

Alaska State Board of Education & Early Development  
Approved Minutes  
September 9 & 10, 2010  
Palmer, AK

*September 9, 2010*

The meeting was called to order by Chair Cox at 8:00 a.m. All members were present except Pat Shier. The Pledge of Allegiance was recited. The Chair asked if there were any disclosures. There were none. There were no changes to the agenda and the agenda was approved by unanimous roll call vote. Pat Shier arrived at 8:10 a.m., and said that he had no disclosures.

**Public Comment**

Theresa Holt from the Governor's Council on Disabilities and Special Education said the council was happy that EED was looking at intensive needs. She felt it was not appropriate to do a behavior plan unless it was needed. She also felt that section 52.790 in the regulations was confusing.

Lucy Hope, Director of Student Support Services for Mat Su, said she supported the changes to the regulation and hoped some edits would be made concerning IEP intensive services.

LaDawn Druce, a Russian village school teacher speaking from the Kenai LIO, spoke in favor of recertification classes that don't fit in with the teacher's specialty area but could benefit teachers; however, those classes didn't count for recertification. She felt the recertification area was not streamlined enough or manageable.

**WORK SESSION**

**Teacher Quality Working Group.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She noted that the group did not meet over the summer. She said the evaluation committee would meet because districts have requested assistance. She also spoke to the teacher certification regulations that were going out for public comment. Pat Shier indicated that Retirement & Benefits offers information for teachers coming into the state. Chair Cox inquired about the mentor program. Ms. Curran said that there were 28 mentors and the program was very active. She said data is showing that the state is retaining more of the early career teachers now. Les Morse, Deputy Commissioner, works with the principal mentors and their numbers are about the same this year. Their goal is to increase the retention of quality staff and increase student achievement. Data will be brought to the board at its December meeting. The program is partially funded by the state, the department and the university. Mentors usually serve for two years; however, some serve for three years. Most of the mentors are retired teachers. Chair Cox said that at conferences she has attended, people are very interested in our program. Geri Benshoof said she was interested in the special services they provide. Ms. Curran said the department has applied for a grant to help with the special education piece and by December it should be known if it was awarded to Alaska. In response to a question about

recency credit, Ms. Curran said it was credit that has been taken during the life of a certificate, which is five years. Six credits are needed for renewal. She said cross-culture classes are becoming very important. Commissioner LeDoux asked what the board's role was in teacher preparation. Ms. Curran replied that it was to approve the teacher preparation courses at the university, and that NCATE is the standard for program approval at the university. She said that because Alaska has so many cultures, there is a possibility that a standard can be created. Alaska Studies and Cross-Cultural courses are required by Alaska. Phil Schneider asked if the committee ever discusses teachers who need to be mentored out of the profession. Ms. Curran said they do and there is a problem with some who are invited to the conversation and who do not attend. Commissioner LeDoux said the vast majority of principals take evaluation very seriously and will remove poor teachers. The tenure law is very complicated and it's difficult to remove a tenured teacher. New teachers do not walk into a classroom as a master teacher; they need support. Phil Schneider asked if the state kept track of teachers who were fired and why. Commissioner LeDoux said that the Professional Teachers Practices Commission (PTPC) keeps those records. He said most teachers resign before being fired. The problem is the teacher goes somewhere else. The proposed regulation requires an applicant to list all jobs previously held in the state. Phil Schneider said he didn't think it was the norm in most districts that there were teachers who needed to go, that is was just the one or two who can't make the grade. Chair Cox said the object was to improve teacher quality. Commissioner LeDoux said that the university was part of the committee and the object was to improve instruction across the board. Janel Keplinger said credits need to be appropriate for instruction preparation, and asked what was in place to monitor that. Ms. Curran said the committee was trying to streamline that. Pat Shier said he felt new teachers in the rural areas were at a disadvantage and needed to come into the community earlier to work with mentors, but the school calendar was against that. He felt 180 days was not enough. Ms. Curran said the calendar was being discussed, and that some rural communities do have a way to bring new teachers in for rural mentoring. Chair Cox mentioned that there is a need to address student teaching as a place where it can get stopped if it's not going to work and a place where growth potential can be seen. Commissioner LeDoux reminded the board that it has the final say in approving university programs. Quality schools and quality principal's evaluation is a large part of the principal's job.

**Rural Education.** Phyllis Carlson, Director of Rural Education, was present to brief the board. She indicated that she was working on a communications schedule with the rural districts. Ms. Carlson told the board of her recent participation on behalf of the department in several associated activities; working with elders, the university, bilingual group, the middle school partnership and early literacy, the Suicide Prevention council, and her work with the school improvement group in the department. Most recently she was invited to join Native leadership working on creating a group to help guide the department on rural issues. She spoke about the historical perspective of boarding schools, and the education system that wasn't and isn't their own, resources and federal trust (BIA). She said they wanted youth involved. She said in a meeting with Father Oleksa, they discussed Alaska Natives being in their homeland with a system that was imposed on them that they didn't request. Phil Schneider asked if they were working with Ilisagvik College in developing work force issues. Its program is locally operated and directed with a focus on vocational programs. Chair Cox asked how can the department and/or the state give Natives an ownership in education. Chair Cox asked if Ilisagvik could come to the December meeting to discuss partnerships. Phil Schneider said the Native group Ms.

Carlson was talking about was huge and not previously involved in K-12 education to any great degree. It was noted that multi-layers of strategies were needed. Ms. Carlson said she was attending AFN and K-12 would be discussed there. More calendar issues were discussed involving the need for school facilities to be open in the summers so the libraries and gyms could be used to better accommodate cultural needs in communities. The message now is you own the school but don't have access to it. Commissioner LeDoux said there were regional non-profit grants that could be utilized for this purpose. He said the reason we came together was to listen and develop a way to form a good policy. The Native culture is distinctive and rich and we need to find ways to open up communication avenues. Ms. Carlson also noted that in her meetings, she heard three overriding things: 1) appreciation that the state wanted to listen, 2) desire for community and family success, and 3) the many challenges that are present. To make Native teachers successful, the state needs to make K-12 successful by making teaching attractive, and doing a better job of preparing new teachers for cultural life in the communities. Bunny Schaeffer said Native students need good, quality, effective teachers. She said that teachers sometimes don't feel welcome in communities. In urban centers, listening and partnership are important for Native students.

**Early Learning.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Paul Sugar was online to discuss the pre-school pilot. He reviewed the results from one year of the four-year pilot, saying that various stages of growth were being seen at all grade levels. The levels concern assessment, mental development, concepts development, language development and motor development. He said they were seeing four-year-olds arriving performing low and needing more development to catch up. The data will guide the programs and process. When programs look at outcomes, the program can show what areas need attention and inform instruction. In many cases, school does its own data. Hopefully, the data will show what programs are working and if the money is being well spent. Six school districts are participating in the pre-school pilot: Juneau - two schools, Anchorage - two schools, Bethel - one school, Nome - two schools, Bering Strait - four schools, and Yukon-Koyukuk - two schools, making 200 the total number of children this year, and hoping for more next year. Things that are different in the pre-school pilot are more parental outreach, regular parent meetings and trainings, on-going communication and more training. Commissioner LeDoux said the pilot is helping communities to work together, rather than one size fits all, and it recognizes a common need of bringing a variety of groups together.

**Family Engagement.** Cyndy Curran, Director of Teaching & Learning Support, and Alyse Galvin, Partnership Liaison, were present to brief the board. Ms. Curran said this area is part of the Alaska Education Plan. Ms. Galvin noted that Debby Bogart from Anchorage's Promise and Paula Pawlowski from the Alaska PTA were in the audience and were both part of the structuring committee. She also noted that board member Schaeffer was a member of her group. Ms. Galvin said the ideal model for student success was to incorporate partnerships, best practices, putting into action what is working best and supporting student success. She said the committee has been meeting to collect ideas and now has a timeline of work and the board would be updated as the work evolves. She discussed some of the strategies the group was considering. She said that community cafes were working well in some situations as a way to gather. As a way of coupling efforts, Health & Social Services was having many community meetings on Ready Brain Needs with interactive play and conversations, food, warmth and positive

relationships. Commissioner LeDoux said it's no longer K-12, its birth to 12 and the dollars should be spent on early learning. It's very important to a child's overall success.

**Virtual Learning.** Commissioner LeDoux said that the Alaska Virtual Learning Network (AVLN) was waiting on a \$1.2 million grant from federal Title IID. Rural areas eventually will use digital information, connect students into a successful cohort, will connect positive adults into the classroom, and will deliver content with rigor and deliver culturally relevant materials. Three types of programs are being put together: 1) anytime, anywhere, 2) more specific and more traditional programs, and 3) synchronistic instruction. They also intend to deliver a customized program for villages so students can study Native languages. The program is being coordinated through SERRC. No programs to deliver special education are planned for now, but it could incorporate that later. The challenge is bandwidth and logistics. Ms. Schaeffer suggested that Elluminate would be helpful. Mr. Merriner thanked the commissioner for his leadership in this area.

**The Construction Education Foundation.** Dick Cattanach, Chief Executive Officer, was present to brief the board. He said the foundation was responsible for construction academies across the state. They started in Anchorage in 2006. They partner with contractors, educators and others like the Department of Labor and Workforce Development. They foresee labor needs in the state to be 1,000 workers each year. Currently, 20% of the workers are non-residents. They train workers in each community to match the local need. They have eight sites: Kenai, Anchorage, Ketchikan, Juneau, Mat-Su, Kodiak, Bethel and Fairbanks. All levels of students are welcome from the unemployed to college students.

**Regulation Review Project.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She noted that one way to ease the burden on schools districts was to review the department regulations and get rid of those that are outdated or not being enforced. The department employed two contractors to do the initial review, and now the project is ready for the next steps, which is review by the board to determine what direction the board wants to go in. The board discussed ways to accomplish the review and decided that the department would send the board a matrix for them to review before the December meeting.

**Regulations to Adopt.** The board was asked to adopt five regulations projects.

Elizabeth Nudelman, Director of School Finance, was present to brief the board on 4 AAC 40, Review and Appeals of Action and Decision Regarding Funding. The amendments clarify that the formal hearing by a hearing officer is to be on the record, clarifies that applicants must submit all relevant material to the department decision-maker, and allows appeals to be submitted electronically.

Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board, along with Dr. Chris Wilken, department consultant, online, on 4 AAC 52.700, Public School Foundation Program, which proposed changes to the monitoring of intensive claims. The proposed amendments includes language that allows the use of standardized measures approved by the department for determining a student's need in basic adaptive skills to include a score of

two standard deviations below the mean. Both agreed that the amendments would ease the burdens on the districts.

Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board on 4 AAC 04.200, Professional content and performance standards. The amendments would adopt by reference the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools and the Alaska Standards for Culturally Responsive Schools. Adopting the two publications will ensure that the department and the university have a way to ensure that the coursework truly prepares responsive teachers for Alaska's schools.

Eddy Jeans, Education Policy Coordinator, was present to brief the board on 4 AAC 43, Alaska Performance Scholarship Program. The amended proposal includes references to private schools and changes the required curriculum for scholarship recipients from high school class of 2011. It also ensures that private school students can be eligible if their school has sought and received accreditation. Public comments that came in after the board's packet was mailed were distributed. It was noted that the scholarship is yet to be funded and there is a committee working on that aspect for the legislature during this summer. Mr. Jeans said the program was not envisioned as a needs-based scholarship but merit-based; however, there are some legislators that want it to be needs-based. Phil Schneider asked what the governor wanted. Mr. Jeans said the governor wants a merit-based scholarship but would never ask the board to bypass the deliberative process. Geri Benshoof said there are always those students who earn merit but whose parents earn too much money to be eligible for a needs-based scholarship. Chair Cox said she was under the impression that the Advantage Program, which is needs-based, needs to be beefed up. Pat Shier said he thought the board's action to adopt the regulation sends a message about its merit-based position.

Erik McCormick, Director of Assessments, Accountability & Information Management, was present to brief the board on 4 AAC06.825 Other academic indicators, 4 AAC 06.895, Report Card to the public and 4 AAC 06.899, Definitions. The amendments allow for a uniform way of calculating the graduation rate data. It will identify students as first year freshmen and follow them through four years, making it easier to track students.

**Regulations Going Out for Public Comment.** The board was asked to consider three regulations projects for public comment.

1. Teacher Certification 4 AAC 18.005, 4 AAC 19.015 and 4 AAC 12.405, all recommendations from the teacher quality working group: certification renewal requirements, prior Alaska teaching experience, and evaluation information,
2. Establishing a Honor's Diploma, 4 AAC 06.079, and
3. Alaska Performance Scholarship Program, 4 AAC 43 setting out curriculum requirements for 2013, 2012 and an alternate pathway for 2011 graduates who have not completed the requirements.

**Executive Session.** It was moved by Carol Schaeffer and seconded by Pat Shier to move into executive session to discuss matters that are of attorney-client privilege. The motion passed by unanimous roll call vote.

The board came out of executive session and the meeting was recessed until the next day.

*September 10, 2010*

### **WORK SESSION CONT'D**

The meeting was called back to order by Chair Cox at 8:00 a.m. All members were present. The Chair asked if there were any disclosures. There were none. Commissioner LeDoux asked that the agenda be amended to include a report by Donald Handeland about the Higher Education Task Force meeting in Fairbanks. The amended agenda was moved by Geri Benshoof and seconded by Pat Shier and approved by unanimous roll call vote. Chair Cox thanked Mayor Talis Colberg for the use of the city assembly chambers.

**Graduation Requirements.** Commissioner LeDoux said that 21 credits were required for graduation, which included: 1 PE/health credit, 4 language arts, 2 math, 2 science and 3 social studies, plus what the local district required to make 21. During scholarship discussions, he said he heard that Alaska graduation requirements lacked rigor. He said to increase requirements, flexibility, and accountability issues have to be considered. He asked if U.S. history should be required in addition. There was a general discussion regarding competency-based education. The board's packet contained a matrix that suggested there were nine districts that did not require U.S. history, but it was not clear if it was offered as an elective in those districts or if it included civics. It was questioned if the consideration was raising requirements or dropping electives. There were questions about what is covered in U.S. history – civics, government? Commissioner LeDoux said he was talking about traditional U.S. history and thought civics was different with a government emphasis.

Dr. Ken Burnley, Superintendent of the Mat-Su School District, was asked to come forward and join the discussion. He said that Mat-Su was considering adding a third credit of math. He noted that 32% of students had an F or D in algebra, which he described as the “gatekeeper for the 21<sup>st</sup> century.” He felt that summer vacation does a disservice to students -- other countries go to school 200+ days a year, but felt the country wasn't ready for a longer school-year. He also felt that mastery should be used as a variable, not seat time, and that civics was very important. Pat Shier said his family has home-schooled their children and they know how to move their kids along. Geri Benshoof asked about flexibility. Dr. Burnley said they have flexibility in morning, afternoon and evening classes. Teachers can choose how they want to work. He said if expectations are set high, students will meet them. Commissioner LeDoux said he was glad Dr. Burnley was back in the state. Phil Schneider said he couldn't believe that Alaska did not have history standards. Commissioner LeDoux said development will take time and the costs have to be explored. In December, the department could make a presentation regarding process, timeline, and costs. Chair Cox asked what the board's pleasure was. Pat Shier said he was anxious to see the motivation brought on by the scholarship, and was reluctant to make it a requirement at this time. Commissioner LeDoux noted that the Common Core Standards had rigorous math standards. He said he was supportive of math rigor but thought it was premature until we find out what's happening on the national level. Chair Cox said alternate pathways were part of the issue.

Bunny Schaeffer said her district currently has 12 mandatory credits, if math and science are added that makes 14, and there are only 7 credits left for electives. She said she struggles with making it 23 credits.

## **BUSINESS MEETING**

### **Regulations to adopt.**

Pat Shier moved and Geri Benshoof seconded the following motion: I move the State Board of Education & Early Development adopt the proposed changes to 4 AAC 40, Review and Appeals of Actions and Decisions Regarding Funding. The motion passed by unanimous roll call vote.

Geri Benshoof moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development adopt changes to 4 AAC 52.700 regarding Public school foundation program. The motion was passed by unanimous roll call vote.

Carol Schaeffer moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development adopt changes to 4AAC 04.200 regarding Professional content and performance standards. The motion passed by unanimous roll call vote.

Janel Keplinger moved and Par Shier seconded the following motion: I move the State Board of Education & Early Development adopt the proposed changes to 4 AAC 43, regarding the Alaska Performance Scholarship Program. The motion passed by unanimous roll call vote.

Jim Merriner moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development adopt the proposed changes to 4 AAC 06.825, regarding Other academic indicators, 4 AAC 06.895 regarding Report card to the public and 4 AAC 06.899 regarding Definitions. The motion passed by unanimous roll call vote.

Chair Cox confirmed with Erik McCormick that the four-year cohort will be figured differently now and Mr. McCormick said it would be much easier too.

Phil Schneider moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 18.005, Application for employment in a certificated position; 4 AAC 19.015, Evaluation form to be available to the public; and 4 AAC 12.405, Renewal of certificates. The motion passed by unanimous roll call vote.

Phil Schneider moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on a proposed new regulation, 4 AAC 06.079, Honors diploma. The motion passed by unanimous roll call vote.

Geri Benshoof moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on a

proposed new regulation, 4 AAC 43, Alaska Performance Scholarship. The motion passed by unanimous roll call vote.

**Assessment, Accountability & Information Management Report.** Erik McCormick, Director of Assessment, Accountability & Information Management, was present to brief the board. Mr. McCormick said that writing and science had been added to reading and math to the AK Computerized Formative Assessment. He noted that the AMO target is going up steeply each year now. He reviewed the state percentages in AYP history and the testing calendar. Mr. McCormick had provided the board with a list of tests given in the state and they had many questions. Chair Cox asked about NAEP. Mr. McCormick said that most of the work done in NAEP is comparisons on the state level. It's not broken down by school. Jim Merriner asked about federally required tests. Mr. McCormick said they were the NCLB SBA tests. He said that the NAEP takes about two hours over several days and is given by outside people, not school staff. They pull students out of class for a sample group. NAEP selects the students who are appropriate for the sampling. The department supplies names. Chair Cox asked if Terra Nova was a state-to-state comparison test. Mr. McCormick said the state had a long history with the Terra Nova. It can provide student and school data and it's a state requirement. He said the English Language Proficiency is used for limited English proficient students. Pat Shier said he was still concerned with the number of tests being given and wondered if there were other assessments districts could use for the same purposes. He said tools that have immediate results are better. The commissioner said there would have to be a legislative change and the landscape was unsettled with the Common Core and the changes that have to be in place by 2015. He said they would have to examine why the legislature put it into place and the board would have to justify that the data will be present if it's changed. He recommended holding the line for now until the federal government landscape is secure. The department shares the concern with over testing, and will continue to work with the feds and will continue to report to the board.

**Teaching & Learning Report.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran said her division was very busy. The Title I SIG grants had been given out, the fall migrant training was going on statewide, the special education directors were having their annual conference next week, the health and wellness team had a new member who had a counseling background, the new CTE plan had been produced, printed and distributed, the math in CTE workshops were being held, and the child nutrition school lunch program was up and running. She also noted that they were working to have all districts reaching 100% of highly qualified.

**School Improvement.** Deputy Commissioner Les Morse was present to brief the board. He said the Alaska Native Knowledge Network was working with the content coaches to align to the GLEs. He also said more content coaches had been hired and there are now 19 working in districts. They also have technical coaches working in districts. Mr. Morse described the coaches as mostly retired educators and all being private contractors. He said districts work with EED to determine the need. If the district is in intervention, they get a reading and math coach automatically and some have science coaches that are shared with other districts. Mr. Morse said 10 districts were using the STEPP Program (a good mix of rural and urban) is now online. Mr. Morse also reported that the curriculum alignment with the standards in the intervention districts was nearly complete. He said it took a lot of time during the summer. He also said that the Yupiit

School District now had a trustee who is a former Alaska superintendent. He is in at least five rural schools and in the district one-half of the time. Among other things, he spends time at each site to analyze the instructional budget. The commissioner said the department has no authority over the teaching staff, only the instructional leadership positions. The department worked closely with the local school board to put the trustee and improvement plan in place. It is currently in appeal. He noted that the department was working to respond to the judge's order in Moore by October 19. The commissioner said that Deputy Commissioner Morse built the intervention program from scratch and it's considered exemplary.

**Budget and Legislation.** Eddy Jeans, Education Policy Coordinator, was present to brief the board. He said that the operating budget was due to the Office of Management and Budget (OMB) by November 19. The department priorities were due September 29 and the governor's budget would be released on December 15. Mr. Jeans said there were two task force meetings during the summer, one for the scholarship funding and one for the higher education task force. Chair Cox inquired if the board would be able to meet with the House and Senate Education Committees when the board came to Juneau in March. Mr. Jeans said he would arrange it.

**Mt. Edgecumbe High School (MEHS).** Superintendent Randy Hawk and Donald Handeland, Student Advisor, were present to brief the board. The commissioner noted that the department had hired an excellent educator in Mr. Hawk. Mr. Hawk said the enrollment this year began at 410 and dropped by 16, so they called in 16 more students from the waiting list. Currently, there are 406 students. He said 400 maxes out the dorm space. The additional students live in Sitka. He noted that MEHS made AYP this past year. There are three new teachers this year, two of whom are MEHS alumni, and a new band program with a new instructor. The Academy of Engineering -- supported by the National Action Council for Minorities in Engineering and the Alaska Native Science and Engineering Program (ANSEP) -- described as work-based learning in an academy structure, was operating well. Mr. Hawk also said they had secured a wind turbine from the U.S. Coast Guard and would have it working soon. He said the city was interested in the project. He said the law enforcement cadet corps program was in its first year. The program discusses careers in public safety. Twenty-five students have signed up. Mr. Hawk said a lot of work was done over the summer with facilities, mostly painting and landscaping. Construction projects included phase I of the boys dorm, which was done this summer, roof replacement on the academic building and Heritage Hall, and new carpet in the academic building. Next year, phase II in the boys dorm will include renovating the bathrooms, hallways and fire alarms and replacing lighting in the gym. The November ballot will include a vote for a GO bond for an aquatic center at the school.

Donald Handeland reported about Edge Camp, which occurs the first week of school. It's a time for team-building with old and new students getting to know one another -- a kind of orientation process. He said that he had also attended the Higher Education Task Force meeting in Fairbanks and enjoyed the Internet access discussion. They also visited Hutchinson High School and the charter school during the meeting.

**Attorney General's Report.** Rebecca Hattan, Assistant Attorney General, was present to brief the board. She said that the Moore case continues to move along. She said an appeal has been filed in the Laberier Neuro Rehab Center case. The judge had ruled in the state's favor. She said

the state was in favor of salvaging the relationship so we could allow them to continue to receive our students.

**Commissioner's Report.** Commissioner LeDoux was present to brief the board. He said the first military compact meeting had been that week. Lt. Col Sullivan said the right people were at the table and that Alaska had already been doing many of things the compact was advocating for. Commissioner LeDoux said the state was still at the table for the Common Core discussion, and we were monitoring the reauthorization of ESEA. He said western states had formed a group called the Frontier States and they were going to be more aggressive. He said the department was moving forward on the design of the new State Library, Archives & Museums building (SLAM), and were moving in the direction of purchasing the Stratton Library in Sitka from Sheldon Jackson College. The present focus is the implementation of the scholarship and the birth-12 plan.

**Consent Agenda.** Geri Benshoof moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of: 1) Approval of the Minutes of the June 10 & 11, 2010, meeting; 2) Approval of the Minutes of the July 25, 2010, meeting; 3) Approval of the Minutes of the August 13, 2010, special meeting; and 4) Approval of appointment to the Mt. Edgecumbe High School Advisory Board. The motion was passed by unanimous roll call vote.

Jim Merriner noted that he knew Nick Slim and that he would be a good candidate in the future if he applies again.

### **Board Comments.**

Donald Handeland said he enjoyed the retreat.

Pat Shier said the board training was worthwhile and he enjoyed the spirited discussion during the board meeting.

Carol Schaeffer said she liked the GED program discussion and thanked the Mat-Su for hosting the meeting.

Jim Merriner thanked Mat-Su and the staff.

Grant Sullivan said he appreciated the work of the staff and noted that Alaska was contributing to the humanitarian mission in Pakistan.

Phil Schneider spoke honoring Senator Stevens who had made many contributions to the children of Alaska.

Janel Keplinger thanked the staff for their support and the Mat-Su for hosting and the tour. She said the discussion at the retreat was good.

Geri Benshoof thanked Mat-Su and Dr. Burnley, and said she appreciated the dinner at the Rockeys, she welcomed Randy Hawk and said she appreciated the work of the staff. She said she felt it was important to meet in other areas of the state and that she had attended the Special Education conference in Washington, D.C.

Ether Cox thanked the board for the time they spent in the retreat and the board training. She thanked the Mat-Su and Dr. Burnley for hosting the board and for the tour. She wished Donald Handeland a good senior year at MEHS, and thanked Col Sullivan for the list of military students in the state.

The meeting was adjourned by mutual consent.