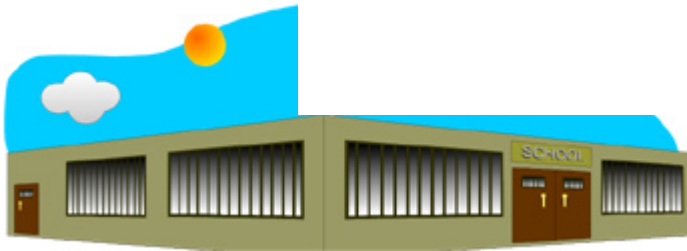


General Information Items for the Board of Education



KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Administrator Meeting Agenda
Skyview Middle School Library
Wednesday April 27, 2016



**Please bring laptops*

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

AGENDA

Time	Topic	Speaker
8:00	Coffee and Conversation	
8:30 AM	Superintendent’s Message	Sean Dusek
9:00 AM	Principal Roundtable	Pete Swanson
9:45 AM	AM Break	
10:00 AM	Introduction & Orientation to Catalog: KPBSD’s new Professional Development & Mandated Training Management System	Michelle Thomason & John O’Brien
11:00 AM	Nondiscrimination AR 5145.3 (Transgender Students)	John O’Brien
11:30	Middlebury Online-World Languages Showcase	Melissa Linton
12:00 PM	Lunch	
12:45 PM	Curriculum: Fine Arts Integration K-12 & Social Emotional Health Curriculum (4 th R)	Melissa Linton
1:30 PM	Year End Check Out/Close Out; HR Spring/summer Hiring Info.; Operations Summer Projects; Information Services Summer Projects	Directors
2:00 PM	May Leadership Academy (Blended Learning & KPI’s/School Development Plans)	John Pothast
2:30 PM	District Administrivia	District Leadership
3:00	Wrap-Up	Sean Dusek & John O’Brien



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: April 13, 2016

Item Number:

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments: School Related Items on the April 19, 2016 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 April 19, 2016 Borough Assembly meeting:

- Authorization to award contract for the Kenai Central High School asbestos abatement
- Authorization to award contract for the Sterling Elementary and Chapman Elementary Schools roof replacement
- Authorization to award contract for the Soldotna Prep gym floor refinishing
- Ordinance 2016-12, amending KP.B 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts.

ADMINISTRATIVE RECOMMENDATION

For your information.



KENAI PENINSULA BOROUGH

Purchasing & Contracting
144 North Binkley Street • Soldotna, Alaska 99669-7520
Phone: (907) 714-2260 • Fax: (907) 714-2373
www.kpb.us/purchasing

RECEIVED

MAR 24 2016

KPB
FINANCE ADMINISTRATION

MIKE NAVARRÉ
BOROUGH MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Valentina Sustaita, Acting Purchasing & Contracting Director *V. Sustaita*
FROM: Scott Griebel, Maintenance Director *Carla Selzer*
DATE: March 25, 2016
SUBJECT: Authorization to Award Contract for ITB16-026 Kenai Central High School Asbestos Abatement

The Purchasing and Contracting Office formally solicited and received bids for ITB16-026 Kenai Central High School Asbestos Abatement. Bid packets were released on February 25, 2016 and the Invitation to Bid was advertised in the Peninsula Clarion on February 25, 2016.

The project consists of providing all labor, materials, equipment, and tools to remove and dispose of asbestos containing flooring and black mastic adhesive installed over concrete substrate.

On the due date of March 15, 2016 six (6) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$56,500.00 was submitted by Satori Group of Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 400.78050.16756.43780.

Mike Navarre

Mike Navarre, Mayor

3/25/16

Date

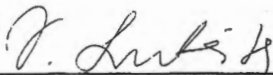
FINANCE DEPARTMENT
FUNDS VERIFIED
Acct. No. 400.78050.16756.43780 - \$56,500.00
By: *C Chapman* Date: *3/24/2016*

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB16-026 Kenai Central High School Asbestos Abatement 2016

CONTRACTOR	LOCATION	BASE BID	ADD. ALT. 1	ADD. ALT. 2	ADD. ALT 3	TOTAL EXTENDED BID
Far North Services	Anchorage, Alaska	\$ 30,938.00	\$ 6,900.00	\$ 10,500.00	\$ 12,425.00	\$ 60,763.00
Alaska Abatement	Anchorage, Alaska	\$ 48,982.00	\$ 11,500.00	\$ 15,000.00	\$ 23,300.00	\$ 98,782.00
Coldfoot Environmental	Anchorage, Alaska	\$ 81,433.00	\$ 12,636.00	\$ 15,130.00	\$ 28,683.00	\$137,882.00
Central Environmental	Anchorage, Alaska	\$ 66,459.00	\$ 19,518.00	\$ 21,949.00	\$ 25,960.00	\$133,886.00
NRC Alaska	Kenai, Alaska	\$ 31,755.00	\$ 8,361.00	\$ 10,693.00	\$ 18,096.00	\$ 68,905.00
Satori Group	Anchorage, Alaska	\$ 29,400.00	\$ 6,700.00	\$ 8,300.00	\$ 12,100.00	\$ 56,500.00

DUE DATE: March 15, 2016 @ 4:00 PM

KPB OFFICIAL: 
Valentina Sustaita, Acting Purchasing & Contracting Director

RECEIVED

MAR 28 2016

KPB
FINANCE ADMINISTRATION



KENAI PENINSULA BOROUGH

Purchasing & Contracting
144 North Binkley Street • Soldotna, Alaska 99669-7520
Phone: (907) 714-2260 • Fax: (907) 714-2373
www.kpb.us/purchasing

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Valentina Sustaita, Acting Purchasing & Contracting Director *V. Sustaita*

FROM: Kevin Lyon, Capital Projects Director *KL*

DATE: March 28, 2016

SUBJECT: Authorization to Award Contract for ITB16-017 Sterling Elementary and Chapman Elementary Schools Roof Replacement

The Purchasing and Contracting Office formally solicited and received bids for ITB16-017 Sterling Elementary and Chapman Elementary Schools Roof Replacement. Bid packets were released on February 25, 2016 and the Invitation to Bid was advertised in the Peninsula Clarion on February 22, 2016, the Alaska Dispatch News February 22, 2016 and February 25, 2016, and the Homer Tribune on February 24, 2016.

The project consists of removal of existing BUR roof and replacement with new BUR roof over new rigid insulation; adding new fascia and wall metal panels. Total footprint area of roofs is approximately 22,000 square feet.

On the due date of March 17, 2016 four (4) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$881,000.00 was submitted by Earhart Roofing Company, Inc., Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account numbers 401.71120.11SCH.49101 and 401.71010.11SCH.49101.

Mike Navarre
Mike Navarre, Mayor

3/31/16
Date

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No.	<u>401.71120.11SCH.49101</u>
Amount	<u>\$637,000.00</u>
Acct. No.	<u>401.71010.11SCH.49101</u>
Amount	<u>\$244,000.00</u>
By:	<u>pp</u> Date: <u>3/28/16</u>

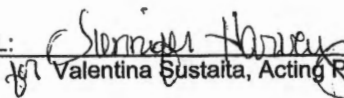
BU [signature]

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB16-017 Sterling Elementary and Chapman Elementary Schools Roof Replacement

CONTRACTOR	LOCATION	BASE BID
E/P Roofing	Anchorage, Alaska	\$1,077,000.00
Consolidated Enterprises	Anchorage, Alaska	\$974,950.00
Earhart Roofing	Anchorage, Alaska	\$881,000.00
Rain Proof Roofing	Soldotna, Alaska	\$920,000.00

DUE DATE: March 17, 2016 @ 2:00 PM

KPB OFFICIAL: 
Valentina Sustaita, Acting Purchasing & Contracting Director



KENAI PENINSULA BOROUGH

Purchasing & Contracting
144 North Binkley Street • Soldotna, Alaska 99669-7520
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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Valentina Sustaita, Acting Purchasing & Contracting Director *V. Sustaita*
FROM: Scott Griebel, Maintenance Director *Scott Griebel*
DATE: March 24, 2016
SUBJECT: Authorization to Award Contract for ITB16-025 Soldotna Prep Gym Floor Refinishing

The Purchasing and Contracting Office formally solicited and received bids for ITB16-025 Soldotna Prep Gym Floor Refinishing. Bid packets were released on February 25, 2016 and the Invitation to Bid was advertised in the Peninsula Clarion on February 25, 2016.

The project consists of providing all labor, materials and equipment to completely machine sand the existing floor finish and painted game lines to bare wood, completely remove all sanding dust from entire surface, the application of finish, sealer coats, associated paint for game lines, new cove base (where required), and any other necessary associated materials and accessories as specified in the bid documents.

On the due date of March 23, 2016 one (1) bid was received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$53,600.00 was submitted by Alaskan Industries of Wasilla, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 400.78050.16755.43780.

Mike Navarre
Mike Navarre, Mayor

3/25/16
Date

**FINANCE DEPARTMENT
FUNDS VERIFIED**

Acct. No. 400.78050.16755.43780 - \$53,600.00

By: *C. Chip* Date: *3/25/2016*

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB16-025 Soldotna Prep School Gym Floor Refinishing

CONTRACTOR	LOCATION	BASE BID	ADD ALT 1	TOTAL EXTENDED
Alaskan Industries	Wasilla, Alaska	\$ 34,200.00	\$ 19,400.00	\$ 53,600.00

DUE DATE: March 23, 2016 @ 2:00 PM

KPB OFFICIAL: 
Valentina Sustaita, Acting Purchasing & Contracting Director

Introduced by: Welles
Date: 04/05/16
Hearing: 05/03/16
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2016-12**

AN ORDINANCE AMENDING KPB 7.30.020 TO CHANGE THE WAY MINIMUM DISTANCES ARE MEASURED BETWEEN MARIJUANA ESTABLISHMENTS AND SCHOOLS, CHURCHES AND CORRECTIONAL FACILITIES, AND IMPOSING MINIMUM DISTANCES BETWEEN MARIJUANA ESTABLISHMENTS AND LOCAL OPTION ZONING DISTRICTS.

WHEREAS, the distance between marijuana establishments and schools, recreation and youth centers, and places where religious services are conducted should be measured by the shortest distance between the premises property line and the outer parcel boundary of the other property as this is administratively easier to measure and will maximize the distances; and

WHEREAS, imposing a 500-foot distance requirement between existing local option residential zoning districts and marijuana establishments is consistent with ensuring the residential character of the local option zoning district; and

WHEREAS, at its meeting of _____ the Planning Commission recommended _____;

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

SECTION 1. That KPB 7.30.020(B) is hereby amended as follows:

...

- B. Marijuana establishments shall not:
1. be located within 1,000 feet of any school. The distance specified in this subsection must be measured by the shortest [PEDESTRIAN ROUTE FROM THE PUBLIC ENTRANCE OF THE BUILDING IN WHICH THE LICENSED PREMISES WOULD BE LOCATED TO] distance between the licensed premise's property line and the outer parcel boundaries of the school.
 2. be located within 500 feet of a recreation or youth center, a building in which religious services are regularly conducted, or a correctional facility. The distance specified in this subsection must be measured by the shortest [PEDESTRIAN ROUTE FROM THE PUBLIC

ENTRANCE OF THE BUILDING IN WHICH THE LICENSED PREMISES WOULD BE LOCATED TO] distance between the licensed premise's property line and the outer parcel boundaries of the recreation or youth center, or the [MAIN PUBLIC ENTRANCE] outer parcel boundaries of the building in which religious services are regularly conducted, or those of the correctional facility.

3. be located within a local option zoning district.
4. be located within 500 feet of an existing local option zoning district, the distance of which, shall be measured by the shortest distance between the proposed marijuana establishment property line and the nearest edge of the local option zoning district.

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

ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY OF * 2016.

Blaine Gilman, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:

KENAI PENINSULA BOROUGH

Kenai Peninsula Borough Assembly

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

Blaine Gilman, Assembly President
Brent Johnson, Vice President

MEMORANDUM

TO: Blaine Gilman, Assembly President
Kenai Peninsula Borough Assembly Members

FROM: Stan Welles, Assembly Member *(SW) for S.W.*

DATE: March 24, 2016

RE: Ordinance 2016-12 An Ordinance Amending KP.B 7.30.020 to Change the Way Minimum Distances are Measured Between Marijuana Establishments and Schools, Churches and Correctional Facilities, and Imposing Minimum Distances Between Marijuana Establishments and Local Option Zoning Districts (Welles)

This ordinance provides that the distance between a licensed marijuana establishment and a school, a place of public worship, a youth center and a correctional facility would be determined by measuring the distance between the licensed premises property line and the outer parcel boundaries of the other location. In my view this is a much simpler way of measuring the distance than following the pedestrian route from the public entrance of the licensed premises building to the outer boundaries of the property where the school or other facilities are located. It also adds a new provision that would prohibit a marijuana establishment from being located within 500 feet of an existing local option zoning district. I think this is important to support the purpose of local option zoning districts in which licensed marijuana establishments are no longer authorized under KP.B 7.30.020(B)(3).

Your approval of this would be appreciated.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Borough Assembly Action		
Date:	April 26, 2016	Item Number:	
Administrator:	Dave Jones, Assistant Superintendent <i>Dave Jones</i>		
Attachments:	School Related Items on the May 3, 2016 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 3, 2016 Borough Assembly meeting:

- Ordinance 2016-12, amending KP.B 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts (Welles)
- Resolution 2016-025, determining the amount to be provided from local sources for school purposes during Fiscal Year 2017 and approving the Kenai Peninsula Borough School District total budget

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

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

www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Blaine Gilman, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *P.O.*

FROM: Paul Ostrander, Chief of Staff *P.O.*

DATE: April 22, 2016

SUBJECT: Ordinance 2016-12: An Ordinance Amending KPB 7.30.020 to Change the Way Minimum Distances are Measured Between Marijuana Establishments and Schools, Churches and Correctional Facilities, and Imposing Minimum Distances Between Marijuana Establishments and Local Option Zoning Districts (Welles)

The Marijuana Task Force reviewed and made recommendations to the assembly regarding enactment of the referenced ordinance at their meeting on April 21, 2016.

We are recommending Ordinance 2016-12 be amended to reflect the task force's recommendations by adding a new final Whereas clause to read,

“WHEREAS, at its meeting of April 21, 2016 the Marijuana Task Force recommended the assembly not enact Ordinance 2016-12 by a majority vote.”

Thank you for your consideration.



KENAI PENINSULA BOROUGH

PLANNING DEPARTMENT

144 North Binkley Street • Soldotna, Alaska 99669-7520

PHONE: (907) 714-2200 • **FAX:** (907) 714-2378

Toll-free within the Borough: 1-800-478-4441, Ext. 2200

www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Blaine Gilman, Assembly President
Kenai Peninsula Borough Assembly Members

THRU: Mike Navarre, Borough Mayor *MN*

FROM: Max Best, Planning Director *MB*

DATE: April 18, 2016

SUBJECT: Ordinance 2016-12; An ordinance amending KPB 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts.

The Kenai Peninsula Borough Planning Commission reviewed the subject Ordinance during their regularly scheduled April 11, 2016 meeting.

A motion failed by unanimous consent to recommend approval of Ordinance 2016-12; An ordinance amending KPB 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts.

In the Ordinance, please make the following amendment to the last WHEREAS statement:

Whereas, at its meeting of April 11, 2016, the Planning Commission recommended denial by unanimous consent.

Attached are the unapproved minutes of the subject portion of the meeting.

KENAI PENINSULA BOROUGH PLANNING COMMISSION
LAND'S END RESORT
QUARTER DECK ROOM
4786 HOMER SPIT ROAD
HOMER, ALASKA 99603

April 11, 2016 - 7:30 P.M.

UNAPPROVED MINUTES

AGENDA ITEM A. CALL TO ORDER

Chairman Martin called the meeting to order at 7:30 p.m.

AGENDA ITEM B. ROLL CALL

Commissioners Present

Paulette Bokenko-Carluccio, City of Seldovia
JoAnne Collins, Anchor Point / Ninilchik
Cindy Ecklund, City of Seward
Robert Ernst, Northwest Borough
Rick Foster, Southwest Borough
James Glendening, City of Kenai
Sandra Holsten, East Peninsula
James Isham, Sterling
Harry Lockwood, Ridgeway
Blair Martin, Kalifornsky Beach
Robert Ruffner, Clam Gulch / Kasilof
Franco Venuti, City of Homer
Paul Whitney, City of Soldotna

With 13 members of a 13 member Commission in attendance, a quorum was present.

Staff Present

Max Best, Planning Director
Tom Dearlove, River Center Manager
Patti Hartley, Administrative Assistant
Carrie Henson, E911 Addressing Officer
Karyn Noyes, River Center Manager

Others Present

Jeffery Erickson
Robert Stecker
Dennis Tidwell
Terry Tidwell
Joseph Tolotta

AGENDA ITEM F. PUBLIC HEARINGS

3. Ordinance 2016-12; An ordinance amending KPB 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts.

Staff Report given by Max Best

PC Meeting: 4/11/16

This ordinance provides that the distance between a licensed marijuana establishment and a school, a place of public worship, a youth center and a correctional facility would be determined by measuring the distance

KENAI PENINSULA BOROUGH PLANNING COMMISSION APRIL 11, 2016 MEETING MINUTES

PAGE 1

UNAPPROVED MINUTES

between the licensed premises property line and the outer parcel boundaries of the other location. In Mr. Welles view this is a much simpler way of measuring the distance than following the pedestrian route from the public entrance of the licensed premises building to the outer boundaries of the property where the school or other facilities are located. It also adds a new provision that would prohibit a marijuana establishment from being located within 500 feet of an existing local option zoning district. Mr. Welles thought this was important to support the purpose of local option zoning districts in which licensed marijuana establishments are no longer authorized under KPB 7.30.020(B)(3).

The way it is measured now would be from the establishment's door and as a pedestrian walks to the entrance of the other facility. It would be door to door with the distance being 500 feet. If it was a school then it would be from the establishment's door to the edge of the school property.

Approval of this ordinance would be appreciated.

END OF MEMORANDUM

Chairman Martin opened the meeting for public comment. Seeing and hearing no one wishing to speak Chairman Martin closed the public comment period and opened discussion among the Commission.

MOTION: Commissioner Venuti moved, seconded by Commissioner Holsten to recommend adoption of Ordinance 2016-12, an ordinance amending KPB 7.30.020 to change the way minimum distances are measured between marijuana establishments and schools, churches and correctional facilities, and imposing minimum distances between marijuana establishments and local option zoning districts.

Commissioner Ernst asked if this ordinance would re-impose the 500 foot buffer. Chairman Martin replied that it was only a line item and was only a 500 foot buffer for marijuana facilities. Commissioner Ernst asked if someone had a marijuana business next to a LOZ then they would have to move it back 500 feet. Chairman Martin replied first come, first serve. Commissioner Ernst asked if it was on their own property then they would have to move it back 500 feet if it was next to a LOZ. Chairman Martin stated that if this was enacted then they wouldn't be allowed to build one. Commissioner Ernst thought that it would just expand the Local Option Zone area by a measurably large amount. Chairman Martin stated that it would be 500 feet.

Commissioner Glendening thought they had visited this already and expressed their displeasure with it. He stated he would not be supporting the motion.

Commissioner Whitney agreed with Commissioner Glendening and has gone over this two or three times already. He felt this was beating a dead horse.

Commissioner Venuti thought this ordinance encroaches on property rights. It is unfair to require this. He knew that they require buffer zones on material sites but that is always within the boundaries of the material site. He felt this was a bad idea that pits neighbor against neighbor so he will be voting against the motion.

There being no further comments or questions, Chairman Martin called for a roll call vote.

VOTE: The motion failed by unanimous consent.

CARLUCCIO NO	COLLINS NO	ECKLUND NO	ERNST NO	FOSTER NO	GLENDENING NO	HOLSTEN NO
ISHAM NO	LOCKWOOD NO	MARTIN NO	RUFFNER NO	VENUTI NO	WHITNEY NO	0 YES 13 NO

Mr. Best introduced Karyn Noyes who is a Planner at the River Center.

AGENDA ITEM G. ANADROMOUS WATERS HABITAT PROTECTION (KPB 21.18)

KENAI PENINSULA BOROUGH

Kenai Peninsula Borough Assembly

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

Blaine Gilman, Assembly President
Brent Johnson, Vice President

MEMORANDUM

TO: Blaine Gilman, Assembly President
Kenai Peninsula Borough Assembly Members

FROM: Stan Welles, Assembly Member (S/W) for S.W.

DATE: March 24, 2016

RE: Ordinance 2016-12, An Ordinance Amending KPB 7.30.020 to Change the Way Minimum Distances are Measured Between Marijuana Establishments and Schools, Churches and Correctional Facilities, and Imposing Minimum Distances Between Marijuana Establishments and Local Option Zoning Districts (Welles)

This ordinance provides that the distance between a licensed marijuana establishment and a school, a place of public worship, a youth center and a correctional facility would be determined by measuring the distance between the licensed premises property line and the outer parcel boundaries of the other location. In my view this is a much simpler way of measuring the distance than following the pedestrian route from the public entrance of the licensed premises building to the outer boundaries of the property where the school or other facilities are located. It also adds a new provision that would prohibit a marijuana establishment from being located within 500 feet of an existing local option zoning district. I think this is important to support the purpose of local option zoning districts in which licensed marijuana establishments are no longer authorized under KPB 7.30.020(B)(3).

Your approval of this would be appreciated.

Introduced by: Welles
Date: 04/05/16
Hearing: 05/03/16
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2016-12**

AN ORDINANCE AMENDING KPB 7.30.020 TO CHANGE THE WAY MINIMUM DISTANCES ARE MEASURED BETWEEN MARIJUANA ESTABLISHMENTS AND SCHOOLS, CHURCHES AND CORRECTIONAL FACILITIES, AND IMPOSING MINIMUM DISTANCES BETWEEN MARIJUANA ESTABLISHMENTS AND LOCAL OPTION ZONING DISTRICTS.

WHEREAS, the distance between marijuana establishments and schools, recreation and youth centers, and places where religious services are conducted should be measured by the shortest distance between the premises property line and the outer parcel boundary of the other property as this is administratively easier to measure and will maximize the distances; and

WHEREAS, imposing a 500-foot distance requirement between existing local option residential zoning districts and marijuana establishments is consistent with ensuring the residential character of the local option zoning district; and

WHEREAS, at its meeting of _____ the Planning Commission recommended _____;

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

SECTION 1. That KPB 7.30.020(B) is hereby amended as follows:

...

- B. Marijuana establishments shall not:
1. be located within 1,000 feet of any school. The distance specified in this subsection must be measured by the shortest [PEDESTRIAN ROUTE FROM THE PUBLIC ENTRANCE OF THE BUILDING IN WHICH THE LICENSED PREMISES WOULD BE LOCATED TO] distance between the licensed premise's property line and the outer parcel boundaries of the school.
 2. be located within 500 feet of a recreation or youth center, a building in which religious services are regularly conducted, or a correctional facility. The distance specified in this subsection must be measured by the shortest [PEDESTRIAN ROUTE FROM THE PUBLIC

ENTRANCE OF THE BUILDING IN WHICH THE LICENSED PREMISES WOULD BE LOCATED TO] distance between the licensed premise's property line and the outer parcel boundaries of the recreation or youth center, or the [MAIN PUBLIC ENTRANCE] outer parcel boundaries of the building in which religious services are regularly conducted, or those of the correctional facility.

3. be located within a local option zoning district.
4. be located within 500 feet of an existing local option zoning district, the distance of which, shall be measured by the shortest distance between the proposed marijuana establishment property line and the nearest edge of the local option zoning district.

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

ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY OF * 2016.

Blaine Gilman, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

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

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

www.kpb.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Blaine Gilman, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *MN*

FROM: Craig Chapman, Director of Finance *CC* *for CCC*

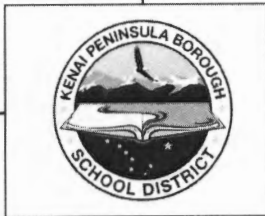
DATE: April 21, 2016

SUBJECT: Resolution 2016-025, A Resolution Determining the Amount to be Provided From Local Sources for School Purposes During Fiscal Year 2017 and Approving the Kenai Peninsula Borough School District Total Budget

The school district submitted its FY2017 budget to the assembly on April 8, 2016, in accordance with AS 14.14.060(c), which requires the school board to submit the school budget to the borough assembly by May 1 for approval of the total amount. In addition, within 30 days after receipt of the budget the assembly shall determine the total amount of money to be made available from local sources. If the assembly does not within 30 days, furnish the school board with a statement of the sum to be made available, the amount requested in the budget is automatically approved.

The attached resolution approves the total Kenai Peninsula Borough School District FY2017 budget and confirms the amount from local sources that will be provided to fund the FY2017 school budget. The amount provided from local sources is \$48,238,432.

FINANCE DEPARTMENT ACCOUNT / FUNDS VERIFIED	
Acct. No.	<u>100.94910.00000.50241</u>
Amount	<u>\$48,238,432</u>
By: <u>pp</u>	Date: <u>4/20/16</u>
<u>Pending Assembly approval of FY17 budget.</u>	



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Finance

Laurie Olson, Director

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8874 Fax (907) 262-2309

April 7, 2016

Mr. Blaine Gilman
Kenai Peninsula Borough Assembly
144 North Binkley Street
Soldotna, AK 99669

RE: FY17 Budget Approval

Dear Mr. Gilman:

Transmitted herein is the 2016-2017 Kenai Peninsula Borough School District Annual Budget as approved by the Board of Education at its meeting on April 4, 2016.

The total budget for all funds is \$150,885,294. The general fund request, including expenditures and transfers, is for \$139,488,760 and the special revenue fund requests for Food Service and Pupil Transportation budgets total \$11,396,534.

The revenue projection includes the \$50 addition to the Base Student Allocation (BSA) and the borough contribution, funded at the maximum allowable, is requested in the amount of \$49,021,054. This would be an increase of \$782,622 over the current FY16 budgeted local effort total of \$48,238,432. At this funding level the school district will still be operating at a deficit and anticipate using fund balance in the amount of \$209,424.

The board decided to include the additional \$50 in BSA at this time because that level of funding came forward in both the House and Senate versions of the FY17 Budget at the state level. Including this additional revenue (from both the state and the borough) allows the district to reverse some cuts. The 13.5 FTE certificated staffing cuts that were made because of the increase in the Pupil Teacher Ratio (PTR) have been reversed. The staffing cuts that were made due to decreased enrollment remain in place. No other expenditure reductions that were brought forward previously have been reversed.

Please see the links below for the budget memo approved by the School Board at the April 4, 2016 meeting and the original FY17 preliminary budget.

<http://www.kpbsd.k12.ak.us/WorkArea/DownloadAsset.aspx?id=35773>

<http://www.kpbsd.k12.ak.us/Workarea/DownloadAsset.aspx?id=35501>

The Kenai Peninsula Borough Assembly is respectfully requested to approve the 2016-2017 School District Budget as presented in accordance with current foundation calculations. The administration is available to discuss the budget as it relates to the educational program and community for the coming year.

I would like to take this opportunity to thank the Assembly for their participation in this process through the community budget hearings, attendance at board work sessions, board meetings and other events, as well as the joint work session held with the School Board. The Assembly's continued support of public education is appreciated!

Sincerely,

Mr. Sean Dusek
Superintendent

CC: Mike Navarre, Mayor
Johni Blankenship, Borough Clerk

Introduced by: Mayor
Date: 05/03/16
Action:
Vote:

**KENAI PENINSULA BOROUGH
RESOLUTION 2016-025**

**A RESOLUTION DETERMINING THE AMOUNT TO BE PROVIDED FROM LOCAL
SOURCES FOR SCHOOL PURPOSES DURING FISCAL YEAR 2017 AND
APPROVING THE KENAI PENINSULA BOROUGH SCHOOL DISTRICT TOTAL
BUDGET**

WHEREAS, in accordance with Alaska Statute 14.14.060(c) and KPB 5.04.021 the School District shall submit the school budget for approval of the total amount and the Assembly must determine the total amount of money to be made available from local sources for school purposes and must furnish to the school board a statement of the sum to be made available within 30 days of receipt of the budget; and

WHEREAS, the borough is proposing that school funding from local sources for FY2017 be \$48,238,432;

NOW, THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH:

SECTION 1. That the Borough Assembly approves a total education budget for the Fiscal Year July 1, 2016 to June 30, 2017 as follows:

A. School District Operations	\$141,655,321
B. Borough Maintenance	7,841,201
C. School District Utilities	89,900
D. Insurance	2,542,569
E. Audit	63,700
F. Custodial Services	<u>117,645</u>
Total education budget	<u>\$152,310,336</u>

Note: Item (A) is budgeted and controlled by the Board of Education. Items (B) through (F) are budgeted and controlled by the Assembly as in-kind services

SECTION 2. That \$48,238,432 shall be made available from local sources to fund school district operations for Fiscal Year 2017 as follows:

A. Local Effort	37,583,417
B. Borough Maintenance	7,841,201
C. School District Utilities	89,900
D. Insurance	2,542,569
E. Audit	63,700
F. Custodial Services	<u>117,645</u>
TOTAL LOCAL FUNDING PER AS 14.17.410	<u>\$48,238,432</u>

SECTION 3. That an ordinance appropriating funds specified in Section 2, items (A) through (F) will be enacted prior to June 30, 2016.

SECTION 4. That a copy of this resolution will be sent to the President of the Board of Education upon its adoption.

SECTION 5. That this resolution takes effect immediately upon its adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 3RD DAY OF MAY, 2016.

Blaine Gilman, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:

The Science of Imagination:
Cultivating Curiosity and Creativity in our Schools

Thursday, April 7:

- Opening Keynotes: Scott Barry Kauffman, Helen Hadani, Todd Kashdan, Susan Engel
 - Main Points: The opening keynote speakers focused on encouraging and providing opportunities for kids to be creative in the classroom. There were many different strategies presented as a general technique within the classroom and a specific learning activity that could be adapted to different curricular disciplines. There were three things that really stood out to me during these presentations. First, setting goals is important for our students, but a key component in the process is for our teachers to encourage students to actively imagine pathways to their goals. This is part of a harmonious passion (topic or goal that makes a student's eyes light up) that we can foster within our students. A second thought that resonated with me was the idea of divergent vs convergent thinking. Both have a place in the educational setting, but it depends on your learning outcomes or the progression of the lesson that will determine what will be more effective. The final thought from the opening sessions was the effect of emotions on creativity. If you're a farmer and it's 75 degrees and sunny all the time, you will not produce anything that resembles a crop. You need the rain for irrigation and the wind to pollinate the plants. This is similar in negative emotions and their effect on creativity and learning. Negative emotions like anger will motivate a person to want to push forward and solve a problem or guilt will make a person strive to do better the next time around.

Friday, April 8 – 9:

- Friday Keynotes: Angela Maiers and Sir Ken Robinson
 - The first keynote focused on how our passions serve us. The discussion can really be summed up with a quote she used from Mark Twain: "There are two important days in your life: the day you were born and the day you found out why." The second speaker was really the highlight, in terms of what he has done for education, of the conference. Sir Ken Robinson's Ted Talk from 2006 is the most viewed talk in history and he earned his PhD on creative and aesthetic ideas. This discussion really put the definition of creativity, curiosity, and imagination out there as the focal point for the remainder of the conference. A key component of the discussion revolved around who can be creative and in what. Creativity happens in all facets of life and you are not necessarily born with it; it can be learned. In a nutshell, you need ideas that are novel to a certain field and maybe more importantly, useful to people. The definition that was presented for creativity: The process of having original ideas that have value.
- Breakout Sessions:

- The breakout sessions expanded on the ideas presented from the keynotes, keeping the focus on the definition of creativity and the usefulness in the classroom. There were many different strategies and perspectives presented that are designed to promote creativity in the classroom. My main takeaway from the breakouts were to use creative strategies within school based PD that fall in line with the Danielson model of questioning and discussion techniques and using assessment in instruction. One breakout in particular focused on feedback, specific feedback techniques, and assessments and questioning. This session will make me more mindful of the feedback I provide to teachers through the coaching and evaluation process and how I model questions, assessments, and feedback during PD opportunities in our building.

I appreciate the opportunity to attend this conference and the support our board continues to have for KPBSD employees to further their professional development. The reflection on our own practices along with being exposed to best practices in the educational field is something none of us should take for granted.

Respectfully Submitted,
Dan Carstens



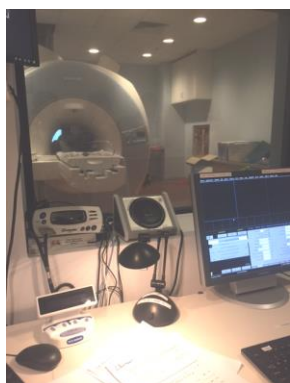
4/18/16

SHAPING STUDENT MINDSETS

BASIC CONFERENCE INFO

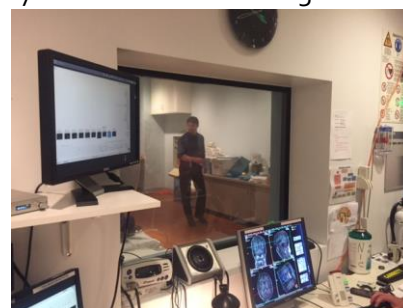
Hosted by: Learning and the Brain (<http://www.learningandthebrain.com>)
Dates: Conference: February 11 – 13, 2016
Additional Brain Scan Tour at UCSF Campus: February 10, 2016
Location: Historic Fairmont Hotel in San Francisco, California

BRAIN SCAN TOUR – UCSF MISSION BAY CAMPUS



For the tour we visited the facility then witnessed an MRI Brain Scan. During the scan, we saw how when controlling motor functions, the opposite hemisphere of the brain fires when movement occurs. We also saw how this changes for non-motor issues and the entire brain fires with other functions. This debunks the “right brain = creative; left brain = analytical” model that has been perpetuated over the years. Through the MRI scan, we also saw the general pathways that the neurons travel in three dimensions and learned about the differences between the x, y and z axis patterns. This led to a discussion of myelin and the sheath that assists the neurons in passing information quickly. Notable was that the researchers strongly assert the malleability of the brain in rewiring itself through learning.

We also discussed the new research that is being done for ADD and ADHD patients. They are working with passing AC/DC currents across specific regions of the brain to control attention. The research is just now moving into the human test phase. If it pans out, the promise would be that students with ADD/ADHD would be able to control their own attention through the use of a hat or cap device instead of medications.



NOTABLE KEYNOTE SPEAKER

FIXED VS GROWTH MINDSET - CAROL DWECK, PHD

Carol Dweck, PhD is the leading expert and developer of the Growth Mindset movement. Her Keynote was remarkable and offered many insights into the basis of the Mindset theory and the current changes to the theory. She contrasted Growth Mindset (Learn, work hard, use strategies, seek help to learn, and learn from mistakes) and Fixed Mindset (Never look dumb, don't work hard or seek help, and run from difficulty) as the battle within us all, emphasizing that stepping outside our comfort zones is crucial. In order to recognize when we begin to lose that battle, she provided Fixed Mindset triggers. People have the tendency to look for validators of that fixed mindset so these are excellent reminders.

Fixed Mindset Triggers
Facing Challenge: anxious
Struggling: Frustrated and worried
Having setbacks: Discouraged, defensive
Being criticized: Angry, schemed

Dr. Dweck's address included the discussion of how the Growth Mindset movement really was a counter to the "Self Esteem Movement". She noted that the blanket concept given to kids that "You can do anything!" is not helpful especially when the child does not have the knowledge of what it will take to get there or if they lack the strategies, resources or skills to get them there. Additionally, students blame themselves and view themselves as utter failures when they don't succeed, when in reality they weren't provided a clear pathway and the necessary skills to get there.

For Dr. Dweck's books: <http://www.amazon.com/>

SHAPING STUDENT MINDSETS

NOTABLE BREAK OUT SESSIONS

MOTIVATING RELUCTANT LEARNERS: STRATEGIES FOR SUCCESS - KATHY PEREZ, EDD

Mrs. Perez was an amazing presenter and used her time to demonstrate how to engage a classroom – which is not easy with over 100 in the room! She introduced us to “Ned” and his “Gr8 8”, an engaging video about how youth learn. (Watch it at https://www.youtube.com/watch?v=p_BskXTqpM).

Strategies that she used included “brain breaks”, “state changes”, and “hand chants”, however I found most useful to be the “Snowball” where a student writes something on the paper, balls it up, and tosses it. The snowballs are then retrieved by another student. Possible uses are for reflection



questions, vocabulary, or homework questions.

Useful remarks from her: “If the bum is numb, the brain is the same!”, “Gumball Metaphor for learning new information (gum) – Kids need the gum and the time to chew it”, “Attention spans are equal to their age – in minutes” and “Laughter is engagement!”.

Additional info at <https://vimeo.com/71784163> and her books can be found at <http://www.amazon.com>

MINDSETS & MATH: (2 SESSIONS) – DR. JO BOALER, PHD AND DR ALAN SCHOENFELD, PHD

Dr. Jo Boaler, PhD (Stanford University) held “Mathematical Mindset Revolution: Unleashing Student Potential through Brain Science and Creative Teaching” and introduced the YouCubed project at Stanford (<https://www.youcubed.org>) which offers a free online course, “How to Learn Math”, for students and a paid course for teachers. The site also offers related brain science research and math lessons. Most important was that Dr. Boaler clearly denounced the myth that there is a “math brain” or “math person”. Everyone can excel to high levels in math.

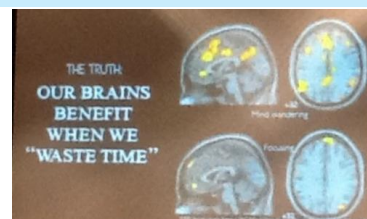
Dr. Alan Schoenfeld, PhD presented on “Creating Classrooms that Produce Powerful Mathematical Thinkers” and provided a plethora of evidence and resources for improved math practice.

The Five Dimensions of Powerful Classrooms				
The Content	Cognitive Demand	Equitable Access to Content	Agency, Authority and Identity	Uses of Assessment
The extent to which the content students engage with represents our best current disciplinary understandings (as in CCSS, NGSS, etc.). Students should have opportunities to learn important content and practices, and to develop productive disciplinary habits of mind.	The extent to which classroom instruction creates and invites an environment of productive intellectual challenge conducive to students' disciplinary development. There is a "high" medium between open-ended content in individual pieces and having the challenges so large that students are lost at sea.	The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core content being addressed by the class. No matter how rich the content, being classroom in which a small number of students get most of the "air time" is not equitable.	The extent to which students have opportunities to "take the wheel and be the lead" (acting on each other's ideas, in ways that contribute to their development of agency (the capacity and willingness to engage) and authority (recognition for being a good thinker), resulting in positive identities as thinkers and agenciers).	The extent to which the teacher creates student thinking and subsequent instruction responds to these needs, by building on productive language or addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to move forward agenciers.

<http://map.mathshell.org> – MARS (Mathematical Assessment Resource Service) Project. Excellent & Extensive math resources, including lessons, tasks, assessments, and tests. <http://map.mathshell.org/trumath.php> - TRU (Teaching for Robust Understanding) Math. Includes the framework. <http://ats.berkeley.edu> – The Algebra Teaching Study – “robust mathematical understanding and habits of mind”.

DOING MORE BY DOING LESS – CHRISTINE CARTER, PHD.

1. **MTYH: Busy is better** – Multitasking sends less oxygen to the brain and causes missed social cues. The brain is not designed to multitask.
2. **MTYH: Doing nothing is a waste of time** – Let your brain wander! It’s good.
3. **MTYH: More is better** – The mindset of scarcity creates a fight or flight response in the body. The brain functions better with a sense of all is well.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

2015 - 2016 SCHOOL YEAR

Tuesday, April 26, 2016

ADM PROJECTED ENROLLMENT	TOTAL ADM	ADM DIFF +/-	ADM DIFF %	SCHOOLS	KDGN	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Enrollment Total	Inc. P/S Enrollment Total
185.00	178.00	-7.00	(4%)	Aurora Borealis Charter	24	23	22	23	20	20	19	18	9	0	0	0	0	178	178
102.00	101.00	-1.00	(1%)	Chapman	16	12	16	13	11	10	9	6	8	0	0	0	0	101	112
708.00	810.00	102.00	14%	Connections Program	46	61	46	51	50	45	51	53	70	63	68	92	114	810	810
24.00	15.00	-9.00	(38%)	Cooper Landing	4	2	3	0	2	2	0	2	0	0	0	0	0	15	15
103.00	87.00	-16.00	(16%)	Fireweed Academy	13	9	22	7	16	11	9	0	0	0	0	0	0	87	87
36.00	35.00	-1.00	(3%)	Homer Flex	0	0	0	0	0	0	0	0	0	5	9	10	11	35	35
391.00	344.00	-47.00	(12%)	Homer High	0	0	0	0	0	0	0	0	0	0	109	85	75	344	344
191.00	184.00	-7.00	(4%)	Homer Middle	0	0	0	0	0	0	0	94	90	0	0	0	0	184	184
22.00	15.00	-7.00	(32%)	Hope Elementary/High	0	1	1	2	2	2	3	0	1	2	0	1	0	15	15
396.00	417.00	21.00	5%	K-Beach Elementary	74	53	63	58	56	57	56	0	0	0	0	0	0	417	420
56.00	49.00	-7.00	(13%)	Kachemak Selo	1	1	4	2	3	6	5	7	3	6	5	3	3	49	49
252.00	251.00	-1.00	0%	Kaleidoscope Charter	34	43	43	44	44	43	0	0	0	0	0	0	0	251	251
60.00	47.00	-13.00	(22%)	Kenai Alternative	0	0	0	0	0	0	0	0	0	2	3	19	23	47	61
511.00	455.00	-56.00	(11%)	Kenai Central High	0	0	0	0	0	0	0	0	0	127	106	120	102	455	455
363.00	368.00	5.00	1%	Kenai Middle	0	0	0	0	0	0	113	132	123	0	0	0	0	368	368
10.00	6.00	-4.00	(40%)	Marathon	0	0	0	0	0	0	0	0	2	1	1	2	0	6	6
113.00	121.00	8.00	7%	McNeil Canyon Elementary	14	13	11	18	24	19	22	0	0	0	0	0	0	121	121
10.00	17.00	7.00	70%	Moose Pass Elementary	3	3	3	1	4	3	0	0	0	0	0	0	0	17	17
433.00	428.00	-5.00	(1%)	Mountain View Elementary	87	74	65	78	52	72	0	0	0	0	0	0	0	428	452
80.00	75.00	-5.00	(6%)	Nanwalek Elementary/High	5	6	4	6	9	11	8	6	6	4	4	3	3	75	75
393.00	365.00	-28.00	(7%)	Nikiski Middle/High	0	0	0	0	0	0	51	54	53	61	48	51	47	365	365
360.00	351.00	-9.00	(3%)	Nikiski North Star Elementary	60	68	57	57	56	53	0	0	0	0	0	0	0	351	377
64.00	62.00	-2.00	(3%)	Nikolaevsk Elem/High	3	2	2	2	4	2	9	6	7	3	9	3	10	62	62
150.00	133.00	-17.00	(11%)	Ninilchik Elementary/High	7	8	12	9	6	11	15	10	12	11	8	13	11	133	136
188.00	185.00	-3.00	(2%)	Paul Banks Elementary	50	75	60	0	0	0	0	0	0	0	0	0	0	185	216
30.00	28.00	-2.00	(7%)	Port Graham	4	3	3	3	2	3	2	1	1	1	2	2	1	28	29
84.00	78.00	-6.00	(7%)	Razdolna	6	7	4	14	4	9	9	7	4	9	0	3	2	78	78
375.00	350.00	-25.00	(7%)	Redoubt Elementary	38	41	53	51	45	62	60	0	0	0	0	0	0	350	369
88.00	72.00	-16.00	(18%)	River City Academy	0	0	0	0	0	0	0	8	11	20	10	13	10	72	72
288.00	282.00	-6.00	(2%)	Seward Elementary	45	52	54	60	44	27	0	0	0	0	0	0	0	282	311
169.00	181.00	12.00	7%	Seward High	0	0	0	0	0	0	0	0	0	44	48	45	44	181	181
134.00	149.00	15.00	11%	Seward Middle	0	0	0	0	0	0	48	50	51	0	0	0	0	149	149
413.00	406.00	-7.00	(2%)	Skyview Middle	0	0	0	0	0	0	0	208	198	0	0	0	0	406	406
293.00	311.00	18.00	6%	Soldotna Elementary	40	45	50	37	52	47	40	0	0	0	0	0	0	311	364
589.00	531.00	-58.00	(10%)	Soldotna High	0	0	0	0	0	0	0	0	0	0	189	179	163	531	531
165.00	157.00	-8.00	(5%)	Soldotna Montessori Charter	23	19	22	24	23	24	22	0	0	0	0	0	0	157	157
185.00	175.00	-10.00	(5%)	Soldotna Prep	0	0	0	0	0	0	0	0	0	175	0	0	0	175	175
231.00	220.00	-11.00	(5%)	Sterling Elementary	31	28	28	43	36	24	30	0	0	0	0	0	0	220	232
40.00	41.00	1.00	3%	Susan B. English	3	2	3	0	2	2	3	3	4	2	5	4	8	41	41
30.00	35.00	5.00	17%	Tebughna Elementary/High	1	1	4	5	1	4	3	5	5	1	1	2	2	35	36
170.00	171.00	1.00	1%	Tustumena Elementary	21	35	26	22	29	19	19	0	0	0	0	0	0	171	182
108.00	103.00	-5.00	(5%)	Voznesenka	7	6	12	5	12	4	10	5	8	11	11	5	7	103	113
227.00	245.00	18.00	8%	West Homer Elementary	0	0	0	56	64	61	64	0	0	0	0	0	0	245	245
8,820	8,634.00	-186.00	(2%)		660	693	693	691	673	653	680	675	666	657	612	645	636	8,634	8,882

KENAI PENINSULA BOROUGH SCHOOL DISTRICT																	
2015 - 2016 SCHOOL YEAR																	
PART TIME STUDENTS																	
Tuesday, April 26, 2016																	
	SCHOOLS	PRE-SCHOOL	KDGN	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Enrollment Total	Inc. P/S Enrollment Total
	Aurora Borealis Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chapman	11	0	0	1	0	0	0	0	1	1	0	0	0	0	3	14
	Connections Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cooper Landing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	District Wide Program	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34
	Fireweed Academy	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Homer Flex	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Homer High	0	0	0	0	0	0	0	0	0	0	2	6	12	10	30	30
	Homer Middle	0	0	0	0	0	0	0	0	1	2	0	0	0	0	3	3
	Hope Elementary/High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	K-Beach Elementary	3	0	1	0	1	0	1	0	0	0	0	0	0	0	3	6
	Kachemak Selo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kaleidoscope Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kenai Alternative	14	0	0	0	0	0	0	0	0	0	0	0	0	2	2	16
	Kenai Central High	0	0	0	0	0	0	0	1	1	2	4	10	17	10	45	45
	Kenai Middle	0	0	0	0	0	0	0	1	3	3	0	0	0	0	7	7
	Marathon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	McNeil Canyon Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Moose Pass Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mountain View Elementary	24	0	0	0	0	0	2	0	0	0	0	0	0	0	2	26
	Nanwalek Elementary/High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Nikiski Middle/High	0	0	0	0	0	0	0	0	1	1	0	1	1	0	4	4
	Nikiski North Star Elementary	26	1	0	0	0	0	0	0	0	0	0	0	0	0	1	27
	Nikolaevsk Elem/High	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	2
	Ninilchik Elementary/High	3	0	0	0	0	0	0	0	0	0	0	0	1	0	1	4
	Paul Banks Elementary	31	1	1	1	0	0	0	0	0	0	0	0	0	0	3	34
	Port Graham	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Razdolna	0	0	0	0	0	0	0	1	1	1	0	0	1	0	4	4
	Redoubt Elementary	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19
	River City Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Seward Elementary	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29
	Seward High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Seward Middle	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	2
	Skyview Middle	0	0	0	0	0	0	0	15	1	5	0	0	0	0	21	21
	Soldotna Elementary	53	0	0	0	0	0	5	3	0	0	0	0	0	0	8	61
	Soldotna High	0	0	0	0	0	0	0	0	0	0	27	10	10	9	56	56
	Soldotna Montessori Charter	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2
	Soldotna Prep	0	0	0	0	0	0	0	0	0	0	9	3	0	0	12	12
	Sterling Elementary	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
	Susan B. English	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
	Tebughna Elementary/High	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Tustumena Elementary	11	0	0	0	1	0	1	0	0	0	0	0	0	0	2	13
	Voznesenka	10	0	0	0	0	0	0	0	0	0	0	1	0	0	1	11
	West Homer Elementary	0	0	0	0	1	4	0	1	0	0	0	0	0	0	6	6
		282	4	5	2	3	4	9	24	9	15	42	31	42	32	222	504



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

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SCHOOL BOARD COMMUNICATION

Title: Exhibit Revisions

Date: May 2, 2016

Item Number:

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments: E 6146.1 Approval to Take High School Level Math
At the Middle School Level Page 2

**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."

For your information, the following exhibit change is in your information packet.

- E 6146.1 Approval To Take High School Level Math at the Middle School
 - Addition of Geometry

ADMINISTRATIVE RECOMMENDATION

Kenai Peninsula Borough School District

Approval to Take High School Level Algebra/Geometry at the Middle School

In accordance with AR 6146.1 High School Graduation, “middle school students may receive high school credit for Algebra I/Geometry upon successful completion (with a grade of C or better), even if taken at the middle school.”

Your student has been selected/recommended to take high school level Algebra/Geometry as a middle school student. Even though the course will be taught at the middle school, it is a high school class. If your student passes with a grade of C or higher both Semesters 1 and 2, the grade will go on their high school transcript and count towards their high school grade point average (GPA). (Both semesters must be passed with a grade of C or higher or no credit will be awarded).

- *At the end of Semester 1, Students who do not earn at least a C will automatically be dropped from Algebra/Geometry. (They will be placed back into 8th grade Math.)*
- *A student may also be dropped by either recommendation of the school or request of the parent.*
- *Only students who earn a grade of C or higher for both Semester 1 and Semester 2 will earn high school credit and have the course count towards their high school grade point average (GPA) on the high school transcript. For middle school students taking Algebra I/Geometry at the middle school, grades of lower than C will not be recorded on the high school transcript. (Both semesters must be passed with a grade of C or higher or no credit will be awarded).*

I understand that Algebra/Geometry taken at the middle school is a high school level class that will go on my student’s high school transcript and count towards their high school grade point average (GPA). I have read all of the information above and wish for my student be enrolled in the high school level Algebra/Geometry class that the middle school is offering.

Parent/Guardian signature

Date

Student signature

Date

School Name

Administrator Approval

Date

ASCD Principal Conference March 31-April 1, 2016

In Atlanta Georgia

Submitted by Alan Haskins

I had the pleasure of attending the ASCD Principal Conference, it started with the Pre-Conference session titled Balancing Evaluation, Supervision, and Reflection by Tony Frontier. The session talked about the era of high stakes accountability for teachers, and which ever, framework a district uses the intent is to help teachers develop more in the profession. The evaluation framework is one that increases accountability, but does not improve performance by the teacher. Mr. Frontier talked about the 3 components to the system that need to be utilized to empower teachers to improve. The 3 components are; 1. Evaluate Teacher Performance, 2. Supervise teachers and support their growth, and 3. Empower teachers to develop expertise through reflection. One of the concepts I took away from the two day session was “ As an Instructional Leader, I must let teachers know that the framework for evaluation is for development,” where many teachers of the mindset that the evaluation process is for measurement.

To follow with the concepts learned in the Frontier session, one of the General Sessions was with Carol Dweck, as the guest speaker, and she talked about the fixed mindset vs. growth mindset. I was very enlightening, because it fit in with what Mr. Frontier was talking about in the session on Evaluation. Administrators look at the framework as a growth mindset, however, many teachers see the framework in a fixed mindset. So I am challenging myself to bridge the mindsets, so teachers that I have under my supervision understand the framework is for growth. Now as Carol did say there are many times when, as an Educational Leader there will be times when we are in both mindsets.

I also attended a session on Blended Learning, which showed me that here at Susan B. English, we have all the components to do Blended Learning and be able to do it well. The biggest challenge is to

get teachers to experiment with it try it!!! Start out slow using the technology to meet with a class in another school, in a different country or just for meetings. The way to Leverage Technology is to merge ideas with other's in the district and do the blended learning as a partnership, that way nobody feels like they are doing it alone. Some ways to Leverage the Technology are:

- Virtual Field Trips
- Homework Help Line
- PLC
- PD
- Sharing Classroom Teachers

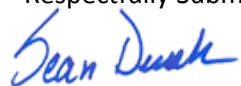
However, with Blended Learning it is not all roses, there will be speed bumps, potholes, in other words things to overcome. Much of Blended Learning all comes back to Dweck's thoughts on fixed mindset vs. growth mindsets. If we going to truly provide a quality education for the students we serve, we are going to have to make sure the technology is woven into the classroom.

I had the privilege of attending a session by Todd Whitaker, on "How to get All Teachers to Become Like the Best Teacher", some important points I took from this session were:

- Must deal with difficult teachers
- Make sure every child has a good teacher
- Cannot mandate effectiveness
- Hire good teachers
- Improve the teachers you have
- Get rid of the ones that don't want to improve
- Focus on What I/we can impact in the school

I attended many more sessions and general sessions all of which left we with wanting to be a better educational leader. It was the most enriching experience I have had in a long time and I would like to that KPBSD for allowing me to attend and grow as an administrator.

Respectfully Submitted, Alan Haskins, Principal Susan B. English School



4/18/16



KENAI PENINSULA BOROUGH

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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

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

THRU: Mike Navarre, Borough Mayor *MP*

FROM: Colette Thompson, Borough Attorney *CT*

COPY: Risk Management Committee

DATE: April 7, 2016

SUBJECT: Litigation Status Report

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

1. **Anderson v. Kenai Peninsula Borough School District and Todd Syverson.** Case No. 3KN-14-857 CI. Robert and Yvonne Anderson filed suit against the school district on October 2, 2014, claiming damages for the district's alleged failure to prevent purported harassment and bullying of their daughter by other students. The district and Mr. Syverson filed an answer denying their claims. Plaintiffs' attorney's motion to withdraw was granted by the court and trial has been re-scheduled for the week of July 18, 2016. The district and Mr. Syverson filed a motion for summary judgment on March 29, 2016.
2. **King v. Kenai Peninsula Borough.** Case No. 3KN-14-310 CI. Latasha King filed suit against the borough on April 7, 2014, for damages allegedly sustained in a motor vehicle accident on a borough maintained road. The parties have reached a tentative settlement and the associated paperwork is in process.

Career Development Grant Application, KPAA
2015-2016

Please complete this application electronically and submit it to Tony Graham via Outlook no later than 60 days prior to the date of the activity. Extenuating circumstances will be taken into account if submitted less than 60 days prior to the date of the activity. The deadline for your grant application to be submitted is May 15th. Please review the Career Development Grant Guidelines in the negotiated agreement for further information.

Name Alison Mall School Homer High School

Name of sponsoring organization: Georgia Southern University National Youth At-Risk Center

Dates/location of the career development activity: NYAR Conference Savannah, Georgia, Sunday, March 6th to Wednesday, March 9th, 2016

Describe the career development project, conference, workshop, etc. being attended, OR if the activity is from the pre-approved list, simply list its title. If the activity is not pre-approved, please include a web address for the activity, if available.

I've spent a significant amount of time this fall looking for a potential career development grant opportunity. I've found grant opportunities that would 'work' but not many that would accelerate my 'work' with at risk youth. Here is the website for the conference:
<http://academics.georgiasouthern.edu/ce/conferences/yar/> along with the complete schedule with detailed session titles and focus:
http://digitalcommons.georgiasouthern.edu/nyar_savannah/2016/

Please explain how this activity relates to your duties as an administrator.

People outside of Homer often view the student population of Homer High School as 'easy' ... While the majority of the student population is "easy" in many ways, there are a number of transient students and at times deviant social behaviors that warrant concern. If granted, I believe that this professional development opportunity will not only support at-risk youth at Homer High School and in the Homer area, but also provide opportunities for me to share research-based strategies and best practices with my district colleagues to empower the school and life success of at-risk youth. This conference is designed for any school or community personnel interested in implementing practices that foster the well-being of youth at risk, and I'm very interested!

I certify that the grant funds will be spent to promote the goals and activities as described in this grant application. Further, I agree to submit a written report and an expense report with receipts to the Superintendent within two weeks of my return from participation in the activity.

Applicant Signature: Alison Mall

Date 12/4/15

Career Development Grant Application
Projected Budget

Name: Alison Mall

Fill out this column
at the time of your
initial grant request

Fill out the top six lines
upon completion of your
activity

<u>Item</u>	<u>Amount Requested</u>	<u>Amount Spent</u>
Mileage or air transportation RT from Anchorage to Savannah, Georgia Number of miles n/a @ \$0.575/mile	830.00	781.51
Ground transportation	0.00	176.33
Registration fees	355.00	495.00
Lodging expenses	400.00	654.27
Meal per diem (In state: Breakfast \$13; Lunch \$15; Dinner \$26; Out of state, go to www.gsa.gov and check the per diem rate for the state you will be traveling to) per day for 6 days	324.00	354.00
Total amount you think you'll spend	1403.00	2461.11
Total amount requested	1282.05	1282.05
<small>(This amount CANNOT exceed the maximum grant allowance of \$1282.05)</small>		
75% Grant advance requested: <small>Advance MUST be requested at least 30 days prior to the date of the career development activity</small>	0.00	
Total amount spent		2461.11
Grant advance amount		0.00
Amount remaining to be reimbursed		1282.05
Balance due if additional funds are available		1179.06

Your completed budget and written report (2 pages max.) must be submitted electronically to both Tony Graham and Sean Dusek within two weeks of your completion of the career development activity. Following the submission of your electronic copies, send a hard copy, with receipts attached, to Sean Dusek.

The final amount approved will be either the actual expenses or the maximum amount allowed per administrator, whichever is less. Any money left unused in the career development budget at the end of the fiscal year will be used to provide additional reimbursement to administrators whose career development activities actual expenses exceeded the maximum amount allowed per administrator.

Career Development Committee Chairperson	Date	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Disapproved
Superintendent	Date	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Disapproved

Account Number:
Mall, Sunny

Final Summary

The 27th Annual National Youth at Risk Conference hosted by the College of Education and the Division of Continuing Education at Georgia Southern University, Statesboro, GA, and titled “Helping Adults Serve Youth” attracted just that! Every session I attended was led by dynamic educational leaders who not only cared deeply about at-risk youth but also possessed the “street cred” to back up their entertaining and informative sessions. While the Saturday – Sunday precession provided valuable collegial connections and opportunities to set learning goals for the annual youth at risk conference that followed, the main conference itself provided an opportunity for those in attendance to feel validated by what they are already doing to support at risk youth and empowered to try new methods and/or refine methods already in use.

Two of the most valuable sessions for me, professionally, were geared toward supporting students with substance abuse problems that emphasized the importance of adults communicating consistent messages to students about whatever substance is being abused. Also adults must use well-documented and updated facts about both legal and illicit drugs to get students to listen about the impacts of new synthetic and designer drugs and how they impact a person’s brain and body. Finally the presented discussed the ‘dirty little secret’ known as mental illness that can lead youth down the road to delinquency or provoke self-harming behavior if gone undiagnosed and untreated. Students and adults in their lives often keep this hidden until something extreme or even tragic happens. When students withdrawal, show extreme changes in mood, have poor concentration/attention, use substances or change their eating and energy levels, mental health evaluation and/or treatment should be considered. While I believe we are pro-active in this area at Homer High School, a reminder of the five major signs that may indicate a need for mental health treatment or evaluation provided me a renewed focus and lens through which to view students identified for intervention.

At this conference I was also introduced to the upside down organization (<http://www.upsidedownorganization.org/>). In this session, the presenter shared practical strategies for understanding how the brains of our students learn and grow and the specific language used by adults that will mentor, counsel and parent youth more effective. Some of the strategies and language was review, but it was good to have the neuroscientific rationale as to why the specific strategie/verbiage worked. I left this session with a renewed confidence in my ability to talk to at risk youth in a manner that builds resilience and promotes intrinsic motivation.

Finally, the third most notable session provided me with a tool I could pass along to our athletic director in his coaching of coaches who have difficulty understanding when they need to play one of the four roles that teachers and administrators often play naturally: the coach, the good cop, the concerned observer, and the friend/counselor. The framework shared (Tinyurl.com/nyar2016) provides a valuable tool for administrators to mentor teachers and coaches who find themselves only using one of the process roles or using the wrong process role in a particular situation with a student who needs us to play a very different role. This framework will help coaches and teachers to visually see how (and why) they need to take different roles depending upon the circumstances.

This was an amazing conference that I recommend to any administrator who lives to serve at-risk youth in their communities and is hosted every March in Savannah Georgia!



3/29/16



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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

Twelve KPBSD students present their innovative ideas in live competition, for 25K in cash awards

Soldotna, April 18, 2016—How can we improve our environment or prepare for a natural disaster? Three hundred students entered the annual Caring for the Kenai (CFK) competition and put their forth their best innovative ideas. The top twelve students take to the live stage Thursday, April 21, 2016, 6:00 p.m., in the Kenai Central High School Little Theater before a panel of community judges, and the opportunity to win cash prizes, and ultimately implement their idea. The public is invited.

Now in its twenty-sixth year, the CFK community partnership offers cash awards to the best twelve proposals addressing the prompt, “What can I do, invent, or create to better care for the environment on the Kenai Peninsula, or to improve the area’s preparedness for a natural disaster?” More than 300 students from KPBSD schools including Homer High School, Kenai Central High School, Nikiski Middle-High School, Ninilchik School, Soldotna High School, Soldotna Prep, Seward High School, Voznesenka School, and Connections Homeschool submitted their entries online through the CFK website. “From simple but practical ideas to the use of hi-tech innovations this year’s proposals will challenge us all to do more for our environment and natural disaster preparedness. The oral presentations is an event not to be missed and is a tribute to our school district,” said program creator Merrill Sikorski.

“Caring for the Kenai is a great program that supports our efforts to have students apply their classroom learning in problem solving activities,” said Sean Dusek, superintendent. “This program is truly cross curricular and allows students to be creative and collaborate with their peers, teachers and the community. I appreciate the efforts of our teachers to integrate this program into their classes and am thankful that people like Merrill Sikorski have kept this opportunity alive for our students.”

The finalists will compete for over \$8,000 in cash prizes for themselves, plus \$20,000 in cash awards for their high school classrooms. Tesoro Alaska is the signature sponsor of CFK, administered by the Challenger Learning Center of Alaska. CFK Community Partners contributing cash for classroom awards include ASRC Energy Services, Hilcorp, Kenai River Raven Lodge, Peninsula Community Health Services, and Peninsula Radiation Oncology Center.

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 18, 2016

1 OF 2

This year's panel of judges includes Kenai Peninsula Borough Mayor Mike Navarre, KPBSD Superintendent of Schools Sean Dusek, Tesoro Plant Manager Cameron Hunt, Jade Gamble ADEC Spill Response, Challenger Learning Center CEO Marnie Olcott and last year's CFK second place winner Keira Stroh. The public is encouraged to attend the CFK oral presentations to experience personally the great ideas coming forward from our youth. All judging prior to the oral presentations is done anonymously with the student's name and school not being revealed until after the final oral presentations.

The competition will also be streamed live over the internet, and easily available by going to www.caringforthekenai.com and clicking on the home page banner.

Contact: Merrill Sikorski, Coordinator, 907-262-4949

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FOR RELEASE APRIL 18, 2016

2 OF 2



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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

Homer High student video is a top ten national contender in Toyota #TeenDrive365 Video Challenge

Soldotna, April 13, 2016—Three Homer High School students triumphed over more than 1,500 entrants from across the country – the highest number of submissions ever received in the competition’s five year history – to be one of the top ten finalists in the annual Toyota TeenDrive365 Video Challenge.

The 56 second video, [“Let’s Be Smart”](#) topic is distracted driving, and it is up for a People’s Choice award based on online votes received by April 25.* Please support these creative and community minded students by going to www.TeenDrive365InSchool.com/vote. #TeenDrive365

"I've always loved to get my friends together and make movies for fun, so when I saw that there was a scholarship being offered for making a video about distracted teen drivers, I immediately rounded up some actors and began filming. I've also realized, during my few short years of driving, just how dangerous distracted driving can be, and I thought that by making this video we could hopefully help prevent future accidents due to distractions." – Liam Somers, Homer High School student

"This is another great example of how our students are applying their education to make a difference in the world using new media platforms. I'm very proud of them—now please give the [Let's Be Smart!](#) video an online vote* by April 25." – Sean Dusek, superintendent

***VOTE everyday through April 25: [Let's Be Smart](#) video by Lian S., Johann K., & Lyndsay B. <http://www.teendrive365inschool.com/vote>**

"Liam is the brains behind this whole video. He created the whole script and the green screen, everything. I am really proud and honored to be a part of this, and the fact that we are now in the top ten finalists, is incredible. Liam worked really hard on this video and deserves to win it all!" - Lyndsay Brown, Homer High School student

"In the past, Liam, me and some other friends have made many videos. Liam called me and asked if I wanted to make another video with him and of course I said, yes. It's so cool that we're in the top ten finalists. It's a great feeling." - Johann Kallelid, Homer High School student

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FOR RELEASE APRIL 13, 2016

1 OF 3

Discover Education and Toyota

FOR IMMEDIATE RELEASE

Contact:

Shawnee Cohn, Discovery Education

240-662-2661

shawnee_cohn@discovery.com

TOYOTA AND DISCOVERY EDUCATION ANNOUNCE HOMER, ALASKA STUDENTS AS FINALISTS IN NATIONAL TEENDRIVE365 VIDEO CHALLENGE

-- Kenai Peninsula Borough School District High School Seniors Showcase Creative Short Video on the Importance of Teen Driving Safety --

-- Vote Now! Through April 25, Public Can Select Winner of People's Choice Award Online --

Silver Spring, MD (April 12, 2016) – Toyota and Discovery Education announced today that three 12th-grade students at Homer High School of Kenai Peninsula Borough School District in Homer, Alaska, triumphed over more than 1,500 entrants from across the country – the highest number of submissions ever received in the competition's 5-year history – to be one of the top ten finalists in the annual Toyota TeenDrive365 Video Challenge. The three teens are Liam Somers, Johann Kallelid, and Lyndsay Brown. Now through April 25, these top ten videos will be posted online for the public to vote for the People's Choice Winner, as well as inspire other teens across the nation to drive more safely and avoid risky behavior.

To view Liam, Johann, and Lyndsay's video along with the other finalists and pick a favorite, visit www.TeenDrive365InSchool.com/vote, and use #TeenDrive365 on Twitter. The People's Choice Winner will receive a \$5,000 prize and a behind-the-scenes trip to a taping of a Velocity network show.

In addition to the People's Choice winner, a panel of judges from Toyota and Discovery Education will choose several other prize winners. The first place winner will receive \$15,000 and will work with a Discovery film crew to reshoot their video into a TV-ready PSA to air on a variety of Discovery networks. Other prizes include:

- Second place prize - \$10,000 and a behind-the-scenes trip to a Velocity network show taping
- Third place prize - \$7,500
- Fourth to tenth place prizes - Each receives \$2,500
- Four regional prizes - Each receives \$1,000

“We launched the Toyota TeenDrive365 Video Challenge five years ago with Discovery Education because we wanted another way to engage young people in our commitment to make the roads safer for us all,” said Mike Goss, General Manager, Social Innovation, Toyota Motor North America. “It was tough to choose the 10 finalists this year and we were blown away by their creativity. Some of the videos were funny, others were profound, but all inspired us to think even more deeply about the importance of driving safely.”

The Video Challenge is one component of Toyota and Discovery Education's [TeenDrive365: In School](#) initiative, a comprehensive program offering a range of tools designed specifically for high school educators and teens. Resources offered include tools to help teens prepare for the responsibility of driving, such as quizzes, parental discussion points, and a financial calculator; classroom resources for educators, including standards-aligned lesson plans for grades 9-12; and Heads UP!, an interactive simulation which allows teens to virtually experience the real dangers of distracted driving.

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FOR RELEASE APRIL 13, 2016

2 OF 3

The program is part of Toyota TeenDrive365, a comprehensive initiative to help teens and parents become safer drivers together. Building on the programs Toyota has offered for more than a decade, it offers a collection of online tools, events, expert advice and tips as well as social media. TeenDrive365 is adding two new features this year to build on its extensive resources for teens.

- **Virtual Field Trip to Toyota Motor Manufacturing, Indiana** – Hosted by Cristy Lee, star of Velocity’s *All Girls Garage*, this live online broadcast will take viewers on a guided tour to learn about the latest in robotics, automotive safety and production innovation. Students will get an exclusive look ‘under the hood’ at the careers offered in a manufacturing plant, hearing from experts such as Toyota engineers, production team members and executives. Classrooms will learn how Toyota is working with robotics and computers to increase auto safety. The trip will occur on May 3 at 12:00PM ET. To join, register at teendrive365inschool.com/educators/field-trip.
- **Science Behind Safe Driving Learning Module** – This free interactive learning module helps educators explain the science behind safe driving to teens in a fun and engaging way (picture a cake traveling on top of a skateboard.) To access the module, educators can visit <http://www.teendrive365inschool.com/educators/preparing-lessons>.

“We applaud this year’s finalists and their use of digital storytelling, creativity and passion to influence the behavior of their peers and ultimately help save lives,” said Bill Goodwyn, president and CEO at Discovery Education. “Discovery Education is proud to partner with Toyota on addressing this critical issue by empowering young people to make smart decisions behind the wheel through engaging digital resources and experiences.”

Last year’s grand prize went to Elijah from Mount Carmel High School in Chicago. The re-created PSA ran across Discovery’s family of networks and can be viewed at <http://www.teendrive365inschool.com/teens/video-archive>.

To learn more about the resources offered through TeenDrive365: In School, go to <http://www.teendrive365inschool.com/>.

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FOR RELEASE APRIL 13, 2016

3 OF 3



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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

BP celebrates five KPBSD teachers

Soldotna, April 19, 2016—Five KPBSD teachers learned they were recognized as a 2016 BP Teacher of Excellence when Superintendent Dusek made surprise visits to congratulate the teachers and share the news. Selected from more than fifty excellent nominations, BP and KPBSD celebrate [Darilynn Caston](#), Redoubt Elementary School; [Sharon Hopkins](#), Tustumena Elementary School; [James Knoebel](#), Soldotna High School; [Nickole Lyon](#), Seward Elementary School; and [Patricia Truesdell](#), Hope School.

A celebration banquet will be held May 4, 2016, and the Kenai BP Teacher of the Year will be announced that evening.

BP RECOGNIZES 32 TEACHERS OF EXCELLENCE

Outstanding Alaska teachers celebrated for excellence in education

ANCHORAGE (April 15, 2016) – BP will again honor a select group of teachers from across Alaska for their exceptional performance in the classroom, dedication to students and contribution to the state's future. Five Kenai Peninsula Borough School District teachers are among the 32 honorees.

Now in its 21st year, the BP Teachers of Excellence program will recognize 32 Alaska teachers in 2016, with winners receiving \$500 gift card and a \$500 matching grant to their school.

“At today's oil prices, we look closely at every dollar we spend, and we believe that continuing to support our teachers in communities across Alaska remains a great investment in our state and in our future,” said BP Alaska Regional President Janet Weiss. “It's another part of BP's commitment to Alaska, and we're honored to continue this great tradition.”

The program honors K-12 teachers from all school districts, including public and private schools. Since the program's inception in 1995, BP has recognized 680 teachers for their dedication to teaching and inspiring students. This year, the program attracted more than 1,000 nominations.

For the complete list of winners across the state visit: BPteachers.com.

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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 19, 2016

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www.kpbsd.k12.ak.us

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

SB207 and SB209 could increase KPBSD deficit

Soldotna, April 1, 2016—The Senate Finance Committee introduced four education related bills which potentially affect KPBSD revenue and expenditures. [SB 207](#) – Teacher Retirement Employer Contributions, and [SB 209](#) – PERS Employer Contributions, both increase the percentage school districts will contribute to the Alaska Teachers’ Retirement System (TRS), and Public Employees’ Retirement System (PERS) over the next several years.

KPBSD analyzed the potential impact of this additional revenue expenditure for our 2016-2017 budget, together with our commitment to provide stability for our students, staff, and community within the changing fiscal climate. The impact of the unanticipated expenditures to the KPBSD FY17 budget is estimated to be:

- **TRs potential additional FY17 expenditure: \$3,073,390***
- **PERS potential additional FY17 expenditure: \$436,584***
- **Total FY17 unanticipated revenue expenditure for KPBSD: \$3,511,974***

**collective bargaining is currently taking place, and could cause this to increase.*

Over 80 percent of the 2016-2017 budget is related to staff (salary and benefits). A \$3.5 million reduction translates into the potential loss of approximately 40 teaching positions.

SB 207 does include language stating, “It is the intent of the legislature to appropriate additional money to school districts annually to mitigate the annual increases to employer costs for the first five complete fiscal years under this Act.” SB 209 does not include this language.

A third new bill, [SB 210](#) - Community Revenue Sharing and Property Tax Exemptions, will potentially affect borough and municipality funding, and thus has the potential consequence of reducing the ability of the borough to fund the school district with a maximum allowable contribution.

The Senate budget does propose to keep the \$50 BSA increase for FY17, which for KPBSD, based on projected enrollment, equates to \$886,375.

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“I’m very concerned that the legislature is proposing this further expenditure, particularly this late in our process of budgeting and staffing for next year,” said Superintendent Sean Dusek. “While KPBSD appreciates the inclusion of the \$50 BSA in the proposed Senate budget, which the district does receive as revenue, the additional percentage of PERS and TERS increases our expenditures by far more than the \$50 BSA revenue. KPBSD is committed to deliver a quality education to our students, and provide stability for our staff and communities.”

Links

[SB 207](#) – Teacher Retirement Employer Contributions

[SB 208](#) – Eliminate Alaska Performance Scholarship

[SB 209](#) – PERS Employer Contributions

[SB 210](#) – Community Revenue Sharing and Property Tax Exemptions

[KPBSD and the Legislature webpage](#)

[The Alaska State Legislature webpage](#)

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FOR RELEASE APRIL 1, 2016

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Resignations

Date: May 2, 2016

Item Number:

Administrator: Dr. Christine Ermold, *C. Ermold*
 Director, Human Resources and Professional Development
 Dave Jones, Assistant Superintendent *D. Jones*

Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Name	Assignment	Location & Effective Date
Kelly Bishop	Special Education Resource Aide / Custodian I	Kenai Alternative High School, effective at the end of the 2015-16 school year
Shoshana Huntsman	Special Education Intensive Needs Aide	Nanwalek School, effective at the end of the 2015-16 school year
Patrice Katzenberger	Special Education Speech Aide	Nikiski North Star Elementary School, effective April 8, 2016
Laura Mohorcich	Special Education Preschool Aide	Soldotna Elementary School, effective at the end of the 2015-16 school year
Milly Perry	Special Education Emotional Disabilities Aide	Kenai Central High School, effective at the end of the 2015-16 school year
Linda Price-Albers	School Nurse	K-Beach Elementary School, effective at the end of the 2015-16 school year
Amy Schilling	Custodian I	Cooper Landing School, effective at the end of the 2015-16 school year
Henry Showalter	Custodian I	Nikiski North Star Elementary School, effective April 1, 2016



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SCHOOL BOARD COMMUNICATION

Title: Transportation Services

Date: 4/26/2016

Item Number:

Information

Administrator: Dave Jones

Assistant Superintendent

Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

KPBSD's current contract with First Student for the transportation of students to and from school expires on June 30, 2017.

Following discussion with the Board at the December Board Meeting, KPBSD issued an RFP for Pupil Transportation Services. Proposals were due back by April 15, 2016. We received proposals from three different vendors. Those proposals are currently being evaluated to determine if they met the requirements set forth, and to determine which vendor will be awarded a transportation contract with KPBSD based on the content of the proposals.

Once the proposals have been evaluated, an Intent to Award letter will be sent to each vendor. An appeals process was included and outlined in our RFP. If any vendors choose to appeal, the appeals process will be completed prior to the June 6, 2016, Board Meeting.

We will provide the financial costs of the options included in our RFP for Board consideration and action at the June 6, 2016, Board Meeting.

ADMINISTRATIVE RECOMMENDATION

Career Development Grant Report
ASCD National Conference
March 31 - April 4, 2016
Atlanta, GA
Tim Whip/Razdolna and K-Selo

I attended the following sessions:

- Balancing Evaluation, Supervision, and Reflection
 - Tony Frontier
- Introduction to ASCD's Whole Child Approach: The Five Tenets
 - Sean Slade
- The Power of One
 - Manny Scott
- Is Your Project Based Learning up to the Gold Standard?
 - John Lamar
- Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student
 - Peter Norguera and Alan Blankstein
- Brain-based Teaching: What can teachers learn from the research?
 - Kathy Piechura-Couturer, Elizabeth Heins, Mercedes Tichenor
- The Journey to a Growth Mindset
 - Carol Dweck
- Connecting Conceptual Knowledge to Practical Application through Work-based Learning
 - Casey Miner
- Leading with Focus: How Leaders Can Accomplish More by Doing Less
 - Michael Schomker
- Rewiring Your School Culture
 - Todd Whitaker, Steve Gruenert

I attended the two day pre-conference session with Tony Frontier on **Balancing Evaluation, Supervision, and Reflection**. My goal in attending these sessions was to broaden my understanding of being an instructional leader as well as an evaluator. A few of the major takeaways I have are:

- Goal of evaluation is to improve student learning through increasing support for instruction.
- Is success in school measured by learning or proving you are smart?
- It is important to have fidelity in evaluation – any principal should be able to go into any classroom and get the same result on an evaluation.
- From a teacher's perspective: My principal is able to provide enough frequent, meaningful feedback to guide my efforts to improve (feedback)?
 - Can't do this unless you only have 3 teachers.
 - If principal is the center of the process there isn't enough time in the day to help teachers.
 - What systems do I need to put in place that support teachers?
- Expertise is something we can pursue, but being an expert is impossible
 - You will always learn something new after becoming an expert in some area.
 - Teaching is too complex for complete expertise.
 - Example: when you first learn to drive you master a certain number of skills (expert) – then when you have to drive on ice you need to engage a new set of skills.
 - Experts stay in the novice learning curve to keep improving – stay in a steep learning curve.
- Expert/effective teachers are made, not born.
- A person will not attain expertise through evaluation/testing.
- Experts know how to use the right strategy in the right way at the right time.
 - Need to think about teaching just the same as building a house – if at the beginning of the project we have people running around with finishing nails instead of 16 penny nails, we haven't planned well.
 - Comparing and contrasting is a good strategy, but it depends on what the understanding of the students are, not the best strategy for all times in all systems.
- Focus the lesson on the components that will be taught in the lesson – not all 44 components need to be taught/utilized every lesson.
- **The Purpose of Evaluation, Supervision, and Reflection:**

- Supervision is "done with" teachers.
- Reflection is "done by" teachers.

Introduction to ASCD's Whole Child Approach: The Five Tenets:

- Whole Child Tenets – students need to be:
 - Healthy: child gets the help and support they need.
 - If we change student health problems like vision and asthma we will have more student learning than if we don't make these changes.
 - Safe: How can students learn if they don't feel safe?
 - Engaged: Learning is active, a process, necessitates doing, is fun.
 - Fun and engaged should be the overall goal of classroom instruction – not just playing games, but doing the important job of learning.
 - Supported: Each student has access to personalized learning and is supported by qualified, caring adults.
 - Challenged: Students want to be challenged and accomplish goals that they can achieve – not too easy or hard – our goal is to put the supports in place for students so they can achieve as much as they are capable of.

Is Your Project Based Learning Up to the Gold Standard?

- Teachers and school leaders need to understand that PBL is not just another, perhaps more engaging way to cover standards. It represents a different philosophy about when and how students should learn.
 - The belief that all genuine education comes about through experience.....John Dewey
- Doing Projects vs. PBL
 - PBL
 - Open-ended task with student voice and choice
 - Done w/teacher guidance, much of it at school
 - Project includes sustained inquiry process and creation of project
 - Authentic, need to know content

Brain-Based Teaching: What Can Teachers Learn from the Research?

- Gender differences:
 - Developmental and Visual
 - Boys are wired for movement
 - Kindergarten drawings: Boys draw action preferably at a climactic moment of dynamic change
 - Girls are wired for detail/color
 - Kindergarten drawing: Girls draw 3 or 4 people/pets/flowers/trees, lots of detail

The Journey to a Growth Mindset

- Acknowledge the fixed mindset – all of us have this at times and in certain situations.
- Fixed Mindset vs. Growth Mindset

Never look dumb		learn
Don't work hard or seek help		work hard, use strategies, seek to learn
Run from difficulty		learn from mistakes

Some Common Misunderstandings of the Growth Mindset

- Many educators think a growth mindset is:
 - Being open-minded
 - Telling a student they can do anything
 - That effort is encouraging students to work hard vs. believing that talents and abilities can be developed
 - Fixed Mindset vs. Growth Mindset Sounds like:
 - "You would have done better if you'd tried harder." (maybe/maybe not)
 - "Keep trying and you'll get it. " If they don't, they'll think they're really inept vs. "what strategies have you tried? What will you try next?"

SHAPING STUDENT MINDSETS

BASIC CONFERENCE INFO

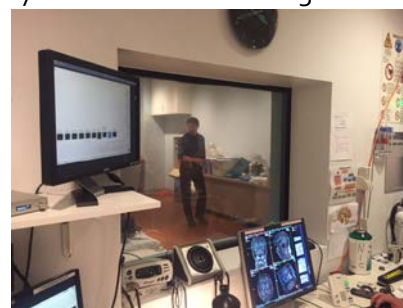
Hosted by: Learning and the Brain (<http://www.learningandthebrain.com>)
Dates: Conference: February 11 – 13, 2016
Additional Brain Scan Tour at UCSF Campus: February 10, 2016
Location: Historic Fairmont Hotel in San Francisco, California

BRAIN SCAN TOUR – UCSF MISSION BAY CAMPUS



For the tour we visited the facility then witnessed an MRI Brain Scan. During the scan, we saw how when controlling motor functions, the opposite hemisphere of the brain fires when movement occurs. We also saw how this changes for non-motor issues and the entire brain fires with other functions. This debunks the “right brain = creative; left brain = analytical” model that has been perpetuated over the years. Through the MRI scan, we also saw the general pathways that the neurons travel in three dimensions and learned about the differences between the x, y and z axis patterns. This led to a discussion of myelin and the sheath that assists the neurons in passing information quickly. Notable was that the researchers strongly assert the malleability of the brain in rewiring itself through learning.

We also discussed the new research that is being done for ADD and ADHD patients. They are working with passing AC/DC currents across specific regions of the brain to control attention. The research is just now moving into the human test phase. If it pans out, the promise would be that students with ADD/ADHD would be able to control their own attention through the use of a hat or cap device instead of medications.



NOTABLE KEYNOTE SPEAKER

FIXED VS GROWTH MINDSET - CAROL DWECK, PHD

Carol Dweck, PhD is the leading expert and developer of the Growth Mindset movement. Her Keynote was remarkable and offered many insights into the basis of the Mindset theory and the current changes to the theory. She contrasted Growth Mindset (Learn, work hard, use strategies, seek help to learn, and learn from mistakes) and Fixed Mindset (Never look dumb, don't work hard or seek help, and run from difficulty) as the battle within us all, emphasizing that stepping outside our comfort zones is crucial. In order to recognize when we begin to lose that battle, she provided Fixed Mindset triggers. People have the tendency to look for validators of that fixed mindset so these are excellent reminders.

Fixed Mindset Triggers
Facing Challenge: anxious
Struggling: Frustrated and worried
Having setbacks: Discouraged, defensive
Being criticized: Angry, schemed

Dr. Dweck's address included the discussion of how the Growth Mindset movement really was a counter to the “Self Esteem Movement”. She noted that the blanket concept given to kids that “You can do anything!” is not helpful especially when the child does not have the knowledge of what it will take to get there or if they lack the strategies, resources or skills to get them there. Additionally, students blame themselves and view themselves as utter failures when they don't succeed, when in reality they weren't provided a clear pathway and the necessary skills to get there.

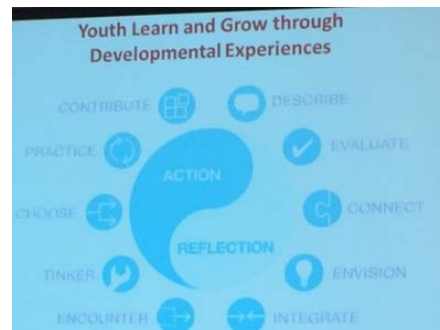
For Dr. Dweck's books: <http://www.amazon.com/>

SHAPING STUDENT MINDSETS

NOTABLE BREAK OUT SESSIONS

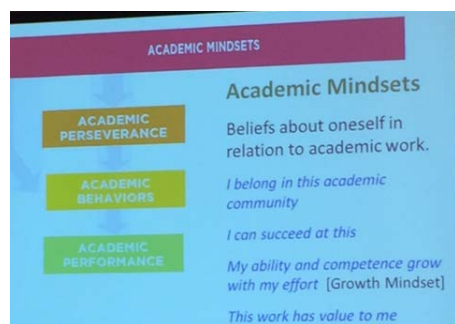
MOTIVATING RELUCTANT LEARNERS: STRATEGIES FOR SUCCESS - KATHY PEREZ, EDD

Mrs. Perez was an amazing presenter and used her time to demonstrate how to engage a classroom – which is not easy with over 100 in the room! She introduced us to “Ned” and his “Gr8 8”, an engaging video about how youth learn. (Watch it at https://www.youtube.com/watch?v=p_BskcXTqpM).



Strategies that she used included “brain breaks”, “state changes”, and “hand chants”, however I found most useful to be the “Snowball” where a student writes something on the paper, balls it up, and tosses it. The snowballs are then retrieved by another student. Possible uses are for reflection

questions, vocabulary, or homework questions.

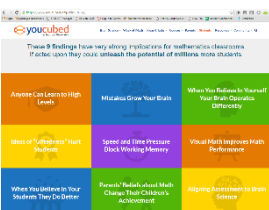


Useful remarks from her: “If the bum is numb, the brain is the same!”, “Gumball Metaphor for learning new information (gum) – Kids need the gum and the time to chew it”, “Attention spans are equal to their age – in minutes” and “Laughter is engagement!”.

Additional info at <https://vimeo.com/71784163> and her books can be found at <http://www.amazon.com>

MINDSETS & MATH: (2 SESSIONS) – DR. JO BOALER, PHD AND DR ALAN SCHOENFELD, PHD

Dr. Jo Boaler, PhD (Stanford University) held “Mathematical Mindset Revolution: Unleashing Student Potential through Brain Science and Creative Teaching” and introduced the YouCubed project at Stanford (<https://www.youcubed.org>) which offers a free online course, “How to Learn Math”, for students and a paid course for teachers. The site also offers related brain science research and math lessons. Most important was that Dr. Boaler clearly denounced the myth that there is a “math brain” or “math person”. Everyone can excel to high levels in math.



Dr. Alan Schoenfeld, PhD presented on “Creating Classrooms that Produce Powerful Mathematical Thinkers” and provided a plethora of evidence and resources for improved math practice.

The Five Dimensions of Powerful Classrooms				
The Content	Cognitive Demand	Equitable Access to Content	Agency, Authority and Identity	Uses of Assessment
The extent to which the content students engage with represents our best current disciplinary understandings (as in CCSS, NGSS, etc.). Students should have opportunities to learn important content and practices, and to develop productive disciplinary habits of mind.	The extent to which classroom instruction creates and enacts an environment of productively intellectual challenge conducive to student disciplinary development. There is a healthy tension between exposing students to intellectual practice and having the challenges so large that students are left at sea.	The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core content being addressed by the class. No matter how rich the content being discussed in classroom in which a small number of students get most of the “air time” is not equitable.	The extent to which students have opportunities to “take the wheel and be the lead” during on each other’s ideas in ways that contribute to their development of agency (the capacity and willingness to engage) and authority (recognition for being a good thinker), resulting in positive identities as thinkers and agency.	The extent to which the teacher creates student thinking and subsequent instruction responds to those ideas, by building on productive language or addressing emerging misunderstandings. Powerful instruction “meets students where they are” and gives them opportunities to move forward.

<http://map.mathshell.org> – MARS (Mathematical Assessment Resource Service) Project. Excellent & Extensive math resources, including lessons, tasks, assessments, and tests. <http://map.mathshell.org/trumath.php> - TRU (Teaching for Robust Understanding) Math. Includes the framework. <http://ats.berkeley.edu> – The Algebra Teaching Study – “robust mathematical understanding and habits of mind”.

DOING MORE BY DOING LESS – CHRISTINE CARTER, PHD.

1. **MTYH: Busy is better** – Multitasking sends less oxygen to the brain and causes missed social cues. The brain is not designed to multitask.
2. **MTYH: Doing nothing is a waste of time** – Let your brain wander! It’s good.
3. **MTYH: More is better** – The mindset of scarcity creates a fight or flight response in the body. The brain functions better with a sense of all is well.

