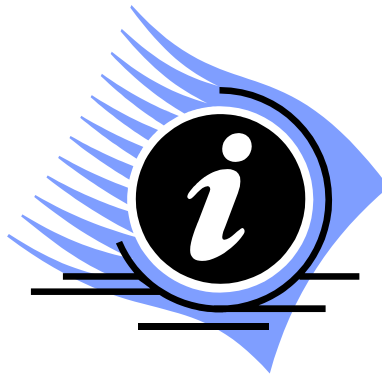


**General Information Items
for the
Board of Education**



AASB Call for Resolutions

To: Board Presidents
CC: Superintendents, Board Secretaries
From: Sunni Hilts, Resolutions Committee Chair
Date: July 26, 2013
Re: Call for Resolutions (Response due by Sept. 27, 2013)

AASB is soliciting resolutions from local school boards for consideration at the **2013 Annual Conference on Nov. 7-10 at the Anchorage Hilton Hotel**. The enclosed packet has been reviewed by the AASB Board of Directors and includes two new proposals for directing AASB initiatives in 2014:

- Teacher Tenure (New Resolution 4.14)
- Teacher Evaluations (New Resolution 4.15)

Your school board may wish to comment on these proposed changes or submit resolutions of your own. But to do so, AASB requests that your board schedule time to discuss the resolutions at a regular meeting and vote by official board action. The deadline established by our bylaws for AASB to receive your comments and proposals is **September 27th**.

All resolutions received will be compiled and a complete set of resolutions containing proposals from districts will be sent back to your board 30 days before the annual conference, or by Oct. 7, 2013. If you have any questions regarding the resolutions, please contact John Greely or Norm Wooten at 463-1660 or at jgreely@asab.org or nwooten@asab.org

Address your district's proposed resolutions and/or amendments to:

Resolutions Committee
Association of Alaska School Boards
1111 W. 9th Street
Juneau, AK 99801

A discussion paper explaining the proposed changes and a graphic showing the timeline and process for AASB resolutions are included in this mailing. A **teleconference is scheduled for September 11 at noon** with AASB staff to answer any questions you may have.

AASB New Resolutions for 2013

New 4.14 Teacher Tenure

AASB supports amending state law to lengthen the period in which school administrators can evaluate teachers for purposes of granting tenure. The current tenure law (AS 14.20.150) provides tenure after a teacher works continuously in a district for three years and meets the district performance standards.

Rationale. State requirements for evaluating non-tenured teacher performance require two observations each year and one observation each year for tenured teachers. Under the state's new evaluation system (4 AAC 04.200) districts will evaluate a teacher on each of seven content standards and on student growth, starting at 20 percent of an educator's evaluation in 2015-16 and increasing to 50 percent in 2018-19. The complexity of the new evaluation system and the need to recruit and retain excellent teachers argues in favor of extending the tenure period beyond three years.

New 4.15 Teacher Evaluations

AASB urges the Department of Education & Early Development to help school districts implement the new regulations for evaluating teachers, administrators and special service providers in public schools.

Rationale. The State Board of Education and Early Development adopted 4 AAC 04.200 in December 2012, creating a phased approach to the use of student growth measurements in teacher evaluations. The phasing will result in 50 percent of an educator's evaluation being based on student growth beginning in 2018-19. That standard is very ambitious and districts will need assistance in developing and implementing an evaluation plan that is equitable to staff and maintains accountability for teachers and other professional staff.

(~~Strikethrough~~ indicates language deleted; **bold underlined** shows language added)

1.4 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB urges the state to clear up ambiguities in the state charter school law without detriment to the state charter school concept. AASB supports charter schools as long as the local school board **and/or the Department of Education & Early Development**

- (a) retains the sole authority to approve the charter;
- (b) retains options to terminate the charter of any school that fails to meet criteria set forth in the charter
 - or as otherwise specified by the local school board;
- (c) maintains authority to require and enforce accountability, including determining the criteria, standards,
 - or outcomes that will be used in establishing the charter;
- (d) ensures that a charter does not foster racial, social, religious or economic segregation or segregation of children with disabilities.

Rationale. Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. SB 88, Formation of Charter Schools, became law in 1995. It gave local school boards the ability to approve or deny charter school applications, and not be overturned by another group, and gave local boards the ability to add other requirements for charter schools, including Principal/Head Teacher Certification. *Amended 1998, 1999, 2003, 2011 (Sunset Nov. 2013)*

2.2 URGING THE LEGISLATURE TO ADJUST THE BASE STUDENT ALLOCATION FOR K-12 EDUCATION

AASB urges the Alaska Legislature to increase the Base Student Allocation (BSA) in the state's K-12 education funding formula beyond \$5,680, where it has been since 2010. An annual BSA increase is critical to the ability of school boards to plan for rising costs of education and to sustain educational improvements, **and for parents and students to set educational goals.** Additionally, AASB urges the Alaska Legislature to pass legislation that would utilize the current year student count as the budgetary basis for the succeeding fiscal year.

Rationale. The BSA is a basic unit of Alaska's commitment to public education. Adjustments to the BSA (AS 14.17.470) protect the foundation formula and its several funding factors against the impact of inflation. In 2012, the State of Alaska studied district funding and determined that districts would fall behind if the BSA were increased by less than \$320 per student in FY 2013. No increase was provided by the ~~27th~~ Legislature **in 2010-2013**. *Adopted 2012 (Sunsets November 2017)*

2.17 INSURANCE COSTS

AASB urges the Alaska State Legislature to take action through increased funding **and/or creation of new insurance pooling arrangements** to mitigate increases in insurance costs.

Rationale. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. The cost of health and liability coverage, in particular, has added to escalation of fixed costs faced by districts. *Adopted 2002, Amended 2003, 2006, 2007 (Sunset Nov. 2017)*

Big Issues for Alaska Education – July 2013 Discussion Paper

Cost Containment, Efficiencies, Innovation

The Legislative Task Force on Sustainable Education has a broad mission statement based on the premises that the cost of K12 education in Alaska is spiraling ever upward, that administrative overhead in districts may be expanding at the expense of instructional services and that alternative means of funding schools should be examined. The task force is also supposed to examine the availability of curriculum in districts to meet new state education standards. As of early July, the membership of the task force included only the co-chairs, Rep. Tammie Wilson of North Pole and Rep. Lynn Gattis of Wasilla. Other members are to be drawn from the business community, the Native community and from education. The task force is to issue a report by next January. It has a staff and travel budget of \$250,000.

At the same time, the Senate Finance Committee is looking into creation of a statewide insurance pool for all school districts. Senate Bill 90 was introduced on March 27, waived from the Education Committee a week later and approved by State Affairs Committee on April 6. It now is sitting in the Finance Committee, where the prime sponsor, Sen. Mike Dunleavy of Wasilla, is a member. SB 90 extends group insurance cover to an estimated 18,300 school district employees and 29,000 dependents. If all 47,300 people join, it would quadruple the membership of the AlaskaCare Employee Health Plan. Districts would pay monthly bills to the health care plan for their employees. The payments from districts would include enough money to repay the Public Education Fund roughly \$100 million over 10 years for the creation of a reserve for initial claims. The total cost of health insurance claims for district is estimated at \$282 million in Fiscal Year 2012, according to a survey by the Alaska Association of School Business Officials (ALASBO). Letters endorsing the concept of SB90 have been submitted by Mat-Su, Kenai, Copper River, Cordova, St. Mary's and Yukon-Koyukuk. Opposition statements have come from NEA-Alaska and Unalaska SD, which cited its existing insurance pool with Iditarod SD. The Senate Finance Committee is tentatively scheduled to conduct public hearings on the insurance pool, among other education issues, on August 20-21 and September 10-11.

Digital Learning

The Consortium for Digital Learning was formed as a means to improve student achievement through digital learning for every student in Alaska. AASB's CDL has implemented successful 1:1 pilots in over 120 schools from Legislative appropriations in 2006, 2008, and 2011 totaling \$8 million. Since 2010, CDL has been able to support and assist local districts in areas of professional development, technical services, digital content, and project management through \$1.3 million in additional legislative and departmental grants. Personalizing learning with technology has positive implications for every content area and every aspect of education; from early childhood to post-secondary/workforce readiness, special needs to advanced learning. Universal access to current technology tools (one

device per child) supports curriculum that leads to a well-educated workforce needed for today. Technological tools in the hands of every student of Alaska levels the playing field and empowers those who are perceived as ordinary to make extraordinary contributions. Why would we hesitate putting technology in the classroom when the rest of the world's entities are clamoring for its benefits?

CDL developed a comprehensive initiative for a statewide 1:1 initiative for all 129,000 students and 8,000 teachers that was included in Governor Parnell's Alaska Digital Initiative. The comprehensive nature of the initiative is designed to equally address the critical components of readiness, hardware, digital content, teacher professional development, technical services, and evaluation. To support this initiative, a classroom of the future with supporting offices would be established as "The Alaska Institute for 21st Digital Learning". AASB was identified by Governor Parnell as the entity to implement this strategy.

Discussions are now occurring with the administration, individual legislators and private industry concerning financial support of all, or parts of the initiative.

School Choice/Charters/Boarding Schools

Two identical constitutional amendments were introduced in January by Rep. Wes Keller of Wasilla and Sen. Mike Dunleavy of Wasilla to delete the prohibition in Article VII, Sec. 1 of public funding of private schools. They require a two-thirds vote of each house to be placed on the ballot for voters. Gov. Parnell has endorsed them, in addition to Commissioner Hanley. House Joint Resolution 1 remains in its first committee, Education, while SJR9 has passed out of the Judiciary Committee and is in Finance.

A related bill was introduced late in the session by Sen. Dunleavy to expand corporate tax credits for contributions to public, private or religious schools. SB89 would boost the current \$5 million annual cap on individual tax credits to \$25 million. SB92 by Sen. John Coghill of Nenana offers the option to municipalities to credit private school tuition against a local property tax payment. The bill is in the Senate Education Committee.

Expansion of charter schools is contemplated in HB93, by Rep. Gattis. As originally drafted it would allow virtually any entity (public or private) to become an "authorizer" of a charter school. That authority is now vested in school districts, with review by EED. Multiple drafts of HB93 proposed various methods governing, regulating and funding charters. The bill remains in the House Education Committee.

Sen. Coghill introduced SB47 to triple the amount of per-pupil monthly stipends provided by the state to boarding schools operated by school districts. The final version of the SB47 doubles the stipend and allows districts to contract with non-

profit or Native corporations to provide room and board. It was signed into law by Gov. Parnell.

Tenure

Rep. Tammie Wilson sponsored HB162, proposing to bump to five years from three the service time required before districts can offer tenure to teachers. The measure was introduced on March 11, referred to one committee and reported to the full House for a vote on April 4. HB162 was amended on the floor to retain the three-year tenure benchmark in smaller school districts (those in communities of 5,500 or less). The bill now rests in the Senate Education Committee.

Standards/Curriculum

The State Board of Education & Early Development adopted new English language arts and mathematics standards last year. In recent weeks, the Alaska standards have come under criticism from opponents of the Common Core State Standards being implemented in other states. The basic contention from opponents is that the new standards surrender state authority over education to the federal government. EED defends the Alaska standards as different from the Common Core, flexible enough to allow districts to select their own curriculum and rigorous enough to prepare students for college and careers.

Rep. Paul Seaton of Homer introduced HB190 on March 28 to require districts to provide high school students with full course credit when they demonstrate mastery of a subject. The bill followed several hearings in the House and Senate in which ANSEP (the Alaska Native Science & Education Program) testified as to the difficulty it has in getting student proficiency recognized by students' home districts. HB190 requires districts to "establish, within a reasonable time period, an assessment tool and a standard for demonstrating mastery in secondary school courses...that are likely to be or have been the subject of a challenge" by students. The bill passed the House on April 11 and now rests in the Senate Education Committee.

Rep. Wes Keller proposed HB31, mandating that schools teach America constitutional history curriculum as a requirement for graduation. The House Education Committee approved the bill and it now sits in House Finance. HB31 earned an endorsement from the Alaska Civil Liberties Union, which encouraged the legislature to expand the scope of the bill to include more recent history, including Alaska history.

Rep. Laura Reinbold of Eagle River introduced HB151, establishing a letter grading system for all public schools, ala Florida. The bill would grant an 'A' rating to schools whose students make "excellent" progress from year to year based on statewide assessments in reading, writing, math and science. Ratings of 'B' to 'F' would follow for lesser student achievement gains. The letter grades presumably would be in

addition to the star grading system recently approved by EED. HB151 passed House Education and rests in House Finance.

AASB Positions on the Big Issues

Cost Containment, Efficiencies and Innovation

Many of our resolutions (38 of 107) relate to funding schools at adequate levels. Member districts have endorsed an increase to the Base Student Allocation (Resolve 2.2) and urged the Legislature to fund grants for student improvement strategies (2.4), Intensive Needs Students (2.7) and capital projects (2.8). Pupil transportation (2.14) and energy cost relief (2.21) are also addressed in resolutions.

AASB has raised awareness of rising insurance costs and asked (in Resolve 2.17) for added appropriations to help address the issue. An amendment to this resolve could also ask the Legislature to examine creation of an insurance pool to reduce costs (re Senate Bill 90). Other resolutions that address cost containment include 2.20 (the 70% rule) noting administrative costs that districts incur in applying for waivers; the amount of excess facility space some districts face with declining enrollments (Resolve 2.29); and the savings that could come from investing in K-3 intervention strategies and reducing remediation later (2.38).

Digital Learning

The use of instructional technology and the CDL mission is represented in AASB Long Range Planning Innovation Goal and AASB Resolutions 2.11, 2.26, 2.32, 2.36, 4.6, 5.2, 5.3, and 5.20. We could synthesize those resolutions into a common message to the Legislature of support for a comprehensive digital initiative that 1) is adequately funded to ensure all districts participate, 2) addresses all critical components, 3) provides a model to measure fidelity of implementation, and 4) appropriate choices for local school districts.

School Choice/Charters/Boarding Schools

AASB first adopted a resolution opposing school vouchers almost 20 years ago (1.5). The charter school resolution (1.4) is almost as long-standing and could be modified slightly to address issues raised by HB93. We have no resolutions that address the use of public tax credits for financial support of private schools (SB89) or for payment of private school tuition (SB92). Resolution 2.15 addresses district operated boarding schools, and 5.9 speaks to regional vocational training centers.

Tenure/Standards/Curriculum

AASB has no resolutions that address changes to tenure law or changes to standards or mandated curricula. Resolve 5.7 encourages district to increase the amount of civics education offered.

AASB Resolution Grid

This score sheet was used by the AASB Board of Directors on July 21 in reviewing resolutions adopted by our member districts in 2012 and previous years. As you know, the board makes recommendations to our members for new resolutions and amendments to our existing resolutions each August. Those recommendations together with resolutions by individual districts are compiled for the Annual Conference in November.

The score sheet organizes the resolutions in numerical order with a short title and notes which resolutions are scheduled to sunset in November 2013. **We have 53 resolutions scheduled to sunset in November!** A blank column on the right is intended for your use to keep track of any board actions on individual resolutions.

Resolution Title	Sunset in 2013	AASB Board Action on July 21	Your Board Action
1.1 Pledge of Allegiance	No	Move to Belief Statement	
1.2 Mandated consolidation	Yes	Continue	
1.3 Mandated boroughs	Yes	Continue	
1.4 Charter Schools	Yes	Amend	
1.5 Vouchers	Yes	Continue	
1.6 Centralized treasury	Yes	Continue	
1.7 NCLB/ESEA	No	Amend rationale re waiver	
1.8 Students Outside System	Yes	Continue	
1.9 Compulsory attendance age	No		
1.10 Student attendance	No		
2.1 Sustained funding/fiscal plan	No		
2.2 BSA	Yes	Amend	
2.3 Secure Rural Schools Act	No		
2.4 Grants for School Improvement	No		
2.5 IDEA	Yes	Continue	
2.6 Standards based early learning	Yes	Continue/Amend (strike standards based from title)	
2.7 Intensive Needs post count	Yes	Continue	
2.8 CIP List	Yes		
2.9 Basic Need	No		
2.10 Education endowment	Yes	Continue	
2.11 Instructional technology	Yes	Continue/Amend to add curriculum technology	
2.12 School debt retirement	Yes	Update if needed	
2.13 Revenue sharing	Yes	Continue	

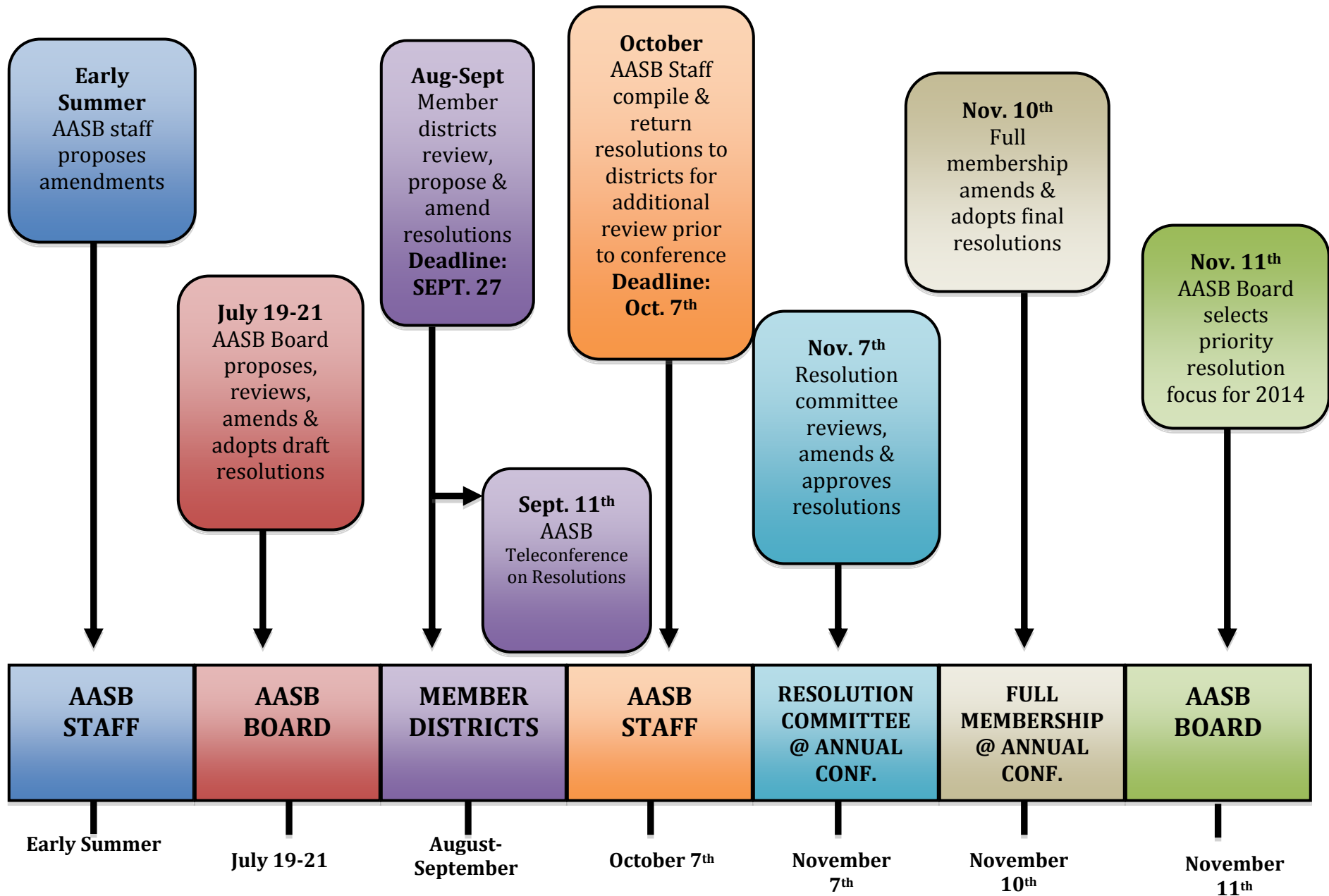
2.14 Pupil Transportation	Yes	Update	
2.15 Boarding schools	Yes	Update	
2.16 Transient student funding	No		
2.17 Insurance costs	No	Amend	
2.18 RIFs	Yes	Continue	
2.19 PERS-TRS relief	Yes	Continue	
2.20 Minimum instructional expenditure (70%)	Yes	Continue	
2.21 Energy cost relief	No		
2.22 Ferry service	No		
2.23 Bypass mail	No		
2.24 Set BSA in advance	No		
2.25 Public land trust	No		
2.26 STEM/STEAM	Yes	Continue	
2.27 Revise step-down in ADM	Yes	Continue	
2.28 Reduce ADM in K-6 & K-12	Yes	Update	
2.29 Excess facility space	Yes		
2.30 Facility audits	Yes		
2.31 Funds for student travel	No		
2.32 Central purchasing AASB	No		
2.33 Career-Tech funding	No		
2.34 School meals	No		
2.35 Funding for schools w/ADM below 10	No		
2.36 Funding for K3 intervention	No		
2.37 SESA	No	Discontinue	
2.38 Reduce need for remediation	No		

2.39 Energy plan	No		
Resolution Title	Sunset in 2013	Board Action on July 19-21	
3.1 Child as top priority	Yes	Sunset	
3.2 Promoting SEL	Yes	Continue	
3.3 Fetal alcohol & drug exposure	Yes	Continue	
3.4 Access to pornography	Yes	Continue	
3.5 Violence in media	Yes	Continue	
3.6 Inhalant, alcohol, tobacco etc	Yes	Continue	
3.7 Cooperation among child agencies	Yes	Continue	
3.8 Suicide education & prevention	Yes	Continue	
3.9 Safe, caring & connected schools	Yes	Continue	
3.10 Student health services	Yes	Continue	
3.11 HIV/AIDS & STD education	Yes	Continue	
3.12 Human sexuality education	Yes	Continue	
3.13 Children's Trust	Yes	Continue	
3.14 Early learning	Yes	Continue	
3.15 Safe & Drug Free Schools	Yes	Continue	
3.16 Parental permission for surveys	No		
3.17 Student wellness	No		
3.18 Early brain development	No		
3.19 Schedule tests to miss major religious holidays	No		
3.20 Reducing loss	No		

of credit			
3.21 Member requests from AASB	No		
3.22 Restoring Denali Kid Care	No		
3.23 Students in interscholastic activities	No		
3.24 Immunization funding	No		
3.25 Tobacco free schools	No		
4.1 Staff development	No		
4.2 National certification	Yes	Data re teacher effectiveness	
4.3 Mentoring	No		
4.4 Special education training	Yes	continue	
4.5 Teacher et al shortages	Yes	Continue	
4.6 Repeal SS offset	No		
4.7 Restore defined benefit	No	Aug. 8 Retirement Board	
4.8 Health care costs	No		
4.9 Special services via technology	No		
4.10 Staff performance incentives	No		
4.11 Reinstate retire-rehire	Yes	Continue	
4.12 Alternative pathways to highly qualified	Yes	Continue	
4.13 Notification of teacher changes	No		
5.1 Career exploration	Yes	Continue	
5.2 Curriculum expansion via tech	Yes		
5.3 Native	Yes	Continue	

language programs			
5.4 Community schools	Yes	Continue	
5.5 Increasing student contact time	Yes	Continue	
5.6 Modify certificate of student achievement	No		
5.7 Civic education	No		
5.8 Assessments in Native languages	No		
5.9 Career-tech centers	Yes	Continue	
5.10 ESEA flexibility for Native languages	Yes	Continue	
5.11 Universal access for 3 & 4 y.o.	Yes	Continue	
5.12 Family involvement by districts	Yes	Add support for legislature to fund such programs	
5.13 Alaska Native Education Act	No		
5.14 Post-secondary credit	No		
5.15 HSGQE	No		
5.16 Flexibility in national tests	No		
5.17 Graduation rates	No		
5.18 On-line testing	No	Delete high stakes in title	
5.19 Library funding	No		
5.20 Displaced students	No		

AASB 2013 Resolution Process & Timeline



NOTE: New or amended resolutions must be received by AASB forty (40) days prior to the November Resolutions Committee meeting. (Date stamped by Sept. 27th) Resolutions returned to districts no later than October 7th.

AASB 2013 Resolution Process & Timeline



Who	When	What
AASB Staff	Early Summer	Staff proposes amendments
Board of Directors	July 19-21	Review amendments, adopt draft resolutions
Member districts	August- September	Review, propose & amend resolutions. Return to AASB by Sept. 27
AASB Staff	October 7	Compile amendments. Return to districts by Oct. 7.
Resolution Committee	November 7	Review, amend & approve resolutions
Full Membership	November 10	Resolutions amended & adopted
Board of Directors	November 11	Select priority resolution focus for 2014



Core Resolutions and Belief Statements

**With new resolutions and amendments proposed
by the AASB Board of Directors for consideration
by member districts**

Deadline for district response: September 27, 2013

Note:

~~Strikethrough~~ indicates language deleted

Bold underlined indicates new language

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AASB Mission Statement

The mission of AASB is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

Belief Statements

Belief Statements are brief philosophical statements about issues the AASB membership believes to be true. They are distinguished from Resolutions in that they are longstanding, universally accepted statements that require no specific action yet underpin the beliefs of the association.

GOVERNANCE

B.1 LOCAL GOVERNANCE

Public education is the responsibility of the states and of the local school boards created by those states. This system of local school board governance is one of the purest examples of democracy in action today in that school boards, as locally elected representatives, are held accountable for public education by the public they serve as locally elected representatives. The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing students with quality public education, focused on student achievement through effective local governance. *Amended 2003, 2007, 2009*

B.2 BINDING ARBITRATION

Binding arbitration removes decision making from locally elected school boards and puts it in the hands of an outside entity, and allows a third party to determine the salaries, benefits and working conditions of school district employees who bargain collectively. It is the elected school board's responsibility to weigh the consequences of decisions concerning management of school resources. The Association of Alaska School Boards opposes any legislation that provides for binding arbitration as the final step in collective bargaining.

B.3 ADVISORY BOARD TRAINING

State law requires the establishment of advisory school boards in REAA's and allows them in city and borough school districts. School boards have delegated authority and responsibility to those advisory school boards, and are encouraged to provide in-service opportunities and training to local advisory boards to help them become effective contributors to excellence in education in their communities.

B.4 SCHOOL BOARD MEMBER TRAINING

School board members are elected by their local school district citizens based on minimum statewide requirements of eligibility to vote and residency. They are responsible to the public for policy issues and budgets of millions of dollars and are coming under increasing public scrutiny. The Association of Alaska School Boards strongly encourages all school board members to avail themselves of training opportunities to increase their understanding of the issues confronting their district, to improve their ability to make the decisions required of them and to demonstrate their accountability to the public.

B.5 CLASS SIZE

AASB opposes any legislative mandating of class size or making class size a negotiable item of bargaining. The Alaska Supreme Court has held that class size is not a mandatory subject of collective bargaining. While school boards recognize the advantage of small class size, they must be able to use discretion when weighing the cost of reduced class sizes with other financial obligations and educational needs of a district. Making class size a mandatory subject of collective bargaining might make class size subject to grievance binding arbitration or otherwise diminish board control over staffing levels. Legislative mandates similarly infringe on the discretion of local decision-makers. *Amended 2009*

FUNDING

B.6 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all school age children. Public education is fundamental to democracy and economic advancement of the state. AASB calls upon the Governor and the Alaska Legislature to make sustainable, adequate and equitable funding a top priority for the exemplary education of our youth. *Amended 2003, 2005, 2006, 2008*

B.7 UNFUNDED MANDATES

Schools have been inundated with statutes, regulations and court decisions that require additional services without accompanying appropriations. With inflation eroding purchasing power and increased expectations for services, schools are forced to respond with decreased resources. AASB encourages all policy makers to take responsibility for their mandates by fully funding or removing them. *Amended 1999*

B.8 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

AASB believes that the Alaska State Legislature and the Governor must address the continuing need for appropriate school facilities and major school maintenance. *Amended 1998, 2002, 2006, 2009*

CHILD ADVOCACY

Preamble

As community leaders committed to education and the equal opportunity for each child to achieve his/her potential, **we** act on behalf of all children for the good of the community; and **we** act on behalf of each child. **We** accept our responsibility and its challenge of finding viable and relevant solutions to the myriad of problems facing children today. **We** believe that while parents bear primary responsibility for the education of their children, it takes a whole community to educate a child. **We** encourage parents and guardians, the legislature, tribal governments, agencies, organizations, businesses, communities, congregations, and extended families to willfully commit to the development of each child. Together **we** will identify and clearly articulate the needs of our children, and together **we** will implement effective solutions and achieve measurable results. Together, **we** will share in the rewards that an emotionally healthy, educated, and vital citizenry will contribute to the future of Alaska. To fulfill our role in the shared responsibility of educating children, **we** are resolved to pursue the following resolutions. *Amended 2002, 2006, 2007, 2009, 2011, 2012*

B.9 CHILD ADVOCACY MISSION STATEMENT

The advocacy role of school board members is to promote parental, public and social service commitment to the shared responsibility of educating all children and youth in public education. *Amended 1998*

B.10 LANGUAGE, CULTURAL AND ETHNIC DIVERSITY

Alaska is a vast state and is populated by persons of diverse cultural, ethnic, and linguistic backgrounds. Our schools must promote an environment that respects the ethnic, linguistic and cultural diversity of the student populations. AASB honors and celebrates those languages and cultures indigenous to Alaska. Furthermore, AASB believes that schools must make every effort to support programs that encourage learning and valuing diverse cultures. In doing so, AASB encourages tolerance and pride without isolating or alienating a particular group. *Amended 1998, 2007, 2011, 2012*

B.11 INCREASE IN FAMILY AND PARENTAL INVOLVEMENT IN SCHOOLS & EDUCATIONAL PROGRAMS

AASB believes, and research supports the belief, that one of the most important factors in student achievement is parental, family and guardian involvement in the educational process, both at home and in the schools. AASB feels that family involvement in the education of children is the highest priority and strongly encourages school districts to be proactive and engage families in a culturally responsive way. *Amended 2003, 2006, 2007, 2008, 2009, 2012*

B.12 SUPPORTING SOBRIETY

AASB encourages our Board Members, school staff, students, parents and community members to help in overcoming our communities' affliction with alcohol and drugs. AASB supports efforts of schools and communities to become and remain alcohol and drug free through activities that: encourage the formation of sobriety groups in every Alaska community; encourage the practice of healthy lifestyles, values and activities; support existing groups working to promote sobriety; educate students on the consequences of their actions; and encourage and support sober role models. *Amended 2007, 2010*

B.13 PREVENTION/EARLY INTERVENTION

AASB believes in the prevention aspects of health and social service programs. Prevention is cost effective, both in dollars and in reducing human suffering. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place. AASB supports early identification of and intervention for children at risk and inclusion of parents and guardians and community partners in prevention and intervention services. *Amended 2002, 2006, 2008*

B.14 PROHIBITING PERSONS CONVICTED OF SEXUAL ABUSE FROM SERVING ON SCHOOL BOARDS

School board members should serve as role models for students and staff. AASB believes that persons convicted of sexual abuse should be legally prohibited from serving on a school board or REAA school advisory boards. *Amended 1998, 2007, 2008*

B.15 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA

AASB believes children are the top priority of our state. This declaration extends to the safety, health, education and future of our children. *Adopted 2005, Amended 2006, 2008*

PERSONNEL

B.16 ALASKA NATIVE TEACHER HIRE & RETENTION

Studies have shown that Native teachers have had a very positive effect on Native students. The hiring and retention of qualified Alaska Native teachers has long been supported by educational and Native organizations. AASB strongly urges school districts to recruit qualified Native teachers and administrators. Colleges and universities within the state are encouraged to more actively recruit Native students and to develop Indigenous certification programs designed to build on the strengths of indigenous pedagogies. Local school districts, with the help of the Alaska Department of Education and Early Development, are encouraged to provide leadership in developing programs to encourage Native students to choose education as a field of study, and to make every effort to foster the hiring and retention of Native teacher aides and teachers. *Amended 2010, 2011*

B. 16(a) QUALITY STAFF IMPROVES STUDENT LEARNING

High-quality, highly motivated and innovative teachers, administrators and other staff are essential for successful student learning.

EDUCATION PROGRAMS

B.17 EARLY CHILDHOOD EDUCATION

All children should have opportunities to learn during the formative early childhood years. Many of Alaska's young children are placed at risk for future school failure because they do not have access to rich learning opportunities for a variety of reasons. The Association of Alaska School Boards therefore supports and encourages districts and/or communities to develop early childhood programs, which include parent and family involvement. *Amended 1998, 2007, 2012*

B.18 EDUCATIONAL IMPROVEMENT

AASB believes the elements of a quality educational improvement effort should address the following key areas:

- Parental Involvement: Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to assure desired results – a "world class" education.
- Community engagement: Should involve many different sectors of the community in the schools to broaden the experience afforded students and promote the shared responsibility of adults in our communities in supporting Alaska's youth to achieve academic success, engage in positive, thriving behaviors and reduce unhealthy behaviors.
- Student Standards: Should include the development of educational programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse educational and cultural needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).
- Professional Standards: Should include the highest standards of professionalism by school employees throughout the district.
- Learning Environment: Should include adequate and appropriate space, furnishings, equipment, supplies and technology. *Amended 1998, 2010, 2011*

B.19 CIVIC RESPONSIBILITY

The strength of our democracy rests in large part on the success of our public schools in educating all young Alaskans in a deep understanding our democracy from the local to the national level. This understanding includes a working knowledge of evolving governmental principles and structure through the international level, and the importance of citizenship and civic responsibility, including meaningful student government experiences. These lessons should begin in preschool and continue through all the school years. Lessons should, in total, provide strong grounding for fully informed and involved citizenship. It is the duty of each generation to teach the next how democracy works. *Adopted 2008, Amended 2010, 2012*

AASB CORE RESOLUTIONS

GOVERNANCE

1.1 PLEDGE OF ALLEGIANCE

The Association of Alaska School Boards encourages each school board to incorporate the Pledge of Allegiance to our nation's flag in a manner that it sees fit as a regular part of each district's daily activities. AASB further urges that every effort be made to inform students of the true meaning of this pledge to deepen their interest and understanding of citizenship and civic responsibility in a democratic society.

Rationale. Public education is the cornerstone of our democracy. School board service, at its core, is one of the most purely democratic institutions in America today. The Pledge of Allegiance is an important civics lesson, recited every day across the nation by school children. *Adopted 2002 (Sunset Nov. 2017)*

1.2 OPPOSING MANDATED SCHOOL CONSOLIDATION

AASB is opposed to mandated school consolidation because it will greatly reduce local control for a significant number of school districts in Alaska.

Rationale. In 2004 the Alaska Local Boundary Commission (LBC) and Department of Education & Early Development (EED) completed a report, which suggests only marginal savings by consolidation of school districts. AASB continues to seek and engage in cooperative and shared service opportunities, thereby creating a significant savings of state tax dollars for all involved.

The concept of cooperation and shared services, as an alternative to mandated consolidation, ensures local autonomy and decision-making is preserved. AS.14.14.115 provides a grant program that encourages the sharing of services to recognize cost economies. Some communities and school districts have considered it viable to consolidate, and have done so through their own volition as a local decision. Others currently participate in shared administrative services, including purchasing and other business functions, and should be applauded and encouraged in their efforts to achieve efficiencies.

No evidence has been provided to support the proposition that significant savings or improved student learning would result from the indiscriminate combining of school districts. Studies on school consolidation imply an imperceptible savings. Public perception may be different. School boards are encouraged to involve the public more thoroughly in efforts to explain their budget and to seek input throughout the budgeting process. *Amended 1999 & 2003 (Sunset Nov. 2013)*

1.3 OPPOSITION TO MANDATED BOROUGH FORMATION

AASB continues to oppose mandatory formation of boroughs. A mandatory borough act reduces the current level of local responsibility and control by encouraging the elimination of small REAA districts and small city districts, and would also reduce the level of local control of education, as it exists today.

Rationale. Local communities may differ in their values and the priorities associated with the delivery of educational services.

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in some rural areas of the State. If the state wishes to require local communities to contribute financially, the legislature already has the statutory authority to implement a tax in the unorganized borough. Creating an additional level of local government may not produce the desired effect. *Amended 2001, 2003 (Sunset Nov. 2013)*

1.4 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB urges the state to clear up ambiguities in the state charter school law without detriment to the state charter school concept. AASB supports charter schools as long as the local school board and/or the Department of Education & Early Development

- (a) retains the sole authority to approve the charter;
- (b) retains options to terminate the charter of any school that fails to meet criteria set forth in the charter
or as otherwise specified by the local school board;
- (c) maintains authority to require and enforce accountability, including determining the criteria, standards,
or outcomes that will be used in establishing the charter;
- (d) ensures that a charter does not foster racial, social, religious or economic segregation or segregation of children with disabilities.

Rationale. Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. SB 88, Formation of Charter Schools, became law in 1995. It gave local school boards the ability to approve or deny charter school applications, and not be overturned by another group, and gave local boards the ability to add other requirements for charter schools, including Principal/Head Teacher Certification. *Amended 1998, 1999, 2003, 2011 (Sunset Nov. 2013)*

1.5 SCHOOL VOUCHERS

The Association of Alaska School Boards is opposed to using public tax dollars to finance private, parochial, or home school vouchers.

Rationale. Public schools educate every child, regardless of race, ability, religion, economic circumstance, or special needs. Public schools, through their elected school boards, are directly accountable to the citizens of the community for the expenditure of public funds. Taxpayer-funded vouchers for private, parochial, or home school tuition and fees drain scarce resources from public classrooms and diminish revenues available for public schools. Vouchers may raise local taxes if state appropriation is insufficient.

The U.S. Supreme Court ruled in June 2002 that a voucher program in Ohio did not violate the U.S. Constitution. Referenda in other states have turned down vouchers. The Alaska Supreme Court has held that the following provision of the Alaska Constitution, a restriction independent of the U.S. Constitution, bars disbursement of public funds for the purchase of private or parochial education:

“The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.”

(Alaska Constitution, Section 1. Public Education.)

In addition, voucher funding tied to students could not fully ensure students or taxpayers the benefits of accountability measures, like state mandated content and student performance standards, and could not satisfy other state and federal mandates under which public schools are required to operate, without invading the religious and other constitutional freedoms of private and parochial schools. (*Sunset Nov. 2013*)

1.6 CENTRALIZED TREASURY: DISTRIBUTION OF ALLOCATED FUNDS FOR SCHOOLS AND INTEREST EARNED

AASB urges the Legislature and local governing bodies to assure that all designated funds directed to school districts, including interest earning related thereto, must go to school districts without penalty, and that all interest on school district funds must accrue to the school district.

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public education. The efforts of local school districts should be to provide sound planning for future educational needs. Certain municipalities under centralized treasuries have retained state funds allocated to school districts. Some municipalities retain fund balances on school budget monies, and interest accrued on school funds are sometimes held by the municipalities. As it is unclear how interest on school funds are to be distributed, this action will make certain all moneys allocated and earned for schools are used to benefit children. Currently, with a municipal centralized treasury it is possible for school money to be used for things other than education. “Use it or lose it” is a disincentive to utilize educational funds in the most efficient and effective manner. *Adopted 1998. Amended 2002, 2004, 2008 (Sunset Nov. 2013)*

1.7 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT (NCLB)

AASB urges the legislature and the Alaska Department of Education and Early Development to join AASB in advocating for the reauthorization of a significantly improved federal Elementary and Secondary Education Act (ESEA) by amending the law to replace arbitrary proficiency targets with ambitious achievement targets based on rates of success actually achieved by the most effective public schools. Among our concerns is an over-emphasis of standardized testing; a narrowing of curriculum and instruction to focus on test preparation; the use of sanctions that do not help improve schools; the inherent impossibility of 100 percent of special education and LEP students passing tests at grade level; and inadequate funding. The federal law should be amended:

- To allow states to measure progress by using students’ growth in achievement over an expanded period of assessments, as well as their performance in relation to predetermined levels of academic proficiency.
- To ensure state and local control over requirements for “highly qualified” teachers for every class, especially in small schools.
- To ensure that small, rural districts wishing to expand their innovative educational practices with federal funding are not penalized for their lack of administrative capacity to compete for such funding.
- To address school improvement and student achievement goals effectively.
- To ensure that improvement plans are given sufficient time to take hold before applying sanctions.
- To raise the funding of Title I and other programs to levels required by these recommendations without reducing expenditures for other educational programs.

- To continue separate funding for programs in Title VII for the Alaska Native Educational Equity, Support and Assistance Act.
- To allow broad flexibility in improvement strategies to tailor response efforts to widely differing reasons for low achievement, especially for very small rural schools.
- To replace punitive sanctions for persistent low achievement with remedial resource availability for identification and remediation of specific actual causes of low achievement.
- To set realistic goals for student achievement on standardized tests, with differentiation of goals for special education students.

Rationale. Since passage of NCLB, as amendments to the ESEA in 2001, local school boards have gained substantial experience with its implementation, including the benefits of having rich data about the performance of specific schools and groups of children in their communities. In addition to these benefits, boards have concluded that ESEA places too much emphasis on one way of evaluating schools and students. Among our concerns is an over-emphasis of standardized testing; a narrowing of curriculum and instruction to focus on test preparation; the use of sanctions that do not help improve schools; the inherent impossibility of 100 percent of special education and LEP students passing tests at grade level; and inadequate funding. ~~Without amendments to ESEA state achievement goals must continue to ratchet up to the unrealistic goal of 100 percent proficiency by 2014, when all too many public schools will be subject to arbitrary sanctions for failure to achieve the impossible. AASB also believes that nationally normed tests, such as Terra Nova, the National Assessment of Educational Progress (NAEP), that are not aligned to Alaska state standards, should not be mandated.~~ **A waiver granted by the Department of Education to the State of Alaska in May of 2013 removed public schools from the accountability model that inaccurately labeled them. In exchange, the state agreed to adopt new English/language arts and mathematics standards, devise its own system for accountability for improving student achievement and develop a new evaluation system for teachers and administrators based in part on student achievement.** *Adopted 2006 Amended 2008, 2010, 2011 (Sunsets Nov. 2016)*

1.8 ACCOUNTABILITY AND ADVOCACY FOR STUDENTS OUTSIDE THE PUBLIC SCHOOL SYSTEM

AASB urges the Legislature to give State Department of Education and Early Development the authority and funding to register and track the achievement of all school-age children throughout the state who are not enrolled in public schools or private schools that perform assessment substantially equivalent to that performed by the state. Parents of such students should be required to provide information regarding instruction of and progress of their children, to provide accountability that essential skills are being taught and learned. Public school students are already tracked through benchmark exams and the HSGQE. AASB supports assessment of all students to see that adequate, essential skills are being provided.

Rationale. The goal is to ensure every child receives a quality education. Children receiving an education outside the public school system at home are not required to register or be accountable throughout their education. The State of Alaska has no compulsory law requiring some form of educational plan be filed with the state. Whether by not enrolling or by leaving the school systems of the state, no “safety nets” for students are in place to assure that all students are receiving the benefit and right of an education. No independent or objective testing, including the high school qualifying exam, is required for these students.

Though home schooling can be very effective for some, public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling. Entry of these students into public education puts the receiving districts in a position of providing substantial remedial assistance, while subjecting the students to the same testing and evaluation standards as other students. With the enactment of federal No

Child Left Behind legislation, public schools are unfairly held accountable for any inadequate preparation of entering students. With the High School Graduation Qualifying Exam, inadequately prepared students will pay the price of the state's failure to monitor the progress of home-schooled students. *Adopted 2000, Amended 2001, 2003, 2006, 2008, 2010 (Sunset Nov. 2013)*

1.9 COMPULSORY ATTENDANCE AGE

Current state law requires compulsory school attendance from age 7-16. AASB supports changing the mandatory age for school attendance to run from 6 to the earlier of 18 years old or high school graduation.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Furthermore, research indicates that earlier education is beneficial. In fact, most children in Alaska are enrolled by the age of 6.

Most 7-year-old kids are in first or second grade. With the renewed emphasis on reading, writing, and mathematics skills in the first few years, skills on which the child will be assessed, children starting school late are at a big disadvantage. With the enactment of federal No Child Left Behind legislation and state designators, the legislature will be accountable for paying the cost of remediation to overcome that disadvantage [NOTE: STATE IS RESPONSIBLE; SCHOOL DISTRICT IS HELD ACCOUNTABLE]. Importantly, reduction of the compulsory school age to 6 would not eliminate active home schooling as a viable alternative for parents.

Sixteen-year-olds are not ready to make the enormous decision to give up a high school education. Increasing the mandatory age to 18 helps ensure that students who have not yet graduated from high school and are too young to make the life-changing decision to forego basic education will stay in school and have more opportunities to meet performance standards and pass the HSGQE. Mandatory attendance laws must be enforced, but the best way to keep students in school is to fund and provide education programs that engage students. *Adopted 2001, Amended 2002, 2003, 2004, 2005, 2006, 2009 (Sunset Nov. 2016)*

1.10 ACCOUNTABILITY FOR STUDENT ATTENDANCE

AASB urges the legislature to adopt incentives to induce compliance with Alaska compulsory attendance law. Enforcement of compulsory attendance law is a challenge. Compliance must be rewarded and supported through funding for innovative programs. AASB also urges the Department of Education and Early Development and enforcement agencies to work with districts to support compulsory school attendance laws and provide adequate funding for efforts as a matter of child welfare and public safety.

Rationale. Research has documented that poor school attendance is one of the greatest predictors of student failure; yet traditional truancy enforcement efforts are expensive and ineffective. Passive enforcement, tying certain privileges and benefits of state residency to compliance with the minimal, but critical, obligation to ensure that students go to school, seems likely to be cost-effective and successful and is well worth a try. *Adopted 2009, Amended 2010 (Sunsets 2014)*

FUNDING

2.1 SUSTAINED, RELIABLE AND ADEQUATE EDUCATIONAL FUNDING FOR ALASKA'S STUDENTS THROUGH A NON-VOLATILE FUNDING SOURCE

The sustainability, reliability and adequacy of Alaska's funding for public education are of highest concern to the Association of Alaska School Boards. AASB urges the Legislature to develop a fiscal plan that provides a long-term approach to funding the costs of public education and other services upon which Alaska's students and their families depend.

Rationale. The State of Alaska provides a wide range of services to a diverse population spread over a logistically complex area. A long-term plan that ensures reliability of funding for education and other state services that impact the delivery of education, regardless of variation in volatile resource markets, is needed to provide a stable business climate and to ensure the citizens of necessary services. *Adopted 2002, Amended 2004 (Sunset Nov. 2017)*

2.2 URGING THE LEGISLATURE TO ADJUST THE BASE STUDENT ALLOCATION FOR K-12 EDUCATION

AASB urges the Alaska Legislature to increase the Base Student Allocation (BSA) in the state's K-12 education funding formula beyond \$5,680, where it has been since 2010. An annual BSA increase is critical to the ability of school boards to plan for rising costs of education and to sustain educational improvements, **and for parents and students to set educational goals**. Additionally, AASB urges the Alaska Legislature to pass legislation that would utilize the current year student count as the budgetary basis for the succeeding fiscal year.

Rationale. The BSA is a basic unit of Alaska's commitment to public education. Adjustments to the BSA (AS 14.17.470) protect the foundation formula and its several funding factors against the impact of inflation. In 2012, the State of Alaska studied district funding and determined that districts would fall behind if the BSA were increased by less than \$320 per student in FY 2013. No increase was provided by the 27th Legislature **in 2010-2013**. *Adopted 2012 (Sunsets November 2017)*

2.3 SECURE RURAL SCHOOLS

AASB supports long-term (10 year) reauthorization of the Secure Rural Schools and Community Self Determination Act (SRSCA) by the U.S. Congress as a key component of federal financial assistance to local governments and school districts in Alaska that are affected by the presence of National Forest lands within their district or borough boundaries.

Rationale. The Secure Rural Schools Act is critically important to 24 of Alaska's 54 school districts (44% of all districts), which have relied heavily on Secure Rural School funds to supplement local funding for education. Without positive action, 24 Alaska school districts and the communities encompassing these districts will lose \$18 million in revenue, resulting in significant community and district job loss, education program reductions, and major overall economic upheaval. In at least one single site school district, 25% or more of the district's revenue would be lost. *Adopted 2011, Amended 2012 (Sunsets November 2016)*

2.4 ENCOURAGING THE LEGISLATURE TO FUND A GRANT PROGRAM FOR SCHOOL IMPROVEMENT STRATEGIES

AASB encourages the Alaska Legislature to provide grant funding for improvement of school performance as originally designed in AS 14.03.125, under the mechanism already detailed to support 14.03.125 in Alaska Administrative Code 33.200 through 4 AAC 33.290.

Rationale. The grant funding could be targeted on strategies that address low academic student performance, such as grants for early learning and pre-literacy programs, research-based targeted intervention programs, systemic initiatives, teacher retention programs and graduation rate improvement strategies.

A fund for the improvement of school performance, AS 14.03.125, was created by the Legislature in 1990, for grants by the Commissioner of Education & Early Development to school districts. It has never been funded by the Legislature. The settlement of 3AN-04-9756 CI, Kristine Moore et al. V. State of Alaska, established a fund for improving the performance of 40 schools in the state. The Legislature funded that agreement and a grant system for school improvement strategies. *Adopted 2012. (Sunsets November 2017)*

2.5 AASB ADVOCACY ON INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

Following passage of the Individuals with Disabilities Education Improvement Act of 2004, AASB will monitor and advocate the following:

1. Increase in funding to fully fund the federal mandate.
2. Resolution of differential treatment and discipline for special education students.
3. Provision for adequate staffing/teacher preparation.
4. Establishment of post-secondary educational programs to train additional individuals as certified special education teachers and related services providers (i.e. school psychologists, physical therapists, and speech therapists).
5. Decrease in current high staff turnover.
6. Provision for teacher liability/legal protections for advocates.
7. Placement of students and delivery of services.
8. Mediation between school districts and parents when disagreements develop over student placements.
9. Reduction of massive required paperwork.

Rationale. AASB joins with the National School Boards Association in urging Congress to fairly and fully fund this federal mandate. IDEA was enacted in 1975 when the federal government committed to paying for each child with disabilities an amount equal to 40 percent of the national average cost of educating students with disabilities. According to the National School Boards Association, federal funding accounts for approximately 18% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts. The total under-funding of IDEA was estimated at \$8.3 billion in fiscal year 2008.

Local school officials must be empowered to preserve a productive and safe learning environment free of undue disruption or violence. Consistent discipline requirements and procedures are the keys to a safe environment. Issues such as discipline and excessive paperwork are having a negative impact on educators; as a result fewer certified personnel are willing to teach in special education programs. *Adopted 2000. Amended 2001, 2002, 2003, 2004, 2005, 2005, 2009, 2012 (Sunset Nov. 2013)*

2.6 FUNDING STANDARDS-BASED EARLY LEARNING PROGRAMS IN ALASKA

AASB supports legislation to add additional funding for the planning and programming of voluntary early learning and family support programs for all pre-school children as an important long-term investment in Alaska's future workforce and citizenry.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Research indicates that earlier education is critical for many children to successfully reach those expectations. With the enactment of federal No Child Left Behind legislation, the legislature will be responsible for paying the cost of missing the opportunity to reach children at the age when the greatest gains in mental development are possible. Even in communities which have Head Start programs, the program is usually unable to accommodate all children who qualify. Strict Headstart income requirements deprive many pre-schoolers who could benefit from the program. Appropriately housed early learning programs should be an integral part of district curriculum. Inclusion of early learning in a school has an impact on facilities planning and would be a wise use of state funds.

The state offers only very limited pilot funding for early-learning education. Many communities do not meet the qualifications for federal Head Start or early-learning funding and sources of present federal funding are uncertain. Most existing early-learning programs cannot afford certificated early-learning teachers. *Amended 2001, 2002, 2004, 2007, 2008, 2009 (Sunset Nov. 2013)*

2.7 FUNDING FOR INTENSIVE NEEDS PRE-SCHOOL AND OTHER INTENSIVE NEEDS STUDENTS ENROLLING POST-COUNT DATE

AASB supports prorated funding for preschool students with intensive needs who turn three years old after the October count date, thereby becoming eligible for enrollment and enrolling in public school after state funding has become fixed. In addition, pro-rated funds must also be provided for all other intensive needs students enrolling after the count date.

Rationale. IDEA '97 requires that public schools enroll students with disabilities at age three. These students typically require not only special education services but also extensive related services (speech therapy, occupational therapy, physical therapy). Preschool students with disabilities whose third birthday falls after the October count date incur costs to the district that are not typical of other students enrolling after the count date. The district is required to provide all services identified by the IEP team. Currently, districts receive no funding for these costly services for those intensive-needs children who turn three years old after the state's October count date.

Other intensive-need students who move to a district after the October count date pose a similar financial challenge. The cost to provide federally mandated services to a single intensive needs child is many times the cost of services to a non-special needs child. Districts cannot be expected to absorb the costs of services for intensive needs children who first enroll after the count date under a budget that provides no funding to satisfy this federal requirement. Supplemental funding for post-count date intensive needs students is critical. At the same time, districts that have lost intensive needs students through transfers have already entered into binding contracts with staff and cannot easily avoid that continued cost. *Adopted 2003, Amended 2004, 2005, 2006, 2009, 2012 (Sunset Nov.2013)*

2.8 FOLLOWING THE CAPITAL IMPROVEMENT PROJECT PRIORITY LISTS FOR NON BONDED PROJECTS

AASB supports following the priority lists for non-bonded projects as presented by the Department of Education and Early Development and providing funding with no adjustments, deletions, or additions that would not otherwise be of an emergency basis. AASB strongly encourages the legislature and administration to make significant progress on eliminating the statewide capital project and major maintenance backlog. Enactment of AS 14.11.025 (State aid for School construction in regional educational attendance areas) is a good step in that direction and is applauded by AASB.

Rationale. The Capital Improvement Projects list goes through a very comprehensive prioritization process developed and implemented, based on need, by the Department of Education and Early Development. AASB encourages the Legislature to follow the prioritized lists and recognize that fluctuations in enrollment cause many districts to face varying economies of scale when maintaining educational facilities. The creation of the school fund for REAA facility construction in 2010 will enable the state to create a pool of funding, up to \$70 million a year beginning in mid-2012, for construction and major maintenance in rural Alaska. *Adopted 2000, Amended 2001, 2004, 2008, 2009, 2010, 2012 (Sunset Nov. 2013)*

2.9 LOCAL CONTRIBUTION IN THE SCHOOL FUNDING FORMULA

AASB supports retaining in the school funding formula the local option of establishing a local contribution based on 45 percent of basic need for borough and municipal school districts.

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 2.65 mills or 45% of basic need. *Adopted 2001, Amended 2004, 2005, 2012 (Sunset Nov. 2016)*

2.10 EDUCATION ENDOWMENT

AASB lends its full support to the concept of an adequately funded and well-managed educational endowment to help secure stable and full funding for education to be used for public elementary and secondary education.

Rationale. The funding of public K-12 education in our state is an annual appropriation from the General Fund and is subject to the shifting funding priorities of administrations and legislatures, and the variable level of state revenues. Budgetary cycles have increasingly failed to provide a stable and secure funding source for Alaskan students. An educational endowment will provide a proven, relatively secure, and dedicated fiscal resource to support future public education funding for our state, and allow long-range education planning with confidence in the availability of that resource. *Amended 1998, 1999, 2002, 2007, 2009, 2012 (Sunset Nov. 2013)*

2.11 INSTRUCTIONAL TECHNOLOGY

Because of the global economy of which our youth are a part, AASB urges the state and federal governments:

- a. to strongly encourage state leadership by virtue of student rights to equitable educational opportunity to ensure all classrooms are provided affordable and equitable broadband access to the national and international information infrastructure.
- b. to implement appropriations or matching grants for instructional technology that would address hardware and software purchases, communication, infrastructure, **curriculum expansion** and training needs of students and staff, and, specifically to fund continuation and expansion of the AASB Consortium for

Digital Learning to build empirical evidence regarding benefits of integration of technology into instruction over time.

c. to join us in urging Congress to fully fund either the provisions of the Telecommunications Act of 1996 (E-rate program) or a robust educational technology substitute that protects the Universal Service Fund to help provide affordable telecommunications to rural areas.

Rationale. Alaskan students are growing up in a digital age that is allowing access to all global markets. If our students are to thrive in this ever-increasing global economy, K-12 schools must have the tools and trained staff to provide the appropriate education. Currently, a number of schools have seen many of their technology purchases become obsolete, outdated, and inoperable. Teachers are unable to effectively integrate technology in the classrooms due to lack or inadequacy of equipment and/or training. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children. Appropriations by the Alaska Legislature in 2006 and 2008 have enabled about half of the state's school districts to pilot intensive digital learning for some of their students as members of the AASB Consortium for Digital Learning. *Amended 1998, 1999, 2001, 2004, 2006, 2008, 2010, 2011, 2012 (Sunset Nov. 2013)*

2.12 SCHOOL CONSTRUCTION DEBT RETIREMENT FOR BONDED INDEBTEDNESS

AASB calls upon the Legislature and the administration to fully honor the statutory commitments for bonded indebtedness reimbursement by appropriating all funds necessary to satisfy that commitment and applauds the Legislature's indefinite extension of the school debt reimbursement program.

Rationale. Article 7, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all children. Under AS 14.11.100 the State of Alaska commits to repay school districts at set percentage rates for school construction bonded indebtedness in past years. Extending that program into the future helps meet school construction needs in areas of the state that are able to bond. Over the past years many regions of the State have bonded for school construction with the expectation that the State would honor its obligation. *Amended 1998, 2001, 2002, 2003, 2004, 2007, 2008, 2009, 2010, 2012 (Sunset Nov. 2013)*

2.13 REVENUE SHARING

Municipalities play a large part in financing education and providing community services necessary to student learning. The Association of Alaska School Boards supports restored and increased funding for Municipal Revenue Sharing & Assistance. An increase in community support cannot substitute for necessary increases in direct education funding by the state.

Rationale. Support for this program is essential. Without revenue sharing, which was vetoed in 2003, communities were forced to raise taxes to meet the cost of state mandates. Passage of SB 72 in 2008 restored the program with \$60 million in general funds for distribution to communities annually over the next three years. As the level of state revenue collected under AS 43.55.011(g) fluctuates, payments to local

governments may go up or down. Revenue sharing as a proportion of the state budget is near its historic low point. Statehood was premised on the notion that state-owned resources would generate tax or other revenue and that this money would be shared with local government because local government could not survive without it. *Adopted 1999, Amended 2000, 2001, 2004, 2007, 2008, 2009, 2010, 2012 (Sunset: Nov. 2013)*

2.14 PUPIL TRANSPORTATION

AASB urges the State of Alaska to fully fund pupil transportation by increasing the transportation allocation to more accurately reflect true costs and to avoid the use of operating fund dollars, and provide funding for districts with increased transportation needs due to special circumstances and/or student growth. Getting students safely to and from school is a vital part of public education. ~~AASB supports the minimum standards for proposals and contracts required by passage of SB 182 in 2012 and encourages the State of Alaska to assist school districts in reaching cost-efficient transportation agreements with private companies.~~

Rationale. Passage of SB 182 in 2012 requires the Department of Education & Early Development to establish statewide standards for pupil transportation contracts and to enforce compliance with those standards in 2016. **Passage of SB57 in 2013 increases pupil transportation funding at the rate of the Anchorage Consumer Price Index through November 2015, at which time the automatic increase is repealed.** *Adopted 2000, Amended 2001, 2002, 2003, 2006, 2007, 2008, 2010, 2011, 2012 (Sunset Nov. 2013)*

2.15 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

AASB supports providing adequate funding for locally controlled and operated, regional boarding high schools throughout the state.

Rationale. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available. **Passage of SB47 in 2013 doubled the state stipend paid for students at district operated boarding schools and expanded the authority for their operation statewide. SB47 also allows districts to enter into contracts with Alaska Native corporations for operation of dormitory facilities.** ~~Passage of a boarding schools/charter school law in 1997 (ASL Ch. 113) allows for the creation of boarding schools specifically not funded by the state. AASB would like to see that changed to provide students with the option of attending locally controlled regional boarding high school operated by a school district.~~ *Amended 1997, 2000, 2001, 2002, 2003, 2004, 2005, 2007 (Sunset Nov. 2013)*

2.16 FUNDING FOR TRANSIENT STUDENTS IN SCHOOLS

The Association of Alaska School Boards supports development of a funding mechanism for compensating schools for students entering after the October count date without harming a school that loses a student for which it has already incurred costs.

Rationale. Each year, students throughout Alaska enroll in boarding and other schools around the state. Often, students leave schools immediately following the October count. These students generally return to their home districts. Other districts face large influx of military-dependent and resource development project students. The untimely arrival of students after the count date puts the receiving school districts at a financial disadvantage. Districts receiving students after the October count must bear the financial responsibility for educating these students without corresponding funds. Districts losing students after the count date have already committed themselves to legally binding contracts and cannot easily adjust spending levels to account for the loss of those students. *Adopted 2002, Amended 2003, 2008, 2009 (Sunset Nov. 2017)*

2.17 INSURANCE COSTS

AASB urges the Alaska State Legislature to take action through increased funding and/or creation of new insurance pooling arrangements to mitigate increases in insurance costs.

Rationale. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. The cost of health and liability coverage, in particular, has added to escalation of fixed costs faced by districts. *Adopted 2002, Amended 2003, 2006, 2007 (Sunset Nov. 2017)*

2.18 STATUTORY GROUNDS FOR REDUCTION IN FORCE

Every Alaska school board must be able to make responsible decisions about how to allocate district resources to provide a high-quality education program that meets the needs of students. The Association of Alaska School Boards supports clarification of the language in the law explicitly to allow the use of projections of enrollment, costs and revenues as valid bases upon which to develop a plan for reduction in force under AS 14.20.177. The Association also supports clarification of the law to recognize that school boards have discretion to decide when a reduction in force is necessary for the following year.

Rationale. Under the current wording of AS 14.20.177, NEA-Alaska has argued and at least one Superior Court judge has ruled that reductions in enrollment or revenue must have already taken place in order to reduce staff. In addition, NEA-Alaska has argued and a Superior Court judge has ruled that a school board's judgment regarding the necessity of a reduction in force is not its to make; instead, a school district must prove that a reduction in force is necessary.

A school district's ability to respond quickly to a drop in enrollment or negative change in its financial picture is already significantly limited by the fact that mid-year layoffs of teaching staff are not permitted under AS 14.20.177. Neither is an increase in costs a basis for mid-year layoffs. However, school boards should be able to respond to both actual and projected declines in enrollment or funding by developing plans to reduce staff for the following year. School boards should also have the ability to reduce staff in the following year in response to costs increases that are not offset by increases in funding.

A school board's judgment that a reduction in force is necessary is the kind of policy decision that the public elects school boards to make. *Adopted 2003, Amended 2004, 2005, 2006, 2008, 2012 (Sunset Nov. 2013)*

2.19 LEGISLATIVE FINANCIAL RELIEF FOR ONGOING TRS AND PERS EMPLOYER RATE INCREASES

The Association of Alaska School Boards supports the cost-share legislation passed by the 25th Alaska Legislature requiring the state to pay 87.44 percent of employer costs under the Teachers' Retirement System and 78 percent of the costs under the Public Employees Retirement System. AASB endorses the use of state revenue or other funding sources to retire the unfunded liability of the public employee retirement systems without supplanting funds needed for the classroom.

Rationale. Districts simply do not have the capacity to handle the massive unfunded liability of the state's retirement programs. The passage of SB 125 in 2008 established the cost-share approach that freezes district employer costs for retirement benefits at

12.56 percent under TRS and 22 percent under PERS. At the same time, the unfunded future liability for both systems remains in excess of \$8 billion over the next two decades, according to actuarial estimates in 2008. Because the recent \$500 million settlement with Mercer was specifically based on a claim that flaws in Mercer's advice to the state was a significant contributing cause of the unfunded liability, the settlement proceeds should be devoted to reducing that liability. *Amended 2004, 2005, 2006, 2007, 2008, 2010, 2012 (Sunset Nov. 2013)*

2.20 MODIFICATION OF MINIMUM INSTRUCTIONAL EXPENDITURE REQUIREMENT

AASB requests repeal of the Minimum Instructional Expenditure requirement, (AS 14.17.520) to reflect reasonable thresholds appropriate for districts of various sizes and cost levels.

Rationale. While AASB members place the highest priority on funding instruction, the requirement that all districts must spend at least 70% of the district budget on expenditures for teachers and for instruction is arbitrary and does not reflect state and federal mandates and other non-instructional expenses, and ignores the needs and wishes of the community.

For many remote school districts, the minimum instructional expenditure requirement is unrealistic and does not reflect the fiscal reality of sharply increasing energy and other operating costs faced by all school districts.

The State Board of Education & Early Development regularly grants waivers of the minimum instructional expenditures requirement to more than half of Alaska's school districts, recognizing the impacted districts had no fiscal capacity to comply with the law. The administrative burden of making annual waiver requests absorbs critical instructional dollars at the district level as well as needlessly using up statewide administrative resources for review. The EED Board voted in January, 2007, (see resolution 01-2007) to request that the Legislature repeal the 70 percent rule as a waste of resources and duplicative of existing systems for assuring student achievement. *Amended 2004, 2005, 2007, 2008 (Sunset Nov. 2013)*

2.21 ENERGY COST RELIEF

AASB urges the Alaska State Legislature to take action through increased or supplemental funding to mitigate the huge increase in energy costs facing all school districts due to higher fuel prices. The relief should be based on actual energy costs and be part of an overall program to address conservation of energy, development of alternative energy programs and deferred maintenance of public facilities and buildings.

Rationale. The State of Alaska has benefited from sustained, high yields of oil revenue, but for consumers of energy, higher prices have depleted funding for other needs. As one of the state's largest consumers of energy, public schools deserve the same consideration as municipalities, which have received financial assistance from the state to help defray increased fuel cost. The cost of fuel has risen significantly over the last four years and has remained historically high, placing a hardship on schools and biting deeply into the maximum administrative cost share. This relief should be based on actual energy cost.

Possible relief measures should include initiating an Energy Cost Increase Factor in the foundation formula and/or providing supplemental funding in the year the cost is incurred, thereby putting funding back in the classroom. *Adopted 2005. Amended 2008, 2010 (Sunsets 2015)*

2.22 RELIABLE AND EFFICIENT SERVICE BY THE ALASKA MARINE HIGHWAY SYSTEM

AASB urges the State of Alaska to provide or subsidize frequent, reliable and efficient ferry service to all Southeast, Southwest, and Southcentral communities served by the Alaska Marine Highway System and alternatives such as the Inter-Island Ferry Authority.

Rationale. School districts in Southeast and Southcentral Alaska depend on ferry access to provide transportation to and from other communities for numerous academic and athletic activities. The lack of frequent and dependable scheduled ferry service often makes it difficult or impossible to utilize the AMHS in school-sponsored trips. The only alternative for many of the communities served by the AMHS is to arrange travel by air, which markedly increases transportation costs and in some cases causes trips to be canceled entirely. *Adopted 2006, Amended 2007, 2008, 2012 (Sunsets 2016)*

2.23 SUPPORTING BYPASS MAIL IN ALASKA

AASB recognizes that the Bypass Mail program provides the only timely and economical way to move essential materials to rural Alaska and is critical to the health of the Alaskan economy. Bypass mail allows Alaska to receive the same universal service at universal rates enjoyed by the rest of the country. AASB strongly urges the US Congress to find ways to continue funding the bypass mail program in Alaska.

Rational: Federal law establishes mail as a basic and fundamental service and requires the Postal Service to “provide prompt, reliable, and efficient services to patrons in all areas and . . . render Postal Services to all communities.” Legislation proposed by Congress would unfairly single out Alaska, eliminating funding for bypass mail. Bypass mail represents a lifeline to Alaska communities, transporting food, essential medical supplies, educational materials and items critical to the life and safety of Alaskan residents. *Adopted 2011 (Sunsets November 2016)*

2.24 FUNDING FOR SCHOOLS BY ESTABLISHING THE BASE STUDENT ALLOCATION IN ADVANCE

AASB supports funding for schools in advance. At a minimum, the Base Student Allocation (BSA) should be established at least one, and preferably three, years ahead to provide sufficient time for school districts to prepare and submit their budgets in a timely manner without spending unnecessary time and resources revising budgets based on legislative action after the local budget process has begun. The Education Fund, AS 14.17.300, must also be maintained and increased for this purpose.

Rationale. AASB recognizes that the Legislature forward saves funding for K-12 education, but districts need to know the amount of appropriation in advance. The 25th Alaska Legislature took a major step towards implementing forward funding by building increases into the funding formula for three fiscal years, which was greatly appreciated by Alaska school districts. The 26th Legislature chose to appropriate money from the Education Fund to fill a budget hole in FY 2010. In the second session, the Legislature replenished the Fund. With the Education Fund replenished and maintained, the Legislature needs to fund only one year at a time, but will ensure funding a full fiscal year in advance.

When state oil revenues start to decline, the amount spent on education might also decline, but local school districts would have a full fiscal year to prepare for the reduction in revenue. Forward funding will provide fiscal stability for districts so they can make long-term decisions, reduce administrative cost and enable school districts to focus on student instruction rather than constant budget revisions.

While early funding of the education budget – i.e., a signed education funding bill within the first 30 days of the session – would also reduce the administrative burden on school districts, the legislature does not receive its revenue projections in time to accomplish that goal. Forward funding – establishing both the BSA and setting aside sufficient funds to cover it a full year in advance – would eliminate the pressure for passage of the education appropriation early in the legislative session. *Adopted 2006, Amended 2007, 2009, 2010, 2011, 2012 (Sunsets Nov. 2016)*

2.25 RECONSTITUTION AND ACTIVE MANAGEMENT OF THE PUBLIC SCHOOL LAND TRUST AND PERMANENT FUND

AASB supports additional research into reconstitution of the Alaska Public School Land Trust, active management of the trust and working with Alaska PTA and other educational stakeholders to establish a management board with broad stakeholder representation to that end.

Rationale. A promise was made to Alaska public school children on March 4, 1915, when “An Act to reserve lands to the Territory of Alaska for educational uses, and for other purposes,” (38 Stat. 1214, Public Law 63-330/Chapter 181, 63 Congress, Session 3) was approved by Congress and signed by President Woodrow Wilson. PL 63-330 requires when federal lands are surveyed, Sections 16 and 36 in each township shall be and were reserved for the support of common schools in Alaska. *Adopted 2007, Amended 2010 (Sunsets Nov. 2017)*

2.26 SUPPORTING EXCELLENCE IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH INSTRUCTION

AASB recognizes and supports national efforts to increase the nation’s scientific and engineering talent pool in Science, Technology, Engineering, Arts and Math (STEAM/STEM) fields. AASB urges the Governor and the Alaska State Legislature to establish a fund to invest strategically in STEAM/STEM education, focusing on professional development, materials and equipment needed for active, hands-on learning for K-12 students in classrooms across the state.

Rationale. The Alaska Department of Education & Early Development has added science standards and testing requirements and the Elementary and Secondary Education Act added this requirement in 2010. There is growing recognition that the U.S. must increase its commitment to science and math to retain its competitive advantage in the world. Students learn science best by actively engaging in the practice of science. Teachers need professional development and science resources to offer students outstanding hands-on, active learning opportunities in the sciences. Science classroom equipment and consumable supplies are unique and expensive. Skyrocketing energy costs and increasing operating costs consume school budgets, limiting the ability of districts to address long-deferred expenses such as science curriculum and equipment. Excellence in STEM fields is vital to Alaska’s and the nation’s long-term economic prospects. *Adopted 2008, Amended 2010, 2012 (Sunsets Nov. 2013)*

2.27 URGING REVISIONS TO THE STEP-DOWN HOLD-HARMLESS CLAUSE FOR REDUCTIONS IN ADM

AASB urges the Alaska Legislature to revise from 5 percent to 2.5 percent the hold-harmless threshold (AS14.17.450) for reductions in average daily membership.

Rationale. Passage of HB 273 by the 25th Alaska Legislature included a provision that if a school district’s ADM adjusted for school size decreases by 5 percent or more from one fiscal year to the next, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease. The provision includes a step-down clause

holding districts harmless for a portion of the ADM decrease during the next three fiscal years, if the 5 percent enrollment decline continues and none of the decline is attributable to a loss of students caused by a boundary change under AS 29.

Under AS14.17.250, school districts that experience enrollment declines of anywhere between 2 and 5 percent would be impacted severely because they would not qualify for the step-down provision. *Adopted 2008 (Sunsets Nov. 2013)*

2.28 SUPPORTING A REDUCTION IN THE ADM THRESHOLD FOR K-6 AND 7-12 SCHOOLS

AASB urges the Legislature to amend AS 14.17.905 to reduce to no higher than 41 the community ADM threshold for counting the K-6 ADM and 7-12 ADM as separate schools.

Rationale. The current threshold of 101 ADM for counting K-6 and 7-12 as separate schools was established before the federal requirement to have “highly qualified” teachers teaching in all core academic areas. Given the numerous requirements for graduation, it is virtually impossible for small secondary schools to employ teachers who are “highly qualified” in multiple core academic areas or to teach the rigorous curriculum required for the Alaska Performance Scholarship if their funding is reduced by not being funded as a separate school. As currently written, AS14.17.905 does not recognize the financial requirements imposed on small schools to employ “highly qualified” secondary teachers. The Alaska Association of School Administrators has expressly endorsed the 41-student threshold. *Adopted 2008 Amended 2009, 2010 (Sunsets Nov. 2013)*

2.29 URGING THE STATE TO MITIGATE THE IMPACTS OF EXCESS FACILITY SPACE IN DISTRICTS

AASB urges the Alaska Department of Education & Early Development or other appropriate agencies to investigate the financial impacts on school districts when reduced enrollment leaves excess school facility infrastructure, and to make recommendations to mitigate the burden on per-student funding posed by facilities no longer required for reduced enrollment.

Rationale. School districts report instances of excess facility infrastructure that were built before advent of state guidelines for construction or because of declining enrollment or both. In some cases, schools have been closed because ADM fell below 10. Excess space must be insured, operated and maintained regardless of whether the funds generated under the foundation formula are sufficient. Even closed schools must be insured and should incur some operation and maintenance expenses to ensure that they will be usable if ADM should later warrant reopening them. *Adopted 2008 (Sunsets Nov. 2013)*

2.30 REQUESTING THE STATE TO AUDIT ALL SCHOOL BUILDINGS AND CREATE A FACILITY MAJOR MAINTENANCE AND REPLACEMENT LIST

AASB urges the Alaska Legislature to fund a statewide audit of all K-12 public school facilities to determine which buildings require major maintenance or replacement and which should be retrofitted to be the most energy efficient and sustainable for the 21st Century. The audit should be conducted at least every five years by the Department of Education & Early Development with special attention to Alaska’s unique construction requirements and the need to mitigate Seasonal Affective Disorder through proper lighting.

Rationale. School districts now submit to the state annually a six-year plan of maintenance and building replacement needs. From those lists, EED establishes a priority list for facility replacement and major maintenance. However, the EED priority list

does not give the Legislature a complete picture of the condition of all school facilities in Alaska. A regular auditing process would give EED and the Legislature a schedule of replacement and maintenance projects statewide needed in the next three years, five years and 10 years. *Adopted 2008 Amended 2009 (Sunsets Nov. 2013)*

2.31 URGING THE ESTABLISHMENT OF A FUNDING POOL TO HELP FUND TRAVEL FOR STUDENTS TO ATTEND STATE-LEVEL COMPETITIONS

AASB recognizes that a comprehensive public education includes extracurricular activities such as sports and the arts. Involvement in interscholastic activities has been shown to increase academic achievement. As such, the opportunity for students to participate at state-level tournaments, festivals and competitions is one of the educational experiences we want and endeavor to have our children experience. Due to the ever increasing costs associated with travel and lodging for school districts to attend state-level competitions, AASB urges the Alaska School Activities Association, the Alaska Legislature and the Governor to work together to establish a funding pool to help school districts fund travel for students to attend state-level tournaments, festivals or competitions.

Rationale. Travel expenses to state-level tournaments and competitions are not normally budgeted by school districts. The preponderance of the burden to fund travel for extracurricular activities has fallen to parents and rural communities that are facing more difficult economic issues and fewer available dollars to support these opportunities. The ASAA and the state should help by establishing a funding mechanism to help students to attend state-level competitions. *Adopted 2009 (Sunsets Nov. 2014)*

2.32 REQUESTING AASB TO EXPLORE CREATION OF A CENTRAL PURCHASING AGENCY

AASB is requested to explore the feasibility of helping to create a statewide central purchasing agency to improve the ability of school districts to acquire and share educational materials, supplies, services, equipment and technology.

Rationale. The average Alaska school district is too small to create a purchasing benefit with suppliers. Due to budgetary pressures, Alaska school districts too often decide to reduce spending on materials and technology. Maine, New Hampshire and Michigan are among the states that have created savings for their districts, staff and students through purchasing agencies that combine the spending power of school districts. *Adopted 2009, Amended 2010, 2012 (Sunsets Nov. 2014)*

2.33 URGING THE CONTINUATION OF FUNDING FOR CAREER AND TECHNICAL (VOCATIONAL) EDUCATION

AASB urges the Legislature to continue providing flexible supplemental funding for Career and Technical (Vocational) Education beyond the block grant under AS14.17.420 to recognize the importance of education for vocational, career and technical, and trade programs in our schools. AASB suggests that a separate continuing grant for Vocational (Career and Technical) Education be authorized without decreasing the block grant that currently exists.

Rationale. The enactment of SB 36 in 1998 changed the foundation formula for K -12 education to provide 20 percent block grants to districts for all special education, vocational technology, bilingual and bicultural programs, and gifted and talented programs. Vocational, career tech, and trades offerings help engage students and provide an effective alternate platform for academic education. These courses along with the necessary equipment help middle and high school students learn about and focus on potential career paths to prepare them for post-secondary education and careers in our

state. In reality, most districts consume their block grants for special education, leaving little if any funding for vocational and other programs. Passage of SB 84 in 2011 provided a separate category of funding for high school vocational education, providing more career tech awareness and opportunities in schools. *Adopted 2009, Amended 2010, 2011, 2012 (Sunsets Nov. 2014)*

2.34 SUPPORTING STATE FUNDING FOR SCHOOL MEALS

AASB supports an adequate financial appropriation from the state to strengthen and expand the National School Lunch and Breakfast Program in Alaska and other programs to be sure that school breakfast programs and a sustainable lunch may be available to all children at all schools throughout the state. Such funding must be accomplished without diverting funds that belong in the educational foundation formula.

Rationale. No child should go without breakfast. The lack of adequate nutrition affects the cognitive and behavioral development of children. Food insecurity, meaning a lack of access at all times to enough food for a healthy, active life, was reported among 15 percent of Alaska children, compared with 11 percent of Alaska adults, in a 2006 study (the Behavioral Risk Factor Surveillance Survey). The problem is more acute in rural Alaska, where nearly one child in four experienced food insecurity.

The National School Breakfast Program decreases food insecurity in children by providing five healthy meals a week. In Alaska schools, 40 percent of students qualify for free/reduced school meals; of these 45,000 students, 15 percent, or about 7,000 children, do not attend schools that offer a breakfast program. In all, more than 100 public schools in Alaska did not sponsor or offer the federal School Breakfast Program in the 2008-09 school year, due primarily to a lack of funding. *Adopted 2010 (Sunsets November 2015)*

2.35 SUPPORTING PARTIAL FOUNDATION FUNDING FOR SCHOOLS WITH SEVEN TO NINE STUDENTS FOR UP TO TWO YEARS

AASB supports a revision to AS 14.17.450 providing partial foundation funding for small, often rural Alaskan schools with seven (7) to nine (9) students. These schools would be funded for up to two (2) years at the following percentage of the amount that would be funded if the school had ten (10) students:

Seven (7) students	= 70% funding
Eight (8) students	= 80% funding
Nine (9) students	= 90% funding

Rationale. The Education Clause of Alaska's Constitution (Article VII, Section 1) provides, in relevant part that the "legislature shall by general law establish and maintain a system of public schools open to all children of the State." In small communities, school enrollment often hovers around 10 students. Due to fluctuations in population, the number of students in these schools may drop below 10 one year, then increase above 10 the following year. Unfortunately, with the current funding requirements of AS 14.17.450, schools receive no funding when the enrollment drops below 10 students, which most often results in the closure of the school. When school enrollment hovers around 10 students, no one can predict whether these schools will have ten children enrolled through the entire count period until the last day of that period.

Most of these students cannot commute to a neighboring school. Even considering closing a school creates an exodus of some families and discourages families considering moving to the community. Often, the school is a major community employer and a closure damages the community and any hope of economic viability. This proposal will allow small schools to operate with a partial budget for up to two years, allowing the school and community time to rebound from population fluctuations, rather than closing prematurely and leaving students without a school or teacher. *Adopted 2010 (Sunsets Nov. 2015)*

2.36 FOCUS ON GRADE-LEVEL PROFICIENCY FOR K-3RD GRADE STUDENTS

AASB supports legislative funding opportunities for intervention for K-3 students needing to make improvement to reach grade-level proficiency.

Rationale. The April 2011 report of the Alaska Advisory Task Force on Higher Education & Career Readiness stated in part: “Children who receive quality early education arrive at school ready to learn and perform better in school. They are less likely to need expensive special education interventions, and they are more likely to graduate from high school and to successfully enter the workforce. Research is clear that when students enter kindergarten, 40% of them on average are one to three years behind grade level, and too many of them stay behind throughout their school careers. Alaska can invest a relatively small amount in early childhood and innovative K-12 programs, or a vastly greater amount at the college level. Today’s third-grader can’t wait for, and our public treasury cannot afford, a remediation response that doesn’t begin until the 13th grade.” *Adopted 2011 (Sunsets Nov. 2016)*

2.37 SUPPORTING LEGISLATION TO INCREASE FUNDING FOR AND TO ELIMINATE EXPIRATION OF THE SPECIAL EDUCATION SERVICE AGENCY (SESA)

AASB supports elimination of the sunset clause of the Special Education Service Agency, and the amendment of language in Alaska Statute (14.30.600) to fund the agency at 0.40% of base student allocation rather than the fixed dollar amount of \$15.75 per student.

Rationale: Legislative auditors determined in 2007 that SESA performs a valuable, effective and efficient service to school districts that cannot be provided by the Districts themselves because of the nature of low incidence disabilities. SESA does not duplicate services provided by the Department of Education & Early Development or local school districts. It makes sense to heed the recommendation of the 2007 legislative audit calling for the sunset clause to be removed instead of proceeding with another costly and time consuming legislative audit that will provide the same recommendation.

The Alaska Legislature established the SESA in 1986 to help schools and infant learning programs provide required services for children with low incidence disabilities. Since 1999, Alaska’s school districts have received several funding increases through the base student allocation, while SESA, by statute, has remained flat funded. Funding SESA at a percentage of base student allocation will allow for SESA funding to be adjusted automatically, anytime there is an adjustment made to the base student allocation. The 0.40% of the base student allocation will allow SESA to provide optimal services without reducing staff or diluting services to absorb inflationary costs. SESA’s salary schedule needs to be competitive with other school districts in the state, in order to attract and retain qualified specialists. Since SESA has never received an increase in per student funding, SESA is unable to increase its salary schedule to be competitive. SESA specialists travel constantly to rural Alaska to provide needed services for low incidence disability students and provide training to teachers and families. Demanding travel schedules and compensation that is not competitive makes retention of qualified specialists difficult. AASB supports a percentage-based funding allocation for SESA. *Adopted 2011 (Sunsets Nov. 2016)*

2.38 ADDRESSING THE NEED FOR REMEDIATION

AASB supports the goal of the Alaska Advisory Task Force on Higher Education & Career Readiness to help students complete high school with sufficient skills to enter the workforce or study at a postsecondary institution, without the need for remedial coursework.

AASB supports Legislative funding opportunities for intervention for K-3 students needing to make improvement to reach grade-level proficiency.

Rationale. AASB believes that the keys to long-term student success include early childhood development and improved reading, writing, and math skills in K-3 students. *Adopted 2011 Amended 2012 (Sunsets November 2016)*

2.39 COMPREHENSIVE STATEWIDE ENERGY PLAN

AASB urges the Alaska State Legislature and Administration to develop, fund and implement a comprehensive statewide energy plan that includes current energy sources, conservation of energy and development of alternative energy. The plan should address development and deferred maintenance of public facilities and buildings.

Rationale. The State of Alaska currently has no comprehensive statewide energy plan in effect. A comprehensive statewide energy plan would reduce costs to all, directly benefitting school districts and ultimately benefitting all citizens. High consumer energy prices deplete funding for other needs, especially in school districts, which are one of the state's largest consumers of energy. The legislature and administration have been generous with energy cost relief in recent years, which school districts appreciate. However, the relief is not addressing the problem of energy, only the symptom—high costs. *Adopted 2012 (Sunsets November 2017)*

CHILD ADVOCACY

3.1 DECLARING CHILDREN OF ALASKA OUR MOST VALUABLE RESOURCE AND THEIR HEALTH, SAFETY, WELFARE, AND EDUCATION IS OF PARAMOUNT IMPORTANCE

AASB understands that the children are our most valuable resource and encourages the Alaska Legislature and the Governor to declare that our children are our most valuable resource and to further declare that their health, safety, welfare, and highest standard of education is of paramount importance.

Rationale. A declaration of this kind by the state would lend support to prevention and protective services, for all education needs and for a long-range fiscal plan for state government services. *Adopted 2004, Amended 2011 (Sunsets Nov. 2013)*

3.2 PROMOTING STUDENT SUCCESS THROUGH SOCIAL AND EMOTIONAL LEARNING AND POSITIVE YOUTH DEVELOPMENT AND SUPPORT

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

Rationale. Research shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled "developmental assets®." These assets are additive, meaning that the more a young person has, the better. Forty of these assets were identified – 20 exist in the student's environment and 20 belong in

the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets students have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets children have the more likely they are to succeed in school, to be involved in their community and to exhibit empathic and caring behaviors.

Research also shows that promoting social and emotional learning leads to reduced violence and aggression among children, higher academic achievement and an improved ability to function both in school and in the workplace. Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students and higher levels of teaching and work satisfaction for staff. *Amended 1998, 2002, 2003, 2006, 2007, 2008, 2009 (Sunset Nov. 2013)*

3.3 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

AASB recognizes the impact of Fetal Alcohol Spectrum Disorder (FASD) and urges efforts to raise awareness of the need for prevention and appropriate intervention. AASB requests that the Alaska Legislature provide and improve effective programs and services aimed at the prevention, diagnosis and treatment of children with FASD within our state, and to allocate adequate funding to the appropriate agencies necessary to provide parent and guardian training, school staff training, paraprofessional and specialized educational services, including transportation, necessary to serve children with FASD and/or who have suffered from prenatal exposure to illicit drugs. Further, AASB urges all Alaska post-secondary institutions to include FASD intervention education in their teacher preparation and paraprofessional programs.

Rationale. Prevention is the best long-term approach. The public must be educated that the use of alcohol/drugs during pregnancy may severely affect and damage children. The child who has been prenatally exposed to drugs and/or alcohol is at risk for developmental, behavioral, psychosocial and learning problems. Alaska's public schools must provide educational services to all children regardless of developmental impairment. Although Alaska has one of the highest incidence rates of children born with FASD, not all communities have the ability to diagnosis this disease. Not all children with FASD meet the criteria for Special Ed Programs. It is estimated that for every child born with true fetal alcohol syndrome, 10 are born with developmental delay in the context of prenatal alcohol exposure and are difficult to identify.

Children with FASD often require special instructional strategies and materials. The educational identification and service of children with Fetal Alcohol Spectrum Disorder is extremely expensive. Funding support for education of children with disabilities is already barely sufficient to meet the needs of those children currently identified. *Amended 1998, 2000, 2002, 2003, 2004, 2006, 2009, 2010, 2011 (Sunset Nov. 2013)*

3.4 PREVENTING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent children's access to pornography on the Internet and encourages efforts to create a more positive, safe interactive electronic communications for children. AASB supports efforts to provide parents with the necessary information about the influence of the Internet in order to assist them in their decisions concerning all Internet access for their child. AASB also supports self-regulation in the industry

encouraging providers of pornography to post rating labels and “black-out” pages requiring adult verification before access is granted.

Rationale. Pornography is highly prevalent on the Internet. The Internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an Internet search engine and voluntary “black-out” with adult verification, children’s access to inappropriate material will be limited. *Adopted 1997, 2002, Amended 2004, 2007, 2008, 2009 (Sunset Nov. 2013)*

3.5 VIOLENCE IN ELECTRONIC MEDIA AND ENTERTAINMENT

AASB supports efforts encouraging and challenging the media, entertainment and advertising industries to develop more positive content for both children and adults that demonstrate nonviolent solutions to problems and respect for human life. AASB supports efforts to provide parents with the necessary information about the influence of media in order to assist them in their decisions concerning all of its influences upon their children. AASB also supports self-regulation within the industry by asking them to post rating labels on all videos and video games rented or sold by video merchants or loaned by public libraries, and prohibiting children under age of 17 from renting R-or X-rated videos, M-rated video games or attending R-or X-rated movies without parental permission.

Rationale. It is estimated that children who regularly watch television are exposed through news and entertainment programming to tens of thousands of violent assaults and deaths by the time they reach adulthood.

Analysis of multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicates a commonality of these four factors: obsession with violent pop culture, a child who felt inferior or picked on (probably suicidal), easy access to guns, and ample warning signs. Reducing the violence will not eliminate the threat, but will work in conjunction with efforts directed at addressing the other three factors. *Amended 1998, 1999, 2001, 2003, 2004, 2005, 2007 (Sunset Nov. 2013)*

3.6 INHALANT, ALCOHOL, TOBACCO, METHAMPHETAMINES & OTHER DRUG ABUSE

AASB calls upon the Legislature of the State of Alaska to accept its responsibility to provide leadership, and to provide the funding and support to assist local communities in their strength-based education, prevention and treatment efforts to combat inhalant, alcohol, tobacco, methamphetamines and other drug abuse, and to provide effective law enforcement to ensure laws pertaining to controlled substances are enforced. AASB also requests the State of Alaska make adequate funds available for community-based and residential efforts to address effective substance abuse treatment programs for children, young people and their families.

Rationale: Drug-related problems, including inhalant, alcohol, tobacco, methamphetamines and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. They have been proven to be the primary contributing factor in the alarming number of dropouts and youth suicides in the State of Alaska. Community-based prevention and intervention efforts are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for substance abuse. Communities need adequate funds for effective substance abuse prevention and treatment programs. *Amended 1998, 1999, 2001, 2005, 2006, 2007, 2008 (Sunset Nov. 2013)*

3.7 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports interagency information sharing within Federal Rights to Privacy requirements (FERPA, HIPAA, 42CFR) to ensure that children are able to come to school each day ready to learn, and to enable agencies to develop a cooperative treatment plan that involves appropriate school personnel.

Rationale. Children who receive services from social service agencies are already experiencing disruption in their lives. This disruption frequently makes it difficult for them to concentrate on their schoolwork. These students need to have educational skills to succeed in the world. Yet decisions are frequently made about the life of these children that do not take into account their educational needs.

When children are receiving services from multiple agencies, one agency will frequently have information that may be crucial to the service delivery of another agency and/or the child is receiving duplicating and sometime conflicting services from more than one agency. Addressing the needs of the whole child requires an improved delivery system, which is comprehensive, collaborative, child and family centered, and focused on prevention. *Amended 2001, 2002, 2005, 2007, 2008, 2011 (Sunset Nov. 2013)*

3.8 SUICIDE PREVENTION, EDUCATION AND TREATMENT EFFORTS

AASB requests the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts. Prevention efforts should include a statewide program to bring professional mental health counselors on-site to visit schools or support school-based counseling programs. Further, we urge school districts, tribal entities, appropriate agencies and communities to actively engage in responding to this serious, ongoing challenge.

Rationale. The Center for Disease Control and Prevention reports that suicide is the second leading cause of death among young people 15 -19 years of age, (following unintentional injuries). The rate of teenage suicide in Alaska is much greater than the national average.

Suicide is often precipitated by depression, substance abuse, and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs, which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships.

Currently, many Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior. *Amended 1998, 1999, 2002, 2005, 2006, 2007, 2010 (Sunset Nov. 2013)*

3.9 SAFE, CARING AND CONNECTED SCHOOLS

AASB supports efforts to provide a school environment that is free from weapons, harassment and intimidation, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff. Recognizing the importance of positive school climate and student connectedness to school as powerful influences on student academic success and on reducing youth risk behaviors, AASB urges the Legislature and state agencies to join AASB in supporting school district efforts to improve school climate and increase student connectedness to school.

Rationale. It is common sense that when students feel safe and welcome in school and are encouraged to learn, their attendance increases as well as their academic achievement. Research shows the clear association of school climate and student connectedness with positive academic outcomes and with reduced risk behavior and increased safety. AASB's School Climate and Connectedness Survey has provided a tool for districts to measure climate and connectedness factors. The survey also has provided Alaska data that aligns with national research. *Amended 1998, 1999, 2001, 2002, 2008, 2009 (Sunset Nov. 2013)*

3.10 SUPPORT OF STATE FUNDING FOR STUDENT HEALTH SERVICES IN ALASKA

AASB strongly urges the Administration and the Legislature to provide funding for school-based student health services.

Rationale. School nurses and other student health services are vitally important supports for student well-being and academic success. *Amended 2002, 2004, 2007, 2008, 2011 (Sunset Nov. 2013)*

3.11 HIV/AIDS AND OTHER STD EDUCATION

AASB supports providing effective HIV/AIDS and other STD education programs for students and parents, and training for certified and classified school staff. AASB supports an effective and comprehensive education effort that focuses on reducing risk by emphasizing abstinence, healthy decision making and refusal skills. Such instruction may also include the use of barrier methods. An effective way to do this is to bring together a broad consensus of the community in order to develop and implement the district's HIV/AIDS curriculum on preventing HIV/AIDS and other STD.

Rationale. The impact of all STD's can be devastating. For instance, the dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. Health education should emphasize the consequences of contracting STDs, many of which are life-long. The instructions should not lull teens into careless and risky behavior. *Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009 (Sunset Nov. 2013)*

3.12 EDUCATION OF STUDENTS IN RESPONSIBLE BEHAVIORS RELATING TO HUMAN SEXUALITY

AASB encourages responsible behaviors relating to human sexuality by supporting programs that promote abstinence, develop healthy decision-making skills, teach refusal skills and promote prevention of pregnancy and sexually transmitted diseases.

Rationale. The Youth Risk Behavior Study of 2011 indicates a decrease in the number of students who reported that they had sexual intercourse at least once. In 2011, about 38 percent of high school students reported having had sexual intercourse, compared to 43 percent in 2009.

Research presented by the Search Institute and their "Building Assets in Youth" model has determined that a teen's belief "in the importance of abstaining from sexual activity and his/her willingness to postpone sexual activity" is significant to their personal and academic development. *Amended 1998, 2001, 2002, 2004, 2007, 2008 (Sunset Nov. 2013)*

3.13 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

AASB fully supports the work of the Alaska Children's Trust, and urges all member school boards to promote the Trust and its efforts to address the tragic consequences of abuse,

neglect, violence, and crime experienced by too many of Alaska's children. AASB urges the Legislature to support and increase the Children's Trust Endowment.

Rationale. The Alaska Children's Trust was established by the Legislature in 1988 with the mandate to promote initiatives that strengthen families and serve dependent children. The goal of the Children's Trust is to promote and provide opportunities so that Alaska's children can grow to responsible and productive adulthood. The Children's Trust will fund local programs that meet the needs and challenges of Alaska's families and children with innovative, efficient and effective services.

Today, the Trust's \$10 million (2011 annual report) endowment offers the opportunity to create a true "permanent fund for prevention." *Amended 1997, 1999, 2001, 2002, 2003 (Sunset Nov. 2013)*

3.14 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

Alaska Head Start programs and services are a partnership between federal, state and community-level entities. The Association of Alaska School Boards supports and urges the Congress of the United States, the President, the Alaska Legislature, and the Governor to provide sufficient and consistent funding to make Head Start, Early Infant Learning available to all eligible young Alaskans, regardless of the number of children in the program.

Rationale. Project Head Start has had a beneficial impact on the academic, physical, social, and emotional development of impoverished pre-school students and their families throughout Alaska and the United States since its inception in the 1960's.

Children at-risk who have benefited from a quality early childhood program spend 1.3 years less in some form of special education placement. They have been shown to score higher on such school readiness measures as verbal achievement, perceptual reasoning and social competence than other low-income children attending either another preschool or no preschool.

Head Start has immediate positive effects on children's socio-emotional development, including self-esteem, achievement, motivation and social behavior. Parents involved in Head Start have been shown to participate more in activities, including transition, than non-Head Start parents.

Within Alaska, 17 Head Start grantee agencies serve children and their families in 101 communities. A large number of eligible Alaskan children (estimated to be nearly 76%) remain unserved, due to lack of sufficient funding. AASB is encouraged by the addition of \$600,000 in state general funds to the \$6.8 million Head Start budget in FY 2009 and \$800,000 addition in FY 2010. The Head Start communities across Alaska contribute over \$4.2 million annually through in-kind support. *Amended 1998, 1999, 2000, 2001, 2002, 2006, 2009, 2010 (Sunset Nov. 2013)*

3.15 SUPPORTING THE SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB urges the U.S. Congress to continue funding for the Safe and Drug-Free Schools and Communities Act at levels adequate to support effective education, counseling and prevention efforts. The Association recommends that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation.

Rationale. The Safe and Drug-Free Schools and Communities Act authorized federal appropriations to state and local education agencies to devise programming to provide drug use education, counseling, and abuse prevention services for America's young

people. Programs funded through the Act are currently providing valuable services and will be needed for the foreseeable future.

Although violence in the schools is a serious issue and developing programs to combat it is an appropriate federal responsibility, any diversion of resources from the Safe and Drug-Free Schools and Communities Act would cripple important drug education, counseling and abuse prevention programs that are only taking root and becoming effective. *Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009 (Sunset Nov. 2013)*

3.16 REVISE PARENTAL PERMISSION REQUIREMENTS FOR QUESTIONNAIRES AND SURVEYS ADMINISTERED IN PUBLIC SCHOOLS

AASB supports modifying the requirements for parental or legal guardian permission for a student to participate in a questionnaire or survey administered in a public school to make it easier for school districts to obtain the necessary permission.

Rationale. To be eligible and/or competitive for state and federal grants, and to effectively target programs to increase student achievement, school districts need school-by-school data to accurately assess the need and success of current efforts. As a result of the passage in 1999 of HB 70, schools are unable to obtain an adequate sample to provide reliable information. SB 8 (Davis) passed the Senate in 2011. It proposed to modify restrictions to allow greater general information gathering by districts, provide sufficient notification to parents about student surveys and allow parents to opt out of anonymous student surveys. SB 8 did not pass the House in 2012. *Adopted 2001, Amended 2007, 2009 (Sunset Nov. 2016)*

3.17 STUDENT WELLNESS

Good physical and mental health of children is essential if they are to take full advantage of the educational services offered by their school. AASB urges students, parents, educators, guardians, community groups, tribal entities and state and local agencies to collaborate on collective ways to ensure all children are prepared to learn through healthy eating habits, physical activity and access to adequate housing and health care. Due to the federally mandated Child Nutrition Act, funding to school districts should be increased to support adequate school services and programs to address those mandates. Specific school-based measures to reduce child overweight and obesity should include increased funding for school districts.

Rationale. AASB recognizes child wellness is also determined by circumstances outside the school, from the availability of good nutrition and physical activity to the ability of each family to provide housing and health care for their members. Obesity is a growing health threat to all generations of Alaskans; it increases the risks of chronic diseases and conditions such as heart disease, liver failure, diabetes, stroke, hypertension, some cancers and premature death. Therefore, community-based collaboration is essential for long-term success. *Adopted 2005, Amended 2006, 2008, 2009 (Sunsets Nov. 2015)*

3.18 PROMOTING EARLY CHILDHOOD BRAIN DEVELOPMENT

AASB encourages legislative recognition that brain development in 0-3 year-old children critically impacts educational success. Failure to promote brain development in the very early years is impossible to overcome completely and poses a huge and costly challenge for school districts. AASB supports efforts to inform parents and families about promoting healthy brain development in their very young children and to provide related resources that support early brain development efforts. AASB further urges legislators to fund early learning programs.

Rationale. Success in education is largely dependent on the degree of brain development achieved from birth to age 3. Age appropriate, culturally relevant and native language supported resources need to be made available for families to stimulate proper brain development in order to increase children's learning potential. Various public and private agencies, including school districts, should encourage collaborative efforts to provide information and effective, research-based resources to parents and guardians of very young children. The benefits of wise investment in young children will be substantial, and the consequences of poor investments costly. *Adopted 2005, Amended 2011 (Sunsets Nov. 2015)*

3.19 SCHOOL ACTIVITY AND STATEWIDE TESTING SCHEDULES IN RELATION TO MAJOR RELIGIOUS HOLIDAYS AND CULTURAL ACTIVITIES

In advocating for the respect of cultural differences and in recognition of increasing diversity, AASB encourages the State of Alaska, school districts and the Alaska School Activities Association to schedule major school-sanctioned activities and statewide testing on days that do not conflict with major religious holidays and cultural activities.

Rationale. As of this time, Christmas and Easter do not have major sporting events or other activities for students scheduled for these holidays. In its advocacy role, AASB can influence ASAA, individual school boards and the Department of Education & Early Development to refrain from scheduling student activities, sporting events and statewide testing the Jewish High Holy Days (Yom Kippur and Rosh Hashanah), holidays associated with Islam (Eid, the end of Ramadan), Russian Orthodox Christmas and Easter and other major holidays of our communities' faith organizations. *Adopted 2007 Amended 2009, 2011 (Sunsets Nov. 2017)*

3.20 INTERVENTIONS AND SANCTIONS THAT REDUCE LOSS OF CREDIT

AASB supports amending AS 14.30.171 to allow school district personnel to reduce or mitigate suspensions or expulsions based on attendance and participation in appropriate interventions.

Rationale. SB 48, an act relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children, was adopted by the legislature in 2006. It does not currently allow school district administration to reduce the number of days for suspensions or expulsions, if there is a program or evaluation in place. The loss of credit and loss of intervention programs negatively impact communities. *Adopted 2007 (Sunsets Nov. 2017)*

3.21 ACCOUNTABILITY FOR FUNDING FOR STUDENT LEARNING & STUDENT NEEDS

AASB member districts take seriously their charge to be responsible for state education dollars received and the importance of student learning. Districts agree to provide timely information to AASB when asked for surveys or other documentation which support funding requests.

Rationale. Legislative members ask AASB to provide information on how districts are spending education funds. AASB member School Districts are urged to compile district information on use of state education funds, to participate in surveys by AASB asking for information in order to advocate for funding for Alaska students. *Adopted 2009 Amended 2011 (Sunsets Nov. 2014)*

3.22 SUPPORTING LEGISLATION RESTORING THE DENALI KIDCARE PROGRAM ELIGIBILITY STANDARD TO 200 PERCENT OF FEDERAL POVERTY GUIDELINES

AASB strongly urges the Legislature to reintroduce and pass a bill expanding the eligibility standard for enrollment in the Denali KidCare Program from the present level to 200 percent of the federal poverty level with no cuts to currently covered services. AASB also strongly urges the governor to sign the legislation into law.

Rationale. SB 13, passed during the 26th Alaska Legislature, would have made health insurance available to an estimated 1,300 additional uninsured children in Alaska. SB 13 passed by substantial majorities in both chambers but was vetoed by the governor. By ensuring medical coverage for an increased number of economically disadvantaged children, the state will help ensure that they are ready to learn and not distracted and/or impaired by physical or emotional health problems.

Denali KidCare serves an estimated 7,900 children and remains one of the least costly medical assistance programs in the state, at about \$1,700 per child with full coverage, including dental. Alaska is one of only five states that fund its State Children's Health Insurance Program (SCHIP) below 200 percent of the federal poverty level. A total of 19 states cover families with incomes between 250 and 300 percent of federal poverty level. *Adopted 2010, Amended 2011 (Sunsets Nov. 2015)*

3.23 STUDENT PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES

AASB urges the Alaska School Activities Association, the Department of Education & Early Development and the 28th Alaska Legislature to provide clear rules and appropriate funding to assure that all students participating in interscholastic activities adhere to the standards set forth by the state and local school districts. AASB believes it is in the interest of all students to adhere to consistent rules regarding transfers, academic requirements for participation, state testing, accreditation, and funding mechanisms.

Rationale. Passage of SB 119 by the 27th Legislature allows students in grades nine through 12 in an alternative education program that does not offer interscholastic activities to participate in interscholastic activities at a school in the district in which they live. Acquiring documentation of academic progress for the wide variety of alternative education programs encompassed by SB 119 is difficult, costly and time consuming. Alternative education students not enrolled in a public school are not funded through the foundation program, raising questions regarding the adequacy and equity of activity fees paid by all students. *Adopted 2012 (Sunsets November 2017)*

3.24 SUPPORT OF FULL STATE FUNDING FOR PUBLIC HEALTH REQUIREMENTS

AASB strongly urges the Administration and the Legislature to continue to sufficiently fund the Public Health Nurse Program and other immunization programs so that necessary and required immunizations and health screenings can be provided free of charge for all disadvantaged children and youth.

Rationale. Children are not allowed to attend school without all mandatory immunizations. Charging for these immunizations can create an insurmountable barrier for disadvantaged youth and children, as well as creating an increased severity of social and health problems caused by the rise of preventable infections and missed education opportunities due to missed immunizations. In addition, early health screenings performed by public health nurses identify health, developmental and/or other factors that may interfere with a child's learning, growth and development.

"Public Health Nurses serve populations that are marginalized by society and address differences in health status that are unnecessary, avoidable, and unjust." – Association of State and Territorial Directors of Nursing, "Report on a Public Health Nurse to Population Ratio" October 2008

“As science and medicine continue to evolve, so does our ability -- and public health responsibility -- to prevent disease. The results of some of these advancements are new vaccines. The current U.S. vaccination schedule for children between birth and six years old recommends immunizations for at least 15 different diseases that may cause significant health problems and even death. Although this number may seem like a lot, it's important to know each and every disease has the potential to quickly reappear if vaccination rates drop.” – New York Department of Health website www.health.ny.gov/prevention Adopted 2012

3.25 Tobacco Free Schools

AASB supports and advocates for a comprehensive tobacco-free school policy in all districts around the state that promotes general health and welfare for students and all individuals in the school environment, protects future generations from tobacco use and exposure and reinforces tobacco-free norms and attitudes.

Rationale. More than 3 million high school students and 600,000 middle school students in the United States smoke cigarettes, including one in six Alaska high school students, according to the U.S. Surgeon General's Office (*Preventing Tobacco Use Among Youth and Young Adults, 2012*). The younger people begin smoking cigarettes, the more likely they are to become strongly addicted to nicotine for a lifetime (*Center for Disease Control 1994 report*). The percentage of teens in Alaska using smokeless tobacco products at 8 percent has been consistently higher than the U.S. national average (*Alaska Youth Risk Behavior Survey, 2011*).

Schools are often a vital and central gathering place for the entire community, hosting sporting events, dances, funerals, potlucks, health fairs, concerts, community lunches, etc. The image of older youth and adults using tobacco influences younger children to try and start using, or older youth can serve as positive role models. Communication is necessary to enforce a comprehensive tobacco-free policy.

Tobacco use is an addictive disease and not merely a discipline matter. Teens should be provided options for treatment; and yet a 2012 survey by the State of Alaska found only a dozen Alaska school districts with progressive consequences regarding tobacco violations. A comprehensive tobacco free policy (see AASB BP 3513.3 and 5131.62) includes all students, staff, visitors and the general public. Adopted 2012 (*Sunsets Nov. 2017*)

PERSONNEL

4.1 SUPPORT FOR STAFF DEVELOPMENT

AASB supports funded opportunities and sufficient resources for quality and relevant staff preparation and demonstrably effective continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

- Professional development for teachers to effectively implement the newly mandated Alaska State Standards;
- Pre-service: State training programs through postsecondary and other institutions (e.g. RANA–Rural Alaska Native Adult education program out of Alaska Pacific University and REPP–Rural Education Preparation Program out of University of Alaska Fairbanks);

- Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the Elementary and Secondary Education Act;
- Quality in-service programs at the local district level;
- Necessary training for paraprofessionals and special needs educators.

Rationale. The greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers classroom instruction to the student. Compounding this critical concern is the shortage of qualified teachers, administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively prepare teachers, the promise of these efforts has yet to reach most school districts. *Adopted 2002, Amended 2004, 2010, 2012 (Sunsets Nov. 2017)*

4.2 NATIONAL CERTIFICATION OF TEACHERS

AASB supports efforts to establish a financial incentive mechanism for state support of teachers and districts wishing to participate in the National Board for Professional Teaching Standards (NBPTS) process. State support for this resolution should be outside the foundation formula. Additional incentives to attract NBPTS teachers to under-performing schools should be considered.

Rationale. NBPTS is an organization of teachers, administrators, board members, and other education stakeholders working to advance the teaching profession and to improve student learning. The mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do. Linked to these standards will be a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. The NBPTS certification process is offered on a voluntary basis for teachers wishing to demonstrate exemplary performance around the five core propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach, and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring students learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

These standards are well aligned with the Alaska State Board of Education adopted teaching standards. *Adopted 1998, Amended 2007 (Sunsets Nov. 2013)*

4.3 THE ALASKA STATEWIDE MENTOR PROJECT

AASB applauds the willingness of veteran educators to serve as mentors to Alaska's teachers and principals. AASB urges the Alaska Legislature to provide permanent funding to continue professional staff mentoring. An evaluation process should be implemented to monitor the effectiveness of the mentoring program.

Rationale. Surveys have shown that far too many teachers and principals leave the profession within their first five years out of frustration or lack of success. Mentors who

serve to provide advice and support during these critical early years are a proven remedy to this drop-out phenomenon. Alaska should invest money in mentoring programs to ensure that they exist into the future, when federal funds may not be available. *Adopted 2005, Amended 2008, 2010, 2012 (Sunsets Nov. 2015)*

4.4 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

The Association of Alaska School Boards promotes the establishment and expansion of postsecondary educational programs to train additional individuals as certified special education teachers and the initiation of programs to train related services providers (i.e. school psychologists, physical therapists, and speech therapists) within our state university system.

Academic programs to train special education-related service providers are not currently available within Alaska. Therefore, AASB endorses providing financial support to Alaska residents who must attend-professional certification programs outside the state. This support should be limited to those professionals committed to providing services to children in Alaska public schools. In addition, AASB supports the continuation of using alternative ways towards special education certification.

Rationale. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) mandates appropriate educational services be provided to all certified special education students; the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.381 identifies the role of “the State (to) undertake (activities) to ensure an adequate supply of qualified personnel including special education and related services personnel...necessary to carry out the purposes of this part;” and, the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.382 identifies the role of “Each State plan (to) include a description of the procedures and activities the State will under take to ensure that all personnel necessary to carry out this part are appropriately and adequately trained...to include a system for continuing education of regular and special education and related service personnel to meet the needs of children with disabilities.”

School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals. *Adopted 1998, Amended 1999, 2000, 2010, 2011 (Sunsets Nov. 2013)*

4.5 ADDRESSING THE TEACHER, SPECIALIST AND ADMINISTRATOR SHORTAGE

The Association of Alaska School Boards urges the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska’s universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska. Suggested strategies may include:

- Incentives (salary bonuses, loan forgiveness, loan assumption, competitive retirement benefits, interest rate reduction, etc.);
- State supported marketing and licensure assistance to recruit teachers;
- Flexibility in certification requirements and reciprocity;
- Enhance and expand eligibility to use alternative routes to teacher certification;

- Improve access to bandwidth and technology teachers and staff, especially in rural communities;
- Improve availability and/or quality of teacher housing;
- Mentoring programs for new teachers;
- Rehire of retired (RIP'd) teachers and administrators;
- Professional support/development.
- Reduce redundant paperwork.

Rationale. It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska's public schools.

A teacher's job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators. *Adopted 1999, Amended 2000, 2001, 2005, 2008, 2010, 2011 (Sunsets Nov. 2013)*

4.6 REPEAL THE SOCIAL SECURITY GOVERNMENT PENSION OFFSET AND WINDFALL ELIMINATION PROVISION

AASB supports the elimination of two little known amendments to the Social Security Act that unfairly penalize certain public employees by reducing earned retirement benefits. They are the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP).

Rationale. The Government Pension Offset and Windfall Elimination Provision unfairly reduce the Social Security rights of at least one-third of America's education workforce, including Alaskans enrolled in either the Teacher's Retirement System or the Public Employees Retirement System.

In 1977, Congress began treating government pensions, such as those earned by educators, as Social Security benefits. The Government Pension Offset (GPO) reduces an individual's Social Security survivor benefits (available to a person whose deceased spouse had earned Social Security benefits) by an amount equal to two-thirds of his/her public pension.

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of \$540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut \$196 due to the (WEP). She will receive \$344 per month from Social Security instead of the \$540 she earned.

Congress further tightened the law in 2004 through passage of PL 108-203) which eliminated the "last day covered employment exemption" to the government offset provision. The law requires that the last 60 months of a person's government employment be covered by Social Security and the pension system in order to avoid reduction under the GPO. *Adopted 2002, Amended 2007 (Sunsets Nov. 2017)*

4.7 RELATING TO DEFINED BENEFIT RETIREMENT

AASB supports reestablishment of a fiscally responsible defined benefit retirement program, which we believe is essential to hiring and retaining highly qualified and effective staff.

Rationale. Secure retirement benefits are important for recruiting the best personnel to Alaska schools. Without competitive work benefits, it has become increasingly difficult to retain and recruit teachers, administrators and support staff. Districts are investing significant dollars to train staff to deliver world-class instruction and want to retain this knowledge in state to the advantage of our students. *Adopted 2005 Amended 2008, 2010 (Sunsets Nov. 2015)*

4.8 RELATING TO HEALTH CARE COSTS AND MEDICAL INSURANCE

The effects of recently passed federal health care legislation on school districts are not yet fully understood. AASB calls upon the Governor, the Legislature and Congress to carefully review the legislation to eliminate any unintended consequences harmful to school districts and to continue to look for ways to address the cost of health care in Alaska.

Rationale. In Alaska more than 110,000 residents have no medical insurance, and the price of treatment is increasing. In the U.S. 45.8 million people have no health insurance. The uninsured drive costs up for everyone. For school districts in Alaska these health care costs for current and retired employees is a growing problem. In many districts these costs add up to more than 10 percent of the budget. This growing budget category mitigates districts' ability to directly impact student achievement through classroom focused expenditures. *Adopted 2005, Amended 2010, 2011 (Sunsets Nov. 2015)*

4.9 SUPPORTING USE OF LICENSED PROFESSIONALS TO FACILITATE SERVICES BY THE USE OF TECHNOLOGY

AASB supports the use of technology by licensed professionals to facilitate the monthly supervision of paraprofessionals as they implement the related service goals in a student's individual education plan.

Rationale. In most of Alaska's smallest schools, very few students are enrolled in speech therapy, occupational therapy or physical therapy, and very few professionals are available to provide these services. The result is often the use of paraprofessional personnel to provide these services. One solution would be for a waiver of state laws to allow the supervision of these paraprofessionals by licensed professionals via virtual means. *Adopted 2005 Amended 2012 (Sunsets Nov. 2015)*

4.10 STAFF PERFORMANCE INCENTIVE PROGRAM

AASB endorses the concept of staff performance incentive program. We continue to encourage schools and districts to engage all staff to strive for student academic growth and continued high performance. AASB requests the State Board of Education & Early Development, in conjunction with AASB, to research, identify and evaluate staff incentive programs that promote student achievement in a fair and productive manner.

Rationale. It is important for Alaska's school districts to be aware of successful school performance programs that contribute to student achievement and support school staff. *Adopted 2009, Amended 2010, 2011 (Sunsets Nov. 2014)*

4.11 URGING THE STATE OF ALASKA TO REINSTATE THE RETIRE-REHIRE PROGRAM

The State of Alaska and AASB recognize that there is a limited labor pool for some jobs in K-12 education and that AS 14.20.135 is a good tool to fill critical positions. AASB urges the Alaska Legislature to reinstate AS 14.20.135, the “retire-rehire” law.

Rationale. Passage of HB 161 in 2005 included a 2009 sunset date for employees working under a waiver through the retire-rehire program for positions that difficult to recruit. The law established rules regarding the recruitment process that must be used in hiring a retire-rehire employee; it requires employers to provide health insurance for the employees and to make contributions to the unfunded liability of the retirement system for the employees. After July 1, 2009, all employees hired under a waiver must cease employment with the State of Alaska or school districts, or they may continue working in their current jobs but cease collecting retirement benefits.

The retire-rehire program was initiated for good reasons, including the increasing difficulty in filling some highly specialized positions and the need for Alaska to offer competitive salaries and benefits for skilled workers. Those reasons continue to exist despite the arbitrary deadline established in the sunset clause. An irony of the law is that a skilled worker in another state can retire there and move to Alaska to accept a waiver position in public employment, but a skilled worker in Alaska cannot compete for the same job. *Adopted 2008, Amended 2009 (Sunsets Nov. 2013)*

4.12 ALTERNATIVE PATHWAYS TO CERTIFY HIGHLY QUALIFIED & EFFECTIVE TEACHERS

AASB encourages the Department of Education & Early Development to develop alternative pathways for certifying teachers as highly qualified, with a particular focus on the need for teachers (a) to be highly qualified and effective in multiple subject areas in small rural high schools; (b) to qualify vocational/career technology teachers to provide core academic credit; and (c) to recognize an indigenous teacher certification track that will use Native/indigenous knowledge systems and pedagogy as a base for training teachers able to more effectively teach Native students. The alternative pathways should be created with participation from both urban and rural districts.

Rationale: The current highly qualified regulations established in the state accountability plan require a teacher to be highly qualified in each subject. In disciplines such as science and social studies, teachers maybe required to become highly qualified in Government and in History and in Social Studies. Science teachers must similarly be highly qualified in Chemistry and in Biology and in Physical Science and in Physics and in Geology. Rural school staffing patterns cannot support one teacher for each subject, let alone for each area within a discipline. In schools where one or two teachers must handle the entire secondary program, the additional preparation required to become highly qualified compounds teacher workloads, contributing to teacher burnout and turnover. Not only is there a severe shortage of Native teachers, there is also a dearth of culturally appropriate pathways to teacher certification. Research shows that Native teachers have a positive effect on and a better record of engaging Native students. The Alaska Department of Education and Early Development and Alaska colleges and universities should develop programs to support Native teachers to become certified. *Adopted 2008, Amended 2010, 2011 (Sunsets Nov. 2013)*

4.13 TEACHER ENDORSEMENTS CHANGE NOTIFICATION

AASB urges the Alaska Department of Education & Early Development to require adequate notice to school districts before teachers change their endorsements.

Rationale. Teachers assigned in April or May to teach a specific class, e.g. special education, in the fall may now drop that endorsement to their licenses before classes begin in August. Written notice to districts is required but may not be verified. The lack of adequate notice to school districts can leave schools and students without essential instructional resources. The restrictions of tenure add an additional consequence since a

teacher may no longer be certified for an available position. *Adopted 2010, Amended 2011 (Sunsets Nov. 2015)*

New 4.14 TEACHER TENURE

AASB supports amending state law to lengthen the period in which school administrators can evaluate teachers for purposes of granting tenure. The current tenure law (AS 14.20.150) provides tenure after a teacher works continuously in a district for three years and meets the district performance standards.

Rationale. State requirements for evaluating non-tenured teacher performance require two observations each year and one observation each year for tenured teachers. Under the state's new evaluation system (4 AAC 04.200) districts will evaluate a teacher on each of seven content standards and on student growth, starting at 20 percent of an educator's evaluation in 2015-16 and increasing to 50 percent in 2018-19. The complexity of the new evaluation system and the need to recruit and retain excellent teachers argues in favor of extending the tenure period beyond three years.

New 4.15 TEACHER EVALUATIONS

AASB urges the Department of Education & Early Development to help school districts implement the new regulations for evaluating teachers, administrators and special service providers in public schools.

Rationale. The State Board of Education and Early Development adopted 4 AAC 04.200 in December 2012, creating a phased approach to the use of student growth measurements in teacher evaluations. The phasing will result in 50 percent of an educator's evaluation being based on student growth beginning in 2018-19. That standard is very ambitious and districts will need assistance in developing and implementing an evaluation plan that is equitable to staff and maintains accountability for teachers and other professional staff.

EDUCATION PROGRAMS

5.1 CAREER-EXPLORATION PROGRAMS

The Association of Alaska School Boards strongly supports adequate and equitable funding for career and technical education, career technical student organizations, and, starting at the preschool and elementary level, career-exploration activities, while ensuring resources to satisfy needs and requirements of all academic programs.

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have endorsed and encouraged districts to implement career-exploration programs starting at the elementary level.

The implementation of career-exploration programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts. Increased costs include, but are not limited to: purchase of equipment and materials related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions career-exploration coordinator, transition specialist, job coach), insurance and workman's compensation costs.

There are a large number of students in rural villages that do not complete high school or job training programs. There is a need to provide programs like the Rural Student Vocational Program (RSVP), which was eliminated in 1998, or innovative regional residency centers to enhance opportunities for these students. At the same time, career-

exploration programs must integrate and ensure basic academic achievement. *Amended 1999, 2002, 2008, 2010, 2012 (Sunsets Nov. 2013)*

5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

AASB urges the Alaska Department of Education & Early Development (EED) and other entities to support, coordinate and encourage distance delivered education programs for students and teachers in partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery education equipment and adequate bandwidth to support it. Other delivery methods must be made available until connectivity issues have been solved statewide. The technology that exists to provide satellite instruction throughout the United States is inadequate in Alaska. The state is urged to provide stable connectivity through the use of fiber optics

Rationale. All school districts need to have the capability to offer a variety of courses for all students, including the remedial student, vocational student, the student who left school without graduating, and the college bound student.

In order to take classes otherwise not available, students who attend small high schools must leave their community or take correspondence classes. There are examples in the state of success in delivering such courses utilizing technology. Many districts in the state are exploring the use of current technology in the form of distance delivery. Programs that are currently being offered in local districts could be utilized by other districts in-state, or substituted for purchased programs now in use, with funding and support provided by EED.

Expanding distance delivery could also help meet the needs of “highly qualified” teachers and paraprofessionals under the 2001 amendments to the Elementary and Secondary Education Act. *Amended 2001, 2002, 2003, 2006, 2007, 2008, 2009, 2010 (Sunsets Nov. 2013)*

5.3 NATIVE LANGUAGE PROGRAM DEVELOPMENT

AASB supports state funding for staff training, program development and materials preparation to promote Native language instruction for those districts that desire Native language programs. AASB also urges Congress to clarify the Elementary and Secondary Education Act (ESEA) to bring it into compliance with the Native American Languages Act and to support opportunities for American Indian, Alaska Native, Native Hawaiian, and Pacific Islander students to retain and use Native American languages, including adequate funding for federal programs that can support Native language instruction.

Rationale. The heritage languages of the Indigenous Peoples of the United States have become endangered. The extinction of languages would further erode the rich heritage of the Indigenous Peoples of the United States. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, these languages will become extinct. Financial support from the government for the preservation of Native languages would enable the use of a technology that has helped speed the loss of indigenous languages to reverse that trend. In today’s modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs. *Amended 1998, 1999, 2004, 2008, 2010 (Sunsets Nov. 2013)*

5.4 COMMUNITY SCHOOL PROGRAMS

AASB recommends that the Community Schools Act of 1980 be reinstated and the state explore independent funding status for Alaska’s Community School programs.

Rationale. AASB recognizes that *Community School Programs* extend the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner. Tight budgets and state demands for strict accountability have placed community schools programs in competition with district academic priorities. *Amended 2001, 2004, 2008,2009 (Sunsets Nov. 2013)*

5.5 INCREASING STUDENT CONTACT TIME

The Association of Alaska School Boards supports allowing school districts to expand the school day or to expand the school year, with adequate state funding, to account for state mandated student testing, professional development, collaboration/planning, and/or increased instructional contact time, according to local district needs.

Rationale. The lack of time is identified as one of the top challenges facing schools when it comes to effective schooling and raising student achievement. Education Summit of 2000 participants identified the need for more time to align curriculum, more student contact time (day/week/year), more teacher preparation time, more time for professional development, reducing the loss of instructional time. This would allow more time for remediation efforts, time to communicate test results, work with public expectations and collaborate with appropriate entities.

In addition, policymakers have decreased student contact time through state mandates that require additional testing days and related professional development requirements that potentially impact student achievement. The most important challenge is an inadequate amount of time on task by students. Educators need time to make sure that each student has a solid foundation before moving him/her to the next level. *Adopted 2000, Amended 2001, 2002, 2003, 2008 (Sunsets Nov. 2013)*

5.6 MODIFICATION OF THE ALASKA CERTIFICATE OF ACHIEVEMENT

AASB urges the Alaska state legislature to direct and fund the Department of Education & Early Development and the Alaska Board of Education to convene a study of the implications of the current Certificate of Achievement law as well as the desirability of modifications, which would reflect actual student achievement and avoid disadvantages relative to graduation requirements of other states. The results of the study should be presented to the legislature for consideration of changes in the current law.

Rationale. Students with an Alaska Certificate of Achievement may have important skills and be able to perform successfully in a job. Alaska Certificate of Achievement holders are unfairly denied access to post secondary and employment opportunities. At the very least the Certificate of Achievement should delineate actual competencies. *Adopted 2006. Amended 2008, 2011. (Sunsets Nov. 2016)*

5.7 ENCOURAGING CIVIC EDUCATION IN SCHOOL DISTRICTS

AASB encourages member districts to develop well-articulated curriculum for civic education (local, state and national in a global context) for students and provide effective teaching strategies for civic instruction, including meaningful student government opportunities at all levels.

Rationale. In HCR 6, the 25th Alaska Legislature noted that residents place a high priority on meaningful civic learning in our schools, and "it is the responsibility of each generation of Americans to teach the next generation how democracy works." While some schools in Alaska have developed excellent civics education curriculum, the legislature declared that "there has been a steady decline in the attention paid to advancing civic learning opportunities, locally, statewide and nationally." AASB believes that civics content can be integrated into reading, writing and math instruction without diminishing attention to tested subjects. AASB believes civics education should be a matter for local districts, rather than a statewide mandate. A citizen's task force studying the issue of improving civics education in Alaska schools met in 2008 and gave an oral report to the legislature.

It was a preliminary report. AASB encourages the legislature to facilitate the task force completing its report *Adopted 2007. Amended 2008, 2009, 2010 (Sunsets Nov. 2017)*

5.8 REQUESTING THE ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT TO PROVIDE STANDARDS-BASED ASSESSMENTS IN ALASKA NATIVE INDIGENOUS LANGUAGES

AASB requests the state to provide standardized assessments in the Alaska Native indigenous languages, as requested by the individual districts.

Rationale. Students who have a strong first language in their ethnic group perform better academically. Students who learn English as a second language with a strong first language do better academically on standardized tests. Culturally responsive curriculum that uses the local language and cultural knowledge provides the foundation for the rest of the curriculum and implements the goals of the State of Alaska's Cultural Standards. *Adopted 2007 (Sunset Nov. 2017)*

5.9 SUPPORTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

AASB supports funding regional career and technical education centers, both new and pre-existing, to support the goals of public education. Centers could establish partnerships with the private sector to help fund training programs leading to employment of students in a broad range of careers. This funding should also include monies for student housing.

Rationale. The existing system of funding vocational education has failed to provide appropriate vocational training opportunities in schools across the state. *Adopted 2008 Amended 2009, 2012 (Sunsets Nov. 2013)*

5.10 URGING FLEXIBILITY IN TESTING REGIMES TO SUPPORT INDIGENOUS LANGUAGE PROGRAMS

AASB urges the Alaska Legislature to join with school districts in opposing those aspects of the Elementary and Secondary Education Act (ESEA) that are detrimental to rural, largely Native school districts, including testing regimes that inaccurately assess Alaska Native and rural Alaska students. English Language Learner (ELL) mandates inaccurately assess Native Alaska students and inadvertently target language programs. In addition, AASB urges the state to reexamine its own testing programs with regard to these issues.

Rationale. The current ESEA reauthorization process is an opportunity to improve the existing law. Since 2001, ESEA has lacked the flexibility needed to support English Language Learners in indigenous communities. ELL programs disadvantage indigenous communities that wish to perpetuate their values, culture and traditions in their public schools through their language. The State of Alaska and the U.S. Department of Education have not established appropriate psychometric instruments to measure the fluency of indigenous language speakers. *Adopted 2008, Amended 2010 (Sunsets Nov. 2013)*

5.11 SUPPORTING UNIVERSAL ACCESS TO EDUCATION FOR ALASKA'S 3- AND 4-YEAR-OLD LEARNERS

AASB strongly supports full implementation and funding of a voluntary education program for every 3- and 4-year-old child in Alaska.

Rationale. The foundation of cognition is established early in childhood, and research clearly demonstrates the efficacy of educational programming for 3- and 4-year-olds. Access to these programs is important for every child in Alaska. *Adopted 2008, Amended 2010, 2012 (Sunsets Nov. 2013)*

5.12 ENCOURAGING DISTRICTS TO ADOPT STANDARDS FOR PARENT/FAMILY INVOLVEMENT PROGRAMS

AASB encourages the Alaska Legislature to provide funding for and districts to develop, implement and regularly evaluate their parent involvement programs using, as models, the Alaska Standards for Culturally Responsive Schools and the National Standards for Parent/Family Involvement Programs. The National Standards are supported by the National School Boards Association and more than 40 other national education, health and parent involvement groups and developed by National PTA in cooperation with education and parent involvement professionals.

Rationale. AASB has affirmed the importance of parent involvement in Belief Statements B.11, B.17 and B.18. The Elementary and Secondary Education Act (ESEA) also recognizes the significance of and requires effective parent involvement programs that incorporate the six National Standards for Parent/Family Involvement Programs, including communicating, parenting, student learning, volunteering, school decision-making and advocacy and collaborating with the community to engage parents, provide parents with clearly and timely information about ESEA and develop effective advocates. *Adopted 2008, Amended 2010, 2012 (Sunsets Nov. 2013)*

5.13 URGING CONTINUATION OF THE ALASKA NATIVE EDUCATION ACT

AASB urges Congress and the President to support continuation of the Alaska Native Educational Equity, Support and Assistance Act as a critical way to engage families and communities in better supporting student success, and align school and community efforts to create safe, healthy and opportunity-rich environments that support a high level of success for all students.

Rationale. Since its adoption in 2002 as Title 7 of the Elementary and Secondary Education Act (NCLB), the Alaska Native Education Act has provided supplemental benefits to Alaska school districts and Alaska Native students. Congress recognized then that too many Alaska Native children enter and leave the school system with serious educational handicaps, including low test scores and high drop-out rates. The Alaska Native Education Act was enacted and funded to address these problems through improved curricula, better teaching practices, family literacy programs, cultural exchanges, community engagement programs and career preparation activities.

The Alaska Initiative for Community Engagement is a statewide initiative that effectively enlists families, school boards, districts, schools, educators, Alaska native organizations, businesses, community organizations, artists and arts organizations, faith communities, and young people themselves in improving the academic and social outcomes for youth. The success of this investment in Alaska Native students is evident in a 2009 report by the American Institutes for Research. The report on the impact of the Alaska Initiative for Community Engagement (Alaska ICE), which is funded through the Alaska Native Education Act, shows positive changes, especially for Native students, in schools and communities supported by Alaska ICE, including an increased level of expectations of Native students, improvements in school climate, increased levels of adult support for youth in the community, significantly reduced risk behaviors (including vandalism, fights, alcohol and drug use) and higher proficiency rates on statewide academic assessments. *Adopted 2009, Amended 2010 (Sunsets Nov. 2014)*

5.14 RELATING TO POSTSECONDARY CLASSES FOR SECONDARY STUDENTS

AASB believes that students who wish to do so should be allowed to take college credit or vocational school credit classes while they are in high school, but not at the mandated

expense of their school districts. The state should fund appropriate post-secondary vocational or college courses for high school students.

Rationale. HB 206 allows students who have passed the High School Graduation Qualifying Exam to take college credits or vocational school credits at the expense of their school districts. It is in the interest of the state to help students maintain interest in school and advance toward a college degree or vocational education certificate. The cost for this post-secondary education should not be required to be borne by school districts. Therefore, it is reasonable to ask the state to fund these courses. *Adopted 2009, Amended 2010 (Sunsets Nov. 2014)*

5.15 HIGH SCHOOL GRADUATION QUALIFYING EXAM

AASB supports the continued review of the concerns related to the High School Graduation Qualifying Exam.

Rationale. Alaska is one of 25 states that administer a high school graduation exam. Passage of the HSGQE has been a requirement for all high school seniors in Alaska since 2004. The test measures basic student competency in math, English and reading. Supporters of the HSGQE include those who believe it is an important inducement to students to achieve basic academic proficiency and one measure for schools, parents and employers to measure a student's preparedness to enter college or the work place. Critics of the HSGQE include those who believe it is a poor measure of academic proficiency, leads to loss of student interest in school after the test is passed in the 10th grade, and increases drop-out rates for those who fail to pass on the first test, and for a limited number of students is a needless bar to receiving a full high school diploma. The HSGQE is among a number of assessments at the high school level that are redundant and an inefficient use of precious resources. They require additional money, personnel and instructional time that are not necessary, *Adopted 2010 (Sunsets Nov. 2015)*

5.16 ALLOWING FLEXIBILITY IN NATIONALLY-NORMED TESTING

AASB supports flexibility for districts to use other state-approved nationally-normed assessments that are capable of correlation to the Terra Nova in order to provide more detailed and instructionally useful data, in lieu of mandatory Terra Nova testing for fifth and seventh grade students.

Rationale. The Terra Nova test has served to benchmark the achievement of Alaska's fifth and seventh graders against national data, showing where Alaska standards and instruction stand compared to national results. Other tests are available, however, that produce far more detailed and instructionally useful data while still being capable of correlation to the Terra Nova for statewide and historical consistency. Districts should be allowed the flexibility to select and use these more useful tests in lieu of the Terra Nova. *Adopted 2010 (Sunsets Nov. 2015)*

5.17 URGING THE LEGISLATURE TO RECOGNIZE THE TRUE AND IMPROVING RATE OF ALASKA HIGH SCHOOL GRADUATION

AASB encourages the Alaska Legislature to recognize that the graduation rate for Alaska high school students has steadily improved since 2005. The Department of Education & Early Development calculates that 68 percent of students in the class of 2011 graduated within four years, and 70.2 percent within five years.

Rationale. During the 2011 session, many legislators repeatedly stated that the graduation rate for Alaska public high schools was 60 percent. That was true a decade ago. Due to improvements in funding and the focus of districts on graduating students, a record 8,245 students received diplomas in 2010 and another 1,298 students were continuing to work toward graduation. *Adopted 2011 Amended 2012 (Sunsets Nov. 2016)*

5.18 ENCOURAGING ONLINE ~~HIGH-STAKES~~ TESTING

AASB strongly encourages the State of Alaska and member School Districts to develop and implement computer-based testing of students for the High School Graduation Qualifying Exam, as well as for other assessments where practicable, as a cost-effective innovation that enables districts personnel and students to receive test results in a more timely fashion.

Rationale. Computer-based testing is a proven technology that can deliver tests in a secure and efficient manner. The cost of mailing paper tests, the extra costs for security, and the delays in serving rural schools all make online testing desirable. While initial start-up costs for a digital testing system may be high in some districts, the financial savings over time should be substantial. The ability to use immediate test results to help teachers gauge student progress and plan future course work can improve academic achievement. Seniors who require last-minute testing for graduation can also benefit from digital testing. *Adopted 2011 Amended 2012 (Sunsets Nov. 2015)*

5.19 SUPPORT OF PUBLIC SCHOOL LIBRARY DEVELOPMENT GRANT PROGRAM

AASB strongly supports the Public School Library Development Grant Program and the State Board of Education and Early Development adopted regulations pertaining to Alaska State Statute 14.56.360-375, providing for annual funding for strong broadly based school library collections in support of school curriculum offerings.

Rationale. Research indicates that reading for enjoyment is important for children's education success (OECD 202); schools with new collections in their libraries have higher test scores (Illinois 2005); and student achievement is higher in schools that house larger collections of traditional print resources as well as online resources (Pennsylvania 2000). *Adopted 2012*

5.20 URGING THE LEGISLATURE TO CHANGE ALASKA STATE STATUTE 14.07.030 TO ALLOW FOR ELEMENTARY AGE STUDENTS WHO HAVE BEEN DISPLACED DUE TO A SCHOOL CLOSING TO BE ELIGIBLE FOR THE STATE BOARDING HOME PROGRAM.

AASB urges the Alaska Legislature to change the language of state statute AS 14.07.030 by removing the specific "secondary" student eligibility criteria to allow elementary age students who have been displaced from a community when a local school has been closed due to enrollment below 10 students to be eligible for state funding through the State Boarding Home Program. A change to this Statute will allow the Department of Education and Early Development to make necessary changes to regulation to address the needs of these displaced elementary age students.

Rationale. Many small schools in rural Alaska have been forced to close due to student enrollments falling below the state-funding minimum of 10 students. Students who remain in these villages are required to seek out and secure other educational opportunities including moving to another community in the region that continues to have a school.

The Alaska Department of Education and Early Development's boarding home program allows school districts to receive reimbursement for the stipend paid to boarding home

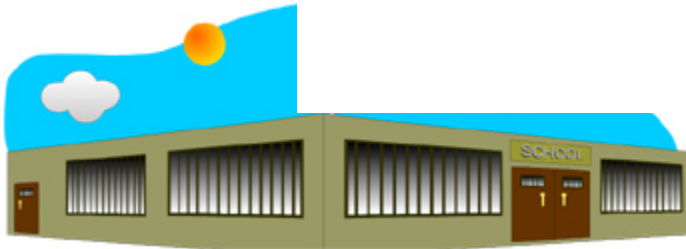
parents of students that qualify for the program. The state has clear definitions about the eligibility of students that qualify for the boarding home program in 4 ACC 09.050.

Currently to meet the state's eligibility requirements, a student must "be a secondary student who does not have daily access to a high school by being transported a reasonable distance."

The boarding home program currently provides a stipend to host parents to assist with the costs related to the education and housing of a boarding home student. The boarding home program also provides or reimburses the cost of transportation for one-round trip airfare from the student's home village to the in-district village in which they are attending high school.

With the closure of rural small schools, needs have arisen for parents of elementary age students to seek out alternative educational placements for their children. Presently, students from closed elementary schools whose families have remained in their home community have enrolled students in another community's elementary school, but those students do not qualify for the State Boarding Home Program. This causes an added financial burden on both the parent(s) and the host family to meet the student's travel, food and lodging needs. *Adopted 2012*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Administrator Meeting Agenda
Skyview High School
Thursday, August 1, 2013



KPBSD – Working to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 AM	Coffee and Conversation	
8:30 AM	Superintendent's Message	Dr. Steve Atwater
9:00 AM	New Administrator Introductions	KPAA
9:15 AM	Effective Instruction	DIT
11:00 AM	Instructional Support	Dave Jones
12:00 PM	Lunch	Provided
12:45 PM	Instruction Administrivia	DIT
1:15 PM	ASPI	Tim Vlasak
2:00 PM	Regional Inservice	John O'Brien
2:30 PM	Instructional Support Administrivia	IS Team
4:00 PM	Wrap Up	Sean

***Please bring laptops**

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Administrator Meeting Agenda
Skyview High School
Friday, August 2, 2013



KPBSD – Working to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 AM	Coffee and Conversation	
8:30 AM	Effective Leadership	Sean Dusek
9:00 AM	Legal Training	AST
10:30 AM	Human Resources	Joann Riener
11:15 AM	Communications	Pegge
12:00 PM	Lunch	KPAA
1:00 PM	Instructional Support	IS Team
2:30 PM	Instruction Mandatory	Sean
4:00 PM	Wrap Up	

***Please bring laptops**


KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Borough Assembly Action		
Date:	June 27, 2013	Item Number:	
Administrator:	Dave Jones, Assistant Superintendent 		
Attachments:	School Related Items on the July 2, 2013 Borough Assembly Agenda		

Action Needed **For Discussion** **Information** **Other:** _____

BACKGROUND INFORMATION

Attached is information pertaining to the School District which will be presented at the July 2, 2013 Borough Assembly meeting:

- Authorization to award contract for ITB13-054 Kaleidoscope School exterior door replacement project 2013
- Authorization to award contract for ITB13-056 Soldotna-Kenai-Nikiski area flooring replacement
- Authorization to award contract for ITB13-055 Homer area flooring replacement
- Ordinance 2013-19-04, accepting and appropriating \$1,500,000 from the State of Alaska for the Soldotna High School artificial turf field project
- Ordinance 2013-28, providing for the submission to the qualified voters of the Kenai Peninsula Borough the question of the issuance of not to exceed twenty-two million nine hundred eighty-seven thousand dollars (\$22,987,000) of general obligation bonds of the Kenai Peninsula Borough to pay the costs of educational capital improvements in the borough at an election in and for the Kenai Peninsula Borough on October 1, 2013

ADMINISTRATIVE RECOMMENDATION

For your information.



KENAI PENINSULA BOROUGH

Maintenance Department
47140 East Poppy Lane, Soldotna Alaska
phone (907) 262-4011 fax (907) 262-5882
www.borough.kenai.ak.us

MIKE NAVARRE
MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Mark Fowler, Purchasing & Contracting Director
THRU: Scott Griebel, Maintenance Director
FROM: Carmen Vick, Project Manager
DATE: June 4, 2013
SUBJECT: Authorization to Award Contract for ITB13-054 Kaleidoscope School Exterior Door Replacement Project 2013

The Purchasing and Contracting Office formally solicited and received bids for the "Kaleidoscope School Exterior Door Replacement Project 2013" project. Bid packets were released on May 6, 2013 and the Invitation to Bid was advertised in the Peninsula Clarion on May 6, 2013.

The project consists of three entrance exterior door-storefront replacements at Kaleidoscope School in Kenai, Alaska.

On the due date of May 22, 2013, three (3) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$39,390 was submitted by G&S Management Services, LLC, 1200 E. 76th Avenue Suite 1206, Anchorage, AK 99518.

Your approval for this bid award is hereby requested. Funding for this project is in account numbers 400.78050.12728.43780.

Approved:

Mike Navarre
Mike Navarre, Mayor

6/11/13
Date

Routed From
Mayor's Office to:
Clerk
Assembly
Legal
Finance
Assessing
Planning
Roads
SBB
Purchasing
Other
Date: 6-11-13

FINANCE DEPARTMENT
FUNDS VERIFIED
Acct #400.78050.12728.43780 - \$39,390.00
BY: CC DATE: 6/5/13

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB13-054 Kaleidoscope School Exterior Door Replacement Project 2013

CONTRACTOR	BASE BID
Polar North Construction	\$49,929.00
G&S Management	\$39,390.00
Holden Company	\$44,682.00

14

DUE DATE: May 22, 2013 @ 2:00 PM

KPB OFFICIAL:  Mark Fowler, Purchasing & Contracting Director



KENAI PENINSULA BOROUGH

Maintenance Department
47140 East Poppy Lane, Soldotna Alaska
phone (907) 262-4011 fax (907) 262-5882
www.borough.kenai.ak.us

MIKE NAVARRE
MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Director *[Signature]*

THRU: Scott Griebel, Maintenance Director *[Signature]*

FROM: Carla Salzer, Project Manager *[Signature]*

DATE: June 6, 2013

SUBJECT: Authorization to Award Contract for ITB13-056 Soldotna-Kenai-Nikiski Area Flooring Replacement

The Purchasing and Contracting Office formally solicited and received bids for the "Soldotna-Kenai-Nikiski Area Flooring Replacement" project. Bid packets were released on May 14, 2013 and the Invitation to Bid was advertised in the Peninsula Clarion on May 14, 2013.

The project consists of provide flooring replacement services at Skyview High School, Soldotna Middle School, Soldotna High School, Soldotna Elementary School, Kenai Central High School, and Nikiski North Star Elementary School.

On the due date of June 5, 2013, five (5) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$40,441.62 was submitted by Aurora Flooring, 5630 Silverado Way #6, Anchorage, AK 99518.

Your approval for this bid award is hereby requested. Funding for this project is in account numbers 400.78050.12755.43780.

Approved:

Mike Navarre
Mike Navarre, Mayor

6/11/13
Date

Routed From Mayor's Office to:

- Clerk
- Assembly
- Legal
- Finance
- Assessing
- Planning
- Roads
- SBB
- Purchasing
- Other

Date: 6-12-13

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct #400.78050.12755.43780 - \$40,441.62	
BY: <u><i>[Signature]</i></u>	DATE: <u>6/10/13</u>

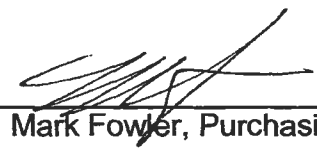
**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB13-056 Soldotna-Kenai-Nikiski Area Flooring Replacement

CONTRACTOR	BASE BID
Aurora Flooring	\$40,441.62
Eastside Carpet	\$45,865.37
Big Street Construction	\$62,512.91
Jungle Jim's	\$44,831.22
Floor-Ever	\$43,212.95

DUE DATE: June 5, 2013 @ 2:00 PM

KPB OFFICIAL:



Mark Fowler, Purchasing & Contracting Director



KENAI PENINSULA BOROUGH

Maintenance Department
47140 East Poppy Lane, Soldotna Alaska
phone (907) 262-4011 fax (907) 262-5882
www.borough.kenai.ak.us

MIKE NAVARRE
MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Director *[Signature]*

THRU: Scott Griebel, Maintenance Director *[Signature]*

FROM: Carla Salzer, Project Manager *[Signature]*

DATE: June 11, 2013

SUBJECT: Authorization to Award Contract for ITB13-055 Homer Area Flooring Replacement

The Purchasing and Contracting Office formally solicited and received bids for the "Homer Area Flooring Replacement" project. Bid packets were released on May 14, 2013 and the Invitation to Bid was advertised in the Peninsula Clarion on May 14, 2013 and the Homer Tribune on May 22, 2013.

The project consists of provide flooring replacement services at Ninilchik School, West Homer Elementary School, Homer High School, Paul Banks Elementary School and McNeil Canyon Elementary School.

On the due date of June 5, 2013, four (4) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$39,553.16 was submitted by Aurora Flooring, 5630 Silverado Way #6, Anchorage, AK 99518.

Your approval for this bid award is hereby requested. Funding for this project is in account numbers 400.78050.13755.43780.

Approved:

[Signature: Mike Navarre]
Mike Navarre, Mayor

6/14/13
Date

Routed From
Mayor's Office to:

- Clerk
- Assembly
- Legal
- Finance
- Assessing
- Planning
- Roads
- SBB
- Purchasing
- Other

Date: 6-14-13

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct #400.78050.13755.43780 - \$39,553.16	
BY: <u>pc</u>	DATE: <u>6/12/13</u>
<i>[Signature]</i>	

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB13-055 Homer Area Flooring Replacement

CONTRACTOR	BASE BID
Aurora Flooring	\$39,533.16
Eastside Carpet	\$42,799.48
Big Street Construction	\$58,643.09
Jungle Jim's	\$41,748.00

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DUE DATE: June 5, 2013 @ 2:00 PM

KPB OFFICIAL:



Mark Fowler, Purchasing & Contracting Director

Introduced by: Mayor
Date: 07/02/13
Hearing: 08/06/13
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2013-19-04**

**AN ORDINANCE ACCEPTING AND APPROPRIATING \$1,500,000 FROM THE
STATE OF ALASKA FOR THE SOLDOTNA HIGH SCHOOL ARTIFICIAL TURF
FIELD PROJECT**

1 **WHEREAS**, the borough requested funding to replace or improve the track and fields at
2 Soldotna High School in the borough's 2012 and 2013 legislative priorities; and

3 **WHEREAS**, Senate Bill 18, which appropriated funding to the borough for Soldotna High
4 School fields, was passed by the State Legislature and signed by the Governor on
5 May 21, 2013; and

6 **WHEREAS**, the Alaska Department of Commerce, Community and Economic Development
7 will provide a grant award in the amount of \$1,500,000 to the borough for the
8 field improvement project;

9 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
10 **PENINSULA BOROUGH:**

11 **SECTION 1.** That the mayor is authorized to accept a grant in the amount of \$1,500,000 from
12 the State of Alaska Department of Commerce, Community and Economic
13 Development, and is authorized to execute a grant agreement and any other
14 documents deemed necessary to accept and expend the grant and to fulfill the
15 intent and purposes of this ordinance.

16 **SECTION 2.** That grant funds in the amount of \$1,500,000 are appropriated to the following
17 account: 400.76020.13566.49999.

1 **SECTION 3.** That due to the length and nature of this project, the appropriations established
2 through this ordinance shall not lapse at the end of any particular fiscal year.

3 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
4 **DAY OF * 2013.**

Linda Murphy, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

Capital Projects

MEMORANDUM

TO: Linda Murphy, Assembly President
Members of the Kenai Peninsula Borough Assembly

MIKE NAVARRE
BOROUGH MAYOR

THRU: Mike Navarre Mayor *MP*
Craig Chapman, Finance Director *C Chapman*
Brenda Ahlberg, Community & Fiscal Projects Manager *B Ahlberg*

FROM: Kevin Lyon, Capital Projects Director *KL*

DATE: June 20, 2013

SUBJECT: Ordinance 2013-19-04, accepting and appropriating \$1,500,000 from the State of Alaska for the Soldotna High School Artificial Turf Field Project

The borough submitted a request for legislative grant funding in the Fiscal Year 2013/2014, State of Alaska Capital Budget. Senate Bill 18 was passed by the State Legislature and signed by Governor Parnell on May 21, 2013. Funds in the amount of \$1,500,000 will be used toward the completion of the Soldotna High School Artificial Turf Field Project.

The Alaska Department of Commerce, Community and Economic Development will provide the grant award with a five-year, project performance period ending June 30, 2018. Kevin Lyon, Capital Projects Director, shall provide grant oversight and project completion.

Attachment: Alaska Act HCS CSSB 18(FIN)
excerpt "Kenai Areawide (HD33-35) Only"

FINANCE DEPARTMENT ACCOUNT VERIFIED	
Acct. No.	<u>400.76020.13566.49999</u>
Amount	<u>N/A</u>
By:	<u>pc</u> Date: <u>6/19/13</u>

Impact House District Detail

HD	Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Anchorage Areawide (HD 11-27)							
	Commerce	Girdwood Health Clinic Inc. - Medical Equipment, Records System and Planning	219,084	0	0	0	219,084
	M&VA	Joint Base Elmendorf Richardson Deferred Maintenance	1,517,000	0	0	3,525,500	5,042,500
	M&VA	Joint Base Richardson Elmendorf (JBER) - Parking Lot Replacement	119,000	0	0	1,881,000	2,000,000
	Commerce	Nordic Skiing Association of Anchorage, Inc. - Trail, Equipment, and Facility Upgrades	950,000	0	0	0	950,000
	NatRes	Parks and Outdoor Recreation Deferred Maintenance - Chugach Region	360,000	0	0	0	360,000
	Commerce	Partners for Progress - Reducing Criminal Recidivism in Anchorage: A Multi-Agency Transitional Housing Model	600,000	0	0	0	600,000
	Trans	Seward Highway - Anchorage to Portage Glacier Road Intelligent Transportation System Project	0	0	0	350,000	350,000
	Trans	Seward Highway - Milepost 99 to 104 - Bird and Indian Improvements	0	0	0	36,000,000	36,000,000
	NatRes	Study, Survey, and Potential Treatment of Elodea in Sand Lake	40,000	0	0	0	40,000
	Trans	Ted Stevens Anchorage International Airport - Advanced Project Design and Planning	0	0	570,000	0	570,000
	Trans	Ted Stevens Anchorage International Airport - Aircraft Fire Fighting Training Facility	0	0	175,000	2,625,000	2,800,000
	Trans	Ted Stevens Anchorage International Airport - Airfield Pavement Reconstruction and Maintenance	0	0	1,587,500	23,812,500	25,400,000
	Trans	Ted Stevens Anchorage International Airport - Annual Improvements	0	0	720,000	0	720,000
	Trans	Ted Stevens Anchorage International Airport - Environmental Compliance	0	0	100,000	0	100,000
	Trans	Ted Stevens Anchorage International Airport - Equipment	0	0	1,119,353	3,480,647	4,600,000
	Trans	Ted Stevens Anchorage International Airport - Facility Improvements, Renovations and Upgrades	0	0	1,100,000	0	1,100,000
	Trans	Ted Stevens Anchorage International Airport - Information Technology Improvements	0	0	960,000	0	960,000
	Trans	Ted Stevens Anchorage International Airport - Part 150 Noise Study	0	0	50,500	84,500	135,000
	Trans	Ted Stevens Anchorage International Airport - Runway 7R Concrete Spall Repairs	0	0	2,000,000	0	2,000,000
	Trans	Ted Stevens Anchorage International Airport - Structure Fire Training Facility	0	0	26,563	398,437	425,000
	H&SS	Transitional Housing Apartment Renovation	65,000	0	0	0	65,000
Anchorage Areawide (HD 11-27) total:			132,286,245	2,412,050	43,408,916	101,577,584	279,684,795
Kenai Areawide (HD 28-30)							
	Commerce	Alaska SeaLife Center - Critical Building and Equipment Repairs, Upgrades and Replacements	450,000	0	0	0	450,000
	Commerce	Cooper Landing Emergency Services - Fire Tanker	340,000	0	0	0	340,000
	Labor	Deferred Maintenance, Renewal, Repair and Equipment - AVTEC	968,000	0	0	0	968,000
	Trans	Fritz Creek - Greer Road Upgrade	400,000	0	0	0	400,000
	Commerce	Funny River - Natural Gas Pipeline	1,300,000	0	0	0	1,300,000
	Labor	Heavy Equipment Shop/Diesel Shop/Pipe Welding Relocation - Phase 1 of 3	6,000,000	0	0	0	6,000,000
	Trans	Homer - Beluga Lake Float Plane Base Planning Study	0	0	0	250,000	250,000
	Trans	Homer - East End Road Rehabilitation - Milepost 3.7 to 12.2	0	0	0	850,000	850,000
	Trans	Homer - Homer Harbor	4,206,000	0	0	0	4,206,000

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Impact House District Detail

HD	Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Kenai Areawide (HD 28-30)							
	Trans	Homer - Lake Street Rehabilitation	0	0	0	5,000,000	5,000,000
	Commerce	Homer Electric Association, Inc. - Replacement of Seldovia Emergency Generators	0	250,000	0	0	250,000
	Commerce	Homer Society of Natural History dba Pratt Museum - Museum Building Construction	250,000	0	0	0	250,000
	Commerce	Hospice of the Central Peninsula - Replacement of Durable Medical Equipment for the Community Loan Closet	10,000	0	0	0	10,000
	Courts	Kenai - Courthouse Deferred Maintenance	200,000	0	0	0	200,000
	Commerce	Kenai - Fire/Rescue Boat	90,000	0	0	0	90,000
	Commerce	Kenai - Public Safety Building Upgrades	110,000	0	0	0	110,000
	Commerce	Kenai - State Personal Use Fishery Capital Improvements	150,000	0	0	0	150,000
	Commerce	Kenai - Water Storage Reservoir Construction	0	2,500,000	0	0	2,500,000
	M&VA	Kenai Armory Deferred Maintenance	125,000	0	0	125,000	250,000
	Commerce	Kenai Peninsula Borough - Anchor Point Fire and Emergency Medical Service Area Sewer System Replacement	50,000	0	0	0	50,000
	Commerce	Kenai Peninsula Borough - Central Peninsula Landfill Leachate Thermal Evaporation Unit	3,472,619	0	0	0	3,472,619
	Commerce	Kenai Peninsula Borough - Road Projects	2,000,000	0	0	0	2,000,000
	Commerce	Kenai Peninsula Borough - Seward Bear Creek Flood Mitigation	1,000,000	0	0	0	1,000,000
	Commerce	Kenai Peninsula Borough - Soldotna High Schools Artificial Turf Field	500,000	1,000,000	0	0	1,500,000
	Commerce	Kenai Peninsula Fair Association - Weatherization, Renovation and Facility Upgrades	100,000	0	0	0	100,000
	Commerce	Kenai Peninsula Opportunities, Inc. - Facility Upgrade and Repairs	100,000	0	0	0	100,000
	Commerce	Ninilchik - Completion of Ninilchik Emergency Services Fire Station	225,000	0	0	0	225,000
	Trans	Ninilchik - Village Bridge Replacement	0	0	0	500,000	500,000
	NatRes	Parks and Outdoor Recreation Deferred Maintenance - Kenai Region	513,000	0	0	0	513,000
	NatRes	Public Access and User Facilities Improvements at the Mouth of the Kasilof River Phase One	1,400,000	0	0	0	1,400,000
	NatRes	River Bank Stabilization and Improvements at Bing's Landing (Kenai River Special Management Area)	2,000,000	0	0	0	2,000,000
	Commerce	Russian Orthodox Sacred Sites of Alaska, Inc. - Preservation of the Holy Assumption Russian Orthodox Church in Kenai	230,000	0	0	0	230,000
	Commerce	Seward - Lowell Canyon Water Tank Refurbishment	575,000	0	0	0	575,000
	Commerce	Seward - Seward Marine Industrial Center Development/Homeport Coastal Villages Region Fund's Fleet to Alaska Project	0	10,000,000	0	0	10,000,000
	Correct	Seward - Spring Creek Correctional Center Deferred Maintenance	1,525,000	0	0	0	1,525,000
	Trans	Seward Highway - Avalanche Detection Project	0	0	0	400,000	400,000
	Trans	Soldotna - Kalifornsky Beach Road - Milepost 16 to 22.2 - Paving Rehabilitation and Signalization	0	0	0	4,000,000	4,000,000
	Commerce	Soldotna - Water Reservoir Reconstruction, Infrastructure Improvements, and Equipment	2,500,000	0	0	0	2,500,000
	Commerce	Soldotna Area Senior Citizens, Inc. - Backup Emergency Generator	58,000	0	0	0	58,000
	Commerce	Soldotna Area Senior Citizens, Inc. - Remodel and Upgrade Bathrooms to ADA Compliancy	15,417	0	0	0	15,417

2-2

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Impact House District Detail

HD Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Kenai Areawide (HD 28-30)						
Commerce	Soldotna Little League - Replacement of Field Maintenance Equipment	45,000	0	0	0	45,000
Trans	Sterling Highway - Milepost 150 to 157 Erosion Response	0	0	0	4,000,000	4,000,000
Commerce	Voznesenka Community Council, Inc. - Voznesenka Loop Improvements	100,000	0	0	0	100,000
Kenai Areawide (HD 28-30) total:		31,008,036	13,750,000	0	15,125,000	59,883,036
Southcentral Region (HD 7-30)						
Trans	Central Region - Flashing Yellow Arrow Intelligent Transportation Systems Project	0	0	0	5,000,000	5,000,000
Trans	Central Region - Intelligent Transportation System (ITS) Signal Control Upgrades	0	0	0	3,000,000	3,000,000
Trans	Central Region - National Highway System and Non-National Highway System Pavement and Bridge Refurbishment	0	0	0	25,000,000	25,000,000
Trans	Central Region - School Zone Flasher Communications Upgrade Project	0	0	0	2,100,000	2,100,000
Trans	Central Region - Travel Efficiency and Reduced Maintenance Intelligent Transportation Systems Project	0	0	0	350,000	350,000
NatRes	South Denali Visitors Center - Phase I Completion	0	7,000,000	0	0	7,000,000
Southcentral Region (HD 7-30) total:		0	7,000,000	0	35,450,000	42,450,000
Juneau Areawide (HD 31-32)						
	KPB - FY14 Reappropriations	0	0	0	1,000,000	1,000,000
	\$250,000 KESA Diamond Ridge fire station	40,000	0	0	0	40,000
	\$90,000 NPRSA pool tile flooring	25,000	0	0	0	25,000
	\$150,000 Nikiski environmental investigation	80,000	0	0	0	80,000
	\$100,000 Jacob's Ladder access trail	9,000,000	0	0	0	9,000,000
	(See SB18 pages 140-141 for detailed citations.)	767,000	0	0	0	767,000
		73,000	0	0	0	73,000
		0	0	0	650,000	650,000
		50,000	0	0	0	50,000
		55,000	0	0	0	55,000
		0	3,000,000	0	0	3,000,000
		0	0	0	3,500,000	3,500,000
		0	0	0	800,000	800,000
		0	0	0	4,200,000	4,200,000
		0	0	0	2,000,000	2,000,000
		0	0	0	600,000	600,000
Trans	Juneau - Glacier Highway - Separated Multi-Use Path to University of Alaska Southeast	0	0	0	5,500,000	5,500,000

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Borough Assembly Action		
Date:	July 30, 2013	Item Number:	
Administrator:	Dave Jones, Assistant Superintendent 		
Attachments:	School Related Items on the August 6, 2013 Borough Assembly Agenda		

Action Needed **For Discussion** **Information** **Other:** _____

BACKGROUND INFORMATION

Attached is information pertaining to the School District which will be presented at the August 6, 2013 Borough Assembly meeting:

- Authorization to award contract for Kenai Middle School concrete replacement 2013
- Ordinance 2013-19-04, accepting and appropriating \$1,500,000 from the State of Alaska for the Soldotna High School artificial turf field project
- Ordinance 2013-19-10, appropriating \$350,000 in the Borough's School Revenue Capital Project Funds for improvements to various school facilities
- Ordinance 2013-19-11, expanding the scope of projects previously appropriated by Ordinance 2011-19-74 for improvements to school facilities and appropriating funds to these projects

ADMINISTRATIVE RECOMMENDATION

For your information.



KENAI PENINSULA BOROUGH

Maintenance Department
47140 East Poppy Lane, Soldotna Alaska
phone (907) 262-4011 fax (907) 262-5882
www.borough.kenai.ak.us

MIKE NAVARRE
MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Mark Fowler, Purchasing & Contracting Director
FROM: Scott Griebel, Maintenance Director
DATE: July 15, 2013
SUBJECT: Authorization to Award Contract for Kenai Middle School Concrete Replacement 2013

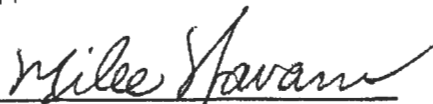
The Purchasing and Contracting Office formally solicited and received bids for the "Kenai Middle School Concrete Replacement 2013" project. Bid packets were released on June 12, 2013 and the Invitation to Bid was advertised in the Peninsula Clarion on June 12, 2013.

The project consists providing all labor, materials and equipment to remove and dispose of approximately 4,500 square feet of existing concrete slab and furnish and install a new 4,500 square foot I-stone paver walkway, railings and sidewalk as specified in the contract at Kenai Middle School, 201 Tinker Lane, Kenai, Alaska.

On the due date of July 3, 2013, two (2) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$44,900.00 was submitted by Polar North Construction, 37770 Connors Rd., Soldotna, AK 99669.

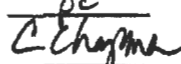
Your approval for this bid award is hereby requested. Funding for this project is in account number 400.78050.14802.43780.

Approved:


Mike Navarre, Mayor

7/17/13
Date

Routed From
Mayor's Office to:
Clerk OCG
Assembly _____
Legal _____
Finance X
Assessing _____
Planning _____
Roads _____
SBB _____
Purchasing X
Other _____
Date: 7-17-13

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct #400.78050.14802.43780 - \$44,900.00	
BY: <u>pc</u> 	DATE: <u>7/15/13</u>

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB13-059 Kenai Middle School Concrete Replacement 2013

CONTRACTOR	BASE BID
Holden Company	\$83,671.00
Polar North Construction	\$44,900.00

DUE DATE: July 3, 2013 @ 2:00 PM

KPB OFFICIAL:



Mark Fowler, Purchasing & Contracting Director

Introduced by: Mayor
Date: 07/02/13
Hearing: 08/06/13
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2013-19-04**

**AN ORDINANCE ACCEPTING AND APPROPRIATING \$1,500,000 FROM THE
STATE OF ALASKA FOR THE SOLDOTNA HIGH SCHOOL ARTIFICIAL TURF
FIELD PROJECT**

1 **WHEREAS**, the borough requested funding to replace or improve the track and fields at
2 Soldotna High School in the borough's 2012 and 2013 legislative priorities; and

3 **WHEREAS**, Senate Bill 18, which appropriated funding to the borough for Soldotna High
4 School fields, was passed by the State Legislature and signed by the Governor on
5 May 21, 2013; and

6 **WHEREAS**, the Alaska Department of Commerce, Community and Economic Development
7 will provide a grant award in the amount of \$1,500,000 to the borough for the
8 field improvement project;

9 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
10 **PENINSULA BOROUGH:**

11 **SECTION 1.** That the mayor is authorized to accept a grant in the amount of \$1,500,000 from
12 the State of Alaska Department of Commerce, Community and Economic
13 Development, and is authorized to execute a grant agreement and any other
14 documents deemed necessary to accept and expend the grant and to fulfill the
15 intent and purposes of this ordinance.

16 **SECTION 2.** That grant funds in the amount of \$1,500,000 are appropriated to the following
17 account: 400.76020.13566.49999.

1 **SECTION 3.** That due to the length and nature of this project, the appropriations established
2 through this ordinance shall not lapse at the end of any particular fiscal year.

3 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
4 **DAY OF * 2013.**

Linda Murphy, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

Capital Projects

MEMORANDUM

TO: Linda Murphy, Assembly President
Members of the Kenai Peninsula Borough Assembly

THRU: Mike Navarre Mayor *MR*
Craig Chapman, Finance Director *C Chapman*
Brenda Ahlberg, Community & Fiscal Projects Manager *B Ahlberg*

FROM: Kevin Lyon, Capital Projects Director *KL*

DATE: June 20, 2013

SUBJECT: Ordinance 2013-19-04, accepting and appropriating \$1,500,000 from the State of Alaska for the Soldotna High School Artificial Turf Field Project

MIKE NAVARRE
BOROUGH MAYOR

The borough submitted a request for legislative grant funding in the Fiscal Year 2013/2014, State of Alaska Capital Budget. Senate Bill 18 was passed by the State Legislature and signed by Governor Parnell on May 21, 2013. Funds in the amount of \$1,500,000 will be used toward the completion of the Soldotna High School Artificial Turf Field Project.

The Alaska Department of Commerce, Community and Economic Development will provide the grant award with a five-year, project performance period ending June 30, 2018. Kevin Lyon, Capital Projects Director, shall provide grant oversight and project completion.

Attachment: Alaska Act HCS CSSB 18(FIN)
excerpt "Kenai Areawide (HD33-35) Only"

FINANCE DEPARTMENT ACCOUNT VERIFIED	
Acct. No.	<u>400.76020.13566.49999</u>
Amount	<u>N/A</u>
By:	<u>pc</u> Date: <u>6/19/13</u>

Impact House District Detail

HD	Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Anchorage Areawide (HD 11-27)							
	Commerce	Girdwood Health Clinic Inc. - Medical Equipment, Records System and Planning	219,084	0	0	0	219,084
	M&VA	Joint Base Elmendorf Richardson Deferred Maintenance	1,517,000	0	0	3,525,500	5,042,500
	M&VA	Joint Base Richardson Elmendorf (JBER) - Parking Lot Replacement	119,000	0	0	1,881,000	2,000,000
	Commerce	Nordic Skiing Association of Anchorage, Inc. - Trail, Equipment, and Facility Upgrades	950,000	0	0	0	950,000
	NatRes	Parks and Outdoor Recreation Deferred Maintenance - Chugach Region	360,000	0	0	0	360,000
	Commerce	Partners for Progress - Reducing Criminal Recidivism in Anchorage: A Multi-Agency Transitional Housing Model	600,000	0	0	0	600,000
	Trans	Seward Highway - Anchorage to Portage Glacier Road Intelligent Transportation System Project	0	0	0	350,000	350,000
	Trans	Seward Highway - Milepost 99 to 104 - Bird and Indian Improvements	0	0	0	36,000,000	36,000,000
	NatRes	Study, Survey, and Potential Treatment of Elodea in Sand Lake	40,000	0	0	0	40,000
	Trans	Ted Stevens Anchorage International Airport - Advanced Project Design and Planning	0	0	570,000	0	570,000
	Trans	Ted Stevens Anchorage International Airport - Aircraft Fire Fighting Training Facility	0	0	175,000	2,625,000	2,800,000
	Trans	Ted Stevens Anchorage International Airport - Airfield Pavement Reconstruction and Maintenance	0	0	1,587,500	23,812,500	25,400,000
	Trans	Ted Stevens Anchorage International Airport - Annual Improvements	0	0	720,000	0	720,000
	Trans	Ted Stevens Anchorage International Airport - Environmental Compliance	0	0	100,000	0	100,000
	Trans	Ted Stevens Anchorage International Airport - Equipment	0	0	1,119,353	3,480,647	4,600,000
	Trans	Ted Stevens Anchorage International Airport - Facility Improvements, Renovations and Upgrades	0	0	1,100,000	0	1,100,000
	Trans	Ted Stevens Anchorage International Airport - Information Technology Improvements	0	0	960,000	0	960,000
	Trans	Ted Stevens Anchorage International Airport - Part 150 Noise Study	0	0	50,500	84,500	135,000
	Trans	Ted Stevens Anchorage International Airport - Runway 7R Concrete Spall Repairs	0	0	2,000,000	0	2,000,000
	Trans	Ted Stevens Anchorage International Airport - Structure Fire Training Facility	0	0	26,563	398,437	425,000
	H&SS	Transitional Housing Apartment Renovation	65,000	0	0	0	65,000
Anchorage Areawide (HD 11-27) total:			132,286,245	2,412,050	43,408,916	101,577,584	279,684,795
Kenai Areawide (HD 28-30)							
	Commerce	Alaska SeaLife Center - Critical Building and Equipment Repairs, Upgrades and Replacements	450,000	0	0	0	450,000
	Commerce	Cooper Landing Emergency Services - Fire Tanker	340,000	0	0	0	340,000
	Labor	Deferred Maintenance, Renewal, Repair and Equipment - AVTEC	968,000	0	0	0	968,000
	Trans	Fritz Creek - Greer Road Upgrade	400,000	0	0	0	400,000
	Commerce	Funny River - Natural Gas Pipeline	1,300,000	0	0	0	1,300,000
	Labor	Heavy Equipment Shop/Diesel Shop/Pipe Welding Relocation - Phase 1 of 3	6,000,000	0	0	0	6,000,000
	Trans	Homer - Beluga Lake Float Plane Base Planning Study	0	0	0	250,000	250,000
	Trans	Homer - East End Road Rehabilitation - Milepost 3.7 to 12.2	0	0	0	850,000	850,000
	Trans	Homer - Homer Harbor	4,206,000	0	0	0	4,206,000

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Impact House District Detail

HD	Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Kenai Areawide (HD 28-30)							
	Trans	Homer - Lake Street Rehabilitation	0	0	0	5,000,000	5,000,000
	Commerce	Homer Electric Association, Inc. - Replacement of Seldovia Emergency Generators	0	250,000	0	0	250,000
	Commerce	Homer Society of Natural History dba Pratt Museum - Museum Building Construction	250,000	0	0	0	250,000
	Commerce	Hospice of the Central Peninsula - Replacement of Durable Medical Equipment for the Community Loan Closet	10,000	0	0	0	10,000
	Courts	Kenai - Courthouse Deferred Maintenance	200,000	0	0	0	200,000
	Commerce	Kenai - Fire/Rescue Boat	90,000	0	0	0	90,000
	Commerce	Kenai - Public Safety Building Upgrades	110,000	0	0	0	110,000
	Commerce	Kenai - State Personal Use Fishery Capital Improvements	150,000	0	0	0	150,000
	Commerce	Kenai - Water Storage Reservoir Construction	0	2,500,000	0	0	2,500,000
	M&VA	Kenai Armory Deferred Maintenance	125,000	0	0	125,000	250,000
	Commerce	Kenai Peninsula Borough - Anchor Point Fire and Emergency Medical Service Area Sewer System Replacement	50,000	0	0	0	50,000
	Commerce	Kenai Peninsula Borough - Central Peninsula Landfill Leachate Thermal Evaporation Unit	3,472,619	0	0	0	3,472,619
	Commerce	Kenai Peninsula Borough - Road Projects	2,000,000	0	0	0	2,000,000
	Commerce	Kenai Peninsula Borough - Seward Bear Creek Flood Mitigation	1,000,000	0	0	0	1,000,000
	Commerce	Kenai Peninsula Borough - Soldotna High Schools Artificial Turf Field	500,000	1,000,000	0	0	1,500,000
	Commerce	Kenai Peninsula Fair Association - Weatherization, Renovation and Facility Upgrades	100,000	0	0	0	100,000
	Commerce	Kenai Peninsula Opportunities, Inc. - Facility Upgrade and Repairs	100,000	0	0	0	100,000
	Commerce	Ninilchik - Completion of Ninilchik Emergency Services Fire Station	225,000	0	0	0	225,000
	Trans	Ninilchik - Village Bridge Replacement	0	0	0	500,000	500,000
	NatRes	Parks and Outdoor Recreation Deferred Maintenance - Kenai Region	513,000	0	0	0	513,000
	NatRes	Public Access and User Facilities Improvements at the Mouth of the Kasilof River Phase One	1,400,000	0	0	0	1,400,000
	NatRes	River Bank Stabilization and Improvements at Bing's Landing (Kenai River Special Management Area)	2,000,000	0	0	0	2,000,000
	Commerce	Russian Orthodox Sacred Sites of Alaska, Inc. - Preservation of the Holy Assumption Russian Orthodox Church in Kenai	230,000	0	0	0	230,000
	Commerce	Seward - Lowell Canyon Water Tank Refurbishment	575,000	0	0	0	575,000
	Commerce	Seward - Seward Marine Industrial Center Development/Homeport Coastal Villages Region Fund's Fleet to Alaska Project	0	10,000,000	0	0	10,000,000
	Correct	Seward - Spring Creek Correctional Center Deferred Maintenance	1,525,000	0	0	0	1,525,000
	Trans	Seward Highway - Avalanche Detection Project	0	0	0	400,000	400,000
	Trans	Soldotna - Kalifomsky Beach Road - Milepost 16 to 22.2 - Paving Rehabilitation and Signalization	0	0	0	4,000,000	4,000,000
	Commerce	Soldotna - Water Reservoir Reconstruction, Infrastructure Improvements, and Equipment	2,500,000	0	0	0	2,500,000
	Commerce	Soldotna Area Senior Citizens, Inc. - Backup Emergency Generator	58,000	0	0	0	58,000
	Commerce	Soldotna Area Senior Citizens, Inc. - Remodel and Upgrade Bathrooms to ADA Compliancy	15,417	0	0	0	15,417

2-2

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Impact House District Detail

HD Dept	Project Title	Unrestricted GF Amount	Designated GF Amount	Other Amount	Federal Amount	Total
Kenai Areawide (HD 28-30)						
Commerce	Soldotna Little League - Replacement of Field Maintenance Equipment	45,000	0	0	0	45,000
Trans	Sterling Highway - Milepost 150 to 157 Erosion Response	0	0	0	4,000,000	4,000,000
Commerce	Voznesenka Community Council, Inc. - Voznesenka Loop Improvements	100,000	0	0	0	100,000
Kenai Areawide (HD 28-30) total:		31,008,036	13,750,000	0	15,125,000	59,883,036
Southcentral Region (HD 7-30)						
Trans	Central Region - Flashing Yellow Arrow Intelligent Transportation Systems Project	0	0	0	5,000,000	5,000,000
Trans	Central Region - Intelligent Transportation System (ITS) Signal Control Upgrades	0	0	0	3,000,000	3,000,000
Trans	Central Region - National Highway System and Non-National Highway System Pavement and Bridge Refurbishment	0	0	0	25,000,000	25,000,000
Trans	Central Region - School Zone Flasher Communications Upgrade Project	0	0	0	2,100,000	2,100,000
Trans	Central Region - Travel Efficiency and Reduced Maintenance Intelligent Transportation Systems Project	0	0	0	350,000	350,000
NatRes	South Denali Visitors Center - Phase I Completion	0	7,000,000	0	0	7,000,000
Southcentral Region (HD 7-30) total:		0	7,000,000	0	35,450,000	42,450,000
Juneau Areawide (HD 31-32)						
KPB - FY14 Reappropriations		0	0	0	1,000,000	1,000,000
\$250,000 KESA Diamond Ridge fire station		40,000	0	0	0	40,000
\$90,000 NPRSA pool tile flooring		25,000	0	0	0	25,000
\$150,000 Nikiski environmental investigation		80,000	0	0	0	80,000
\$100,000 Jacob's Ladder access trail		9,000,000	0	0	0	9,000,000
(See SB18 pages 140-141 for detailed citations.)		767,000	0	0	0	767,000
		73,000	0	0	0	73,000
		0	0	0	650,000	650,000
		50,000	0	0	0	50,000
		55,000	0	0	0	55,000
		0	3,000,000	0	0	3,000,000
		0	0	0	3,500,000	3,500,000
		0	0	0	800,000	800,000
		0	0	0	4,200,000	4,200,000
		0	0	0	2,000,000	2,000,000
		0	0	0	600,000	600,000
Trans	Juneau - Glacier Highway - Separated Multi-Use Path to University of Alaska Southeast	0	0	0	5,500,000	5,500,000

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Introduced by: Mayor
Date: 08/06/13
Shortened Hearing: 08/20/13
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2013-19-10**

**AN ORDINANCE APPROPRIATING \$350,000 IN THE BOROUGH'S SCHOOL
REVENUE CAPITAL PROJECT FUNDS FOR IMPROVEMENTS TO VARIOUS
SCHOOL FACILITIES**

1 **WHEREAS,** Enstar Natural Gas Company is in the process of extending natural gas to the Homer
2 area; and

3 **WHEREAS,** converting the Kenai Peninsula Borough school facilities located in the Homer area
4 to natural gas will provide substantial savings to the Kenai Peninsula Borough School
5 District; and

6 **WHEREAS,** the estimated cost of converting or installing new heating systems at the West Homer
7 Elementary, Homer Middle School, Homer High School, Paul Banks Elementary and
8 the Homer maintenance shop is \$350,000; and

9 **WHEREAS,** the borough estimates this project will pay for itself within a two year period of time
10 through energy cost savings;

11 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
12 **PENINSULA BOROUGH:**

13 **SECTION 1.** That \$350,000 is appropriated from the borough's General Fund, fund balance to
14 account 100.94910.00000.50400, transfer to the School Revenue Capital Projects
15 Fund.

1 **SECTION 2.** That \$350,000 is appropriated in the School Revenue Capital Projects Fund to
2 account 400.78050.14GAS.49999 for expenditures associated with converting the
3 heating systems to natural gas at West Homer Elementary, Homer Middle School,
4 Homer High School, Paul Banks Elementary and the Homer maintenance shop.

5 **SECTION 3.** That this ordinance takes effect immediately upon its enactment.

6 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
7 **DAY OF * 2013.**

Linda Murphy, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

Toll-free within the Borough: 1-800-478-4441

PHONE: (907) 262-4441 • FAX: (907) 262-1892

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**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Linda Murphy, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *P.O. for M.N.*

FROM: Scott Griebel, Maintenance Director
Kevin Lyon, Capital Projects Director
Craig Chapman, Director of Finance *CG*

DATE: July 25, 2013

SUBJECT: Ordinance 2013-19-10, appropriating \$350,000 for capital improvement projects at various school facilities in the Kenai Peninsula Borough School District

Enstar Natural Gas Company is in the process of extending natural gas to the Homer area. With the availability of natural gas in the area, the borough will be converting the heating systems at various schools and the maintenance facility located in the Homer area from oil to gas. The cost of converting and/or installing new heating systems is expected to be recovered with energy savings within a two year period of time. The estimated cost, not including in house expenditures and contingency, by location is as follows:

West Homer	\$23,000 to \$28,000
Homer Middle School	\$43,000 to \$59,000
Homer High School	\$87,000 to \$89,000
Paul Banks	\$44,000 to \$55,000
Homer Maintenance	\$27,000 to \$37,000

The administration is requesting that \$350,000 be appropriated for this project. Shortened hearing is being requested allowing for some of these conversions to begin in August.

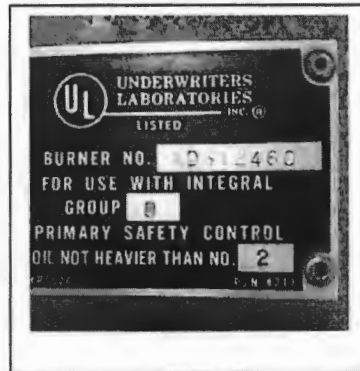
FINANCE DEPARTMENT ACCOUNT / FUNDS VERIFIED	
Acct. No.	<u>100.27910</u> <u>FB</u>
Amount	<u>\$350,000.00</u>
By:	<u>pc</u> Date: <u>7/22/13</u>

West Homer Elementary



- Two Weil McLain 688's in good condition
- Recommend only the replacement of burners
- Estimated Costs:
 - \$9-11K for two burners
 - \$9-10k for meter to appliance piping (labor and materials)
 - \$5-7k labor for burner installation and startup
 - **\$23-28k Total**

Homer Middle School



- Two Weil McLain 788's in good condition
- One three burner Hydrotherm that is recommended to replace.
 - Could be replaced with one unit producing 1000 MBH Gross, but recommend two units equaling the output rating.
- Estimated Costs:
 - \$9-11k for two burners
 - \$9-11K for meter to appliance piping (labor and materials)
 - Labor for Two Weil McLain 788's
 - \$5-7k for burner installation and startup
 - For Hydrotherm Replacement (labor and package)
 - \$12-16k for replacement (depending on selected package)
 - \$8-14k for installation labor and startup
 - **\$43-59k Total**

Homer High School



- Three Cleaver Brooks CB 100-123a-30HW's in good condition
 - These boilers are much larger than any others addressed
 - More powerful by a factor of 5
- Recommend a factory supported conversion to natural gas
 - Can support dual fuel for near same cost if desired
 - Maintenance is higher but the question will be how the facility is viewed with regards to community sheltering.
- Estimated Costs:
 - \$9-11k for meter to appliance piping (labor and materials)
 - Much dependent on meter location and required supply pressure.
 - \$26K x 3 for factory supported parts, install, startup and training
 - Quoted by Cole Industries
 - **\$87-89k Total**

Paul Banks Elementary



- Two Weil McLain- one to replace and one to convert
 - One 688 in good condition
 - One obsolete 586 that should be replaced
- Estimated Costs:
 - Burner for 688 \$4.5-5.5K
 - \$20-23k for boiler package
 - Labor
 - \$9k for meter to appliance piping (including materials)
 - \$8-14k boiler installation and startup
 - \$2.5-3.5k burner installation and startup
 - \$44-55k Total

Homer Maintenance Shop



- One American Standard Boiler that should be replaced
 - Recommend two smaller units opposed to a single
- Estimated Costs:
 - \$7k for meter to appliance piping (labor and materials)
 - \$12-16k for replacement (depending on selected package)
 - \$8-14k for installation labor and startup
 - **\$27-37k Total**

Introduced by: Mayor
Date: 08/06/13
Hearing: 09/03/13
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2013-19-11**

**AN ORDINANCE EXPANDING THE SCOPE OF PROJECTS PREVIOUSLY
APPROPRIATED BY ORDINANCE 2011-19-74 FOR IMPROVEMENTS TO SCHOOL
FACILITIES AND APPROPRIATING FUNDS TO THESE PROJECTS**

1 **WHEREAS,** the Kenai Peninsula Borough School District received \$690,907 from the State of
2 Alaska to assist school districts in providing vocational and technical instruction to
3 students in grades seven through twelve; and

4 **WHEREAS,** projects authorized in Ordinance 2011-19-74 for Kenai Central High School,
5 Nanwalek and Skyview were completed while the Seward High School Shop was not
6 completed due to higher than expected cost; and

7 **WHEREAS,** remaining funds of \$279,180.95 are available for other projects; and

8 **WHEREAS,** the School District is requesting the remaining funds be used as follows: \$85,500 for
9 Seward High School Welding Shop Upgrade, \$45,000 for Kenai Middle School
10 Welding Shop Upgrade, \$40,000 for Chapman School Wood Shop Upgrade, and
11 \$108,680.95 for other Workforce Development Center Upgrades; and

12 **WHEREAS,** the School District is also requesting that after completion of the above mentioned
13 projects, any unspent funds be used for Soldotna Middle School Shop Upgrade;

14 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
15 **PENINSULA BOROUGH:**

1 **SECTION 1.** That the remaining unspent funds from Ordinance 2011-19-74 be used for vocational
2 and technical projects as follows:

3 the amount of \$85,500 is appropriated to account 400.75020.12WEL.49999 for
4 upgrades to the Seward High School Welding Shop;

5 the amount of \$45,000 is appropriated to account 400.73030 .12KWL.49999 for
6 upgrades to the Kenai Middle School Welding Shop;

7 the amount of \$40,000 is appropriated to account 400.71010.12CWL.49999 for
8 upgrades to the Chapman School Wood Shop;

9 the amount of \$108,680.95 is appropriated to account 400.78050.12WOK.49999
10 for other Workforce Development Center Upgrades.

11 **SECTION 2.** That any unspent funds from the above identified projects be transferred to upgrade
12 the Soldotna Middle School Shop.

13 **SECTION 3.** That this ordinance takes effect immediately upon its enactment.

14 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY**
15 **OF * 2013.**

Linda Murphy, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520
Toll-free within the Borough: 1-800-478-4441
PHONE: (907) 262-4441 • FAX: (907) 262-1892
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**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Linda Murphy, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *P.O. for M.N.*

FROM: Craig Chapman, Director of Finance *C Chapman*

DATE: July 25, 2013

SUBJECT: Ordinance 2013-19-11, expanding the scope of projects previously appropriated for improvement to school facilities and appropriating funds

Ordinance 2011-19-74 appropriated \$690,907 for improvements to four Kenai Peninsula Borough School District school facilities with funds made available through State funding formulas which allows the funds to be used for Career and Technical Education for students. Projects for remodeling/improvements to the KCHS kitchen, for remodeling cost at Nanwalek to convert a storage area into a welding shop, and a canopy addition at Skyview High School were completed. The Seward High School Shop addition could not be completed due to higher than expected cost. The remaining unspent funds total \$279,180.95.

The School District is requesting that the remaining unspent funds be used as follows:

Seward High School Welding Shop Upgrade	\$85,500.00
Kenai Middle School Welding Shop Upgrade	\$45,000.00
Chapman School Wood Shop Upgrade	\$40,000.00
Workforce Development Center Upgrades	\$108,680.95

In addition, the district requests that any remaining funds be used for the Soldotna Middle School Shop Upgrade and Chapman School Wood Shop renovation.

FINANCE DEPARTMENT ACCOUNT / FUNDS VERIFIED	
Acct. No.	<u>400.78050.12EXP.49999</u>
Amount	<u>\$279,180.95</u>
By: <u>pc</u>	Date: <u>7/25/13</u>

Kenai Peninsula Borough School District Board of Education Travel Report 2013-2014

Month	Routine Travel	Board Meals	Lobbying	Prof. Development
July	\$225.44			
Total	\$225.44	\$0.00	\$0.00	\$0.00

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	FY13 Student Activity Travel Funds		
Date:	July 30, 2013	Item Number:	Information
Administrator:	Laurie Olson, Director of Finance <i>Laurie Olson</i>		
Attachments:	Detail of General Fund Student Activity Travel Expenditures by School		

Action Needed **For Discussion** **Information** **Other:** _____

BACKGROUND INFORMATION

In addition to funds raised by students, the district contributes to student activity travel in two ways. The district provides reimbursement for part of the cost of travel to state culminating events and divides a general distribution between middle and high school grades for activity travel based on the number of teams and events.

The State Travel Reimbursement funding totals \$75,000 and is divided according to the number of teams that qualify for state culminating events in their activity. Partial reimbursement is provided through the school year as requests are submitted. Any funds remaining at the end of the school year are divided amongst the requests on a pro-rata basis, up to the total of their requested reimbursement.

General Activity Travel funding totals \$200,000 and is divided between the schools with teams in grades 6-12 by formula. The formula takes into consideration the number of teams by activity, the number of events each team is required to play and other factors, including location of the school. Lump sums are calculated by school according to the formula and school administrators determine the division of the funds by activity once the lump sum is transferred to their school.

Attached is a listing of the amounts provided to participating schools during the FY13 school year.

ADMINISTRATIVE RECOMMENDATION

Per board request for information, no recommendation needed.

FY13 Student Activity Travel Allotments from General Fund

School	FY13 Amount
Chapman	2,141
Homer High	35,102
Homer Middle	3,211
Kenai Central	30,422
Kenai Middle	2,974
Nanwalek	1,800
Nikiski Mid/Sr	19,063
Nikolaevsk	4,187
Ninilchik	10,130
Port Graham	600
Seward High	21,425
Seward Middle	3,568
Skyview	22,292
Soldotna High	30,032
Soldotna Middle	6,541
Susan B. English	4,779
Tebughna	600
Voznesenka	1,133
Total	200,000

FY13 State Tournament Travel Allotments from General Fund

School	FY13 Amount
Homer High	9,430
Kenai Central	14,416
Nikiski Mid/Sr	3,596
Nikolaevsk	3,769
Ninilchik	652
Seward High	13,959
Skyview	8,068
Soldotna High	20,748
Voznesenka	362
Total	75,000



KENAI PENINSULA BOROUGH

Legal Department

144 North Binkley Street • Soldotna, Alaska 99669-7520

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PHONE: (907) 714-2120 • FAX: (907) 714-2379


www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Assembly President
President, Board of Education
Members, Kenai Peninsula Borough Assembly
Members, Kenai Peninsula Borough School District Board of Education

THRU: Mike Navarre, Borough Mayor

FROM: Colette Thompson, Borough Attorney 

COPY: Risk Management Committee
Julie Cisco, Risk Manager

DATE: July 25, 2013

SUBJECT: Litigation Status Report

Following is a summary of the major lawsuits in which the borough and school district are involved. This list does not include the real property tax foreclosures and numerous standard tax collection cases pursued by the borough.

1. **Richard Mystrom/Riverhome LLC v. KPB Board of Equalization.** 3KN-13-61CI. This is an appeal from a Board of Equalization (BOE) decision claiming that the BOE decision was not supported by the evidence presented. On January 9, 2013, the Anchorage court granted the borough's motion for change of venue transferring the case from the Anchorage court to the Kenai court. Briefing is complete and oral arguments were held on July 24, 2013.
2. **Price v. Kenai Peninsula Borough and Johni Blankenship, Clerk.** Case No. 3KN-11-404 CI / S-14713. James Price sued the borough for its rejection of referendum petition no. 2010-01. This petition requested a borough-wide vote to repeal ordinance 2008-28, which allowed the cities in the borough to opt out of the seasonal sales tax exemption. The petition was rejected because it constituted local and special legislation and directly conflicted with AS 29.45.700 delegating to the assembly the authority to allow the city to tax sources that the borough does not. Further, the pool of voters was over-inclusive by calling for a borough-

wide vote on a tax exclusive to each general law city. Both parties filed motions for summary judgment, oppositions, and replies thereto. Oral argument was held before the superior court on November 8, 2011. The court ruled in the borough's favor that the referendum constituted local and special legislation and did not reach the issue of whether it directly conflicted with a state statute. Final judgment was issued on March 21, 2012. Price appealed that judgment to the supreme court. Briefing and oral argument have been completed and we are awaiting a decision.

3. **Reekie v. KPB, KPBSD, et al.** Case no. 3HO-13-67 CI. Justin Reekie, Raymond Reekie and Shawn Leigh Reekie filed suit against the borough, the school district, the American Legion, Department of Alaska, Inc. and numerous other entities and individuals for damages allegedly sustained by Justin during baseball batting practice held at Homer High School on or about March 24, 2010. A pretrial scheduling conference was held and trial is scheduled to commence the week of September 22, 2014.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT
New Administrator Meeting Agenda
Skyview High School
Wednesday, July 31, 2013

KPBSD – Working to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 AM	Coffee and Conversation	
8:30 AM	Welcome	Dr. Steve Atwater
9:00 AM	Instruction	DIT
11:30 AM	Communications	Pegge Erkeneff
12:00 PM	Lunch	Provided
12:45 PM	Instructional Support	Dave Jones
3:45 PM	Reconvene at District Office <ul style="list-style-type: none">• Tour of District Office• Photos	
5:00 PM	Dismissal	

KPBSD Board of Education Career Development Report
John Pothast—Principal, Redoubt Elementary School
NAESP National Conference, Baltimore, MD: July 11-13, 2013

Background:

In July, 2013, I attended the National Association of Elementary School Principals Annual Convention in Baltimore, Maryland. Most of the conference was full of great information and interaction with presenters and participants, but over the course of the three days, there were five different speakers who made a significant impact on my thinking about our roles as school leaders. Three of those five were keynote presentations and the other two were smaller break-out sessions

What Extraordinary Teachers Do Differently: What Every Principal Should Know—Jim Grant

Jim is the founder of Staff Development for Educators (SDE), a prominent staff development group for educators across the nation. His presentation started with presenting the idea that average is not good enough for our students, and principals need to deeply believe that average teachers produce average students, and quoting Jim Collins book title, Good, or average, is the enemy of great: if we want great students, with great results, we must insist on having great teachers working with our students. A few highlights from his presentation that focus on the traits of great teachers:

- Understand that there is great diversity in our classrooms that need individualized attention, including backgrounds, gender, learning styles, and the teacher not only accepts that premise, but works tirelessly on the students' behalf.
- A profound believe that ALL students truly can learn, and not just have that be a “motto” to say or hang on the wall.
- Differentiated Instruction is simply a part of the teacher's daily routine. “If students aren't learning the way that we teach, then we need to teach them the way that they learn.”
- They know the trends that impact education and they change their practice because it's what's best for kids.
- Collaboration with colleagues is a must
- When things are not working, is the first to ask, “Am I the problem?” rather than blaming students, parents or colleagues for things not working.

Teaching with Poverty in Mind—Eric Jensen

Eric Jensen is a nationally recognized expert on brain research and applying that research to education, so educators can understand more about the how's and why's of student brain function. His talk focused on the fact students who come from poverty are exposed to more “at risk” factors than other children, and the brain research shows clearly that prolonged exposure to those “at risk” factors actually changes a child's brain for the worse. For children who suffer from this type of brain “injury”, the two “typical” responses are to develop a persistent anger, where the student lashes angrily out at all those around him/her, and to become apathetic, and to display a sense of just not caring about anything. His talked went on to discuss various things schools/teachers/principals can do to work with these type of students, many of them apply directly to the principles behind PBIS, which our school is doing.

Differentiated Instruction: Embracing the Strategies—Lesli Laughter

This session focused on the definition of Differentiated Instruction (DI), what specifically teachers can do to differentiate instruction, and what administrators can/should look for when observing teachers for their successful DI. According to Carol Ann Tomlinson, DI is “a teaching philosophy based on the premise that teachers should adapt instruction to student differences.” Understanding that all students have different levels of understanding on any given topic of instruction, teachers should adapt their lessons to meet the specific needs of the students.

- There are 4 main ways a teacher can differentiate in their classrooms:
 - Content...adjust the content for various learners based on students proficiency of the content
 - Process...adjust the speed/presentation of materials to meet student needs
 - Product...have students produce various products to demonstrate knowledge/mastery
 - Learning Environment...structure the learning environment to better meet individual needs
- Effective DI is assessment driven, and is closely tied to formative assessments.
- Effective DI also requires detailed rubrics so all students know exactly what is expected.
- Probably the biggest requirement of effective DI is for the teacher to KNOW his/her students and have a strong relationship, which then best enables the teacher to meet those individual needs.

Getting All Teachers to Be Like Our Best Teachers—Todd Whitaker

Todd Whitaker is one of my favorite authors and speakers on educational leadership. He has a solid understanding of what the day-to-day life of a building principal is like and has a very pragmatic approach on how principals should deal with teachers, and problems that arise when dealing with them. He had two main themes that wove through his talk:

- Don't tolerate bad behavior from teachers. The tendency is that when our "sour apple" teachers complain, principals tend to avoid the conflict and simply shift responsibilities elsewhere (to other teachers) so they don't have to listen to the complaining teachers. The more this happens, the more empowered those teachers become, and the less responsibility they actually have, and the more resentful our "good" teachers become. Bottom line, deal with the problems, don't just shift them around.
- The way to effectively deal with those "problem" teachers is to treat them like our best teachers. Again, he says the tendency with dealing with difficult teachers is to avoid them, avoid the problem, or interact with them in negative ways. He says we would NEVER treat our best teachers that way, and if we want our worst teachers to be like our best teachers, our interactions with them should be the same.

Keynote Closing Session—Adam Saenz

- Adam had an incredibly powerful message: Don't EVER give up on kids, no matter how difficult they are, and we have TREMENDOUS power to build up or destroy students in our daily interactions with them. Adam shared his personal story: a life of drugs and crime starting in elementary school, where he was abandoned by his mother and ended up in jail starting in sixth grade. He talked of the powerful impact various teachers had on him, both good and bad. The many teachers who just gave up on him, saying he'd never make good decisions in his life, and then the 2 teachers who truly took time to believe in him, and how they, just with their words and actions of compassion and belief, changed his life. It was a powerful reminder that as educators, our words and actions can either hurt or heal, and no matter how bad a child's behavior is, there is hope for everyone. Don't ever give up!

Where do we go from here?

There were not many new, earth-shattering ideas presented at the conference. Most of the speakers talked about things I knew, but were good reminders, and there was a core group of ideas that we need to be focusing on. Most of these ideas are simply about great teaching and learning. They are independent of any particular "program" a school or district may use to teach a particular subject, and definitely fit in with our district and school goals: Differentiated Instruction, connecting with students to help student engagement, and effective leadership. My intent is to use many of these ideas as the basis for conversations with my staff regarding what are we expecting of our students, ourselves and our teaching.



Uncommon Teaching in the Common Core World

June 18-21, 2013 New Orleans, LA

Sarge Truesdell

Principal Soldotna Middle School

I appreciate the opportunity to attend Uncommon Teaching in the Common Core World in New Orleans, LA. I chose this conference because the new Alaska State Standards implementation is at the forefront of my professional development needs. The three day conference was excellent, and I feel like the information I received will have a positive impact on student achievement at Soldotna Middle School.

It is my intent to use the information from the conference to help me guide the Soldotna Middle School staff into uncommon teaching practices that align with the common core. The conference began with speaker Betty Hollas talking about Generation Z (students born between 1990-today). They are different learners from any other generation and they require a different kind of teaching. How does Generation Z differ? They are multitaskers, they are connected to the entire planet, they prefer technology as they are connected 24/7, and they view themselves as global citizens. Generation Z is not afraid to try new things, and they are socially and environmentally conscious.

Common Core goals go hand in hand with the Generation Z learners.

The literate student should

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence

- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

The mathematically proficient student should

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure and repeated reasoning

I listed those Common Core goals because I think they summarize the shift that educators need to make. The goals are different and therefore the instruction needs to be different. Teachers are no longer the source of all of the information. Students have access to the information with the touch of a button. Teachers need to be the facilitators and not the knowledge keeper. One of the best quotes from the conference was when Mrs. Hollas said, "Teachers need to speak less and students need to speak more."

So how do we create a student centered classroom? We do it by making it a safe and non-threatening environment, enriching the environment by make it stimulating and varied, keeping it active and meaningful, and having accurate, efficient, and relevant feedback. Teachers need to get to know their students, they need to include guest speaker and use artifacts, they will need to get students moving, and most importantly, they will need to get them talking.

This is my third common core/Alaska State Standards conference in the past 3 months, and each of them stressed the importance of higher order thinking (depth of knowledge). The Common Core is searching for more depth in learning. This will require that educators teach and more importantly question in a new manner. Students

will need to be able to apply, analyze, evaluate, and create. This can only be done when teachers create constructive controversy in the classroom. They must require their students to use appropriate vocabulary like: "I agree/disagree because, ""I can connect to your statement because," "Can you clarify what you mean." Teachers will need to choose relevant content, and most importantly they will need to release the reins.

During the conference we also spent some time unpacking the standards. KUDO Pyramid is a tool that is used to unpack that starts down to a level where teachers know exactly what students need to know, understand, and be able to do in order to meet the standard. This drives the instruction in the classroom and sets the student objective.

In conclusion, I would like to again thank the district for its commitment to the professional development of its administration. Career development opportunities like Uncommon Teaching in the Common Core World will have a direct impact on the students of the KPBSD. My next step in regards to implementing the information that I gained is to prepare my 2013-14 in-services and the implementation of the New Alaska State Standards at Soldotna Middle School. It is my intent to offer this information to my Principal colleagues as well, either in the form of an in-service or 1 on 1 conversations.

A handwritten signature in black ink, appearing to read "Jim Roach". The signature is fluid and cursive, with the first name "Jim" and last name "Roach" clearly distinguishable.

6/26/13

KENAI SCHOOL DISTRICT
DEPARTMENT EXPENSE REPORT FOR BEGINNING BALANCE THRU JULY, 2013

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Report Code: BAT_GL_DEPEXP - 123305

ACCOUNT NUMBER	ACCOUNT NAME	SHORT NAME					DEBIT	CREDIT
TYPE ACCTG. DATE DOC. NO.	DESCRIPTION	CHECK NO.	PAYEE/PAYER NAME					
ACCOUNT SUMMARY	ORIG. BUDGET	ADJ. BUDGET	ENCUMB	CURR. DR / CR	YTD DR / CR	CURR. BAL.	PCT	
100-70-4511-0000-3240	100-70-SCH BOARD-GENL-SUPPT STAFF							
JE 07/31/2013 14500165	PAYROLL - 07/31/2013					2,560.20	0.00	
100-70-4511-0000-3240	31,414.00	31,414.00	0.00	2,560.20	2,560.20	28,853.80	91.85	
100-70-4511-0000-3291	100-70-SCH BOARD-GENL-SUB/SUPPT							
						0.00	0.00	
100-70-4511-0000-3291	336.00	336.00	0.00	0.00	0.00	336.00	100.00	
100-70-4511-0000-3300	100-70-SCH BOARD-GENL-LEAVE/SUPPT							
						0.00	0.00	
100-70-4511-0000-3300	566.00	566.00	0.00	0.00	0.00	566.00	100.00	
100-70-4511-0000-3511	100-70-SCH BOARD-GENL-HEALTH CARE							
JE 07/31/2013 14500166	BENEFITS - 07/31/2013					5,565.44	0.00	
100-70-4511-0000-3511	72,900.00	72,900.00	0.00	5,565.44	5,565.44	67,334.56	92.37	
100-70-4511-0000-3512	100-70-SCH BOARD-GENL-LIFE INS							
JE 07/31/2013 14500166	BENEFITS - 07/31/2013					4.23	0.00	
100-70-4511-0000-3512	94.00	94.00	0.00	4.23	4.23	89.77	95.50	
100-70-4511-0000-3520	100-70-SCH BOARD-GENL-UNEMPLT INS							
						0.00	0.00	
100-70-4511-0000-3520	95.00	95.00	0.00	0.00	0.00	95.00	100.00	
100-70-4511-0000-3542	100-70-SCH BOARD-GENL-FICA SUPPRT							
JE 07/31/2013 14500166	BENEFITS - 07/31/2013					316.12	0.00	
100-70-4511-0000-3542	2,429.00	2,429.00	0.00	316.12	316.12	2,112.88	86.99	
100-70-4511-0000-3560	100-70-SCH BOARD-GENL-PERS RETIREM							
JE 07/31/2013 14500166	BENEFITS - 07/31/2013					981.30	0.00	
100-70-4511-0000-3560	6,911.00	6,911.00	0.00	981.30	981.30	5,929.70	85.80	
100-70-4511-0000-4140	100-70-SCH BOARD-GENL-PRO-TECH LEG							
JE 07/01/2013 14500161	FY13 AP Listing 4					0.00	2,823.30	
AP 07/19/2013 14300483	Legal fees - June 2013				JERMAIN DUNNAGAN & OWENS PC	2,823.30	0.00	
AP 07/19/2013 14300483	Legal fees - June 2013				JERMAIN DUNNAGAN & OWENS PC	-2,823.30	0.00	

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TYPE	ACCTG. DATE	DOC. NO.	DESCRIPTION	CHECK NO.	PAYEE/PAYER NAME					
ACCOUNT SUMMARY			ORIG. BUDGET	ADJ. BUDGET	ENCUMB	CURR. DR / CR	YTD DR / CR	CURR. BAL.	PCT	
AP	07/19/2013	14300483	Legal fees - June 2013		FBV-177718	JERMAIN DUNNAGAN & OWENS PC		2,823.30	0.00	
		100-70-4511-0000-4140		70,000.00	70,000.00	0.00	0.00	70,000.00	100.00	
100-70-4511-0000-4201			100-70-SCH BOARD-GENL-MEALS							
		100-70-4511-0000-4201		3,750.00	3,750.00	0.00	0.00	3,750.00	100.00	0.00
100-70-4511-0000-4202			100-70-SCH BOARD-GENL-MILEAGE							
AP	07/10/2013	14300065	TRAVEL-MILEAGE		FBV-177502	ARNESS, JOE		22.60	0.00	
AP	07/10/2013	14300066	TRAVEL-MILEAGE		FBV-177515	CRAWFORD, LORRAINE		14.13	0.00	
AP	07/10/2013	14300067	TRAVEL-MILEAGE		FBV-177516	DOWNING, ELIZABETH		84.75	0.00	
AP	07/10/2013	14300068	TRAVEL-MILEAGE		FBV-177527	HOHL, LYNN		103.96	0.00	
		100-70-4511-0000-4202		5,000.00	5,000.00	0.00	225.44	225.44	4,774.56	95.49
100-70-4511-0000-4203			100-70-SCH BOARD-GENL-OTHR TRVL							
		100-70-4511-0000-4203		7,500.00	7,500.00	0.00	0.00	7,500.00	100.00	0.00
100-70-4511-0000-4331			100-70-SCH BOARD-GENL-POSTAGE							
		100-70-4511-0000-4331		1,000.00	1,000.00	0.00	0.00	1,000.00	100.00	0.00
100-70-4511-0000-4402			100-70-SCH BOARD-GENL-PURCH SVC							
JE	07/01/2013	14500090	Reverse FY13 AP Listing					0.00	70.80	
JE	07/01/2013	14500090	Reverse FY13 AP Listing					0.00	292.80	
BA	07/09/2013	6	To purchase printing services					800.00	0.00	
AP	07/10/2013	14300113	BOARD MEETING		FBV-177536	PENINSULA CLARION		292.80	0.00	
PO	07/16/2013	1420557	Advertising Services			PENINSULA CLARION		4,000.00	0.00	
AP	07/17/2013	14300215	PRINTING SERVICES		FBV-177612	KENAI PENINSULA BOROUGH		70.80	0.00	
PO	07/22/2013	1420610	Printing Services			KENAI PENINSULA BOROUGH		1,300.00	0.00	
		100-70-4511-0000-4402		5,000.00	5,800.00	5,300.00	0.00	500.00	8.62	0.00
100-70-4511-0000-4501			100-70-SCH BOARD-GENL-SUPPLIES							
BA	07/09/2013	6	To purchase printing services					-800.00	0.00	
		100-70-4511-0000-4501		4,500.00	3,700.00	0.00	0.00	3,700.00	100.00	

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TYPE	ACCTG. DATE	DOC. NO.	DESCRIPTION	CHECK NO.	PAYEE/PAYER NAME				
ACCOUNT SUMMARY			ORIG. BUDGET	ADJ. BUDGET	ENCUMB	CURR. DR / CR	YTD DR / CR	CURR. BAL.	PCT
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100-70-4511-0000-4850			33,600.00	33,600.00	0.00	2,800.00	2,800.00	30,800.00	91.67
100-70-4511-0000-4901			100-70-SCH BOARD-GENL-OTHER EXP					0.00	0.00
100-70-4511-0000-4901			30,000.00	30,000.00	0.00	0.00	0.00	30,000.00	100.00
100-70-4511-0000-5101			100-70-SCH BOARD-GENL-EQUIP					0.00	0.00
100-70-4511-0000-5101			1,000.00	1,000.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0125-4201			100-70-SCH BOARD-LEGISLATIVE -MEALS					0.00	0.00
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100-70-4511-0125-4202			100-70-SCH BOARD-LEGISLATIVE -MILEAGE					0.00	0.00
100-70-4511-0125-4202			1,000.00	1,000.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0125-4203			100-70-SCH BOARD-LEGISLATIVE -OTHR TRVL					0.00	0.00
100-70-4511-0125-4203			12,000.00	12,000.00	0.00	0.00	0.00	12,000.00	100.00
100-70-4511-0126-4201			100-70-SCH BOARD-PROFESSIOAL -MEALS					0.00	0.00
100-70-4511-0126-4201			1,000.00	1,000.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0126-4202			100-70-SCH BOARD-PROFESSIOAL -MILEAGE					0.00	0.00
100-70-4511-0126-4202			1,000.00	1,000.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0126-4203			100-70-SCH BOARD-PROFESSIOAL -OTHR TRVL					0.00	0.00
100-70-4511-0126-4203			15,000.00	15,000.00	0.00	0.00	0.00	15,000.00	100.00
Location : 70 - BOARD OF EDUCAT			308,095.00	308,095.00	5,300.00	12,452.73	12,452.73	290,342.27	94.24

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ACCOUNT NUMBER			ACCOUNT NAME	SHORT NAME					DEBIT	CREDIT
TYPE	ACCTG. DATE	DOC. NO.	DESCRIPTION	CHECK NO.	PAYEE/PAYER NAME					
ACCOUNT SUMMARY			ORIG. BUDGET	ADJ. BUDGET	ENCUMB	CURR. DR / CR	YTD DR / CR	CURR. BAL.	PCT	
Fund : 100 - OPERATING FUND			308,095.00	308,095.00	5,300.00	12,452.73	12,452.73	290,342.27	94.24	

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Report Code: BAT_GL_DEPEXP - 123305

Search Criteria

Report Title : GLEXP

Account Element Filters : 1 - Fund - from: 100 to: 100, 8 - Location - from: 70 to: 70, 3 - Function - from: 0000 to: 9999, 10 - Program - from: 0000 to: 9999, 5 - Object - from: 3000 to: 9999

Responsibility Group : 137,131

Account Grouping : 1 - Fund - All, 8 - Location - All

Account Sorting : None

Document Type : All Document Types

Accounting Period : Beginning Balance

Thru Report Period : July, 2013