

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



**KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
 Administrator Meeting Agenda  
 Challenger Learning Center  
 Wednesday, April 30, 2014**



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

**AGENDA**

<b>Time</b>	<b>Topic</b>	<b>Speaker</b>
8:00 AM	Coffee and Conversation	
8:30 AM	Superintendent’s Message	Dr. Atwater
9:00 AM	End of Year Recognition	KPAA
9:30 AM	Instruction	Clayton Holland
11:00 AM	Communications	Pegge Erkeneff
11:30 AM	College and Career Readiness	John O’Brien
Noon	Lunch	Provided
12:45 PM	HR Training	Joann Riener
3:00 PM	Administrivia	Leadership Team
3:30 PM	Wrap Up	
3:45 PM	Adjourn	

**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](http://www.kpbsd.k12.ak.us)

## SCHOOL BOARD COMMUNICATION

<b>Title:</b>	Borough Assembly Action		
<b>Date:</b>	April 30, 2014	<b>Item Number:</b>	
<b>Administrator:</b>	Dave Jones, Assistant Superintendent 		
<b>Attachments:</b>	School Related Items on the May 6, 2014 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 May 6, 2014 Borough Assembly meeting:

- Authorization to award contract for Soldotna High School site work and track and field improvements
- Authorization to award contract for Kaleidoscope School and Ninilchik School asbestos abatement 2014
- Ordinance 2013-19-34, appropriating \$1,370,000 in the Borough's School Revenue Capital Project Fund for safety and security improvements to school facilities
- Ordinance 2013-19-35, appropriating \$52,810 in the School Maintenance Fund for purchase of equipment
- Ordinance 2013-19-37, appropriating \$135,000 from the Borough's General Fund to the Borough's School Revenue Capital Project Fund and redirecting \$165,000 in previous appropriations in the School Revenue Capital Project Fund for additional funding needed for the SoHi Track and Field Project
- Ordinance 2014-14, amending KPB 22.30.010 to revise six Assembly and School Board district boundaries to better align with precinct boundaries

## ADMINISTRATIVE RECOMMENDATION

For your information.



**KENAI PENINSULA BOROUGH**

144 North Binkley Street • Soldotna, Alaska 99669-7520  
Toll-free within the Borough: 1-800-478-4441, Ext. 2260  
www.borough.kenai.ak.us

**MIKE NAVARRE  
BOROUGH MAYOR**

**MEMORANDUM**

**TO:** Mike Navarre, Mayor

**THRU:** Mark Fowler, Purchasing & Contracting Director *mf*

**FROM:** Kevin Lyon, Capital Projects Director *KL*

**DATE:** April 2, 2014

**SUBJECT:** Authorization to Award Contract for Soldotna High School Site Work and Track and Field Improvements.

The Purchasing and Contracting Office formally solicited and received bids for the Soldotna High School Site Work and Track and Field Improvements. Bid packets were released on March 11, 2014 and the Invitation to Bid was advertised in the Peninsula Clarion on March 12 and 14, 2014 and the Anchorage Daily News on March 12, 2014.

The project consists of removal of existing track and turf grass field, grading and base construction for artificial turf field.

On the due date of March 27, 2014 (1) bid was received and reviewed to ensure that all the specifications and delivery schedules were met. The award of the base bid and Additive Alternate 1 of \$1,379,420.00 was submitted by Southcentral Construction Inc.

Your approval for this bid award is hereby requested. Funding for this project is in account numbers 400.76020.09782, 400.76020.14782 and 400.76020.13556.

Mike Navarre, Mayor *Mike Navarre* Date *4/2/14*

Soldotna High School Site Work and Track and Field Improvements.

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No.	400.76020.09782.49101
Amount	\$35,052.38
By: <u>PC</u>	Date: <u>4/4/14</u>

*Craig*

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No.	400.76020.14782.49101
Amount	\$137,226.53
By: <u>PC</u>	Date: <u>4/04/14</u>

*Craig*

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No.	400.76020.13556.49101
Amount	\$1,207,141.09
By: <u>PC</u>	Date: <u>4/4/14</u>

*Craig*



# KENAI PENINSULA BOROUGH

## Solid Waste Department

47140 East Poppy Lane, Soldotna, Alaska 99669  
1-800-478-4441, Ext. 2004 • 907-262-9667 • Fax 907-262-6090  
www.borough.kenai.ak.us/SolidWaste



**MIKE NAVARRE**  
BOROUGH MAYOR

### MEMORANDUM

**TO:** Mike Navarre, Mayor

**THRU:** Mark Fowler, Purchasing & Contracting Director *mf*

**FROM:** Scott Griebel, Maintenance Director *sg*

**DATE:** April 22, 2014

**SUBJECT:** Authorization to Award Contract for Kaleidoscope School and, Ninilchik School Asbestos Abatement 2014

The Purchasing and Contracting Office formally solicited and received bids for the "Kaleidoscope School and Ninilchik School Asbestos Abatement 2014" project Bid packets were released on March 26, 2014 and the Invitation to Bid was advertised in the Peninsula Clarion on March 26, 2014 and Homer News on March 27, 2014.

The project consists of all labor, materials, equipment and tool to remove and dispose of asbestos-containing materials as specified in the contract at Kaleidoscope School 549 N. Forest, Kenai Alaska, Ninilchik School, 15735 Sterling Hwy, Ninilchik, Alaska and Kenai Middle School, 201 Tinker Lane, Kenai, Alaska.

On the due date of April 15, 2014, five (5) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$79,284.00 was submitted by Far North Services, LLC, PO Box 210483, Anchorage, AK 99521.

Your approval for this bid award is hereby requested. Funding for this project is in account number 400.78050.13756.43780, 400.78050.14756.43780 and 400.78050.13755.43780.

Approved:

*Paul Oster*  
\_\_\_\_\_  
Mike Navarre, Mayor

4/23/14  
Date

*for*

FINANCE DEPARTMENT FUNDS VERIFIED	
ACCT#400.78050.13756.43780 - \$2,631.93	
ACCT#400.78050.14756.43780 - \$75,000.00	
ACCT#400.78050.13755.43780 - \$1,652.07	
By: <u>pc Craig</u>	Date: <u>4/22/14</u>

Introduced by: Mayor  
Date: 04/01/14  
Hearing: 05/06/14  
Action:  
Vote:

**KENAI PENINSULA BOROUGH  
ORDINANCE 2013-19-34**

**AN ORDINANCE APPROPRIATING \$1,370,000 IN THE BOROUGH'S SCHOOL  
REVENUE CAPITAL PROJECT FUNDS FOR SAFETY AND SECURITY  
IMPROVEMENTS TO SCHOOL FACILITIES**

1 **WHEREAS**, the Kenai Peninsula Borough School District has grant funds through SB18 to use  
2 for student safety and security enhancements; and

3 **WHEREAS**, school district and borough maintenance employees have worked together to  
4 develop a list of safety projects for schools; and

5 **WHEREAS**, as the majority of these projects fall into the area of capital projects and the  
6 schools are owned by the borough, it would be suitable for the borough to  
7 appropriate the funds necessary for these projects; and

8 **WHEREAS**, these projects include replacing the Intercom systems at Nikiski Middle/High,  
9 Skyview Middle and West Homer, double lock-sets in classrooms and office  
10 doors, card reader access doors and buzz-in doors where identified, and fire  
11 alarms at Homer High School and Skyview Middle school;

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

14 **SECTION 1.** That the borough is authorized to receive funding from the Kenai Peninsula  
15 Borough School District in the amount of up to \$1,370,000 for safety and security  
16 enhancements to various school facilities.

1 **SECTION 2.** That \$1,370,000 is appropriated in the School Revenue Capital Projects Fund to  
2 account no. 400.78050.14SEC.49999. Projects expected to be completed include:

3 Intercom systems at Nikiski Middle/High, Skyview Middle and West Homer  
4 estimated at \$350,000;

5 Double lock-sets in classrooms and office doors, and card reader access doors and  
6 buzz-in doors where identified estimated at \$470,000;

7 Fire alarms at Homer High School and Skyview Middle School estimated at  
8 \$550,000.

9 If funds remain after completion of the above projects, the unspent funds may be  
10 used for other safety related projects in the schools.

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

12 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS \***  
13 **DAY OF \* 2014**

\_\_\_\_\_  
Hal Smalley, Assembly President

ATTEST:

\_\_\_\_\_  
Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:





## KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

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

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MIKE NAVARRE  
BOROUGH MAYOR

### MEMORANDUM

**TO:** Hal Smalley, Assembly President  
Members, Kenai Peninsula Borough Assembly

**THRU:** Mike Navarre, Mayor *MN*

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

**DATE:** March 20, 2014

**SUBJECT:** Ordinance 2013-19-*34*, appropriating \$1,370,000 in the borough's school revenue capital project funds for safety improvements to school facilities

The Kenai Peninsula Borough School District (School District) has received \$1,452,652 in grant funding from the State of Alaska through SB 18 to assist the School District in providing student safety and security enhancements. The majority of the projects fall into the area of capital projects and will be managed by the borough. The School District is providing the borough \$1,370,000 of the grant for these larger projects.

Projects to be completed include replacing the Intercom systems at Nikiski Middle/High, Skyview Middle and West Homer with an estimated cost of \$350,000; double lock-sets in classrooms and office doors, card reader access doors and buzz-in doors where identified with an estimated cost of \$470,000; and fire alarms at Homer High School and Skyview Middle school with an estimated cost of \$550,000. If there are funds remaining from the above projects, the School District is requesting the unspent funds be used for other safety related projects.

FINANCE DEPARTMENT ACCOUNT / FUNDS VERIFIED	
Acct. No.	<u>400.78050.145EC.49999</u>
Amount	<u>N/A</u>
By:	<u>pc</u> Date: <u>3/20/14</u>



# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

**Assistant Superintendent**

Dave Jones

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-5867

Email: davejones@kpbsd.k12.ak.us

March 21, 2014

Mike Navarre, Mayor  
Kenai Peninsula Borough  
144 N. Binkley  
Soldotna, AK 99669

Re: Safety Funding and Capital Improvements

Dear Mayor Navarre,

The Alaska Legislature provided the School District with a one-time grant of \$1,452,652 through SB18 to use for student safety and security enhancement. School District and Borough Maintenance employees have worked together this year to develop a list of safety projects for schools and the estimated costs associated with each project. Since most of the projects fall into the area of Capital Projects, they are beyond the scope of the School District to manage and complete. The projects and amounts are as follows:

Nikiski Middle/High, Skyview Middle and West Homer Elementary School Intercom Systems	\$350,000
Double lock-sets installed on all classrooms and office doors; card reader access doors and buzz-in doors where identified	\$470,000
Homer High School Fire Alarm	\$300,000
Skyview Middle School Fire Alarm	\$250,000
Total estimated costs of projects	<u>\$1,370,000</u>

Please consider this letter the district's request to proceed with the projects and our commitment to fund them. In addition, the district requests that any remaining funds be used for safety related projects in the schools.

We appreciate the borough's assistance with moving these projects forward.

Sincerely,

Dave Jones

cc: Craig Chapman

Introduced by: Mayor  
Date: 04/01/14  
Hearing: 05/06/14  
Action:  
Vote:

**KENAI PENINSULA BOROUGH  
ORDINANCE 2013-19-35**

**AN ORDINANCE APPROPRIATING \$52,810 IN THE SCHOOL MAINTENANCE  
FUND FOR PURCHASE OF EQUIPMENT**

1 **WHEREAS**, the maintenance department is in need of replacing various pieces of equipment  
2 which have exceeded their useful lives; and

3 **WHEREAS**, the equipment list includes a four-wheel drive compact utility tractor, two (2) 3  
4 point mounted broadcast spreaders, a vehicle diagnostic system, and an aerial  
5 work platform; and

6 **WHEREAS**, the maintenance department also needs to obtain a self-propelled scissor lift; and

7 **WHEREAS**, obtaining a self-propelled scissor lift will not only reduce the number of hours  
8 spent on some jobs, but will also reduce rental cost by approximately \$4,000; and

9 **WHEREAS**, purchasing the equipment now will ensure the equipment is available to support  
10 the maintenance department's 2014 summer projects; and

11 **WHEREAS**, the school fund has fund balance available to support the purchase of the  
12 equipment; and

13 **WHEREAS**, the appropriation of fund balance within the school fund does not impact the  
14 current year funding for the school district;

1 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**  
2 **PENINSULA BOROUGH:**

3 **SECTION 1.** That \$52,810 is appropriated from the school fund, fund balance to the following  
4 accounts:

5 241.41010.00000.48311, machinery and equipment, in the amount of \$44,648.

6 241.41010.00000.48740, minor machines and equipment, in the amount of  
7 \$8,162.

8 **SECTION 2.** That this ordinance takes effect immediately upon its enactment.

9 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS \***  
10 **DAY OF \* 2014.**

\_\_\_\_\_  
Hal Smalley, Assembly President

ATTEST:

\_\_\_\_\_  
Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



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**MIKE NAVARRE**  
**BOROUGH MAYOR**

## MEMORANDUM

**TO:** Hal Smalley, Assembly President  
Members, Kenai Peninsula Borough Assembly

**THRU:** Mike Navarre, Mayor *MN*

**FROM:** Craig Chapman, Finance Director *C Chapman*  
Scott Griebel, Maintenance Director *SG, by [Signature]*

**DATE:** March 20, 2014

**SUBJECT:** Ordinance 2013-19-35, appropriating \$52,810 in the school maintenance fund to purchase equipment

The attached ordinance appropriates \$52,810 from the School Fund for the purchase of equipment. The maintenance department needs to replace various pieces of equipment that have exceeded their useful life. The replacement equipment includes:

- A four-wheel drive compact utility tractor to replace worn out equipment from the Homer area. All-wheel drive is a necessity due to hilly terrain in the region. Cost = \$24,412.
- Two (2) each 3-point mounted broadcast spreaders; cost = \$3,362 (\$1,681 each).
- A vehicle diagnostic system to replace a 10-year-old unit that is experiencing problems with annual software version upgrades. Old unit is due for discontinuation. The new unit cost is \$6,236, which includes a \$2,000 trade-in for the old unit. Replacement of this unit is estimated to reduce operating cost by \$950.
- An aerial work platform; cost = \$4,800. This would replace an obsolete unit for which replacement parts are no longer available.

The maintenance department also needs to obtain a self-propelled scissor lift. The department currently spends approximately \$4,000 renting these units and purchasing a unit will reduce the time on jobs and annual rental cost. The estimated cost of purchasing a used unit is \$14,000.

The maintenance department is gearing up for summer projects and purchasing the equipment now will ensure the equipment is available to support its 2014 school maintenance projects.

Fund balance is available in the School Fund to support these expenditures. It should be noted that this transaction has no impact on current year funding for the school district.

FINANCE DEPARTMENT ACCOUNT / FUNDS VERIFIED	
Acct. No.	<u>241.27910 FB</u>
Amount	<u>\$52,810.00</u>
By: <u>pc</u>	Date: <u>3/18/14</u>

Introduced by: Mayor  
Date: 04/15/14  
Shortened Hearing: 05/06/14  
Action:  
Vote:

**KENAI PENINSULA BOROUGH  
ORDINANCE 2013-19-37**

**AN ORDINANCE APPROPRIATING \$135,000 FROM THE BOROUGH'S GENERAL FUND TO THE BOROUGH'S SCHOOL REVENUE CAPITAL PROJECT FUND AND REDIRECTING \$165,000 IN PREVIOUS APPROPRIATIONS IN THE SCHOOL REVENUE CAPITAL PROJECT FUND FOR ADDITIONAL FUNDING NEEDED FOR THE SOHI TRACK AND FIELD PROJECT**

1 **WHEREAS**, the Alaska Legislature has provided funding for replacing both the Kenai High and  
2 Soldotna High (SOHI) schools' tracks and fields with artificial turf; and

3 **WHEREAS**, after completion of the Kenai track and field project, there remains approximately  
4 \$2,436,710 available to support replacing the Soldotna track and field with artificial  
5 turf; and

6 **WHEREAS**, the borough was recently notified that grant funding in the amount of \$200,000 from  
7 the United States Soccer Federation will not be forth coming for this project; and

8 **WHEREAS**, the current cost of replacing the SOHI track and field with artificial turf is estimated  
9 to be \$2,735,858; and

10 **WHEREAS**, additional funding of \$300,000 is needed in order to complete this project; and

11 **WHEREAS**, the maintenance department has identified funding of \$165,000 from the following  
12 school projects that could be made available for the SOHI track and field project:  
13 400.78050.13780.49999 playground upgrades in the amount of \$75,000,  
14 400.78050.14727.49999 bleacher replacements in the amount of \$50,000, and  
15 400.78050.10803.49999 intercom system upgrades in the amount of \$40,000; and

1 **WHEREAS**, additional funding of \$135,000 is needed from the Borough's General Fund to  
2 support this project;

3 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**  
4 **PENINSULA BOROUGH:**

5 **SECTION 1.** That \$135,000 is appropriated from the Borough's General Fund, fund balance to  
6 account 100.94910.00000.50400, transfer to School Revenue Capital Projects Fund  
7 and appropriated to 400.76020.13556.49999.

8 **SECTION 2.** That \$75,000 previously appropriated to account 400.78050.13780.49999,  
9 playground upgrades is reappropriated to 400.76020.13556.49999, SOHI track and  
10 field project.

11 **SECTION 3.** That \$50,000 previously appropriated to account 400.78050.14727.49999, bleacher  
12 replacement is reappropriated to 400.76020.13556.49999, SOHI track and field  
13 project.

14 **SECTION 4.** That funding of \$100,000 previously appropriated to account number  
15 400.78050.13556.49999, for Intercom Systems upgrades is reduced by \$40,000 and  
16 those funds are redirected to 400.76020.13556.49999, SOHI track and field project.

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

18 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS \* DAY**  
19 **OF \* 2014.**

---

Hal Smalley, Assembly President

ATTEST:

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Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:





**KENAI PENINSULA BOROUGH - FINANCE DEPARTMENT**

**MEMORANDUM**

**TO:** Hal Smalley, Assembly President  
Kenai Peninsula Borough Assembly Members

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

**FROM:** Kevin Lyon, Capital Projects Director  
Craig Chapman, Finance Director *CChapman*

**DATE:** April 15, 2014

**SUBJECT:** Ordinance 2013-19-37, an ordinance appropriating \$135,000 from the Borough's General Fund and reappropriating/redirecting \$165,000 in previous school revenue capital projects for additional funding needed for the SOHI track and field project

The Alaska legislature has provided funding for replacing both the Kenai and Soldotna High Schools tracks and fields with artificial turf. After completion of the Kenai track and field project, there remains approximately \$2,436,710 available to support replacing the Soldotna track and field with artificial turf.

The current cost of replacing the SOHI track and field with artificial turf is estimated to be \$2,735,858, which is higher than originally estimated.

The Borough was recently notified that grant funding in the amount of \$200,000 from the United States Soccer Federation will not be forthcoming, leaving the project short on funding in the amount of \$300,000.

The maintenance department has identified funding of \$165,000 from the following projects that could be made available for the SOHI track and field project; 400.78050.13780.49999 playground upgrades in the amount of \$75,000; 400.78050.14727.49999 bleacher replacements in the amount of \$50,000 and 400.78050.10803.49999 intercom system upgrades in the amount of \$40,000; and

The administration is proposing that the additional funding of \$135,000 needed for this project come from the Borough's General Fund.

Shortened hearing is being requested on this appropriation which will allow for the project to be completed this summer.

Introduced by: Smalley at the request of the  
Borough Clerk  
Date: 05/06/14  
Hearing: 06/03/14  
Action:  
Vote:

**KENAI PENINSULA BOROUGH  
ORDINANCE 2014-14**

**AN ORDINANCE AMENDING KPB 22.30.010 TO REVISE SIX ASSEMBLY AND  
SCHOOL BOARD DISTRICT BOUNDARIES TO BETTER ALIGN WITH PRECINCT  
BOUNDARIES**

- 1 **WHEREAS**, in May 2012, Ordinance 2012-08 amended the borough code to revise Assembly  
2 and School Board District Boundaries; and
- 3 **WHEREAS**, on July 14, 2013, the Alaska Redistricting Board adopted its 2013 Proclamation  
4 Plan setting new boundaries for the Alaska legislative house and senate districts;  
5 and
- 6 **WHEREAS**, in February 2014, the Division of Elections finalized the revised precinct  
7 boundaries in order to comply with the new boundaries for the Alaska legislative  
8 house and senate districts; and
- 9 **WHEREAS**, upon review of all of the new boundaries, discrepancies were identified between  
10 the precinct boundaries and the assembly districts that could easily be corrected  
11 with minor changes to some of the assembly district boundaries; and
- 12 **WHEREAS**, amending the assembly districts will eliminate some of the splits within precincts  
13 and the need for multiple ballots in those precincts; and
- 14 **WHEREAS**, the recommended changes will have the following impact on the populations  
15 within the districts:

Assembly District	Current Population	Population Change	New Proposed Population
District 1	6141	0	6141
District 4	6460	0	6460
District 5	6304	-23	6281
District 6	6289	-2	6287
District 7	5964	+25	5989
District 9	6098	0	6098

1           The proposed changes are still well within the allowable deviations of 10 percent  
2           plus or minus;

3   **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**  
4   **PENINSULA BOROUGH:**

5   **SECTION 1.** That KPB 22.30.010 is revised as follows:

6           A. District No. 1, Kalifornsky, shall be represented by 1 seat, designated Seat 1,  
7           described as follows:

8           Commencing at the section corner common to Sections 27, 28, 33 and 34,  
9           T5N, R11W;

10          Thence north to the intersection of the section line common to sections 27  
11          and 28, T5N, R11W and the centerline of Unocal Airport Road;

12          Thence southwesterly along Unocal Airport Road to the intersection with  
13          centerline of Kalifornsky Beach Road;

14          Thence south along the centerline of Kalifornsky Beach Road to the  
15          intersection of [THE NORTH 1/16 LINE OF SECTION 1, T4N, R12W] Kalifornsky  
16          Beach Road and Oil Company Haul Road;

17          Thence west to the mean high water line of Cook Inlet;

1 Thence northerly along the mean high water line to the intersection of the  
2 section line common to Sections 7, 18, T5N, R11W;  
3 Thence easterly to the intersection of the section corner common to sections  
4 7,8,17 and 18, T5N, R11W;  
5 Thence south to the section corner common to sections 17, 18, 19 and 20,  
6 T5N, R11W;  
7 Thence east to the section corner common to sections 15, 16, 21 and 22,  
8 T5N, R11W;  
9 Thence northerly to the west ¼ corner of section 15, T5N, R11W;  
10 Thence east to the thread of the Kenai River;  
11 Thence easterly and northerly along the thread of the Kenai River to the  
12 confluence of Beaver Creek;  
13 Thence northeasterly along the thread of Beaver Creek to the range line  
14 common to section 36, T6N, R11W and section 31, T6N, R10W;  
15 Thence south along the range line to the south 1/16 corner of Section 31,  
16 T6N, R10W;  
17 Thence east along the south 1/16 line to the intersection of Sections 31, 32,  
18 T6N, R10W;  
19 Thence south along the section line to the section corner common to Sections  
20 5, 6, 7, 8, T5N, R10W;  
21 Thence east to the 1/4 corner common to Sections 5, 8, T5N, R10W;  
22 Thence south to the center 1/4 corner of Section 8, T5N, R10W;  
23 Thence west to the center west 1/16 of Section 8, T5N, R10W;  
24 Thence south to the southwest 1/16 corner of Section 8, T5N, R10W;  
25 Thence west to the centerline of the Kenai Spur Highway;  
26 Thence southerly along centerline of the Kenai Spur Highway to the  
27 centerline of the intersection of Sport Lake Road;  
28 Thence east along Sport Lake Road to the centerline of Moser Road also  
29 being a section line common to Sections 20, 21, T5N, R10W;  
30 Thence south to the intersection of the centerline of the Alaska Natural Gas  
31 Pipeline right-of-way;

1 Thence westerly along the pipeline centerline right-of-way to the centerline  
2 of Delta Avenue;  
3 Thence westerly along the centerline of Delta Avenue to the centerline of  
4 Gibson Blvd;  
5 Thence south along centerline of Gibson Blvd to the centerline of Kilowatt  
6 Avenue;  
7 Thence westerly along the centerline of Kilowatt Avenue to the centerline of  
8 the Kenai Spur Highway;  
9 Thence southerly along the centerline of the Kenai Spur Highway to the  
10 north 1/16 line of Section 29, T5N, R10W;  
11 Thence west along the north 1/16 line to the intersection of the thread of the  
12 Kenai River;  
13 Thence southwesterly along the thread of the Kenai River to the section line  
14 common to Sections 25, 36, T5N, R11W;  
15 Thence west along said section line to section corner common to Sections 25,  
16 26, 35, 36, T5N, R11W;  
17 Thence south to the section corner common to Sections 35, 36, T5N, R11W  
18 and the township line common to T4N & T5N;  
19 Thence west along said township line to the point of beginning, and all being  
20 within the Seward Meridian, Alaska.

...

21 D. District No. 4, Soldotna, shall be represented by 1 seat, designated Seat 4,  
22 described as follows:

23 Commencing at the section corner common to Sections 5, 6, T5N, R10W and  
24 Section 31, 32, T6N, R10W;  
25 Thence south to the section corner common to Sections 5, 6, 7, 8, T5N,  
26 R10W;  
27 Thence east to the 1/4 corner common to Sections 5, 8, T5N, R10W;  
28 Thence south to the center 1/4 corner of Section 8, T5N, R10W;

1 Thence west to the center west 1/16 corner of Section 8, T5N, R10W;  
2 Thence south to the southwest 1/16 corner of Section 8, T5N, R10W;  
3 Thence west to the centerline of the Kenai Spur Highway;  
4 Thence southerly along centerline of the Kenai Spur Highway to the  
5 centerline of the intersection of Sport Lake Road;  
6 Thence east to the centerline of Moser Road also being a section line  
7 common to Sections 20, 21, T5N, R10W;  
8 Thence south to the intersection of the centerline of the Alaska Natural Gas  
9 Pipeline right-of-way;  
10 Thence westerly along the pipeline centerline right-of-way to the centerline  
11 of Delta Avenue;  
12 Thence westerly along the centerline of Delta Avenue, to the centerline of  
13 Gibson Blvd;  
14 Thence south along the centerline of Gibson Blvd to the centerline of  
15 Kilowatt Avenue;  
16 Thence westerly along the centerline of Kilowatt Avenue to the centerline of  
17 the Kenai Spur Highway;  
18 Thence southerly along the centerline of the Kenai Spur Highway to the  
19 north 1/16 line of Section 29, T5N, R10W;  
20 Thence west along the north 1/16 line of Section 29 to the intersection of the  
21 thread of the Kenai River;  
22 Thence southwesterly along the thread of the Kenai River to the section line  
23 common to Sections 25, 36, T5N, R11W;  
24 Thence west along said section line to section corner common to Sections 25,  
25 26, 35, 36 T5N, R11W;  
26 Thence south to the section corner common to Sections 35, 36, T5N, R11W  
27 also being the township line being common to T4N and T5N and the  
28 southwest corner of the corporate boundary of the City of Soldotna;  
29 Thence east along the township line to the intersection of the centerline Ski  
30 Hill Road;

1 Thence northwesterly along the centerline of Ski Hill Road to centerline of  
2 Funny River Road;  
3 Thence southeasterly along the centerline of Funny River Road to extension  
4 of the east property boundary of Lot 3A, Tachick Subdivision Part Three plat  
5 86-160 KRD;  
6 Thence north to the thread of the Kenai River;  
7 Thence northeasterly along the thread of the Kenai River to the extension of  
8 the lot line of Lot 6, Block 1 Logan Subdivision plat 1636 KRD and Lot 27,  
9 Derkevorkian Subdivision No. 2 Amended plat 77-52 KRD;  
10 Thence southeasterly along said lot line to the north boundary of Funny River  
11 Road;  
12 Thence northeasterly along the north edge of Funny River Road to the  
13 intersection of Oehler Road;  
14 Thence north and east along the centerline of Oehler Road to the extension of  
15 the east lot line of Lot L-1A, Derkevorkian Subdivision Wackler Addition  
16 plat 2007-50;  
17 Thence north to the south meander of the Kenai River;  
18 Thence southwesterly along the south meander of the Kenai River to the east  
19 west center ¼ section line of Section 32, T5N, R10W;  
20 Thence west to the thread of the Kenai River;  
21 thence easterly along the thread of the Kenai River to the intersection of the  
22 north south center ¼ section line of section 32, T5N, R10W;  
23 Thence south along the north south ¼ section line to the intersection of the  
24 north boundary of Funny River Road;  
25 Thence south and west to the centerline of Airport Heights Street;  
26 Thence south to the township line common to T4N and T5N;  
27 Thence east along the township line common to T4N and T5N sections 34  
28 and 35, T5N, R10W;  
29 Thence north to the south 1/16 corner common to section 32, 33, T5N,  
30 R10W;

1 Thence west to the center south 1/16 corner common to Section 33, T5N,  
2 R10W;  
3 Thence north to the thread of the Kenai River;  
4 Thence easterly along the thread of the Kenai River to the intersection of the  
5 south line of Section 31, T5N, R9W;  
6 Thence northwest to south end of Dan France Road (a private drive);  
7 Thence north along Dan France Road to the intersection of the centerline of  
8 Forest Lane;  
9 Thence northerly to the center line of the Sterling Highway and Jim Dahler  
10 Road;  
11 Thence northeasterly along the centerline of the Sterling Highway to the  
12 intersection of Deville Rd;  
13 Thence northerly along the centerline of Deville Road to the intersection of  
14 Deville Road and the Alaska Natural Gas Pipeline right of way;  
15 Thence northeast on said right of way approximately 620 feet;  
16 Thence northwesterly along a non-visible point-to-point line to a point due  
17 south of Goshawk Court;  
18 Thence southwesterly on a non-visible point-to-point line to a non-visible  
19 point from the extended centerline of Peaceful Lane;  
20 Thence northwesterly on a non-visible point-to-point line to the thread of  
21 Soldotna Creek;

22 [THE 1/16 LINE COMMON TO THE CN 1/16 AND NW 1/16 CORNERS SECTION 18,  
23 T5N, R9W;  
24 THENCE WEST TO THE NW 1/16 CORNER COMMON TO SECTION 18, T5N, R9W  
25 AND SECTION 13, T5N, R10W;  
26 THENCE NORTH TO THE SECTION CORNER COMMON TO SECTION 7, 18, T5N,  
27 R9W AND SECTIONS 12, 13, T5N, R10W;  
28 THENCE WEST TO THE THREAD OF SOLDOTNA CREEK;]  
29



1 Thence northeasterly along the thread of Soldotna Creek to the north shore of  
2 Sevena Lake;

3 Thence northwesterly along the north shore of Sevena Lake to the  
4 intersection of the north shore of Sevena Lake and an unnamed road;

5 Thence northeasterly along said unnamed road to a non-visible point;

6 Thence northeast along a non-visible point-to-point line to the intersection of  
7 the western shore of Cisca Lake and the township line common to T5N and  
8 T6N;

9 [THE SECTION LINE COMMON TO SECTIONS 1, 2, T5N, R10W];

10 THENCE NORTH ALONG SAID SECTION LINE TO THE TOWNSHIP LINE COMMON TO  
11 T5N AND T6N;]

12 Thence west along said township line to point of beginning, and all being  
13 within the Seward Meridian, Alaska.

14 E. District No. 5, Sterling-Funny River, shall be represented by 1 seat,  
15 designated Seat 5, described as follows:

16 Commencing at the section corner common to Sections 2, 3, T4N, R11W  
17 also being centerline of Echo Lake Road;

18 Thence south to the intersection of the Sterling Highway;

19 Thence southwesterly along the centerline of the Sterling Highway to the  
20 intersection of the thread of north fork of Coal Creek;

21 Thence southwesterly along the thread of the north fork of Coal Creek to the  
22 thread of Coal Creek;

23 Thence northeasterly along the thread of Coal Creek to section line common  
24 to Sections 9, 10, T3N, R11W;

25 Thence south to the section corner common to Sections 33, 34, T3N, R11W  
26 and Sections 3, 4, T2N, R11W;

1 Thence west to the thread of the Kasilof River;  
2 Thence southeasterly along the Kasilof River to the intersection of  
3 Tustumena Lake;  
4 Thence along the north shore of Tustumena Lake to the thread of Glacier  
5 Creek;  
6 Thence southeasterly along Glacier Creek to the headwaters of Glacier  
7 Creek;  
8 Thence southeasterly to southeast corner of T2S, R6W;  
9 Thence east to the Kenai Fjords National Park boundary;  
10 Thence northerly along boundary to the thread of the Resurrection River also  
11 being in Section 34, T3N, R3W;  
12 Thence northwesterly along the Resurrection River to the thread of Summit  
13 Creek;  
14 Thence northwesterly to the southeast corner of Upper Russian Lake;  
15 Thence along the northeast shore of Upper Russian Lake to the thread of the  
16 Russian River;  
17 Thence northerly along the thread of Russian River to the thread of the Kenai  
18 River;  
19 Thence westerly along the thread of the Kenai River to the shore of Skilak  
20 Lake;  
21 Thence southeasterly and westerly along the [SOUTHERN] northern shore of  
22 Skilak Lake to the thread of the Kenai River;  
23 Thence southwesterly along the thread of the Kenai River to the extended  
24 centerline of Steelhead Cir;  
25 Thence northerly along said centerline to the intersection of Steelhead Cir  
26 and Samsel Rd;  
27 Thence northerly along the centerline of Samsel Rd to Bings Landing Rd;  
28 Thence northerly along the centerline of Bings Landing Rd to the Sterling  
29 Highway;  
30 Thence westerly along the centerline of the Sterling Highway to Jalapeno St;  
31 Thence south along the centerline of Jalapeno St to Ruth Ln;

1 Thence northwesterly along the centerline of Ruth Ln to Iris Ln;  
2 Thence northeast along the centerline of Iris Ln to the Sterling Highway;  
3 Thence northwest along the centerline of the Sterling Highway to Otter Trail  
4 Rd;  
5 Thence north along the centerline of Otter Trail Rd to the intersection of the  
6 Alaska Natural Gas Pipeline right-of-way;  
7 Thence westerly along the pipeline right-of-way to the thread of the Moose  
8 River;  
9 Thence northeasterly along the thread of the Moose River to the township  
10 line common to T6N and T5N;  
11 Thence west along said township line to the southeast corner of T6N, R9W;  
12 Thence north to the 1/4 corner common to Section 31, T6N, R8W and  
13 Section 36, T6N, R9W;  
14 Thence east to the 1/4 corner common to Sections 31, 32, T6N, R8W;  
15 Thence north to the section corner common to Sections 31, 32, 30, 29, T6N,  
16 R8W;  
17 Thence east to the 1/4 corner common to Sections 29, 32, T6N, R8W;  
18 Thence north to the center 1/4 corner of Section 20, T6N, R8W;  
19 Thence west to the centerline of Swanson River Road;  
20 Thence southerly along Swanson River Road centerline to the section corner  
21 common to Sections 1, 2, T5N, R9W and Sections 35, 36, T6N, R9W;  
22 Thence west along the township line common to T5N R9W and T6N R9W to  
23 the intersection of the western shore of Cisca Lake and said township line;  
24 Thence southwest on a non-visible point-to-point line to an unnamed road;  
25 Thence southwesterly along said road to the north shore of Sevena Lake;

26 [NORTHWEST CORNER OF SECTION 1, T5N R10W;  
27 THENCE SOUTH ALONG THE SECTION LINE COMMON TO SECTIONS 1 AND 2 T5N  
28 R10W TO THE NORTH SHORE OF SEVENA LAKE;]

1 Thence along the north shore of Sevena Lake to the thread of Soldotna  
2 Creek;  
3 Thence southerly along the thread of Soldotna Creek to a non-visible point;  
4 Thence southwest on a non-visible point line to a non-visible point from the  
5 extended centerline of Peaceful Lane;  
6 Thence northeasterly on a non-visible point-to-point line to a non-visible  
7 point due south of Goshawk Court;  
8 Thence southeasterly on a non-visible point-to-point line to the Alaska  
9 Natural Gas Pipeline right of way;  
10 Thence southwesterly along said right of way to the centerline of Deville  
11 Road;

12 [TO THE SECTION LINE COMMON TO SECTIONS 12 AND 13, T5N R10W;  
13 THENCE EAST TO THE SECTION CORNER COMMON TO SECTIONS SECTION 7 , 18,  
14 T5N, R9W AND SECTIONS 12, 13, T5N, R10W;  
15 THENCE SOUTH TO THE NORTHWEST 1/16 CORNER COMMON TO SECTION 13,  
16 05N R10W AND SECTION 18, T5N R09W;  
17 THENCE EAST ALONG THE 1/16 LINE COMMON TO CN 1/16 AND NW1/16  
18 CORNERS OF SECTION 18, T5N R9W TO THE CENTERLINE OF DEVILLE RD;]

19 Thence southerly along the centerline of Deville Rd to the Sterling Highway;  
20 Thence southwesterly along the centerline of the Sterling Highway to Forest  
21 Ln;  
22 Thence along the centerline of Forest Ln to Dan France Rd (a private drive);  
23 Thence south along the centerline of Dan France Rd to the intersection of  
24 said centerline extended and the thread of the Kenai River;  
25 Thence westerly along the thread of the Kenai River to the intersection of the  
26 north south center ¼ line of section 34, T5N, R10W;  
27 Thence south to the center south 1/16 corner of Section 34, T5N, R10W;  
28 Thence east to the south 1/16 corner common to Sections 34, 35, T5N,  
29 R10W;

1 Thence south to the township line common to T5N and T4N;  
2 Thence west to the section corner common to Section 32, 33, T5N, R10W;  
3 Thence north to the south 1/16 corner common to Section 32, 33, T5N,  
4 R10W;  
5 Thence east to the center south 1/6 corner common to Section 33, T5N,  
6 R10W;  
7 Thence north to the thread of the Kenai River;  
8 Thence westerly along the thread of the Kenai River to the intersection of the  
9 east west center ¼ line of Section 32, T5N, R10W;  
10 Thence east along the center ¼ line to the south meander of the Kenai River;  
11 Thence northeasterly along the south meander of the Kenai River to the  
12 extension of east lot line of Lot L-1A, Derkevorkian Subdivision Wackler  
13 Addition plat 2007-50;  
14 Thence south to the intersection of Oehler Road;  
15 Thence west and south to the intersection of the north boundary of Funny  
16 River Road;  
17 Thence southwesterly to the intersection of the lot line of Lot 6, Block 1  
18 Logan Subdivision plat 1636 KRD and Lot 27, Derkevorkian Subdivision  
19 No. 2 Amended plat 77-52 KRD;  
20 Thence northwesterly along the lot line of Lot 6, Block 1 Logan Subdivision  
21 plat 1636 KRD and Lot 27, Derkevorkian Subdivision No. 2 Amended plat  
22 77-52 KRD to the thread of the Kenai River;  
23 Thence southwesterly along the thread of the Kenai River to the extension of  
24 the east property boundary of Lot 3A, Tachick Subdivision Part Three plat  
25 86-160 KRD;  
26 Thence south along the east property boundary of Lot 3A, Tachick  
27 Subdivision Part Three plat 86-160 KRD to the centerline of Funny River  
28 Road;  
29 Thence west along the centerline of Funny River Road to the intersection of  
30 Ski Hill Road;

1 Thence southeasterly along the centerline of Ski Hill Road to the intersection  
2 of the township line common to T5N and T4N;  
3 Thence west to the northwest corner of section 2, T4N, R11W to the point of  
4 beginning, and all being within the Seward Meridian, Alaska.

5 F. District No. 6, East Peninsula, shall be represented by 1 seat, designated Seat  
6 6, described as follows:

7 Commencing at intersection of the mean high water line of Turnagain Arm  
8 and section line common to Sections 25, 26, T9N, R2E;

9 Thence south to the southeast corner of Section 35, T9N, R2E;

10 Thence west to the northeast corner of Section 2, T8N, R2E;

11 Thence south to the northeast corner of Section 2, T7N, R2E;

12 Thence east to the northeast corner of T7N, R4E;

13 Thence south to the southeast corner of T5N, R4E;

14 Thence west to the northeast corner of T4N, R4E;

15 Thence south to the northeast corner of Section 25, T4N, R4E;

16 Thence east to the southeast corner of the southwest 1/4 of Section 22, T4N,  
17 R5E;

18 Thence southerly to the southeast corner of the southwest 1/4 of Section 34,  
19 T1N, R5E;

20 Thence west to the northeast corner of the northwest 1/4 of Section 3, T1S,  
21 R5E;

22 Thence south to the southeast corner of the northwest 1/4 of Section 27, T1S,  
23 R5E;

24 Thence west to the southwest corner of the northwest 1/4 of Section 27, T1S,  
25 R5E;

26 Thence south to the northeast corner of Section 9, T3S, R5E;

27 Thence southwesterly to the southeast corner of Section 7, T3S, R5E, said  
28 corner being at or approximately at Cape Junken;

29 Thence southwesterly to the southeast corner of the northeast 1/4 of Section  
30 4, T4S, R1E, said corner being at or approximately at Barwell Island;

1 Thence southwesterly to the northeast corner of the southeast 1/4 Section 17,  
2 T5S, R1W, said corner being at or approximately at Pilot Rock;  
3 Thence southwesterly to the southwest corner of the southeast 1/4 corner of  
4 Section 33, T7S, R2W, said corner being at or approximately at Seal Rock;  
5 Thence northwesterly to intersection of Kenai Fjords National Park and  
6 township line boundary common to T2S, R5W and T3S, R5W;  
7 Thence northerly along the Kenai Fjords National Park boundary to the  
8 thread of Resurrection River also being in Section 34, T3N, R3W;  
9 Thence northwesterly along the thread of the Resurrection River to the thread  
10 of Summit Creek;  
11 Thence southeast to the corner of Upper Russian Lake;  
12 Thence along the northeast shore of Upper Russian Lake to the thread of the  
13 Russian River;  
14 Thence along thread of the Russian River to the thread of the Kenai River;  
15 Thence along the thread of the Kenai River to Skilak Lake;  
16 Thence westerly along the [SOUTH] north shore of Skilak Lake to the thread  
17 of the Kenai River;  
18 Thence northwesterly along the thread of the Kenai River to the confluence  
19 of the Kenai River and Moose River;  
20 Thence northeasterly along the thread of the Moose River to the township  
21 line common to T6N and T5N;  
22 Thence east along said township line to the northeast corner of Section 1,  
23 T5N R8W;  
24 Thence south along the section line common to Section 1, T5N R8W and  
25 Section 6, T5N R7W to the Alaska Natural Gas Pipeline right-of-way;  
26 Thence northeasterly along the Alaska Natural Gas Pipeline right-of-way to  
27 the mean high water line of Turnagain Arm;  
28 Thence southeasterly along the mean high water line of Turnagain Arm to the  
29 point of beginning, and all being within the Seward Meridian, Alaska.

1 G. District No. 7, Central, shall be represented by 1 seat, designated Seat 7,  
2 described as follows:

3 Commencing at the section corner common to Sections 3, 2, T4N, R11W  
4 also being centerline of Echo Lake Road;

5 Thence south along the centerline of Echo Lake Road to the intersection of  
6 the centerline Sterling Highway;

7 Thence southwesterly along the centerline of the Sterling Highway to the  
8 thread of the north fork of Coal Creek;

9 Thence southwesterly along the thread of the north fork of Coal Creek to the  
10 thread of Coal Creek;

11 Thence northeasterly along the thread of Coal Creek to the section line  
12 common to Sections 9, 10, T3N, R11W;

13 Thence south to the section corner common to Sections 33, 34 T3N, R11W  
14 and Sections 3, 4, T2N, R11W;

15 Thence west to the thread of the Kasilof River;

16 Thence southerly along the Kasilof River to the intersection of the ordinary  
17 high water line of the south shore of Tustumena Lake;

18 Thence along the south shore of Tustumena Lake to the [RANGE LINE  
19 COMMON TO R11W AND R10W] boundary of the Kenai National Wildlife  
20 Refuge;

21 Thence south along said [RANGE LINE] boundary to the thread of Cytex  
22 Creek;

23 Thence westerly along the thread of Cytex Creek to the thread of Deep  
24 Creek;

25 Thence easterly along the thread of Deep Creek to the thread of an unnamed  
26 tributary located within the southwest quarter of Section 10, T3S R11W;

27 Thence southerly along said tributary to the intersection of the section line  
28 common to sections 34, 35, T3S, R11W;

29 Thence south along the section line to the section corner common to sections  
30 10, 11, 14, 15, T4S, R11W;



1 Thence west to the section corner common to sections 8, 9, 16, 17, T4S,  
2 R11W;  
3 Thence south along the section line to the thread of the North Fork of the  
4 Anchor River;  
5 Thence westerly along the thread of the North Fork of the Anchor River to  
6 the section line common to Sections 26, 25, T4S, R15W;  
7 Thence north to the section corner common to Sections 13, 14, 23, 24, T4S,  
8 R15W;  
9 Thence west to the centerline of the Sterling Highway;  
10 Thence north along the centerline of the Sterling Highway to the intersection  
11 of the centerline of Whiskey Gulch Road;  
12 Thence westerly along the centerline of Whiskey Gulch Road to the mean  
13 high water line of Cook Inlet;  
14 Thence northerly along the mean high water line of Cook Inlet to a point  
15 west of the intersection of Kalifornsky Beach Road and Oil Company Haul  
16 Road [THE INTERSECTION OF THE NORTH 1/16 LINE OF SECTION 1, T4N,  
17 R12W];  
18 Thence east to the centerline of Kalifornsky Beach Road;  
19 Thence north along the centerline of Kalifornsky Beach Road to the  
20 intersection of the Unocal Airport Road;  
21 Thence northeasterly along Unocal Airport Road to the intersection of  
22 section line common to Sections 27, 28, T5N, R11W;  
23 Thence south to the section corner common to Sections 33, 34, T5N, R11W;  
24 Thence east to the section corner common to Sections 2, 3, T4N, R11W, the  
25 point of beginning, and all being within the Seward Meridian, Alaska.

- ...
- 26 I. District No. 9, South Peninsula, shall be represented by 1 seat, designated  
27 Seat 9, described as follows:

1 Commencing at the mean high water line of Cook Inlet and the intersection  
2 of the section line common to Sections 15,16, T6S, R14W;  
3 Thence north along said section line to the centerline of the Sterling  
4 Highway;  
5 Thence northwesterly along the centerline of the Sterling Highway to  
6 Diamond Ridge Rd;  
7 Thence easterly along the centerline of Diamond Ridge Rd. to the north edge  
8 of the right-of-way of Skyline Drive;  
9 Thence northeasterly along the northerly edge of Skyline Drive right-of-way  
10 to the west intersection of Crossman Ridge Road right-of-way;  
11 Thence northeasterly along the northerly edge of Crossman Road to the  
12 corner common to Lot 12 & 13 Diamond Ridge Estates, Plat 71-1238 Homer  
13 Recording District;  
14 Thence north to the C-N-S-SE 1/256 corner of Section 6, T6S, R13W;  
15 Thence east to the centerline of Crossman Ridge Rd;  
16 Thence easterly along the centerline of Crossman Ridge Rd. to Palmer St;  
17 Thence southerly along the centerline of Palmer St. to Skyline Dr;  
18 Thence easterly along the centerline of Skyline Dr. to the thread of  
19 Waterman Canyon Creek extended;  
20 Thence southeasterly 550' along the thread of Waterman Canyon Creek;  
21 Thence southwesterly to the C1/4 of section 2, T6S, R13W;  
22 Thence east to the thread of an unnamed drainage;  
23 Thence southeasterly along the unnamed drainage to the centerline of Joan  
24 Ave;  
25 Thence east along the centerline of Joan Ave to the centerline of Mc Clay  
26 Rd;  
27 Thence north along the centerline of Mc Clay Rd to the north edge of Deitz  
28 Ln right-of-way;  
29 Thence along the north edge of Deitz Ln right-of way to the line common to  
30 lots 3 and 4 Deitz Homes Estates Sub No 4;

1 Thence northwesterly to the southwest corner of Tract A-3 Deitz Home  
2 Estates Sub No 13;  
3 Thence northeasterly along the southern boundary of Tract A-3 to the  
4 westerly edge of the China Poot St right-of-way;  
5 Thence perpendicular 60' across China Poot St right-of-way to the west  
6 boundary of Tract A-4C Deitz Home Estates Sub no 15;  
7 Thence southeasterly along the western boundary of Tract A-4C to the  
8 southern boundary of Tract A-4C;  
9 Thence northeasterly along the southern boundary of Tract A-4C to the  
10 southeast corner of Tract A-4C;  
11 Thence north to the Cw1/4 corner of section 1, T6S, R13W;  
12 Thence east to the C1/4 of section 1, T6S, R13W;  
13 Thence south to the CS1/4 of section 1, T6S, R13W;  
14 Thence east to the S1/6 common to section 1, T6S, R13W and section 6,  
15 T6S, R12W;  
16 Thence south along the section line to the mean high water of Kachemak  
17 Bay;  
18 Thence southwesterly along the mean high water of Kachemak Bay to the  
19 director's line of Alaska Tidelands Survey #612;  
20 Thence easterly, southerly along the director's line to the tip of the Homer  
21 Spit;  
22 Thence southerly to Lancashire Rocks within Kachemak Bay;  
23 Thence southwesterly to Sixty Foot Rock within Kachemak Bay;  
24 Thence southwesterly to the northwest corner of section 1, T9S, R16W  
25 protracted;  
26 Thence southwest to the northwest corner of section 4, T10S, R16W;  
27 Thence south to the southwest corner of section 4, T11S, R16W;  
28 Thence southeasterly to the southwest corner of section 7, T7S, R15W;  
29 Thence southeasterly to the southeast corner of section 31, T12S, R14W;  
30 Thence northeasterly to the southwest corner of section 26, T12S, R13W;  
31 Thence northeasterly to the tip of Gore Point;

1 Thence northeasterly to Seal Rock;  
2 Thence northwesterly to the intersection of the Kenai Fjords National Park  
3 boundary and the township line common to T3S and T2S;  
4 Thence west to the northwest corner of section 6, T3S, R5W;  
5 Thence northwest to the headwaters of Glacier Creek;  
6 Thence along the thread of Glacier Creek to the shore of Tustumena Lake;  
7 Thence westerly along the south shore of Tustumena Lake (including  
8 Caribou Island)  
9 to the [RANGE LINE COMMON TO R11W AND R10W] Kenai National Wildlife  
10 Refuge boundary;  
11 Thence south along said [RANGE LINE] boundary to the thread of Cytex  
12 Creek;  
13 Thence westerly along the thread of Cytex Creek to the thread of Deep  
14 Creek;  
15 Thence easterly along the thread of Deep Creek to the thread of an unnamed  
16 tributary located within the southwest quarter of Section 10, T3S R11W;  
17 Thence southerly along said tributary to the intersection of the section line  
18 common to sections 34, 35, T3S, R11W;  
19 Thence south along the section line to the section corner common to sections  
20 10, 11, 14, 15, T4S, R11W;  
21 Thence west to the section corner common to sections 8, 9, 16, 17, T4S,  
22 R11W;  
23 Thence south along the section line to the thread of the North Fork of the  
24 Anchor River;  
25 Thence westerly along the thread of the North Fork of the Anchor River to  
26 the section line common to Sections 26, 25, T4S, R15W;  
27 Thence north to the section corner common to Sections 13, 14, 23, 24, T4S,  
28 R15W;  
29 Thence west to the centerline of the Sterling Highway;  
30 Thence north along the centerline of the Sterling Highway to the intersection  
31 of the centerline of Whiskey Gulch Road;

1                   Thence westerly along the centerline of Whiskey Gulch Road to the mean  
2                   high water line of Cook Inlet;  
3                   Thence southerly along the mean high water line of Cook Inlet to the point of  
4                   beginning, all being with the Seward Meridian, Alaska.

5   **SECTION 2.** That this ordinance shall take effect immediately upon enactment.

6   **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS**  
7   **\*DAY OF \* 2014.**

\_\_\_\_\_  
Hal Smalley, Assembly President

ATTEST:

\_\_\_\_\_  
Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:

# KENAI PENINSULA BOROUGH

## Office of the Borough Clerk

144 North Binkley Street  
Soldotna, AK 99669  
Phone 907-714-2160  
Fax 907-714-2388

Johni Blankenship, MMC  
Borough Clerk

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### MEMORANDUM

**TO:** Kenai Peninsula Borough Assembly Members

**THRU:** Hal Smalley, Assembly President *JB for H. S.*

**FROM:** Johni Blankenship, Borough Clerk (*JB*)

**DATE:** May 6, 2014

**RE:** Ordinance 2014-14: Amending KPB 22.30.010 to Revise Six Assembly and School Board District Boundaries to Better Align with Precinct Boundaries (Smalley at the Request of the Borough Clerk)

---

In February the Alaska Division of Elections finalized the new precinct boundaries based on the final State Proclamation Plan.

Upon review it was noted that several minor alignment issues could be adjusted to assist in eliminating unnecessary Assembly/School Board splits in precincts and thus eliminating the need for multiple ballots in some precincts.

The impact on the appropriation of population within the districts is minimal and well within the allowable percentages.

Your consideration is greatly appreciated.

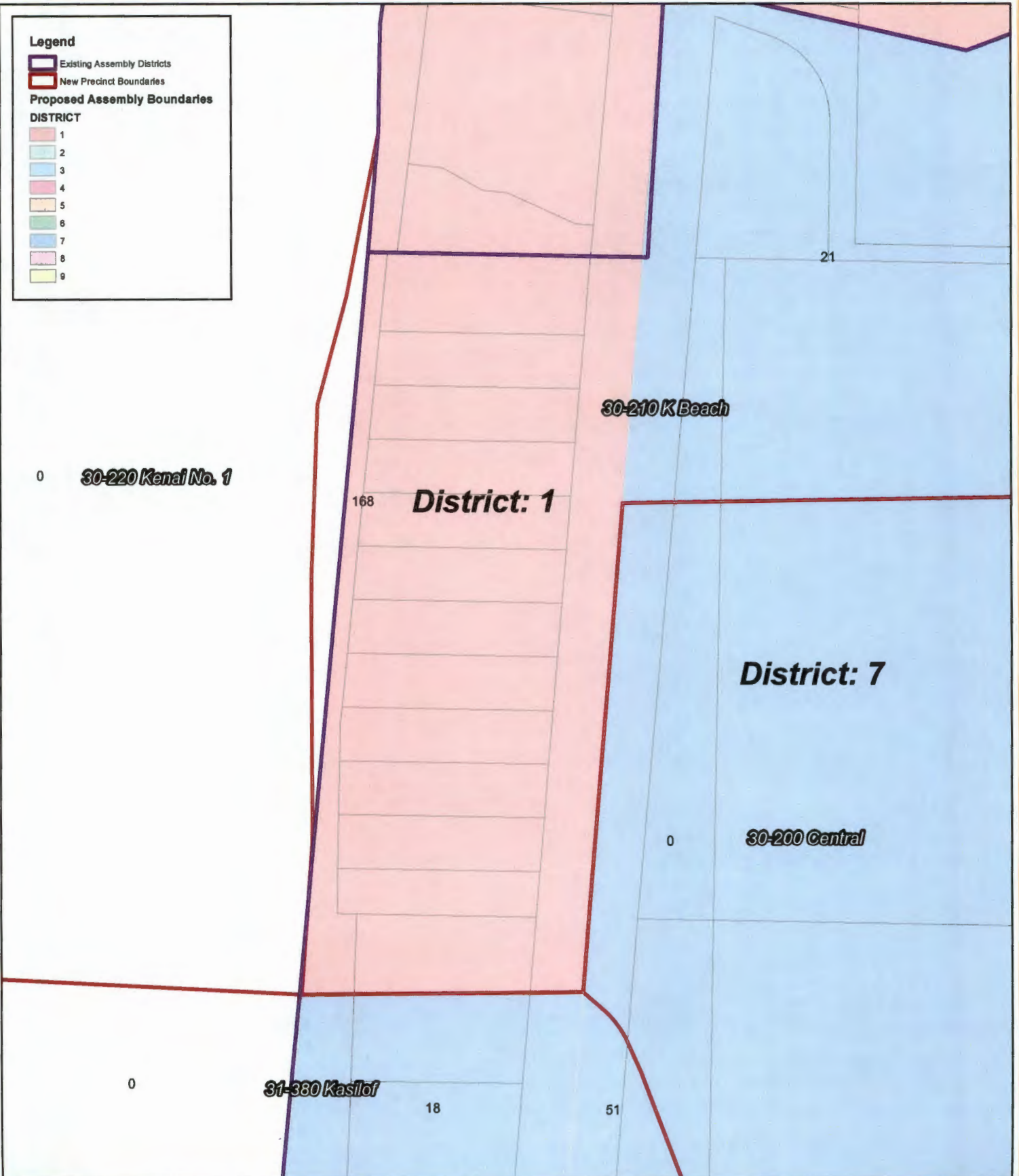
**Legend**

- Existing Assembly Districts
- New Precinct Boundaries

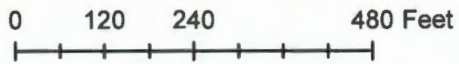
**Proposed Assembly Boundaries**

**DISTRICT**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9



The information depicted hereon is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.



Date: 4/15/2014

District 1/ District 7  
216

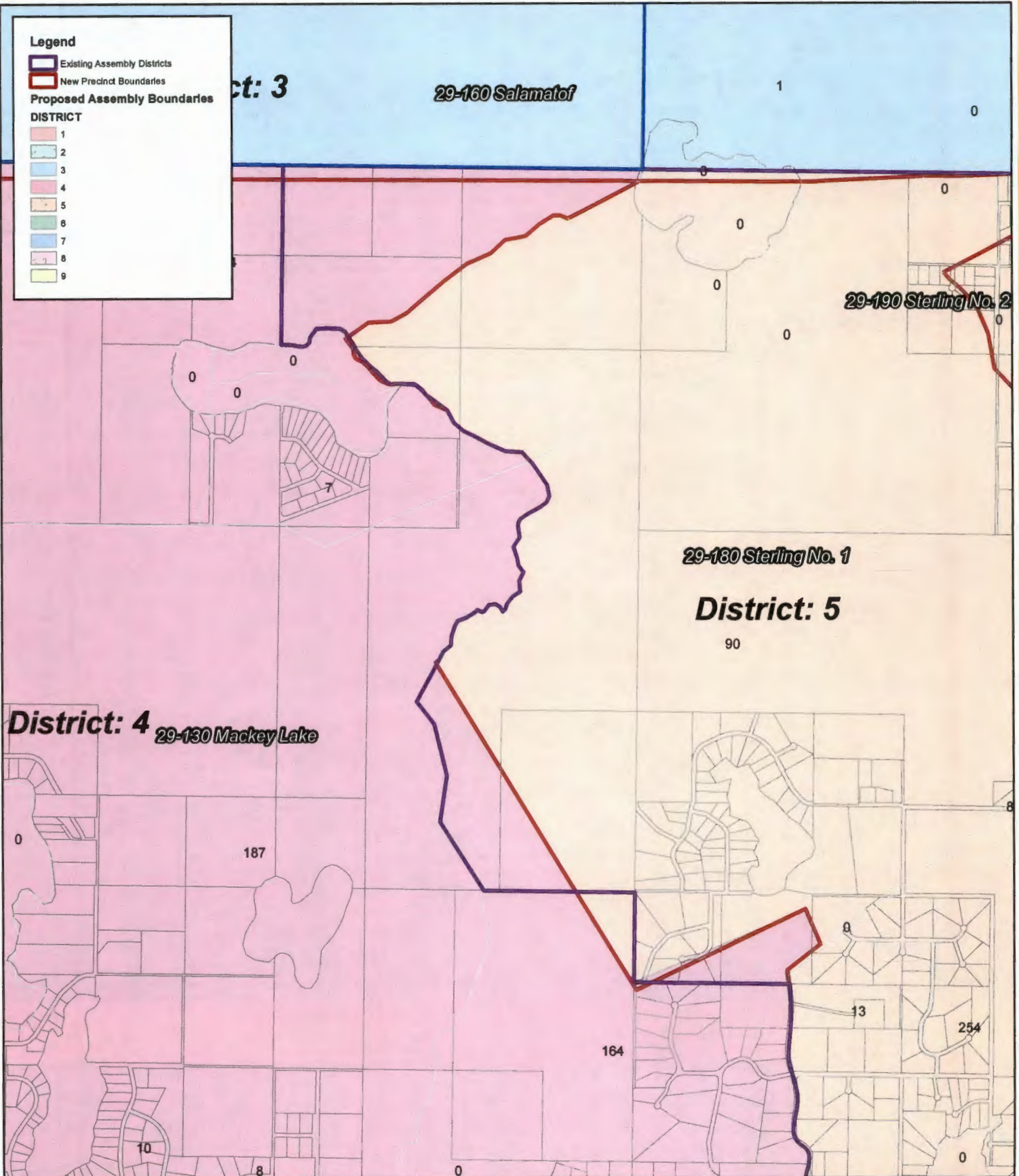
**Legend**

- Existing Assembly Districts
- New Precinct Boundaries

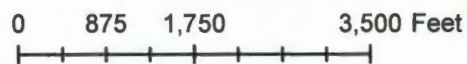
**Proposed Assembly Boundaries**

**DISTRICT**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9



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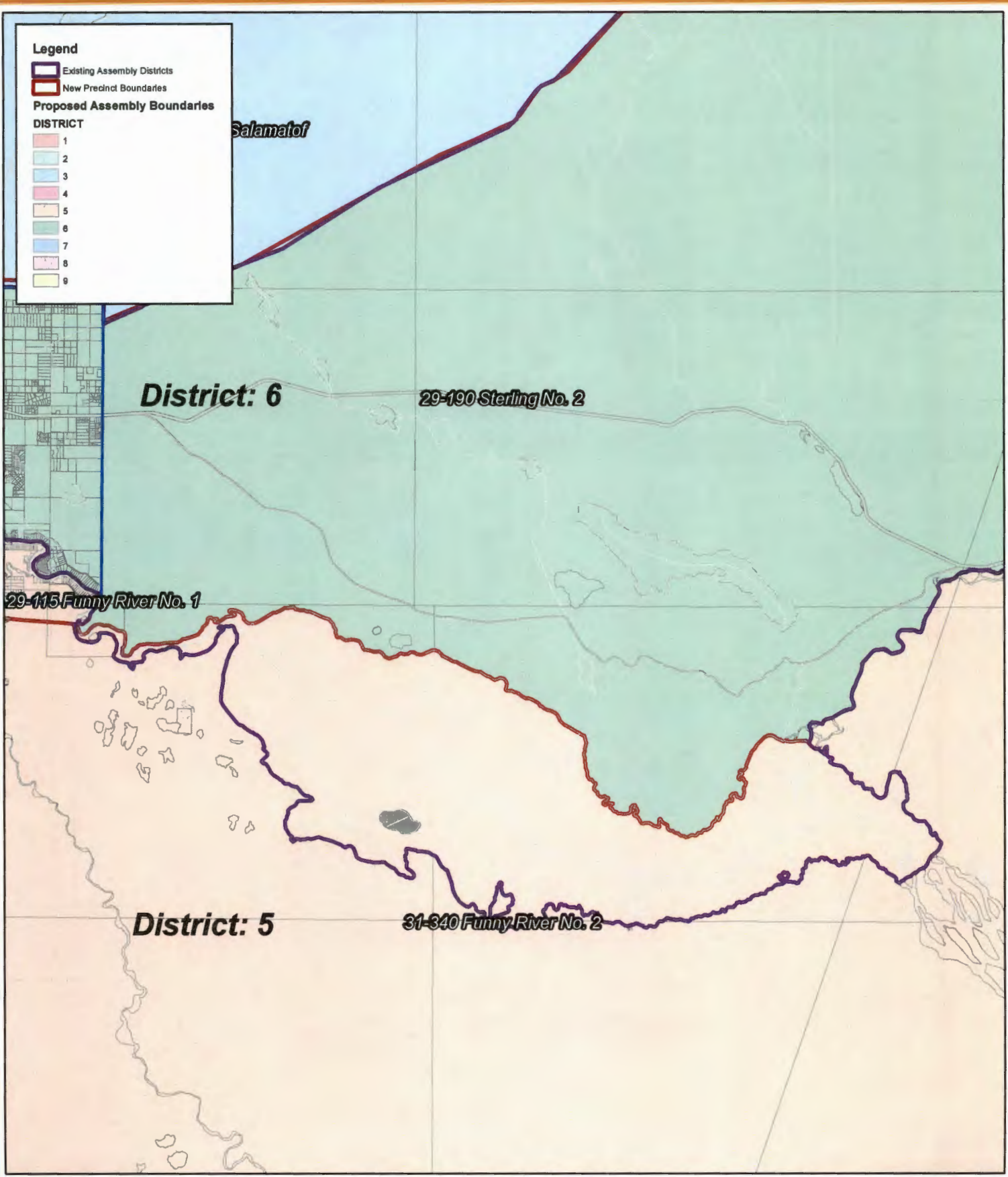


Date: 4/15/2014

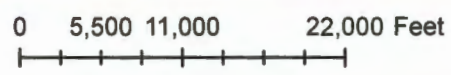
District 4/ District 5

217  
38





The information depicted hereon is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.



Date: 4/15/2014

District 5/ District 6  
218

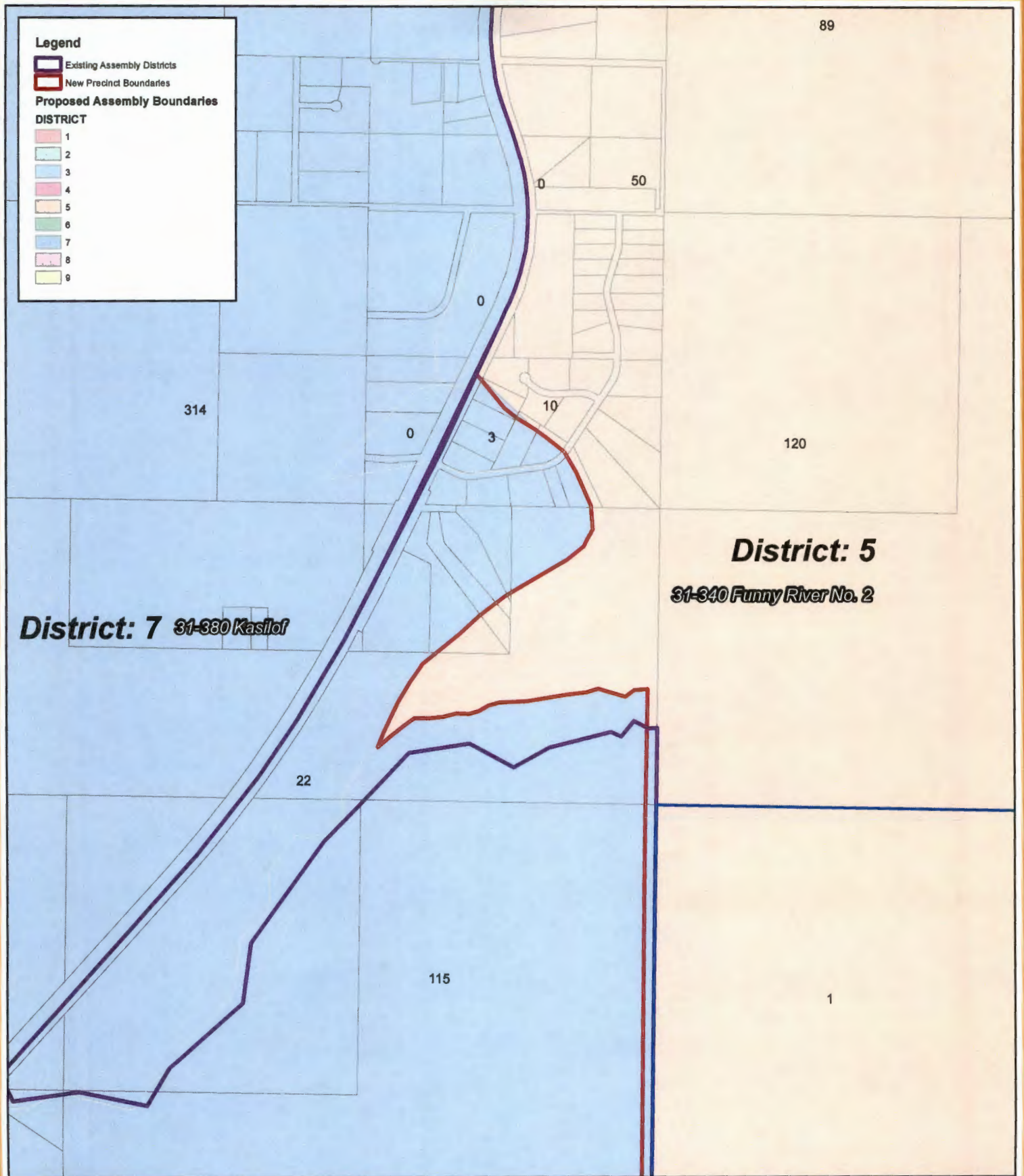
**Legend**

- Existing Assembly Districts
- New Precinct Boundaries

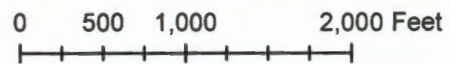
**Proposed Assembly Boundaries**

**DISTRICT**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9



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Date: 4/15/2014

District 5/ District 7

219  
219 40

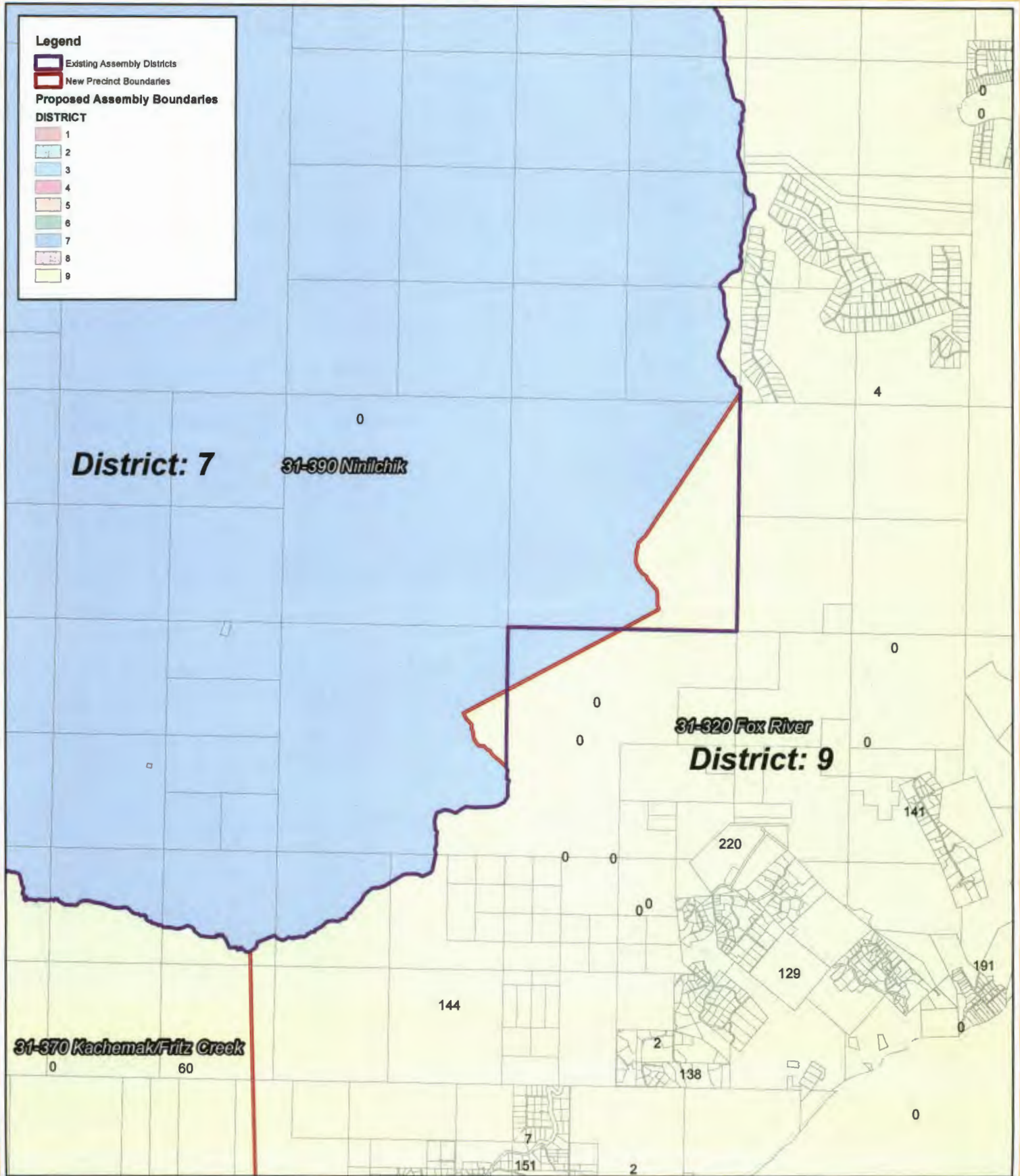
**Legend**

-  Existing Assembly Districts
-  New Precinct Boundaries

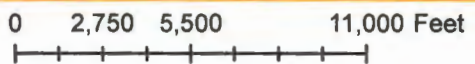
**Proposed Assembly Boundaries**

**DISTRICT**

-  1
-  2
-  3
-  4
-  5
-  6
-  7
-  8
-  9

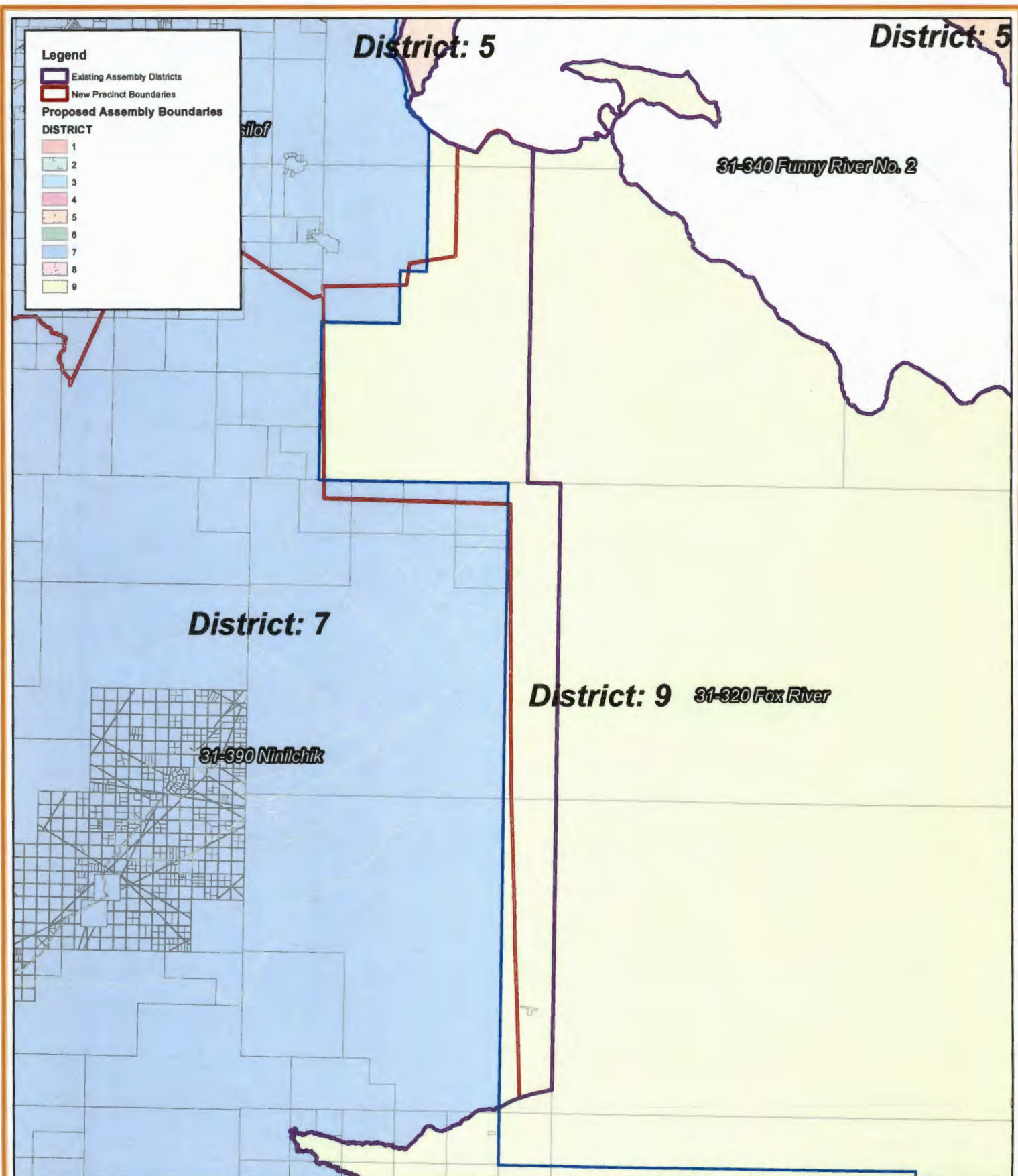


The information depicted hereon is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.

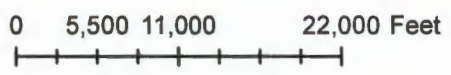


Date: 4/15/2014

District 7/ District 9  
220




The information depicted hereon is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.



Date: 4/15/2014

District 7/ District 9

**SCHOOL BOARD COMMUNICATION**

<b>Title:</b>	Citizens for the Educational Advancement of Alaska’s Children		
<b>Date:</b>	April 22, 2014	<b>Item Number:</b>	General Information Packet
<b>Administrator:</b>	Steve Atwater, Ph.D. Superintendent of Schools 		
<b>Attachments:</b>			

Action Needed   
  For Discussion   
  Information   
  Other : \_\_\_\_\_

**BACKGROUND INFORMATION**

The Citizens for the Educational Advancement of Alaska’s Children (CEAAC) was founded in the late 1990s to address, through the courts, school inadequacies in rural Alaska schools. That phase ended in January, 2012, with successful legal settlements. Today, CEAAC uses research, policy development and public advocacy to solve school performance issues in rural and urban areas. CEAAC is the only non-profit organization in Alaska focused on at-risk students and struggling schools.

CEAAC’s Executive Director, Charles Wohlforth, invited me to meet to review CEAAC’s mission and to consider whether KPBSD is interested in joining the group. I’ve been familiar with CEAAC for years and, due to their litigious approach toward improvement, have not been receptive to their mission. Their change in strategy to improve schools is, however, a change that makes CEAAC more attractive. While much of CEAAC’s attention is on rural schools, they have two projects that are appealing to KPBSD:

1. a project regarding teacher quality and quantity with a goal of increasing Alaskan teachers, and
2. a project to create a network to help districts meet state requirements and regulations.

District dues to belong to CEAAC vary according to district size and would be \$23,000 for KPBSD.

I bring this to your attention to see whether you are interested in learning more about CEAAC.

**ADMINISTRATIVE RECOMMENDATION**

N/A

# 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](http://www.kpbsd.k12.ak.us)

## SCHOOL BOARD COMMUNICATION

<b>Title:</b>	Early Release information		
<b>Date:</b>	May 5, 2014	<b>Item Number:</b>	
<b>Administrator:</b>	Sean Dusek, Assistant Superintendent <i>Sean Dusek</i>		
<b>Attachments:</b>	Parent and Staff survey responses Early release dates for 2014-15		

**Action Needed**     **For Discussion**     **Information**     **Other:** \_\_\_\_\_

## BACKGROUND INFORMATION

During the 2013-14 school year, KPBSD implemented 6 early release dates to provide our certified staff additional time to collaborate on various instructional topics and data analysis to support student learning. Parents and staff were surveyed to provide input on the entire concept so that District Administration could make an informed decision about continuation of early release collaboration and, if continued, any adjustments to the collaborations to meet both the staff's and parent's needs.

Over 500 parents and nearly 400 staff participated in the survey district-wide. The results suggest that early release should continue with some adjustments to dates of implementation. The District intends on working closely with schools to provide additional supervision options for students, if necessary, and will work with schools to allow collaboration on topics related to the individual site goals and needs.

The District will seek input from parents and staff in the Spring of 2015 for more input on the concept of early release to determine continuation of the program.

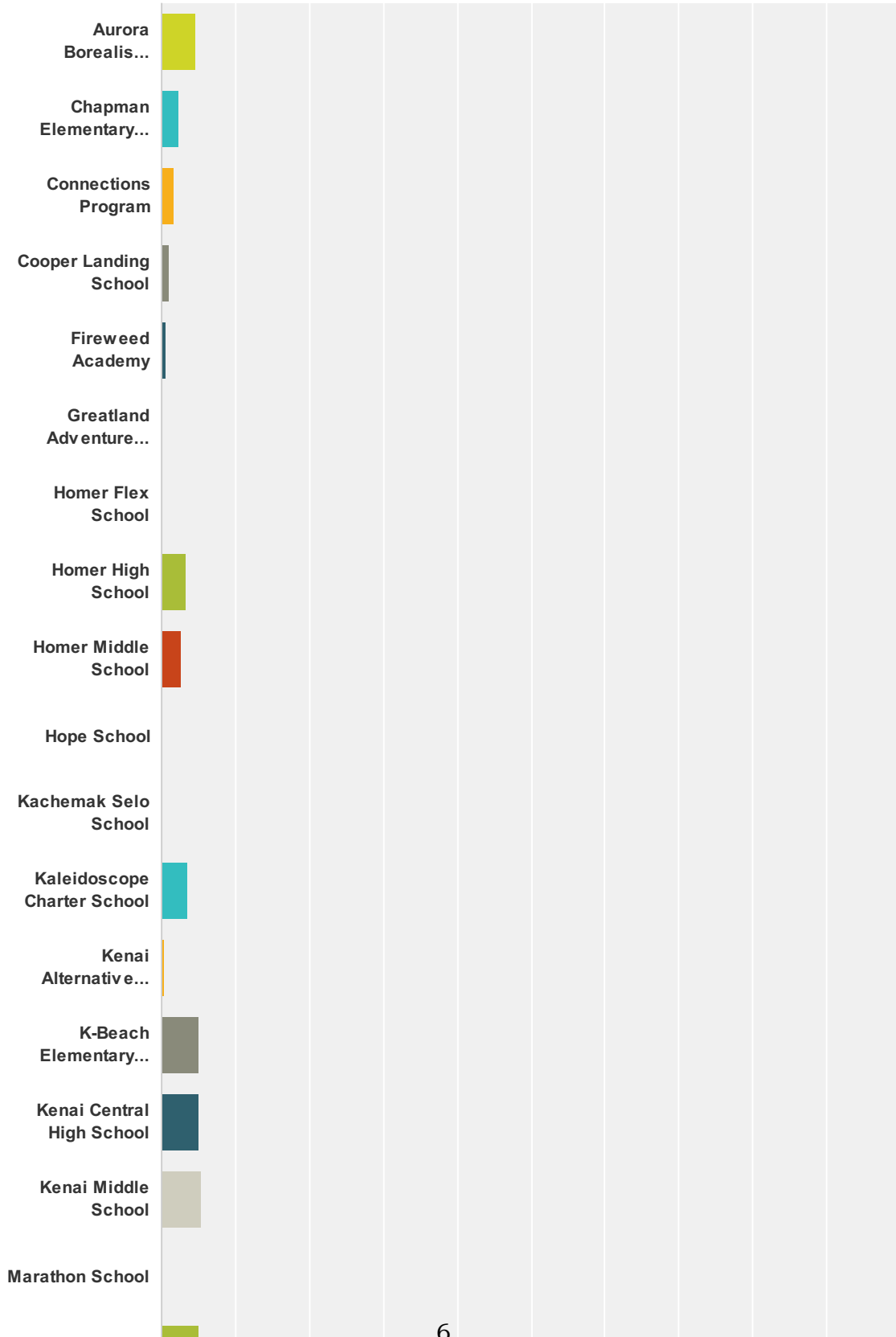
## ADMINISTRATIVE RECOMMENDATION

Early Release Dates 2014-15

District	K-Selo, Raz, Voz	Nikolaevsk
Wednesday, September 17	Saturday, September 13	Wednesday, September 17
Wednesday, October 29	Thursday, October 30	Friday, October 31
Wednesday, November 26	Wednesday, December 3	Wednesday, November 26
Wednesday, February 4	Tuesday, February 10	Thursday, February 5
Friday, March 27	Friday, March 27	Friday, March 27
Friday, May 1	Friday, May 1	Friday, May 1

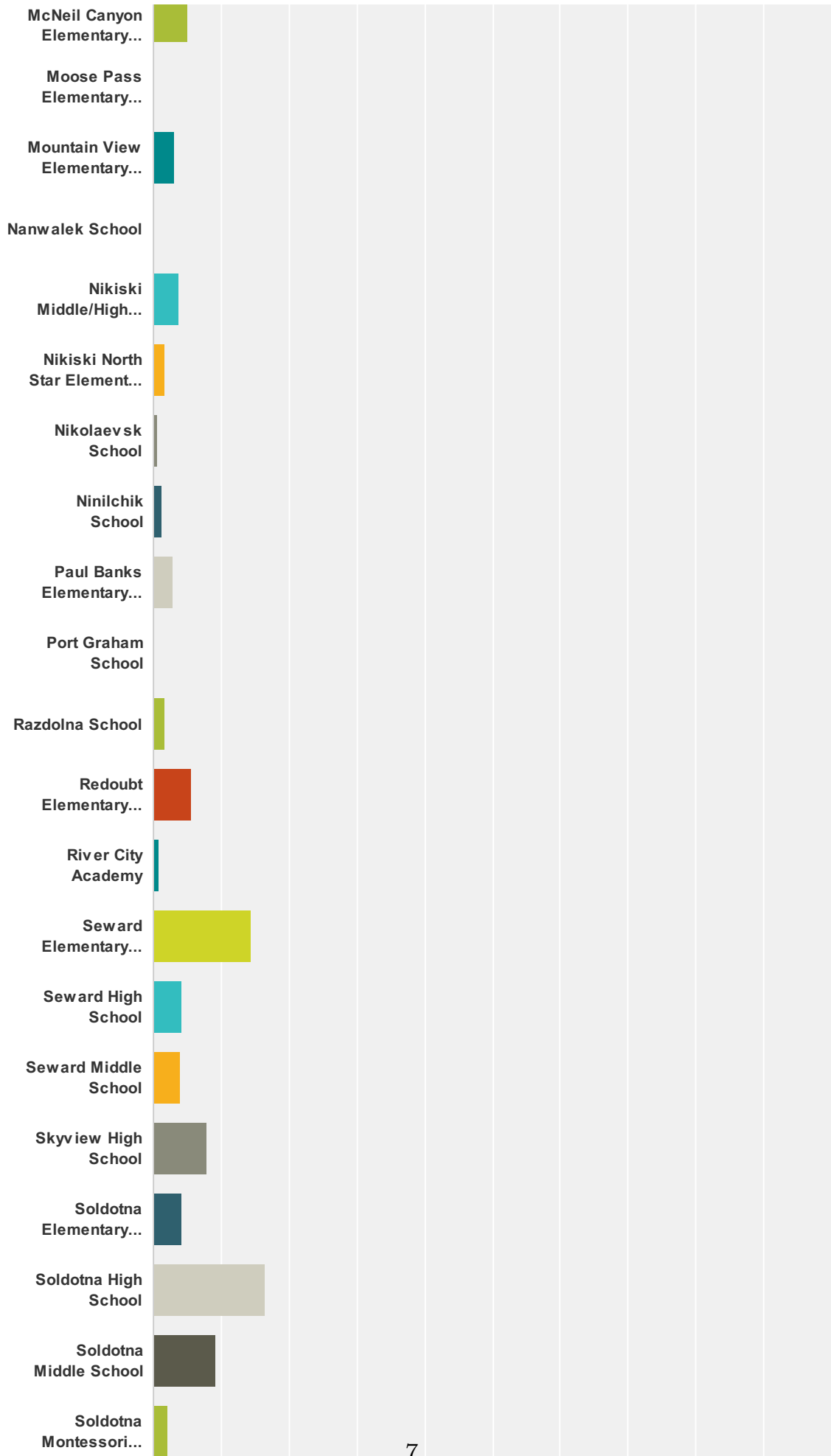
**Q1 Which school does your child currently attend? \*If you have children attending multiple KPBSD schools, please indicate each school your children attend.**

Answered: 550 Skipped: 0

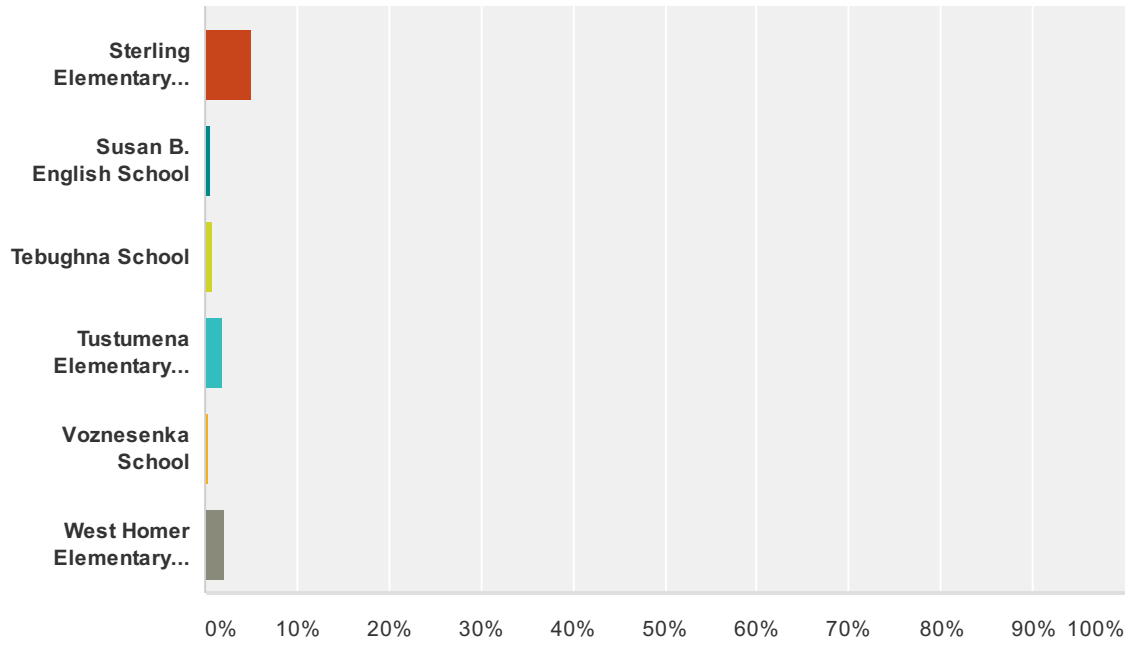




# KPBSD parent survey: Minimum Day for Students



# KPBSD parent survey: Minimum Day for Students



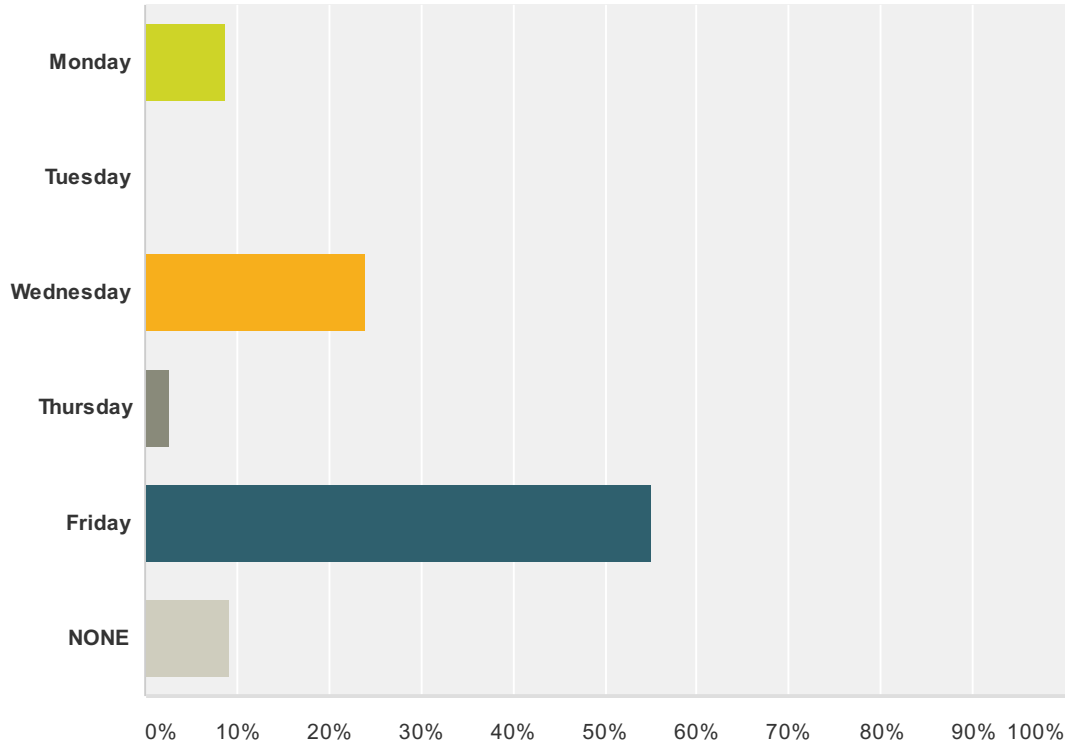
Answer Choices	Responses
Aurora Borealis Charter School	4.55% 25
Chapman Elementary School	2.36% 13
Connections Program	1.64% 9
Cooper Landing School	1.09% 6
Fireweed Academy	0.55% 3
Greatland Adventure Academy	0.00% 0
Homer Flex School	0.00% 0
Homer High School	3.27% 18
Homer Middle School	2.73% 15
Hope School	0.00% 0
Kachemak Selo School	0.00% 0
Kaleidoscope Charter School	3.45% 19
Kenai Alternative School	0.36% 2
K-Beach Elementary School	5.09% 28
Kenai Central High School	4.91% 27
Kenai Middle School	5.45% 30
Marathon School	0.00% 0
McNeil Canyon Elementary School	4.91% 27
Moose Pass Elementary School	0.00% 0
Mountain View Elementary School	3.09% 17

## KPBSD parent survey: Minimum Day for Students

Nanwalek School	0.00%	0
Nikiski Middle/High School	3.82%	21
Nikiski North Star Elementary School	1.64%	9
Nikolaevsk School	0.55%	3
Ninilchik School	1.27%	7
Paul Banks Elementary School	2.91%	16
Port Graham School	0.18%	1
Razdolna School	1.64%	9
Redoubt Elementary School	5.64%	31
River City Academy	0.91%	5
Seward Elementary School	14.36%	79
Seward High School	4.18%	23
Seward Middle School	4.00%	22
Skyview High School	8.00%	44
Soldotna Elementary School	4.18%	23
Soldotna High School	16.55%	91
Soldotna Middle School	9.27%	51
Soldotna Montessori Charter School	2.18%	12
Sterling Elementary School	5.09%	28
Susan B. English School	0.55%	3
Tebughna School	0.91%	5
Tustumena Elementary School	1.82%	10
Voznesenka School	0.36%	2
West Homer Elementary School	2.00%	11
<b>Total Respondents: 550</b>		

**Q2 The school district would like to continue a minimum day for students up to seven times in the 2014-2015 school year, in order to give certified staff collaboration time to better meet the learning needs of our students. Given a choice (2013-2014 school year is a Wednesday) which day of the week do you prefer?**

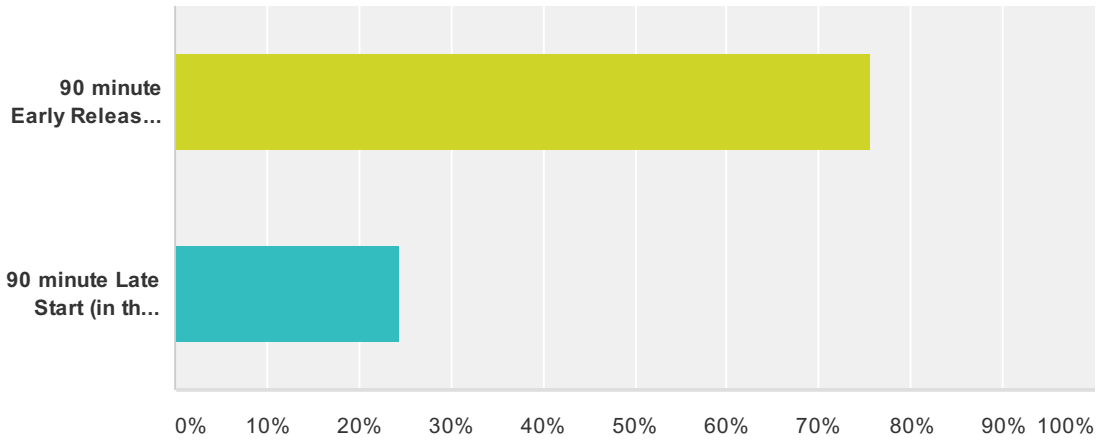
Answered: 518 Skipped: 32



Answer Choices	Responses	
Monday	8.69%	45
Tuesday	0.19%	1
Wednesday	23.94%	124
Thursday	2.70%	14
Friday	55.21%	286
NONE	9.27%	48
<b>Total</b>		<b>518</b>

**Q3 In the 2014-2015 school year, would you prefer an early release or late start for the student minimum day?**

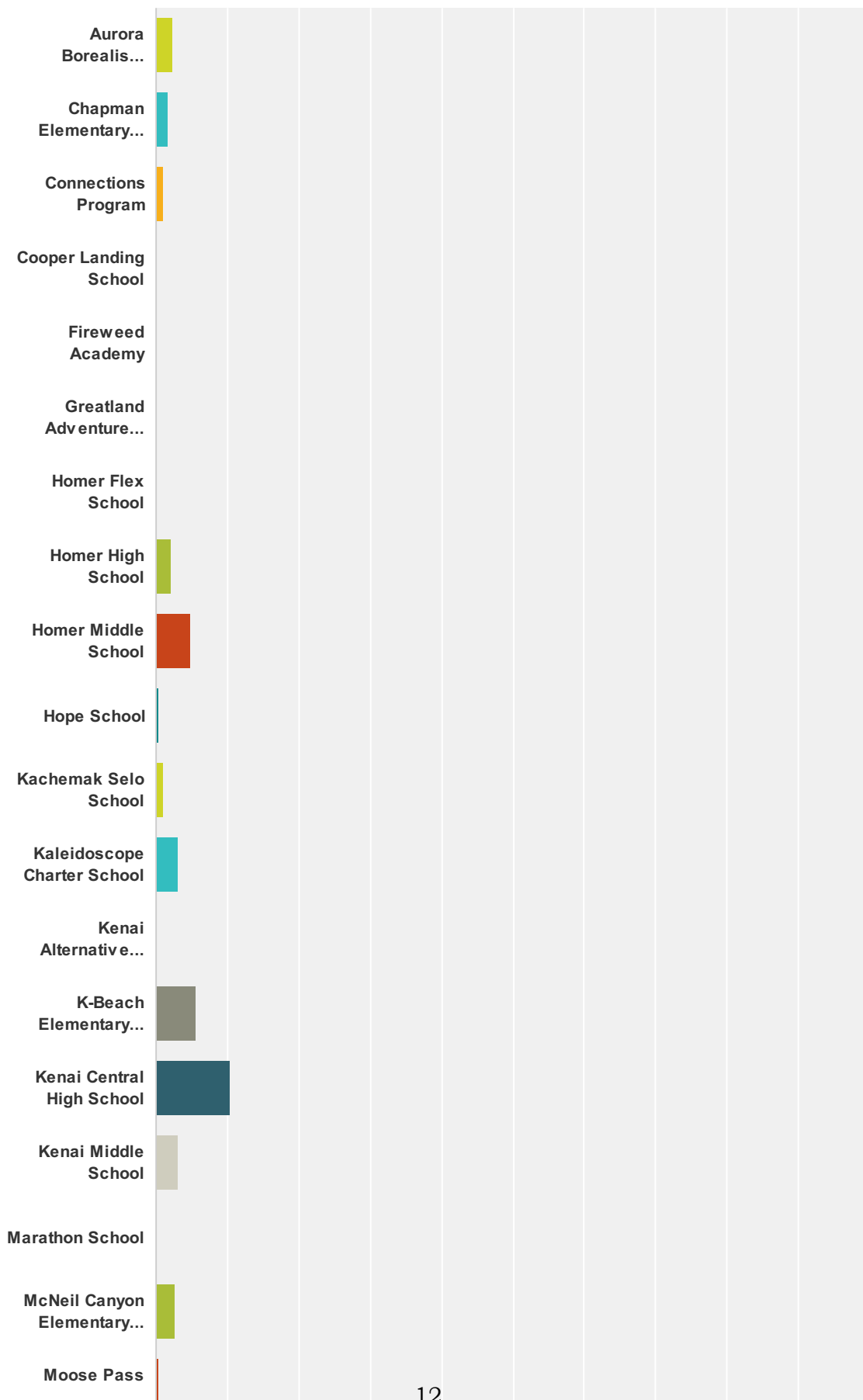
Answered: 518 Skipped: 32



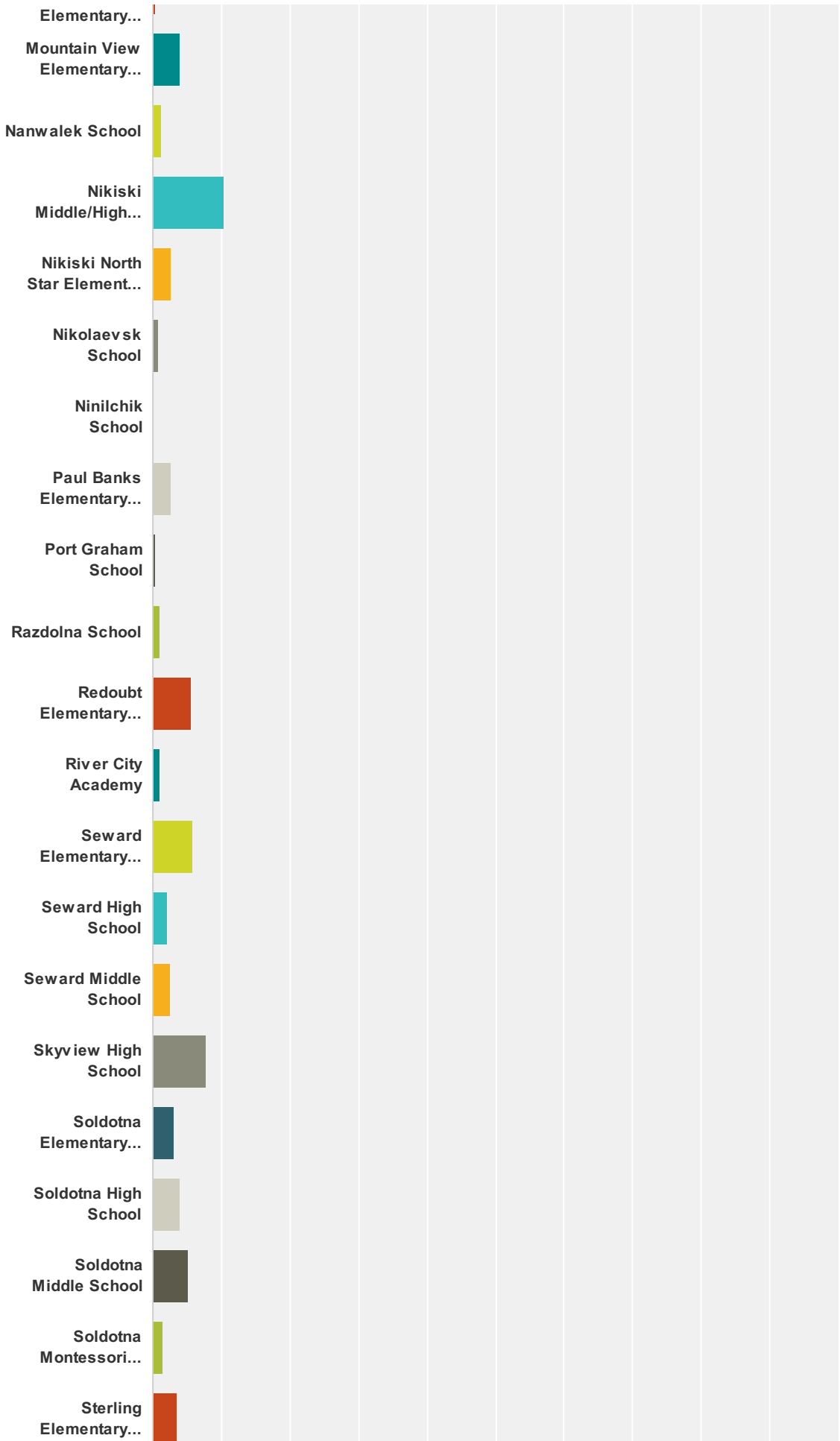
Answer Choices	Responses
90 minute Early Release (in the afternoon)	75.68% 392
90 minute Late Start (in the morning)	24.32% 126
<b>Total</b>	<b>518</b>

### Q1 Where in the KPBSD do you work?

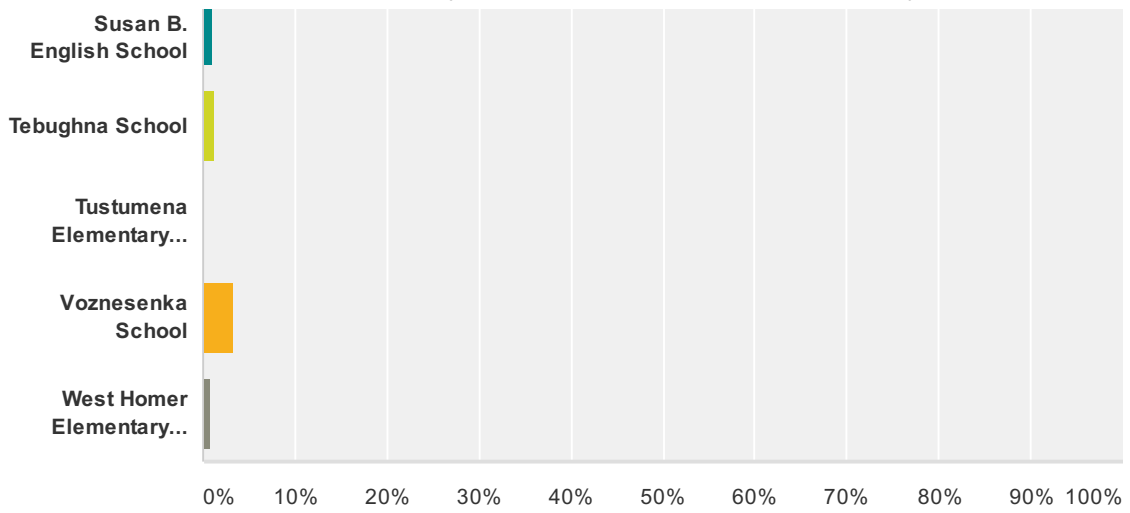
Answered: 396 Skipped: 0



# KPBSD staff survey: PD on 6 minimum student days



# KPBSD staff survey: PD on 6 minimum student days



Answer Choices	Responses
Aurora Borealis Charter School	2.27% 9
Chapman Elementary School	1.77% 7
Connections Program	1.01% 4
Cooper Landing School	0.00% 0
Fireweed Academy	0.25% 1
Greatland Adventure Academy	0.25% 1
Homer Flex School	0.00% 0
Homer High School	2.02% 8
Homer Middle School	4.80% 19
Hope School	0.51% 2
Kachemak Selo School	1.01% 4
Kaleidoscope Charter School	3.03% 12
Kenai Alternative School	0.25% 1
K-Beach Elementary School	5.56% 22
Kenai Central High School	10.35% 41
Kenai Middle School	3.03% 12
Marathon School	0.00% 0
McNeil Canyon Elementary School	2.78% 11
Moose Pass Elementary School	0.51% 2
Mountain View Elementary School	4.04% 16
Nanwalek School	1.26% 5
Nikiski Middle/High School	10.35% 41
Nikiski North Star Elementary School	2.78% 11

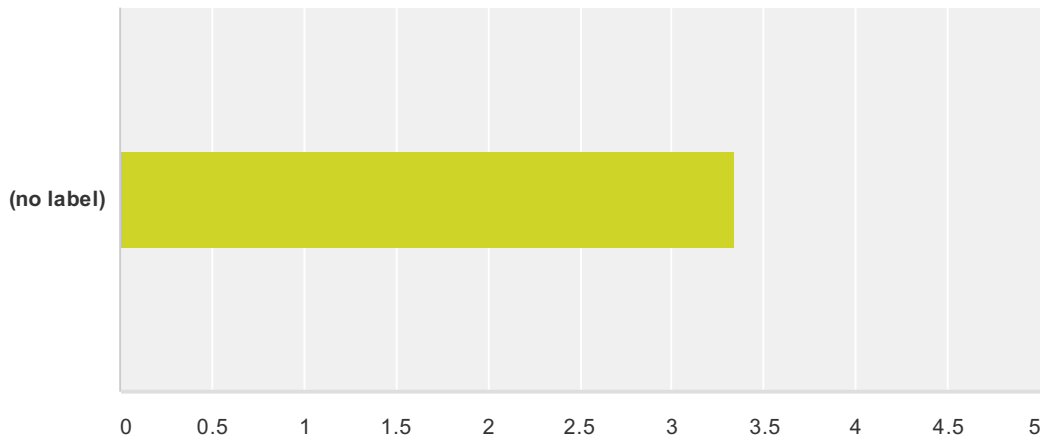


## KPBSD staff survey: PD on 6 minimum student days

Nikolaevsk School	0.76%	3
Ninilchik School	0.00%	0
Paul Banks Elementary School	2.78%	11
Port Graham School	0.51%	2
Razdolna School	1.01%	4
Redoubt Elementary School	5.56%	22
River City Academy	1.01%	4
Seward Elementary School	5.81%	23
Seward High School	2.02%	8
Seward Middle School	2.53%	10
Skyview High School	7.83%	31
Soldotna Elementary School	3.03%	12
Soldotna High School	4.04%	16
Soldotna Middle School	5.30%	21
Soldotna Montessori Charter School	1.52%	6
Sterling Elementary School	3.54%	14
Susan B. English School	1.01%	4
Tebughna School	1.26%	5
Tustumena Elementary School	0.25%	1
Voznesenka School	3.28%	13
West Homer Elementary School	0.76%	3
<b>Total Respondents: 396</b>		

**Q2 Has the extra collaboration time, created by the six minimum student days, impacted your instruction in a positive way?**

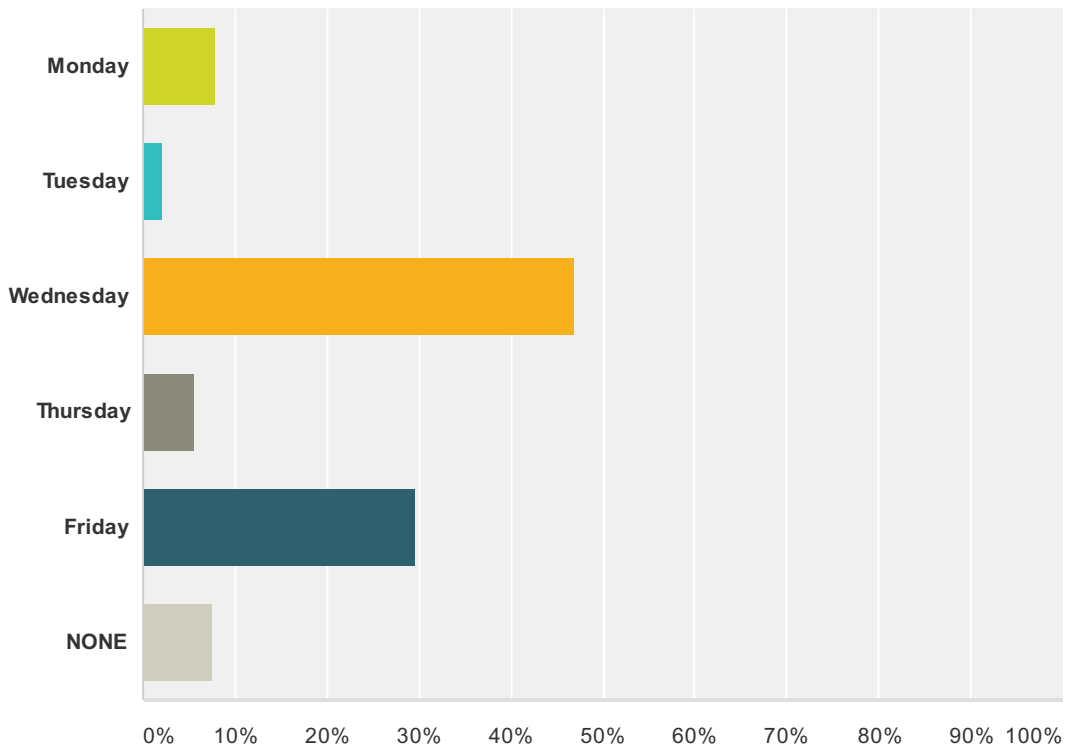
Answered: 370 Skipped: 26



	Not helpful	Marginal effectiveness	Somewhat effective	Effective	Highly effective	Total	Average Rating
(no label)	10.81% 40	13.51% 50	23.51% 87	35.14% 130	17.03% 63	370	3.34

**Q3 KPBSD would like to continue a minimum day for students up to seven times in the 2014-2015 school year, in order to give certified staff collaboration time to better meet the learning needs of our students. Given a choice (2013-2014 school year is a Wednesday) which day of the week do you prefer?**

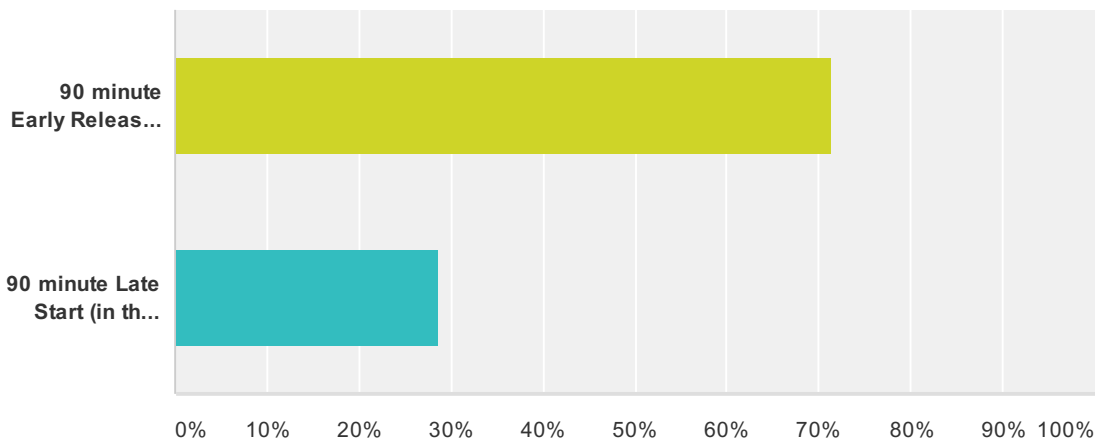
Answered: 370 Skipped: 26



Answer Choices	Responses
Monday	7.84% 29
Tuesday	2.16% 8
Wednesday	47.03% 174
Thursday	5.68% 21
Friday	29.73% 110
NONE	7.57% 28
<b>Total</b>	<b>370</b>

### Q4 In the 2014-2015 school year, would you prefer an early release or late start for the student minimum day?

Answered: 370 Skipped: 26



Answer Choices	Responses
90 minute Early Release (in the afternoon)	71.35% 264
90 minute Late Start (in the morning)	28.65% 106
<b>Total</b>	<b>370</b>

# 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](http://www.kpbsd.k12.ak.us)

## SCHOOL BOARD COMMUNICATION

**Title:** Exhibit Revisions

**Date:** April 29, 2014

**Item Number:**

**Administrator:** Dave Jones, Assistant Superintendent 

**Attachments:** E 5125.1 (b) Directory Information Parent Opt-Out Form

**Action Needed**    **For Discussion**    **Information**    **Other:** \_\_\_\_\_

## BACKGROUND INFORMATION

Per BB 9313: "Exhibit pages are intended to be easily updated. They are provided as information items to Board members but are not subject to approval."

*E 5125.1(b) Directory Information Parent Opt-Out Form*

- AASB change from Alaska Challenge Youth Academy to Alaska Military Youth Academy

## ADMINISTRATIVE RECOMMENDATION

## Kenai Peninsula Borough School District

### Directory Information Parent Opt-Out Form

I request that my student be exempted from release of student directory information including student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, scholarship eligibility, and most recent previous school attended.

School Name:		Date of Birth:	
Student Name:		Student ID #:	

- Withhold Student Directory Information from representatives of the military.
- Withhold Student Directory Information from all other representatives (includes post-secondary educational institutions, prospective employers, legislators, news media, sport publications and non-profit or other organizations).
- Withhold my student's eligibility for University of Alaska scholarship programs.
- Withhold student names, addresses and phone numbers from Alaska Military Youth Academy.
- Withhold place of birth from Student Directory information released.
- Withhold student photographs or videotapes from District or school publications including but not limited to yearbook, student newsletters, Parent/Student Handbook; on the Internet; or for use or broadcast by the news media.

This opt-out is valid until a new form is completed.

\_\_\_\_\_  
Parent Name (printed)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

This form should be returned to the school and is only valid for information requested from the School District after the form is received and entered.

cc: School  
Assistant Superintendent of Instruction

Tony Graham

CDG 2014: NASSP

The purpose of my going to the NASSP for my CDG was for two reasons: 1) to further my knowledge of best practices for administrators, 2) to network with other professionals in the field. I find that going to national events are great for networking and relighting the fire of passion for my chosen field.

My first goal was to see what other schools are doing to re-invent themselves. I wanted to know how school took low performing students and increased their scores overall. In addition to this, I wanted to see what they had one differently to make this change come to fruition. In Gervais, OR, the high school transformed from one of mediocrity to a school of excellence. Their focus was on student interventions and student relationships. I noticed that many of the items they had implemented, we currently are doing at Soldotna High School. I do think that they do some of them better and that is why they are more successful.

In trying to figure out how Soldotna High School can improve, I met with the team from Gervais High School after the session ended. I spoke with their principal, assistant principal, and two of their teachers. What I realized is that their focus on relationships and celebrating their success stories is the key to their success. Students and staff are celebrated at a once a month assembly. All students and staff are in attendance. The school song is the start and the finish of the assembly and everyone sings. This was a big thing for them as they do not have anything extra for their school. No band, choir, or art. Everything "extra" was cut from their budget. I was impressed with their principal who said when he got there he had a meeting laying out what he wanted to do and told staff this was the way it was going to be and if they did not want to be a part of it, he would write them letters of recommendation. He had a vision that was clear and he was not going to let any teacher/staff member derail him.

The second big take-away from the conference was a session with Annette Breaux and Todd Whitaker. Whitaker I knew, Breaux I did not. The title was "10 minute in-service" but what really was stated was focus on our actions and we need to recommit to our job every day. This will allow us to foster effective teaching in positive ways. I like a visual that came to mind when I was listening to the presentation. If you hold a lemon, an orange, or a lime and you squeeze it, what will come out of it? Now if you squeeze a teacher what will come out of it? It depends on who they are. If they are a good teacher, you will get good things or a bad teacher you will get bad things.

My take-aways from the sessions strengthened my resolve to do better. There are always ways to improve on my performance as the assistant principal. There are always ways in which I can improve as an instructional leader for the school. My relations with the staff and students, my outlook on life and my attitude will have an impact on school. It depends on what my attitude and my outlook s as to whether it will be good or bad.



4/15/14



PEGGE ERKENEFF  
Communications Specialist  
907.714.8888  
Fax 907.262.5857  
148 N. Binkley Street  
Soldotna, Alaska, 99669

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Facebook: [KPBSD](https://www.facebook.com/KPBSD)  
Twitter: [@KPBSD](https://twitter.com/KPBSD)  
[www.kpbsd.k12.ak.us](http://www.kpbsd.k12.ak.us)

## KENAI PENINSULA BOROUGH SCHOOL DISTRICT

# MEDIA RELEASE

## *KPBSD 2014-2015 budget revision*

**Soldotna, April 11, 2014—Due to the changing fiscal climate at state and local levels, district administration is recommending funding for the Skyview Middle School pool in Soldotna, Alaska, be reinstated into the 2014-2015 (FY15) budget.**

KPBSD district administration has reinstated a \$180,000 General Fund expenditure for the Skyview Middle School pool, previously eliminated during a January 14, 2014, Board of Education work session, and included in the [2014-2015 Preliminary Budget](#) presented to the school board on February 3, 2014. The \$180,000 reduction was in addition to a \$1.3 million budget reduction made in the fall of 2013, in anticipation of a substantial FY15 budget deficit.

The insertion of the \$180,000 into the FY15 budget means that the Skyview Middle School pool would remain open during the 2014-2015 school year.

The Board of Education packet prepared for the April 14, 2014, school board meeting has been revised. The [FY15 Budget \(Revised\) document](#) states, "The Preliminary General Fund revenue budget will increase by \$180,000, from \$161,206,486 to \$161,386,486, with budgeted revenue from all sources of \$154,456,357, use of Fund Balance reserved for Health Care in the amount of \$2,156,400 and use of General Fund Balance increased from \$4,593,729 to \$4,773,729."

### Links

[April 14, 2014](#) School Board agenda and business packet  
School Board Communication: FY15 Budget (ADDENDUM), view pages 4-5 of the [FY15 Budget \(REVISED\)](#) document.

###

### KPBSD: ONE DISTRICT, FORTY-FOUR DIVERSE SCHOOLS

The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

ANCHOR POINT COOPER LANDING HOMER HOPE KACHEMAK SELO KENAI MOOSE PASS NANWALEK NIKISKI NIKOLAEVSK NINILCHIK PORT GRAHAM RAZDOLNA SELDOVIA SEWARD SOLDOTNA STERLING TUSTUMENA TYONEK VOZNESENKA


**FOR RELEASE APRIL 11, 2014**

**1 OF 1**



# 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](http://www.kpbsd.k12.ak.us)

SCHOOL BOARD COMMUNICATION			
<b>Title:</b>	Resignations		
<b>Date:</b>	May 5, 2014	<b>Item Number:</b>	
<b>Administrator:</b>	Joann Riener, Director, Human Resources Dave Jones, Assistant Superintendent		
<b>Attachments:</b>			

**Action Needed**   
  **For Discussion**   
  **Information**   
  **Other:** \_\_\_\_\_

## BACKGROUND INFORMATION

Name	Assignment	Effective Date
David Ferkinhoff	Special Education Intensive Needs Aide	Seward High School, effective at the end of the 2013-14 school year
Linda Ferkinhoff	Special Education Intensive Needs Aide	Seward Elementary School, effective at the end of the 2013-14 school year
Jody Hibpshman	Special Education Intensive Needs Aide / Library Aide	Soldotna High School, effective at the end of the 2013-14 school year
Brad Langvardt	Head Custodian II	Kenai Middle School, effective April 15, 2014
Diana Larson	Bookkeeper	Homer High School, effective at the end of the 2013-14 school year
Bobbi McMullen	Secretary I	Port Graham School, effective at the end of the 2013-14 school year
Maureen Mokrcek	Special Education Intensive Needs Aide	Soldotna High School, effective at the end of the 2013-14 school year
Linda Price-Albers	School Nurse	Mountain View Elementary School, effective at the end of the 2013-14 school year
Terri Tidwell	Head Custodian III	Skyview High School, effective May 15, 2014
Samuel Tilly	Title VII Tutor	Kenai Middle School, effective at the end of the 2013-14 school year
Naomi Walsworth	Health Services Coordinator	Homer High School, effective at the end of the 2013-14 school year
Diana White	Custodian I	Nikiski Middle/High School, effective March 27, 2014

## STEAM in the Classroom

Andy Rothenberger

(Facilitated by Boston Arts Academy teachers and Linda Nathan, Head Master)

For the first half we built a model of what we believe learning in the school looks like. Our design looked like a double helix where each gene represented a different learner with specific skills/characteristics. Each gene had a teacher with expertise in same skills/characteristics. All genes connected in spiral.

The second half we designed a unit plan using the STEAM model. Science, Technology, Engineering, Arts and Math. Our focus for the unit was “water—how it is used as a resource and how it shapes our earth.” We developed a hydrology unit plan incorporating the STEAM model—an activity for each type of study was included.

## Daniel Pink Lecture—*Leadership and the New Principles of Influence*

Daniel Pink is a businessman and has coined specific qualities and tactics that allow principals and teachers to persuade and influence others:

Qualities of Persuasiveness:

1. Attunement—to see/empathize with someone else’s perspective
2. Buoyancy—Maintain positivity amongst rejection
3. Clarity—Make sense of information

Tactics toward Persuasion:

1. Be effective by reducing personal feelings of power—work together equally.
2. Understand what the other persons thoughts and interests are—what makes them tick
3. In conflict, subtly mimic your opponents mannerisms
4. Be yourself
5. Ask thoughtful and engaging questions
6. Make it easy for others to act—how can I help reduce roadblocks

## Art Embedded Curriculum Lecture

Rafael Lopez, renowned muralist and children’s book illustrator, spoke of how powerful art can be in communities of high crime and low socioeconomics. He has painted many murals in high crime rate areas as a method of bringing community together to make decisions.

## How Humor, Laughter, and Improvisation Encourage Engaged Learning Performance

This session included some performing, and provided research and techniques for using humor, laughter and improvisation to create engaged teaching strategies. Humor engages the brain, enhances retention, reduces stress, and is a key component in creating enthusiastic learning environments.

### Sir Ken Robinson Lecture: The Element: How Finding Your Passion Changes Everything

Finding your element means finding your talent, passion, attitude, and opportunity. These pieces coincide and interplay. As they do, they bring people their highest levels of success and lead lives of meaning and purpose. High achievement is not merely due to talent. In fact many successful people were not considered talented in their field until later in their lives. Much of our success is due to timing and opportunity.

### STEM After the Bell Rings

After school STEM strategies that engage students through teamwork and collaboration. The presenter provided us free resources from the Museum of Science, Boston. Projects for students are written out within a curriculum, students complete tasks in sequence, much like a game. Most activities focus on engineering—planning and design.

### Russel Quaglia Lecture: Moving Forward With Our Greatest Resource: The Students

Renowned researcher argues listening to students, and building on their aspirations will yield more productive, responsible and successful graduates. Listening to students wants and needs, as well as caring for their success is paramount to students reaching their aspirations. His fundamental belief is that we can and must learn from our students. That all our hopes and dreams for the students we serve are within our reach. Motto: Listen, Learn, Teach, Listen...

### Financial Literacy: Building Future Success in a Global Economy

Financial literacy embedded in the curriculum as a behavior management tool. Students learn the difference between needs and wants, credit and debit, and manage their own businesses. Discipline is taken care of in the classroom, with the help of the students as a jury. Mrs. Nunamaker provided resources and simulations that illustrate what the management tool looks like in an elementary school classroom.

### Building Bridges to El Salvador

Boston schools 4<sup>th</sup> grade teacher's unit with a sister city in El Salvador. Students from both areas of the globe write letters take pictures and translate each other's work. In cooperation with their social studies director they designed and implemented an integrated social studies and literacy unit for a 4<sup>th</sup> grade classroom. Students learned about El Salvador's culture and geography and made connections through video technology with their sister city's counterparts in the village of Teosinte.

### Todd Whitaker Lecture: Dealing with Difficult Staff

Mr. Whitaker provided tools that allow us, in a non-confrontational manner, to reduce the influence of negative leaders, motivate less effective teachers, and eliminate nonproductive staff members while increasing respect with the best teachers and the faculty as a whole.


Here is a list of techniques:

- Two simple rules—no yelling, no sarcasm
- Treat all as if they were good
- Ability to ignore/deescalate behaviors
- Use side to side approach—sidle up
- Shifting the monkey, taking monkey off the back of the best and place on the worst
- Empathize with your best
- “Just need you to care and try every day” “interest in changing the behavior”
- Don’t be in a hurry—do it when I’m ready
- Know what the answer will be
- Don’t make an announcement to the group for a few
- Be around the person all the time, every day
- When sidling up: “I was deeply offended...my feelings were hurt...and repeat specific actions”
- Be specific “I was telling you because I’d want to know” and walk away
- AS soon as you document you sever the relationship—only document if you plan on firing them.
- “Would you feel more comfortable if I document this?”
- I want you to feel better about teaching tomorrow than you do today



4/9/14

**SCHOOL BOARD COMMUNICATION**

<b>Title:</b>	Local Funds for Skyview Swimming Pool		
<b>Date:</b>	April 23, 2014	<b>Item Number:</b>	General Information Packet
<b>Administrator:</b>	Steve Atwater, Ph.D. Superintendent of Schools 		
<b>Attachments:</b>			

Action Needed   
  For Discussion   
  Information   
  Other : \_\_\_\_\_

**BACKGROUND INFORMATION**

In January, I recommended removing the funding for the operations of the Skyview Pool from the FY15 budget. In response to this, local community members rallied to bring attention to the importance of the pool to the community and to suggest ways to help support its operations. Shortly thereafter, I met with Soldotna’s City Manager and the CEO of the Central Peninsula Hospital to explore whether their organizations could offer financial support for the Skyview Pool’s operations.

The Soldotna City Council passed a resolution that authorizes the city manager to include \$50,000 in their FY15 budget for the Skyview Pool. The resolution includes the contingency that Soldotna residents would not be charged for using the pool during lap swim or open swim. The Central Peninsula Hospital (CPH) let me know that they are prepared to donate \$15,000 to be used for the pool’s operations. CPH does not have a contingency with this donation.

KPBSD greatly appreciates these two local entities willingness to help keep the pool operating. However, because the FY15 budget now includes funds to operate the pool, I do not feel that the district should accept these monies. The acceptance of monies from local entities within our borough for a specific item is highly unusual and is one that I feel we should avoid unless at a point of cutting a budget item. I will not be accepting these funds until such time as the Board has discussed the issue and decided on an operational policy for a situation such as this.

If you have ideas or comments on this, please let me know and we can include it as a worksession item for your June meeting or, potentially, as a topic for discussion at the June annual planning meeting.

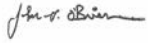

**ADMINISTRATIVE RECOMMENDATION**

N/A

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## SCHOOL BOARD COMMUNICATION

<b>Title:</b>	Wellness Policy Review		
<b>Date:</b>	May 5, 2014	<b>Item Number:</b>	
<b>Administrator:</b>	John O'Brien, Director of Secondary Education & Student Activities  through Sean Dusek, Assistant Superintendent 		
<b>Attachments:</b>	-2014 Principal & Nurses Survey Results -2014 Health and Physical Education Teacher Wellness Survey Results -2014 Parent Wellness Survey Results		

**Action Needed**     **For Discussion**     **Information**     **Other:** \_\_\_\_\_

## BACKGROUND INFORMATION

BP 5141.6 Student Nutrition and Physical Activity calls for an annual review of the wellness policy. A survey was conducted of school administrators, school nurses, health teachers, physical education teachers, and parents. The goal of the surveys is to provide the School Board and the District Wellness Committee information to improve the quality of curriculum and instruction to support this policies implementation.

This was the third year a survey was administered to parents.

Attached are the results from the three surveys administered this year.

## ADMINISTRATIVE RECOMMENDATION

## 2014 Principal and Nurses Wellness Survey Results

Total of 45 respondents – 26 administrators and 19 school nurses

1. What level is your school  
Elementary School – 77.8% (35 respondents)  
Secondary School - 6.7% (3 respondents)  
K-12 School – 22.2% (10 respondents)
2. Do you know the District policy for student nutrition BP/AR 5141.6?  
Yes – 77.8% (35 respondents)  
No – 6.7% (3 respondents)  
Don't know – 15.6% (7 respondents)
3. Does your school limit food and beverage sales or marketing to the promotion of foods and beverages that meet KPBSD nutritional guidelines? (including vending, classroom snacks or any food available during the school day.)  
Yes – 88.7% (39 respondents)  
No – 8.9% (4 respondents)  
Don't know – 4.4% (2 respondents)
4. Does your school use food or beverages as rewards for academic performance or good behavior?  
Yes – 40% (18 respondents)  
No – 53.3% (24 respondents)  
Don't know – 6.7% (3 respondents)
5. Does your school use foods or beverages as rewards for academic performance or good behavior?  
Yes – 40% (18 respondents)  
No – 53.3% (24 respondents)  
Don't know – 6.7% (3 respondents)  
If yes, please explain.  
-Popcorn or pizza for reading incentives  
-At times there are pizza celebrations for contests or another food item to recognize “good jobs” in a variety of different circumstances.  
-We feed student groups, such as the pep band, for their work at the pep rallies, games, etc. I also give candy out to students occasionally, but in appropriate (and small) portions!  
-Monthly luncheon for recognized students  
-Food parties - -students and parents make food to share  
-Classrooms earn pizza party if as a group they follow behavioral guidelines  
-Ice cream for quarterly honor roll and perfect attendance  
-Because we do not have a food service program this year, the two elementary teachers (my K-2 teacher and myself) provide a morning snack for our students. Our students often come to school without eating breakfast at home so we provide a small snack to carry them until our lunch break.  
-Honor roll celebration lunch, winning contests  
-Student of the month luncheon; one class a week gets popcorn on Fridays; Rotary student of the month  
-Sometimes we have pizza for battle of the books and forensics teams after the completion of the season  
-We have used Powerade as a reward for certain students  
-Ice cream parties, popcorn, birthdays usually celebrated with parents bringing in cupcakes, candy, etc.

- This is done rarely. Once or twice a year a teacher will provide cookies or pizza at an event or during a club meeting
- For competitions such as Spelling Bee, Geography Bee and Student Government Competitions
- Student of the month luncheon

6. Does your school withhold food or beverages as a punishment?  
 Yes – 0%  
 No – 95.6% (43 respondents)  
 Don't know – 4.4% (2 respondents)  
 If yes, please explain.  
 -I don't think anyone does this.
  
7. Does your school meet or exceed the KPBSD BEVERAGE standards listed for the grade level or your school?  
 Yes – 84.4% (38 respondents)  
 No – 2.2% (1 respondent)  
 Don't know – 13.3% (6 respondents)
  
8. Does your school meet or exceed the KPBSD FOOD standards for the grade level or your school?  
 Yes – 77.8% (35 respondents)  
 No – 4.4% (2 respondents)  
 Don't know – 17.8% (8 respondents)
  
9. My school uses physical activity as a punishment (running laps, pushups, etc.).  
 Yes – 8.9% (4 respondents)  
 No – 77.8% (35 respondents)  
 Don't know – 13.3% (6 respondents)  
 If yes, please explain.  
 -I don't believe I've seen this here, but if I do I will talk with the teacher and correct this. Physical activity should not be used in this way.  
 -Anxious groups sent outside to run laps  
 -By coaches in sports  
 -In PE for losing or misbehavior  
 -Students are given the options to do 10 pushups for poor decision making in PE classes
  
10. My school withholds physical activity as a punishment.  
 Yes – 9.1% (4 respondents)  
 No – 79.5% (35 respondents)  
 Don't know – 11.4% (5 respondents)  
 Skipped question – 1 respondent  
 If yes, please explain.  
 -If there is a physical interaction resulting in harm we do hold students from recess  
 -I don't believe I've seen this here, but if I do I will talk with the teacher and correct this. Physical activity should not be used in this way.  
 -Students miss recess to do school work if they are behind, called study table.  
 -Lunch detention for tardiness, don't think there is much but social activity withheld  
 -Yes, staying inside at recess to complete work or due to poor behavior on the playground  
 -If a student made a poor choice during recess then they lose time at their next recess
  
11. My school provides at least one indoor and one outdoor area for students, staff and community members use.  
 Yes – 88.6% (39 respondents)



No – 11.4% (5 respondents)  
Skipped question – 1 respondent

12. My school allows access to school spaces and facilities for students, staff and community members:  
Before school – 75% (33 respondents)  
During school – 63.6% (28 respondents)  
After school – 95.5% (42 respondents)  
Weekends – 65.9% (29 respondents)  
School vacations – 59.1% (26 respondents)  
None of the above – 4.5% (2 respondents)  
Skipped question – 1 respondent
13. The KPBSD health curriculum is being taught in the school that is appropriate for your school's grade level (choose all that apply):  
Mental/Emotional – 72.5% (29 respondents)  
Growth and development/Hygiene – 92.5% (37 respondents)  
Nutrition/Fitness – 97.5% (39 respondents)  
Family/Social/Interpersonal – 72.5% (29 respondents)  
Injury/Disease/Substance abuse prevention – 80% (32 respondents)  
Community/Consumer/Environmental – 65% (26 respondents)  
None of the above – 0%  
Skipped question – 5 respondents
14. Does the school encourage and provide parents with information to pack healthy lunches and snacks?  
Yearly – 45.5% (20 respondents)  
Every semester – 18.2% (8 respondents)  
More frequently – 13.6% (6 respondents)  
None of the above – 22.7% (10 respondents)  
Skipped question – 1 respondent
15. Does your school have a school wellness committee?  
Yes – 13.6% (6 respondents)  
No – 86.4% (38 respondents)  
Skipped question – 1 respondent  
If yes, who is on it?  
-I don't believe we do, but I will check with Doug about this. According to board policy, we are supposed to have one! :) This might be addressed through site council subcommittee as well  
-Principal, assistant principal, school nurse, counselor, custodian  
-Emily Mechtenberg and David Kingsland  
-Site Council serves this role  
-Small staff and all are encouraged to provide wellness but not formally  
-Randy Neill, Evelyn Clough  
-Principal, nurse  
-Jason Bickling, Loretta Honebein, Yolanda Ifflander
16. What other comments do you have in regards to BP/AR 5141.6?  
Answered question – 12  
Skipped question – 33  
-It is at times difficult to institute 100%. Parents are bringing unhealthy snacks at times for parties during the school day  
-I am new to this school and do not yet have answers to these questions. I will work on finding them out.

- Our PE teacher, Mr. Perk, emphasizes the importance of moderation, which is something that I stress as well when I occasionally give students a single piece of small candy!
- I am nurse at 4 schools so this info covers all 4
- Meets or exceeds national policy recommendations
- NA
- So, I went to the district site to find the policy and was unable to find it. Seems like it shouldn't be so well hidden
- Intensive needs bakes cookies daily and sells these and other high sugar things in the school student snack place in the afternoon break
- I know some of BP/AR 5141.6 and should know more
- I think you are missing the teaching nurses do every day with students who come in. We also carry the message for healthy habits.
- How do I get a copy? I looked on the KPBSD website and did a search with 75 results...who has time to look through 75 bits of info?
- None

## **2014 Health/PE Teachers Wellness Survey Results**

Total of 29 respondents – 8 Health Teachers and 16 PE Teachers, 5 skipped the question

1. What level is your school?
  - Elementary School – 21.4% (6 respondents)
  - Middle School – 21.4% (6 respondents)
  - High School – 14.3% (4 respondents)
  - K-12 School – 42.9% (12 respondents)
  - Skipped question – 1 respondent
  
2. Does your school limit food and beverage sales or marketing to the promotion of foods and beverages that meet KPBSD nutritional guidelines? (Including vending, classroom snacks or any food available during the school day.)
  - Yes – 82.8% (24 respondents)
  - No – 10.3% (3 respondents)
  - Don't know – 6.9% (2 respondents)
  
3. Does your school use food or beverages as rewards for academic performance or good behavior?
  - Yes – 41.4% (12 respondents)
  - No – 51.7% (15 respondents)
  - Don't know – 6.9% (2 respondents)
  - If yes, please explain.
    - We give a “perfect attendance” award at the end of each week to students who were not late or absent. The award is usually a healthy snack that they retrieve at the end of the school day. This is to help promote good attendance in a community which struggles with just that.
    - Coupons are handed out to use at the snack shack that sells candy
    - Food parties—parents and students make food to share
    - Occasionally but less and less. More and more extra PE is substituted
    - Pizza parties, cookies etc. for meeting academic or other goals
    - SOM/COM Bingo
    - Once or twice a year we have a celebration which includes ice cream
    - Honor roll lunch with sweets
    - Individual classroom teachers have rewarded good performance and/or good behavior with food
    - We give the student of the month's lunch

4. Does your school withhold food or beverages as punishment?  
 Yes – 0%  
 No – 100% (29 respondents)  
 Don't know – 0%
  
5. Does your school meet or exceed KPBSD FOOD standards for the grade level of your school? (Including vending, classroom snacks, or any food available during the school day.)  
 Yes – 48.3% (14 respondents)  
 No – 0%  
 Don't know – 51.7% (15 respondents)  
 If yes, please explain.  
 -We work hard to enforce a water-only policy with secondary students who, in the recent past, were allowed coffee, soda, and energy drinks. We also try to limit candy consumption. Our school lunches are usually excellent and seemingly superior to what I've witnessed at larger schools in our district. The classroom and after-school tutoring snacks I distribute are healthy and serving-size appropriate. We do not have any vending machines.  
 -Awesome fresh fruit and vegetable snacks.  
 -We are small Old Believer Russian school. The kids go home for lunch and bring their own snacks. We do not give out or sell any food or beverages.  
 -Each student brings their own lunch and snack  
 -Snack cart with healthy choices, fruit and vegetable snacks
  
6. Does your school meet or exceed the KPBSD BEVERAGE standards listed for the grade level of your school? (Including vending, classroom snacks, or any food available during the school day.)  
 Yes – 48.3% (14 respondents)  
 No – 0%  
 Don't know – 51.7% (15 respondents)  
 If yes, please explain.  
 -No vending machines. Water-only policy for secondary students  
 -We are small Old Believer Russian school. The kids go home for lunch and bring their own snacks. We do not give out or sell any food or beverages.  
 -Each student brings their own lunch and snack  
 -Powerade, water, juices in vending machines. Pop is available but only after school
  
7. My school uses physical activity as punishment (running laps, pushups, etc.).  
 Yes – 10.3% (3 respondents)  
 No – 89.7% (26 respondents)  
 Don't know – 0%  
 If yes, please explain.  
 -Anxious behavior in classroom—students occasionally run laps outside  
 -Mostly in extracurricular sports for being late etc.  
 -In PE classes
  
8. My school withholds physical activity as punishment (running laps, pushups, etc.).  
 Yes – 0%  
 No – 96.6% (28 respondents)  
 Don't know – 3.4% (1 respondent)
  
9. My school provides one indoor and one outdoor area for students, staff and community members use.  
 Yes – 89.7% (24 respondents)  
 No – 14.3% (4 respondents)  
 Skipped question – 1 respondent

10. My school allows access to school spaces and facilities for students, staff and community members:

- Before school - 69% - (20 respondents)
- During school - 69% (20 respondents)
- After school - 93.1% (27 respondents)
- Weekends - 72.4% (21 respondents)
- School vacations - 62.1% (18 respondents)
- None of the above - 3.4% (1 respondent)

11. Is your educational background in health education?

- Yes - 21.4% (6 respondents)
- No - 78.6% (22 respondents)
- Skipped question - 1 respondents

12. Is your educational background in physical education?

- Yes - 27.6% (8 respondents)
- No - 72.4% (21 respondents)

13. Is there adequate training in Physical Education for you to implement those curriculums?

- Yes - 74.1% (20 respondents)
- No - 11.1% (3 respondents)
- Additional training needed - 14.8% (4 respondents)
- Skipped question - 2 respondents

14. Is there adequate training in Health for you to implement those curriculums?

- Yes - 64.3% (18 respondents)
- No - 10.7% (3 respondents)
- Additional training needed - 25% (7 respondents)
- Skipped question - 1 respondent

15. Please list three things that went well this year in teaching health.

Skipped question - 11 respondents

One

- Are you kidding me? When do I have time to teach health?
- isafe curriculum resources online are excellent
- Discussions
- Great use of community experts
- Collaborated with nurse—nutrition/digestion
- Food pyramid
- Students were involved in the learning
- Guest speakers
- Jump rope For Heart activities
- Use of guest speakers on specific topics
- Oral care importance
- isafe
- Students open for discussions
- Nutrition
- Teaching about the environment and health
- Guest speakers
- Great guest speakers - sex ed and nutrition

Two

- We don't have a PE teacher, Elementary teachers have to teach it
- Great deal of learning regarding nutrition

- Anti-tobacco posters
- Students really expressed a need for mental health training
- Students understand organ system interrelationships
- Hand washing
- Diet changes were made
- Professional development opportunities
- Pedometers that helped us keep track of fitness
- Implementation of Nutrition Unit, hands on recipe making
- Health diets
- Wellness
- Articles beyond textbook
- DARE
- Drug/Alcohol Unit
- Great discussions on bullying

Three

- It is NOT being done in lower elementary
- Incorporate some core content into assignments
- Students seem to really enjoy the lessons this year
- Students understand essential nutrients
- Head lice
- Exercise routines were implemented
- Student nutrition logs
- YouTube videos on nutrition
- FASD training, lesson information
- Importance of exercise
- Personal awareness
- Relationship role plays
- Class discussions
- STD Unit/Nutrition Unit
- Social health

16. Please list three things I want to change next time I teach health.  
Skipped question – 16 respondents

One

- More core content in activities
- Be nice to offer a health class to Juniors
- Focus in drinking—negatives
- Making healthy foods
- Newer text
- I always feel rushed with only 9 weeks to teach. I will continue to look for ways to teach all the information I need to in the limited time available
- Sharing healthy dietary information with parents
- More on germs
- Updated book
- Groupings for projects
- Media and body image – add a lesson on this
- Smaller class size

Two

- More differentiated activities and tasks
- More time for 4<sup>th</sup> R curriculum
- Outside fitness tests
- Elaborate on ways to keep from getting sick
- Different classroom
- Implementing more practical application of the content in the students' everyday life

- Advertising choices
- More engaging projects
- Add more speakers
- More guest speakers

Three

- More technology
- More discussion related to various topics
- Field trip to the dentist and the clinic
- Field trips
- Tweak projects to better reflect students' ability to synthesize information
- Pollution on health

17. What three things would have helped you teach health?

Skipped question – 15 respondents

One

- More time in the day
- Smaller classes
- Up to date information and supplies
- They need better health teaching in middle school
- Training from health teachers
- More resources
- More guest speakers
- More time!
- More reading materials
- To know that I was going to teach the class
- More resources beyond textbook
- More access to outside resources
- Smaller class size – 36 is too much

Two

- Longer school year
- Longer classes
- None of the HMS teachers have a health background
- Advisory council training (student)
- Infant simulator dolls
- Time to work with other Health teachers to learn their strategies and best practices. Given this is my first year teaching the content I have no background in the context, this kind of collaboration would be super helpful.
- Utilize monthly nurse visit
- More time
- Freshmen and Sr's together makes it difficult

Three

- Less standards to cover in all areas so we can actually teach health
- A classroom
- Indoor facility for winter months
- Hospital flyers
- Textbook/resources geared toward the time limits I have to each and a more practical, hands on approach to the content
- Free dental kits

18. What other comments do you have in regards to BP/AR 5141.6?

Skipped question – 21 respondents

- As a teacher who works at a small school with no regular PE teacher, more needs to be done to train and support general classroom teachers. Some, who lack the training,

experience, or know-how may allow their PE times to devolve into unstructured free time, which is not physical education. Does or should our policy towards unhealthy food/drink extend to community/parent events like an open house or awards ceremony? This is a time when we often provide sugary juice, cake or cookies, and coffee. I witnessed primary students chugging overly-sweetened coffee at one of these events, contrary to what we strive for during regular school hours. Yikes!

-FYI—I teach both elementary health and PE

-Our snack program with fruits and vegetables is an excellent program in our school

-Additional training noted (#17) for me specifically given my limited background in the subject.

-We do as requested every time ; )

-Nothing

-None at this time

## 2014 Parent Wellness Survey Results

18 respondents

1. My child attends:

Elementary School – 61.1% (11 respondents)

Middle School – 16.7% (3 respondents)

High School – 38.9% (7 respondents)

K-12 School – 11.1% (2 respondents)

Connections – 0%

2. I am aware the school district has a district wellness committee.

Yes – 61.1% (11 respondents)

No – 27.8% (5 respondents)

Not sure – 11.1% (2 respondents)

3. I know what my child's school has a conflict resolution program in place to resolve student disagreements.

Yes – 33.3% (6 respondents)

No – 50% (9 respondents)

Not sure – 16.7% (3 respondents)

4. I am aware that my child's school has a bully prevention program in place.

Yes – 33.3% (6 respondents)

No – 55.6% (10 respondents)

Not sure – 11.1% (2 respondents)

5. I think that my child's school responds appropriately when bullying occurs.

Always – 0%

Most of the time – 33.3% (5 respondents)

Sometimes – 60% (9 respondents)

Seldom – 6.7% (1 respondent)

Never – 0%

Skipped question – 3 respondents

Additional comments:

-No experience with this issue

-Response at the school level is reactive rather than practice. I have seen the victim be blamed by some teachers and some administrators. Some administrators bully parents.

-I think parents also need to be educated on what bullying is exactly. Whether my child is the bully or the victim of one, there has to be an awareness that goes past the school level so we can also be educated on how best to educate our children on the topic because admittedly there are a lot of gray areas on that one.

6. I am confident that there are caring adults that my child could go to if she or he was having a problem at school.  
Always – 50% (9 respondents)  
Most of the time – 27.8% (5 respondents)  
Sometimes – 16.7% (3 respondents)  
Seldom – 5.6% (1 respondent)  
Never – 0%  
Additional comments:  
-I don't know that either of them have rapport with school adults that would make them feel comfortable sharing a social problem
7. My school provides at least one indoor and one outdoor area for students, staff and community members use.  
Yes – 82.4% (14 respondents)  
No – 17.6% (3 respondents)  
Skipped question – 1 respondent
8. I am familiar with KPBSD guidelines about when to keep a student home due to illness.  
Yes – 72.2% (13 respondents)  
No – 0%  
Not fully – 27.8% (5 respondents)
9. My child can access the medication he or she needs, if it must be given during the school day in order to learn effectively and keep her or him safe.  
Always – 58.8% - (10 respondents)  
Most of the time – 11.8% (2 respondents)  
Sometimes – 17.6% (3 respondents)  
Seldom – 0%  
Never – 11.8% (2 respondents)  
Skipped question – 1 respondent
10. My school communicates new or changing health information in an effective manner.  
Always – 41.2% (7 respondents)  
Most of the time 29.4% (5 respondents)  
Sometimes – 23.5% (4 respondents)  
Seldom – 5.9% (1 respondent)  
Never – 0%  
Skipped question – 1 respondent
11. I prefer to learn or receive new or changing health and wellness information via:  
Newsletter – 38.9% (7 respondents)  
Email – 77.8% (14 respondents)  
Telephone call – 5.6% (1 respondent)  
Note home – 33.3% (6 respondents)  
Autodial – 11.1% (2 respondents)  
District website – 16.7% (3 respondents)  
Facebook – 22.2% (4 respondents)  
Twitter – 5.6% (1 respondent)  
Parent meetings – 0%  
School website – 5.6% (1 respondent)



12. I am comfortable contacting and talking to the school nurse about my wellness and illness concerns.  
 Always – 83.3% (15 respondents)  
 Most of the time – 16.7% (3 respondents)  
 Sometimes – 0%  
 Seldom – 0%  
 Never – 0%
13. My child’s school does a good job teaching students useful information and the skills necessary to carry out positive and healthy choices.  
 Yes – 55.6% (10 respondents)  
 No – 16.7% (3 respondents)  
 Not sure – 27.8% (5 respondents)
14. My school provides at least one indoor and one outdoor area for community, student, and school staff use. Furthermore, my school arranges to keep school spaces and facilities for students, staff and community members available during some of these time:  
 Before school 41.2% (7 respondents)  
 During school – 35.3% (6 respondents)  
 After school – 47.1% (8 respondents)  
 Weekends – 17.6% (3 respondents)  
 School vacations – 0%  
 Not sure – 47.1% (8 respondents)  
 Skipped Question – 1 respondent  
 Additional comment:  
 -Unable to fully comprehend the question nor the choices that accompany it.
15. The School Lunch Program in my child’s school offers appropriate levels of vitamins, minerals, whole grains, and dairy contributions.  
 Always – 6.3% (1 respondent)  
 Most of the time – 31.3% (5 respondents)  
 Sometimes – 25% (4 respondents)  
 Seldom -31.3% (5 respondents)  
 Never – 6.3% (1 respondent)  
 Skipped question – 2 respondents
16. The School Lunch Program in my child’s school sufficiently limits fats, saturated fats, and trans-fats as part of daily menu offerings.  
 Always – 0%  
 Most of the time – 37.5% (6 respondents)  
 Sometimes – 31.3% (5 respondents)  
 Seldom -25% (4 respondents)  
 Never – 6.3% (1 respondent)  
 Skipped question – 2 respondents
17. The School Lunch Program in my child’s school allows students to select amounts of foods that result in too many calories being consumed.  
 Always – 0%  
 Most of the times – 12.5% (2 respondents)  
 Sometimes – 43.8% (7 respondents)  
 Seldom – 31.3% (5 respondents)  
 Never – 12.5% (2 respondents)  
 Skipped question – 2 respondents
18. The School Lunch Program in my child’s school offers plenty of food choices.  
 Always – 0%

Most of the time – 12.5% (2 respondents)  
Sometimes – 31.3% (5 respondents)  
Seldom – 31.3% (5 respondents)  
Never – 25% (4 respondents)  
Skipped question – 2 respondents

19. School administration should make greater efforts to limit the practice of classroom bake sales, pizza parties, and vending offerings for sale.

Always – 12.5% (2 respondents)  
Most of the time – 12.5% (2 respondents)  
Sometimes – 12.5% (2 respondents)  
Seldom – 25.% (4 respondents)  
Never – 37.5% (6 respondents)  
Skipped question – 2 respondents

20. My child participates in the National School Breakfast or Lunch program:

School breakfast program – 0%  
School lunch program – 16.7% (3 respondents)  
Both breakfast and lunch – 11.1% (2 respondents)  
Neither program – 72.2% (13 respondents)

21. I believe the National School Breakfast and Lunch Programs are important:

Always – 61.1% (11 respondents)  
Most of the time – 22.2% (4 respondents)  
Sometimes – 11.1% (2 respondents)  
Seldom – 5.6% (1 respondent)  
Never – 0%

22. Is the specific implementation and interpretation of the KPBSD Wellness policy a school-by-school responsibility, or a KPBSD district-wide responsibility?

School-by-school – 44.4% (8 respondents)  
District-wide responsibility – 44.4% (8 respondents)  
Other – 11.1% (2 respondents)

If other, please explain:

-I think it should be both

-All students have a right to healthy, fresh food and balanced meals. Income or community bias should not dictate who does and does not receive health food.

-Both. I believe that the District needs to make guidelines, but I don't think we can have a one-size fits all approach for all schools. I feel that it either needs to be school by school or area by area. If different locations cannot/do not comply with the district guidelines then further steps by the district should be taken.

-Physical education is an extremely important part of wellness. All schools should have a highly qualified P.E. teacher for all grade levels.

23. Thank you for taking the time to respond to this health and wellness survey. Do you have any additional comments or questions?

Skipped question – 12 respondents

-Regarding #9: My child cannot take prescribed herbs from a naturopath while at school. I would have to put him on anti-anxiety medications with side effects in order to have him take it at school. I think that is not in the best interest of the child and is biased. It is telling a parent how to care for her child's medical needs.

-It is difficult to answer some of the questions due to the fact my child brings a cold lunch every day. I believe the school lunch program is important, as that is the only meal some students have consistently throughout the week.

-The fresh food snack programs have been wonderful. The school lunches are not nutritious or fresh. We can and should do better. Many students rely on school meals. They should be healthier, fresh, and local, when possible, foods.

-The breakfast program is not necessary. Just one more program enabling parents to be irresponsible. Have plain cheerios available for those who are really hungry.

-I think the processed carbohydrates in many of the main dishes should be reduced and changed to whole grains that are Non-GMO. I think the “breakfast for lunch” sausage and pancake lunch gives the kids too much sugar and then makes them tired with carbohydrate overload. I think if the apples were cut up, kids with missing teeth would eat more of them. Also I think that oatmeal would be a good choice. None of them seem to like the “Chinese food” and they overload the soy sauce and red sauces on that dish.

**PD Grant Report**  
**ASCD Annual Conference**  
**March 14 – 17**  
**Tim Whip**

The following are the sessions I attended.

- Dispositions: Reframing Teaching and Learning
  - Art costa and Bena Kallick
- Five Levers for Change
  - Tony Frontier
- EdgeMakers
  - Grant Wiggins & John Kao
- Moving Forward with our Greatest Resource
  - Russell Quagila
- The Element: How Finding Your Passion Changes Everything
  - Sir Ken Robinson
- The Power of Great Teaching: Blended Plus Project-Based Learning
  - Jane Chadsey
- The Power of Project-based Learning (PBL) to Teach 21<sup>st</sup> Century Skills
  - Bobbi Hansen, Ed.D
- Graduating Students “Innovation Ready”
  - Tony Wagner

The sessions I attended were extremely informative and I was able to get a sense of the new direction education is going when it comes to 21<sup>st</sup> Century Skills. The speakers all talked about the importance of innovation and problem solving for the students of today. They are entering a world that is more interrelated and global and education is playing catchup and not leading in this new world. For instance, we are teaching and assessing the hard skills (reading, math facts, algorithms, etc.) and not teaching or assessing the soft skills of inquisitiveness, interpretation, problem solving. The soft skills are what students need to be innovators in any endeavor they choose to take on and these are the hardest to assess. The soft skills are the ones that need to be embedded in the curriculum and allow students to succeed through persistence, using prior knowledge, analysis, reasoning, and striving for precision.

An essential question asked by Art Costa is: How do we create an adaptive (not technical) mind-shift within and among those who influence educational a decision-making to rebalance a curriculum that values thinking dispositions? His answer is that there needs to be a curriculum mind shift where the thinking dispositions that make a robust learning experience become as important in the curriculum as the facts. Learning dispositions need to be assessed with an understanding that they are never mastered. Perseverance can be observed and assessed as students do their work and through being persistent student increase that skill. To measure growth in persistence will require a different form of assessment.

In Five Levers for Change I heard about moving the school from the status quo to transformational change using the five levers below:

- Structure
- Sample
- Standards
- Strategy
- Self

Questions that need to be asked for implementing change are:

- Why are we engaging in this work and ~~how~~ is it good for kids?

- What outcomes am I trying to influence?
- What do students think about their own capacity to learn?
- By changing \_\_\_\_\_ we hope to change \_\_\_\_\_. This question is used to decide which lever needs to be used.

The goal of any change will be to have students use the new standard to guide their work. For the standards to guide them students need a leaning map that shows them where they are going and what they need to know to get there. Students should be thinking: if I'm not successful it's because I'm not using the right strategy. Teaching then becomes helping students find the right strategy for success.

### EdgeMakers Grant Wiggins & John Kao

- Innovating Education, Educating for Innovation

#### Grant Wiggins

- School should be more stimulating and invigoration than it is. School does not have to be passive – it can be much more geared to students.

#### John Kao

- Innovation in education needs to take place just as it is happening in business
  - Empowering young people everywhere to innovate and make a difference.
- Innovation is what you are looking for - what is the problem you are trying to solve?
- Components
  - Integrated additive k-12 curriculum – digital and analog versions – additive/not replacement curriculum
  - “learning “snacks” – short duration user generated content
- Overview
  - Shape future we want with creativity and innovation
- EdgeMaking – a new skill set and learning category
  - Collection of different disciplines – engineering, design, psychology – sort of guilds that have their own vocabulary
  - Edgmaking is a new idea that is more organic and is a synthesis of the ideas in other disciplines


### Moving Forward with our Greatest Resource: Russell Quagila

- The main focus of Dr. Quagila are student aspirations and doing what is normal which is treating students with respect, collaboration, and celebrating the learning that students do out of school. Students need to know that they are valued while in school and we need to find out what they are curious about and then pay attention to this.

Two of the other sessions talked about how to get project-based learning into the classrooms. This is important as students will need to know how to solve real world problems in the 21<sup>st</sup> Century.

### In Graduating Students “Innovation Ready” Tony Wagner made the following points:

- The American system of education is obsolete and needs to change – not reform.
- Factory model schools and we don't have a factory economy – we have an information economy.
- What the world cares about now is: do you know what to do with what you know?
- Google never tells a student that they asked a stupid question.
- We need to have teachers and schools be risk takers – create schools of research and development for the mind.
- Encourage responsible risk taking for students and teachers in collaboration.

  
4/9/14