

Star of the North

CEC ~ NPC

2015-16 Annual Report

Career Education Center

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Star of the North
Secondary School
Career Education Center North Pole Campus



May 30, 2016

Fairbanks Board of Education
520 5th Ave
Fairbanks AK 99701

On behalf of the Academic Policy Committee of Star of the North Secondary School, it is my privilege to present to you our 2015-16 Annual Report. Star of the North continues to provide educational alternatives for students in Fairbanks in grades 11 and 12 at Career Education Center and students in North Pole who are in grades 7 – 12 at North Pole Academy.

We believe that there is no single type of young person who needs alternative education. We strive to meet our students' diverse needs in our small school settings by providing close adult guidance paired with individualized learning and flexible pacing. We value the potential of each student. We celebrate their successes and work hard with them to alleviate their struggles. From marking daily progress on their flowchart to rewarding improvement in attendance to announcing the latest graduate, we feel it is important to recognize the daily victories of our students.

This has been a challenging year for Star of the North, and there are two issues that I would like to bring to your attention at the outset of this report.

First, is the turnover in staff at our North Pole Academy. This year marked a change in administration at the campus, with Diana Childs taking over Head Teacher duties from Bao Do, who is back in the classroom fulltime, and Staci Hatcher taking over the role of Administrative Secretary from Maggie Wade, who is now retired. While these changes were expected, the loss of one of our high school teachers midway through first semester was not. NPA staff came together to minimize the impact of these changes on students, but it was still a challenging transition.

Going into next year, NPA will again be dealing with staffing turnover with two new teachers in the high school. At this time, due to district budget uncertainty, we do not know who these new additions will be. It appears that once again at least one teacher will be placed on the NPA staff, and as always we have concerns about the qualifications and commitment of such an individual.

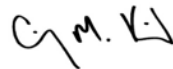
While placement may at times be required by the terms of the collective bargaining agreement, this is not necessarily the case here. At least one of these openings has been identified for several months, and we believe it could have been posted internally for hire. We understand the decision of the district to freeze hiring during difficult budget times, but high need positions have been posted throughout the year. While some may not see a charter school teaching position as “high need,” we believe that charter schools serve unique roles in the community. If the district wants our schools to serve the mission for which we are chartered, it is imperative that we be given the support to hire the appropriate staff.

The second issue I wish to bring to your attention is our accreditation. This past year, Star of the North went through the accreditation process with AdvancED that other high schools went through. While we are still waiting for the final report at the time of this writing, we do have word that we are “Accredited, Under Review.” What this means is that we maintain our accreditation, but the external review team had significant concerns that they want addressed in the next two years.

In general, these concerns fell into two categories that are familiar to us at Star of the North. The first is the challenge faced by a charter school after the departure of its founders. The second is the tendency of small, alternative schools to be too informal in policies and procedures. We await the specifics of the accreditation report, but we know we have a great deal of work ahead of us to further define our mission, determine our most effective governance structure, and document policies and procedures, especially in the areas of post-secondary planning and social-emotional supports for our students.

As always, we at Star of the North are a work in progress, and we appreciate your support as we provide an educational alternative for academically at-risk students in the district.

Sincerely,

A handwritten signature in black ink that reads "C. M. Kind". The signature is written in a cursive style with a large initial "C" and a checkmark-like flourish at the end.

Craig M. Kind
President, SON AP
Head Teacher, CEC

Student Enrollment and Mobility

2015-16 North Pole Academy Student Mobility

	May 2015 Enrollment	Continuing Enrollment	1 st Semester Enrollments	2 nd Semester Enrollments	Mid-Year Transfers Out
7 th Grade	n/a	n/a	17	2	0
8 th Grade	15	14	5	1	3
9 th Grade	16	6	4	3	1
10 th Grade	17	14	3	1	4
11 th Grade	19	16	5	0	2
12 th Grade	22	20	3	0	3
Total	89	70	37	7	13

2015-16 CEC Student Mobility

Entry Status

Rollovers	42
1 st Quarter Enrollees	43
Fall Mid-Semester Enrollees	20
Spring Mid-Semester Enrollees	59
Total Enrollments	164

Exit Status

Diploma Earned	48
GED Earned	1
District Transfers	1
Out-of-District Transfers	6
Dropped, Eligible to Return	24
Dropped, Aged Out	6
Aged Out	2
Returning	74
Total	164

An update on the CEC 2014-15 student cohort: At this time last year, of the 154 students who attended CEC during the 2014-15 school year, 56 had earned a diploma and one had earned a GED. At this time, 97 of the students in that cohort have earned a diploma, and 3 have earned a GED.

Student Performance Data

Given the nature of the student population at Star of the North, standardized testing is a rather unique endeavor for us. With 70% of our student population being 11th and 12th graders, we often narrow our focus to graduation at Star of the North. In many ways, graduation numbers are the most significant measurement of our success.

Star of the North Graduation History

YEAR	CEC Diplomas Conferred	NPA Diplomas Conferred	Certificates of Achievement
2004-2005	60	14	
2005-2006	56	12	
2006-2007	56	15	
2007-2008	61	11	
2008-2009	63	12	1*
2009-2010	71	14	1*
2010-2011	84	15	2*
2011-2012	78	13	
2012-2013	79	13	2*
2013-2014	59	15	2*
2014-2015	67	15	
2015-2016	48#	20	1^
	782	169	9

* Four students returned to pass remaining portions of the HSGQE and earn a diploma. Four earned retroactive diplomas when state graduation requirements changed.

Total does not include possible CEC Intersession graduates.

^ Student finished all graduation requirements but chose to defer graduation to continue in a districtwide program.

Student Testing Data

Last Spring, Students at the North Pole Academy participated in the Alaska Measures of Progress, and schoolwide results are included in the appendix at the end of this report. Unfortunately, the results of AMP testing did not provide usable data for staff to utilize in the classroom. As was the case with schools across the state, NPA did not complete AMP testing this year. Unfortunately for students and staff, we were scheduled for the first testing window when all of the difficulties with AMP occurred. It was a very frustrating time for all.

Due to the inconsistent nature of state testing at this time and arising out of a desire to have better data of student learning, Star of the North has moved forward with a contract to administer the Measures of Academic Progress to all students at NPA. We were able to administer two rounds of testing this year; however, at the time of this report, data on student achievement was not available.

School Goal Attainment

In addition to our commitment to student achievement on standardized assessments and our focus on graduating students, Star of the North has set the following Program Achievement Goals:

All Star of the North students who have scored “Below Proficient” on statewide assessments will be enrolled in the appropriate math, reading, and/or writing skills improvement class or otherwise scheduled into an academic intervention program.

All NPA students in 7th through 10th grades who received a “Below Proficient” on past SBA were placed in daily academic workshop. All students participated in MAP testing, but due to timing of our purchase of a testing license, no data on growth is available at this time. Going forward, we will be using MAP data to assess the effectiveness of these interventions.

All Star of the North students will receive a Mid-Quarter Progress Report during the 1st and 3rd Quarters, in addition to quarterly and semester report cards.

For daily monitoring of students grades and progress, North Pole Academy utilizes the district’s PowerSchool system, while Career Education Center uses its traditional flowcharts. All students received detailed mid-quarter reports in all four quarters of the 2015-16 school year at NPA, and all students at CEC received 1st quarter progress checks that focused on grades and pacing for each enrolled course. We failed to get 3rd quarter progress checks out at CEC.

Star of the North’s Middle School and 9th & 10th Grade Programs will meet or exceed the District’s Average Daily Attendance rate; the 11th & 12th Grade Programs will raise their attendance rate to 90%.

The overall attendance rate for NPA was 90% with a class break down of: 7th at 93.44%; 8th at 89.69%; 9th at 93.19%; 10th at 90.55%; 11th at 97.15%; and 12th at 87.92%.

Moving forward, we will be revising this goal for CEC. While we recognize the research that illustrates the impact of chronic absenteeism on graduation and dropout rates, CEC is a program specifically designed for students who have poor attendance habits. As a self-paced program, we have removed the barriers that punish students for their absences.

Parent-student-teacher conferences in the Middle School and 9th & 10th Grade Program will have a participation rate of 90%; participation for the 11th & 12th Grade Program will be 75%.

As always, North Pole Academy had strong attendance at conferences. 98% of families participated in conferences, which means all but two students attended.

CEC does not emphasize traditional conferences, but we do welcome parents to come in during conference weeks to meet. 17 families chose to have meetings during those weeks, but many more made appointments for conferences throughout the year. Several set up plans for regular updates on attendance and progress by email and phone.

Each student in Star of the North's 11th & 12th Grade Program will work with a teacher to complete a Plan of Study by 1st semester conferences, and update their Plan of Study or create a Graduation Plan by 2nd semester conferences.

NPA is still in the process of formalizing a method for helping students create a Plan of Study for all 11th and 12th grade students in self-paced classes. Staffing challenges this year made implementation of this goal a difficult one.

At CEC, 91% of students met with teachers for planning meetings in October for short-term goal setting. Unfortunately, we did not hold to our schedule in February, and only 64% of students met with a teacher for 2nd semester. We were, however, able to meet with every student in range of graduation to plan out the final steps to finishing up classes. It is likely that our inability to meet this goal explains the low number of graduates in the Class of 2016, and the decreased number of course completions for each teacher.

Moving forward, we at CEC plan to get back on schedule with student planning sessions. We are also discussing how we might identify likely graduation dates for all students and communicate those regularly. This is a rather interesting challenge given how a student's graduation prognosis can change dramatically in a self-paced program.

All Star of the North students will develop a post-high school transition plan with staff before graduation.

We are still in the process of developing this, and our lack of a concrete process was noted by the accreditation team. One thing we have realized is how this process cannot merely be assigned to our counselor. While his expertise will certainly play an important role, this will need to be something where all staff will participate in both the creation and implementation stages.

Star of the North staff will follow up to discuss educational options with every former student designated as a dropout, once at the end of the school year in which the student dropped out and again at the beginning of the subsequent two semesters.

In September and November, Career Education Center staff made 32 contacts with students, parents/guardians, district liaisons, and non-district programs. Targets for these calls were determined by a student's status in PowerSchool and previous year CEC databases. Again this year

these calls resulted in very few re-enrollments, but we were able to confirm that several students graduated from a non-district school or earned a GED. We were also able to get several students into CEC for GED practice tests, but unfortunately no students followed through on the actual testing or sought out remediation through Adult Learning Program of Alaska (ALPA).

85% of students will report a sense of belonging and belief in their school program, and 85% of parents/guardians will report satisfaction with Star of the North.

In recent accreditation surveys, students and parents/guardians indicated a great deal of satisfaction with both NPA and CEC. 63% of students filled out the survey, and they rated the school a 4.04 on a 5-point scale. Only 25% of parents responded, but those who did rated the school 4.27.



Charter School Activities

North Pole Academy

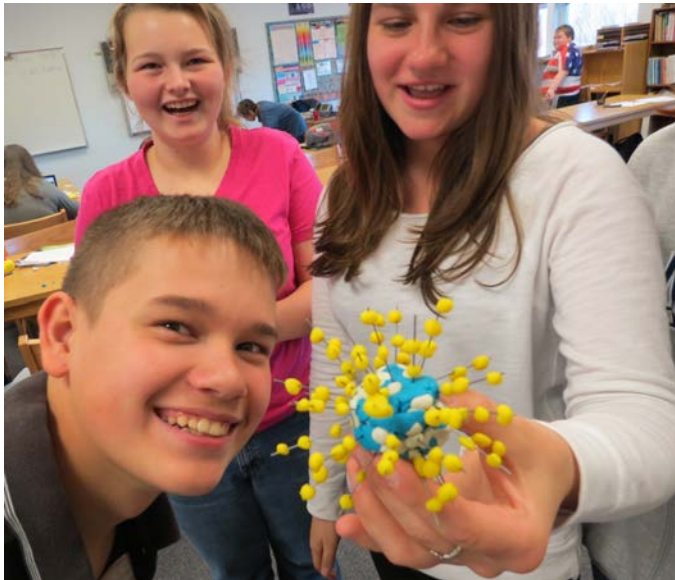
Traditions:

There are some activities on our campus, that have passed to traditions.

We always gather for a Thanksgiving Day Dinner the day before Thanksgiving. A tradition that began when it occurred to us that not all our students shared in a traditional Thanksgiving meal at home, we wanted to provide a memory for them to base future Thanksgivings on. This was our 13th annual dinner. The staff provides the turkeys and the students all bring a side dish to pass. We stop, in a busy time of year, to share what we are most thankful for.

We also end our year with a family barbecue after our 8th grade passage.

This is the 5th year we have participated in the North Pole “North American Championship Dog Mushing” competition in March. We provide concessions for the event, we usually break even, but it’s our presence in the community that is our focus. Our students sign up for different shifts and we have staff for supervision. The event takes place in the parks behind our building and it is a nice community event.



Our 7th annual talent show took place on Thursday, April 28. For a school that does not provide any performing arts classes, we have an amazing show of talent. This year’s participants included; singers, balloon animal creators, poets and jump ropers.

Clean Up Day: As a community service event we always participate in Clean Up Day. With all houses of our campus involved, we were able to clean up 28 bags of litter in our surrounding area.

Thursday, May 12, we celebrated with 20 of our 21 graduates and their families in our Senior Passage. This is a quiet personal send off prior to our May 13 graduation ceremony with CEC at the Herring Auditorium.

Monday, May 16, we had a similar, but much smaller scaled passage for our 8th grade students.

Speakers:

We participated in the motivational assembly, "Dare to Dream." Considering the district wide fall out from that event, we will move on.

We had the pleasure of Mayor Bryce Ward as a speaker with our 9th grade class. He spoke with our students about local government and his journey in local politics.



We also had David Unruh, who spoke to our entire student body in two different programs. David is a team leader at the Mukilteo plant for The Boeing Company. He shared the importance of believing in yourself, working together as a team, and being a problem solver.

In the Community:

We strive to take advantage of all this community has to offer. For the first time we were able to take the middle school to The Permafrost Tunnel, we also went to Calypso Farms, the Morris Thompson Cultural and Visitor's Center, and met Scrooge in Fairbanks

Drama Association's *A Christmas Carole*.

Educational:

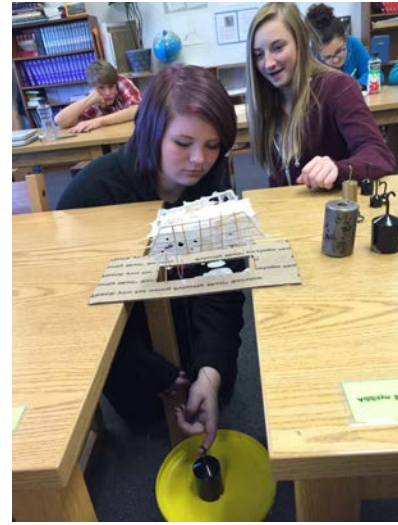
We had 39 students, including one high school junior, participate in National History Day. We had students participate in Career Days, and another 8 in the Trades show.

We always try to make the Campus at UAF a comfortable place for our students. This year we went sledding and had lunch there. We had several P.E. outings to the SRC, and classes 7-10 spent time at the Museum of the North.



Friday afternoons in fourth quarter were dedicated to fun, STEM projects. We had team competitions building Trebuchets (catapults) and

competing for distance. The final project was natural material boat building, with distance (staying afloat) again being the main goal.



Career Education Center

Enrollment and Graduation

At CEC, our activities for the year always center on our mission, as we assess how we are serving our student population. In addition to the mobility data above, the following information about this year's students is illustrative:

Of the 164 students who attended CEC this year, only 15% transferred to us in their 3rd year of high school. 59% enrolled during their 4th year, and 25% came to CEC in their 5th year or higher. Of the 48 CEC graduates in the Class of 2016, only 33% were 4-year graduates, while 36% were 5-year graduates, and 25% were 6-year graduates. This year we had 3 students who took 7 years of high school to graduate, and we had 2 graduates who had previously aged out of the school system.



Students come to CEC at different times in the high school careers. Most of them are behind in credits, while a few are ahead. Most CEC students will not be on-time graduates, but that is by design. Our activities during the year are centered on serving this academically at-risk population of students who have not been successful at other schools in the district. We are dedicated to improving our program to serve such students.



To do so more effectively, we have been working to revise our policies and procedures. We are in the process of better outlining and documenting our application process. We have also had several productive discussions on our attendance and communications policies. The former is finalized, while the latter will be finished our first week back in the Fall. We feel these policies will effectively balance the needs of students and parents/guardians, while providing some additional structure without losing the flexibility of our program.

Course Offerings

This year we at CEC put a great deal of effort into designing courses to meet the needs of our students who need to be career ready. To that end, we have focused on developing core courses and electives to provide practical skills and knowledge for adult students as they earn credits for graduation.



We revised our course outcomes and purchased new materials for Financial Literacy, Math for Trades & Technical Careers, and Advanced Algebra with Financial Applications. These courses focus on both practical skills and meet math graduation requirements. We have also been developing several classes that incorporate reading and writing with practical knowledge, including a Reading for Meaning class that incorporates short fiction, current events articles, and informational texts geared toward the WorkKeys exams.

We have also developed a Self-Reliant Living class that incorporates elements from all of the above courses. Moving forward, we are looking into developing courses that emphasize life skills, parenting skills, and child development.

We have already purchased materials for such courses, and are incorporating them into other courses where appropriate.

Despite this work on expanding our course offerings, CEC is still reliant on districtwide programs for much of our CTE focus.

This year we were able to connect several of our students with construction academies, including the Spring offerings at the Pipeline Training Center. We did not have any students get accepted to the School-to-Apprenticeship program, but we were able to help one student already accepted to the program from another school graduate.

Hutchison is still a very welcoming place for CEC students who started out there, and we appreciate how open they are to having former students finish out career clusters. We have also had students participate in the CTE courses offered by Steve Ratzlaff to special education to students. This has proven to be an invaluable program for some of our kids. Moving ahead, we look forward to working with Dan Domke and the CTE department to see how we can get CEC students connected to these pathways to careers in the trades.

District Initiatives

CEC has been involved in three district initiatives this year, and while we have had some success in further serving the needs of academically at-risk students, it is clear that we are not the sole answer to these problems. We are only part of the solution to some very important issues.

This year, CEC expanded its Intersession program. We continue to offer the traditional Intersession, now referred to as Graduation Intersession, for students who missed graduation by one or two classes. However, we have added additional spots in our June program for homeless students and students in transition identified under McKinney-Vento. In this program, CEC is providing classes, while the Federal Programs Department is providing transportation. There have been challenges defining the program and



communicating to stakeholders, but we are committed to offering this program in the future.

CEC also offered support for the Teen Options program at Hutchison this year. 8 Options students took CEC courses to supplement their Hutchison courseload. While only 3 students finished classes or made significant progress, we were pleased to offer our support for these teen parents. With the apparent demise of the Options program, CEC is looking at how we can support these at-risk students. Our flexible program is a natural fit in many ways for teens balancing parenting responsibilities with school and jobs. Indeed, we had 7 CEC students this year who were either parenting or pregnant, and with out new enrollment criteria, we will be able to help more students with such responsibilities.



However, CEC is not in a position to help younger teen parents, and we do not have the resources to provide the three key components of the Teen Options program: transportation, childcare, and wraparound services. It is our hope that we can work with the district as it develops a new model for supporting teen parents.

The final district initiative CEC has supported is outreach to dropouts. We were able to contact the parents or guardians of 55 students who were erroneously labelled as dropouts. 32 of these were elementary students, while 11 were at the middle school and 12 at the high school level. In most of these cases, students had moved out of state or transferred to other Alaska school districts but no enrollment confirmation had been received. We were able to secure that conformation and update PowerSchool.

While we consider this a limited success, outreach to true dropouts, especially at the high school level, was less so. This was largely due to the lack of options for re-enrollment available to such students. Some had attendance and discipline backgrounds that made return to the district problematic, while others had work and living situations that made even our flexible program at CEC impractical. We will continue to reach out to dropouts again this Fall, but it is apparent that such outreach will not be truly effective until there are educational options in place, such as night school and credit recovery for low-skill students, to address the reasons these students dropped out in the first place.



School Governance

The Star of the North Academic Policy Committee meets monthly during the school year to manage the business of the school. A copy of the APC bylaws and meeting minutes can be found in the Appendix of this report.

Academic Policy Committee Membership

Craig Kind (Head Teacher at CEC)—President & Program Director
Diana Childs (Head Teacher at NPA)—Vice President
Stephani Hillen (Administrative Secretary at CEC)—Secretary
Anna Swoffer (Teacher at CEC)—Treasurer
Sarah Warriner (Teacher at NPA)—Member
Tumi Traustason (Teacher at NPA)—Member

Career Education Center Staff

Marty Foster—Math & Social Studies Teacher
Missy Gordon—Special Education, Social Studies & English Teacher
Joe Griek—Counselor
Stephani Hillen—Administrative Secretary
Craig Kind—Head Teacher, Social Studies Teacher
Laurie Robertson—Science & PE Teacher
Anna Swoffer—English Teacher

North Pole Academy Staff

Matt Casort—High School Social Studies Teacher
Diana Childs—Head Teacher, Middle School English & Social Studies Teacher
Bao Do— High School Science Teacher
Ethan Gelineau—Special Education Teacher

Joe Griek—Counselor
Tawnya Merrill—Special Education Aide
Debi Rogers—Classroom Tutor
Tumi Traustason—Middle School Science & Math Teacher
Staci Hatcher—Administrative Secretary
Sarah Warriner—High School Math Teacher
Jeff Dick—High School English Teacher

Charter Change Request

The Star of the North Secondary School Academic Policy Committee requests the revision below to its charter. The revision changes the application and enrollment criteria for Star of the North Secondary's Career Education Center (CEC) campus.

In response to shifts in district's population of academically at-risk students, CEC is proposing the following application and enrollment criteria to replace the language in Star of the North Secondary's most recent charter renewal. While more complex, these new criteria will allow CEC to continue its focus on older students while better serving the district's population of academically at-risk students who often give up on traditional high school well before earning 14 credits. It will also allow CEC to better manage an issue that is becoming a bigger issue every year: students who are aging out of the public school system without a diploma.

Application and enrollment eligibility requirements for the Career Education Center campus are found on P. 38 of the Star of the North Secondary School Charter Renewal Application, which approved by the FNSBSD Board of Education with *Resolution 2014-09* in November of 2013.

The Star of the North Secondary School Academic Policy Committee proposes the following revision to that language:

- ~~• A student must be at least 17 years old and have earned at least 14 credits to be eligible to apply for Star of the North's Career Education Center. When enrollment is well below capacity at the beginning of a semester, the Head Teacher may lower the minimum credit requirement to 12 credits until full enrollment is reached.~~
- A student is eligible to apply to and enroll at Star of the North's Career Education Center if her or she meets one of the following definitions:
 - A student who is at least 17 years old and has earned at least 14 credits;
 - A student who is at least 17 years old and has earned eight (8) credits and
 - Has attempted at least five (5) semesters of high school, or
 - Is a member of a graduation cohort that is in its 5th semester or beyond;
 - A student who is 19 years old on or before September 1st of the current school and has fewer than 16 credits, under an agreement that a transition from diploma track to a plan of vocational or GED preparation may become necessary.

Appendix

- 2014-15 Alaska Measures of Progress Schoolwide Results
- APC By-Laws
- APC Meeting Minutes

School Summary Report

School: Star of the North
 Secondary School
 District: Fairbanks North Star
 Borough School District / #16



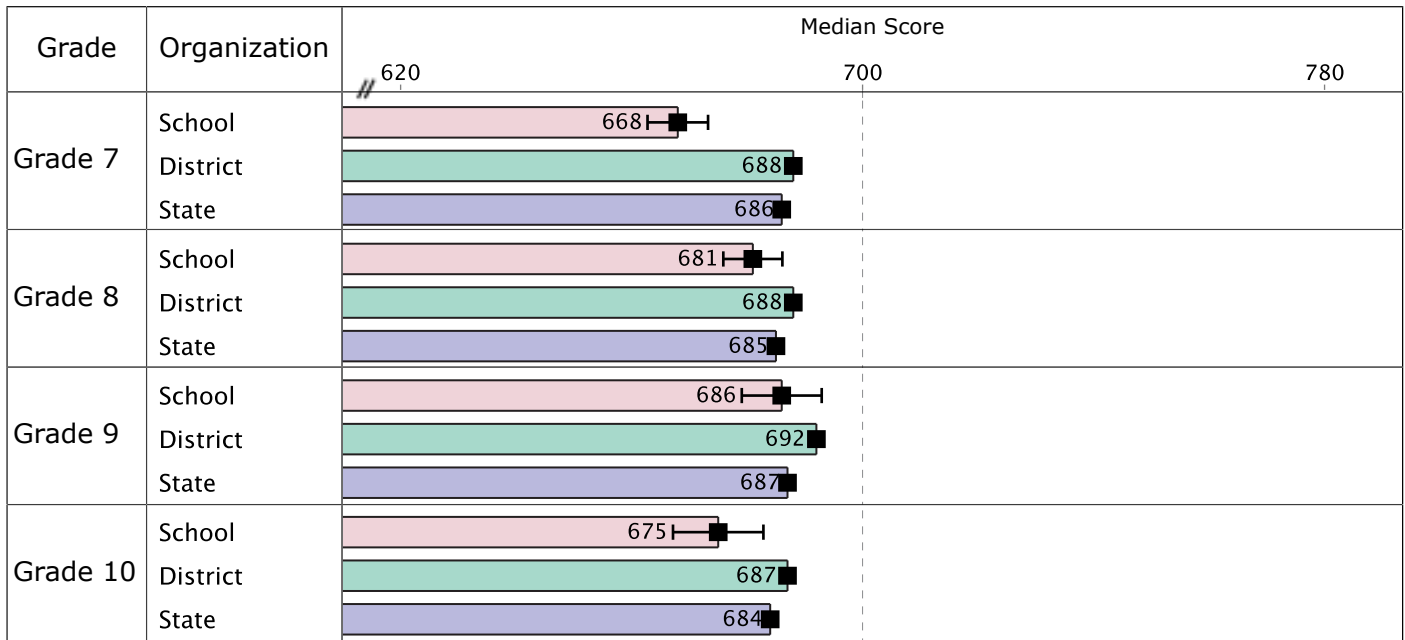
English Language Arts

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskapt>.

Median School Achievement

This chart compares the school's overall English Language Arts test scores by grade to the median English Language Arts test scores in the district and state.



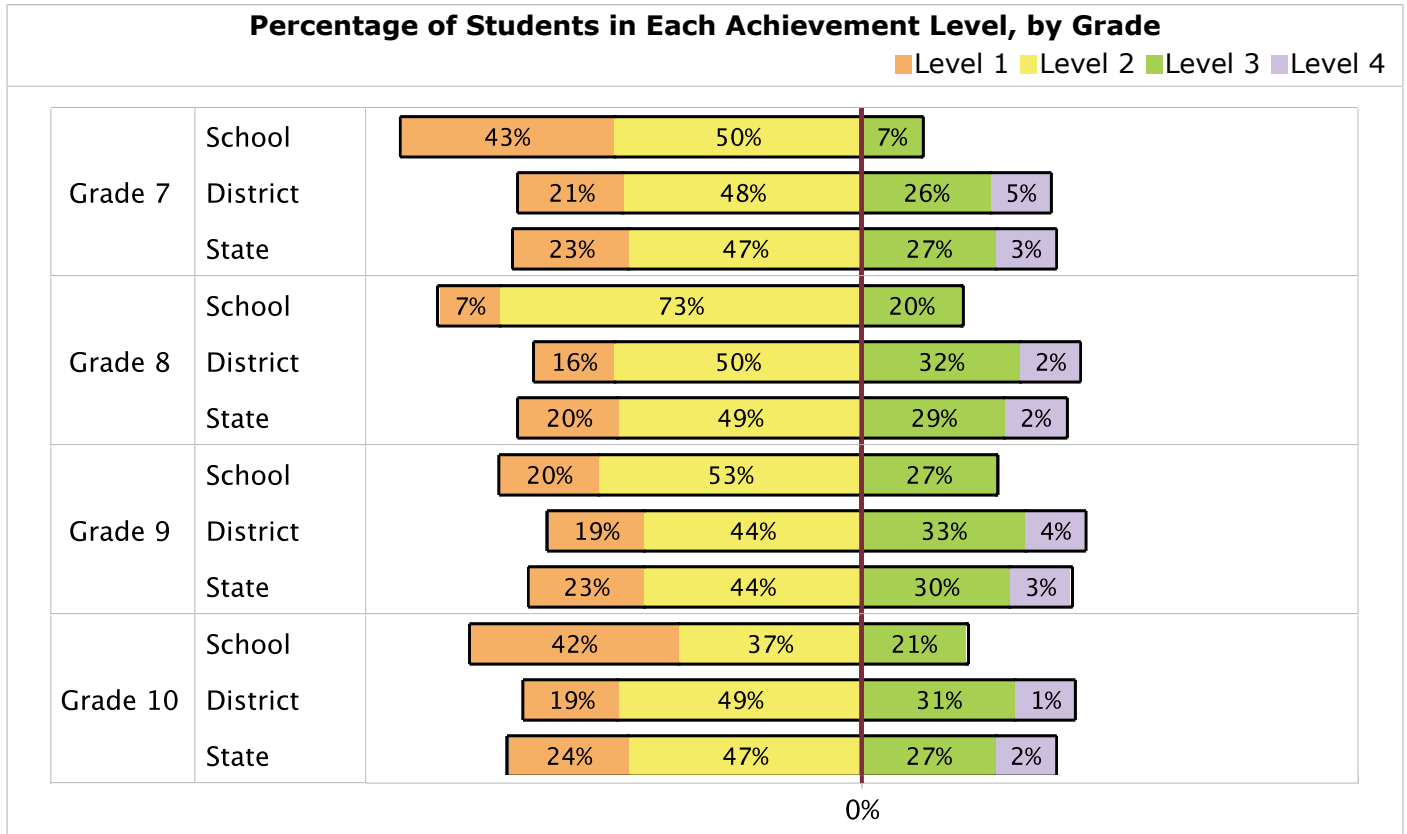
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. Cut scores for levels 2 and 4 vary by grade.

The chart below compares the percentage of English Language Arts students at the school by grade in each achievement level to the district and state. Complete achievement level descriptors with the cut scores can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

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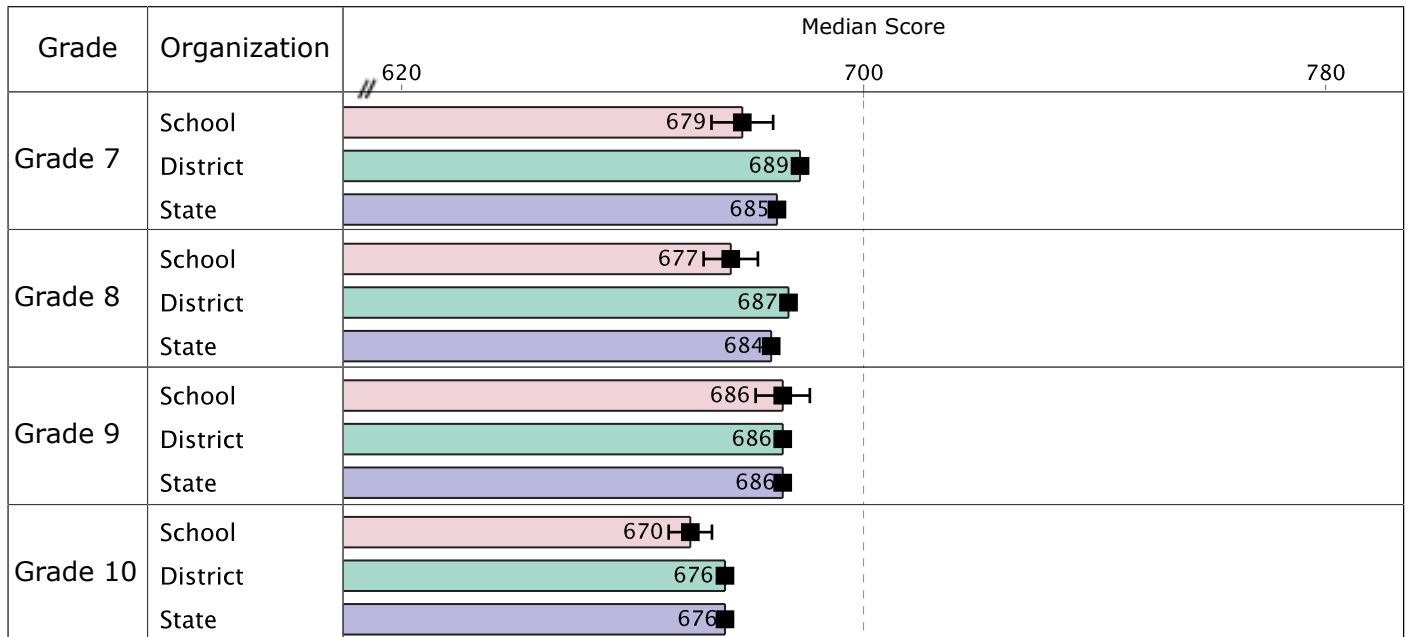


Mathematics
 School Year: 2014-2015

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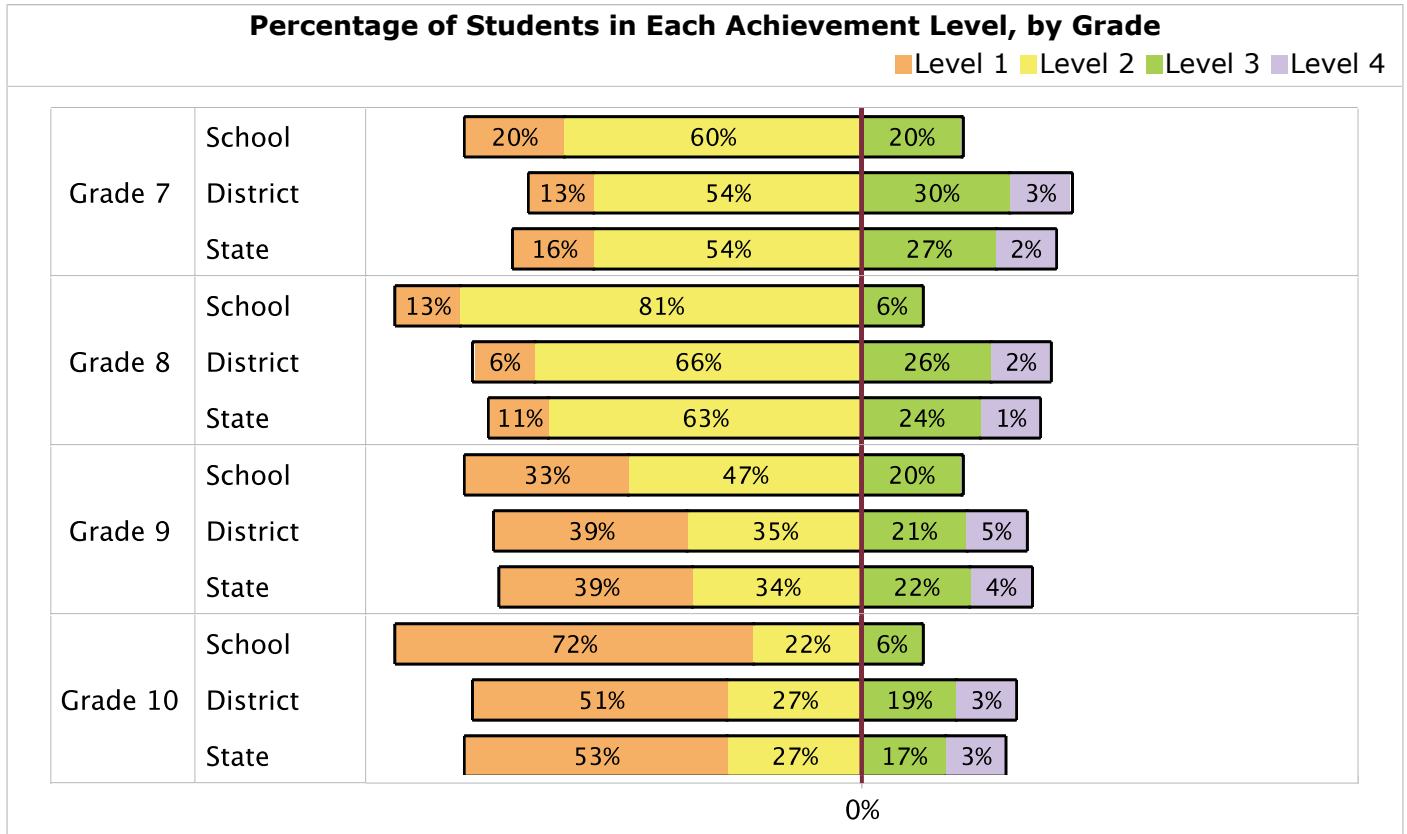
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School Detail Report

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 Borough School District / #16



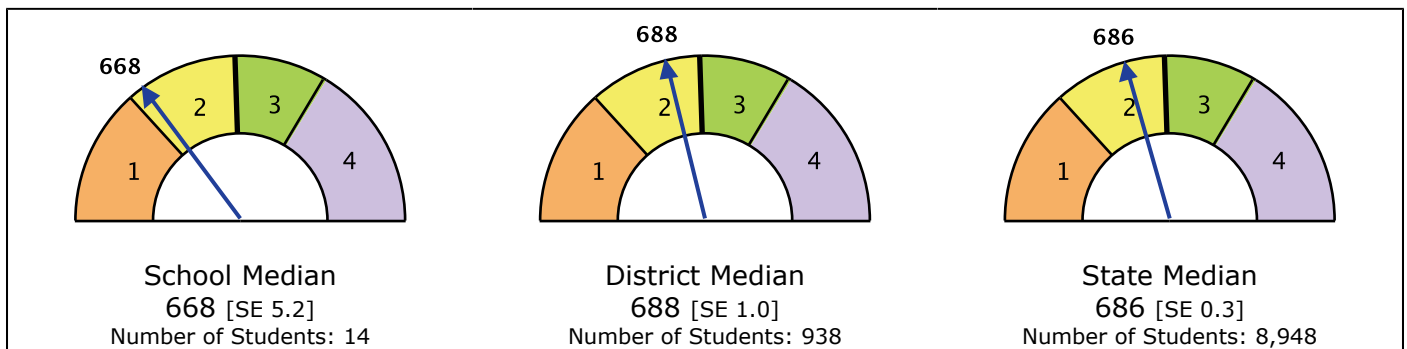
Grade 7 English Language Arts

School Year: 2014-2015

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School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of seventh graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

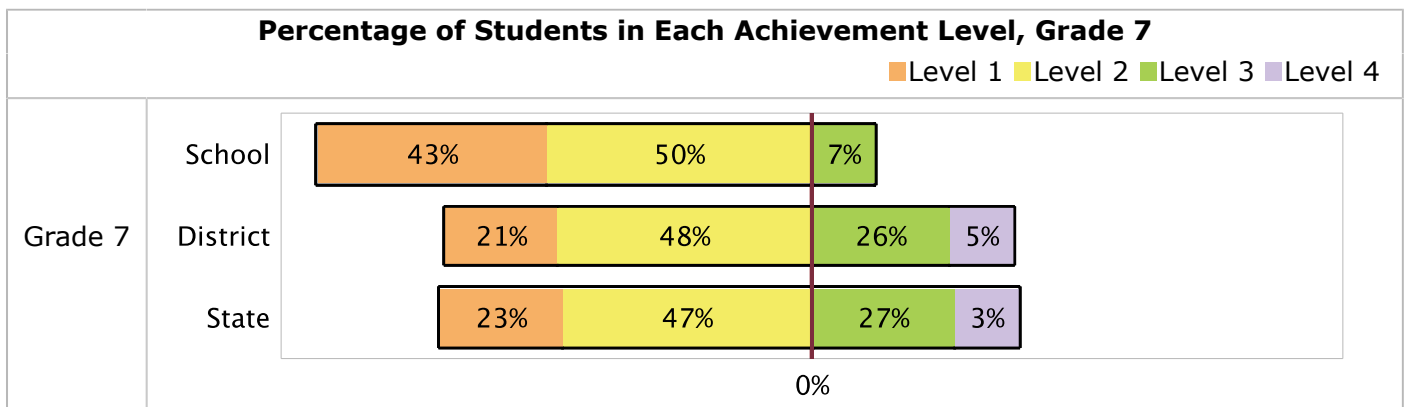


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	729 - 780	Meets Standards
3	700 - 728	
2	664 - 699	Partially Meets Standards
1	620 - 663	

The following chart compares the percentage of seventh grade english language arts students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

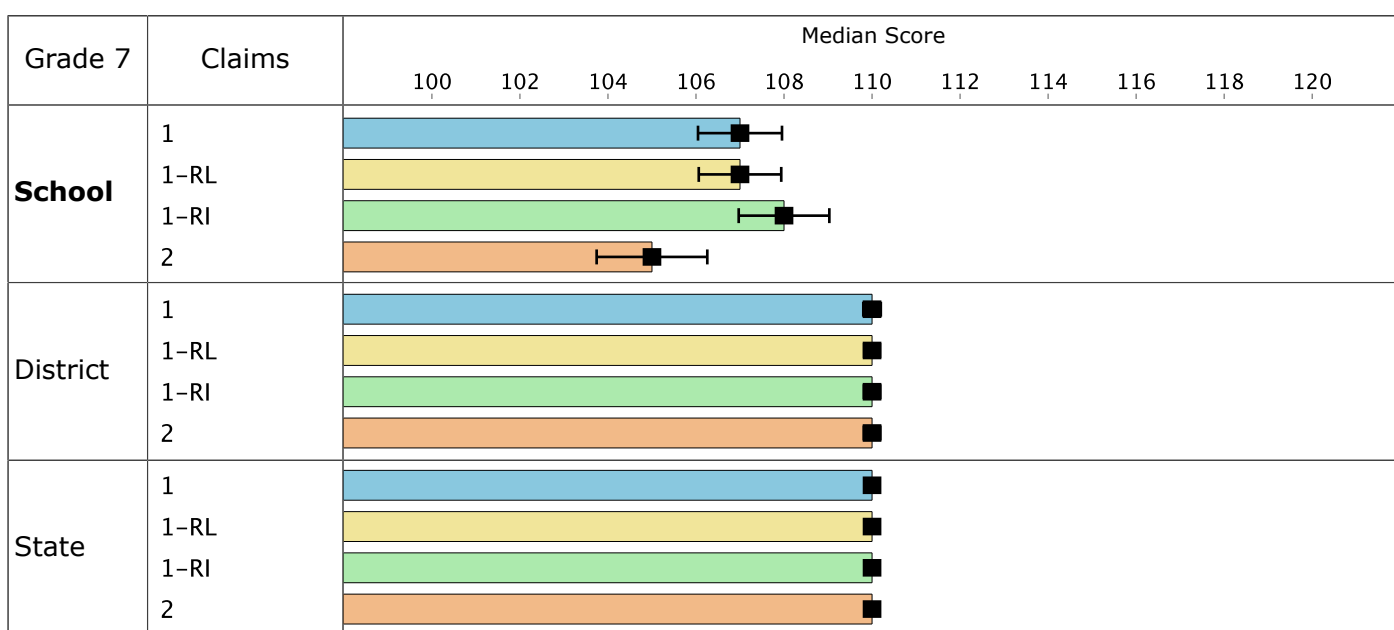
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 7 English Language Arts test as well as the performance of the grade 7 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



English Language Arts test questions cover four main areas (also called claims) of the Alaska English Language Arts Standards.

- Claim 1: Reading. These questions require students to read and comprehend literary (a story or poem, for example) and information texts (such as a science-related article or historical speech). Claim 1 measures reading skills such as identifying central ideas, determining word meanings, and using evidence to support inferences. This claim is further divided into Reading Literature (RL) and Reading Informational (RI) texts.
- Claim 2: Writing. These questions require students to apply writing and language skills to edit and revise composed text. These questions may require the student to read a few sentences or brief paragraphs to provide the student enough context for determining audience. Claim 2 measures writing skills such as revising text into a logical order; identifying words or phrases to replace incorrect text given a purpose, audience, or task; or identifying and correcting errors in grammar, spelling, and mechanics.

Additional Resources

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School Detail Report

School: Star of the North
Secondary School
District: Fairbanks North Star
Borough School District / #16



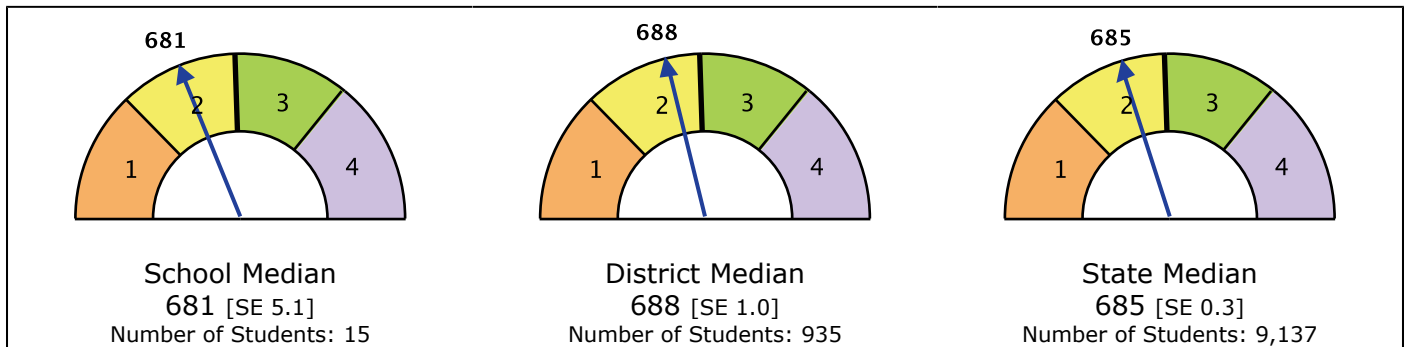
Grade 8 English Language Arts

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskatpt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of eighth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

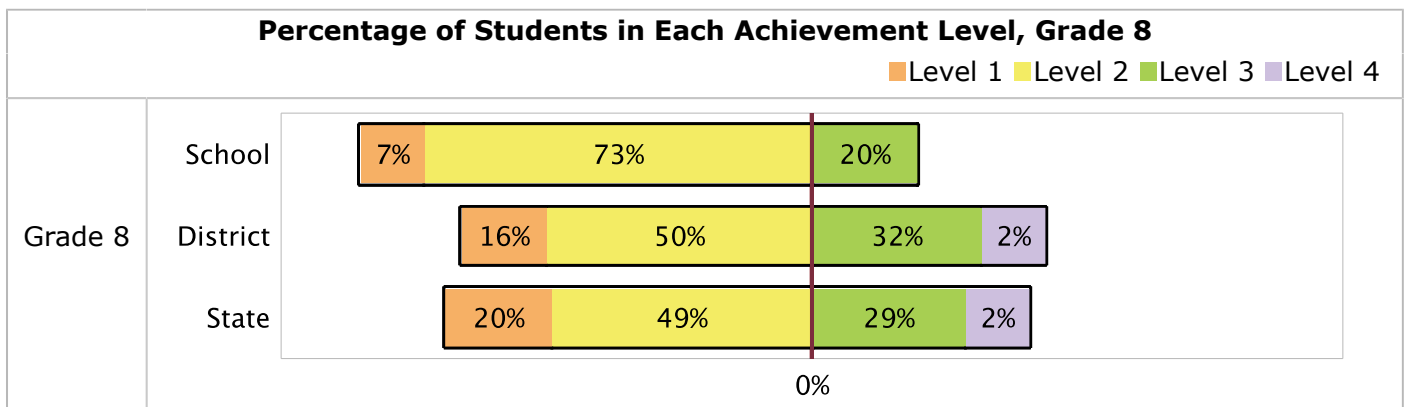


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	736 - 780	Meets Standards
3	700 - 735	
2	662 - 699	Partially Meets Standards
1	620 - 661	

The following chart compares the percentage of eighth grade english language arts students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

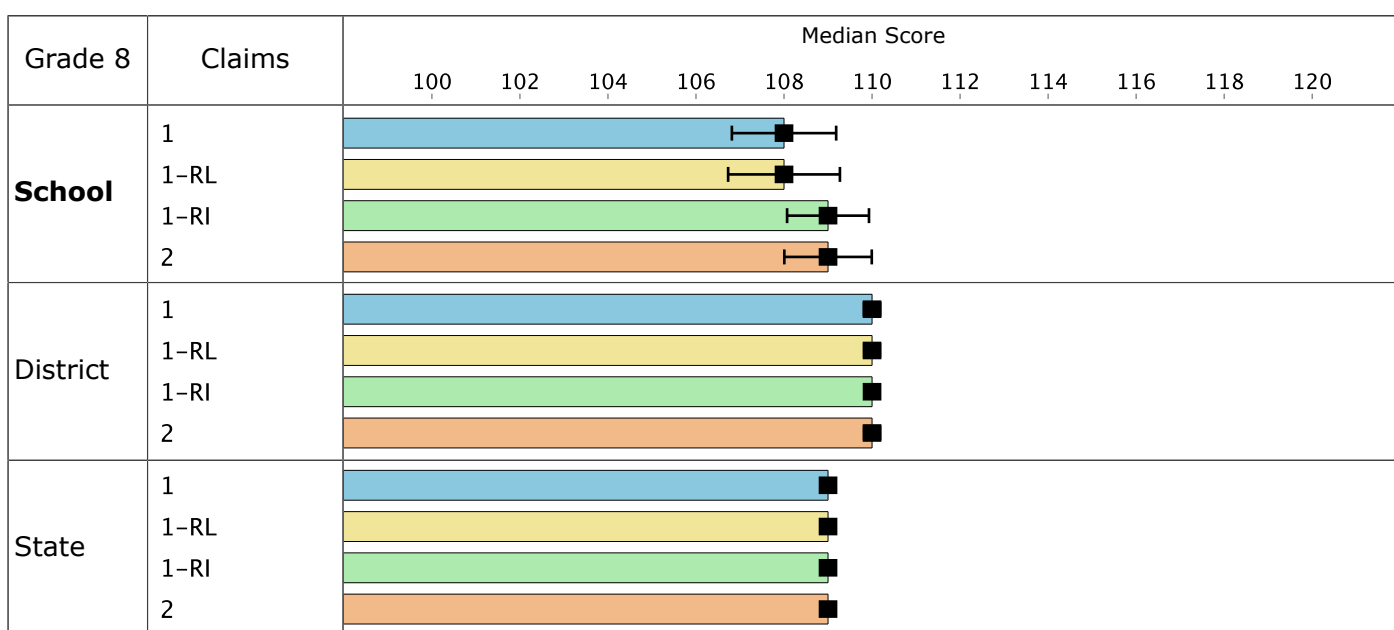
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 8 English Language Arts test as well as the performance of the grade 8 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



English Language Arts test questions cover four main areas (also called claims) of the Alaska English Language Arts Standards.

- Claim 1: Reading. These questions require students to read and comprehend literary (a story or poem, for example) and information texts (such as a science-related article or historical speech). Claim 1 measures reading skills such as identifying central ideas, determining word meanings, and using evidence to support inferences. This claim is further divided into Reading Literature (RL) and Reading Informational (RI) texts.
- Claim 2: Writing. These questions require students to apply writing and language skills to edit and revise composed text. These questions may require the student to read a few sentences or brief paragraphs to provide the student enough context for determining audience. Claim 2 measures writing skills such as revising text into a logical order; identifying words or phrases to replace incorrect text given a purpose, audience, or task; or identifying and correcting errors in grammar, spelling, and mechanics.

Additional Resources

See the 2015 Interpretive Guide at <http://amp.cete.us/AMPresources>.



School Detail Report

School: Star of the North
 Secondary School
 District: Fairbanks North Star
 Borough School District / #16



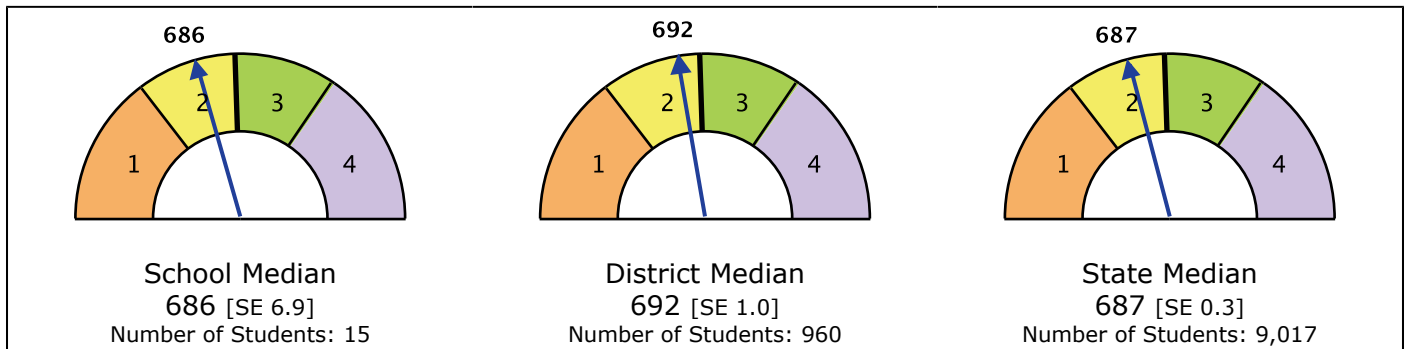
Grade 9 English Language Arts

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskatpt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of ninth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

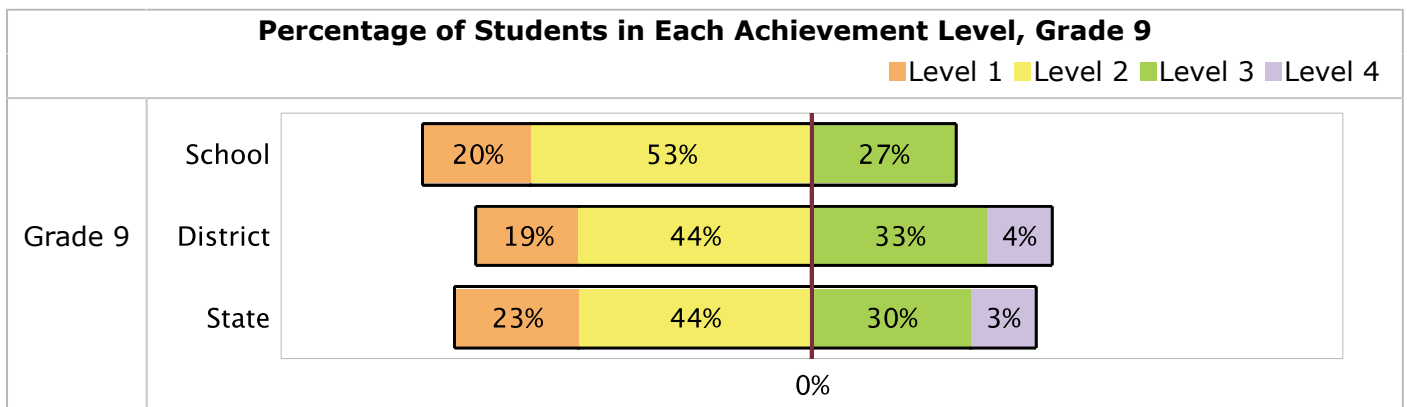


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	732 - 780	Meets Standards
3	700 - 731	
2	668 - 699	Partially Meets Standards
1	620 - 667	

The following chart compares the percentage of ninth grade english language arts students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

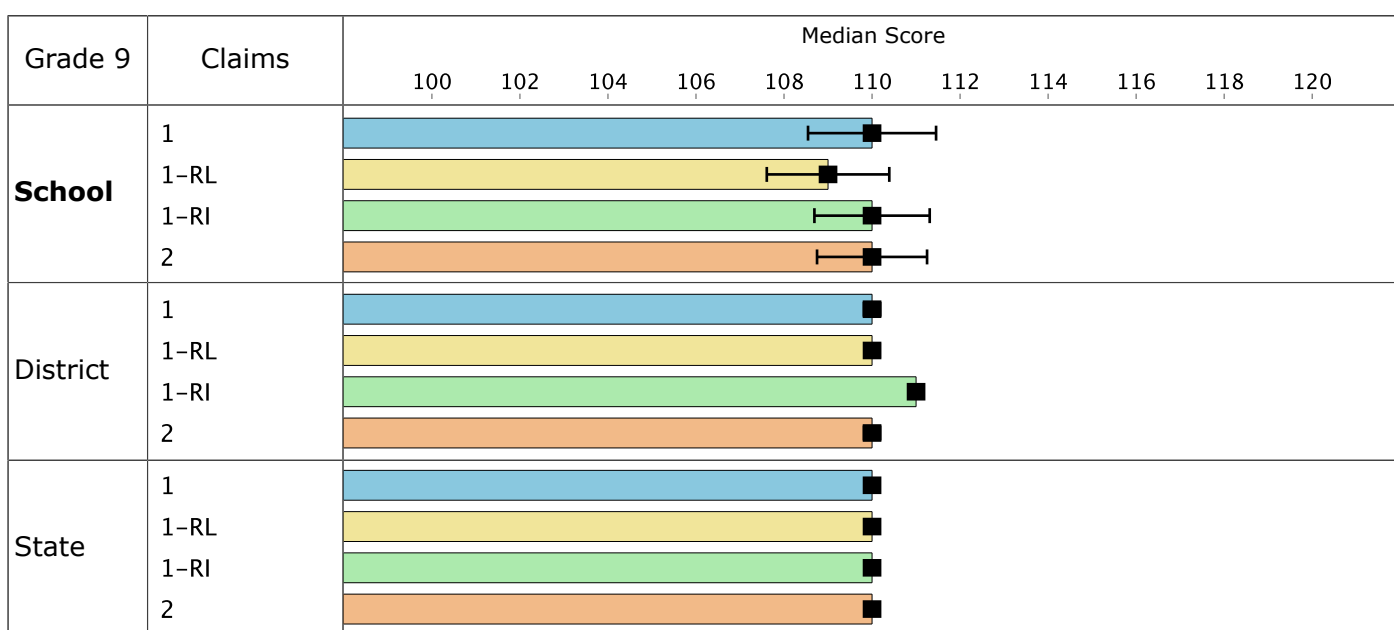
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 9 English Language Arts test as well as the performance of the grade 9 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



English Language Arts test questions cover four main areas (also called claims) of the Alaska English Language Arts Standards.

- Claim 1: Reading. These questions require students to read and comprehend literary (a story or poem, for example) and information texts (such as a science-related article or historical speech). Claim 1 measures reading skills such as identifying central ideas, determining word meanings, and using evidence to support inferences. This claim is further divided into Reading Literature (RL) and Reading Informational (RI) texts.
- Claim 2: Writing. These questions require students to apply writing and language skills to edit and revise composed text. These questions may require the student to read a few sentences or brief paragraphs to provide the student enough context for determining audience. Claim 2 measures writing skills such as revising text into a logical order; identifying words or phrases to replace incorrect text given a purpose, audience, or task; or identifying and correcting errors in grammar, spelling, and mechanics.

Additional Resources

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School Detail Report

School: Star of the North
Secondary School
District: Fairbanks North Star
Borough School District / #16



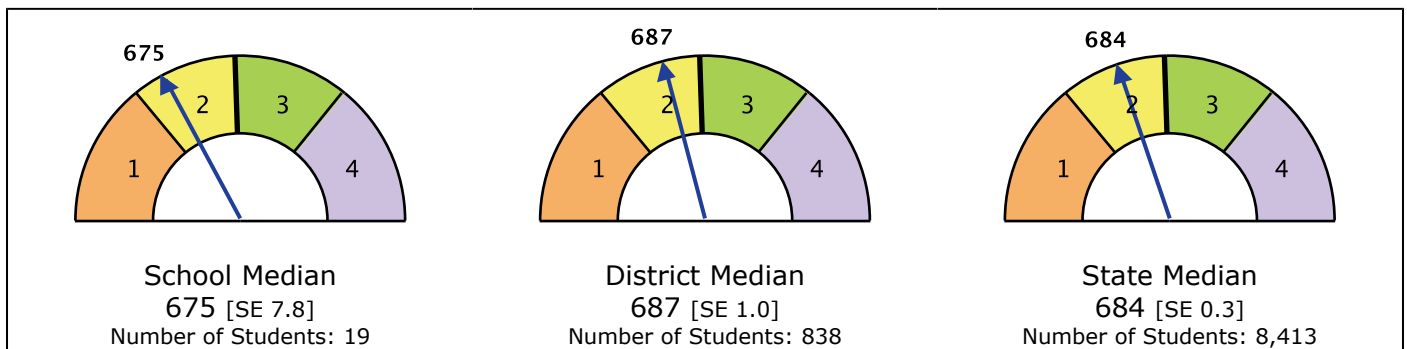
Grade 10 English Language Arts

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskapt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of tenth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

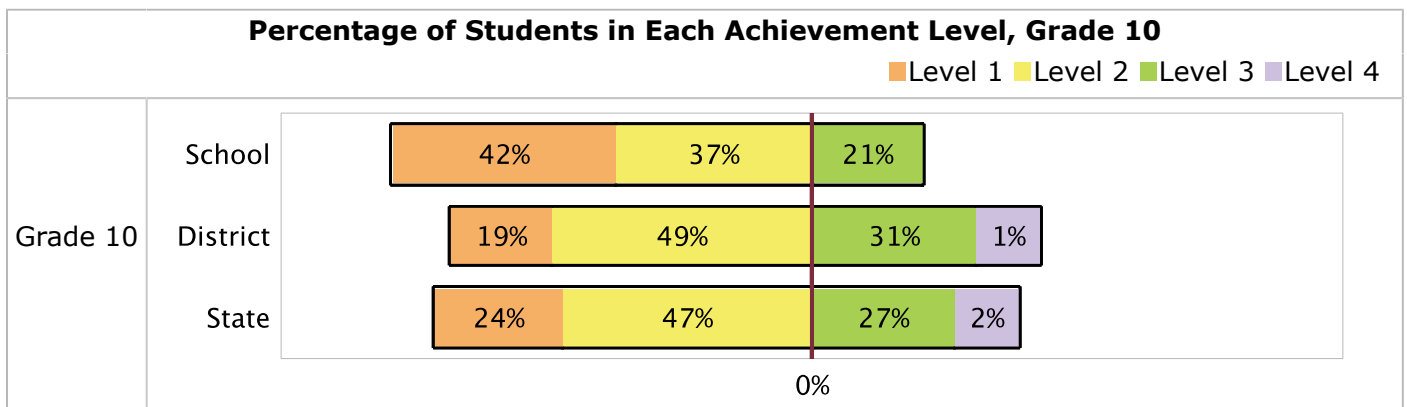


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	736 - 780	Meets Standards
3	700 - 735	
2	666 - 699	Partially Meets Standards
1	620 - 665	

The following chart compares the percentage of tenth grade english language arts students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

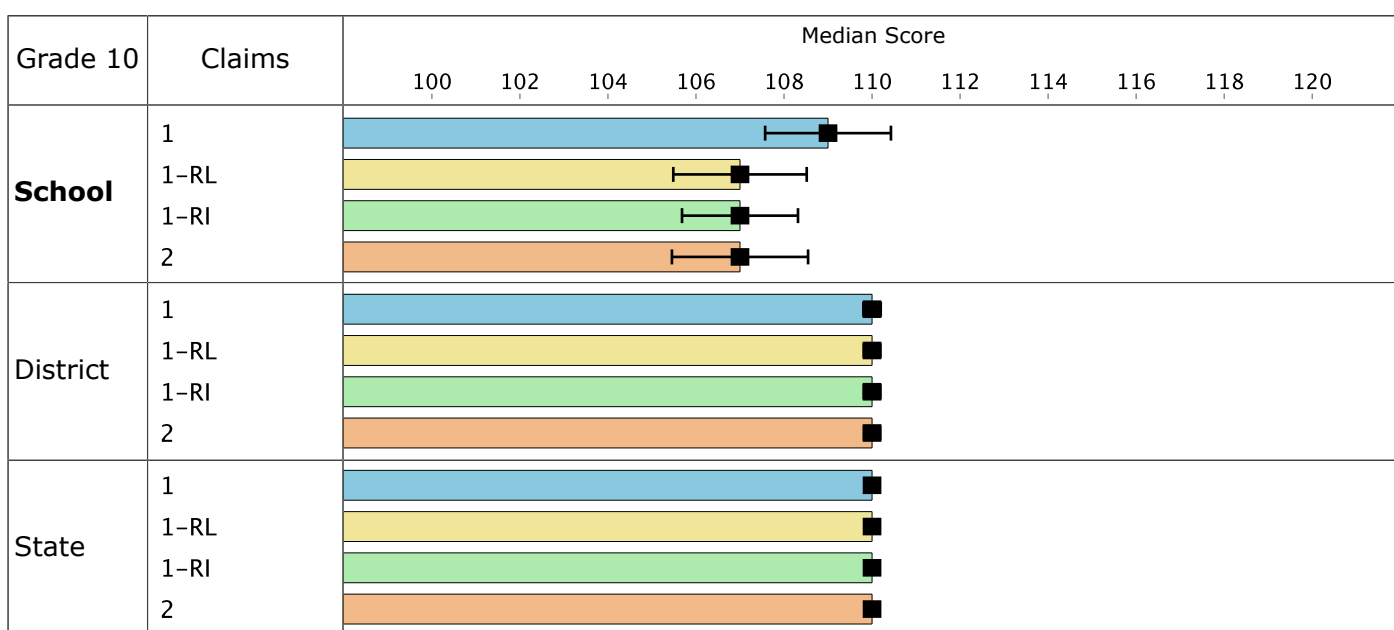
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 10 English Language Arts test as well as the performance of the grade 10 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



English Language Arts test questions cover four main areas (also called claims) of the Alaska English Language Arts Standards.

- Claim 1: Reading. These questions require students to read and comprehend literary (a story or poem, for example) and information texts (such as a science-related article or historical speech). Claim 1 measures reading skills such as identifying central ideas, determining word meanings, and using evidence to support inferences. This claim is further divided into Reading Literature (RL) and Reading Informational (RI) texts.
- Claim 2: Writing. These questions require students to apply writing and language skills to edit and revise composed text. These questions may require the student to read a few sentences or brief paragraphs to provide the student enough context for determining audience. Claim 2 measures writing skills such as revising text into a logical order; identifying words or phrases to replace incorrect text given a purpose, audience, or task; or identifying and correcting errors in grammar, spelling, and mechanics.

Additional Resources

See the 2015 Interpretive Guide at <http://amp.cete.us/AMPresources>.



School Detail Report

School: Star of the North
Secondary School
District: Fairbanks North Star
Borough School District / #16



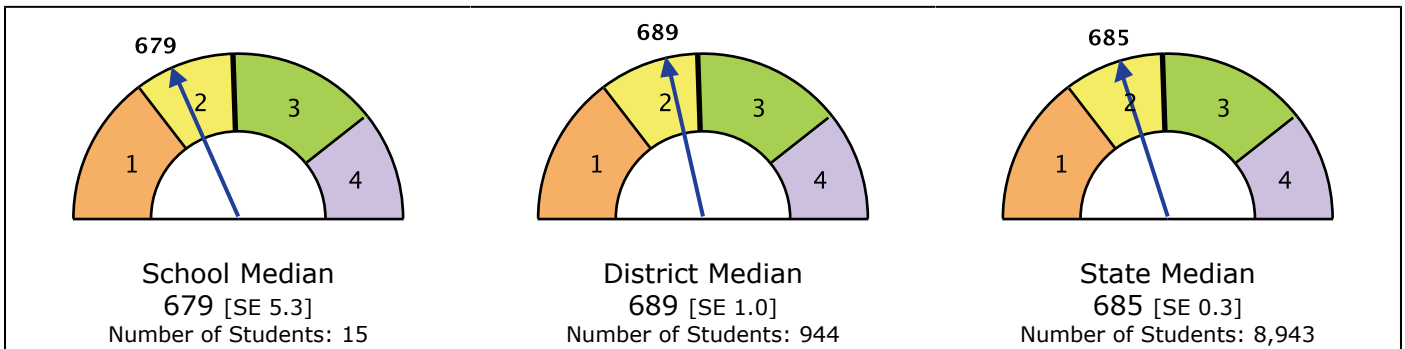
Grade 7 Mathematics

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskapt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of seventh graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

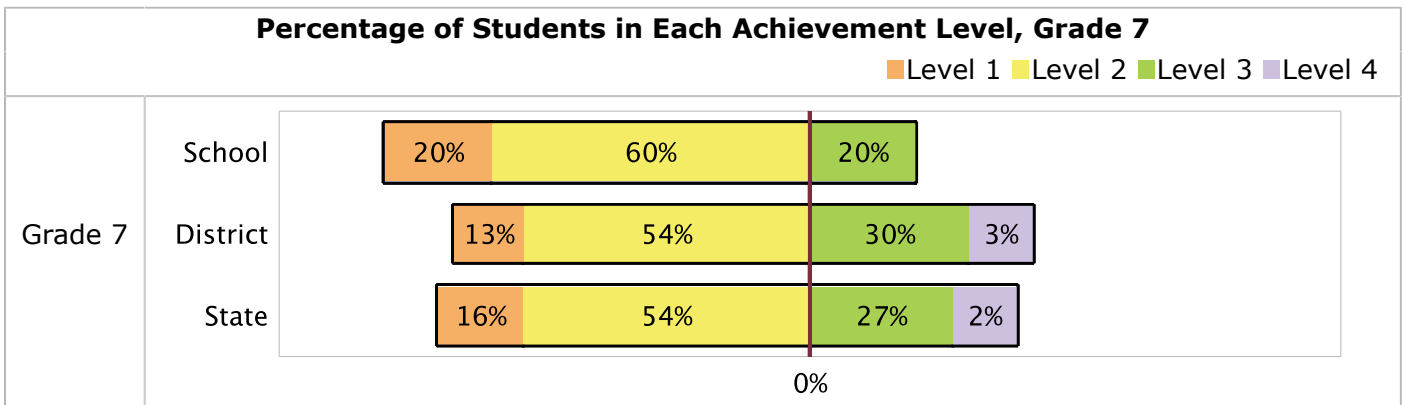


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	747 - 780	Meets Standards
3	700 - 746	
2	668 - 699	Partially Meets Standards
1	620 - 667	

The following chart compares the percentage of seventh grade mathematics students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

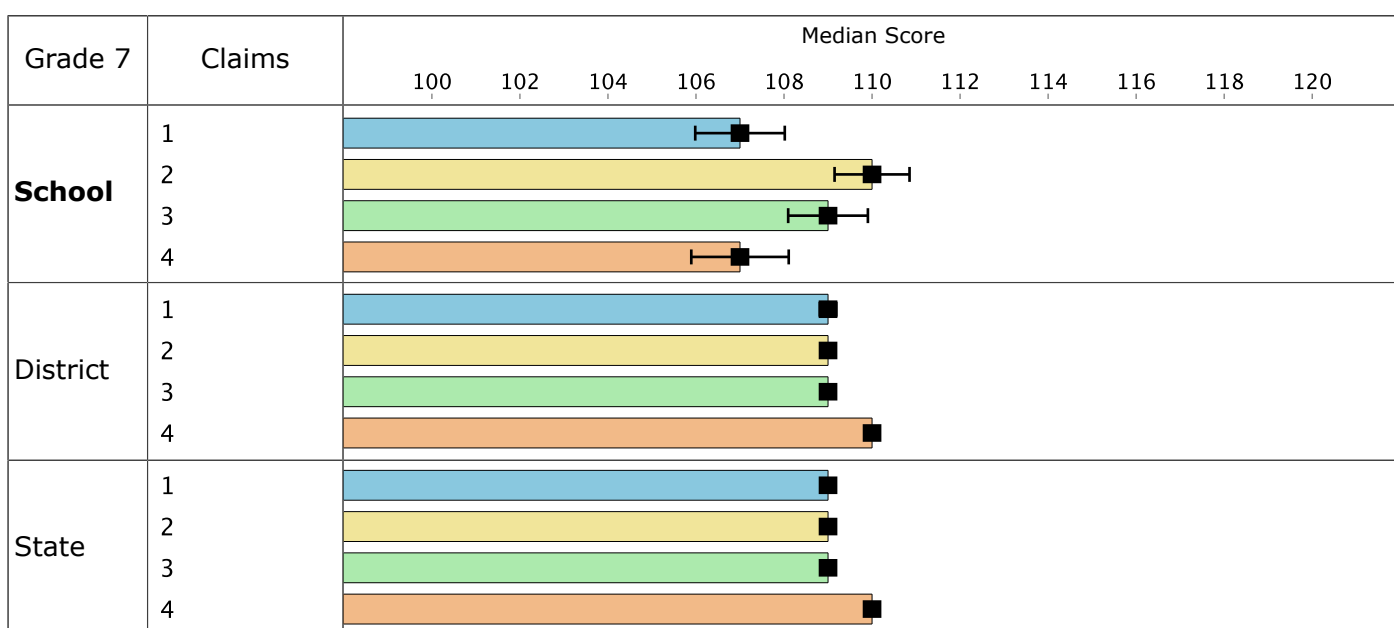
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 7 Mathematics test as well as the performance of the grade 7 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



Mathematics test questions cover four main areas (also called claims) of the Alaska Mathematics Standards.

- Claim 1: Concepts and Procedures. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2: Problem Solving. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- Claim 3: Communicating and Reasoning. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- Claim 4: Modeling and Data Analysis. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

Additional Resources

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School Detail Report

School: Star of the North
Secondary School
District: Fairbanks North Star
Borough School District / #16



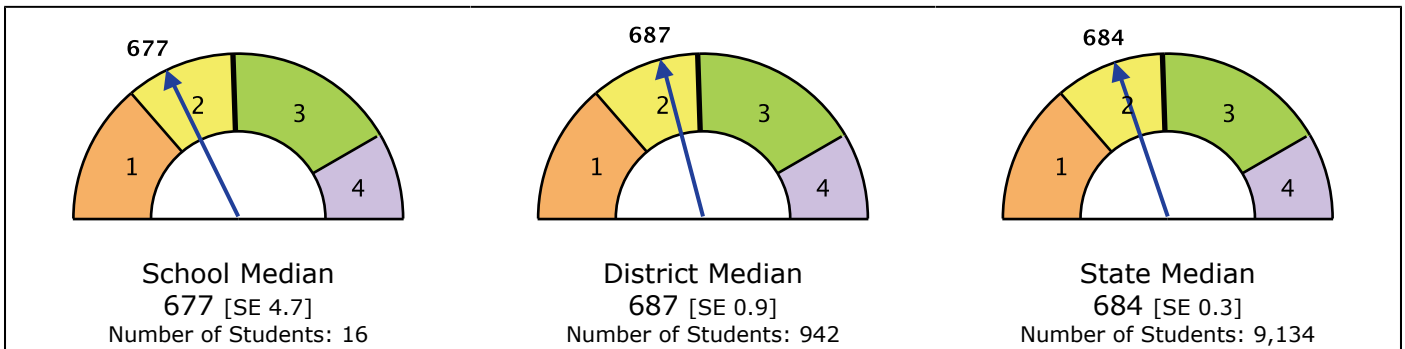
Grade 8 Mathematics

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskatpt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of eighth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

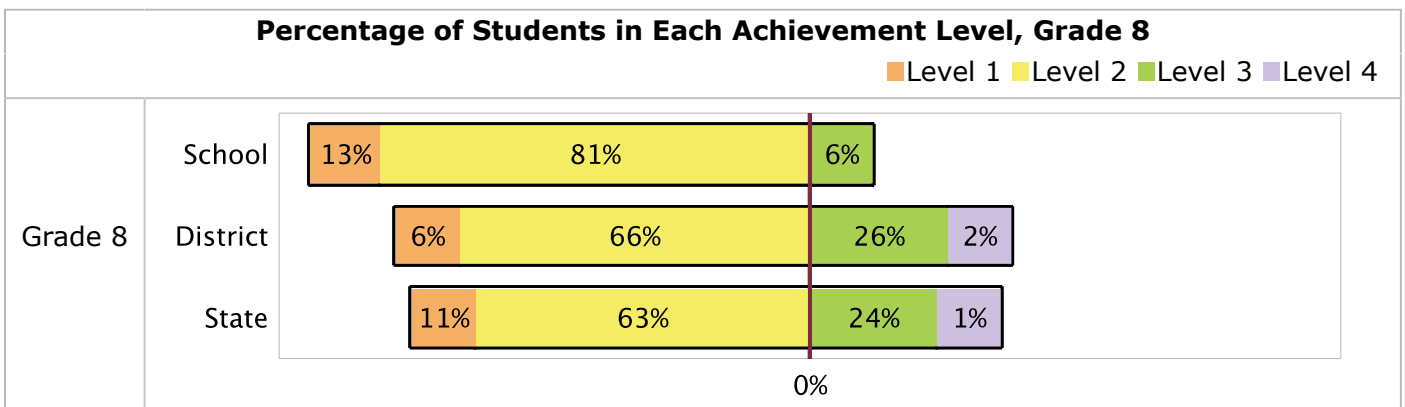


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	754 - 780	Meets Standards
3	700 - 753	
2	665 - 699	Partially Meets Standards
1	620 - 664	

The following chart compares the percentage of eighth grade mathematics students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

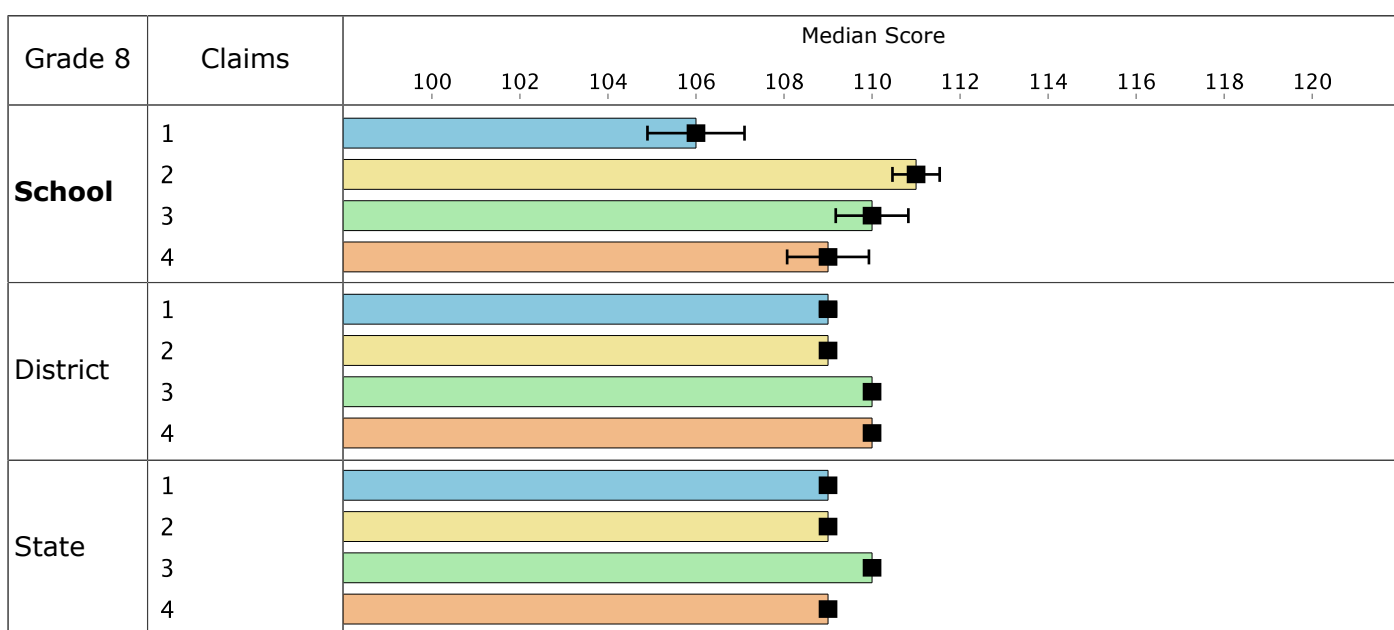
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 8 Mathematics test as well as the performance of the grade 8 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



Mathematics test questions cover four main areas (also called claims) of the Alaska Mathematics Standards.

- Claim 1: Concepts and Procedures. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2: Problem Solving. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- Claim 3: Communicating and Reasoning. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- Claim 4: Modeling and Data Analysis. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

Additional Resources

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School Detail Report

School: Star of the North
Secondary School
District: Fairbanks North Star
Borough School District / #16



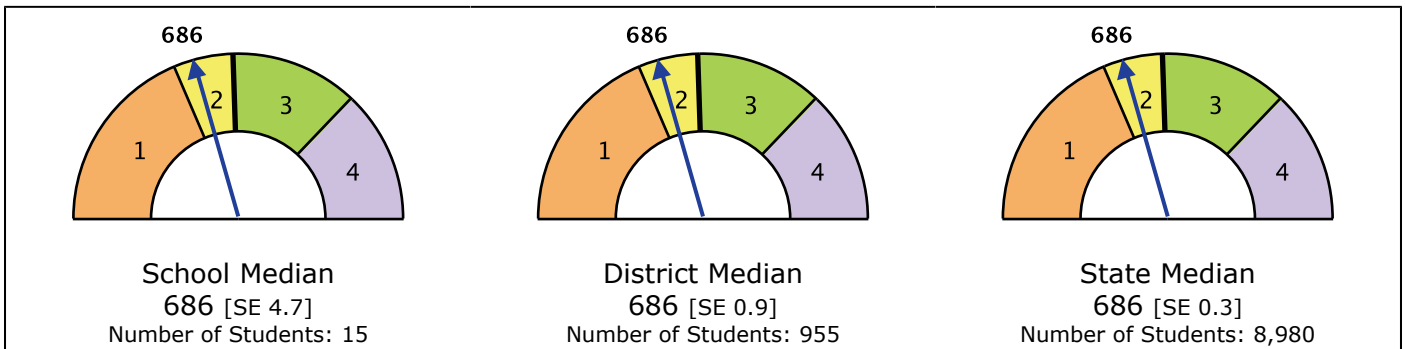
Grade 9 Mathematics

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskatpt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of ninth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

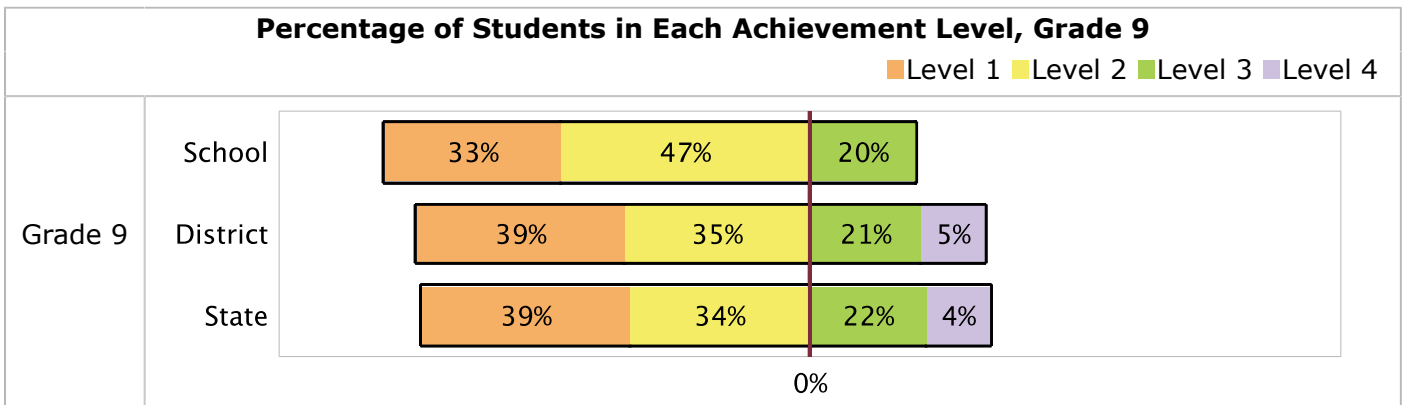


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 2, Partially Meets Standards.

Level	Score Range	Level Name
4	740 - 780	Meets Standards
3	700 - 739	
2	681 - 699	Partially Meets Standards
1	620 - 680	

The following chart compares the percentage of ninth grade mathematics students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

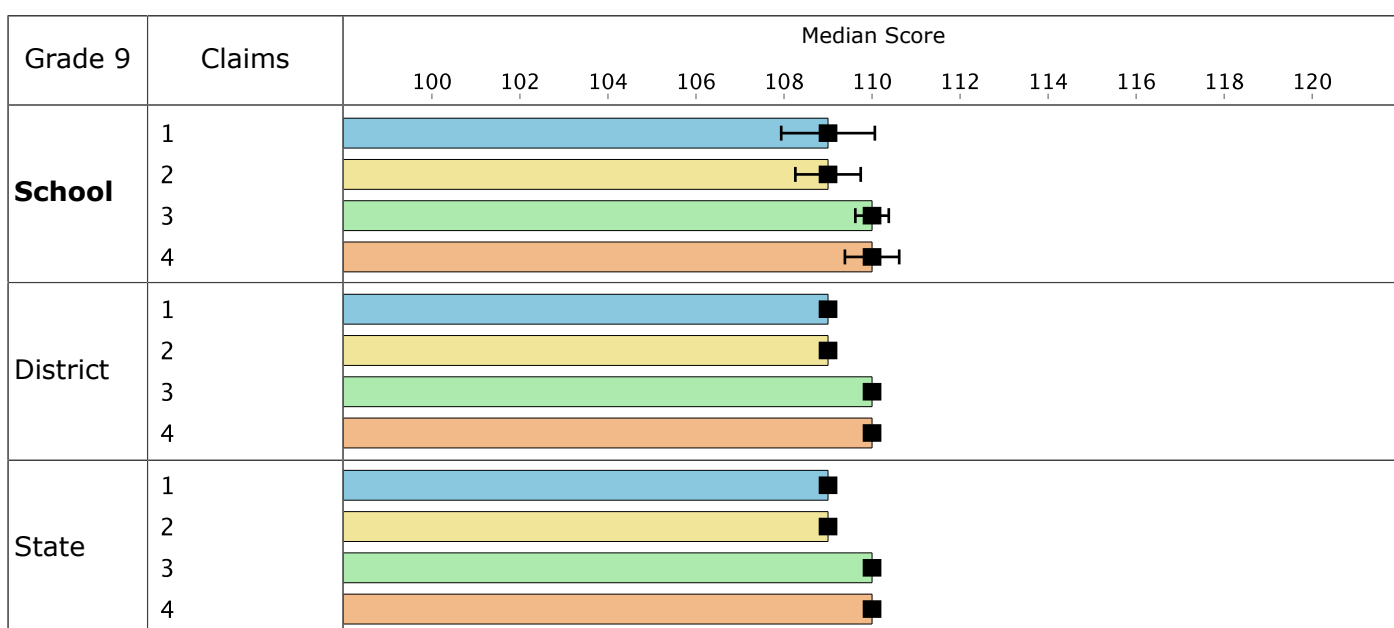
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

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School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 9 Mathematics test as well as the performance of the grade 9 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



Mathematics test questions cover four main areas (also called claims) of the Alaska Mathematics Standards.

- Claim 1: Concepts and Procedures. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2: Problem Solving. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- Claim 3: Communicating and Reasoning. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- Claim 4: Modeling and Data Analysis. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

Additional Resources

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School Detail Report

School: Star of the North
 Secondary School
 District: Fairbanks North Star
 Borough School District / #16



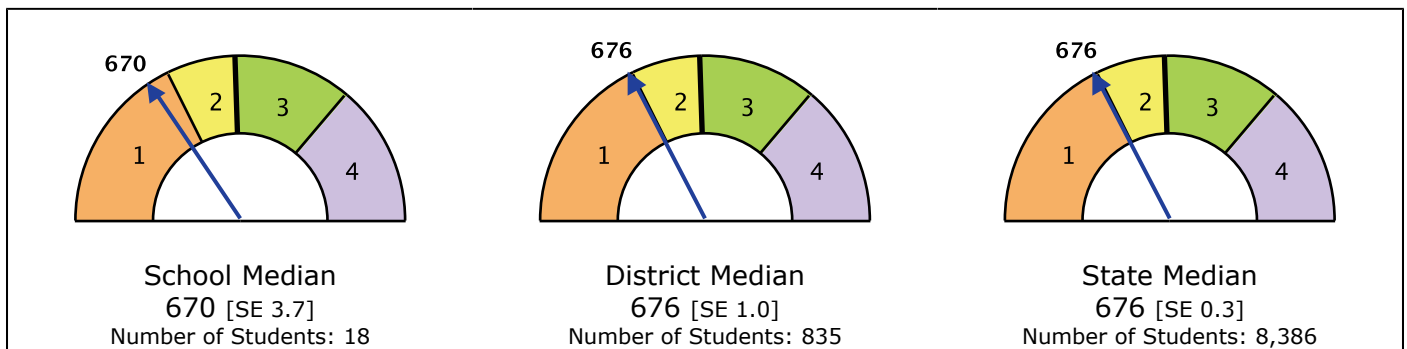
Grade 10 Mathematics

School Year: 2014-2015

This report has information about the school's Alaska Measures of Progress (AMP) test scores. The AMP measures students' understanding of the Alaska English Language Arts and Mathematics Standards in grades 3-10 using questions that ask students to select the right answer, sort items, create graphs, and label pictures. For sample test questions, see <http://amp.cete.us/alaskatpt>.

School Median Score

The first graph shows the school's overall median score on the test, indicated by the arrow. The bands on the graph represent the four possible levels, with 4 being the highest level. The other graphs show the performance of tenth graders in the district and state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

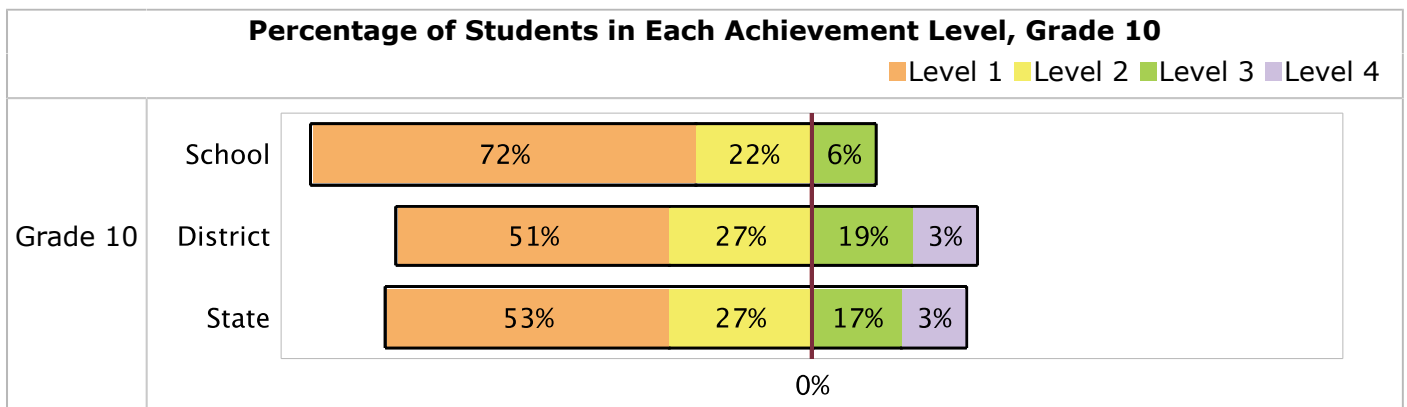


Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. The school's median score is in Level 1, Partially Meets Standards.

Level	Score Range	Level Name
4	737 - 780	Meets Standards
3	700 - 736	
2	678 - 699	Partially Meets Standards
1	620 - 677	

The following chart compares the percentage of tenth grade mathematics students in each achievement level for school, district and state. Complete achievement level descriptors can be found at <http://amp.cete.us/AMPresources>.



*Percentages may not add to 100% because of rounding.

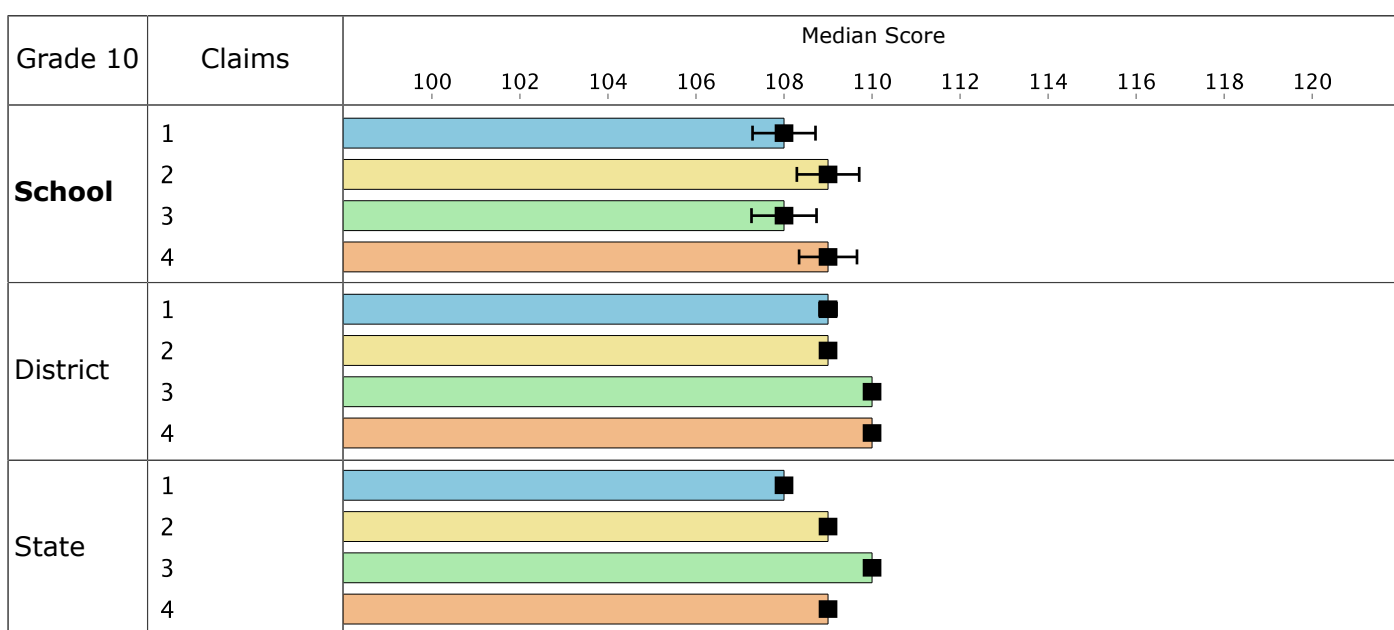
Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the school's median scores compare to the median score for all students in the same grade who took the test in the district and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

School Sub-Scores and Claims

This chart shows the school's performance on specific areas of the Grade 10 Mathematics test as well as the performance of the grade 10 students in the district and state. The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.



Mathematics test questions cover four main areas (also called claims) of the Alaska Mathematics Standards.

- Claim 1: Concepts and Procedures. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2: Problem Solving. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- Claim 3: Communicating and Reasoning. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- Claim 4: Modeling and Data Analysis. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

Additional Resources

See the 2015 Interpretive Guide at <http://amp.cete.us/AMPresources>.



AMENDED BYLAWS

STAR OF THE NORTH SECONDARY SCHOOL, INC.

ARTICLE 1. NAME AND PURPOSE

SECTION 1. NAME. This corporation shall be known as the STAR OF THE NORTH SECONDARY SCHOOL, INC., hereinafter called “Star.”

SECTION 2. PURPOSE. The purpose of Star shall be exclusively for charitable and educational purpose.

- A) To establish and maintain secondary charter schools within Fairbanks North Star Borough School District, which will positively intervene with secondary students who are not succeeding in the local “traditional” school environment.
- B) To represent the common interests and goals of the membership of the corporation; and
- C) To conduct any activities which may lawfully be conducted according to the laws of the State of Alaska.

ARTICLE 2. OFFICES

The principle offices of the corporation shall be located in the City of North Pole, State of Alaska, Fourth Judicial District. The corporation may have such other offices either within or without the State of Alaska as the Board of Directors may designate from time to time.

ARTICLE 3. MEMBERSHIP

SECTION 1. MEMBERSHIP. The membership of Star shall consist of the Head Teachers of North Pole Academy (NPA) and Career Education Center (CEC), two (2) staff members from NPA, two (2) staff members from CEC, and three (3) members of the community with a preference for former students, parents or guardians. At no time shall the membership exceed nine (9) in total. The membership as a whole shall be known as the Academic Policy Committee (APC).

Members shall serve two-year terms, but are eligible for re-election to unlimited successive terms.

SECTION 2. DUTIES. The APC membership shall manage the academic operation of the school. The APC shall:

- ❖ Maintain the purpose of the Charter
- ❖ Foster communication throughout the school
- ❖ Designate Program Director & Head Teachers
- ❖ Approve the operating budget prior to submission
- ❖ Approve revisions to the Charter
- ❖ Address facility issues as they arise.
- ❖ Hear appeals from students and parents as needed.
- ❖ Hear appeals from staff as needed.
- ❖ Monitor and approve curriculum and materials.

SECTION 3. APPLICANTS. Candidates for Head Teachers become members of the APC immediately upon selection to their position. Staff members from NPA and CEC will be chosen by vote of the whole staff of their respective campus. Community members may become members of the APC after making application to the Secretary upon the form prescribed by him or her. After investigation and approval of an application, the APC, at a meeting duly called, shall act upon the application. An applicant will be granted membership on the APC upon a majority vote by the APC favoring membership.

SECTION 4. RESIGNATION. Any member may withdraw from the APC by giving written notice of such intention to the Secretary, which notice shall be presented to the Board of Directors by the Secretary at the first meeting after its receipt.

SECTION 5. SUSPENSION OR TERMINATION. Membership may be suspended for a period or terminated for cause such as violation of any of the Bylaws of the corporation, or for conduct prejudicial to the APC meetings within one (1) 12-month period. Suspension or expulsion shall be by a 75% vote of the APC, provided that a statement of the charges shall have been mailed by registered mail to the member at his or her last recorded address at least fifteen (15) days before final action is taken thereon. The statement shall be accompanied by a notice of the time and place where the APC is to take action on the charges. The

member shall be given an opportunity to present a defense at the time and place mentioned in the notice.

SECTION 6. VOTE. Each member shall have only one (1) vote at a meeting of the members.

SECTION 7. COMPENSATION. Members of the APC shall not receive compensation for their service on the APC. Members of the APC shall be entitled to reimbursement for reasonable expenses with APC membership (i.e., copying fees).

SECTION 8. VOTING. A majority vote of the then-current APC membership shall be sufficient to approve an item under consideration unless otherwise stated herein.

ARTICLE 4. BOARD OF DIRECTORS

SECTION 1. GENERAL. The general management of the affairs of the corporation shall be vested in the Board of Directors, who shall be elected from the APC as provided in these Bylaws. There shall be a minimum of four (4), and no more than seven (7), directors.

SECTION 2. ELECTION OF DIRECTORS. The Directors of the Corporation shall be elected at the annual membership meeting. Each member of the APC shall be entitled to one (1) vote for each Director to be elected and the candidate receiving a majority of the votes cast shall be declared elected. Directors elected shall retain their positions until new Directors are elected. The Board of Directors shall elect officers of the Board at each annual meeting of the Board of Directors.

SECTION 3. TERM. At the first annual membership meeting, the term of office of not less than two directors shall be fixed at three (3) years, the term of the office of one or more directors shall be fixed at two (2) years, and term of office of one or more directors shall be fixed at one (1) year. Following such initial terms, which Director shall hold office for a period of two (2) years, or until his or her replacement is chosen.

SECTION 4. REMOVAL. At any regular or special meeting of the APC, duly called and noticed, any one or more of Directors may be removed, with or

without cause, by a 75% majority of the APC. A successor may be elected at that time to fill the vacancy thus created. Any Director whose removal is under consideration shall be given an opportunity to be heard at the meeting.

SECTION 5. RESIGNATION. A Director may resign at any time by giving written notice to any officer of the Board. Such resignation shall have an effective date as set forth therein, and unless otherwise specified, acceptance of such resignation shall not be necessary for it to become effective.

SECTION 6. VACANCIES. Vacancies in the Board of Directors caused by any reason other than the removal of a director may be filled by a majority vote of the APC, even if less than a quorum. Each individual so elected shall hold office for the remainder of the term of the departing Director.

SECTION 7. LIABILITY. No Director of the corporation shall be liable for acts or defaults of any Director, officer, or member or for any loss sustained by the corporation, unless such loss results from the Director's own willful misconduct or negligence.

SECTION 8. INDEMNIFICATION. Each Director of the corporation shall be indemnified by the corporation against all reasonable costs, expenses, and liabilities (including attorney's fees) actually and necessarily incurred by or imposed upon him in connection with any claim, action, suit, proceeding, investigation, or inquiry of whatever nature in which he may be involved as a party or otherwise by reason of his having been a Director of the corporation, whether or not he continues to be a Director at the time of the imposition of such costs, expenses, or liabilities, except in relation to matters as to which he finally shall be adjudged in such action, suit, proceeding, investigation or inquiry to be liable for willful misconduct or negligence toward the corporation in the performance of his duties, or in the absence of such final adjudication, any determination of such liability by the opinion of legal counsel selected by the corporation. The foregoing right of indemnification shall be in addition to and not in limitation of all rights to which such persons may be entitled as a matter of law and shall inure to the benefit of the legal representatives of such persons.

ARTICLE 5. DUTIES AND POWERS OF BOARD OF DIRECTORS

SECTION 1. MANAGEMENT OF CORPORATION. The Board of Directors shall have general charge and management of the affairs, funds, and

property of the corporation. The Board shall have full power, and duty, to carry out the purposes of the corporation according to its Articles of Incorporation and Bylaws; to determine whether the conduct of any member is detrimental to the welfare of the corporation; and to fix the penalty for such misconduct or any violation of the Bylaws or Rules. The President of the Board shall preside at all meetings of the Board of Directors and APC.

SECTION 2. RULE-MAKING. The Board of Directors may make rules for the conduct of the members and the use of the corporation property, not inconsistent, however, with anything set forth in these Bylaws.

SECTION 3. APPOINTMENT OF COMMITTEES. The Board of Directors may appoint such committees as it deems necessary; it may vote the expenditure of moneys as it deems necessary or advisable; and it may contract for the lease of purchase, in the name of the corporation, of properties or facilities for the use of the members by the corporation.

SECTION 4. NO AUTHORITY TO IMPOSE LIABILITY ON MEMBERS. The Board of Directors shall not impose any liability or levy any assessment upon the members.

ARTICLE 6. OFFICERS

SECTION 1. GENERAL. The officers of the Corporation shall consist of a President, a Vice President, a Secretary and a Treasurer. The Secretary and Treasurer may be the same person. Officers shall be elected at the organizational and annual meetings of the APC.

SECTION 2. ELECTION OF OFFICERS. The officers of the corporation shall be elected annually by APC and shall hold office at the pleasure of the APC.

SECTION 3. TERM. Officers shall serve one year terms, or until their successor is elected.

SECTION 4. REMOVAL. Upon an affirmative vote of a 75% majority of the APC, any officer may be removed with or without cause, and his successor elected at any regular or special meeting of the APC called for that purpose.

SECTION 5. RESIGNATION. Any Officer may resign at any time by giving written notice to any officer of the Board. Such resignation shall have an effective date as set forth therein, and unless otherwise specified, acceptance of such resignation shall not be necessary for it to be effective.

SECTION 6. VACANCIES. Any vacancy in an office arising from any means may be filled by the APC for the unexpired portion of the term.

SECTION 7. LIABILITY. No officer of the corporation shall be liable for acts of defaults of any officer or member or for any loss sustained by the corporation, unless such loss results from the officer's own willful misconduct or negligence.

SECTION 8. INDEMNIFICATION. Each officer of the corporation shall be indemnified by the corporation against all reasonable costs, expenses, and liabilities (including attorney's fees) actually and necessarily incurred by or imposed upon him in connection with any claim, action, suit, proceeding, investigation, or inquiry of whatever nature in which he may be involved as a party or otherwise by reason of his having been an officer of the corporation, whether or not he continues to be an officer at the time of the imposition of such costs, expenses, or liabilities, except in relation to matters as to which he finally shall be adjudged in such action, suit, proceeding, investigation or inquiry to be liable for willful misconduct or negligence toward the corporation in the performance of his duties, or in the absence of such final adjudication, any determination of such liability by the opinion of legal counsel selected by the corporation. The foregoing right of indemnification shall be in addition to and not in limitation of all rights to which such persons may be entitled as a matter of law and shall inure to the benefit of the legal representatives of such persons.

ARTICLE 7. DUTIES OF OFFICERS

SECTION 1. PRESIDENT. The President shall preside at all meetings of the APC and shall appoint such committees as he or she or the Board of Directors shall consider expedient or necessary.

SECTION 2. VICE PRESIDENT. In the absence of the President, the Vice President shall perform his or her duties, and, in the absence of both President and Vice President, the Treasurer shall preside and assume the duties of the President.

The Vice President shall chair committees on special subjects as designated by the Board of Directors.

SECTION 3. SECRETARY. The Secretary shall provide notice and keep the minutes of all meetings of the APC and of the Board of Directors; and shall, if requested, read such minutes at the close of each meeting of the APC or the Board of Directors. He or she shall keep accurate account and collect all application fees, dues, and charges dues from members, and perform such other duties as may be required of him or her by the Bylaws, the President, or the Board of Directors.

SECTION 4. TREASURER. The Treasurer shall have charge of all receipts and moneys of the corporation, deposit them in the name of the corporation in a bank approved by the Board of Directors, and disburse funds as ordered or authorized by the Board of Directors. He or she shall keep regular accounts of his or her receipts and disbursements, submit this record when requested, and give an itemized statement at regular meetings of the APC and/or the Board of Directors. He or she shall sign checks and withdrawal slips on behalf of the corporation upon any and all of its bank accounts, and the same shall be honored on his or her signature alone. The Treasurer shall chair the Finance Committee, if one is appointed by the Board of Directors, and shall assist in the preparation of the budget and the development of fundraising plans. The Treasurer shall make financial information available to the Board of Directors, the APC, and the public as necessary or applicable.

SECTION 5. EXECUTION OF INSTRUMENTS.

- A. **Written Instruments Generally.** The President and the Secretary or the Treasurer shall, on being so directed by the Board, sign all leases, contracts, or other instruments in writing, unless otherwise set forth herein. In the event that the President is unavailable, the Vice-President may execute any such written instrument in the President's stead.
- B. **Checks.** All checks, drafts, and orders for the payment of money issued in the name of the corporation up to the amount of five thousand dollars (\$5,000.00) may be signed by any single officer.

ARTICLE 8. MEETINGS

SECTION 1. ANNUAL MEETINGS OF MEMBERS. The annual meeting of members of the APC shall be held on the first Monday of January each year. Notice of the time and place of holding the annual meeting shall be e-mailed or mailed to the designated address of each member at least ten (10) days previous thereto.

SECTION 2. SPECIAL MEETINGS OF MEMBERS. Special meetings of members may be called by the Board of Directors at their discretion. Upon the written request of the Program Director or two (2) or more members, the Board of Directors shall call a special meeting to consider a specific subject. Notice of this special meeting shall be e-mailed or mailed to the designated address of each member at least ten (10) days and not more than fifty (50) days before the time appointed for the meeting. At such special meeting, there shall only be considered such business as is specified in the notice of meeting.

SECTION 3. NOTICE. All notices of annual or special membership meetings shall set forth the place, date, time and purpose of the meeting.

SECTION 4. QUORUM FOR MEMBERS MEETING. At all meetings of the APC, either regular or special, 75% of all members in good standing shall constitute a quorum.

SECTION 5. LACK OF QUORUM. If a quorum is not present, no votes may be taken and the presiding officer may adjourn the meeting to a day and hour fixed by him or her.

SECTION 6. MEETINGS OF BOARD. The annual meeting of the Board of Directors shall be held on the first Monday in January of each year, immediately after the annual meeting of members. Other meetings of the Board of Directors shall occur at least quarterly. Special meetings may be called by the President on his or her own initiative whenever in his or her judgment it may be deemed necessary, or by the Secretary upon request of any two (2) members of the APC. Five (5) day notice of meetings of the Board shall be e-mailed or sent by mail to all members of the APC, and shall be deemed sufficient notice of such meetings.

SECTION 7. NOTICE. All notices of regular or special meetings of the Board of Directors shall set forth the place, date, time and purpose of the meeting.

SECTION 8. QUORUM FOR BOARD MEETING. A majority of the Board of Directors shall constitute a quorum.

ARTICLE 9. COMPENSATION OF DIRECTORS AND OFFICERS

Neither the Officers, Directors, nor members serving on committees shall receive compensation except as may be fixed by the Board of Directors.

ARTICLE 10. CONFLICTS

Any contract or other transaction between the corporation and one or more of its Directors, or between the corporation and any other entity of which one or more of this corporation's Directors are shareholders, members, Directors, officers, or employees, or in which they are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting of the Board of Directors which acts upon or in reference to such contract or transaction and notwithstanding the participation of such Director or Directors in such action, by voting or otherwise, even though the presence or vote, or both, of such Director or Directors might have been necessary to obligate this corporation upon such contract or transaction provided that the fact of such interest shall be disclosed to or known by the Directors acting on such contract or transaction.

ARTICLE 11. NOTICES

All notices to members shall be e-mailed or mailed to their designated addresses as given on the books of the corporation, and such mailing shall constitute presumptive evidence of service thereof.

ARTICLE 12, AMEMDMENTS

These Bylaws may be amended only by a two-thirds (2/3) majority vote of the APC present at a regular or special meeting of the Directors, provided notice of the purpose of proposed amendment has been stated in the call for the meeting. Proposed amendments shall be sent to the APC membership for comment prior to the vote.

ARTICLE 13. BOOKS AND RECORDS

The corporation shall maintain complete and correct books and records of account and shall keep minutes of the proceedings of the APC and the Board of Directors. All books and records of the corporation shall be available for inspection by any Member during normal business hours.

The fiscal year of the corporation shall end on June 30 of each successive year.

The Board of Directors shall obtain a corporate seal in accordance with the laws of the State of Alaska.

ADOPTED by the corporation on November 13, 2103.

Craig Kind, President of the APC

ATTEST:

Stephani Hillen, Secretary

Star of the North Secondary School, Inc.
Academic Policy Committee
August 26, 2015 4:15 PM
CEC
Minutes

The meeting was called to order at 4:20, by President, Craig Kind

Members Present: Craig Kind, Anna Swoffer, Bao Do, Sarah Warriner, Tumi Traustason, Diana Childs, Stephani Hillen

Members Absent: none

Guest: Bao Do, out 4:41pm

Motion to Approve Minutes of May 20, 2015

Motion: approved by Anna Swoffer, 2nd by Diana Childs , Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, attached

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: additions 3 & 4 to new business

Old Business:

1. Graduation:
 - a) Stephani wanted clarification on the May meeting. Is Bao going to do the video taping of the graduation? Maybe set up a camera with Missy. Do the students at NPA want a copy of the Graduation ceremony?
 - b) Speaker/Music: Need to start looking for a Community Speaker. CEC needs to start early for student speakers. Staff at both campuses can start asking students for music input, with the understanding that we may not use what they want.
2. Budget Review:
 - a) Craig handed out the funding worksheet, he explained about student funding and what it means for the school.
 - b) Each campus needs to talk about textbook orders.
 - c) Tumi said he will look into other spaces in North Pole for possible lease or sale. Kevin Shields has raised the rent \$3000 a month. NPA is signed into 4 more years with the current lease.

New Business:

1. APC Membership
 - a) Need to look for a Community member. No political or religious people.
2. Digital Photo Class Approval, plan attached
 - a) Missy submitted a course plan for Digital Photo to be approved. Motion to approve by Anna Swoffer, 2nd by Tumi Traustason, Unanimous
3. School Building Usage

- a) Diana received a request to from the Air Force to use NPA for an EPA community meeting. Craig will look into the lease to make sure it is approved.
- 4. Volunteers
 - a) Do volunteers still need to go through HR? Yes, all volunteers do. Craig will look into this.

Other Business:

Next Meeting: September 16, 2015, 4:15pm @ CEC

Motion to Adjourn: Tumi Traustason, 2nd by Anna Swoffer, Unanimous

Adjourned: 6:05pm

Respectfully submitted:

_____ Approved _____
Stephani Hillen, Board Secretary

Star of the North Secondary School, Inc.
Academic Policy Committee
September 16, 2015 4:15 PM
NPA
Minutes

The meeting was called to order at 4:15, by President, Craig Kind

Members Present: Craig Kind, Sarah Warriner, Tumi Traustason, Diana Childs, Stephani Hillen, Anna Swoffer in @ 4:31

Members Absent: none

Guest: none

Motion to Approve Minutes of August 26, 2015

Motion: approved by Diana Childs, 2nd by Sarah Warriner , Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, attached

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: none

Old Business:

1. APC Membership/Officers:
 - a) Talked about public member. Craig has names from staff at CEC.
 - b) Try to keep away from current parents. They seem to only have their student in mind not the whole student body.
 - c) Should be someone that knows about the school but does not have any ties.
 - d) We still need to vote on Officers. Craig thinks that the Secretary/Treasurer should be put together.
2. Budget = Textbooks:
 - a) We have money in the budget to do more than one subject for textbooks. Social Studies, Math, Science all look good. Need revised Health and Middle School English.
 - b) Need a list ranked the top 5 classes that are needed.

New Business:

1. Special Education Application Process:
 - a) Note voting on a process at this meeting.
 - b) There have been concerns how we do interview processes with IEP's. We need to be careful about making appointments for interviews with students and parents. If you make an appointment then the student and parents think they are already accepted.
 - c) Need to look at IEP's prior to making interview appointments. This gives staff the opportunity to make sure the students' needs can be met at the school.
 - d) Attached is a break down from Missy Gordon for the process.
 - e) Missy and Ethan should get together to go over the process that they think would be the best for all around. Then they should bring it to the APC Board.

Other Business:

1. Professional Development 9/28/2015
 - a) We can do our own Prof Dev if we come up with something legit. It is stated in our Charter.
 - b) If anyone wants to do Prof Dev for 2nd sem. They need to start thinking about it now.

Next Meeting: October 21, 2015, 4:15pm @ CEC

Motion to Adjourn: Sarah Warriner, 2nd by Anna Swoffer, Unanimous

Adjourned: 5:34pm

Respectfully submitted:

_____ Approved _____
Stephani Hillen, Board Secretary

Star of the North Secondary School, Inc.
Academic Policy Committee
October 21, 2015 4:15 PM
CEC
Minutes

The meeting was called to order at 4:15, by President, Craig Kind

Members Present: Craig Kind, Sarah Warriner, Tumi Traustason, Diana Childs, Anna Swoffer

Members Absent: Stephani Hillen

Guest: Missy Gordon, Ethan Gelineau

Motion to Approve Minutes of September 16, 2015

Motion: approved by Anna Swoffer, 2nd by Sarah Warriner, Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, attached

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: none

Old Business:

1. APC Membership/Officers:
 - a) Vice-President will be Diana Childs.
2. Follow up for SpEd application process:
 - a) Attached, application draft process
 - b) Would like constancy not just with the SpEd students but with all students.
 - c) There needs to be one process for SpEd and Gen Ed.
 - d) Who does the interview? Are there too many doing them?
 - e) Is a training needed to do interviews?
 - f) There needs to be a delay with the high school acceptance.
 - g) Two people should be in the interview.
 - h) Tumi & Diana need to do a draft for middle school.
3. Textbook ordering:
 - a) Diana says middle school English and Social Studies are needed. Health books in the High School area are needed also.

New Business:

1. PE-Highly qualified, letters:
 - a) Tumi and Matt received letters that they are not qualified to teach PE. Diana said that there are 2 staff members that would take the tests. They want the school to pay for it.
2. Electives:
 - a) Diana thinks there is not enough variety at NPA. Tumi and Ethan don't want to compromise academic integrity.

Other Business:

1. By-Laws handed out. Will be going through them in Jan or Feb. We will be looking at the officers descriptions.

Next Meeting: November 18, 2015, 4:15pm @ NPA

Motion to Adjourn:

Adjourned: 6:15pm

Respectfully submitted:

_____ Approved _____
Stephani Hillen, Board Secretary

Star of the North Secondary School, Inc.
Academic Policy Committee
December 9, 2015 4:15 PM
CEC
Minutes

The meeting was called to order at 4:33, by President, Craig Kind

Members Present: Craig Kind, Tumi Traustason, Diana Childs, Stephani Hillen, Sarah Warriner @ 5:05pm.

Members Absent: Anna Swoffer

Guest: Missy Gordon

Motion to Approve Minutes of October 21, 2015

Motion: approved by Diana Childs, 2nd by Tumi Traustason, Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, attached

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: none

Old Business:

1. APC Membership:
 - a) NPA brought forward Annie Keep-Barnes as a community member for the Board. Some staff has opposition to Annie being on the Board. Annie would need to send in a letter of interest to the board. The Board has the final say.
2. Budget Update:
 - a) Copies attached.
 - b) Craig went over the budget with the Board.
 - c) Craig and Stephani will be sending in a budget transfer. This transfer is to align the budget. Diana Childs motioned for this to be done, 2nd by Stephani Hillen, Unanimous.

New Business:

1. Professional Development Book:
 - a) "Hanging In" is the name of the book. It is a book about strategies for dealing with at risk kids.
2. Special Education Conference:
 - a) Ethan has requested some financial support for the conference in Feb. In the past Ethan has paid and the school has reimbursed him. The Board has approved up to \$1000.00.
3. English Classes @ NPA
 - a) NPA needs a plan for English classes.
 - b) Missy will let NPA borrow the disks for the Lit books. These disks have the answer keys on them.

- c) The plan at this point is to use the Lit books for the classes.
- d) Will look into general elective classes also.
- e) Jefferson County would be the best one to go with at this point.

Other Business:

1. Executive Session: 5:10pm-5:16pm. Discussed issues.

Next Meeting: January 20, 2016, 4:15pm @ NPA

Motion to Adjourn: Sarah Warriner, 2nd by Tumi Traustason Unanimous

Adjourned: 5:56pm

Respectfully submitted:

_____ Approved _____
Stephani Hillen, Board Secretary

Star of the North Secondary School, Inc.
Academic Policy Committee
January 20, 2016 4:15 PM
CEC
Minutes

The meeting was called to order at 4:16, by President, Craig Kind

Members Present: Craig Kind, Tumi Traustason, Diana Childs, Stephani Hillen, Sarah Warriner, Anna Swoffer in @ 4:29

Members Absent: none

Guest: none

Motion to Approve Minutes of December 9, 2015

Motion: approved by Diana Childs, 2nd by Sarah Warriner, Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, attached

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: add Other Business/Middle school enrollment process.

Old Business:

1. Budget Update:
 - a) Will receive the next school year budget after Feb 1st.
 - b) Lisa Pierce is confident with the budget.
 - c) Enrollment was fine for us. At this time don't think there will be any issues.
2. Special Education Conference, Ethan
 - a) No monies will need to be spent out of school budget.

New Business:

1. Feb 5th Professional Development Plans:
 - a) Breakfast at NPA at 8am, people are encouraged to bring breakfast goodies to share.
 - b) There will be verbal de-escalation training, about 2.5 hours. Our school psych Bethany and Hillary Wilson will be the trainers.
2. Diploma and Covers:
 - a) Do we want to change the town name on the diplomas and diploma covers?
 - b) Want to change the outer color of the covers from black to navy blue. Stephani will look into the different blue colors from Jostens.
 - c) Want to do two different covers, one for Fairbanks and one for North Pole.

Other Business:

1. Middle school enrollment process, attached

Next Meeting: February 17, 2016, 4:15pm @ CEC

Motion to Adjourn: Anna Swoffer, 2nd by Sarah Warriner, Unanimous

Adjourned: 5:44pm

Respectfully submitted:

Stephani Hillen, Board Secretary

Approved _____

Star of the North Secondary School, Inc.
Academic Policy Committee
March 23, 2016 4:15 PM
NPA
Minutes

The meeting was called to order at 4:15, by President, Craig Kind

Members Present: Craig Kind, Tumi Traustason, Diana Childs, Stephani Hillen, Sarah Warriner, Anna Swoffer in @ 4:29

Members Absent: none

Guest: none

Motion to Approve Minutes of January 20, 2015

Motion: approved by Diana Childs, 2nd by Tumi Traustason, Unanimous

Head Teacher Reports:

CEC Report: Presented by Craig Kind, verbal

NPC Report: Presented by Diana Childs, attached

Treasurer's Report: Presented by Anna Swoffer, attached

Change of Agenda: add Other Business/Middle school enrollment process.

Old Business:

1. Accreditation Update:
 - a) Craig submitted all paperwork for the Internal Review. He will put all information on the shared server for all staff to see.
 - b) We will need to be ready for questions; documentation might be the problem area.
 - c) The schedule they gave us might change; need to be ready for when they get here.
 - d) Craig wants NPA to look at all documents on the server and make sure they are correct, if there are changes need to get it to Craig to change.
 - e) Internal Review committee will be at school Monday & Tuesday 4/11-4/12.
 - f) IR Committee will be talking to parents, students and stakeholders.
2. Graduation:
 - a) Need community speaker, will try Mark Rippy, Jeff Jacobson.
 - b) Need student speakers, up to two per campus.
 - c) Recessional music is needed.

New Business:

1. Graduation Date 2016-2017:
 - a) May 12, 2017
2. Annual Report:
 - a) Every year we submit an Annual report to the school district.
 - b) We present to the School Board on June 2nd.
 - c) We need for the report:
 1. Student performance data, MAP data
 2. Mobility report

3. Pictures
4. Goal attainment
5. NPA Activities
- d) Need everything after the Accreditation visit.
3. Meeting Dates:
 - a) Stephani motioned to have APC meeting quarterly. Tabled for the next meeting.

Other Business:

1. Diana has questions about spending money.
 - a) Need High School Health
 - b) Would like to upsize their TV's.
 - c) Need Middle School History

Next Meeting: April 20, 2016, 4:15pm @ CEC

Motion to Adjourn: Sarah Warriner, 2nd by Craig Kind, Unanimous

Adjourned: 5:44pm

Respectfully submitted:

_____ Approved _____
Stephani Hillen, Board Secretary