

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

Work Session

MINUTES

April 1, 2013

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

President Brophy read the district's mission statement: *"Our mission is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society."*

Present:

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

Absent:

Lisa Hall, Member
Sean Rice, Clerk

Staff Present:

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

Career Technical Education

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

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

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

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

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

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

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

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

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

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

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

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

Career Technical Education (continued)

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

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

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

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

Yearly Report

The yearly report was tabled to a future work session.

Book Study

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

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

Board Discussion

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

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

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

Mrs. Hass appreciated the amount of CTE information provided.

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

The meeting adjourned at 8:28 p.m.

Submitted by Deb Johnson, executive assistant to the superintendent.