

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

Regular Meeting

MINUTES

February 3, 2015

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. Nordale Elementary School's Choir led the Pledge of Allegiance and performed for the board under the guidance of Linda Hudson, music director.

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."*

Present:

Heidi Haas, President
Allyson Lambert, Treasurer
Sue Hull, Member
Michael O'Brien, Member
Sean Rice, Member
Larry Rice, Base Representative
Sidney Zemp, Post Representative
Wyatt Hoyes, Student Representative

Absent:

Wendy Dominique, Vice President
Lisa Gentry, Clerk

Staff Present:

Dr. Karen Gaborik, Superintendent of Schools
Lisa Pearce, Chief Financial Officer
Sandy Kowalski, Assistant Superintendent of Elementary Education
Dave Norum, Executive Director of Facilities Maintenance
Kathie Wassmann, Executive Director of Special Education (Incoming)
Peggy Carlson, Executive Director of Curriculum & Instruction
Janet Cobb, Executive Director of Technology
Johanna Carson, Director of Public Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Katie Sanders, Director of Library Media Services
Dan Domke, Director of Career Technical Education
Melanie Hadaway, Acting Director of Alternative Instruction
Mario Gatto, Principal on Special Assignment
Sharon Tuttle, Executive Assistant to the Board

PRELIMINARY ITEMS

ACT Performance Recognition [0:07:26]

Grant Ackerman, West Valley High School senior, was recognized for his outstanding performance on the ACT college admission and placement exam. Mr. Ackerman earned the highest possible composite score of 36. Superintendent Dr. Gaborik made the presentation. Mr. Ackerman was also selected as a delegate to the 53rd annual United States Senate Youth Program (USSYP) that would be held March 7-14, 2015, in Washington, D.C.

ESP of the Month [0:10:45]

Becky Howk, Ryan Middle School administrative secretary, was recognized as the Extra Special Support Staff Person for February 2015. Heather Stewart, Ryan principal, made the presentation.

Spotlight: Middle School STEM Pilot [00:14:12]

Daniel Domke, career technical education director, and Mario Gatto, Ben Eielson Junior-Senior High School principal, along with Joe Deutsch and Rex LeGrand, Ben Eielson teachers, provided an overview of the Middle School Science Technology Engineering & Math (STEM) Pilot program at Ben Eielson. The purpose of the pilot was to provide a direct focus on STEM opportunities at the middle school level. Two courses were offered: STEM Exploring I and STEM Exploring II. Approximately 65 percent of the school's middle school population participated.

Mr. Gatto explained the pilot utilized STEM 101 curriculum which actively engaged students in hands-on, minds-on activities. It allowed students to realize the application and relevance of STEM education. Mr. Gatto reported on the success of the pilot: students were actively engaged; excited about class; and embracing the challenges of the STEM modules. He went on to explain the intent of the pilot was to expand STEM to core curriculum; it was not about a stand-alone course. It was about including STEM in English, math, social studies, etc. so students could make the connections. Mr. Gatto did not believe the pilot had achieved that goal yet, but it was an important piece for the future; to make the connections. Another challenge for the pilot was scheduling and how to expand the schedule to include all students. Mr. Gatto also thought it was important to bring the arts (STEAM) into the mix.

Mr. Deutsch and Mr. LeGrand shared some activities happening in the classrooms, including designing robots, engineering with paper, technical sketching and design work, straw rocketry design, magnetic levitation, CO2 dragsters, experiencing and using power tools, and more. The activities engaged students and utilized math, technology, science, and engineering.

BOARD QUESTIONS/COMMENTS

Mr. O'Brien would appreciate being invited to the STEM/Spring Fling events and thought other board members would as well.

Mrs. Hull asked if there were any plans to expand the program to other schools. Mr. Domke stated there were no plans with this specific curriculum, but something similar. A lot would depend on funding and what was determined to be the best use of resources. Mrs. Hull thought it was a great program and kept kids engaged.

Colonel Zemp noted both Ft. Wainwright and Eielson were both rich in STEM opportunities and would like to sponsor groups to come to the post and base to meet specialists. The military would love to engage in a partnership with schools, especially those with 3D printers. Colonel Zemp encouraged the group and district to make contact with the military.

Mr. Rice asked about upgrading 3D printers. Mr. Domke stated the cost of 3D printing was expanding across many different areas and costs were coming down. The district was looking at standardizing 3D printers across the district.

President Haas thanked the group for the presentation and appreciated their hard work on the pilot program.

AGENDA [0:33:37]

HULL MOVED, RICE SECONDED, TO ADOPT THE AGENDA WITH CONSENT ITEMS, WITH THE FOLLOWING CHANGE:

- Remove Item E5 – Gift Acceptance: Lathrop High School from the agenda.

The following consent items were moved:

accepted the Monthly Management Reports for December 2014.

approved the minutes from the special meeting and regular meeting on January 20, 2015, as submitted.

approved Budget Transfer 2015-056: Facilities Management in the amount of \$49,407.

approved Denali and Arctic Light Elementary Schools' request to raise funds to send extended learning students to Homer, Alaska, May 2-4, 2015 where students will explore and expand their knowledge of Alaska's coastal environment, at no cost to the district.

accepted the gift of \$1,250 from the Anne Wien Elementary PTA to Anne Wien Elementary School for classroom field trips.

accepted the gift of \$1,000 from Interior Youth Basketball to Lathrop High School to support the school's girls' basketball program.

approved the Personnel Action Report for the period January 12-23, 2015.

acknowledged the Personnel Information Report for the period January 10-23, 2015.

acknowledged the Superintendent's Budget Transfer Report for February 3, 2015.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTES. 3 AYES (L. RICE, ZEMP, HOYES)
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES
(S. RICE, O'BRIEN, HULL, LAMBERT, HAAS)

PUBLIC COMMENT ON NONAGENDA ITEMS [0:36:15]

Dr. Steve Atwater, previous Kenai superintendent and current UA Associate Vice President for K-12 Outreach, introduced himself and how his job overlapped with the school district. Dr. Atwater oversaw the K-12 outreach office which included the state's mentoring program, the Future Educators of Alaska program, culturally relevant curriculum development, and the Alaska Teacher Placement (ATP) program. He also helped the university in enhancing productive partnerships with Alaska's schools. Dr. Atwater explained it as a two headed arrow: helping K-12 schools across the state reduce the number of students coming out of high school who needed remediation and the university producing teachers that were exactly what were needed in the K-12 system. Dr. Atwater looked forward to working with Dr. Gaborik and the district.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mrs. Hull welcomed Dr. Atwater, and asked him to speak to dual credit. Dr. Atwater thought the Fairbanks district was doing a fine job with dual credit. He stated there was a concerted effort across K-12 to get students as early as 6th-8th grade thinking about career paths and options, and what they would do after high school. The idea was that by the time students reached the high school level, students were beginning to get into an articulated situation with the university to earn dual credit. The goal was for students to be well on their way for what was next in their life when they left high school. Plans for after high school could include the university, certificate programs, or something else. The objective was for students to begin the process and path for what they would do after high school earlier in their academic careers, rather than waiting until 12th grade or after graduation. Dr. Atwater acknowledged the district's hard work in that area; but as a state, they were trying to do more and more. The goal was for students to have a seamless transition from graduation to what was next for them.

President Haas would like to see the district and university collaborate on a career path for educators. It would be nice for the district to offer education career paths with the hope students would return to the schools/district where they were educated. Dr. Atwater agreed with President Haas.

Mrs. Hull asked Dr. Atwater to speak to university's plan related to education pathways. Dr. Atwater stated the university offered the Future Educators of Alaska program, which primarily targeted rural Native students to get them interested in becoming teachers. He thought it could be extended to Fairbanks. The university offered an introductory course for high school students which counted for college credit. The process was already laid out and could easily be done.

OLD BUSINESS

Policy 1048.7: Firearms, Guns or Other Weapons

Policy 1048.71: Firearms and Other Guns

Policy 1048.72: Weapons Other Than Firearms or Guns

Policy 1048.73: Weapons Other Than Firearms or Deadly Weapons

Policy 1048.74: Procedure (Second Reading) [0:42:49]

The Alaska Department of Education requirements for reporting incidents of firearms and deadly weapons in schools required the school district to revise its current policies. An administrative committee drafted the proposed policies, which were vetted by legal counsel. The administration recommended adoption of Policies 1048.7 – 1048.74 in order to comply with federal guidelines and state statutes. There were no changes from first reading.

Board Priority: Provide a safe learning environment.

RICE MOVED, HULL SECONDED, TO APPROVE SECOND READING, PUBLIC HEARING, AND ADOPTION OF POLICY 1048.7: FIREARMS, GUNS OR OTHER WEAPONS; POLICY 1048.71: FIREARMS AND OTHER GUNS; POLICY 1048.72: WEAPONS OTHER THAN FIREARMS OR GUNS; POLICY 1048.73: WEAPONS OTHER THAN FIREARMS OR DEADLY WEAPONS; AND POLICY 1048.74: PROCEDURE.

PUBLIC COMMENTS

None

BOARD QUESTIONS/COMMENTS

None

ADVISORY VOTES. 3 AYES (ZEMP, HOYES, L. RICE)
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES
(LAMBERT, S. RICE, O'BRIEN, HULL, LAMBERT, HAAS)

NEW BUSINESS

Included in the Consent Agenda.

INFORMATION AND REPORTS

Superintendent Report [0:45:28]

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

Superintendent Dr. Gaborik reported on the recent online Alaska Measures of Progress (AMP) Practice Test day, where over 600 district students from three pilot schools: Badger Elementary-3rd & 5th graders; North Pole Middle-7th graders; and West Valley High School-9th graders, took the practice test in math and English/language arts. There were three types of devices used: chromebooks, computers (mostly laptops), and iPads; all performed as expected. Schools reported testing had gone very well, even better than expected.

The purpose of the Technology Practice Tests was to familiarize students with Alaska's new computer-based test delivery system and to give them an opportunity to practice the types of questions that would be on the AMP assessments. The goal was to be certain all students and staff were acquainted with the test technology prior to test day. The AMP test would be administered for the first time in spring 2015. Dr. Gaborik reminded students and parents that with the elimination of the High School Graduation Qualifying Exam (HSGQE) all students were scheduled to attend during testing days. There would be a districtwide "AMP it Up Day" on February 26. Dr. Gaborik thanked principals and everyone who had worked on the projects.

Dr. Gaborik said the state department of education was working hard on the tests and expected updates on the different platforms would be available soon. She and Johanna Carson, public relations director, were working on a communication push about the testing and preparing the public for the anticipated change in test scores.

BOARD QUESTIONS/COMMENTS

President Haas asked about pre-qualifying students for the extended learning program (ELP). She recalled the Standard Based Assessments (SBAs) were used previously. Dr. Gaborik anticipated needing additional assessments.

President Haas asked about the availability of the online practice AMP tests on the district's website. She encouraged parents to help their students get online and practice. She suggested that perhaps some afterschool opportunities could be made available to students and parents to practice. Dr. Gaborik thought there would be information on the practice tests included in all communications. They were working hard to get information out. The goal was for all students to be familiar with the assessment prior to taking it.

After School Evaluation & Status Update – STEAM Model [0:53:12]

Julie Wild-Curry, 21st century community learning center programs director, provided an overview of the district's after school program. Courtney Havrilek, lead 21st CCLC coordinator, provided information on the Science, Technology, Engineering, Arts, and Math (STEAM) focus in the programs and Barbara Sundberg, external evaluator with CR Research and Evaluation for the 21st CCLC grant programs, reported the evaluation results for the 21st CCLC grant programs.

Board Priority: Provide educational options to families and students.

Ms. Sundberg reported on the after school program evaluation results for the 2013-14 school year. The programs had been evaluated and data considered; the programs were doing very well. She reviewed the goals of the program:

After School Evaluation & Status Update – STEAM Model (continued)

1. Improve academic achievement – measured by SBA results, grades/GPAs, teacher survey responses regarding homework turn-in and satisfactory completion of homework;
2. Gain protective factors that foster resiliency – measured by attendance rates, teacher survey responses related to classroom behaviors such as student motivation, participation, attentiveness; and
3. increase parent involvement – measured by parent survey responses regarding being comfortable at school, more informed about child's progress, more frequent attendance at school events, more involved in child's education.

Ms. Havrilek and Ms. Wild-Curry explained how the integration of STEAM – science, technology, engineering, arts, and mathematics – had been a critical focus of the last two 21st Century Community Learning Center (CCLC) grants, reflective of its relevance as a federal education priority. Additionally, STEAM was the best fit for the Fairbanks district for several reasons:

- scaffolding academic vocabulary and content: bridging elementary–middle–high to college and career;
- supporting academic growth – inquiry learning in STEAM areas – through project and problem-based learning allowed students to apply school day knowledge in a hands-on relevant way; and
- it was a powerful method in applying the school district's priorities: student achievement, instructional innovations, connections, and safe place.

How did the program conduct its work and improve programs for student success:

- evaluation drove the program's decision-making process with principals, coordinators, and site staffs;
- intentional professional development trainings and professional learning communities;
- site advisory boards and community connections; and
- student driven and best practices decision making

There were 13 21st CCLC program sites in 2014-15:

- Elementary: Anne Wien, Barnette Magnet (fee based), Denali, Hunter, Joy, Nordale, North Pole (also offers a fee based program), University Park (fee based), and Ticasuk Brown.
- Secondary: Ben Eielson Middle School, North Pole Middle School, Randy Smith Middle School, Ryan Middle School, Tanana Middle School, and Lathrop High School.

Ms. Wild-Curry explained how the program provided a strong link to the school day curriculum. Project-based STEAM activities provided additional relevant educational opportunities. Educational skills taught during the day were linked to intentional programming. Positive youth development was modeled through mentoring, student leadership, and program design. She spoke to the graduation rate for the 2013-14 school year, comparing a graduating cohort of 59 students to the student population in general. For students who participated in an after school program, there was a graduation rate of 91 percent; versus a 72 percent graduation rate for all other students.

Ms. Havrilek shared something that had resonated with her when she met Kaumau Stanford, education advocate and speaker, *“people need someone to believe in them, so they know how it feels when they need to believe in themselves.”* Ms. Havrilek believed district students needed people to believe in them, so they would know how it felt when they needed to believe in themselves.

After School Evaluation & Status Update – STEAM Model (continued)

BOARD QUESTIONS/COMMENTS

Mrs. Hull congratulated the group on their program and great report. It was a fabulous program and good to see students so engaged. She wished there was a way to expand the program.

Mrs. Lambert thanked everyone involved in the programs; she appreciated their work. She asked if there were any additional grants available for expanding the program. Ms. Wild-Curry stated there were no additional grants; the next cycle would be in approximately three years. The district had been fortunate to have had the grants for 15 years. Many districts applied for the grants and did not receive funding. The Fairbanks district had the data to prove the program worked.

Mrs. Lambert asked if the program would lose its funding next year. Ms. Wild-Curry did not want to panic people, as the district had gone through funding issues before, but there was the possibility funding could be lost.

Mr. O'Brien asked if the fees charged at fee-based sites covered the program's cost. Ms. Wild-Curry stated it did to a certain extent, as some of it was supplemented with grant funded staffing and professional development. The district also supported some funding and training. The program monitored fees and costs closely to be sure the program did not operate in the red.

Mr. O'Brien asked if the program goals were district developed or state/federal set. Ms. Wild-Curry stated the goals were developed by the district. The district offered a quality program.

Mr. O'Brien asked to have the after school staff introduced. Ms. Wild-Curry introduced the after school program staff and individual site coordinators.

President Haas thought the program did amazing work. She often heard from parents who felt their student would not have graduated without the after school program. The data showed engagement and connections were important. The program enticed students to come to school.

President Haas asked about fee-based programs and if there had been consideration about combining programs and perhaps busing students from one location to another. Ms. Wild-Curry stated there had been some consideration given to busing students to another location, but transportation was a large consideration. For some school locations, it would be an easy transition, such as Hunter students going to Barnette Magnet School, but it would be more difficult for outlying schools. Ms. Wild-Curry noted she followed up on any interest expressed regarding fee-based programs. It took approximately 20 students to run a fee-based program.

President Haas thanked Ms. Wild-Curry, Ms. Havrilek, and Ms. Sundberg for their presentation, as well as all the after school staff for their work with students.

Secondary Counseling Program Update [1:27:23]

Melanie Hadaway, secondary curriculum coordinator, provided an update on the counseling program at secondary schools.

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

There was abundant research on the positive impact successful, comprehensive school counseling programs had on students. In middle school, students experienced rapid physical growth, curiosity about their world, and an emerging self-identity. Middle school counselors played a key role in creating a caring, supportive climate, helping students acquire positive social skills and values that would guide them through the exciting middle school years.

Secondary Counseling Program Update (continued)

High school continued as a time of change. Counselors were often the consistent voice during those years, full of growth, promise, excitement, frustration, disappointment, and hope. Counselors helped students achieve balance and kept their focus on graduation and beyond. At all levels, counselors played key roles supporting school board performance goals for 2014-15 – diversity, student achievement, and connections between families, communities, and schools.

Today's secondary counselors were not the stereotypical guidance counselor of yesteryear. Today's professional school counselors performed a variety of functions within the schools, and provided student services in a multitude of ways. In addition to delivering curriculum to students and classes, they provided individual guidance, scheduling and monitoring of students' grades, attendance and behaviors. Counselors were often responsible for organizing school testing such as the Alaska Measures of Progress and the three current choices of College & Career Readiness Assessments, the SAT, ACT and WorkKeys. Educating students about the differences in testing options and the importance of the tests to options for the future was a critical function of counselors. Along with testing, counselors advised students how to navigate the ever changing world of Alaska Performance Scholarship eligibility and NCAA requirements for athletes. Secondary counselors met with every student to review the student's Personal Learning and Career Plan (4 + 2 plan), helping to ensure students had a plan for post-secondary education; thinking beyond just getting across the stage. Counselors were actively involved in facilitating support groups for students such as S2S, the Gay Straight Alliance, and Ignition.

Counselors helped identify areas of need and often provided training to staff about topics such as bullying, gender identity issues, Erin's Policy, and suicide prevention, as well as academic requirements and changes. Counselors were often the front line of student support, as they were the first place parents or teachers went with concerns and they were viewed by students as a safe advocate. It was the school counselors who identified and supported military students and families, often coordinating services with Military Family Life counselors and the Transition coordinator.

School counselors were committed to student success – academically, socially, and emotionally; helping them to navigate school and emerge with a plan for life after high school.

BOARD QUESTIONS/COMMENTS

Mrs. Hull asked Mrs. Hadaway to speak to the caseload of secondary counselors. Mrs. Hadaway stated the middle school average was 1 counselor for every 265 students. The lowest ratio at a middle school was 1 counselor to 173 students and the highest was 1 counselor to 328 students. At the high school level, the average was 1 counselor for every 203 students. The recommendation from the American School Counselors Association tended to be 1 counselor to 250 students – for counseling work. The association made a distinction between counseling services and support services, such as testing, etc.

President Haas thanked Mrs. Hadaway for the report. It was a good reminder of the important work for students done outside the classroom.

9-12 Mathematics Curriculum Revision Report [1:35:55]

The proposed 9-12 Mathematics Curriculum was provided under separate cover for the school board's review and consideration.

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

9-12 Mathematics Curriculum Revision Report (continued)

Peggy Carlson, executive director of curriculum and instruction, summarized the revisions. In June of 2012, new Alaska State Standards for Mathematics (AKSS) were adopted, replacing the previous Grade Level Expectations (GLE's). The math curriculum was in its fourth draft. The Mathematics Leadership Team began the process of revising the 9-12 mathematics curriculum in 2013. Steps in the revision process included the following:

- The Leadership Team began a comprehensive review of current curriculum as compared to the revised AKSS.
- The Leadership Team looked at examples of various curriculum and course models including traditional and integrated math pathways.
- In February of 2014, a subgroup with representatives from each middle and high school convened to look at research on best practices in math instruction and curriculum, as well as review the currently adopted curriculum for strengths and challenges.
- In May of 2014, the first draft of the 9-12 Math Curriculum was reviewed by math teachers during a teacher inservice day. Feedback from that group informed the discussion and revision for a second draft.
- In the summer of 2014, a subgroup of teachers met to revise elective courses and align to AKSS.
- In August of 2014, a second draft was released for public comment.
- In the fall of 2014, district teachers reviewed and offered feedback on Draft Four. Additional written comments were taken through October 2014. Public comment was also solicited.
- In November of 2014, the Mathematics Leadership Team met to review feedback and finalize the fourth draft. That draft went to the BCAC for comments on December 4, 2014 and was approved to be forwarded to the school board for adoption consideration.

Overview of Proposed 9-12 Mathematics Curriculum

Standards for Mathematical Practice

The AKSS defined eight mathematical standards addressed at all grade levels that described a variety of expertise that mathematics educators should seek to develop in their students. The practices rested on important processes and proficiencies with longstanding importance in mathematics education. They described the ways students should engage with math as they grew in mathematical maturity and expertise.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

9-12 Mathematics Curriculum Revision Report (continued)

Mathematical Content Standard

- Course Sequence:
 - The proposed 9-12 math curriculum was based upon a traditional sequence of courses separated by domains and larger mathematic topics. The objectives included in the core courses of Algebra I, Geometry, and Algebra II aligned with the sample curriculum alignment from the State of Alaska DEED.

- Honors Courses
 - Both the subgroups and the Leadership Team, as well as the Board Curriculum Advisory Committee, discussed the topics of honors courses and titles at length. Key points from discussion and research included the following:
 - Research indicated honors courses should be based upon increased depth of knowledge and expectation vs. simply “more work” than regular level courses.
 - Research indicated a key factor in raising academic achievement was high expectations for learning for all students, with support for students who might struggle to reach the high expectations.
 - The Alaska State Standards identified the skills all students were expected to learn in each domain, as well as “plus standards” for deeper level learning beyond the grade level objectives.
 - The inclusion of mathematical practices required students to be able to move beyond completing algorithms and apply mathematical thinking and problem solving in a variety of situations.
 - STEM education was Science, Technology, Engineering and Mathematics integrated into applied mathematics. Research indicated STEM courses led to increased competitiveness in workforce development.
 - As a result of the many discussions, the decision was made to focus the honors level courses with an integrated, STEM approach both to encourage more students to attempt more rigorous math and to support the “plus” standards and application of mathematical thinking.

Mrs. Carlson reviewed the proposed 9-12 math pathways. Mrs. Carlson thanked her staff, the math leadership teams, and everyone else involved in the math curriculum revision. The board would be asked to act on the curriculum adoption at its February 17, 2015 meeting.

BOARD QUESTIONS/COMMENTS

Mr. O'Brien asked about math courses at the elementary and middle school levels that prepared students for the 9-12 curriculum. Mrs. Carlson explained there were advanced courses for 6th-8th grade students. Mrs. Hadaway added there were a lot of mathematical practices used to prepare students.

Mrs. Lambert thought a very limited number of students would be eligible for STEM unless they were prepared in 6th grade. Mrs. Carlson stated that once students reached 9th grade there were a number of components considered for placement.

Mrs. Hull thought the key was having parents understand the pathways. She related a personal experience where she personally had missed the pathway. It was important for parents to be clear about the pathways.

9-12 Mathematics Curriculum Revision Report (continued)

Mrs. Hull asked about math curriculum materials. Mrs. Carlson stated there would be new materials. The review process was underway. Materials were being piloted and students, parents, and staff would be surveyed. Materials would be available to the public for review and the BCAC would also be reviewing the materials at their meeting on Thursday.

Mindful of the budget, Mrs. Hull clarified current materials could not be used due to the new program. Mrs. Carlson stated Mrs. Hull was correct; current materials could not be used.

Mrs. Hull asked about using an integrated approach. Mrs. Hadaway explained it seemed too big of a leap to go with the integrated approach. The state had recommended the traditional approach.

Mrs. Lambert appreciated the pathways chart; it made it clear for parents. She suggested adding 6th-8th grades to the document. Mrs. Carlson thought it was a good suggestion.

Mrs. Hadaway spoke to skills versus the course titles. She had heard from teachers that students understood the process, but when it came to application, it was difficult. It was more important to concentrate on skills rather than be concerned about course titles.

President Haas suggested having the pathway information available on the website.

Mr. O'Brien asked about challenges facing the new curriculum. Mrs. Carlson explained the process had been underway for a long time. Leadership teams had been providing input through the process. Teachers had been working to the standards preparing students for what was to come. Mrs. Carlson stated the district had worked with the university to be sure district courses were aligned to UAF courses.

Mrs. Hull spoke to student skills. She had heard about an assessment parents could take to access their student's skills. It was a tool for parents to help their students. There were many tools available on the web.

President Haas clarified the pathway was a 4-year pathway and asked if the credit requirement had changed. Mrs. Carlson stated the credit requirement had not changed. President Haas also clarified the additional coursework was not a requirement for credit. Mrs. Carlson stated President Haas was correct. Mrs. Carlson explained the district's requirement was 3 math credits, of which one credit was Algebra I. The Alaska Performance Scholarship required 4 credits of math. President Haas asked if a fourth year of math on the pathway would serve as an elective. Mrs. Carlson stated President Haas was correct. Mrs. Carlson stated if a student took Algebra I or Geometry in middle school, they would receive high school credit if they received a grade of C or higher.

President Haas asked about the funding allocation for materials. Mrs. Carlson explained the funding for materials had been allocated by the board for the current year.

President Haas believed parents wanted more information than what was offered at the elementary level and although there wasn't as much parent engagement at the secondary level, information should be available. She thought it was important to identify ways for parents to help students..

President Haas thanked Mrs. Carlson, Mrs. Hadaway, and Ms. Daml for their report.

BOARD AND SUPERINTENDENT COMMENTS & COMMITTEE REPORTS [2:06:50]

On behalf of the entire board, President Haas thanked the Nordale Elementary Choir for their delightful performance. She congratulated Grant Ackerman on his outstanding achievements and Becky Howk on her selection as the February ESP. President Haas thanked Ms. Wild-Curry, Ms. Havrilek, and Ms. Sundberg for their report on the 21st Century Community Learning Center Programs, and all the after school coordinators for their hard work at the schools. She thanked Mr. Domke, Mr. Gatto, Mr. Deutsch and Mr. LeGrand for the report on the STEM Pilot at Ben Eielson Junior High School. It was good to hear so much about STEM and STEAM and so much more that was done to support the whole student.

President Haas announced the board's work session with OnStrategy to discuss the Strategic Plan, scheduled for Saturday, February 7, 2015 from 9:00 a.m. to 4:00 p.m. in the board room. She asked board members to review their materials in preparation for the discussions. President Haas thought information on the employee survey regarding the strategic plan should be available soon. Preliminary information would be available in time for the work session.

There would be a Legislative Committee (Committee of the Whole) meeting on Thursday, February 19 at 6:00 p.m. in the board room.

Mr. Rice announced the Board Curriculum Advisory Committee meeting scheduled for Thursday, February 5. He encouraged people to check out the math materials. Mr. Rice would be traveling to Juneau the following week with the district lobbyist to meet with legislators. He had been invited to speak to Head Start parents earlier in the day. It had been a great meeting. He encouraged people to see "To Kill a Mocking Bird" sponsored by the Fairbanks Drama Association.

Mrs. Hull announced the Policy Review Committee would be meeting on February 23. At the committee's last meeting they had considered the eligibility policy and decided not to make any changes to the policy. Mrs. Hull provided board members with written reports on the State Board of Education meeting and the National School Boards Association-Pacific Region meeting, as well as information from the National School Boards Association on the reauthorization of the Elementary and Secondary Education Act (ESEA).

Mrs. Hull asked if a board member could trade borough assembly meeting dates with her.

Mrs. Lambert appreciated all the information provided to the board through reports and meetings and all the work that went into them. She announced the Citizen Budget Review Committee would be meeting the following evening and every Wednesday in February. The meetings began at 5:30 p.m. Meetings were open to the public and public testimony would be taken.

Mr. O'Brien also appreciated the reports and the work that went into them. He thanked Chris Benschopf, Lathrop teacher, for facilitating the recent ACADECA event. He recognized Pearl Creek students for their recent large donation of dog food to the animal shelter.

Dr. Gaborik had several announcements: the Elizabeth Peratrovich celebration; staff professional development day on Friday – no school for students; parent-teacher conferences were scheduled for February 16-17 – no school for students; and entries could still be submitted for the Black History Month contest.

President Haas also reminded board members of the Elizabeth Peratrovich celebration. She would be out of town but hoped others would be able to attend.

BOARD AND SUPERINTENDENT COMMENTS & COMMITTEE REPORTS (continued)

President Haas announced there would not be a work session on February 16. On February 21, she, Dr. Gaborik, and Lisa Pearce, chief financial officer, would be meeting with the PTA Council on the budget in the board room at 10:00 a.m. Other board members were invited to attend and she encouraged the public to attend. The district faced a difficult budget year.

President Haas announced Governor Walker, through proclamation, had proclaimed February as Career Technical Education Month in the state.

The meeting adjourned at 9:22 p.m.

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