

**Kenai Peninsula Borough School District**  
**Policy Review Committee**  
January 16, 2013 (Rescheduled from January 14, 2013)  
1:15 – 2:15 PM  
Risk Management Conference Room

**AGENDA**

**Approval of notes from Policy Meeting of December 3, 2012** **Page 4**

**Review of Policies for Updating**

- *AR 0200 Goals for the School District (NEW)* Page 6
  - This was last reviewed by the committee on August 6, 2012. The requested changes by the committee have been implemented.
  - This has been brought back again at the request of the Committee
  
- *E 0200 Request for Approval of a School Level Initiative or Program (NEW)*
  - As requested by the committee, this is an updated draft of the exhibit which was presented at the December 2012 meeting.
  - **Now attached:**
    - **Initiative Process** Page 29
    - **School Initiative Quality Assurance** Page 30
    - **Technology/Digital Resource Approval Request Form** Page 31-32
  
- *AR 0420 School Based Management/Site Council* Page 7
  - As requested, additional comments from Seward and KBeach Site Councils are now included
  - The comments from Sterling Site Council and Ms. Hohl are again presented as they were at the December meeting
  
- *E 0420(a) Site Council Evaluation Form & E 0420(b)KPBSD Site-Based Improvement Councils –*
  - One of the Board goals was the review and update this exhibit in December.
  - The 2011-12 Site Council Evaluations are online at [http://www.kpbsd.k12.ak.us/students\\_parents.aspx?id=25973](http://www.kpbsd.k12.ak.us/students_parents.aspx?id=25973)
  - **Now attached:**
    - **Site Council End of Year Report** Page 33
  
- *BP and AR 5040 Student Nutrition and Wellness (change in policy number from 5141.6)* Page 13
  - The policy number on this has been changed to correspond with the AASB policy.
  - The district has surveyed the Site Councils and received input from parents, students, teachers, administrators and the District Wellness Committee on this AASB revised policy.
  - This was reviewed by the Committee at the November 12 and December 3, 2012 meetings.
  - Additional comments were added from Ms. Hohl.

- AR 6146.1 High School Graduation Requirements
  - Administration has modified this to allow middle school students to receive high school credit for Algebra I.
  - Students will also be required to complete the AP course examination prior to receiving a weighted grade for an advanced placement course.
- *E 3360(a) Travel Reimbursement*  
*E 3360(b) Mileage Reimbursement*
  - The federal GSA mileage rate has been increased from 55.5 cents per mile to 56.5 cents per mile effective January 1, 2013. Since the District's mileage rates are based on the federal rates, KPBSD rates have likewise been increased.
  - These exhibits are in this month's Information Packet
- *Additional Information*
  - At the December 3, 2012 meeting in regard to the modifications of *E 5141.21(a) – E 5141.21(c) Medication Authorizations*, a question came up regarding whether this form should be revised to include anaphylactic/diabetic/self-administered meds.
    - Linked are
      - [memo from Naomi Walsworth \(Health Services Coordinator\) entitled Understanding KPBSD Health Services Paperwork for Asthma, Allergies and Anaphylaxis](#);
      - [KPBSD Asthma Action Card](#);
      - the [KPBSD Allergy Anaphylaxis form](#) which is used by the nurses (not a part of policy); and
      - A draft of the [Diabetes Management Guide for Training](#) which will be edited for our use once the Board approves *BP 5141.21 Administering Medication*. The revisions to this policy are to be reviewed at today's worksession.
      - [Alaska Individualized Healthcare Plan](#) – Diabetes with Injection or With Pump
      - [Individualized Healthcare](#) Plan – Diabetes with Injection

# Board Policy Review Committee Meeting Notes

## Borough Building, Conference Room C

### Meeting Notes

**Date/Time:** December 3, 2012, 10:30 am

**Members:** Sunni Hilts - Present  
Dave Jones – Present  
Sarge Truesdell - Present  
Lynn Hohl – Present  
Marty Anderson - Absent  
Steve Atwater – Present  
Mari Auxier (Secretary) - Present

**Guests:**  
John O’Brien – Present  
Tim Navarre – Present  
Pegge Erkeneff - Present

**Approval of Notes:** The notes from November 12, 2012 meeting were approved.

### Review of Policies

- *AR 200 Goals for the School District (NEW)*
  - No discussion on AR. To come back to committee in January.
- *E 200 School Initiative Quality Assurance (NEW)*
  - The form has been modeled after quality processes cycle for improvement. The document contains questions and directions within the form.
  - The form contains planned checks and teacher review and includes the impact on student learning and achievement.
  - Followup is the key
  - There needs to be an awareness of the program at District level so we know what is working and be able to replicate it. We need to study results (study/do/study/do)
  - Should this actually be linked to *BP 6190 Evaluation of Instructional Programs*
  - The 2+ page form seems a bit ominous. Suggestion to create one form for the application, then if detail is required, use another sheet.
  - Should qualitative and quantitative be spelled out?
  - What goes away? What does this replace?
  - Goal is monthly review.
  - To be submitted to Instructional Director; brought to leadership team and recommended by director. Feedback to be within 30 days of submission.
  - Sarge indicated the form would be helpful to principals

- Location of form (E200 or E 6190?)
- To come back to committee in January with revisions
- *AR 420 School Based Management/Site Council*
  - Postponed til January. Additional comments to be included, specifically those from Seward Site Council which were not received until this AM, plus any additional ones from other site councils.
- *E 420(a) Site Council Evaluation Form & E 420(b) KPBSD Site-Based Improvement Councils*
  - Sean reminded committee that review of this exhibit was in the Board goals. He requested input from the Board as to what they would like to see.
  - (b) is in the Site Council Guide (bluebook)
  - Suggestion to encourage site councils to review and complete throughout the year.
  - Request that mileage/airfare be provided for parents to come to site council training. The attendance at these trainings has been diminishing. Suggestion to have online/video training.
  - Bring back to January meeting
- *BP and AR 5040 Student Nutrition and Wellness (change in policy number from 5141.6)*
  - Discussions on Planning and Periodic Review by Stakeholders section (page 19)
    - Paragraph is confusing and needs to be edited for clarity
    - School wellness committee to report to Site Council who should report to District Wellness Committee.
    - PBE has a fairly active school wellness committee.
    - Kids get coffee and larger sized drinks which they bring onto campus; why can't schools be the supplier of these?
    - Need to rewrite paragraph: what they are; recommendations (form); rationale; process and definition for individual schools.
  - Bring back to January meeting.
- *BP 3513.3 Tobacco-Free School*
  - The Tobacco-Free Smoking Alliance is involved in these revisions. They have gold, silver or bronze standards.
  - Parents are not requested to change attire promoting tobacco products.
  - 2nd paragraph (page 30): split first sentence into two sentences.

- 3<sup>rd</sup> paragraph: contradiction—(delete while students are under their care-?)
- 6<sup>th</sup> paragraph: change “may” to “shall”, and changes to “of the district’s policy”?
- Page 31, 1<sup>st</sup> paragraph: change “may” to “shall”.
- Last paragraph: use “does” instead of “does not” with reference to prohibiting smoking in private residence owned or leased by the District.
  - Reason: can’t take away the smell which impacts the long-term usefulness of the building.
  - Those residing in district-owned buildings must go off-campus to smoke.
  - Concerns about borough maintenance smoking on campus.
- Take to worksession in January with edits incorporated
- *BP 5131.62 Tobacco*
  - Delete last paragraph on page 32.
    - Instruction (on tobacco) embedded in health curriculum and in school newsletters.
  - Take to worksession in January with edits incorporated
- *BP 5141.21 Administering Medication*
  - Added line re delegation and training of school staff to follow AK Board of Nursing standards and procedures.
  - Take to worksession in January.
- *E 5141.21(a) – E 5141.21(c) Medication Authorizations*
  - Concern that E 5141.2(c) Long Term Medication be revised to include anaphylactic/diabetic/self-administered meds be included on this form.

**Philosophy-Goals-Objectives and Comprehensive Plans**

**GOALS FOR THE SCHOOL DISTRICT**

**Quality Assurance**

The Board of Education continuously monitors student achievement and the quality of the District's work. The Board shall establish a strategic plan to guide all District and school level activity. The Board shall approve all District level initiatives or programs. The Superintendent shall supervise the following quality assurance components and continuously keep the Board informed:

1. All initiatives and/or programs will help meet a District goal.
2. All initiatives and/or programs will be presented in plan format and include District-level focus areas and goals along with action steps.
3. School level initiatives and/or programs will follow the below steps:
  - a. Submit New Initiative/Program form to assigned Instructional Director
  - b. Instructional Director reviews request. Primary components of review are:
    - i. Does it help a school meet District goals?
    - ii. Are there planned assessments to ensure the initiative/goal is on track to meeting goals?
    - iii. Is there a quality communication plan with follow up?
  - c. Instructional Director informs District Leadership Team of request and recommends approval or denial
  - d. Superintendent approves and informs Board

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Approved: \_\_\_\_\_**

**Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0420(a)

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

**Philosophy:**

The Board of Education is committed to the continuous improvement of student learning and believes that student achievement can be enhanced through increasing the level of involvement of school community members affected by educational decisions.

**Purpose and Role:**

School councils function as an advisory body in the joint planning and problem solving processes for improving student learning that occur at the local school level. Individual members of school councils will bring ideas to and from their constituent group and then, after discussion and input, act as “people of goodwill” making the best decisions for the students of the school.

**Council Composition:**

School councils shall include representation of the following:

- Principal
- Teachers (2)
- Support Staff (1)
- Parents (3)
- Non-parent community member (1)
- Student – Secondary schools (1-4)
- Elementary school (optional)

School councils may elect to expand their membership providing the proportionate representations of all groups (except the principal in one-administrator schools) remain the same.

In the absence of proportional membership in any of the representative groups, after a reasonable and documented effort has been made to enlist participation, the remaining members shall constitute a duly formed council and may conduct their business according to appropriately developed bylaws of the school based decision making council.

**Comment [MA1]:** Comment by LH that principal is not a council member but an essential educational leader. Comment by Sterling Site Council states principal should be a member of Council otherwise an “us vs them” mentality.

**Comment [MA2]:** Seward Site Council recommendation: Principals should take a leadership role and no longer be part of the voting (consensus) membership.

**Comment [MA3]:** Note: *Site Council provides recommendations to the principal so the principal is more like a superintendent or CEO of the local school rather than a member of the council. The principal's leadership and expertise are essential to a well-functioning council. - Lynn Hohl*

**Comment [MA4]:** K Beach Site Council: It is difficult to find non-parent community members to attend meetings. We continually search, but the attendance is uneven. We have schedule meetings for the year at the first meeting in August, but this does not seem to remedy the problem. When non-parent members don't attend it is because of busy schedules. We will try to accommodate by scheduling a few meetings in the evening or by teleconference.

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

In schools of less than 100 students, a request can be made to the Superintendent to substitute a nationally recognized parent group in the place of the school council as long as the representation on the leadership board is consistent with the council composition outlined above.

Charter Schools are exempt from the requirement for site councils as their Academic Policy Committee (APC) serves as the decision-making body representing parents.

**Council Selection:**

Principal: selected by virtue of his/her position and shall have the responsibility to guide the council in developing an organizational structure for conducting the council's business

Employees (teachers and support staff): eligible staff must be assigned to the school for more than 50% of their daily schedule. Itinerant teachers will be considered members of their home-based school.

Parents: eligible parents must have a child in the school during the period of elected service. The system for election is defined in the bylaws of school council. Recognized parent groups should be represented on the school council.

Non-parent community member: elected by the seated members of the council following a nomination process conducted by the principal, in accordance with the school council bylaws.

Student(s): elected through a process defined at the school level, in accordance with the school council bylaws.

Elected school council members may stand for re-election if they continue to meet the requirements of the position. Council members shall not be District Board of Education members. Parent and non-parent community members shall not be employees of the District assigned in any capacity (except short-term substitute or stipends) to the school of their representation.

**Comment [MA5]:** SSBC recommendation: leave as written or amend to work with what is currently written in the School-Based Decision Making Process Booklet, April 2006. (It is different and the composition could be as well be a bit different.

**Comment [MA6]:** I recommend deleting the preceding section because the district cannot dictate that the nationally recognized parent group leadership board makeup is consistent with the required site council composition.

**Reasoning:** The primary nationally recognized parent groups is PTA. Local PTA units are independent organizations whose bylaws cannot be in conflict with those of National PTA or their respective state PTA. In Alaska, local units are somewhat less independent than they may be in some states. Alaska local units are subdivisions of Alaska PTA sharing their non-profit designation. Additionally, PTAs are member, not board, driven organizations. Approval of the bylaws, budget, goals, programs, advocacy positions, election of officers, etc requires action at a membership meeting. In accordance with required model bylaw sections, the board:

- Prepares and submits to the membership a budget for adoption for the year;
  - Approves expenditures within the limits of the budget;
  - Approves at least two board members as check signatory. Individuals authorized to sign checks should not be related to each other by marriage or any other relationship;
  - Acquires liability insurance which is paid annually to the Alaska PTA no later than December 1;
  - (S)elects an (sic) auditor or auditing committee
  - Files Form 990 with the IRS and submit a copy of this Form to Alaska PTA for its records; and
- Ensures that any bylaw amendments are attached to IRS Form 990 along with a page of explanation of the changes. ...Lynn Hohl

**Comment [MA7]:** SSBC agrees with suggestion to change to "except short-term substitute or stipends

**Comment [MA8]:** There was no change made from the original here.



SCHOOL-BASED MANAGEMENT/SITE COUNCILS

Parameters and Functions:

School councils shall conduct their business in compliance with the following:

- Alaska Statutes
- Alaska Department of Education and Early Development Regulations
- Board of Education Policies
- Federal Laws and Regulations related to education
- Negotiated Agreements and Associated Variances
- School District Administrative Regulations and Rules (i.e. enrollment, calendar, transportation, fiscal services, purchasing, environmental requirements [OSHA, AHERA], staffing formulas, curriculum, assessments)
- Contracts with suppliers and vendors
- Budgetary limitations
- Student Activity Association requirements
- Limitations defined by Board of Education action or administrative mandates

Bylaws:

All school councils shall operate under bylaws adopted by the council and filed with the Superintendent. Bylaws should be reviewed annually with amendments proposed as needed. School council decisions will be made by consensus as defined in the council bylaws. All meetings, notices, and agenda topics, and minutes are to be advertised, held publicly in accordance with the open meetings act, and minutes posted and/or distributed to the school population disseminated to the public and school community.

Bylaws should specifically address the following elements:

- School mission statement
- Composition of the school council and terms of service
- Officers
- Agenda setting
- Meeting frequency, date, and time, and requirement to be publicly held in accordance with the Alaska Open Meetings Act  
(A minimum of four meetings is required per year)
- Minutes  
(Copies sent to the Superintendent after each meeting)  
(Posted and/or distributed to the school population)  
(Copies retained in the school office for possible future reference by the public or staff)
- Process for revision of bylaws
- Process for Community input/participation in council work

**Comment [MA9]:** Note: Added annual bylaw review since it's important that an effective site council be knowledgeable of their bylaws. It's also important that site councils realize the obligation they have to meet the intent of the Alaska Open Meetings Act of due notice. Moved the requirement for public meetings and posting and distributing minutes to the existing meeting and minutes elements following...Lynn Hohl  
Note: Sterling Site Council comments that this annual review is not a good use of time and "enforcing" familiarity will result in more hoop-jumping and less productive time spent on school issues.

**Comment [MA10]:** SSBC recommends the suggested changes in this paragraph plus the addition. Note: Added annual bylaw review since it's important that an effective site council be knowledgeable of their bylaws. It's also important that site councils realize the obligation they have to meet the intent of the Alaska Open Meetings Act of due notice. Moved the requirement for public meetings and posting and distributing minutes to the existing meeting and minutes elements following.

**Comment [MA11]:** KBeach Site Council: Is posting the minutes and agenda on PowerSchool, school blog and links in Principal newsletters enough communication?

**Comment [MA12]:** KBeach Site Council: We would like training on Open Meeting Law and the nuances Alaska Open Meeting Act so if technical issues that might arise we will be prepared.

**Comment [MA13]:** SSBC recommends leaving the way it was originally.

**Comment [MA14]:** SSBC – just "posted"

**Comment [MA15]:** Note: Added minutes retention at school site (believe the Open Meetings Act requires records be retained and accessible for public review); an assessment of the community input/participation in council work which is essential to a council that truly reflects community needs and values; and the need to clarify how the council interacts with the district and other entities...Lynn Hohl

**Comment [MA16]:** KBeach Site Council: We were also wondering if there was process or procedure to follow to help us revise our bylaws. A series of questions we would ask to help us with this process.

**Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0420(d)

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

(See attached Exhibit for sample form)

- Self-evaluation to be completed annually including assessment of community input/participation in council work

**Comment [MA17]:** SSBC – leave as it is originally written

(District identified process submitted to the Board of Education– see attached Exhibit)

- Who may speak for or represent the council and under what circumstances.

**Comment [MA19]:** SSBC – Agree, this should be implemented.

**Comment [MA18]:** Note: Added minutes retention at school site (believe the Open Meetings Act requires records be accessible for public review); an assessment of the community input/participation in council work which is essential to a council that truly reflects community needs and values; and the need to clarify how the council interacts with the district and other entities.LH

**General Operation:**

The principal remains the sole administrator of the school and will operate the school within the normal constraints of the District, including working with the school council. When Districts and schools establish school councils that foster involvement focused on improving student achievement, all children benefit. To that end, input from school councils will be considered on decisions affecting school improvement plans such as:

- Inservice plans
- School staffing patterns
- Curricular initiatives/projects/courses
- Capital improvement and maintenance project needs
- Co-curricular activities
- School policies
- School budget
- Scheduling
- Preferred qualifications/characteristics for staff hires
- Concerns brought to the council by the public
- Parent/Student Handbooks
- Local needs based on student data
- Negotiating charter school shared facility agreements
- Facility improvement/modifications
- Pupil activity funds
- Board and district goals

**Comment [MA20]:** Note: Added four items already required by E1312a, BP 5030, AR 6141.4 and AR 6187 and four additional items either addressed by councils at the direction of the board or because of impact on student achievement...Lynn Hohl

**Selection of School Administrator:**

When a vacancy at a school site for the principal/principal teacher becomes known, the Superintendent will consult with the School Council. The Council will provide the Superintendent with input regarding selection qualifications for candidates. Additionally, opportunities will also be provided for individual

community or school members to provide information regarding preferred qualifications/characteristics that they would like candidates to possess. If an **Philosophy-Goals-Objectives and Comprehensive Plans** AR 0420(e)

### SCHOOL-BASED MANAGEMENT/SITE COUNCILS

opening is determined, the Superintendent will cause the position to be advertised, will receive applications, screen and evaluate materials and conduct interviews. When possible, interviews will be open to the public to observe and will be conducted at the school with written opportunities for evaluation available to those observing. The Superintendent will make the selection, subject to approval by the Board of Education. However, if an internal candidate who already has a current district administrative contract is selected, the Board will be notified of the appointment.

#### Waiver Process:

School councils that conclude their work in improving student performance is impeded or frustrated by the existence of a District policy or administrative regulation may petition for a waiver from the requirements.

Written requests are submitted for consideration by the Superintendent.

Waivers of policy and regulation must meet the following criteria:

1. Identify the specific policy, regulation, or requirement, which the council wishes to have waived.
2. Describe the manner in which the policy, regulation, or requirement impedes the improvement of student achievement in that setting.
3. Detail the manner in which the council anticipates accomplishing the intent of the policy, regulation, or requirement for which the waiver is sought.

The curriculum of the District is, by statute and policy, defined by the Board of Education. Departure from the prescribed curriculum will require approval consistent with the Board of Education regulation *BP 6141 Curriculum Development*.

#### District Support:

District office personnel will collect, interpret, and provide student performance data to the local school. The school councils will use this data as they review and assure alignment between school development plans/school council activities and the focus on improvement of student learning.

*Comment [MA21]: The preceding section is aligned with e9000b Role of Board and Members, Administrator Selection Process Protocol, Selection of a Site Administrator except:*

- e9000(b)8. If internal candidate already under contract, Board notified (public comment); and
- e9000(b)11. Regional administrator or shared administrator vacancy will have a modified process.

*Note: The process in e9000(b)11 is currently undefined in policy, regulation or exhibit. It is the superintendent's responsibility to define the process. Personally, I prefer e9000(b)11 be modified to allow some form of site council involvement...Lynn Hohl*

*Comment [MA22]: Note: All three additions may seem insignificant but are provide clarity to the public...Lynn Hohl*

**Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0420(e)

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

In addition, District office personnel will use their specialties to assist school councils in operations and training, particularly in the following areas:

- Operational rules for school councils
- Conflict resolution
- Effective meetings
- Consensus building
- Techniques for active listening
- Goal setting processes, implementation plans, and assessment processes
- School council committees– to maximize involvement from constituencies
- Team building
- Assessing community attitudes
- Writing/updating bylaws
- Alaska Open Meetings Act
- Curriculum Development

Comment [MA23]: *Note: Site councils may benefit from at least a brief overview of their obligations under the Open Meetings Act. Additionally, a review of curriculum development could be helpful to a site council seeking a waiver from district curriculum which is specifically listed as an option in this AR. ...Lynn Hoh!*

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date: 4/4/2011**

## AASB Instruction: STUDENT NUTRITION AND PHYSICAL ACTIVITY

The policy and AR have been updated to comply with the federal Healthy, Hunger-Free Kids Act (sec. 204 of P.L. 111-295). This Act expands upon the wellness policy requirements for public school districts. The law requires that school district wellness policies now provide for nutrition promotion as well as nutrition education. The policy must be developed, implemented, and reviewed by identified stakeholders, including school health professionals and P.E. teachers. The district must have goals for nutrition education and physical activity, as well as nutrition guidelines. Students, parents, and the public must be informed of the wellness policies and their implementation. Finally, districts must appoint individuals to be responsible for wellness implementation and compliance at each school. The revised policy incorporates these changes in the law. Goals for nutrition education, physical activity, and other school based activities have been set forth in the AR. Districts should review these goals to determine if they are appropriate for your school sites, taking into consideration input from the stakeholders identified in the policy. The policy changes will require formal Board adoption.

### Students

BP ~~5141.65040~~(a)

Note: This policy is intended to provide a framework for developing a legally compliant wellness policy. The policy adopted by your school board must be developed with the involvement of the identified advisory group discussed in Section A.

## STUDENT NUTRITION AND PHYSICAL ACTIVITY

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore, the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

### Planning and Periodic Review by Stakeholders

The School District and/or individual schools within the District will create or work with ~~an appropriate existing advisory group that will~~ the District Wellness Committee that assists in developing, implementing, monitoring, reviewing, and, as necessary, revising school nutrition and physical activity goals. The advisory group should be composed of students, parents, food service personnel, School Board, school administration, ~~teachers~~ school, health professionals, physical education teachers, and other interested community members. The advisory group should be provided with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies.

### Nutrition

All foods available in District schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. The Superintendent shall develop and implement nutrition guidelines for

all foods available on campus.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards ~~under the School Meals Initiative~~. To the maximum extent practical, all schools in the District will participate in available federal school meal programs.

All other foods and beverages made available on campus (including, but not limited to vending, concessions, a la carte, student stores, classroom parties, and fundraising) during the school day will be consistent with the nutrition standards developed by the Superintendent described in AR 5141.6, and based on U.S. Dietary Guidelines for Americans.

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing, or controlling chronic diseases, and maintaining a healthy weight, ~~and supporting the ability to learn.~~

*(cf. 0210 – Goals for Student Learning;  
cf. 3550 – Student Nutritional Program;  
cf. 3553 – Free and Reduced Price Meals;  
cf. 3554 – Other Food Sales)*

### **Physical Activity**

All students in grades K-12 will have opportunities, support, and encouragement to be physically active before, during, and after school each school day.

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing, or controlling chronic diseases, maintaining a healthy weight, and supporting the ability to learn.

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

### **Communication with Parents**

The District/school will inform and update the public, including students, parents and the community, about the content and implementation of its policies that promote student wellness.

The District/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District/school will send home nutrition information and/or will post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards established by the District. The District will provide parents with information on healthy foods

that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

The District/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside school. Such support will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

*(cf. 6020 – Parent Involvement)*

### **Monitoring, Compliance, and Evaluation**

The Superintendent will ensure compliance with established District-wide nutrition and physical activity wellness policies and administrative regulations.

The Superintendent will designate one or more persons to be responsible for ensuring that each school within the District complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with District health and nutrition goals.

The School Board will receive an annual ~~(or biannual or triannual)~~ summary report on District-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the wellness goals, based on input from the schools within the District. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel-, and will be made available to the public in the District.

*Legal Reference:*

*Richard B. Russell National School Lunch Act, 42 U.S.C 1751 et seq.*

*Child Nutrition Act of 1996, 42 U.S.C. 1771-~~et seq-1793.~~*

CODE OF FEDERAL REGULATIONS

7 C.F.R parts 210 and 220, National School Lunch Program and Breakfast Program

**Kenai Peninsula Borough School District**  
**Adoption Date: April 17, 2006**

**STUDENT NUTRITION AND PHYSICAL ACTIVITY**

**Nutrition**

Schools will provide students access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

~~Schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards established by this administrative regulation.~~

~~Schools will not use foods or beverages as rewards for academic performance or good behavior. Building administrators may make allowances for special occasions at their discretion.~~

~~Schools will not withhold food or beverages as a punishment.~~

Traditional cultural foods may be exempted from the food standards described below for educational and/or special school events.

Food and beverages available at school (including but not limited to vending, a la carte, and student stores) must meet the following food and beverage nutrition standards. It is recommended that after-school groups also follow the nutrition standards. A list of appropriate choices will be provided.

**Nutrition Education Goals:**

The primary goal of nutrition education is to influence students' eating behaviors. Building nutrition knowledge, attitudes, and skills helps children make lifelong healthy eating choices. District schools shall work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects students' cultural practices; that is integrated into core subjects; and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District shall also seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors. Knowledge of food – how it is grown, who grows it, how it is prepared, its connection to traditions, sustainability and its influence in shaping society – is integral to a comprehensive education. **To the extent possible:**

- a. Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- b. Classroom nutrition education shall be reinforced in the school dining room



or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers as much as possible.

c. Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.

d. District health education curriculum shall be based upon Alaska standards for nutrition and physical activity.

e. Nutrition education shall be part of the health education and core curricula (e.g., math, science, language arts).

f. Schools shall strive to link nutrition education and physical activity with a coordinated school health program.

g. Staff and teachers who provide nutrition education shall have appropriate training.

h. Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors.

i. Schools shall strive to conduct nutrition and physical education activities that involve families, students and the community.

j. Schools shall strive to establish, or support, an instructional garden to provide students with experiences in planting, harvesting, preparing, serving and tasting foods integrated with nutrition education and core curriculum.

k. The district shall strive to develop a farm to school program to provide fresh, wholesome, local and sustainably grown foods.

**Nutrition Guidelines:**

**Food and Beverages**

Foods served through the National School Lunch and School Breakfast Programs will comply with nutrition standards established by the U.S. Department of Agriculture. Other food and beverages (including but not limited to vending, concessions, a la carte, student store, parties and fundraising), served from one-half hour before the start of the school day until one-half hour after the end of the school day, must meet the following food and beverage nutrition guidelines.

**Beverage Standards:**

Water approved for sale: Plain or carbonated water that does not contain added sweeteners (natural or artificial, including sucralose, Splenda, and aspartame),

vitamins, caffeine, or herbal supplements. Water may be sold in any size.

Juice or juice/water blends approved for sale: 100% fruit or vegetable juice or juice/water blends, plain or carbonated, that do not add sweeteners (natural or artificial), caffeine, or herbal supplements. Maximum size allowed for sale is ~~20-12~~ oz.

Milk approved for sale:

- 2%, 1%, or fat free (skim) milk. Maximum size allowed for sale is ~~20-16~~ oz.
- Enriched rice, nut, or soy milk (may be “low fat”). Maximum size allowed for sale is ~~20-16~~ oz. Rice, soy, or nut milks must be enriched with calcium, per 8 oz. serving, to at least 30% of the Daily Value set by the U.S. Food and Drug Administration.
- Flavored milk may contain no more than ~~67-55~~ grams of sugar total per ~~20-16~~ oz. (27 grams of sugar per 8 oz.) including both naturally-occurring and added sweetener. Maximum size allowed for sale is ~~20-16~~ oz.

Sports and Vitamin Drinks approved for sale: Beverages that contain less than ~~37-30~~ grams of sugar per ~~20-16~~ oz. serving with no artificial sweeteners. Maximum size allowed for sale is ~~20-16~~ oz.

Comment [MA1]: Seward Site Council wanted to sell vitamin waters. LH

Milkshakes and smoothies will follow the food Standards listed below.

Other Beverages are not approved for sale, ~~with the exception of:~~

- ~~• Diet carbonated beverages containing less than 100 milligrams of caffeine per 20 oz. (middle school level).~~
- ~~• Carbonated beverages containing less than 100 milligrams of caffeine per 20 oz. (high school level).~~

Individual schools may choose to adopt stricter food and beverage guidelines than put forth in this policy.

**Food Standards:**

1. Fat: 30% or less of total calories from fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese, and butter).
2. Saturated plus Trans Fat: 10% or less of total calories from saturated plus *trans* fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese, and butter).
3. Sugar: No more than 35% total sugar by weight including naturally occurring and added sugars (except for sugars that occur naturally in a dairy product, fruit, or vegetable).

4. Portion Sizes (maximums):

- a. One and one-quarter ounces for chips, crackers, popcorn, cereal, or jerky
- b. Two and one-half ounces for trail mix, nuts, seeds, or dried fruit
- c. Two ounces for cookies or cereal bars
- d. Three ounces for bakery items
- e. Three fluid ounces for frozen desserts, including, but not limited to, ice cream
- f. Eight ounces for non-frozen yogurt

Exceptions to these administrative regulations for food and beverage may be made for individual products which have sufficient nutritional value to offset sugar or fat content, or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with samples of the product in question (when possible), shall be provided to the Supervisor of Student Nutrition Services for approval before products are placed in schools.

## **PHYSICAL ACTIVITY**

### **Physical Activity Opportunities**

Schools will strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

### **Physical Activity Goals**

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and to promote a physically active lifestyle for all community members, including staff, families and students. To the extent possible:

- a. Provide quality physical education (PE) programs and adapted physical education programs in accordance with the district's physical education curriculum standards:
  - (1) Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;
  - (2) Improve and/or maintain students' physical fitness, providing the tools to self assess;
  - (3) Teach short- and long-term benefits of a physically active and healthy lifestyle; and
  - (4) Promote a lifelong physically active lifestyle.

b. At a minimum, provide physical education or its equivalent to all students, including students with disabilities, special health care needs, and in alternative educational settings, as follows:

(1) Elementary school students – 150 minutes per week during the school year.

(2) Middle school students – the equivalent of 45 minutes of daily physical education.

(3) High school students – one full credit of physical education over four years in accordance with graduation requirements.

c. Whenever possible, physical education classes will be taught by teachers with appropriate training and credentials for physical education.

d. Whenever possible, all students shall be physically active during the school day through PE classes, daily recess periods for elementary school students, the use of evidence-based classroom teaching techniques, such as stretching and movement breaks, and the integration of physical activity into the academic curriculum. Recess shall not be a substitute for PE classes.

e. Whenever possible, all students shall be given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals and interscholastic athletics and physical activity clubs.

f. Schools shall encourage families to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.

g. Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

h. Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

i. Schools shall encourage students to meet the American Academy of Pediatrics recommendation of 50 minutes of daily physical activity.

~~Schools will encourage students to walk or bike to school where feasible as a way to promote physical activity.~~

~~Schools will discourage extended periods of inactivity.~~

### **Physical Education**

~~The District will strive to provide all students in grades K-12, including students with disabilities, special health care needs, and in alternative educational settings, with quality daily physical education or its equivalent of 60 minutes/week (elementary) and 3 credits of total physical education credit~~

~~(secondary: middle school plus high school).~~

### **Recess**

~~All elementary students shall have a minimum of 15 minutes a day of supervised recess, preferably outdoors as weather permits, during which students are encouraged to participate in moderate to vigorous physical activity with appropriate space and equipment.~~

### **Other**

~~Teachers and other school and community personnel are discouraged from using physical activity (e.g., running laps, pushups) or withholding opportunities for physical activity (e.g., recess, physical education, physical activity breaks) as punishment during the school day. (See Recess section above.)~~

~~(cf. 5144 Discipline)~~

~~Schools should provide, at a minimum, one indoor and one outdoor physical activity area for community, student and school staff use. This area may include the normal classroom and playground.~~

### **OTHER SCHOOL-BASED ACTIVITIES**

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

#### **Dining Environment Goals**

- (a) Schools shall provide clean, safe and pleasant meal environments for students.
- (b) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- (c) To the extent feasible, the school district shall make drinking fountains available and accessible in all schools, so that students have access to water at meals and throughout the day.
- (d) The school district shall encourage all students to participate in school meal programs and protect the identity of students who eat free and reduced price meals.
- (e) The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment.
- (f) In accordance with applicable laws, schools are encouraged to involve

students in meal preparation, service, and clean-up.

- (g) Schools shall encourage and facilitate access to hand washing before and after meals.

### **Time to Eat Goals**

- (a) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes for lunch and 20 minutes for breakfast.
- (b) Schools shall schedule lunch as close to the middle of the school day as possible. Opportunities for mid-morning or mid-afternoon healthy snack breaks shall be encouraged.
- (c) Whenever possible, schools shall work to schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat. Schools are encouraged to schedule separate recess and dining times.

### **Food or Physical Activity as a Reward or Punishment**

- (a) The use of food as a reward or punishment in schools is prohibited.
- (b) The use of physical activity as punishment during the school day is also prohibited. Examples include:
- ~~Schools shall not denying~~ student participation in recess or other physical activities as a form of discipline or for classroom make-up time.
  - requiring students to run laps, do a number of pushups, etc.

While this practice has been used by many throughout the years, continued use is strongly discouraged and should be avoided.

### **Consistent School Activities and Environment**

- (a) Schools' fundraising efforts should be supportive of student wellness, comply with consideration of Nutritional Guidelines, promote physical activity and limit commercial influence.
- (b) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- (c) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

(e) Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with existing and future Board policy.

(f) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

(g) Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

*(cf. 1330 – Use of school facilities and properties)*

Legal References

US Public Law 111-296, Healthy Hunger-Free Kids Act of 2010

**Kenai Peninsula Borough School District**  
**Adoption Date: April 17, 2006**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

**Eligibility to Graduate**

- A. In order for a new student entering the Kenai Peninsula Borough School District to receive a Kenai Peninsula Borough School District diploma, he/she must be enrolled as a full-time student by the beginning of the second semester of the senior year and fulfill all requirements of the District. To be considered full time, a student is required to enroll for a minimum of 2.0 credits per semester (e.g., four courses at .5 credit each, or two courses at 1.0 each).
- B. Students enrolling in a District school during the second semester of their senior year must enroll in the District for a minimum of 2.0 credits (e.g., 4 courses at .5 credit each or 2 courses at 1.0 credit each for the semester).

For new students transferring to the District as seniors in their second semester who do not plan to receive a Kenai Peninsula Borough School District diploma, the following process is allowed. Upon request of the parent, student and former school district, the Kenai Peninsula Borough School District school will send the previous school progress reports so a diploma may be granted by the previous school or previous school district. The student may participate in the Kenai Peninsula Borough School District graduation ceremony provided they are receiving a diploma from their previous school or district.

- C. In order to receive a Kenai Peninsula Borough School District diploma, students who leave the District must either fulfill graduation requirements before they leave or have completed an approved plan for meeting the requirements prior to the graduation date. This plan must be approved by the principal of the school granting the diploma, and by the District Superintendent.
- D. Deviation from these requirements may be approved by the Superintendent of schools as recommended by the building principal.

**Credit for Home School, Private School or Correspondence Courses**

- A. Credits received from schools accredited through state departments of education or national regional accreditation associations will be accepted by the Kenai Peninsula Borough School District.



## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

AR 6146.1(b)

- B. Credits claimed from nonaccredited schools will be subject to approval by the District instructional team:
1. Students must provide evidence of work completed for the course for which credit is requested.
  2. Students must demonstrate competency in the language arts, mathematics, science and social studies course for which credit is requested; such competency should be equivalent to that of other Kenai Peninsula Borough School District students who have received credits for a similar or like KPBSD course.
  3. In order to receive credit outside the core areas, the student must provide evidence of work completed and an assessment of work completed which will be evaluated by the District instructional team.

### **Eighth Grade Credits High School Credits at the Middle School Level**

~~No credits are recognized for graduation for courses taken during the eighth grade at the middle school.~~In certain cases, courses taken by middle school students may be recognized for high school credit towards graduation requirements. Students may, however, receive high school credit for high school work if they take high school courses at the high school with high school students. Additionally, middle school students may receive high school credit for Algebra I upon successful completion (with a grade of C or better), even if taken at the middle school. Credit awarded for successfully completing algebra at the middle school will appear on the student's transcript with the grade of "Pass," but no points will accrue to the grade point average. The words "Credit Earned" will follow the course title.

### **Weighted Grades**

~~Beginning in the 2004-2005 school year, a~~Additional quality points will be assigned for College Board Advanced Placement (AP) courses for the purpose of calculating grade point average (GPA). For each passing semester grade in an Advanced Placement course, 0.021 will be added to the student's cumulative GPA. Students must also complete the AP course examination.

### **Credit Limitations**

No more than one (1.0) credit of classroom aide experience during the high school career can qualify toward graduation.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date: ~~1/16/2006~~ \_\_\_\_\_**

**TRAVEL REIMBURSEMENT  
For Employees and Board Members**

To Be Used When Overnight Travel is Required

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Employee E#

**RECEIPTS MUST BE ATTACHED**

**FOR EXPENSES IN CONNECTION WITH:**

Purpose of Meeting \_\_\_\_\_

Meeting at \_\_\_\_\_ Dates \_\_\_\_\_

**TRANSPORTATION:**

Airfare (documentation required) at \$ \_\_\_\_\_ \$ -  
 or number of miles \_\_\_\_\_ at 0.565 \$ -  
 based on GSA mileage rates at <http://www.gsa.gov>

**PER DIEM\*\*:**

Departure Date \_\_\_\_\_ Time \_\_\_\_\_  AM  PM

In-State Rates (based on State of Alaska rates):

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
Hotel @ actual								\$ -
Breakfast @ \$12								\$ -
Lunch @ \$16								\$ -
Dinner @ \$32								\$ -

(Out-of-State rates based on federal GSA per diem rates, <http://www.gsa.gov>)

Return Date \_\_\_\_\_ Time \_\_\_\_\_  AM  PM

**OTHER EXPENSES:**

Please list \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TOTAL** \$ -

I certify the above is a true statement of expenses incurred by me in connection with the activity noted above and accordingly make claim for reimbursement.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Account number

\_\_\_\_\_  
Administrator Approval

\*\* No meals or incidental expenses shall be paid unless associated travel requires extended hours, out of district travel or overnight lodging. To be eligible for meal reimbursement on the day travel begins or ends, an individual must be in travel status for a minimum of three consecutive hours within the meal period noted below:

Breakfast: Midnight to 10:00 AM  
 Lunch: 10:00 AM to 3:00 PM  
 Dinner: 3:00 PM to Midnight

**Must Be Submitted Monthly**

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

E 3360(b)

**MILEAGE REIMBURSEMENT - Board Members and District Employees**

<div style="background-color: yellow; height: 20px;"></div> Name	<div style="background-color: yellow; height: 20px;"></div> Employee E#
<div style="background-color: yellow; height: 20px;"></div> Address	<div style="background-color: yellow; height: 20px;"></div> Month

Date	From	To	Purpose	Actual Miles	Meal Expenses

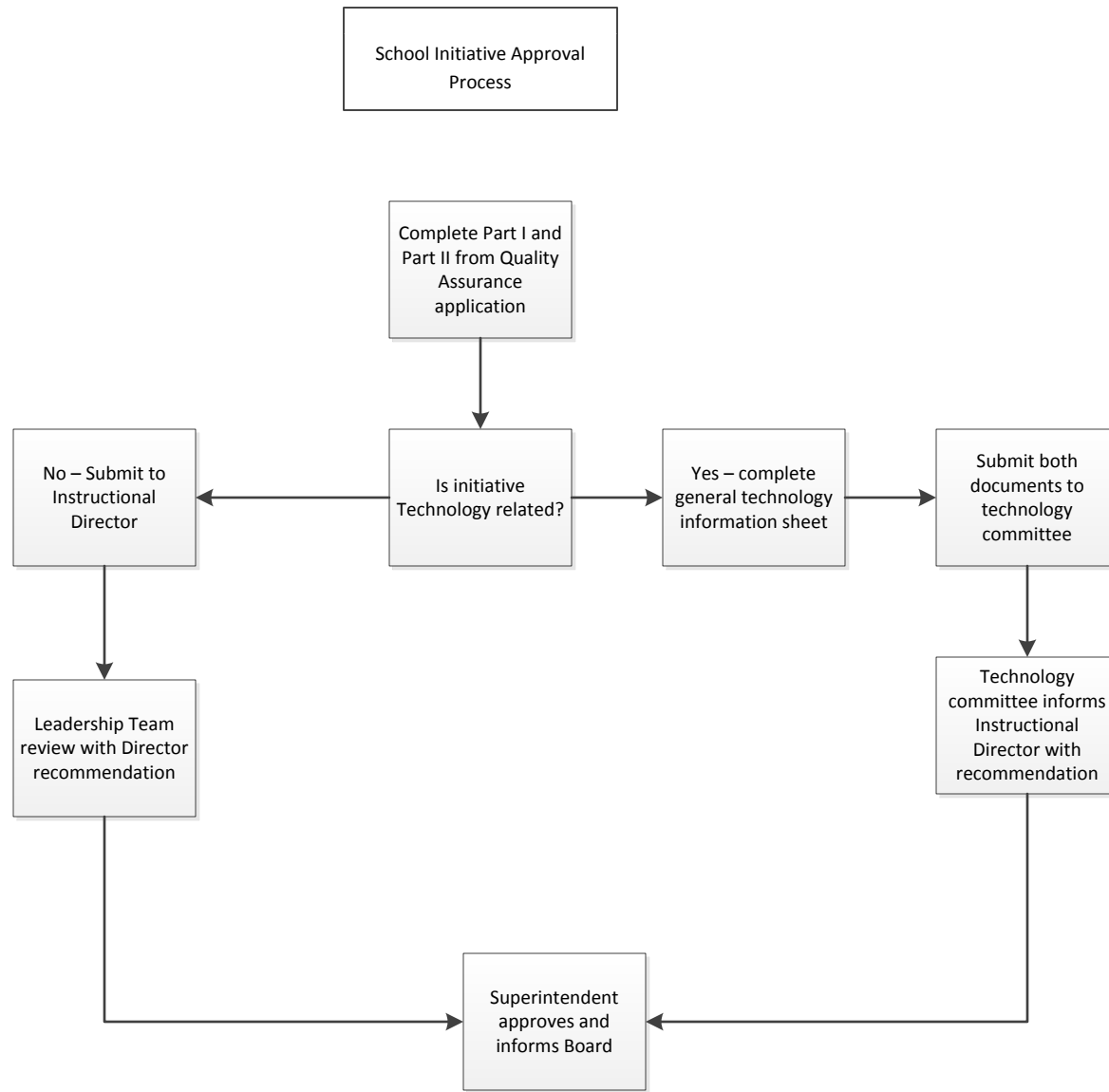
<b>SUB TOTALS: Total Miles</b>	0 @ 0.565 GSA rate per mile	\$ -	\$ -
<b>TOTAL REIMBURSEMENT REQUESTED</b>			<b>\$ -</b>

Rates based on federal GSA rates, <http://www.gsa.gov>.

I hereby certify that the above is a true statement of expenses incurred by me in connection with the activity noted and accordingly make claim for reimbursement.

<div style="background-color: yellow; height: 20px;"></div> Date	<div style="background-color: yellow; height: 20px;"></div> Signature
<div style="background-color: yellow; height: 20px;"></div> Account Number	<div style="background-color: yellow; height: 20px;"></div> Administrator Approval

Breakfast: Midnight to 10:00AM - Lunch: 10:00AM to 3:00PM - Dinner: 3:00pm to Midnight  
 Rev. 1/1/13 - ma **Must be Submitted Monthly**



School:		School Vision:		Initiative:	
<b>Part I - Plan:</b> Identify the gap and the approach					
Purpose: What is the need? What is insufficient with current status or system? How will students benefit?					
District Strategic Plan Goal that is supported:					
Identify One-Year SMART objective:					
Identify Two-Year SMART objective:					
How will this plan be communicated to all stakeholders:					
Professional development/training needs for staff:					
Budget considerations: Where will the funding come from? What is the plan for sustainability?					
<b>Part II - Initial Action Plan:</b> What steps do you anticipate needing to take to reach the year-long SMART goal? Include communication to stakeholders.					
Step: What steps will you and your school take?		Measure/Indicator: What data will be collected? How will you know step is completed?		End Date: When will the work be completed?	
				Person(s) responsible:	
<b>Part III - Study:</b> Analysis of data after implementing initial action plan (this step should take place 90 days after implementation)					
What data gives evidence to progress of plan effectiveness? Insert data here along with analysis below.			What data gives evidence to a lack of progress of plan effectiveness? Insert data here along with analysis below.		
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan: ___ Year-long target goal has been met and will be changed to a new target goal on a similar topic. ___ Year-long target goal not met but current plan is effective so we will continue it. ___ Year-long target goal not met so plan will continue with improvements to the plan. ___ Year-long target goal not met and we will move in a different direction. ___ Other (Please explain)					
<b>Part IV - Updated Action Plan:</b> Revise or continue with implementation based on data analysis. What next steps do you anticipate needing to take to reach the three year-long SMART goal or revised SMART goal? Include communication updates.					
Step: What steps will you and your school take?		Measure/Indicator: What data will be collected? How will you know step is completed?		End Date: When will the work be completed?	
				Person(s) responsible:	
<b>Part V - Study:</b> Describe the results of the two-year implementation of this initiative. Include all supporting data and analysis below along with perceived and documented impact. Include how results will be communicated to stakeholders.					

School Administrator signature: \_\_\_\_\_

# Kenai Peninsula Borough School District

## Technology/Digital Resource Approval Request Form

In order to evaluate the effectiveness of digital resources in KPBSD and to ensure alignment with district goals, an approval process has been developed regarding the purchase of hardware and software.

Included below are directions for completing the form. The next page in this document includes a flowchart outlining the steps in the process.

- Step I: Complete the General Information section.
- Step II: Complete the Digital Resource Information section. Secure the building administrator's signature, Information Services' signature if required, and sign indicating your commitment to completing an evaluation report regarding the effectiveness of the digital resource.
- Step III: Complete Initiative Quality Assurance form Part I Plan and Part II Initial Action.
- Step IV: Requests of under \$2500 require only a one-year objective and study on the Quality Assurance form
- Requests over \$2500 require a complete review process on the Quality Assurance form

### Request Timeline

1. Technology/Digital Resources requests will be reviewed monthly by the District Educational Technology Committee.
2. Submit request by the first day of the month to the Technology Integration Specialist. **Note: Requests submitted after the 1<sup>st</sup> day of the month will be reviewed the following month.**
3. Applicants will be notified regarding the status of the request by the 15<sup>th</sup> of the month.

# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

## Technology/Digital Resource Approval Request Form

### *GENERAL INFORMATION*

School Name	
Applicant Name	
Applicant Email	
Applicant Contact Phone	
Date Submitted	
Content Area	
Grade Level(s)	

### *DIGITAL RESOURCE INFORMATION*

Digital Resource Title & Version Number	
Quantity	
Source – Company Name & Web Address	
Company Technical Support Representative	Name: _____ Phone: _____
Purpose of Digital Resource	Educational Game <input type="checkbox"/> Collaboration <input type="checkbox"/> Problem Solving <input type="checkbox"/> Simulation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Tutorial <input type="checkbox"/> Productivity <input type="checkbox"/> Creativity <input type="checkbox"/> Reference/Informational <input type="checkbox"/> Testing <input type="checkbox"/>
Type of Resource	Commercial Software <input type="checkbox"/> Online or Web Resource <input type="checkbox"/> Hardware <input type="checkbox"/>
Installation Type	CD <input type="checkbox"/> Download <input type="checkbox"/> External Hardware <input type="checkbox"/> Online Login <input type="checkbox"/> None <input type="checkbox"/>
Additional Equipment Needed	
<b>Total Cost</b>	
Administrator Approval	Administrator Signature: _____
Purchase Compatible with District Infrastructure – <b>Information Services’ Approval Required if not on Compatible List</b>	Information Services’ Signature: _____



Year:		School:	
Site Council Goal(s):			
District Goal(s) that was supported: Be clear on how it was supported and how students benefited.			
Communication: How was the community informed of goal(s), meetings and updated on progress?			
What actions were taken to achieve the site council goal(s)?			
What measures were used to determine that goal(s) were reached?			
Meeting Dates	Major Topics discussed	Major Actions/Decisions during meeting	Prior Actions/Decisions reviewed – what evidence was used to determine impact of actions?
What data gives evidence to progress of meeting goal(s)?			
What other significant actions did the site council take to support District goal(s) during the year?			

