Kathleen Helmick	Billie Murdoch
Rosita Bryant-Wilburn	Cindy Helms	Sandra O'Connor
Leslie Campbell	Marie Hess	George Paskvan
Kathy Cardarelle	Alison Heyman	Catherine Pavey
Delores "Lori" Chase	Clare Hill	Bruce Robb
Kenneth Dickey	Theresa Hobby	Brenda Sadler
Margaret Donat	Julian Huerta	Joan Sargent
Kathleen Doyel	Carol Hughes	Katherine Shira
Sarah Drew	Michael Jamison	Sherilyn Siegmund-Roach
Nancy Dreydoppel	Robert Janiro	John Steffes
Denise Edgerton	Maureen Kauleinamoku	Janet Taylor
John Fink	Dixie Keil	James Trochim
Nini Fouts	Dorothy Laiti	Patrick Turner
Sheila Frazier	Kathryn Lang	David Wilcoxson
William "Bruce" Gard	Beverly Lee	Trish Yocum
		Greg Yocum

A. 9. Board's Student Representative Recognition and Introduction of New Student Representative

Hanna Brewer, the board's student representative, will be recognized for her service on the Board for the 2012-13 school year, and Colby Freel, Ben Eielson High School student, will be seated as the new student representative. Superintendent Lewis will make the presentation.

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. Minutes

See Minutes

MOVE to approve the minutes from the special meetings on April 15 & 30; the work session on April 15; and the regular meeting on April 16, 2013, as submitted.

E. ACTION ITEMS – NEW BUSINESS

E. 1. Social Studies Materials Adoption

Ref. Pg. 15

The social studies materials under consideration for adoption was first presented to the Board of Education at the April 16, 2013 meeting. The administration recommends adoption of the materials as proposed. 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.*

E. 1. Social Studies Materials Adoption (continued)

Ref. Pg. 15

■ MOVE to adopt the social studies materials.

Motion by _____ Seconded by _____

Advisory Votes _____ Vote _____

E. 2. Career & Technical Education (CTE) Curriculum Adoption

Ref. Pg. 16-17

At the April 16, 2013 Board meeting, the revised CTE Curriculum was presented and a copy of the document was provided. The administration recommends the board adopt the proposed CTE Curriculum. A memo from the Board Curriculum Advisory Committee, 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 revised Career & Technical Education Curriculum.

Motion by _____ Seconded by _____

Advisory Votes _____ Vote _____

E. * 3. Budget Transfer 2013-167: Effie Kokrine Charter School

Ref. Pgs. 18-19

Budget transfer 2013-167 aligns account balances for Effie Kokrine Charter School, in the amount of \$32,400.

MOVE to approve Budget Transfer 2013-167: Effie Kokrine Charter School, in the amount of \$32,400.

E. * 4. Budget Transfer 2013-170: Ryan Middle School Administrative Intern

Ref. Pgs. 18 & 20

Budget transfer 2013-170 aligns accounts from the assistant superintendent of secondary education account for an administrative intern at Ryan Middle School, in the amount of \$54,587.

MOVE to approve Budget Transfer 2013-170: Ryan Middle School Administrative Intern, in the amount of \$54,587.

E. * 5. Budget Transfer 2013-172: Administrative Center Temporary & Overtime Expenses

Ref. Pgs. 18 & 21

Budget transfer 2013-172 aligns account balances for temporary and overtime expenses in the administrative center, in the amount of \$64,187.

MOVE to approve Budget Transfer 2013-172: Administrative Center Temporary and overtime expenses, in the amount of \$64,187.

E. * 6. Budget Transfer 2013-175: Special Education Department

Ref. Pgs. 18 & 22

Budget transfer 2013-175 aligns account balances for special education, in the amount of \$44,107.

MOVE to approve Budget Transfer 2013-175: Special Education Department, in the amount of \$44,107.

E. * 7. Budget Transfer 2013-176: Career Technical Education

Ref. Pgs. 18 & 23

Budget transfer 2013-176 aligns account balances for career technical education, in the amount of \$564,940.

MOVE to approve Budget Transfer 2013-176: Career Technical Education, in the amount of \$564,940.

- E. * 8. **Grant Submission: Indian Education Formula Grant, Part II** Ref. Pg. 24
Request permission to submit the Indian Education Formula Grant, Part II application in the amount of \$745,021.
- MOVE to approve submission of the Indian Education Formula Grant, Part II application in the amount of \$745,021.
- E. * 9. **Travel Request: Ben Eielson Junior-Senior High School** Ref. Pg. 25
Ben Eielson Junior-Senior High School is requesting permission to send junior-high students to New Stuyahok, Alaska, May 5-11, 2013 to participate in the Rose Urban Rural Exchange program, with all costs paid by the Alaska Humanities Forum.
- MOVE to approve Ben Eielson Junior-Senior High School's request to send junior-high students to New Stuyahok, Alaska, May 5-11, 2013 to participate in the Rose Urban Rural Exchange program, with all costs paid by the Alaska Humanities Forum.
- E. *10. **Fundraising/Travel Request: Barnette Magnet School** Ref. Pg. 26
Barnette Magnet School is requesting permission to raise funds to send its Future Problem Solving team to Bloomington, Indiana, June 5-9, 2013 to participate in the Future Problem Solving 2013 International Conference, at no cost to the district.
- MOVE to approve Barnette Magnet School's request to raise funds to send its Future Problem Solving team to Bloomington, Indiana, June 5-9, 2013 to participate in the Future Problem Solving 2013 International Conference, at no cost to the district.
- E. *11. **Gift Acceptance: Anne Wien Elementary School** Ref. Pgs. 27-28
Anne Wien Elementary School is requesting gift acceptance of two donations of \$1,400 each for a total donation of \$2,800 from the Anne Wien Elementary PTA for classroom field trips.
- MOVE to accept the gift of two donations of \$1,400 each for a total donation of \$2,800 from Anne Wien Elementary PTA to Anne Wien Elementary School for classroom field trips.
- E. *12. **Gift Acceptance: Weller Elementary School** Ref. Pg. 29
Weller Elementary School is requesting gift acceptance of \$2,923.15 from the Weller Elementary PTA for library books, classroom supplies, teaching materials, and student rewards and incentives.
- MOVE to accept the gift of \$2,923.15 from Weller Elementary PTA to Weller Elementary School for library books, classroom supplies, teaching materials, and student rewards and incentives.
- E. *13. **Gift Acceptance: Lathrop High School** Ref. Pg. 30
Lathrop High School is requesting gift acceptance of \$18,857.30 from the Lathrop High School Wrestling Booster Club for the school's wrestling program.
- MOVE to accept the gift of \$18,857.30 from the Lathrop High School Wrestling Booster Club to Lathrop High School for the school's wrestling program.
- E. *14. **Personnel Action Report** Ref. Pgs. 31-32
- MOVE to approve the Personnel Action Report for the period April 10-30, 2013.

F. INFORMATION AND REPORTS

F. 1. Career & Technical Education (CTE) Curriculum Materials Ref. Pgs. 33-38

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 list of the CTE materials being considered for adoption. The materials remain available for review, and the administration anticipates making a final recommendation at the May 21, 2013 board meeting.

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

F. * 2. Personnel Information Report Ref. Pg. 39

The Personnel Information Report for the period April 10-30, 2013 has been provided.

F. * 3. Board's Reading File

4-03-13 Email from Board to C. Soderlund
RE: Music Thank You

4-07-13 Email from J. Zastrow to Board
RE: Teacher Cuts

4-11-13 Email from B. Bailey to Management Team
RE: BP Teachers of Excellence Press Release

4-11-13 Email from C. Sanderson to Board
RE: Legislative Update & My Testimony

4-11-13 Email from B. Bailey to Management Team & Principals
RE: Chamber of Commerce \$1,000 Scholarship

4-11-13 Email from B. Bailey to Management Team & Principals
RE: Chamber of Commerce \$1,000 Scholarship Corrected Deadline

4-11-13 Email from Board to K. Doran
RE: Calendar Comments

4-11-13 Email from Board to C. Fulkerson
RE: Painting a Picture of Education

4-11-13 Email from T. Hughes to Board
RE: Full Agenda Packets Available for April 18, 2013 Work Sessions

4-11-13 Email from Board to T. Ferber
RE: North Pole High Student

4-11-13 Email from Board to J. Zastrow
RE: Teacher Cuts

4-11-13 Email from D. Iles to Board
RE: Budget Cuts

4-12-13 Email from B. Bailey to All Staff
RE: Minimum Local Contribution Set at \$47M/Next Meeting April 18 at 5:30 p.m.

4-12-13 Email from K. McCarthy to Superintendent
RE: Senator Murkowski Seeks Your Feedback

4-12-13 Email from Superintendent to Board, Management Team, & Principals
RE: Principal Announcements

4-12-13 Email from Superintendent to Board, Management Team, & Principals
RE: BEJSHS Assistant Principal

4-14-13 Email from Superintendent to Board
RE: Listening Session

4-14-13 Email from Board to D. Iles
RE: Budget Cuts

F. * 3. Board's Reading File (continued)

4-14-13 Email from Board to R. Schlumbohm
RE: Budget Opinion

4-15-13 Email from J. Carson to Management Team
RE: District in the News: April 8-15, 2013

4-16-13 Email & Attachment from B. Bailey to Board
RE: School District Calendar-Points to Ponder

4-17-13 Letter from Board to L. Hackett
RE: Music Thank You

4-17-13 Letter from Board to the Langston Family Foundation
RE: Donation Thank You

4-17-13 Email from Superintendent to Board
RE: Lathrop Information

4-17-13 Email from S. Hull to Board
RE: American School Board Journal Article

4-17-13 Email from K. Gaborik to Principals & Management Team
RE: April 2013 Incident

4-18-13 Email on Behalf of Superintendent to Board
RE: Lockdown/Fire Alarm Information

4-19-13 Email from A. Gallaway to Board
RE: Thank You

4-19-13 Email from Superintendent to Board
RE: LHS Message 4-18-13

4-19-13 Email & Letter from Superintendent to DOEED
RE: School and District Accountability & Plan of Service Comments

4-21-13 Email from Superintendent to Board
RE: Board of Education Update

4-21-13 Email from Superintendent to Board
RE: Barnette Update

4-21-13 Email from Superintendent to Board
RE: Barnette Update Continued

4-22-13 Email from H. Haas to A. Gallaway
RE: Thank You

4-22-13 Email from H. Haas to J. Zastrow
RE: Teacher Cuts

4-22-13 Email on Behalf of Superintendent to Board
RE: Class Size Materials – Part 1: Documents 1-5

4-22-13 Email on Behalf of Superintendent to Board
RE: Class Size Materials – Part 2: Documents 6-10

4-22-13 Email on Behalf of Superintendent to Board
RE: Class Size Materials – Part 3: Documents 11-13

4-22-13 Email from J. Carson to Management Team
RE: District in the News: April 15-22, 2013

4-22-13 Email from Superintendent to All Staff
RE: Budget Update

4-22-13 Email from Board to S. Greenberg
RE: Schedule

4-22-13 Email from L. Church to Board
RE: NPHS Transition Night

F. * 3. Board's Reading File (continued)

4-22-13 Email from Board to C. Sanderson
RE: Legislative Update & Testimony

4-22-13 Email from Board Office to Board Members
RE: Superintendent Evaluation

4-22-13 Letter from West Valley Band, Orchestra, and Choir Students to Board
RE: Budget Cuts

4-23-13 Email & Report from Superintendent to Board
RE: 2012 DPS Annual Drug Report

4-23-13 Email from L. & S. Carlson to Board
RE: AP Calculus BC 2013-2014 at Lathrop

4-23-13 Email from K. Gatto to BCAC
RE: ITTunes Newsletter

4-23-13 Email from Superintendent to All Staff
RE: Budget Information – Doubtful Status Letters

4-23-13 Email from Superintendent to L. & S. Carlson
RE: AP Calculus BC 2013-2014 at Lathrop

4-23-13 Email from Superintendent to Principals, Management Team, & Board
RE: West Valley Assistant Principal

4-24-13 Email from Superintendent to Board
RE: Bargaining Update

4-24-13 FEAdback
Volume 31, #17

4-26-13 Memo from D. Norum to Superintendent
RE: Quarterly Vandalism Report

4-26-13 Email and Letter from Superintendent to Board
RE: First Student Review-Final April 26, 2013

4-26-13 Letter from Superintendent to DEED
RE: FNSBSD Calendar Proposal-First Day Attendance Waiver Request

4-26-13 Email from S. Greenberg to Board
RE: Schedule

4-26-13 Email from Superintendent to Board
RE: Bargaining Update

4-28-13 Email from Superintendent to Board
RE: Local Contribution

4-28-13 Email from Superintendent to Board
RE: Budget Information

4-29-13 Email from Board to L. & S. Carlson
RE: AP Calculus BC 2013-2014 at Lathrop

4-29-13 Letter from Board to K. Nagaoka & WVH Music Program Students
RE: Budget Cuts

4-29-13 Email from J. Carson to Management Team
RE: The District in the News: April 22-29, 2013

4-29-13 Press Release from B. Bailey to Media
RE: Apprenticeship Signing

4-29-13 Email from Superintendent to All Staff
RE: Budget Update

4-30-13 Email from R. Atkinson to Board
RE: Possible Budget Cuts

F. * 3. Board's Reading File (continued)

4-30-13 Email from N. Chandler-Norum to Board
RE: Support the Arts in School!

4-30-13 Email from J. & W. Wenstrom to Board
RE: ART!

4-30-13 Email from B. Andersen to Board
RE: Art in the Schools

4-30-13 Email from R. Robinson to Board
RE: Art Positions in Special Education

4-30-13 Email from G. & M. Simpson to Board
RE: Safety and Property Values

4-30-13 Email from K. Dillon-Haggstrom to Board
RE: Art Education

4-30-13 Email from B. Bailey to All Staff
RE: Information on Behalf of North Star Borough

4-30-13 Email from D. Mollett to Board
RE: High Value of Art in a School Curriculum

4-30-13 Email from E. Robinson to Board
RE: School Board Budget Cuts

4-30-13 Email from K. Maher to Board
RE: In Support of Elementary Art

4-30-13 Email from M. Atkinson to Board
RE: Art Program Funding

4-30-13 Email from J. Bower to Board
RE: Arts Programs!

4-30-13 Email & Letter from M. Vick to Board
RE: Library Assistants are Vital

4-30-13 Email from M. Foley to Board
RE: Elbasan Acres

4-30-13 Letter from K. Kincaid to Board
RE: Library Programs

4-30-13 Letter from K. Sam to Mrs. Rinio & Mrs. Tomas
RE: Thank You for Library Assistance

4-30-13 Letter from M. Thomas to Board
RE: Library Assistants

4-30-13 Email from V. Daniels to Board
RE: FNSB Budget for Art in Schools

4-30-13 Email from S. Bredlie to Board
RE: Elementary Art

4-30-13 Email from J. Manniello to Board
RE: Art Programs Discontinued

4-30-13 Information Packet from L. Krizek to Board
RE: Common Core & Librarians – Ready to Sail or Missing the Boat?

4-30-13 Informational List from B. Bragonier to Board
RE: Careers in Art

5-01-13 Memo from T. Gatewood to Board
RE: District Participation in Collaborative Projects

5-01-13 Email from M. DeVaul to Board
RE: Art Specialist Funding

F. * 3. Board's Reading File (continued)

5-01-13 Email from Board to M. DeVaul
RE: Art Specialist Funding

5-01-13 Email from Board to J. Manniello
RE: Art Programs Discontinued

5-01-13 Email from Board to S. Bredlie
RE: Elementary Art

5-01-13 Email from Board to V. Daniels
RE: FNSB Budget for Art in Schools

5-01-13 Email from Board to J. Bower
RE: Arts Programs!

5-01-13 Email from Board to M. Atkinson
RE: Art Program Funding

5-01-13 Email from Board to K. Maher
RE: In Support of Elementary Art

5-01-13 Email from Board to E. Robinson
RE: School Board Budget Cuts

5-01-13 Email from Board to D. Mollett
RE: High Value of Art in a School Curriculum

5-01-13 Email from Board to K. Dillon-Haggstrom
RE: Art Education

5-01-13 Email from Board to R. Robinson
RE: Art Positions in Special Education

5-01-13 Email from Board to B. Andersen
RE: Art in the Schools

5-01-13 Email from Board to J. & W. Wenstrom
RE: ART!

5-01-13 Email from Board to N. Chandler-Norum
RE: Support the Arts in School!

5-01-13 Email from Board to R. Atkinson
RE: Possible Budget Cuts

5-01-13 Email from N. Webb to Board
RE: Art Education

5-01-13 Email from Board to N. Webb
RE: Art Education

5-01-13 Email from Board to M. Vick
RE: Library Assistants are Vital

5-01-13 Email from A. Katz to Board
RE: Save the Art Program

5-02-13 Email from Board to A. Katz
RE: Save the Art Program

5-02-13 Email from K. Stomberg to Board
RE: Thank You

5-02-13 Email from M. Atkinson to Board
RE: Response Thank You

5-02-13 Email from C. Sozoff to Board
RE: Art in the Schools

5-02-13 Email from Superintendent to Board
RE: Ben Eielson Junior-High Travel Request

F. * 4. Coming Events and Meeting Announcements

5/6/13	5:30 pm	Special Meeting: Conduct Departmental Reviews to Obtain 2013-2014 Budget Reduction Recommendations and Executive Session for Student Discipline & Negotiations
5/7/13	6:15 pm	Board's Retirement Reception for District Retirees
5/7/13	7:00 pm	Regular Meeting
5/9/13	5:30 pm	Board Diversity Committee Meeting
5/9/13	6:00 pm	Career Technical Education Advisory Committee Meeting <i>(Meeting will be held at the Fairbanks Job Center)</i>
5/9/13	7:00 pm	Star of the North Charter School Graduation <i>(Graduation will be held at Hering Auditorium)</i>
5/10/13	7:00 pm	Effie Kokrine Charter School Graduation <i>(Graduation will be held in the Effie Kokrine Charter School Gymnasium)</i>
5/13/13	12:00 pm	Board Luncheon with ESSA President <i>(Luncheon will be held at ESSA Office)</i>
5/13/13	4:00 pm	Joint Work Session with Borough Assembly <i>(Work Session will be held in Borough Assembly Chambers)</i>
5/13/13	7:00 pm	North Pole High School Graduation <i>(Graduation will be held at the Carlson Center)</i>
5/14/13	7:00 pm	Ben Eielson High School Graduation <i>(Graduation will be held in the Ben Eielson High School Gymnasium)</i>
5/14/13	7:00 pm	Lathrop High School Graduation <i>(Graduation will be held at the Carlson Center)</i>
5/15/13	7:00 pm	B.E.S.T. Graduation <i>(Graduation will be held at the West Valley Performing Arts Center)</i>
5/15/13	7:00 pm	West Valley High School Graduation <i>(Graduation will be held at the Carlson Center)</i>
5/16/13	7:00 pm	Hutchison High School Graduation <i>(Graduation will be held at the Carlson Center)</i>
5/20/13	5:30 pm	Special Meeting: Executive Session for Student Discipline, Lobbyist Evaluation, Superintendent Evaluation, & Negotiations
5/20/13	6:00 pm	Work Session: Evaluation System Workgroup Recommendations & District Calendars
5/21/13	7:00 pm	Regular Meeting
5/22/13	5:30 pm	Special Meeting: 2013-14 Budget Approval

All meetings are at 520 Fifth Avenue unless noted otherwise.

G. BOARD AND SUPERINTENDENT'S COMMENTS & COMMITTEE REPORTS

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

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PROPOSED SOCIAL STUDIES MATERIALS **FOR PENDING ADOPTION**

Elementary School

Social Studies States and Regions (4th Grade)

Harcourt, 2012

Middle School

Discovering Over Past: History of U.S.

McGraw-Hill, 2014

America: History of our Nation

Prentice Hall, 2011

High School

World Cultures & Geography

National Geographic, 2013

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: April 10, 2013

TO: FNSBSD School Board

FROM: FNSBSD Board Curriculum Advisory Committee

SUBJECT: Career & Technical Education Curriculum Recommendation

The Board Curriculum Advisory Committee (BCAC) supports the proposed Career & Technical Education Curriculum (CTE) and recommends adoption by the Board of Education of the following career clusters:

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

The proposed CTE Curriculum has followed the established curriculum revision process. It began with the Leading and Learning in the 21st Century seminar held in 2010 in which the participants researched and discussed recent trends and practices in Career & Technical Education. Their findings were published in April 2011 and the career clusters, *Architecture & Construction* and *Health Science*, were adopted in May of 2012.

During the 2012-1013 school year, revisers reviewed the career clusters listed above. They reviewed the Alaska CTE Plan, the Leading and Learning in the 21st Century publication, the Alaska Standards, national and occupational standards, teacher and community suggestions and concerns expressed by the Board of Education to identify areas to be addressed in the revision process. Support for the proposed CTE curriculum evolved over the course of the year through ongoing discussion in which BCAC members voiced support, offered suggestions and expressed concerns.

At the April 4, 2012 BCAC meeting, we voted to recommend the proposed curriculum to the Board of Education for adoption. The writers have done an outstanding job developing a comprehensive document that addresses the needs of students in our district. This document offers a plethora of opportunities for our students to earn industry certificates as well as post-secondary credit. We recognize the value of having students prepare to enter the workforce or attend college and recognize the value of coordinating

with UAF/CTC to receive Tech Prep credits. The CTE curriculum is a strong career development initiative and provides our students the ability to explore career options throughout their high school career.

We commend the writers for their work. They have developed a document that is strong, clear, reflects the input of our district and community and is aligned to state and industry standards.

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
- Alysia Loring
- Christina Carlson
- Dolma Ombadykow

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: May 3, 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 May 7th Board packet are five budget transfers requiring School Board approval. Below is a short summary for the purpose of each requested transfer.

2013-167 \$32,400.

To align Effie Kokrine's Charter Schools budget to cover program expenses. Charter schools have considerable flexibility in where they allocate their budget dollars and this transfer reflects those allocations.

2013-170 \$54,587.

This transfer represents adding a temporary administrative intern position to assist the principal at Ryan Middle School.

2013-172 \$64,187.

This transfer represents overtime and temporary employment expenses for various departments in the Administrative Center.

2013-175 \$44,107.

This transfer aligns account balances in the Special Education Department to reflect actual expenditures.

2013-176 \$564,940.

To align Career Technical Education account balances. This transfer represents actual department expenses for supplies, equipment, travel and other related program expenses.

BUDGET TRANSFER

DATE: April 17, 2013

TOTAL		32,400	TOTAL		32,400
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(recruitment & summer school) and salaries for summer school staff.

Budget kgu
Chief Financial Officer mf

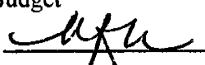

Signature: _____

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-170**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 25, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
630-10-10-2045-310-13150-0 Gen Programs, Cert Salaries	43,392	690-10-40-2050-310-13150-0 Asst Supt Secondary, Certified	38,550
630-10-10-2045-360-13610-0 Gen Programs, Health/Life	10,023	690-10-40-2050-360-13610-0 Asst Supt Secondary, Health/Life	10,023
630-10-10-2045-360-13620-0 Gen Programs, Unemployment	77	690-10-40-2050-360-13620-0 Asst Supt Secondary, Unemploy	77
630-10-10-2045-360-13630-0 Gen Programs, W/Comp	636	690-10-40-2050-360-13630-0 Asst Supt Secondary, W/Comp	636
630-10-10-2045-360-13640-0 Gen Programs, FICA	459	690-10-40-2050-360-13640-0 Asst Supt Secondary, FICA	459
		690-10-40-2050-360-13650-0 Asst Supt Secondary, TRS	4,842
TOTAL	54,587	TOTAL	54,587

REASON: Assistant Superintendent Secondary; align account balance for admin intern to assist administrator at Ryan from January 2013 until end of school year.

Administrative Services Office Review Budget  Chief Financial Officer 
--



Board Approval Signature: _____

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-172**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 26, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
630-10-10-2045-320-13270-0 General Programs, Subs	54,699	630-10-55-1055-320-13245-0 HR, Overtime	13,000
630-10-10-2045-360-13610-0 General Programs, Health/Life	1,716	630-10-55-1055-310-13150-0 HR, Certified Salaries	6,600
630-10-10-2045-360-13620-0 General Programs, Unemploy	108	630-10-55-1055-320-13290-0 HR, Temps	7,440
630-10-10-2045-360-13630-0 General Programs, W/Comp	889	630-10-55-1055-360-13610-0 HR, Health & Life Ins	1,716
630-10-10-2045-360-13640-0 General Programs, FICA	3,695	630-10-55-1055-360-13620-0 HR, Unemployment	54
630-10-10-2045-360-13660-0 General Programs, PERS	3,080	630-10-55-1055-360-13630-0 HR, Workers Comp	446
		630-10-55-1055-360-13640-0 HR, FICA	1,642
		630-10-55-1055-360-13650-0 HR, TRS	829
		630-10-55-1055-360-13660-0 HR, PERS	2,860
		650-10-55-1055-320-13290-0 Information Systems, Temps	15,000
		650-10-55-1055-360-13620-0 Information Systems, Unemploy	30
		650-10-55-1055-360-13630-0 Information Systems, W/Comp	248
		650-10-55-1055-360-13640-0 Information Systems, FICA	1,148
		735-10-55-2075-320-13290-0 Print Shop, Temps	7,000
		735-10-55-2075-320-13245-0 Print Shop, Overtime	1,000
		735-10-55-2075-360-13620-0 Print Shop, Unemployment	16
		735-10-55-2075-360-13630-0 Print Shop, Workers Comp	132
		735-10-55-2075-360-13640-0 Print Shop, FICA	612
		735-10-55-2075-360-13660-0 Print Shop, PERS	220
		740-10-55-1055-320-13290-0 Grants Admin, Temps	3,830
		740-10-55-1055-360-13620-0 Grants Admin, Unemployment	8
		740-10-55-1055-360-13630-0 Grants Admin, Workers Comp	63
		740-10-55-1055-360-13640-0 Grants Admin, FICA	293
TOTAL	64,187	TOTAL	64,187

REASON: Align account balances for overtime and temporary salaries.

Administrative Services Office Review Budget  Chief Financial Officer 
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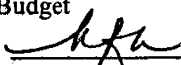

Board Approval Signature: _____

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-175**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 29, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
620-10-20-1020-540-35400-0 Sped, Instr, Cap. Software	11,200	620-10-20-1020-450-24570-0 Sped, Instr, Non Cap Equip	15,359
620-10-22-1022-410-24100-0 Sped, Instr Suppt, Prof & Tech	32,907	620-10-20-1020-440-24400-0 Sped, Instr, Purch Services	1,035
		620-10-22-1022-425-24250-0 Sped, Instr Suppt, Student Trvl	7,713
		620-10-22-1022-420-24200-0 Sped, Instr Suppt, Travel	20,000
TOTAL	44,107	TOTAL	44,107

REASON: Special Education; align account balances for computer equipment and maintenance support for Lathrop (13005401), student transportation (Fairbanks Taxi 13000770) and staff travel for AK Teacher Placement Job Fair, CEC Convention, LRP Conference & NAOTA conference

Administrative Services Office Review	
Budget	
Chief Financial Officer	

Board Approval
Signature: _____

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-176**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 29, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
770-10-10-1140-420-24200-0 CTE, Instr, Travel	19,000	770-10-10-1140-410-24100-0 CTE, Instr, Prof & Tech	9,902
770-10-10-1140-450-24520-0 CTE, Instr, Books	5,000	770-10-10-1140-425-24250-0 CTE, Instr, Student Travel	56,224
770-10-10-1140-450-24500-0 CTE Instr, Supplies	525,940	770-10-10-1140-440-24400-0 CTE, Instr, Purchased Services	15,141
770-10-35-1140-450-24500-0 CTE Instr Support, Supplies	15,000	770-10-10-1140-450-24510-0 CTE, Instr, Software	35,181
		770-10-10-1140-450-24570-0 CTE, Instr, Non Cap Equipment	143,210
		770-10-10-1140-510-35100-0 CTE, Instr, Cap. Equipment	108,011
		770-10-10-1140-540-35400-0 CTE, Instr, Cap. Software	8,345
		770-10-10-1140-310-13150-0 CTE, Instr, Certified Salaries	1,434
		770-10-10-1140-310-13170-0 CTE, Instr, Supplemental Pay	4,638
		770-10-10-1140-320-13270-0 CTE, Instr, Certified Subs	1,485
		770-10-10-1140-360-13610-0 CTE, Instr, Health/Life Ins	373
		770-10-10-1140-360-13620-0 CTE, Instr, Unemployment	16
		770-10-10-1140-360-13630-0 CTE, Instr, Workers Comp	126
		770-10-10-1140-360-13640-0 CTE, Instr, FICA	186
		770-10-10-1140-360-13650-0 CTE, Instr, TRS	763
		770-10-35-1140-410-24100-0 CTE, Instr Suppt, Prof & Tech	150
		770-10-35-1140-420-24200-0 CTE, Instr Suppt, Travel	172,624
		770-10-35-1140-420-24210-0 CTE, Instr Suppt, Mileage	400
		770-10-35-1140-450-24570-0 CTE, Instr Suppt, Non Cap Equi	2,239
		770-10-35-1140-320-13245-0 CTE, Instr Suppt, Overtime	1,000
		770-10-35-1140-320-13290-0 CTE, Instr Suppt, Temps	2,900
		770-10-35-1140-360-13620-0 CTE, Instr Suppt, Unemploymn	8
		770-10-35-1140-360-13630-0 CTE, Instr Suppt, Workers Com	65
		770-10-35-1140-360-13640-0 CTE, Instr Suppt, FICA	299
		770-10-35-1140-360-13660-0 CTE, Instr Suppt, PERS	220
TOTAL	564,940	TOTAL	564,940

REASON: Career Technical Education; align account balances to reflect actual expenses.

Administrative Services Office Review

Budget


 Chief Financial Officer



Board Approval

Signature: _____

GRANT TITLE: Indian Education Formula Grant Part II
 FUNDING AGENCY: US Department of Education
 STATUS: Submission
 AMOUNT: \$745,021
 SUBMISSION DEADLINE: May 14, 2013
 REVIEWED BY: Grant Review Committee
 TIME PERIOD: July 1, 2013 – June 30, 2014

GRANT PROGRAM GOAL: To reform and improve elementary and secondary school programs that serve Alaska Native and American Indian students.

POPULATION TO BE SERVED: Alaska Native and American Indian students

PROPOSED ACTIVITIES AT SUBMISSION: The Formula Grant is divided into two parts – Part I and Part II. Part I, Student Count, allows districts to submit Alaska Native/American Indian student count totals. Part II, Program and Budget Information, provides the award amount based on the Alaska Native/American Indian student count total submitted under Part I. Part II also enables districts to submit student performance data, identify project services and activities and develop program budgets based on a known grant amount.

Funds will be used to support the grant coordinator, secretary, graduation success/attendance liaison, family advocate and tutor positions. The graduation success/attendance liaison will assist with the effort to ensure graduation success. The family advocate will work with the graduation success/attendance liaison to support students and families and will give educational presentations to schools throughout the district. Tutors will work with staff to provide individual and/or small group academic assistance to students. Mileage and supplies will also be funded.

BOARD PERFORMANCE GOALS, ONGOING COMMITMENTS, AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT: Goals: 1) Raise achievement level for all students. 2) Close the achievement gaps. 3) Support families through creation of proactive outreach strategies to increase parent and community engagement. Ongoing Commitments: 1) Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap. 2) Increase communication with, and support for, and respect of students and families of diverse populations.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): If administrative costs exceed 5%, the district must request a waiver.

BUDGET:	Salaries	\$439,527
	Benefits	\$247,611
	Professional & Technical	\$ 310
	Travel	\$ 15,382
	Supplies	\$ 3,083
	Indirect	<u>\$ 39,108</u>
	Total	\$745,021



Ben Eielson Junior-Senior High School

675 Ravens Way
Eielson AFB, Alaska 99702-1308



MARIO GATTO, Principal
JOHN FINK, Assistant Principal

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

DATE: April 30, 2013
TO: Karen Gaborik, Assistant Superintendent - Secondary
FROM: Mario Gatto, Principal
Ben Eielson Jr/Sr High School
RE: Permission to Travel

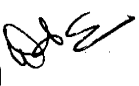
Who is Traveling: 5 students and 1 Chaperone
Destination: New Stuyahok, Alaska
Date of Travel: May 5-May 11, 2013
Reason for Travel: Students will be traveling to New Stuyahok for a cultural exchange with five students there.
Cost to District: No cost. The Alaska Humanities Forum and the Rose Urban-Rural Exchange provide the funds.

on 5/2/13
Emailed Board 5/2/13
P.L.

MEMORANDUM

April 24, 2013

To: Roxa Hawkins, Assistant Superintendent-Elementary 

From: Dana Evans, Principal 
Barnette Magnet School

Re: Fundraising / Travel Request

Name of Organization: Future Problem Solving Team
Barnette Magnet School

4 students
middle school

Purpose for fundraising: To reduce the cost of trip per student to Indiana for the International FPS Competition.

Date of travel: June 5- June 9, 2013

Reasons for travel: Participation in the Future Problem Solving Competition will:

- 1) Give students the unique opportunity to represent Alaska and the United States at an international event.
- 2) Expand student skills in creative problem solving.
- 3) Increase interactive skills with a diverse group of gifted students from around the state; and
- 4) Learn cooperative team skills through fundraising and travel.

How money will be raised: Students and families will sell rootbeer floats, snowcones and wooden roses for Spring and Mother's Day at various events and locales. We may ask businesses and community organizations for sponsorship and mileage donations. We may host a "Date Night" babysitting service for parents who would like a night out.

Fundraising Goal: \$ 5000.00

Cost to the district: \$ 0.

Barnette Magnet School

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

April 12, 2013

TO: Roxa Hawkins, Assistant Superintendent – Elementary



FROM: Leslie Campbell, Principal 
Anne Wien Elementary School

RE: **GIFT ACCEPTANCE**

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

Item(s) Donated: Donation for Classrooms

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

Value of Donation: \$1,400.00

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

March 29, 2013

TO: Roxa Hawkins, Assistant Superintendent – Elementary



FROM: Leslie Campbell, Principal *sqc*
Anne Wien Elementary School

RE: **GIFT ACCEPTANCE**

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

Item(s) Donated: Donation for Classrooms

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

Value of Donation: \$1,400.00

Weller Elementary School

520 Fifth Avenue, Fairbanks, Alaska 99701-4756
(907) 457-1629 FAX (907) 457-2663



Date: April 15, 2013, 2013

TO: Roxa Hawkins, Assistant Superintendent – Elementary

Roxa Hawkins

FROM: Lynn Weckesser – Principal *lw*
Weller Elementary

RE: **GIFT ACCEPTANCE**

Donation From: Weller Elementary PTA

Item Donated: **\$2923.15 Cash**

Item to be used for: Books for library, classroom supplies, teaching materials,
student rewards/incentives.

Value of Donation: **\$2923.15**



AUSTIN E. LATHROP HIGH SCHOOL

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

MEMORANDUM

DATE: April 22, 2013

TO: Karen Gaborik, Assistant Superintendent

FROM: Dave Dershin, Principal
Lathrop High School

RE: Gift Acceptance

Donation From: Lathrop High School Wrestling Booster Club
315 Illinois Street
Fairbanks, AK 99701

Money Donated: \$18,857.30

To Be Used For: Wrestling Expense

PERSONNEL ACTION REPORT

For the period: 4/10/13 – 4/30/13

EMPLOYMENT OF BUILDING ADMINISTRATION

None

EMPLOYMENT OF CERTIFIED PERSONNEL

Grorud, Angela

Education: B.S., 2010, University of North Dakota
Experience: None

Ms. Grorud is being recommended to serve as a part-time Special Education teacher at North Pole Middle School effective April 1, 2013. Her annual salary of \$50,959, is based on 190 days a year.

(Bachelor+36, Step 0, \$5,498, 41 days)

CERTIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

Scott, Carol

Date of Hire: October 6, 1998
Position: Science teacher at Randy Smith
Middle School
Effective Date: 2013 - 2014
Reason: Personal

TERMINATION OF CERTIFIED PERSONNEL

Milliman, Jesse

Date of Hire: August 6, 2010
Position: School Psychologist - Special
Education Department
Effective Date: May 28, 2013
Reason: Resign

Milliman, Katherine

Date of Hire: August 6, 2010
Position: School Psychologist - Special
Education Department
Effective Date: May 28, 2013
Reason: Resign

Fernstrom, Bethany

Date of Hire: August 14, 2012
Position: 4th / 5th grade teacher at Arctic
Light Elementary School
Effective Date: May 28, 2013
Reason: Resign

Rogers, Blanche

Date of Hire: August 14, 2012
Position: Special Education Extended
Resource teacher at North Pole
Elementary School
Effective Date: May 28, 2013
Reason: Resign

TERMINATION OF PRINCIPAL PERSONNEL

None

TRANSFER OF EXEMPT PERSONNEL

None

EMPLOYMENT OF EXEMPT PERSONNEL

None

TERMINATION OF EXEMPT PERSONNEL

Kauleinamoku, Maureen

Date of Hire: July 7, 2005
Position: Nursing Coordinator
Effective Date: July 31, 2013 *UPDATED
Reason: Retirement

PERSONNEL ACTION REPORT

For the period: 4/10/13 – 4/30/13

Hagen, Debra

Date of Hire: October 12, 2009
Position: Senior Human Resource
Technician
Effective Date: September 30, 2013
Reason: Retirement

Kougl, Patrick

Date of Hire: August 14, 2001
Position: Custodial & Grounds Manager
Effective Date: June 30, 2013
Reason: Resignation

Mucha, Maria

Date of Hire: February 24, 1994
Position: Recruiting Specialist
Effective Date: May 10, 2013
Reason: Resignation

CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

None

**Proposed Career & Technical Education
Materials for Pending Adoption
May 1, 2013**

ARTS, AUDIO/VISUAL TECHNOLOGY & COMMUNICATIONS CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Video Production 1A/1B	<i>The Art of Watching Films, 6th Edition</i>	McGraw-Hill, 2011	<i>Adobe Master Collection</i>
Digital Photography 1A/1B	<i>The Adobe Photoshop CS6 Book for Digital Photographers</i>	Peachpit Press, 2012	<i>Adobe Design Standard</i>
Graphic Design & Publishing	<i>The Non-Designers Design Book, 3rd Edition</i>	Peachpit Press, 2008	<i>Adobe Design Standard</i>
ARCHITECTURE & CONSTRUCTION CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Building Trades 1A/1B	<i>Core Curriculum Trainee Guide, 4th Edition</i>	Pearson/Prentice-Hall, 2009	
Building Trades 2A/2B	<i>Carpentry Fundamentals: Level One Trainee Guide, 4th Edition</i>	Pearson/Prentice-Hall, 2006	
Building Trades 3A/3B	<i>Carpentry Framing & Finishing: Level Two Trainee Guide, 4th Edition</i>	Pearson/Prentice-Hall, 2012	
Building Trades 4A/4B	<i>Cabinetmaking Trainee Guide, 2nd Edition</i>	Pearson/Prentice-Hall, 2007	
Woods	<i>Modern Woodworking</i>	Goodheart-Wilcox, 2006	
Advanced Woodworking	<i>Modern Woodworking</i>	Goodheart-Wilcox, 2006	
Drafting 1A/1B	<i>Exploring Drafting, 11th Edition</i>	Goodheart-Wilcox, 2012	
Computer Assisted Drafting	<i>AutoCAD and Its Applications</i>	Goodheart-Wilcox, 2011	<i>Autodesk</i>

(CAD) 1A/1B	(Updated annually)		<i>Inventor, Autodesk AutoCAD or Solidworks</i>
Architectural Drafting 1A/1B	<i>Architecture Residential Drafting and Design</i>	Goodheart-Wilcox, 2008	<i>Autodesk Revit</i>
Metals 1A/1B	<i>Modern Metalworking, 9th Edition</i>	Goodheart-Wilcox, 2004	
Welding 1A/1B and 2A/2B	<i>Welding Technology Fundamentals, 4th Edition</i>	Goodheart-Wilcox, 2009	
Introduction to Cabinetmaking 1A/1B	<i>Modern Cabinetmaking</i>	Goodheart-Wilcox, 2005	
BUSINESS, ADMINISTRATION & MANAGEMENT CLUSTER –AND- FINANCE CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Accounting 1A	<i>Century 21 Accounting, 8th Edition</i>	Thomson Learning, 2006	
HEALTH SCIENCE			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	
Introduction to Health Careers	<i>Diversified Health Occupations, 7th Edition</i>	Cengage Learning, 2008	<i>Teacher Software for Diversified Health Occupations</i>
Medical Terminology 1A/1B	<i>Medical Terminology Systems: A Body Systems Approach, 6th Edition</i>	F.A. Davis Company, 2009	<i>Teacher Software for Medical Terminology Systems: A Body Systems Approach</i>

Nutrition in Health Care	<i>Nutrition for Health & Health Care, 4th Edition</i>	Cengage Learning, 2010	<i>Diet Analysis Plus 9.0 CD</i>
Certified Nursing Assistant and Certified Nursing Assistant Clinical Experience	Determined by UAF/Community & Technical College (CTC)	University of Alaska-Fairbanks	
Emergency Medical Technician I 1A/1B	<i>Emergency Care, 12th Edition</i>	Prentice-Hall, 2012	
Math in Health Care	<i>Mathematics for the Health Sciences, 1st Edition</i>	Cengage Learning, 1996	
Pharmacy Technician and Introduction to Pharmacology	<ol style="list-style-type: none"> 1. <i>Pharmacology for Technicians Understanding Drugs and Their Uses, 4th Edition</i> 2. <i>Pharmacy Calculations for Technicians Succeeding in Pharmacy Math, 4th Edition</i> 	<ol style="list-style-type: none"> 1. Paradigm Publishing, 2010 2. Paradigm Publishing, 2010 	<i>Pharmacy Labs for Technicians NRx Simulation</i> by Sparks and McCartney
Medical Law & Ethics	<i>Legal and Ethical Issues for Health Professionals, 3rd Edition</i>	Jones & Bartlett Learning, 2012	
Introduction to Emergency Care	<i>First Responder, 8th Edition</i>	Prentice-Hall, 2008	
Introduction to Fire Services 1A/1B	<ol style="list-style-type: none"> 1. <i>Fire Service Orientation and Terminology, 5th Edition</i> 2. <i>Essentials of Firefighting & Fire Department Operations, 6th Edition</i> 3. <i>Fire Service Search & Rescue, 7th Edition</i> 	<ol style="list-style-type: none"> 1. IFSTA/Prentice-Hall, 2011 2. IFSTA/Prentice-Hall, 2013 3. IFSTA/Prentice-Hall, 2005 	
Professionalism in Health Care	<i>Professionalism in Health Care: a Primer for Career Success, 4th Edition</i>	Prentice-Hall, 2012	

Principles of Biomedical Science	Determined by <i>Project Lead the Way (PLTW)</i>		
Human Body Systems	Determined by <i>Project Lead the Way (PLTW)</i>		
HOSPITALITY & TOURISM CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Introduction to Culinary Arts	<i>Guide to Good Food, 11th Edition</i>	Goodheart-Wilcox, 2009	
ProStart 1	<i>Foundations of Restaurant Management and Culinary Arts Level One</i>	ProStart/Prentice-Hall, 2010	
ProStart 2	<i>Foundations of Restaurant Management and Culinary Arts Level Two</i>	ProStart/Prentice-Hall, 2010	
INFORMATION TECHNOLOGY CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Introduction to Information Technology 1A	<i>Our Digital World: Introduction to Computing, 2nd Edition</i>	Paradigm, 2012	
Introduction to Information Technology 1B	<i>New Perspectives on Computer Concepts, 9th Edition</i>	Course Technology, 2007	
IT Essentials 1A-PC Hardware & Software	<i>IT Essentials Online Curriculum</i>	Cisco Networking Academy	
IT Essentials 1B-PC Operating Systems	<i>IT Essentials Online Curriculum</i>	Cisco Networking Academy	
Computer Networking 1A/2B/3C/4D	<i>CCNA Discovery Online Curriculum</i>	Cisco Networking Academy	

MANUFACTURING CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Introduction to Process Technology	<i>Introduction to Process Technology, CAPT</i>	Prentice-Hall, 2010	
TRANSPORTATION, DISTRIBUTION & LOGISTICS CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Small Engines 1A/2B/3C/4D	<i>Small Gas Engines</i> (Textbook & Workbook), 10 th Edition	Goodheart-Wilcox, 2011	
Basic Automotive Technology	<i>Auto Body Repair Technology</i> , 5 th Edition	Cengage Learning, 2008	
Introduction to Collision Repair	<i>I-CAR Professional Auto Collision Repair</i> , 2 nd Edition	Cengage Learning, 2000	
Collision Repair: Non-Structural Analysis & Damage Repair 1A/1B and Collision Repair: Structural Analysis & Damage Repair 1A/1B and Plastics & Adhesives 1A/1B and Painting & Refinishing 1A/1B	<i>Auto Body Repair Technology</i> , 5 th Edition	Cengage Learning, 2008	

INTRODUCTORY & CAPSTONE CLUSTER			
<u>COURSE</u>	<u>PROPOSED TEXTBOOK</u>	<u>PUBLISHER/YEAR</u>	<u>Supplemental Software</u>
Diversified Co-Op Education (Work-Based Learning)	<ol style="list-style-type: none"> 1. <i>Effective Communication Skills: Essential Skills for Success in Work and Life</i>, 2nd Edition 2. <i>Getting the Job You Really Want</i>, 6th Edition (Text and DVD series) 3. <i>Preparing for Career Success</i>, 3rd Edition 	<ol style="list-style-type: none"> 1. Jist Works, 2001 2. Jist Works, 2011 3. EMC Publishing, 2009 	
Careers & Employability	<ol style="list-style-type: none"> 1. <i>Career Readiness for Teens</i> 2. <i>Teenagers: Preparing for the Real World</i> 3. <i>The 7 Habits of Highly Effective Teens</i> 	<ol style="list-style-type: none"> 1. Rising Books, 1995 2. Rising Books, 1995 3. Fireside, 1998 	
Pre-Apprenticeship	<ol style="list-style-type: none"> 1. <i>Financial Literacy for Teens</i> 2. <i>Getting the Job You Really Want</i>, 6th Edition 	<ol style="list-style-type: none"> 1. Rising Book, 2004 2. Jist Works, 2011 	

PERSONNEL INFORMATION REPORT

For the period: 4/10/2013 – 4/30/2013

EMPLOYMENT OF CLASSIFIED PERSONNEL

Holdorf, Kendra

Date of Hire: April 12, 2013
Position: SPED ER Aide at Lathrop High School
Reason: James Rogan transferred

Wease, Ralph

Date of Hire: April 8, 2013
Position: Day Custodian and Kitchen Supervisor at Salcha Elementary School
Reason: Anne Johnson transferred

Wilkins, Tara

Date of Hire: April 12, 2013
Position: SPED ER Aide at ABEL
Reason: Newly budgeted position

TERMINATION OF CLASSIFIED PERSONNEL

Donofry, Susana

Date of Hire: September 7, 2011
Position: Nurse at Joy Elementary School
Effective Date: May 23, 2013
Reason: Resignation

Hansen, Sonya

Date of Hire: November 4, 1981
Position: Behavior Intervention Aide at Pearl Creek Elementary School
Effective Date: May 23, 2013
Reason: Retirement

Keil, Dixie R.

Date of Hire: June 1, 1990
Position: Student Support Specialist at North Pole Middle School
Effective Date: May 23, 2013
Reason: Retirement

Modene, Melinda

Date of Hire: February 5, 1981
Position: Lead Custodian I at Facilities Maintenance Department
Effective Date: July 12, 2013
Reason: Retirement

MINUTES

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

Special Meeting

MINUTES

April 15, 2013

President Brophy called the meeting to order at 5:32 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The meeting was called to consider HSGQE waiver requests, student discipline, 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
Sean Rice, Clerk
Lisa Hall, Member
Charlie Leonelli, Member

Absent:

John Thies, Treasurer
Sue Hull, Member

Staff Present:

Pete Lewis, Superintendent
Karen Gaborik, Assistant Superintendent – Secondary
Roxa Hawkins, Assistant Superintendent – Elementary
Mike Fisher, Chief Financial Officer
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Bruce Bell, Assistant Principal, Lathrop High School
Ron Gherman, Assistant Principal, North Pole High School
Sharon Tuttle, Executive Assistant to the Board of Education

Executive Session

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

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

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

The board convened to executive session at 5:33 p.m.

Mr. Rice arrived at 5:42 p.m.

The executive session recessed at 5:59 p.m.

HAAS MOVED, HALL SECONDED, TO APPROVE THE FOLLOWING HSGQE
WAIVER REQUESTS:

W1213-034 PASSED ANOTHER STATE'S EXIT EXAM

W1213-036 PASSED ANOTHER STATE'S EXIT EXAM

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

HALL MOVED, HAAS SECONDED, TO:

EXPEL STUDENT 04-15-13-01 FOR A PERIOD OF ONE HUNDRED FORTY-ONE (141) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON THE FIRST STUDENT DAY OF THE SECOND SEMESTER OF THE 2013-2014 SCHOOL TERM, JANUARY 7, 2014.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

Due to Mr. Rice's knowledge of students 04-15-13-02 and 04-15-13-03 he recused himself from the vote.

HAAS MOVED, HALL SECONDED, TO:

EXPEL STUDENT 04-15-13-02 FOR AN INDEFINITE PERIOD OF TIME; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN A DRUG ASSESSMENT BY A STATE APPROVED ASSESSMENT AGENCY/ PROVIDER AND COMPLY WITH ALL RECOMMENDATIONS AND/OR REQUIREMENTS OF THE ASSESSMENT; FURTHER, STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; STUDENT MUST COMPLY WITH THE REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS.

EXPEL STUDENT 04-15-13-03 FOR A PERIOD OF FORTY-TWO (42) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; OBTAIN A THREAT ASSESSMENT PRIOR TO APPLYING FOR READMISSION TO SCHOOL AND COMPLY WITH ANY RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT; OBTAIN A DRUG ASSESSMENT BY A STATE APPROVED ASSESSMENT AGENCY/ PROVIDER AND COMPLY WITH ALL RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT; FURTHER, STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON THE FIRST STUDENT DAY OF THE 2013-2014 SCHOOL TERM, AUGUST 21, 2013.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES (RICE RECUSED)

The board recessed the special meeting at 6:01 p.m. to hold their scheduled work session.

After the completion of the work session, the board reconvened the special meeting at 8:50 p.m.

HALL MOVED, RICE SECONDED, TO RECONVENE IN EXECUTIVE SESSION TO DISCUSS 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 reconvened to executive session at 8:51 p.m.

The executive session ended at 9:27 p.m.

Board Comments/Discussion

None

The meeting adjourned at 9:28 p.m.

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

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

Work Session

MINUTES

April 15, 2013

President Brophy called the work session to order at 6:03 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The work session with the Board Curriculum Advisory Committee (BCAC) was called to discuss the mathematics curriculum. The board also discussed kindergarten options, board protocols, and the superintendent and board evaluation instruments.

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
Sean Rice, Clerk
Lisa Hall, Member
Sue Hull, Member (By Phone)
Charlie Leonelli, Member

Absent:

John Thies, Treasurer

Staff Present:

Pete Lewis, Superintendent of Schools
Mike Fisher, Chief Financial Officer
Karen Gaborik, Assistant Superintendent of Secondary Education
Roxa Hawkins, Assistant Superintendent of Elementary Education
Kathy Hughes, Executive Director of Accountability & Alternative Instruction
Peggy Carlson, Executive Director of Curriculum and Instruction
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Melanie Hadaway, Curriculum Coordinator
Kathy Port, Curriculum Coordinator
Sharon Tuttle, Executive Assistant to the Board

Mathematics Curriculum

Peggy Carlson, executive director of curriculum and instruction, introduced the Board Curriculum Advisory Committee (BCAC) members, Math Leadership Team members, content coaches, and curriculum department staff members. She expressed her appreciation for the variety of experience, interests, and backgrounds amongst all committee and team members; their broad range of experience and vast knowledge would help to bring many different perspectives to the curriculum revision process. Mrs. Carlson thanked everyone for their work and service on behalf of students and the district.

The joint work session with board members, BCAC members, leadership team members, content coaches, and curriculum staff afforded board members the opportunity to offer suggestions and input, and address questions and concerns regarding the math curriculum and revision process. The Math Leadership Team began their work in January 2013. Mrs. Carlson pointed out the curriculum revision process would include input and feedback from many sources, including staff, students, parents, and community members.

Mathematics Curriculum (continued)

Mrs. Carlson explained the leadership teams were created and tasked to provide an ongoing structure to guide curricular, instructional, and assessment decisions that supported a guaranteed and viable curriculum. A guaranteed and viable curriculum was defined as a combination of opportunity to learn and time to learn. Guaranteed (opportunity to learn) meant all students had the opportunity to learn the same content through a written curriculum that all teachers were expected to deliver. Viable (time to learn) meant the curriculum could be adequately taught in the instructional time available to teachers. The leadership team, which met on a regular schedule, would be able to deal with curricular issues as they arose, instead of waiting for a six-year cycle.

Mrs. Carlson presented an overview of the current math curriculum and the transition to the new Alaska State Standards, which were adopted in June 2012. The district's current mathematics curriculum was adopted in May 2006. She also reviewed the materials transition for Everyday Math materials at the elementary level and Glencoe materials at the middle school level.

The Alaska State Mathematic Standards prepared Alaska students to be competitive on the national and world stage. The standards were a set of specific, rigorous expectations that built students' conceptual understanding, mathematical language, and application of processes and procedure coherently from one grade to the next, so all students would be prepared for post-secondary experiences. The focus areas for each grade level and each conceptual category narrative established a depth of knowledge, as opposed to a breadth of knowledge across multiple standards in each grade level or content area.

Mrs. Carlson explained the Alaska Standards and Common Core, although not identical, were very similar, equal in rigor, and equivalent. Alaska Standards provided clarity to ensure teachers could easily understand the focus and purpose of each standard. The standards presented three shifts in mathematics:

- Focus – focus deeply on 2-4 major topics in each grade or course.
- Coherence – think across grades and link to major topics within grades.
- Rigor – in major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Focus: the standards called for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers would significantly narrow and deepen the way time and energy was spent with math. Teachers would focus deeply on the major work of each grade so students could gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they knew to solve problems inside and outside the math area.

Coherence: the standards were designed around coherent progressions from grade to grade. Principals and teachers would carefully connect the learning across grades so students could build new understandings onto foundations built in previous years. Teachers could begin to count on deep conceptual understanding of core content and build on it. Each standard was not a new event, but an extension of previous learning.

Rigor: the standards called for conceptual understanding of key concepts, such as place value and ratios. Teachers would support students' ability to access concepts from a number of perspectives so students were able to see math as more than a set of mnemonics or discrete procedures. The standards called for speed and accuracy in calculation. Teachers would structure class time and/or homework time for students to practice core functions such as single-digit multiplication so students had access to more complex concepts and procedures. The standards also called for students to use math flexibly for applications. Teachers would provide opportunities for students to apply math in context. Teachers, in content areas outside of math, particularly science, would ensure students were using math to access and make meaning of content.

Mathematics Curriculum (continued)

The math curriculum timeline:

2013-2014

- adopt new mathematics curriculum
- pilot/adopt K-8 materials
- provide professional development on new standards, new materials, and instruction
- support existing math materials during transition
- assess student learning

2014-2015

- pilot/adopt 9-12 materials
- provide professional development on new standards, new materials, and instruction
- assess student learning

Mrs. Carlson informed board members they would be receiving the curriculum drafts throughout the process. She thanked the board for the opportunity to present the math curriculum.

BOARD QUESTIONS/COMMENTS

Board member questions and comments included goals and expectations related to exceeding standards; the importance of implementation fidelity; materials alignment with the new standards; more focus on concepts in textbooks and digital curriculum materials; budgeted funds for materials and implementation; interventions in place to support student learning; mathematical practices; acceleration and remediation; adaptive software; assessments; and student progression and working at their own pace.

The board discussed the budget constraints and how it might affect the timeline implementation of the math curriculum and purchase of materials at the elementary and secondary levels. Leadership team member, Dr. Bridget Lewis, spoke on the important role and responsibility of the leadership team in providing transition support to each grade level. Each grade level transition was different. It was not the materials that drove the instruction. Dr. Lewis agreed with Mrs. Carlson's earlier comments on the key component of the leadership team was the ability to be much more responsive to changing curriculum needs.

Superintendent Lewis asked if the leadership team had blessed the adaptive software. Mrs. Carlson stated no. It was suggested the leadership team look at the software, as it might be a useful K-12 resource.

Board members expressed their appreciation for the work of the BCAC, the Math Leadership Team, and curriculum staff on the curriculum revision process. They looked forward to the process and final document.

The board took a short break at 6:48 p.m. The board reconvened at 6:55 p.m.

Kindergarten

Superintendent Lewis and Roxa Hawkins, assistant superintendent of elementary instruction, provided the board with some history and background information, along with the research and work that had taken place over the years regarding kindergarten options – full-day, half-day, extended day. The district's current kindergarten model (extended day) worked well. However, the new Alaska State Standards would require the district to examine its current program. Superintendent Lewis explained the reason for the work session was to seek direction from the board as to whether or not to continue the current extended day option or move to a full-day model.

Kindergarten (continued)

Superintendent Lewis and Mrs. Hawkins explained the district's 4.5 hour extended-day program. Half the class arrived at the beginning of the day, at normal school bell time. The other half of the class arrived two hours later, having all children together in what was called the "overlap time." A teacher's aide worked with the teacher during the overlap time. During this time, students attended their specials (music, physical education, library), participated in some regular class time, and had lunch and recess. The first group that arrived at the beginning of the day would leave two hours before the end of the normal school day, allowing the later arriving group to have the last two hours of the instructional day in a smaller group, just as the first group had at the beginning of the day. An example of the schedule for a school with an 8:30 a.m. start time and 3:00 p.m. dismissal time:

- Morning group arrived at 8:30 a.m. (normal school bell time) and students were eligible to ride the bus to school if residence was in bus zone.
- Second group arrived at 10:30 a.m., parents must provide transportation to school.
- Morning group left at 1:00 p.m., parents must provide transportation from school.
- Second group left at 3:00 p.m. (normal school bell time) and students were eligible to ride the bus home if residence was in bus zone.

There were teachers who loved the extended day program and the flexibility it offered to work with small groups. Many parents appreciated the extended day program, but there were also many other parents who were interested or had asked for a full-day kindergarten model with transportation to and from school, as evidenced by the kindergarten program waiting lists at the charter schools that offered full-day programs.

The district spent considerable time investigating the question if the district should have full-day kindergarten classes. In the summer of 2005, a team of district staff including kindergarten teachers and parents, reviewed the *Early Childhood Longitudinal Study – Full-day and Half-day Kindergarten in the United States*. Data was collected from multiple sources including articles, studies, principals, and focus groups. The study found:

- The district's 4.5 hour extended day option was a unique approach that did not fit the research available at the time. Half-day programs were 2-3 hours in length, and full-day programs were 4.5-6 hours in length, depending upon the model. The district's model lent itself to the positives obtained by a full-day program with the unique positive of the smaller sections in the non-overlap time.
- There was continued support by teachers and principals for the district's extended-day program.
- The need to continue to try and reduce kindergarten numbers. Current pupil-teacher ratio (PTR) was 23.0 in kindergarten.
- Transportation and attendance were issues resulting from lack of bus transportation provided both ways for kindergarten students.
- The community expressed a need for full-day kindergarten due to limited availability of childcare providers and some recent closures of daycares.
- The district needed to determine its recommended kindergarten PTR for sustainability. It would enable the district to determine whether it could "afford" full-day kindergarten from a budget and space point of view. Typically there were 50 sections of kindergarten. The administration anticipated the number to grow if the district offered a full-day model.
- The district needed to determine the level of aide support throughout the kindergarten day; which was essential to the financial picture. Full-day aides could provide wonderful support. Currently, aides worked 2.5 hours in the kindergarten rooms during the overlap time. Aide allocation and how they would be utilized needed to be fully explored. It was possible the aides could be split between kindergarten and first grades.

Kindergarten (continued)

During the 2010-11 school year the issue of kindergarten offerings was again considered and meetings were held with a group consisting of kindergarten teachers, principals, special education teachers, and district administrators. The feedback from the meetings highlighted the fact there was no uniform agreement about the approach the district should follow regarding full-day kindergarten, especially if full-time aide support was not available.

In June 2012, the Alaska English Language Arts (ELA) Standards Comparison Tool was launched, giving school districts the ability to compare prior work expectations from Grade Level Expectations (GLEs) with the new higher rigor of the ELA standards. In September 2012, the district's curriculum department designed a similar framework to show current practices as compared with the more rigorous expectations of the new standards. Both documents keenly showed the increased expectations that kindergarten students and teachers would experience.

The administration reiterated the extended-day program worked well, but did not offer student transportation to and from school. With the increased rigor and standards, the administration could see benefits in offering full-day kindergarten and the ability to offer more student interventions, at an earlier age. If the district decided to offer full-day kindergarten, it was not something that could happen overnight; there would need to be time to provide professional development and to plan and implement the change properly. At the earliest, the change would be at least two years out.

The administration, in determining the educational and economic impact of the district's kindergarten model, believed moving to a full-day model would benefit the students and families of the borough. It would provide a solid foundation for school success for students. While the decision would require additional resources, the administration believed it was in the best interest of students.

BOARD QUESTIONS/COMMENTS

Board members appreciated the administration's work and research on full-day kindergarten. Board members questioned the issue of overcrowding, since the North Pole schools were already at or near capacity. The administration said the issue of overcrowding would certainly have to be watched, but felt the district was in a better position to address the issue with the measures it had taken over the past several years to help reduce overcrowding. It was noted kindergarten enrollment was the most difficult grade to project, as it was never known how many students would show up. Superintendent Lewis noted Badger Elementary School would be replacing the portables by adding three classrooms next year, with one in the kindergarten wing. He noted it might be necessary to look at the boundaries and perhaps tweak them at some point.

Board members asked about funding. Superintendent Lewis estimated there would be approximately \$1 million associated with classroom aide costs, but noted there would most likely be an increase in student enrollment, which would provide additional revenue to help offset the costs. There would also be additional costs associated with curriculum, desks, etc. Cost estimates would be included in the plan the administration would bring forward if the board determined they were interested in a full-day program.

Other board discussion included kindergarten target numbers, full-time aides, space, student attention time, and past kindergarten options in the district.

Mrs. Haas was very supportive of full-day kindergarten. She noted kindergarten was not mandated in the state and because parents had problems with transportation, some students did not show up in the district until first grade. Offering full-day would solve the transportation issue and perhaps bring more students to school sooner. With the expected increase in rigor, students needed the extra school year to learn. She realized there would be additional costs, but saw the benefit in reaching more students and better meeting their needs.

Kindergarten (continued)

Mr. Leonelli wasn't against full-day kindergarten, but he had a couple of hurdles to clear before he could be won over to support it. He had concerns about full-day kindergarten being an answer to daycare. He wanted to be certain the district thoroughly vetted the issue and teachers were properly trained. As a parent, he knew his child had an attention span that lasted for only so long before he hit a wall and wasn't going to learn after that. Mr. Leonelli wanted to know that should the district move in the direction of full-day kindergarten, it would be for the right reasons and not to appease parents' daycare and/or transportation issues.

President Brophy appreciated Mr. Leonelli's comments. It was important to make certain students were well-prepared. If full-day kindergarten made academic sense, she would support the program.

Mrs. Hull reported the kindergarten teachers she had spoken to were really divided on whether there would be academic gains because of some developmental factors, just as Mr. Leonelli noted. She was not persuaded there would be more academic gain for adding the additional two hours and losing the smaller class size on each end of the day. She noted the PTR of 23 was well above the recommended size for kindergarten classes. The class size reduction bills that were passed in many states were mostly at 18 students, with some at 20 students, but none at 23 students. Mrs. Hull said research showed putting kids in the larger classes was disorientating to students so they were not able to take in as much content. She was not persuaded that academically, full-day was in the best interest of students.

Having been part of monthly meetings for a number of years relative to child care in the community, Mrs. Hull knew there was a need for greater childcare, and knew people would like to have a full-day kindergarten program because of it. But there was not a crying need for daycare. Parents were postponing or changing work schedules to accommodate childcare needs and/or finding other options.

Mrs. Hull was of two minds on the issue of full-day kindergarten, but did not think the board could move forward without knowing the funding needs. With the current budget situation, and from what she had been hearing in regard to the need to utilize what was available technologically, she would rather put the money in that area to benefit kids, rather than put kids in large kindergarten classes for a longer day that was questionable developmentally, just because there were people who needed childcare.

Mrs. Hull stated she was not a big supporter of full-day kindergarten at the current time, but did not oppose full-day kindergarten if class sizes were small. Mrs. Hull spoke to the argument that with a classroom aide, there were two adults in the classroom, but the issue was not the number of adults in a room, but rather the number of students in the group. She would be more in favor of full-day if class sizes were reduced.

Superintendent Lewis shared his experience from his previous district where they had full-day kindergarten and students made significant gains. There were options for part-day and the flexibility to start part-day and work up to full-day.

Board members suggested an alternative option to offering only a full-day option. They discussed the option of offering both full-day and extended day programs to better meet the needs of individual students. Some students might do better with a full-day program, where others might be better served with a shorter day. The possibility of pulling students early each day from a full-day program was also mentioned. A variety of programs would offer parents options. The administration stated they would need to work on strategies to make the various options work.

Mrs. Haas stated she was not advocating for the district to provide childcare. She believed the option of full-day kindergarten would benefit students and get them into the education system earlier, hence making them available for services sooner. Students had to be in attendance to receive services. Mrs. Haas spoke to the change in households over the years; 15 years ago, most homes were not dual working homes and childcare providers were not utilized as much as today. She believed parents wanted kindergarten program options and it would be wise for the district to explore the issue.

Kindergarten (continued)

Mrs. Hull appreciated Mrs. Haas's comments. She thought the compromise position would be to gather more information. She suggested the board should look at what research had shown by extending class time from an extended day to a full-day. She did not think the academic gains would be as significant as some thought, especially with such large class sizes. Mrs. Hull suggested looking at the National Association for the Education of Young Children's recommendations for young children. Looking at their information, relative to why they recommended lower class size, might be useful. She didn't see the harm in gathering more information, and with the district's current budget situation, it was probably the best the district could do at the present time.

Mr. Leonelli agreed with Mrs. Haas; he saw the advantages for parents to get their students in school at a younger age so that by the time students were in first grade, they hit the ground running. He thought it would be beneficial to look at the research regarding academic gains for the additional two hours students would spend in class.

Ms. Hall felt a full-day program would be beneficial, but agreed it would be good for the administration to bring back more information on the option. As a previous kindergarten aide, she thought the overlapping time seemed rushed. She saw the benefits of students attending full-day, but would like to see smaller class size numbers.

Superintendent Lewis did not believe the administration would be successful in finding research regarding an extended-day kindergarten and the academic gains in going from an extended-day to full-day program. The administration had looked. Superintendent Lewis ventured to say, the academic gain, based on two additional hours with a teacher, would benefit a student. He would certainly advocate for it. In terms of a measurable number, based on an assessment at the kindergarten level, he thought it would be difficult to find.

Mrs. Hull agreed with Superintendent Lewis that it might be difficult to find information; she had not seen any. She thought it might be well for the board to get the information that had previously been gathered by the administration, including the survey of kindergarten teachers. She recalled the teachers really had mixed sentiments; believing that developmentally, full-day was not always beneficial for students. Mrs. Hull agreed it might be good to gather more information, if it was not a hardship for the administration. She thought the district should be open to the idea, but she was not ready to move forward; she thought the board needed more information.

Mrs. Haas thought 3-4 year-old data might not serve the board well and it would not be good to rely on that information. It was important to understand the change in society and state standards and base decisions off more current information and data.

Mrs. Hull agreed it was time to resurvey.

Superintendent Lewis agreed the district was not ready to move forward with a full-day kindergarten program, but from what he was hearing, there was board consensus for the administration to further research the option and bring back information for the board to consider. President Brophy confirmed there was board consensus for the administration to further research the option of full-day kindergarten and present their findings to the board for further consideration.

Board Protocols

President Brophy reviewed several protocol issues including responding to email, attendance, notification of absences, and meeting preparation. If there were issues or opinions, it would be good if board members would bring them to the attention of the superintendent and/or president. Other topics included the open meetings act, conducting business by email, public record requirements, board communication, records retention, and emails.

Board Protocols (continued)

Board members spoke about emails addressed specifically to them and the right to some privacy. Some board members noted they attempted to obtain the writer's permission to forward the email to the rest of the board before forwarding. There was some discussion on the issue of no expectation of privacy when addressing a public official. Superintendent Lewis would seek a legal opinion on the issue.

President Brophy reminded board members they could attend any committee meetings. She thought it was helpful to visit other committee meetings.

President Brophy spoke about the process for seeking legal advice for board members. If the legal advice the board members wanted was in regards to procedure, hiring, or other personnel issues, board members should work through the board president. If board members thought legal advice was needed in other areas, such as special education, labor relations, etc., they should work through the superintendent, as the district used different attorneys for different issues. The administration might be able to provide the answer without legal counsel or if needed, advise board members on the appropriate attorney.

President Brophy reviewed the Code of Conduct from the *Becoming a Better Board Member* book. It boiled down to board members supporting each other and working respectfully and efficiently. Board members were encouraged to vote their convictions. Debate and differences of opinions were beneficial when done in a respectful manner.

Superintendent Lewis noted there would always be differing opinions, but there was strength in that. It was helpful for board members to voice their opinions; it also made it easier for him to know what board members wanted. He thought it would also help the board work better as a team. The board needed to drive the direction of the school district.

President Brophy thought it would be beneficial to have other board members sit in on agenda setting meetings with her and the superintendent. She suggested board members attend on a rotating basis and asked for the meetings to be listed on the board's event calendar so board members would know when the meetings were scheduled. It was also suggested it would be helpful if the board members attending reported on the meetings to keep everyone in the loop. It was noted the draft agendas were sent to all board members after the meetings as a way of keeping all board members in the loop.

Board members thought it would be good to keep all board members abreast of information and the outcome of meetings, such as when the superintendent and/or board president met with the mayor or other community officials. It would be good to get a brief report or update on the meetings either through email or at a meeting. It was noted there were other times when the board president met with the superintendent about a specific issue, just as other board members met individually with him.

Superintendent & Board Evaluation Instruments

At previous work sessions, board members discussed the superintendent evaluation instrument and whether additional ratings would be useful. Caution had also been voiced about changing the evaluation tool mid-year. President Brophy checked with borough legal and there were no issues with changing the evaluation tool mid-year.

There was some discussion about the inconsistency amongst board members not utilizing the designed rating system. Some members used their own rating system when completing the evaluation. Board members debated the advantages and disadvantages of a broad rating system, such as 1-10 versus a more concise range, such as 1-3 or 1-5. Regardless of the tool or rating system used, it was stated all board members should use the agreed upon rating system. Board members reviewed Kenai's superintendent evaluation instrument and some voiced their approval of the questions and rating system, while others struggled with the document.

Superintendent & Board Evaluation Instruments (continued)

Superintendent Lewis wanted an evaluation process that worked to help everyone improve and work better. He thought submitting a self-assessment to the board would help the evaluation process. Board members discussed the option of the superintendent submitting a self-assessment and reached consensus it would be helpful. The self-assessment would note the superintendent's accomplishments, goals, challenges. Superintendent Lewis stated he would develop his self-assessment based off the evaluation tool. It was noted the evaluation was not meant to be punitive, but to help the board and superintendent move forward.

With several new board members, the question was raised if board members could utilize previous evaluations. After some discussion, it was determined the superintendent's self-assessment would help new board members understand the meaning of each of the standards and previous evaluations would not need to be used. Some board members noted they used and referred to board policies and the goals and priorities to help complete the evaluation.

It was suggested the board form an evaluation committee to review the evaluation tool annually for the following year. It was stated the board would be better served to work on the superintendent evaluation as a group. There was no consensus amongst the board for an evaluation committee.

In reviewing the board's current superintendent evaluation instrument, it was suggested the ratings of "exceeds standard" and "needs improvement" be added to the existing categories of "meets standard" and "does not meet standard." Board members thoroughly debated the meaning of "needs improvement" versus the current evaluation tool rating of "does not meet standard." Several board members found the two descriptions to be redundant. After much discussion, President Brophy confirmed there was consensus from the board to use the board's current superintendent evaluation instrument, with the addition of an "exceeds standard" rating. It was noted it would be helpful if board members substantiated their ratings with written comments.

After the discussion, Superintendent Lewis felt some comments might have implied his evaluation was less than satisfactory. He clarified for the record that his evaluation did not contain any overall "does not meet standard" ratings.

President Brophy spoke about the evaluation timeline. The superintendent evaluation instrument would be sent to board members April 23, 2013. The completed evaluations would be due to the board office by May 13, 2013. The board would meet on May 20, 2013 during executive session to discuss and work on the compiled evaluation, and present the evaluation to Superintendent Lewis at the June 3, 2013 executive session.

President Brophy asked board members if they were interested in completing a self-assessment for the board. There was consensus from the group for the board to complete a self-assessment. The board secretary would get the self-assessment sent to board members.

Other Board Discussion

None

The meeting adjourned at 8:49 p.m.

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

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

Regular Meeting

MINUTES

April 16, 2013

President Brophy called the meeting to order at 7:00 p.m. in the board room of the FNSBSD Administrative Center at 520 Fifth Avenue. Woodriver Elementary School's Chorus led the Pledge of Allegiance and performed for the board under the guidance of Lucile Hackett, music teacher.

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
Sean Rice, Clerk
Lisa Hall, Member
Sue Hull, Member
Charlie Leonelli, Member
Ronald Johnson, Post Representative
Hanna Brewer, Student Representative

Absent:

Colonel Daack, Base Representative

Staff Present:

Pete Lewis, Superintendent
Mike Fisher, Chief Financial Officer
Roxa Hawkins, Assistant Superintendent – Elementary
Karen Gaborik, Assistant Superintendent – Secondary
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Peggy Carlson, Executive Director of Curriculum & Instruction
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Dave Norum, Executive Director of Facilities Maintenance
Bill Bailey, Director of Public Relations
Traci Gatewood, Director of Grants & Special Projects
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Gayle Pierce, Director of Labor Relations
Katherine Sanders, Director of Library Media Services
Shaun Kraska, Principal, West Valley High School
Sharon Tuttle, Executive Assistant to the Board

PRELIMINARY ITEMS

President Brophy took a moment to thank Clarence Bolden, executive director of human resources, for his service to the district. The meeting would be his last board meeting; he was retiring at the end of April.

Shriver-Kennedy Student Achievement Award

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

2013 Letters About Literature State Winner

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

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 the event. Mrs. Hull presented the recipients of the Fairbanks Memorial Hospital, Doug Schamel, and Director awards.

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
Raven Drake	ICS	Can you make Sourdough Starter by capturing wild yeast?

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

2013 Alaska Statewide High School Science Symposium Winners

Dr. Bult-Ito, Alaska Statewide High School Science Symposium regional director, presented the award winning students from the Alaska Statewide High School Science Symposium. Dr. Bult-Ito 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

Dr. William Howard, American Chemical Society representative, presented William Denzel Wood and Ivan Voronin, from West Valley High School, \$50 each from the Alaska Branch of the American Chemical Society.

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, made the presentation.

Spotlight: 21st Century Community Learning Center

Julie Wild-Curry, after school program director, made a PowerPoint presentation on the district's 21st Century Community Learning Center program. 21st Century Community Learning Center (CCLC) After School Programs strived to improve student academics by providing a safe environment for students to explore interests, develop confidence, and celebrate success, while promoting positive connections between schools, families, and Fairbanks' diverse community.

The primary focus of 21st CCLC after school programs was to provide extra academic support and academic enrichment for students who were struggling with school. Programs focused on increasing academic success in the areas of reading, writing, math, and science. Students selected enrichment opportunities based on their preferences so they stayed excited and interested in school.

The district currently had three five-year 21st CCLC grants supporting eleven program sites across the district. Title 1 schools not meeting AYP qualified to apply for the program. Each school site must commit to fully supporting the program at their school. The grant process involved a team from each school planning their program and securing staff commitment.

Elementary

- Anne Wien
- Barnette Magnet -fee based program
- Denali
- Hunter
- Joy
- Ladd
- Nordale
- North Pole Elementary
(also offered a fee based program)

Secondary

- Randy Smith Middle School
- Ryan Middle School
- North Pole Middle School
- Lathrop High School

Quality Standards for Effective After School Programs

- Trained staff
- Structured program
- Positive and safe environment
- Clear understanding of program goals
- Continuous evaluation for program improvement

The current grant funded after school programs were required to meet the federal NCLB requirements. Students were invited to attend the programs based on academic needs. Attendance was mandatory once families agreed to enroll in the program. The first hour of the program was focused on academic assistance. The second hour was for academic enrichment/recreation. Some sites offered week-long specialty programs during testing week.

Academic achievement was supported through a strong link to the school-day curriculum. Project-based learning provided additional educational opportunities. Research showed homework completion affected children's confidence within the school environment. Positive youth development was modeled through mentoring, student leadership, and program design. Through the enrichment component, the program was intentional in making sure students knew the links between what they were currently enjoying, be it quilting, cooking, robotics, outdoor education, and the reasons they needed to stay in school to continue focusing on reading, writing and math...as everything they were enjoying required knowledge in those areas.

Spotlight: 21st Century Community Learning Center (continued)

The program emphasized community and family involvement. Parents saw after school programs as an important program for educational support. Community partners assisted in providing enrichment programs and mentorship. Family nights provided fun learning opportunities for families to share activities together.

Ms. Wild-Curry thanked and recognized the many collaborative community partners:

Boys and Girls Clubs	UAF 4H Cooperative Extension Services
Big Brothers Big Sisters	Fort Wainwright Youth Services and Youth Education
Food Bank	Fairbanks Arts Association
Literacy Council of Alaska	Fairbanks Tennis Association
FNSB Noel Wien Library	Volunteers in Policing
Fairbanks Soil and Water	

Ms. Wild-Curry reviewed the 2011-2012 Evaluation Reports for Elementary and Secondary School Sites.

ELEMENTARY

Percent Improved Homework Completion and Turned in On Time

Completion

<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
68%	90%	75%	68%	76%	87%	90%

On Time

<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
72%	87%	70%	60%	75%	81%	88%

Percent of Elementary Students who Increased Attendance Rate from Prior Year

<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
N/A%	41%	54%	40%	51%	44%	41%

Percent Improved Writing Grades in the 2011/12 School Year

Increased Grades

<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
54%	39%	39%	56%	31%	27%

Percent Improved Math Grades in the 2011/12 School Year

Increased Grades

<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
26%	38%	33%	25%	37%	20%

Percent who Improved Motivation and Attentiveness

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
Motivation	73%	61%	73%	62%	44%	58%	61%
Attentiveness	70%	65%	74%	59%	49%	60%	76%

Percent who Improved Behavior and Participation

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
Behavior	51%	56%	67%	55%	35%	46%	55%
Participation	76%	72%	71%	73%	59%	77%	76%

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

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Bamette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>
Comfortable at school	48%	70%	80%	64%	59%	81%	71%
Involved in Child's Education	50%	46%	73%	55%	64%	67%	69%

Spotlight: 21st Century Community Learning Center (continued)

SECONDARY

Percent Improved Language Arts Grades in the 2011/12 School Year

Increased Grades

<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>
35%	30%	36%	48%

Secondary Percent Improved Math Grades in the 2011/12 School Year

Increased Grades

<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>
36%	47%	39%	32%

The principals and after school program coordinators were an important link in making sure all program components were in place. They needed to possess a variety of skills in working with students, parents, staff, and administration. They were responsible for the day-to-day program operations at their sites. Board members were invited to stop by and see the programs in action. Ms. Wild-Curry recognized and thanked the after school program coordinators: Lea Ann Hood, Melissa Odsather, Tiffany Robinson, Marilyn Eggleston, Billy Smith, Kari Lovett, Elizabeth Wagner, Truly Betts, Courtney Havrilek, Jody Vignola, and Olga Napolilli.

Ms. Wild-Curry spoke to the challenges facing the program in the future including staffing, federal funding, state funding, and sustainability. But there were also many successes to celebrate including staffing, professional development, academic gains, district support, and the collaborative partnerships. There were many new, exciting things happening in the program:

- Elementary and Middle School Summer Program - Pilot
- Expansion of Fee-Based Programs
- New Grant – New Schools
 - S.T.E.A.M Focus
 - Physical Fitness Focus
- Professional Learning Communities
- Peer Reviews
- Staff Development – Mini Conference and State Conference

Ms. Wild-Curry provided a copy of the article, “The Potential of Quality Afterschool and Summer Learning Programs and 21st Century Community Learning Centers for Supporting School Success,” by Rhonda H. Lauer and Ralph R. Smith in the agenda. The article provided concrete, detailed lessons from research and best practices about how to make after school and summer programming more effective in a number of key areas that helped 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.

Ms. Wild-Curry invited board members and the public to the *Lights on Afterschool* event on Saturday, April 20, 2013 from 1:00 – 5:00 p.m. There would be demonstrations and activities for the entire family.

Nordale principal, Brian Powell, spoke to how the program at his school had enhanced learning. He voiced his appreciation to Ms. Wild-Curry for her assistance in helping him to implement Nordale’s program. He credited the district’s great success with the after-school programs to her leadership and oversight. It was a great program and he encouraged other schools to consider programs at their sites.

Spotlight: 21st Century Community Learning Center (continued)

Board Questions/Comments

Mrs. Haas asked for the number of students participating in after school programs throughout the district. Ms. Wild-Curry stated there were approximately 800 students who participated day-to-day and approximately 1,300 students who participated over the course of a year.

Mr. Rice really liked the program and enjoyed the after school conference he had attended last year in Anchorage. It was very informative. He thanked Ms. Wild-Curry and her staff for their work.

President Brophy thanked Ms. Wild-Curry and staff for their work on behalf of the community and district students.

AGENDA

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

The following consent items were moved:

accepted the Monthly Management Reports for March 2013.

approved 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.

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

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

approved Budget Transfer 2013-153: Network Services Department in the amount of \$23,509.

approved Budget Transfer 2013-156: Star of the North Charter School in the amount of \$108,108.

approved 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.

approved 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.

accepted the gift of \$2,000 from the Langston Family Foundation to Lathrop High School to support the school's boys' and girls' basketball programs.

approved the Personnel Action Report for the period March 27-April 9, 2013.

acknowledged the Personnel Information Report for the period March 27-April 9, 2013.

acknowledged the Superintendent's Budget Transfer Report for April 16, 2013.

Consent Agenda (continued)

acknowledged the Expulsions for the 2012-2013 school year, as of April 10, 2013.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTES. 2 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Colby Freel, 3525 Kaltag Drive, Ben Eielson student and a member of the Regional Student Council, spoke to the school district's tobacco policy. Mr. Freel provided board members with a copy of an Alaska Association of Student Governments' (AASG) resolution addressing zero tolerance of tobacco in the district, which the association passed unanimously. It was Mr. Freel's opinion, as well as that of the association, there was a gap in the school district's tobacco policy; Policy 537: Tobacco-Free School Premises. He felt the policy gap allowed visitors and staff to possess tobacco products on school property. The use of tobacco by visitors and staff would expose students to tobacco images and students might see it as a social-norm.

Mr. Freel stated statistics showed that students who saw tobacco and smoking as a social-norm were more likely to smoke. He pointed out the references as noted in the resolution. Mr. Freel shared some alarming statistics regarding smoking and the use of tobacco in Alaska:

- 490 adults died annually from tobacco; making it the leading cause of death in Alaska, exceeding the number of deaths caused by accidents, drugs, alcohol, and suicide combined.
- 18,000 Alaskans, under the age of 18, who were currently alive, would die prematurely from tobacco use in the future.

Mr. Freel strongly believed the Fairbanks school district was the finest district in the state of Alaska. It was because the district cared about its students and listened to its students. Mr. Freel asked board members to listen to the students of the district and Alaska. He understood the issue was complicated and recognized the policy would not stop the toll of tobacco use on Alaska. However, it was one step in the right direction. Mr. Freel asked the board to take the first step to lead to a cleaner, healthier future for Alaska.

President Brophy thanked Mr. Freel for his presentation and testimony.

Tammy Smith, 4201 York Avenue, district teacher and FEA president, publicly thanked Clarence Bolden, executive director of human resources, who would be retiring at the end of April. Ms. Smith very much appreciated Mr. Bolden's service and work in public education. Prior to working in the district, he worked with NEA-Alaska. She appreciated his professional demeanor and had really enjoyed working with him. As FEA president, she said Mr. Bolden had helped her a great deal. She thanked him and wished him well in his retirement.

Dale Suomi, 3454 Sharon Road, explained he was before the board to speak for and represent a wonderful group of people who worked within the district – the custodians. Mr. Suomi had been a custodian for almost 35 years. He prided himself on the fact the group of people he worked with were dedicated, hard-working, and took a lot of pride in their work and what they did. Mr. Suomi stated he loved his work. He wished all board members could see the results of his work at the end of summer when all the halls and gyms were in wonderful shape.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Suomi was worried about the morale of custodians. He was also worried about the number of custodians. When he started at Ben Eielson High School in 1993, there were five night custodians and one day custodian; presently, after the cuts from last summer and the recent restructuring, there were three night custodians. As much as he was a self-professed work alcoholic, he was concerned. It was important to have safe, attractive school buildings. When students, staff, and members of the public were in the buildings, custodians worked to ensure everything was done to provide safe buildings. Mr. Suomi understood the issue of funding, but he was concerned. He was near retirement and would like to go out on a happy note. But the custodial staff, at the present time, was feeling doom and gloom. He did not know what could be done or what the board could do to enhance things. Mr. Suomi asked the board to please take a look at what could be done because the people he worked with were wonderful and they deserved the board's full support.

President Brophy thanked Mr. Suomi for his service to the district.

Chrya Sanderson, 2118 S. Cushman, ESSA president, thanked Mr. Bolden for his support and what he had done for the district. She felt he was a multi-faceted person of integrity and wisdom. He was always professional and good at building relationships, but tough when the job called for it. Ms. Sanderson thanked Mr. Bolden for his mentorship and support. She wished him well in his retirement.

OLD BUSINESS

Policy 724: Allergies (Second Reading)

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.

Board Priority: *Provide a safe learning environment.*

HULL MOVED, RICE SECONDED, TO APPROVE SECOND READING,
PUBLIC HEARING, AND ADOPTION OF POLICY 724: ALLERGIES.

Superintendent Lewis thought the policy was a positive move and would be a great resource for parents. The administration recommended approval. He thanked Ms. Schaffhauser and her team for their work on the policy.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

President Brophy, on behalf of the board, thanked the BCAC and Ms. Schaffhauser and her staff for their work on the policy.

ADVISORY VOTES. 2 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

NEW BUSINESS

Adoption of the 2014-2015 & 2015-2016 School Calendars

During the March 5 school 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.

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

RICE MOVED, HALL SECONDED, TO ADOPT THE 2014-2015 AND 2015-2016 SCHOOL CALENDARS.

Superintendent Lewis introduced Bill Bailey, public relations director, who had the arduous task of developing the calendars and assuring specific state guidelines, dates, and events were included, such as parent-teacher conferences, testing, professional development and teacher work days, school vacations, snow days, etc. The administration recommended adoption of the proposed 2014-2015 and 2015-2016 calendars, as submitted.

Mr. Bailey noted the district, under the leadership of Superintendent Lewis, had gone to the approach of adopting two school calendars at a time. Mr. Bailey thought the approach was a good one for planning purposes. He pointed out the proposed calendars before the board had not changed since they were presented to the board in March.

BOARD QUESTIONS

Mrs. Haas noted the feedback the board received regarding the interruptions to a number of instructional weeks and the issue of half-day professional development early outs. She asked if the half-day professional learning days were mandated by policy or state statute and what would happen if they were reorganized or reduced. Mr. Bailey explained there were twelve early outs on the calendar – eight of which were in accordance to negotiated agreements: an early out at the first and third quarters (2) and three early outs at the end of each semester (6). There were four early outs for professional development. Superintendent Lewis stated if the four early outs for professional development days were not included in the calendar, the district would lose the opportunity for professional development. He added, the administration was exploring other opportunities to correct the issue. Superintendent Lewis said feedback was received about the number of interruptions in the third-quarter and the impact of the early outs in regards to daycare and childcare issues. Superintendent Lewis was hopeful the problem would eventually be solved, and the administration was working on the issue at the current time, but they were not in a position to make a recommendation to remove the early outs from the calendar at the present time.

Mrs. Hull was also concerned about the early outs from the feedback from staff and the community. She noted the board only had control over four of the early outs. She pointed out that in January 2015, there were three weeks in a row where students did not have full instructional weeks, noting two of the weeks had full day non-student contact days. Mrs. Hull asked about the ramifications of moving the January 16, 2015 half-day early out for professional development to November 26, 2014 – the day before Thanksgiving. She understood the challenge of a professional development day falling right before a holiday, but she wondered if it could work. She also noted it could be moved to the week before Thanksgiving. Mrs. Hull thought moving the January 16, 2015 early out would help with instructional time in January, as well as respond to the concerns the board heard from the public. She clarified she was interested in trying it on the 2014-2015 calendar to see how it worked.

Adoption of the 2014-2015 & 2015-2016 School Calendars (continued)

Superintendent Lewis's previous district had an early dismissal day on the Wednesday before Thanksgiving to give folks an early start on Thanksgiving. He found it to be a positive day for parents, students, and staff. But, from a professional development standpoint, he thought it might be a challenge. He also understood the need for uninterrupted instructional weeks.

Superintendent Lewis reiterated the administration was exploring options of dealing with the early-out issue. He wanted board members to be aware if the board desired to try the half-day professional development day on the Wednesday before Thanksgiving, the administration might be coming back with a different option in the future.

Adding to Mrs. Hull's comments, Mrs. Haas, in looking at the third quarter, noted February 6, 2015 was a professional development day for teachers, with no school for students. As she reflected on the public comments and input the board received, as well as from the perspective of a parent, Mrs. Haas wondered what it would look like if the February 6 professional development day was moved to April 10, the day after testing. She wondered if there was data on student attendance on the Friday of testing week. Mr. Bailey had learned from Kathy Hughes, executive director of research and accountability, there were three grades which participated in science testing on that Friday.

Mr. Rice recalled from previous calendar adoptions, the need to align the district's spring break with the Fairbanks Winter Carnival. Mr. Bailey stated the district was aligned with the event. There was one year when the district's spring break was not aligned to the winter carnival and the board heard from the community. Mr. Bailey noted aligning with the carnival meant spring break would always end on the third weekend of March.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked Mr. Bailey for his work on the calendars, there were many considerations. She also appreciated the comments the board received from staff, parents, and community members. Mrs. Hull felt some inclination to respond to the input the board received. She said Mr. Bailey and Mr. Fisher provided information to the board relative to some of the suggestions and comments the board received. Mrs. Hull spoke to the suggestion of adding a snow day to the first semester. She appreciated the explanation from the administration on how it would cause financial complications, particularly for classified staff. Mrs. Hull wanted the public to know the board considered their suggestions and comments. There were valid reasons for keeping the calendar as proposed.

HULL MOVED, RICE SECONDED, TO AMEND THE 2014-2015 SCHOOL CALENDAR TO MOVE THE EARLY OUT/HALF-DAY PROFESSIONAL DEVELOPMENT DAY ON JANUARY 16, 2015 TO NOVEMBER 26, 2014.

Board Questions on the Amendment

Mrs. Hull was concerned about the three four-day weeks, all in a row, in January 2015. It was already hard to get back into the swing of school. The board could not do anything about the week interrupted by the Martin-Luther King, Jr. Holiday; the only way she could think to deal with the issue was to move the early-out day to November 26. She wasn't certain November 26 would be the best day, but it was worth a try to see if it worked. There might be another resolution to the issue coming in the future, but in case there wasn't, the board would have addressed the issue. Moving the early-out would not make it perfect, but it would be a little less-disruptive.

Adoption of the 2014-2015 & 2015-2016 School Calendars (continued)

Mrs. Haas recalled the feedback the board received being specific to the staff feeling the half-day professional development days were not the most productive or well-attended days. She questioned if moving the early-out day really addressed the teachers' concerns.

Specifically to Mrs. Hull's amendment, Mrs. Haas wondered about the ramifications of a two-day school week for students the week of Thanksgiving. She was concerned about student attendance for that week.

Mrs. Haas suggested a board work session on the proposed calendars to fully-vet the half-day professional development/early-out issue. She was reluctant to adopt a calendar without fully reviewing the issue. She was concerned the board was not addressing the real concern of the half-days. She reiterated her concern regarding student attendance for a two-day week. Superintendent Lewis clarified students would be in attendance for two full days and four hours on the third day.

Mr. Rice asked how moving the half-day professional development day from January to November affected the district's training schedule and negotiated contracts. Superintendent Lewis did not believe moving the day would be a violation of any contract. He reiterated the administration was exploring other options to address the early-out for professional development but was not prepared to present a resolution at the current time. Gayle Pierce, labor relations director, stated it was permissible by the contracts to move the January half-day professional development time to November. She added, personal leave was permitted on early-out days.

Mrs. Haas thought the professional development days were designed to cover specific trainings and asked if having two professional development days back-to-back would be effective.

Mr. Thies noted the early-out professional development days were spaced approximately two months apart on the proposed calendar and asked if having them back-to-back would be an issue.

Karen Gaborik, assistant superintendent of secondary education, explained elementary staff had been working on the new Alaska Standards during the early-outs and secondary staff had been using the time to work on the required Alaska STEPP School Improvement process. While it might not be a teacher's favorite activity, it was all important work. Dr. Gaborik thought the administration could certainly plan for and move the activities, if needed.

Mrs. Hull pointed out if the January date was moved to November, there were two weeks between the professional development day on November 7; the same as there were two weeks between the professional development days in January/February 2015. Mrs. Hull was hopeful the administration would come forward with a recommendation relative to restructuring the early-out days. In the absence of that, she thought it would be useful for the board to look at dealing with them, especially with the series of four-day weeks in January 2015. She wasn't stating November 26 was ideal, but she thought families would appreciate it, more than a Friday early-out. It was not the ideal solution, but Mrs. Hull thought it would be helpful in showing responsiveness to the comments the board received. With it being the 2014-2015 calendar, there was time for the administration to come forward with recommendations relative to restructuring the early-out days. Mrs. Hull thought it was a step in the right direction that was not undoable or harmful.

Adoption of the 2014-2015 & 2015-2016 School Calendars (continued)

President Brophy appreciated Mrs. Hull's desire to respond to the comments the board received, but she was not convinced moving the January 16, 2015 early-out to November 26, 2014 was the right solution.

Mr. Thies recalled most the comments about the early-out for professional development was centered on having the half-day, not necessarily moving them. He thought the board's discussion should be more towards having them versus moving them around on the calendar.

Mrs. Hull disagreed. She said there were some comments questioning the usefulness of the early-out/professional development days, but the majority of the comments were about the fact there were interrupted weeks in a series. Leaving the January 16 date alone would result in three weeks of interrupted instruction, right after a two-week break; which she thought was the real issue and why she raised it. Mrs. Hull thought the staff members who signed the letter from West Valley were concerned about the number of interrupted instructional weeks in the third quarter. Moving the day was a way to respond to their concerns of having so many interrupted weeks, which she thought was the major concern.

Mr. Bailey reminded the board, in terms of the school calendar and how it related to the district's goals and priorities, it was about student learning being at the center of everything done. The calendar was at the center of everything the district did. He encouraged the board to think about the calendar from an academic perspective when considering changes.

President Brophy thanked Mr. Bailey; he made good points.

Mrs. Haas was very concerned with the early dismissal/half-day professional development days. Next year's school calendar was already adopted and with the possibility of the administration coming forward with recommendations or solutions relative to the early-out days, she strongly advocated for the board to think about the issue and as Mr. Bailey stated, from an academic perspective and how it related to student achievement. There were new standards and the board had been hearing so much about student learning, she felt the board needed to take a good look at the issue through a work session. Mrs. Haas thought it would cause some inconsistency if the board passed a calendar and then went back and revised it. She would recommend a work session so the board could receive more information.

President Brophy asked Mrs. Haas if she was suggesting the board postpone the calendar adoptions.

HULL MOVED, HAAS SECONDED, TO POSTPONE THE ADOPTION OF THE 2014-2015 AND 2015-2016 SCHOOL CALENDARS UNTIL THE BOARD HAD TIME TO CONSIDER AND DISCUSS THE CALENDARS AT A WORK SESSION.

Mr. Thies asked if there were state statutes addressing the timeline of calendar adoptions. Mr. Bailey stated the district had met the state statute requirement by already having next year's school calendar adopted.

Superintendent Lewis asked if there would be a need for the work session if the administration came forward with a recommendation that addressed the early-out/half-day professional development days.

Adoption of the 2014-2015 & 2015-2016 School Calendars (continued)

Mr. Thies thought if the board had time to look at the administration's recommendation there would not be a need for a work session to discuss the calendar.

Ms. Hall thought a work session would be better for the board to discuss the issue; she wasn't certain what Mr. Thies meant by look at the administration's recommendation.

Mrs. Hull stated her motion was to postpone until the board had the opportunity to consider the issue at a work session. If at the work session, the administration came forward with a solution, then the board would not need to spend a lot of time discussing the issue.

President Brophy clarified the board would be voting on the motion to postpone the adoption of the 2014-2015 and 2015-2016 school calendars.

ADVISORY VOTES. 2 AYES

MOTION TO POSTPONE CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

Social Studies Curriculum Adoption

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 recommended the board adopt the proposed social studies curriculum. A memo from the Board Curriculum Advisory Committee (BCAC), formally endorsing the administration's recommendation, was included in the agenda.

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

HAAS MOVED, RICE SECONDED, TO ADOPT THE SOCIAL STUDIES CURRICULUM.

Peggy Carlson, executive director of curriculum and instruction, recognized the staff who worked on the social studies revision, along with the curriculum staff for their work on the revised curriculum.

Mrs. Carlson pointed out a new revision to the document. Some of the electives were listed in wrong categories and listed twice. Corrections had been made to the final document.

The BCAC supported the proposed social studies curriculum and recommended its adoption by the school board. The committee voted to recommend the curriculum to the board at their March 5, 2013 meeting. The committee felt the writers had done an outstanding job of developing a comprehensive document that addressed the needs of all children and allowed creativity and flexibility for teachers to address the needs of at-risk and high-end students. Meticulous attention was made in the progression of student awareness/knowledge from K-12, recognizing the strong Alaska Studies thread found at each grade level. The document was strong, clear, reflected the input of the district and community, and was aligned to state and national standards. Mrs. Carlson stated the administration recommended adoption of the curriculum.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

Social Studies Curriculum Adoption (continued)

BOARD COMMENTS

Mrs. Hull, as chair of the BCAC, thanked everyone for their work. She noted her concern with the first draft of the curriculum because U.S. History at the 11th grade level began at the Civil War and moved forward; with the rationale it was keeping with a national trend. The curriculum was adjusted after the first draft to include, at the start of the 11th grade year, a review of the foundations of democracy. Mrs. Hull had since had additional conversations with former social studies teachers and others concerned with the issue and it had been a lively discussion.

Mrs. Hull thought the curriculum reached a good accommodation, but she wanted to raise the point because she was surprised with the textbooks that began with the Civil War and went through modern times. She thought it was important to understand the foundations of democracy, especially at the high school level. Mrs. Hull was grateful to the curriculum writers for the adjustment. National trends were sometimes great and good to follow, but other times, it was good to be a little cautious.

Mrs. Carlson said as the district moved forward with the new Content Leadership Teams, the issue Mrs. Hull raised would be something the team would keep in the forefront of discussions and awareness.

ADVISORY VOTES. 2 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

Resolution 2013-13: Request for October 2013 Bond Election

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 was provided in the board packet. All projects may be eligible for funding up to 70 percent reimbursement.

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

RICE MOVED, HALL SECONDED, TO APPROVE RESOLUTION 2013-13:
REQUEST FOR OCTOBER 2013 BOND ELECTION.

Superintendent Lewis noted the board had decided to wait until after the end of the legislative session before moving forward on the bond request. The legislature had adjourned. They had allocated \$800,000 in funding for Ryan Middle School, which would help with the design.

Superintendent Lewis explained once the board approved the request, the borough assembly would consider the request and determine the size and number of projects and questions.

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

Resolution 2013-13: Request for October 2013 Bond Election (continued)

Three goals of the school district, with regard to schools, were first, public safety; second, to preserve and extend the life expectancy of facilities for as long as possible for maximum benefit to the community; and third, to provide facilities that enhanced the delivery of education as much as possible. The improvements in energy conservation, efficient energy use, and sustainability of schools were not only important but economically sound. Periodic investment in major maintenance of building components such as roofs, mechanical and electrical systems, plumbing, lighting, finishes, and exteriors was one of the best ways to reach one of the board's stated goals.

The board was requesting 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.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thought the bond request was a good proposal. She thought the community would support the size. She thought it might be smart to draft the bond into two questions, with Ryan as one, but that would be the borough assembly's determination. Mrs. Hull believed bonding on a regular basis would help keep school facilities in good shape. She thanked the administration for their work on the bond request.

Mrs. Haas had concerns about the number of projects. It was important to have safe schools. She thought, as a board, they needed to be mindful what the community could support, given the difficult economic times. It was a good bond, but she had some reservation about the amount.

Mrs. Hull thought it would be helpful to be reminded about what was thought to be the average amount invested annually in the upkeep of facilities each year. Superintendent Lewis believed it was approximately two percent of value. Larry Morris, project manager, stated Superintendent Lewis was close, it was three percent.

Mr. Norum pointed out many of the projects would address energy issues, such as roof repairs and additional insulation, all which would provide pay-backs on the work.

President Brophy agreed the bond amount was large, but nothing on the list was frivolous. As Mr. Norum stated, there would be paybacks. The longer the repairs and upgrades were delayed, the more expensive the projects would become. Mr. Norum stated it was a good time in the building community to provide work.

ADVISORY VOTES. 2 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

INFORMATION AND REPORTS

Grants Department Update

Traci Gatewood, director of grants and special projects, provided an overview of the grant department, current status of district grants, and an update on the upcoming transition.

Grants Department Update (continued)

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

Mrs. Gatewood explained the grant department's function, reviewed the district's grant process, including the board's role in applying for and accepting grant funds, and provided an overview of district grant funding and a forecast for future funding. She also updated the board on the status of the upcoming transition involving the grants department staff.

The primary functions of the grants department were to:

- continuously seek funding sources that supported district initiatives,
- develop and submit grant proposals and applications,
- directly manage some grants,
- oversee compliance to laws, regulations, and policies,
- provide training and support to grant managers, and to
- work with the university and other community agencies to develop mutually beneficial projects

The grants department, which was currently staffed at 2.5FTE, was governed primarily by Policy and Administrative Regulation 428.4. The AR called for the establishment of a grant review committee and outlined the process for how the district made recommendations to the school board to pursue and accept grants.

Many factors from the grantor's and the district's perspective must be considered when deciding to apply for grant funding. One of Mrs. Gatewood's frequently used phrases was "Grants are not like French fries; you just can't order one up." Often, when people thought about grants, they thought free money was available for anything wanted or needed. That was not the case.

Mrs. Gatewood provided the board with a handout – the Grant Selection Criteria form – which was used by the district's Grant Review Committee. The committee considered many factors when determining whether or not to pursue funding. If the committee could not state with confidence the funding supported the district's mission and the benefits to the district, staff, and students were greater than the costs, they would not recommend the board pursue the grants.

Costs to the district could include: conflicts with existing initiatives, availability of required matching funds, and the ability of the department to develop the project and write the grant within staffing and time constraints. How to achieve buy-in at the school level, the impact of required professional development on district substitute staff usage, and the probability of receiving grant funds were just a few of the additional factors that were considered.

The committee must also determine what the grantor was willing to fund. Grant funding was intended to supplement, not supplant, existing funding. Funds were generally not available for singlet items such as books, computers, and staff, unless they were tied to a specific project that supported the grantor's objectives.

For the current fiscal year, the grants department was providing oversight and support for funds in excess of \$12 million dollars. Examples of grant-supported programs included special education, after school programs, the Alaska Native Education Program, and Career and Technical Education.

On the state and national front, sequestration was impacting new grant funding. Sequestration would not affect the current school year's funding for most grants; however, school year 2013-2014 funding would be reduced. The reduction of Department of Education funding, from which most of the district's grant funding was secured, was 5 percent. At the present time, the full impact was not known.

Grants Department Update (continued)

The previous day, the district learned the Indian Education Formula grant that funded the Alaska Native Education Program was reduced by approximately \$38,000 for the upcoming fiscal year. As information became available, the grants department would continue to work with other district departments to mitigate the negative impacts.

Mrs. Gatewood had been the director of the grants department for the last seven years. On May 1, 2013, she would move to the position of executive director of human resources. As the landscape of grants and their many requirements changed, Mrs. Gatewood felt the department would be in good hands. Gena Tran, the current grants coordinator, would be the acting director from May 1, 2013 through September 30, 2013, when Heather Rauenhorst would become the director. Mrs. Rauenhorst has served as the district's research evaluation analyst and grants evaluator for the last 10 years.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

None

Social Studies Curriculum Materials

The district's curriculum revision process included the selection of textbooks and materials to support the implementation of adopted curricula.

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

Peggy Carlson, executive director of curriculum and instruction, provided a report on the materials being considered for adoption. Not all social studies materials were being replaced. A request had been sent to each of the elementary, middle, and high schools to assess the needs of the schools. The information was being used to guide the purchase of materials. The materials included:

Elementary School

Social Studies States and Regions (4th Grade), Harcourt, 2012

Middle School

Discovering Over Past: History of U.S., McGraw-Hill, 2014

America: History of our Nation, Prentice Hall, 2011

High School

World Cultures & Geography, National Geographic, 2013

The materials would remain available for review and the administration anticipated making a final recommendation at the May 7, 2013 board meeting.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

Social Studies Curriculum Materials (continued)

BOARD COMMENTS

Mrs. Hull thanked Mrs. Carlson and her staff for their work.

Mr. Rice always liked seeing the new textbooks. He missed serving on the BCAC.

President Brophy thanked Mrs. Carlson for the report.

Career Technical Education (CTE) Curriculum Revision

The proposed CTE curriculum was provided under separate cover for the school board's review and consideration. The board would be asked to act on the curriculum at its May 7, 2013 meeting.

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

Peggy Carlson, executive director of curriculum and instruction, summarized the revisions. The report described the process followed in the development of the following career clusters of the *Career Technical Education (CTE) Curriculum*:

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

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. The plan outlined a comprehensive, integrated career and technical education system for Alaska that aligned training programs and coordinated delivery to prepare citizens – youth and adults – for Alaska careers. The goals of the Alaska CTE Plan were used to guide the development of the district career clusters.

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. The seminar began with focused discussions on the status of CTE at the national, state and local levels. The discussions included examining the newly published *Alaska CTE Plan*, state and national issues, current practices in CTE, and future directions of CTE.

During the 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.

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 received from the school board work session held in April 2011, the currently adopted curriculum, and pilot courses in each cluster.

Career Technical Education (CTE) Curriculum Revision (continued)

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 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 the 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 made available electronically on the district's website.

Overview of March CTE Document:

The format for the document differed from any other curriculum document in the district. The driving force behind the change was the Carl D. Perkins Vocational and Technical Education Grant. Because Perkins required 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 the year of a course sequence was designated with a number after the course title; the first semester was designated with an A, and the second semester with a B. The change provided clarity of sequencing throughout all clusters. For example: *Video Production 1A* indicated the first year and semester of the sequence.

Specific changes by career cluster included the following:

Arts, A/V Technology & Communications

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

Business, Management & Administration

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

Hospitality & Tourism

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

Career Technical Education (CTE) Curriculum Revision (continued)

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* was renamed *Introduction to Health Careers A*.
 - *Exploring Health Careers* was changed to *Introduction to Health Careers B*. The rationale was previous course names caused confusion as to their similarities and differences. *Introduction to Health Careers A* explored more traditional health career pathways and would continue as the prerequisite for other Health Science courses. Course objectives had not changed.
- It was 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 had been added as part of the Project Lead the Way health pathway:
 - *Principles of Biomedical Science* and *Human Body Systems*.

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 the pathway.

Science, Technology, Engineering & Mathematics

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

Transportation, Distribution and Logistics

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

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

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

The Board Curriculum Advisory Committee and the Career Technical Education Advisory Committee were 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.

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

Curriculum revision on the document would continue. Over the summer, revisers would begin work on the remaining career clusters, *Education and Human Services*, individual courses, and middle school courses. The CTE curriculum was a "living document" that would be adapted as industry standards, technology, economic trends, and community needs evolved.

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

BOARD QUESTIONS

Mrs. Haas asked if all courses were available for college credit. Mrs. Carlson answered no.

Career Technical Education (CTE) Curriculum Revision (continued)

PUBLIC COMMENTS

None

BOARD COMMENTS

With all the great offerings, Mrs. Haas would like to go back to Lathrop as a student. The documents provided great insight into what was offered at the schools. She appreciated the content and information and hard work that had been done on the curriculum.

Mr. Thies dittoed Mrs. Haas comments; he too would like to be back at Lathrop with all the great courses they were offering. He would have really liked to have been able to "test the waters" in some different areas of interest while he was in high school.

Ms. Hall thought the curriculum really aligned with the community's needs.

Mrs. Hull thanked everyone for their work on the curriculum revision. She raised the issue of having great courses that hopefully students would be able to take and for some, receive college credit. The issue was if there was room in students' schedule for them to take the courses. Mrs. Hull wanted to wave a red flag about how to deal with the schedule issues that would prevent students from having the opportunity to take the courses.

At the national conference Mrs. Hull had just attended, there was a lot of discussion about how to engage students in meaningful, more relevant classes. She spoke about studio schools, which were more like an apprenticeship where students came to school and completed projects focused on specific careers and jobs. It was more aligned with the real world.

President Brophy agreed with Mr. Thies and Mrs. Haas, the district was offering many great courses to students.

BOARD AND SUPERINTENDENT'S COMMENTS & COMMITTEE REPORTS

Mrs. Hull provided board members with handouts and shared information from the recent NSBA conference she attended. She spoke about several great programs taking place throughout the country.

President Brophy hoped Mrs. Hull shared all the great things happening in the Fairbanks district with conference attendees.

Mr. Leonelli announced the next Policy Review Committee meeting was scheduled for Monday, April 29, 2013 at 5:15 p.m.

Mr. Thies announced the Career Technical Education Advisory Committee would meet on Thursday, April 20, 2013 at 6:00 p.m. at the Pipeline Training Center. He thanked Mr. Bolden for his service to the school district.

Mrs. Haas thanked community members, staff, and others who showed up to support schools at the recent borough assembly meeting. She appreciated the board's work session the previous evening; there had been a lot of thought-provoking conversation. Mrs. Haas thanked Mr. Bolden for his work with the district. Mrs. Haas was pleased with the funding allocated by the legislature for safety and security in the schools. She was excited to hear the recommendations from the administration for the funding.

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

Mr. Rice would like to hold a legislative committee meeting for a year-end review and plan for next year; including disseminating more legislative information. He would work on setting a date for the meeting.

Ms. Brewer enjoyed the Woodriver Choir. She had recently attended the AASG conference, where the Region VI Student Council's Junior High Leadership Training program won \$1,000.

Superintendent Lewis thanked Mr. Bolden for his service. His work in the development of the Recruiting Roundtable was beneficial to the district. He reminded board members of the administration's presentation of the 2013-2014 Recommended Budget to the borough assembly on April 18. Everyone was encouraged to attend.

Superintendent Lewis expressed condolences to the family of Shjon Brown, a Denali Elementary student, who died in a tragic accident. He thanked everyone involved in the recovery. Everyone was asked to keep Shjon and his family in their thoughts.

President Brophy thanked the Woodriver Choir; congratulated all the award recipients; thanked Ms. Wild-Curry for her presentation on the 21st Century Community Learning Center program; the student and staff members who testified; and staff members for their reports and presentations. President Brophy also thanked Chris Benshoof, Lathrop teacher, for inviting her to join his class on a field trip to the permafrost tunnel. She had really enjoyed the experience. She wished Mr. Bolden the best of luck in his retirement. President Brophy extended the board's appreciation to Mrs. Tuttle in recognition of the upcoming Administrative Assistant's Day.

President Brophy encouraged board members to attend the budget presentation to the borough assembly on April 18. Mrs. Hull noted she would be out of town and unable to attend.

The meeting adjourned at 9:58 p.m.

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

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

Special Meeting

MINUTES

April 30, 2013

President Brophy called the meeting to order at 5:30 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The meeting was called to consider HSGQE waiver requests, student discipline, 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
Lisa Hall, Member
Sue Hull, Member
Charlie Leonelli, Member

Absent:

Sean Rice, Clerk

Staff Present:

Pete Lewis, Superintendent
Karen Gaborik, Assistant Superintendent – Secondary
Mike Fisher, Chief Financial Officer
Traci Gatewood, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Sharon Tuttle, Executive Assistant to the Board of Education

Executive Session

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

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

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

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

Mrs. Haas arrived at 5:32 p.m. Mr. Leonelli arrived at 5:46 p.m.

The executive session recessed at 5:59 p.m.

HULL MOVED, HALL SECONDED, TO APPROVE THE FOLLOWING HSGQE
WAIVER REQUESTS:

W1213-028 LATE ARRIVAL INTO ALASKA PUBLIC SCHOOLS
W1213-041 LATE ARRIVAL INTO ALASKA PUBLIC SCHOOLS

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 6 AYES

HAAS MOVED, HALL SECONDED, TO:

EXPEL STUDENT 04-30-13-01 FOR AN INDEFINITE PERIOD OF TIME; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN A DRUG ASSESSMENT BY A STATE APPROVED ASSESSMENT AGENCY/ PROVIDER AND COMPLY WITH ALL RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT; FURTHER, STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; STUDENT MUST COMPLY WITH THE REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS.

EXPEL STUDENT 04-30-13-02 FOR A PERIOD OF THIRTY-FOUR (34) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON THE FIRST STUDENT DAY OF THE 2013-2014 SCHOOL TERM, AUGUST 21, 2013.

EXPEL STUDENT 04-30-13-03 FOR AN INDEFINITE PERIOD OF TIME; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN A DRUG ASSESSMENT BY A STATE APPROVED ASSESSMENT AGENCY/ PROVIDER AND COMPLY WITH ALL RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT; FURTHER, STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; STUDENT MUST COMPLY WITH THE REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 6 AYES

HALL MOVED, HAAS SECONDED, TO UPHOLD THE ADMINISTRATION'S
RECOMMENDATION ON THE CONSENT AGENDA TO:

** EXPEL STUDENT 04-30-13-04 FOR A PERIOD OF ELEVEN (11) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON APRIL 30, 2013.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 6 AYES

The board recessed the special meeting at 6:01 p.m. to hold their scheduled work session and public hearing on the 2013-2014 budget.

After the completion of the work session, the board reconvened the special meeting at 9:31 p.m.

HAAS MOVED, HALL SECONDED, TO RECONVENE IN EXECUTIVE SESSION TO DISCUSS 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. 6 AYES

The board reconvened to executive session at 9:32 p.m.

The executive session ended at 10:08 p.m.

Board Comments/Discussion

Superintendent Lewis reported the district's review of the First Student transportation concerns was complete. The buses were safe and other concerns had been addressed or were being addressed.

President Brophy reminded board members the borough assembly would be taking public testimony at their May 2 meeting. She encouraged all board members to attend.

The meeting adjourned at 10:11 p.m.

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



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

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

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

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					

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
- 17 End of 1st Quarter (early dismissal)
- 25-26 Parent-Teacher Conferences

November

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

December

- 13 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						