President Haas called the meeting to order at 7:00 p.m. in the board room of the FNSBSD Administrative Center at 520 Fifth Avenue. Superintendent Lewis led the Pledge of Allegiance.

President Haas 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.”

PRELIMINARY ITEMS

First National Bank Alaska/ASAA Class 1A-2A-3A State Wrestling Champion
Nate Ezell, Ben Eielson High School senior, won the 132-pound title at the First National Bank Alaska/ASAA Class 1A-2A-3A State Wrestling Championships in December. Vern Dulaney, Eielson head wrestling coach, made the presentation.

ESP of the Month
Jody Engen, BRIDGE special education intensive resource aide, was recognized as the Extra Special Support Staff Person for February 2014. Diane Leithead, special education coordinator, made the presentation.
Spotlight: Randy Smith Middle School's Real-Time Intervention Process

Randy Smith Middle School staff, Sandy Kowalski, principal, and Jill Haugeberg, math teacher, along with Randy Smith students Andrew Sheets, Victoria Garcia, and Matthew Velderrain spotlighted the school’s real-time intervention programs. Principal Kowalski noted Randy Smith Middle School was an excellent school with outstanding teachers and students. Recognizing there was always room for improvement, the staff started brainstorming student grading and what the grades reflected – student learning or the student’s behavior. Discussions centered on behaviors and how they impacted grades. They recognized if a student had Ds or Fs, their relationship with school could be in jeopardy and could become an at-risk student. Middle school was an important time to make sure students were engaged and successful.

Principal Kowalski explained interventions needed to be timely, targeted, directed, research-based, systematic, and administered by highly trained staff. The school utilized an inverted intervention pyramid involving all students at the top, addressing some students who needed a little extra help, and identifying those few students who needed additional support. One of the school-wide supports was the “Lunch-Crunch” program where students would spend their lunch time doing missed homework. The school had been using the program for the past three and a half years. One of values at Randy Smith was, “if the teachers thought it was important enough to assign, it was important enough to complete.” It was a way the school supported its teachers. Other invention programs the school developed and utilized were the MISSION A.M.BITION program where students who arrived early to school could work on assignments and the Sixers program for students who needed the most intense support.

Mr. Sheets provided an overview of the Lunch-Crunch program. The program allowed students who were a little behind on their work time to catch-up. A list of students who needed to report to Lunch-Crunch was posted daily in the hallway. Students checked to see if their names were on the list. He pointed out the school also provided fun alternative lunch time activities such as dodge ball, movies, crafts, games, and computer time as incentives for student to get their work done in a timely manner so they could participate in fun activities rather than attend Lunch-Crunch. Principal Kowalski mentioned the school also offered prizes and weekly drawings as added incentives.

Principal Kowalski explained the school had a program last year called the Sixers for students who were missing six or more assignments. It had not worked as they had hoped so the school was going to revamp it for the current semester. Principal Kowalski asked Ms. Garcia to speak to the revamped program.

Ms. Garcia explained the Sixers program was previously a place no one wanted to be, but now it was a very positive place where students learned how they could improve and complete their work. The school offered many opportunities for students to catch up on their work. The Sixers program offered many coaches (teachers) to provide assistance and moral support. Teachers helped students complete their work and tracked their progress and grades throughout the year. Instead of just a daily program like Sixers use to be, it was now a more long-range support system where teachers worked with students to develop a plan for success. Ms. Garcia noted she use to be a frequent participant in Lunch-Crunch, but had learned to get her work done.

BOARD QUESTIONS/COMMENTS
Mrs. Dominique congratulated the school on their intervention programs. She hoped other schools were offering similar support systems. She asked if students were embarrassed by having their names on the Lunch-Crunch list posted in the hallway. Mr. Sheets did not think students were embarrassed as Lunch-Crunch was such a routine part of the regular instructional day.
Mr. Rice thought it was great to hear how the program had helped students catch up with their work and provided incentives for students to get their work completed in a timely fashion. He appreciated Ms. Garcia sharing how she was motivated to get her home work completed on time so she could spend her lunch break with friends rather than doing homework.

President Haas thanked Ms. Kowalski and the students for their presentation. She thought Mr. Randy Smith, for whom the school was named, would be very proud.

**AGENDA**

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

The following consent items were moved:

approved the minutes from the work session on January 14, and the special meeting and regular meeting on January 21, 2014, as submitted.

approved Budget Transfer 2014-046: Board of Education – Lobbyist Services in the amount of $42,000.

approved submission of the Suicide Awareness Prevention and Postvention grant application in the amount of $25,000.

approved Woodriver Elementary School’s request to raise funds to send students to Anchorage, Kenai, and Seward, May 9-13, 2014 where students will expand their knowledge of Alaska, Alaskan ecosystems, and the solar system, at no cost to the district.

approved Ticasuk Brown Elementary School’s request to send its fourth grade students to Denali Park on May 15, 2014 to study Alaska’s ecosystem, at no cost to the district.

approved Ryan Middle School’s request to send students to Russian Mission, Alaska, March 9-17, 2014 to participate in the Rose Urban Rural Exchange, at no cost to the district.

accepted the gift of $1,250 from the Anne Wien Elementary PTA to Anne Wien Elementary School to support community field trips for classrooms.

accepted the gift of $3,518 from the Weller Elementary PTA to Weller Elementary School to fund miscellaneous teacher requests.

accepted the gift of $5,000 from Alyeska Pipeline Service Company to Lathrop High School to support districtwide Robotics registration.

accepted the gift of $2,000 from the City and Borough of Juneau School District to Lathrop High School to support its girls’ basketball program.

accepted the gift of $7,500 from Lathrop Fastpitch Softball to Lathrop High School to support its girls’ softball program.

accepted the gift of $13,017.22 from the LHS Volleyball Boosters to Lathrop High School to support its volleyball program.

Consent Agenda (continued)


acknowledged the Superintendent’s Budget Transfer Report for February 4, 2014.

acknowledged the Board’s Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTE.  1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.  7 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS
None

OLD BUSINESS

Policy 802.25: Acceptable Technology Use Agreement (Second Reading)
The administration proposed revisions to Policy 802.25 related to the user agreement parents and students acknowledged prior to accessing technology in the school district. There were no changes from first reading.

Board Priority: Create and support sufficient opportunities for students to be successful in their future technology use.

GENTRY MOVED, THIES SECONDED, TO APPROVE SECOND READING, PUBLIC HEARING, AND ADOPTION OF POLICY 802.25: ACCEPTABLE TECHNOLOGY USE AGREEMENT.

BOARD QUESTIONS
None

PUBLIC COMMENTS
None

BOARD COMMENTS
Mrs. Dominique appreciated the work by staff and the Policy Review Committee on the policy revisions.

ADVISORY VOTE.  1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.  7 AYES

Policy 957: Elementary Student Activities (Second Reading)
The administration proposed revisions to Policy 957 relating to elementary student activities. There were no changes from first reading.

Board Priority: Provide a safe learning environment.

HULL MOVED, THIES SECONDED, TO APPROVE SECOND READING, PUBLIC HEARING, AND ADOPTION OF POLICY 957: ELEMENTARY STUDENT ACTIVITIES.
Policy 957: Elementary Student Activities (Second Reading) (continued)

BOARD QUESTIONS
None

PUBLIC COMMENTS
None

BOARD COMMENTS
None

ADVISORY VOTE. 1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

NEW BUSINESS

Resolution 2014-13: Valuing Diversity in the Workplace
The Superintendent’s Community Committee for School Excellence and the Board Diversity Committee forwarded the resolution on valuing diversity in the workplace to the school board and recommended approval. Both committees endorsed the administration’s concept of a workforce diversity action plan which had the goal of benefitting all students, their families, and staff.

Board Priority: Recruit, hire, and retain a diverse workforce with the talents and abilities to fulfill the district’s mission.

THIES MOVED, RICE SECONDED, TO APPROVE RESOLUTION 2014-13: VALUING DIVERSITY IN THE WORKPLACE.

Princess Lucaj, a member of the Superintendent’s Community Committee for School Excellence, read the resolution for the public record.

President Haas thanked Ms. Lucaj for reading the resolution; she did a fabulous job.

BOARD QUESTIONS
Mrs. Dominique wanted to know what actions were being put in place to follow up on the resolution and to increase minority hiring. Superintendent Lewis stated Traci Gatewood, executive director of human resources, was developing and implementing an action plan, which she referenced as part of her hiring report at the last board meeting. The district was working to build a pool of qualified applicants. The Community Committee for School Excellence and the Board Diversity Committee were committed to making certain it was known the district valued diversity in the workplace.

PUBLIC COMMENTS
Princess Lucaj, no address given, a member of the Superintendent’s Community Committee for School Excellence, said it was a privilege and honor to serve on the committee. Ms. Lucaj noted many committee members did not come from an educational background. It was a diverse committee and she enjoyed the dialog and being a part of the educational process.

President Haas thanked everyone who served on district committees, especially Ms. Lucaj since she was before the board. She again thanked Ms. Lucaj for doing such a great job reading the resolution.
Resolution 2014-13: Valuing Diversity in the Workplace (continued)

BOARD COMMENTS

LAMBERT MOVED, HULL SECONDED, TO AMEND THE MAIN MOTION TO ADD THE WORDS “THE BEST” BETWEEN “RETAIN” AND “QUALIFIED” ON RESOLVE #3.

The revised sentence would read, “endeavor to recruit, hire, assign, and retain the best qualified applicants who will contribute to building healthy, diverse learning and work environments to benefit all students, their families, and staff.”

Board Questions on the Amendment #1
None

Public Comments on the Amendment #1
None

Board Comments on the Amendment #1
Mrs. Lambert thought it was important for the district to always endeavor to retain and hire the best qualified applicants for all positions. It was important for students and schools.

The board voted on Amendment #1.

ADVISORY VOTE. 1 AYE
AMENDMENT #1 CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

LAMBERT MOVED, HULL SECONDED, TO AMEND THE MAIN MOTION TO ADD THE WORDS “THE BEST QUALIFIED” BETWEEN “OF” AND “EMPLOYEES” ON RESOLVE #5.

The revised sentence would read, “increase recruitment, hiring, and retention of the best qualified employees who represent diverse cultural, religious, language, ethnic, and economic backgrounds through systematic change in the district’s recruitment, hiring, and retention practices.”

Board Questions on the Amendment #2
Mrs. Dominique asked why the sentence needed to state “best qualified” when the board just added best qualified applicants to #3. She thought it was redundant and asked if it was necessary. Mrs. Lambert thought the two statements spoke to different things and it was important to have the language in both statements.

Public Comments on the Amendment #2
Gayle Pierce, 2210 Patterson Lane, labor relations director for the school district, spoke as a private citizen against the amendment. She believed the district always endeavored to hire the best applicant and used its judgment in determining what best meant in the context of the applicant who was being hired. It always disturbed her when “best” was added when talking about diversity. Although Ms. Pierce did not believe it was intended, but it was nevertheless an intimation that when talking about diverse people they may not be talking about the best. That was the flag that waved for her. Ms. Pierce stated the district was always after the best and she did not think it needed to be added to the resolution. She thought the resolution was an excellent statement and wholeheartedly supported it and hoped the board would approve it as written.
Resolution 2014-13: Valuing Diversity in the Workplace (continued)

Board Comments on the Amendment #2
Mrs. Hull was not interested in weakening the resolution and asked Mrs. Lambert to speak to her amendment.

Mrs. Lambert knew the district endeavored to hire the best qualified applicants and believed the resolution should state that.

Mrs. Dominique supported Ms. Pierce’s testimony. She did not think the proposed wording needed to be added, especially when it came to cultural issues. The district always endeavored to hire the best qualified applicant.

Mrs. Hull thought if the district endeavored to hire the best qualified it would not be harmful to add it to the resolution. She did not think it undermined the intent of the resolution. The resolution was clear about the need to hire diverse individuals. Mrs. Hull thought it was important to be clear the district looked for the most qualified. She did not think the district would want to have their interest in diversity trump their interest in hiring the best qualified. She thought including the language only stated what she heard Ms. Pierce say was the district’s intent. Mrs. Hull would support the amendment; she did not see a problem in stating the district’s intent. She reiterated her concern that she did not want the amendment to weaken the resolution. She believed the district needed complete fidelity in its commitment to a diverse workforce and always looking for candidates who brought new ingredients to the diversity of the district’s workforce. Her vote was not in an interest of weakening that commitment, but in strengthening it and making it clear the district wanted not only diversity but the best qualified.

Mrs. Dominique pointed out Ms. Pierce, in her testimony, stated the district already hired the best qualified regardless if an applicant was of culture or diversity. Adding “the best qualified” to the resolution would not change anything – the district already hired the best qualified applicant regardless of culture.

President Haas respected Ms. Pierce’s comments. She also felt the human resources department already valued diversity in the workplace and hired individuals who could strengthen the district’s diverse staff. President Haas thought the resolution was great and reflected the goals of the district. She thought amending the resolution provided for more information on what the district was already doing.

The board voted on Amendment #2.

ADVISORY VOTE. 1 AYE
AMENDMENT #2 CARRIED BY ROLL CALL VOTE. 6 AYES, 1 NAY: DOMINIQUE

The board voted on the main motion as amended.

ADVISORY VOTE. 1 AYE
MAIN MOTION AS AMENDED CARRIED BY ROLL CALL VOTE. 6 AYES, 1 NAY: DOMINIQUE

Construction Plan Approval: North Pole High Vocational Wing Renovations
Under direction of the school district’s facilities management, the consulting team of USKH, Inc. (Principal Architect Gary Pohl) produced the construction plans for the North Pole High Vocational Wing Renovation.

Board Priority: Maintain excellent school facilities and manage capital improvement projects.
GENTRY MOVED, HULL SECONDED, TO APPROVE THE PLANS FOR THE NORTHPOL HIGH VOCATIONAL WING RENOVATION.

Dave Norum, executive director of facilities, provided the board with a set of blueprints and artist renditions. The school district, borough, North Pole High administration, and the architect worked together to produce bid ready documents. Board approval was needed before the process could proceed to the next step. If the board approved the renovation plans, advertising should begin February 12; pre-bid would be February 20; and the opening of the bids would be shortly thereafter. Work was set to begin in mid-April.

Superintendent Lewis reminded board members they had seen and reviewed the drawings at 35 percent, 60 percent, and again at 90 percent. While the renovation would cause some upheaval the project was phased well and the budget was in good shape to complete the four different phases. Construction was expected to begin in early spring to take advantage of the full construction season. Superintendent Lewis commended Mr. Norum and Mr. Morris for their work on the project. The project would position the district well to grow its career technical education programs. He recommended the board approve the renovation plans.

BOARD QUESTIONS
In looking at the drawings, Mr. Rice asked about car lifts. Mr. Morris stated the car lifts would be above ground symmetrical lifts. Mr. Rice spoke about the type of car lifts the city used and asked if the district had considered that type of lift. Mr. Morris thought the city used Mohawk roustabouts. Because lifts were not built into the structure, they would be considered equipment and something that would have to be installed. Superintendent Lewis noted funding for lifts would have to come from equipment money. Mr. Norum thought Mr. Rice was referring to a lift that could be brought to the car instead of bringing the car to the lift. Mr. Rice said that was correct.

PUBLIC COMMENTS
None

BOARD COMMENTS
Mrs. Hull was very pleased; the improvements were needed. She was happy the renovation was moving forward. She thanked Mr. Norum and Mr. Morris for their presentation.

Mr. Thies add his appreciation to Mr. Norum and Mr. Morris for the report.

ADVISORY VOTE. 1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

Policy 321.3: Recruitment and Employment of Superintendent (First Reading)
The policy was part of the second installment of the administration’s systematic review of Chapter 3: Administration. An administrative committee reviewed the policy and recommended a simple editorial revision. The Policy Review Committee reviewed and forwarded Policy 321.3 to the school board for first reading.

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

HULL MOVED, RICE SECONDED, TO APPROVE FIRST READING, PUBLIC HEARING, AND ADVANCEMENT TO SECOND READING OF POLICY 321.3: RECRUITMENT AND EMPLOYMENT OF SUPERINTENDENT.
Policy 321.3: Recruitment and Employment of Superintendent (First Reading) (continued)

Superintendent Lewis recommended the board approve first reading of the chapter 3 policies.

BOARD QUESTIONS
None

PUBLIC COMMENTS
None

BOARD COMMENTS
None

ADVISORY VOTE. 1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

Policy 321.4: Board-Superintendent Relationship (First Reading)
The policy was part of the second installment of the administration’s systematic review of Chapter 3: Administration. An administrative committee reviewed the policy and recommended several editorial revisions. The Policy Review Committee reviewed and forwarded Policy 321.4 to the school board for first reading.

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

LAMBERT MOVED, THIES SECONDED, TO APPROVE FIRST READING, PUBLIC HEARING, AND ADVANCEMENT TO SECOND READING OF POLICY 321.4: BOARD-SUPERINTENDENT RELATIONSHIP.

Ms. Schaffhauser stated the proposed changes clarified the superintendent implemented board policies rather than executed them and administered schools rather than managed them. It also identified the board’s function as one of evaluation rather than appraisal.

BOARD QUESTIONS
None

PUBLIC COMMENTS
None

BOARD COMMENTS
None

Mrs. Hull asked about the use of the term “evaluation” when describing the board’s function rather than a word like “accountability.” Ms. Schaffhauser stated the administration believed the word “evaluation” more accurately addressed the intent of the previous language of “appraisal.”

ADVISORY VOTE. 1 AYE
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

Policy 321.5: Superintendent’s Contract (First Reading)
The policy was part of the second installment of the administration’s systematic review of Chapter 3: Administration. An administrative committee reviewed the policy and recommended a simple revision. The Policy Review Committee reviewed and forwarded Policy 321.5 to the school board for first reading.

Board Priority: Develop long-term sustainability of overall district operations.
**Policy 321.5: Superintendent’s Contract (First Reading) (continued)**

THIES MOVED, RICE SECONDED, TO APPROVE FIRST READING, PUBLIC HEARING, AND ADVANCEMENT TO SECOND READING OF POLICY 321.5: SUPERINTENDENT’S CONTRACT.

Ms. Schaffhauser explained the addition of the word “professional” clarified the intent of the superintendent’s development opportunities.

**BOARD QUESTIONS**
None

**PUBLIC COMMENTS**
None

**BOARD COMMENTS**
None

**ADVISORY VOTE. 1 AYE**
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

**INFORMATION AND REPORTS**

**Postsecondary Credit Options Available to High School Students**
Dr. Gaborik, assistant superintendent of secondary instruction, and Melanie Hadaway, secondary curriculum coordinator, provided an overview and update of tech prep and dual enrollment options within the district.

*Board Priority: Active partnerships with the family and community are essential to support successful student learning.*
Postsecondary Credit Options Available to High School Students (continued)

Dr. Gaborik stated there were three credit options available to students: credits students could take during the regular school day, mostly through advanced placement opportunities (AP classes); co-sponsored courses; and outside credit courses.

Advanced placement courses provided students the opportunity to earn college credit through an exam process which took place at the end of the year. Students who passed the AP exam with a score of 3 or higher were eligible to receive college credit, depending on the requirements of the institution. It wasn’t an automatic credit, but many schools accepted the credit with a score of at least 3. The maximum score was 5. In 2013, 70 percent or 407 students of the 585 exams taken by district students received a score of 3 or higher. The board agenda included a chart on the specific AP course offerings by school.

Co-sponsored courses were courses where students were currently enrolled in both a high school and a college course – dual credit. The instruction occurred at the high school. The Community Technical College (CTC) sponsored the administration of the course. Students received a college transcript reflecting their grade. There were a few options: courses that were taught during the school day by district staff at a cost of $25 per credit – tech prep courses; and courses that were taught during the school day by district staff with additional instructional hours, such as an accounting course that was 4 credits. Tuition requirements for the additional instructional courses were sometimes different. The district had arrangements with UAF and CTC regarding waivers and help with reduced costs. The third option offered courses that were taught during the school day by a UAF or CTC instructor. It used an outside credit course process and tuition was charged.

In regards to tech prep courses, the district had agreements with several secondary institutions: UAF, CTC, Interior Aleutians, and UAA. The grades received in the high school course were reflected on a college transcript. Courses were approved and each instructor must be individually approved annually. There were 58 tech-prep courses offered in the current year. The cost was $25 per credit. The board agenda included charts on tech prep clusters by school.

Dr. Gaborik reviewed a couple of the clusters.

Students who took credit outside the school district could receive outside credit. Prior approval of the course was required before beginning the course. Outside credit was a good option for students involved in a lot of outside activities. During the 2012-13 school year, there were approximately 1,140 outside credit request forms approved. There were three primary systems used: 270 courses through the UA system; 720 BYU courses; and 420 courses came from other places, such as the AKLN, the University of Nebraska, and others. Many students took outside credit courses to create time in their schedule for other classes.

BOARD QUESTIONS

Mrs. Dominique thanked everyone for the great job they were doing in offering different credit options. The offerings were one reason the Fairbanks school district was ahead of so many other districts in the state and across the country. She asked about the many courses offered through Hutchison and if there was a plan to bring more students to Hutchison or expand the programs to other schools. She would like to see Ben Eielson and Lathrop offer some of the courses other schools offered. Dr. Gaborik said the administration was working through distance delivery to open more options to schools across the district. Health care courses were popular and distance delivery was being used to offer a couple of those courses from Hutchison to other schools and from Ben Eielson to other schools. Pre-registration was underway and if there was enough interest in particular courses, the administration would look at providing it through distance delivery.
Postsecondary Credit Options Available to High School Students (continued)

Dr. Gaborik said the administration was actively working on opening up Hutchison High School to additional students. Hutchison was recruiting for full time students, but had piloted a couple of part-time students from Lathrop and West Valley. So far the pilot had worked well. The school would be actively recruiting applications for part-time students for next year. Students would be able to take individual courses at Hutchison. The administration was working on transportation issues. The targeted students would be juniors and seniors. Students would remain enrolled in their home school, but could access elective courses from Hutchison.

Mrs. Dominique suggested offering courses to sophomores. She thought it would allow more time for students to complete a full pathway. Dr. Gaborik noted it was a balancing issue, as Hutchison had full-time students and worked to fill openings where space was available, which seemed to be at the junior and senior levels.

Superintendent Lewis noted the apprenticeship program at Ben Eielson High School. Students job shadowed different positions all over the base. There had also been preliminary conversations about Eielson and North Pole opening up courses to each other. Cyber centers would allow the district to grow online opportunities for students outside the regular day, which would free up their schedules for other courses, allowing some students to take seven or eight courses. Some students wanted to take extra courses; some thought six courses were more than enough. As one of the board’s legislative priorities, the district and board were looking for legislative support for the cyber centers.

Mrs. Dominique mentioned Mayor Eberhart had said the City of Fairbanks was working on connections with the school district. Superintendent Lewis stated the administration had ongoing conversations with Mayor Eberhart and were looking at the opportunities.

Mrs. Hull was concerned about the reduced number of offerings at the two in-town schools and the number of students being reached. Similar to Mrs. Dominique’s concerns, Mrs. Hull was concerned about the lack of offerings at Lathrop and West Valley compared to the other schools. She asked if the district was only looking at expanding course offerings at Lathrop and West Valley through distance delivery or were in-house offerings being considered. Mrs. Hadaway pointed out the lists in the board agenda contained only the tech prep courses that were available for dual credit. The district offered many additional CTE courses at the schools. West Valley was in the process of developing a culinary arts program. North Pole also offered culinary arts. Eventually those courses would probably be tech prep courses but they had to be up and running first. West Valley also offered architecture and were looking at hospitality and tourism. Lathrop was developing the biomedical academy. Different schools were developing different offerings.

Mrs. Hull understood the array of overall course offerings but was specifically concerned about the lack of tech prep courses at Lathrop and West Valley. She thought dual credit was an advantage for kids and wanted to know if there were plans to expand the tech prep offerings at Lathrop and West Valley outside of distance delivery. Dr. Gaborik explained the tech prep courses were in collaboration with post-secondary institutions and they pursued options where connections could be made. Not all courses lent themselves to tech prep.

Mrs. Hull was not suggesting every course should be tech prep. When looking at the charts, there were so few tech prep offerings at Lathrop and West Valley considering the number of students enrolled. She wanted to know if the district was looking at expanding the opportunities for dual credit/tech prep at Lathrop and West Valley through means other than distance delivery.
Dr. Gaborik did not believe the district was looking at big expansions of tech prep, but they were working with UAF to see about getting dual credit in some of the core content courses. Mrs. Hull thought the answer was no to expanding tech prep offerings at Lathrop and West Valley. Superintendent Lewis said UAF had requirements on approving faculty. The district was looking at other universities that had a little different approach and model for tech prep. There were also 18 AP courses offered through Lathrop and West Valley that were providing college credit. Mrs. Hadaway added Lathrop had put their energies into other areas; different schools had different priorities. Lathrop had communication and fine art offerings. Some schools were not able to provide a full sequence of courses.

Mrs. Hull thought there were could be some possibilities at Lathrop in the areas of health science and IT tech prep courses. She was less familiar with West Valley. She asked if the administration was looking at those areas. She understood there were AP courses and other areas of focus, but those classes reached different populations of students. Lathrop had a population of students Mrs. Hull was relatively familiar with where AP courses were not meeting their needs. Tech prep was a way to help keep students engaged. In order to participate in some of the courses that might interest them, students would probably have to go to Hutchison. Dr. Gaborik said Lathrop was working on an IT academy but were running into capacity issues in terms of staffing and student requests. They had pretty much reached their limit in the number of academies and electives they could offer and still fill classes.

Mrs. Hull asked for the number of students actually receiving dual credit. Mrs. Hadaway said there were approximately 85 students in the fall semester last year and approximately 193 in the spring semester. Mrs. Hull clarified the numbers were students. Mrs. Hadaway stated Mrs. Hull was correct. She added most courses were three credits. Dr. Gaborik explained the process for dual credit had been streamlined and could now be done online.

Mrs. Hull asked if staff were reminding students about dual credit opportunities. Mrs. Hadaway said some teachers were better than others. Everything was now online and district staff could work with CTC about enrollment. Mrs. Hull asked if notices and reminders could be sent through PowerSchool. Mrs. Hadaway wasn’t certain. Research showed a student who earned any type of college credit during high school tended to do better in school. It could be a challenge to get kids to realize that, but the administration was working on increasing communications.

President Haas asked about the qualifications necessary and the process for district teachers to teach dual credit. Dr. Gaborik stated their syllabus had to be approved. The administration worked very closely with teachers to walk them through the process of being approved. Mrs. Hadaway said when teachers were approved year to year it was a relatively easy process. If it was a new teacher there was more paperwork and work involved, but Mrs. Hadaway helped walk them through the process. Dr. Gaborik noted work was sometimes needed to get teachers to buy-in to the idea.

President Haas asked about the number of spots opened at Hutchison. She thought she recalled the number to be 25. Dr. Gaborik said there were only a couple spaces in the current year. It was a small pilot. They did have a full page of courses they anticipated opening up to students from Lathrop and West Valley. They would see through the pre-registration process which courses students were interested in. Once they knew which courses they would be offering they would work with transportation regarding a shuttle between schools. The transportation department had been great helping with the pilot program in the current year.
Postsecondary Credit Options Available to High School Students (continued)

Mrs. Dominique noted the $25 per credit fee and wanted to know if there were students who wanted to enroll in dual credit courses but could not afford to pay the fee and if there were avenues available to help with the fees. Dr. Gaborik was not familiar with any specific requests, but as she had mentioned earlier, CTC had been great about providing waivers. If there were students who could not afford the fee, Dr. Gaborik thought it would just be a matter of reaching out to organizations that might be willing to help. Mrs. Dominique agreed, there were many organizations that would be willing to help.

PUBLIC COMMENTS
Georgia Sandgren, PO Box 4692, the district’s military transition liaison, expressed her appreciation to the district for offering the dual credit options. Her daughter had taken two classes and earned UAF credit.

BOARD COMMENTS
Mrs. Hull agreed with Ms. Sandgren – she was right on target. Mrs. Hull thought there was a lot for students to gain in getting dual credit. At a recent conference she heard from schools where students were earning associate degrees coming out of high school. Mrs. Hull thanked everyone for their work on the different credit options. It was a difficult process and she didn’t think institutions in the state had been as open as some elsewhere in making it easy. She thought the district needed to be moving forward. Mrs. Hull thought 85 students receiving dual credit was wonderful, as it wasn’t that long ago she had been told by school counselors only a handful of students were receiving dual credit.

Mrs. Hull expressed her interest in talking more about helping students, particularly at Lathrop and West Valley, get courses that would give them college credit other than through AP type courses. It might help some students, who might not have a family tradition of going to college, get a good start. It was a way to get more students to see college as a viable option. Mrs. Hull hoped the district would look into providing notices or reminders through PowerSchool, email notifications, or other communications to students who were enrolled in courses where they could earn college credit.

Mrs. Hull said it was difficult for students to get access to a lot of additional courses within the district’s current six-period schedule. Superintendent Lewis alluded to the issue earlier, and she hoped the district would look at ways to expand course opportunities. Expanded opportunities might be especially important for those students interested in pursuing the Alaska Performance Scholarship.

Mr. Thies, as a member of the Career Technical Education Advisory Committee (CTEAC), was able to see all the great things going on throughout the district in the area of career technical education. He was happy to hear the district was working on a heavy equipment operators program.

Mrs. Dominique agreed with Mrs. Hull about offering more tech prep courses at Lathrop and West Valley. When she visited Lathrop she was told their resource students had increased from 125 to 180 in one year, which put extra hardship on teachers. If more opportunities were offered at Lathrop, she thought kids would be more interested in school and stay in school. Some students were coming to school but they weren’t grasping things. They needed a connection that put all the pieces together. If kids could see a future, it would keep them engaged. Mrs. Dominique shared a personal story about going to college. It was important to have opportunities for all students. It was important to expand the offerings at Lathrop and West Valley.
Postsecondary Credit Options Available to High School Students (continued)

President Haas liked the number of 193 students who received dual credit in the spring semester versus the fall semester number of 85. She hoped there would be good things coming out of the legislature in regards to education to further the district’s mission. Everything the board asked for came with a price tag.

Senior Survey & Student Tracker Information
Kathy Hughes, executive director of alternative instruction and accountability, provided a summary of the Senior Survey & Student Tracker Information for 2013.

Board Priority: Use data-supported decision making and annual school planning.

The report represented feedback from the 661 opinion polls taken by the senior class between March and May 2013, as well as data from the National Student Clearinghouse on the postsecondary enrollment of the 817 graduates in the Class of 2012.

The class was a larger graduating class than 2012, when there were 788 graduates. Through the survey process, feedback was received from 661 students, which represented about 81 percent of the total graduates. The response rate varied greatly, by school.

- Lathrop had more surveys completed than students who graduated. This was due to 12th graders who completed the survey at that school but did not graduate from that school with the rest of their 12th grade class.
- The district results included graduates from the Alternative Learning School (ALS) and Fairbanks Youth Facility (FYF) although those schools were not individually identified.
- Effie Kokrine seniors did not return any surveys in spite of several requests and reminders. The principal had a plan to address the issue for the current year during the advisory period.

The report indicated 80 percent of survey respondents rated the quality of education they received with either an “A” or “B.” Most of the survey questions had been consistent over the years. A few years ago the district added the section on extracurricular activities.

- Approximately 68 percent of the Class of 2013 reported participating in team or individual sports, with 43 percent indicating the activities were very important to their learning experience. The information was comparable to previous reports, sports continued to be the activity most identified by graduates as having been important to their learning experience.
- Music and art were the next most frequently identified category of extracurricular activities, with approximately 36 percent of students reporting participation in each category.

The report contained two appendices. Appendix A contained some survey highlights and comparisons between the classes of 2012 and 2013.

- The percent of seniors who reported they “often or always” felt safe at school increased from 73 percent to 75 percent.
- The percent of seniors who reported they “often or always” felt bored decreased from 34 percent to 33 percent.
- The percent of seniors who reported they “often or always” skipped or cut class remained at 7 percent.
Senior Survey & Student Tracker Information (continued)

Appendix B presented a few pieces of StudentTracker data for the past graduating classes beginning with 2006. The data reported by Student Tracker was in regards to the type of institution, not the specific degree program students enrolled in.

- In the first semester following graduation (Fall 2013), 53 percent of 2013 graduates enrolled in a post-secondary education institution that participated in the National Student Clearinghouse (the same percent as the previous year), 36 percent of them enrolled in Alaska and 17 percent outside Alaska. The vast majority of the students enrolled in public, 4-year institutions.

It appeared students at the UAF Community and Technical College (CTC) campus, who were likely pursuing a 2-year degree were reported under UAF, a 4-year institution – this might also be true of other institutions. It was also important to note the percent of students enrolling in college increased when looking at how many did so within two years following graduation rather than the semester immediately following graduation.

Principals would be provided with their individual school data files as soon as they were received from StudentTracker. The district and schools used the survey and Student Tracker data in a variety of ways.

- School level data from the senior survey and Student Tracker was provided to high school administrators.
- Principals, counselors, and other staff could use the information, in addition to other data, to determine program focus, staff development needs, and building priorities.
- The same was true at the district level. Looking at trends in the areas surveyed and the data collected from StudentTracker helped to make informed decisions.

BOARD QUESTIONS
None

PUBLIC COMMENTS
None

BOARD COMMENTS
Mrs. Hull thanked Mrs. Hughes for the report; it was always good information. She noted approximately one-third of the students reported they were often or always bored and approximately two-thirds of the students reported they often or always felt safe at school. That left about one-third of the students who somehow were not connecting to school as well as they should.

Mrs. Hull appreciated the information about how the data might be used. She asked if the administration knew how the data was actually used. She was interested to know if there were district or school level processes to review the data to determine what decisions might be based on the data. She hoped that would happen. As a board member, Mrs. Hull would like to know what conclusions were drawn and how those conclusions might impact the district going forward. Reports for the sake of reports were not really useful to the board or to the administration. Having more information about how the data was used would be useful in the future.

Mr. Rice hoped students participating in apprenticeship programs were included in the district’s tracking. It would be good to see the results of students succeeding through other avenues other than just collegiately. College was not for everyone.
2013 Youth Risk Behavior Survey

Kathy Hughes, executive director of alternative instruction and accountability, provided a summary of the 2013 Youth Risk Behavior Survey.

Board Priority: Use data-supported decision making and annual school planning.

The Youth Risk Behavior Survey (also known as YRBS) was developed in 1990 by the Centers for Disease Control and Prevention (CDC) to monitor health risk behaviors among youth in the United States. The school district began participating in the survey in 1999 in cooperation with the Department of Education & Early Development and the Department of Health & Social Services. The district had participated in the survey since that time. The survey was conducted every two years. The report had been presented to the board in a variety of ways over the years.

The results from the district were based on a sample of 377 high school students who participated in the survey, and might not be representative of all district high school students. Due to the survey’s length (the 2013 YRBS consisted of 104 items) the report presented only a sampling of the results assessing adolescent behaviors in the following general categories:

- behaviors that resulted in injuries;
- tobacco use;
- alcohol and other drug use;
- sexual behaviors;
- dietary behaviors; and
- physical activity.

The sampling provided included comparisons to past years and to statewide results. The entire report was available on the Alaska Department of Health & Social Services website. The information provided in the report was chosen because they represented areas in which there had been progress or where improvement was needed.

Participating students anonymously self-reported, so there was no way of knowing how accurate or reliable their answers were. However, the report did provide useful information. The report was used by the state, community agencies, and the school district. Health teachers and other program staff (i.e., prevention/intervention and behavior programs) looked at results to determine general areas of need or focus. Another example would be the suicide prevention grant which was included in the consent agenda. Results for specific items could be used as supporting documentation for the grant and similar applications. Parental consent was required for student participation in the survey.

Mrs. Hughes recommended the board continue to participate in the survey.

BOARD QUESTIONS
Mrs. Gentry asked about the increase in the areas of suicide and depression. Mrs. Hughes stated suicide and depression were statewide concerns. There were programs the district participated in to address the issues.

Mrs. Hull also noted the increase in suicide and depression. She pointed out the higher numbers in the area of students not feeling like the community cared. Fairbanks numbers were slightly higher than the state. It was important for everyone to be aware of the issues and look for opportunities to help and encourage students.
2013 Youth Risk Behavior Survey

President Haas asked when the survey was given to students. Mrs. Hughes stated it was done in the spring. Mrs. Haas asked if it had to be done at a certain time of the year. Mrs. Hughes stated yes, the district had a window of time in which to administer the survey. President Haas asked if the district had any leeway in when it was administered. Mrs. Hughes did not believe that was possible, as it was administered through the state, although the district could seek to have it changed.

Superintendent Lewis thought people needed to be mindful of the number of students participating. President Haas asked if the data was reported to parents. Mrs. Hughes stated no. The survey was anonymous.

Mr. Rice asked why the question about sexual assault was not asked. Mrs. Hughes stated the report was only a sampling of the questions asked.

PUBLIC COMMENTS
None

BOARD COMMENTS
Mr. Rice appreciated the data and the report. It was important to keep abreast of what students were thinking. He thanked Mrs. Hughes for the report.

Dashboard: Attendance
The attendance dashboard provided information regarding first semester attendance compared to total attendance last year.

Board Priority: Use data-supported decision making and annual school planning.

Superintendent Lewis presented the dashboard. The data had been similar for the past year and a half. The current attendance policy was not working effectively. Superintendent Lewis stated the board needed to pass an attendance policy which addressed concerns over unexcused absences and abuse of excused absences. Superintendent Lewis thought adopting an attendance policy, the accompanying administrative regulations, and the borough’s ordinance would help address attendance issues.

BOARD QUESTIONS
Mrs. Dominique asked about receiving the attendance information by ethnicity. Superintendent Lewis would get the information for board members.

PUBLIC COMMENTS
None

BOARD COMMENTS
Mrs. Dominique would like to see more information presented in a similar manner as the attendance dashboard. It was easy to understand. She appreciated the dashboard and encouraged parents to review it.

BOARD AND SUPERINTENDENT COMMENTS & COMMITTEE REPORTS
President Haas, on behalf of the entire board, congratulated Nate Ezell on his state championship and Jody Engen as the February ESP. She thanked Ms. Lucaj for reading the resolution and the Board Diversity Committee and the Superintendent’s Community Committee for School Excellence for their work on the diversity in the workplace resolution. President Haas also thanked the administration for their presentations and work on the reports.
Mrs. Hull extended her personal appreciation to Roxa Hawkins, who recently retired from the school district as the assistant superintendent of elementary education. Mrs. Hawkins had done so much for the district and community. She made a wonderful contribution to the district. She would be missed.

Mrs. Hull reported the Policy Review Committee had forwarded the discipline policy out for public input. She appreciated the committee’s work; it was a great group of experienced members.

Mrs. Hull shared information and handouts on improving education from a recent conference. One was from the Idaho State Board of Education with task force recommendations for improving education. The other was from the National School Boards Association, “A School Board Vision for Public Education.”

Mrs. Gentry wished the board members traveling to Juneau good luck at the AASB conference and fly-in.

Mr. Thies reported CTEAC would be meeting on February 20 at 5:30 p.m. at the Pipeline Training Center. He also encouraged everyone to attend the Town Hall Gathering on Thursday at Ryan Middle School.

Mrs. Dominique reminded everyone about the Black History Month Contest. Civil Rights in America was this year’s theme. Entries were due by February 14, 2014. No late entries would be accepted. There were great prizes for all entry levels. An awards program would be held on February 27. On February 15 the NAACP would hold a book fair at Barnes and Noble.

Mrs. Dominique compiled a list of education bills from the legislature. There would be more information at the Town Hall Gathering about how to contact legislators. She encouraged people to visit the legislature’s website for dates and times of hearings and track the progress on the bills. She announced the upcoming hearings for the week.

President Haas mentioned there was an app for the legislature.

Mrs. Lambert announced the Citizen Budget Review Committee would be meeting the next evening where the budget would be presented. She encouraged everyone to attend the Town Hall Gathering on Thursday.

Mr. Rice announced the Board Curriculum Advisory Committee would meet on Thursday for an hour before the Town Hall Gathering. He extended his appreciation to Mrs. Hawkins and wished her well in her retirement.

Mr. Freel thanked the Randy Smith Middle School students and staff for their presentation on their intervention programs. He was pleased to see students included in things that personally affected them.

Superintendent Lewis announced two Executive Proclamations from the Governor – one proclaiming February 2014 as School Board Recognition Month and one proclaiming February 5, 2014 as Digital Learning Day. He thanked board members for their service to the school district and community.

President Haas reported on the Big 5 school board presidents’ and superintendents’ conference call discussing funding. She extended her appreciation to board members for their work.
BOARD AND SUPERINTENDENT COMMENTS & COMMITTEE REPORTS (continued)

President Haas agreed with Mrs. Hull about using PowerSchool to push out reminders and information on dual credit. She would like to see it used.

President Haas extended a special invitation to all community members, parents, students, and staff to attend the Town Hall Gathering on Thursday, starting at 6:30 p.m. at Ryan Middle School. The administration would be reviewing the district’s budget outlook for 2014-15 and the challenges facing the district. She also encouraged board members to attend the Citizen Budget Review Committee meeting.

President Haas announced the upcoming Legislative Committee meeting scheduled for Friday, February 7 at 2:00 p.m. in the superintendent conference room.

The meeting adjourned at 9:26 p.m.

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