

Kenai Peninsula Borough School District Board of Education Meeting Agenda

August 7, 2006 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

Mrs. Debra Mullins, President
Mrs. Sammy Crawford, Vice President
Ms. Sandra Wassilie, Clerk
Mr. Marty Anderson, Treasurer
Dr. Nels Anderson
Mrs. Debbie Brown
Mr. Bill Hatch
Mrs. Sunni Hilts
Ms. Liz Downing
Miss Kelly King, Student Representative

Worksessions

3:00 p.m. [Board Goal #1 \(Excellence\)](#)
3:45 p.m. [AASB Resolutions](#)
4:30 p.m. AYP Update
5:00 p.m. Summer School Review
5:15 p.m. Coaching Project

A-G-E-N-D-A

1. **Executive Session – Negotiations** *(beginning at 2:00 p.m.)*
2. **Opening Activities**
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[July 17, 2006](#)
3. **Awards and Presentations**
4. **School Reports – *Accountability***
5. **Public Presentations** (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
6. **Hearing of Delegations**
7. **Communications and Petitions**
8. **Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly**
9. **Superintendent's Report – *Accountability***
 - a. [Superintendent's Annual Report](#)
10. **Reports – *Accountability***
 - a. Board Reports

b. Board Worksession Report

11. Action Items

- a. Consent Agenda
- (1) Approval of [Nontenure Teaching Assignments](#) – Structure
 - (2) Approval of [New Teacher Assignments](#) – Structure
 - (3) Approval of [New Administrator Assignment](#) – Structure

12. First Reading of Policy Revisions

13. Public Presentations/Comments (Individuals are limited to three minutes each on the topic(s) listed below or on any topic.)

14. Board Comments (Individual Board member comments are limited to three minutes.)

15. Executive Session (If needed)

16. Adjourn

* * * * *

Copies of agenda items are available just prior to the meeting in the back of the room or visit our website at <http://www.kpbsd.k12.ak.us>.

Kenai Peninsula Borough School District
Board of Education
2006-2007 Goals (*with notes*)

Goal #1, Reaching for Excellence: Each Board member will visit five schools and one external organization prior to Christmas and gather data about each.

Measure

1. Board members will provide a written summary of what they learned from each visit to the Superintendent by December 31, 2006.
 - a. What do you need to create excellence?
 - b. What do schools do that create barriers to excellence for groups and sub-groups?
 - c. What is currently happening that is excellent?
 - d. How can we help you celebrate excellence?
 - e. What can we do together to address barriers to excellence?

Goal #2, Long-range Planning: A Strategic Plan for 2006 through 2011 will be developed.

Measure

1. The Board will determine a planning process and establish planning timelines on or before May 1, 2007.

Goal #3, Public Relations: Board members will serve as ambassadors to other organizations with positive messages.

Measure

1. Board members will participate in activities promoting the School District prior to May 1, 2007, and report their results to the Board.
 - a. 15-minute presentation at Board meetings on District aspects
 - b. Letters to educate and/or thank (individuals, groups, legislators)
 - c. Partnerships with organizations

**Kenai Peninsula Borough School District
Board of Education
2006-2007 Goals**

Goal #1: Reaching for Excellence

Actions

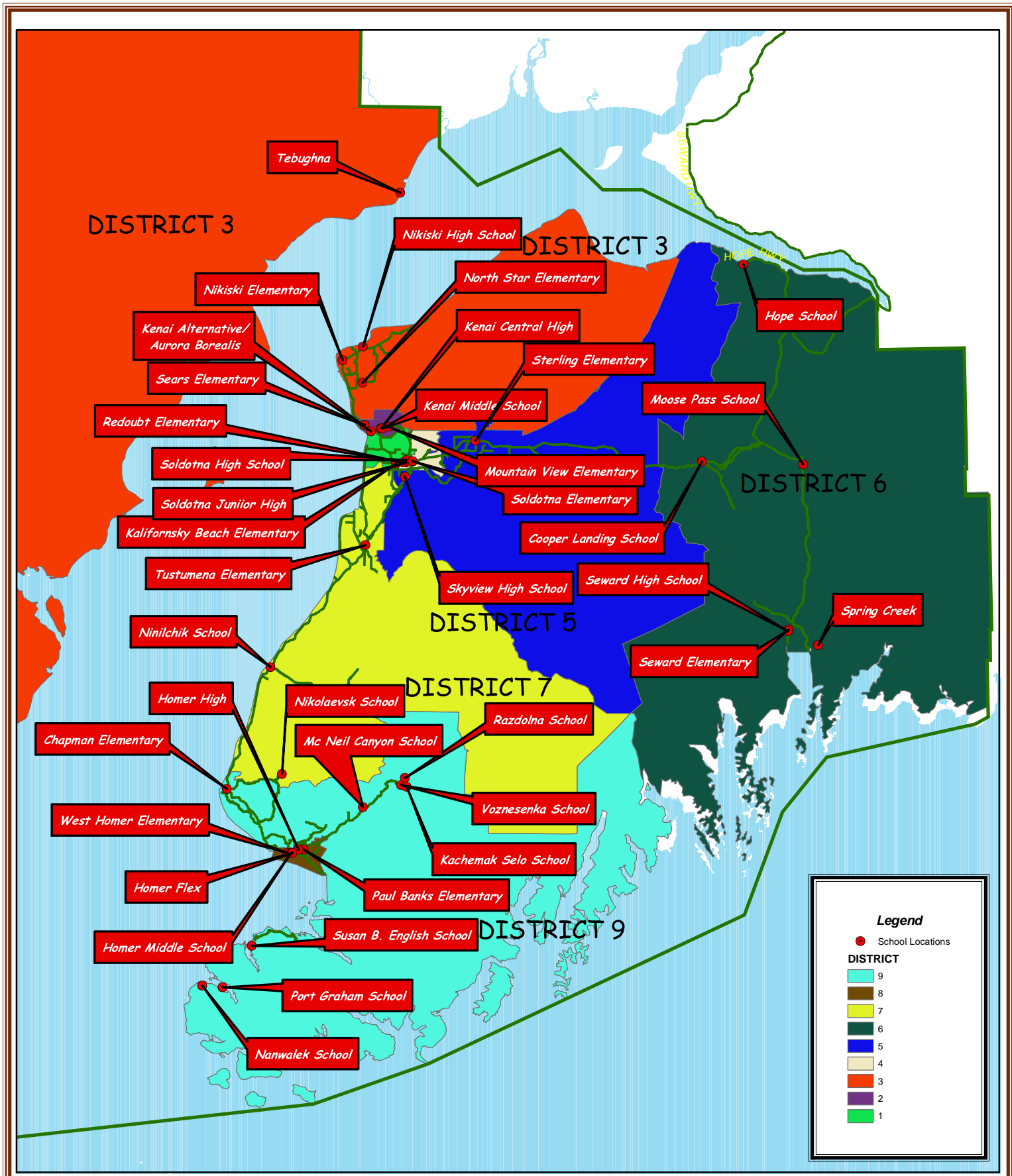
1. Each Board member will visit five schools and one external organization prior to Christmas and gather data on the following questions. (Within the context of present or likely to be available resources.)
 - a. What do you need to create excellence?
 - b. What do schools do that create barriers to excellence for groups and sub-groups?
 - c. What is currently happening that is excellent?
 - d. How can we help you celebrate excellence?
 - e. What can we do together to address barriers to excellence?
2. When schools make presentations to the District Board, they will provide their school input to the same above five questions (a-e).

Measures

1. Board members will provide a written summary of what they learned from each visit relative to each question to the Superintendent by 12/31/06.
2. The Superintendent will provide a report to the Board containing their findings in January of 2007.

School Visitation List

| School | Board Member |
|--------------------------------|--------------|
| Aurora Borealis Charter | |
| Chapman Elementary | |
| Connections | |
| Cooper Landing Elementary | |
| Fireweed Academy | |
| Homer Flex | |
| Homer High | |
| Homer Middle High | |
| Hope Elem/High | |
| K-Beach Elementary | |
| Kachemak Selo | |
| Kaleidoscope Charter | |
| Kenai Alternative | |
| Kenai Central High | |
| Kenai Middle School | |
| Kenai Peninsula Youth Facility | |
| McNeil Canyon Elementary | |
| Moose Pass Elementary | |
| Mt. View Elementary | |
| Nanwalek Elem/High | |
| Nikiski Middle/High | |
| Nikiski North Star Elementary | |
| Nikolaevsk Elem/High | |
| Ninilchik Elem/High | |
| Paul Banks Elementary | |
| Port Graham Elem/High | |
| Razdolna Elementary | |
| Redoubt Elementary | |
| Sears Elementary | |
| Seward Elementary | |
| Seward High | |
| Seward Middle | |
| Skyview High | |
| Soldotna Elementary | |
| Soldotna High | |
| Soldotna Middle | |
| Soldotna Montessori | |
| Spring Creek | |
| Sterling Elementary | |
| Susan B. English Elem/High | |
| Tebughna Elem/High | |
| Tustumena Elementary | |
| Voznesenka Elementary | |
| West Homer Elem. | |



Legend

- School Locations

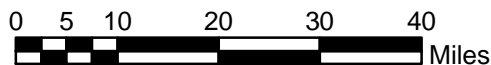
DISTRICT

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

Kenai Peninsula Borough Schools





KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of the Superintendent

Dr. Donna Peterson, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

M E M O R A N D U M

DATE: July 27, 2006
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D. *Donna Peterson*
Superintendent of Schools
RE: AASB Belief Statements and Core Resolutions

Attached are drafts of AASB Belief Statements and Core Resolutions. During the AASB Board meeting July 23-24, minor changes were made that President Mullins will present during the worksession. The changes will not be available in final form from AASB until after the packet deadline for the August 7 KPBSD Board meeting. Action is scheduled for the resolutions at the September Board meeting. Board members are urged to bring additional resolutions to the worksession.



2006

Core Resolutions

**WITH STAFF RECOMMENDATIONS FOR CONSIDERATION AT
THE JULY 2006 AASB BOARD OF DIRECTORS MEETING**

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5.5 Increasing Student Contact Time

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AASB Mission Statement

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

| |
|--|
| Recommendation: Continue all belief statements |
|--|

Belief Statements

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

GOVERNANCE

B.1 LOCAL CONTROL

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

B.2 BINDING ARBITRATION

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

B.3 ADVISORY BOARD TRAINING

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

B.4 SCHOOL BOARD MEMBER TRAINING

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

B.5 CLASS SIZE

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

FUNDING

B.6 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all school age children. Public education is fundamental to democracy and economic advancement of the state. As such, it is the largest entitlement program. AASB calls upon the Governor and the Alaska Legislature to make equitable and adequate education of our youth a top funding priority. *Amended 03, 05*

B.7 UNFUNDED MANDATES

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

B.8 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

AASB believes that the Alaska State Legislature and the Governor must resolve the continuing need for additional school space and major school maintenance. *Amended 1998, 02*

CHILD ADVOCACY

Preamble

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

B.9 CHILD ADVOCACY MISSION STATEMENT

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

B.10 LANGUAGE, CULTURAL, AND ETHNIC DIVERSITY

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

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

AASB believes, and research supports the belief, the single most important factor in student achievement is parental, family and guardian involvement in the educational process, both at home and in the schools. AASB strongly feels family involvement in the education of children is of highest priority. Research has shown that family involvement at home, in schools and educational programs enhances student success. *Amended 2003*

B.12 SUPPORTING SOBRIETY

AASB encourages our students and parents to help in overcoming our communities' affliction with alcohol and drugs. AASB has long supported schools and communities that are alcohol and drug free through various efforts that:

- encourage the formation of sobriety groups in every Alaska community
- encourage the practice of healthy lifestyles, values and activities
- support existing groups working to promote sobriety
- encourage and support sober role models

B.13 PREVENTION/EARLY INTERVENTION

AASB believes in the prevention aspects of health and social service programs. Prevention is cost effective as costly problems—in dollars and in human suffering—can many times be averted by prevention strategies. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place. AASB supports early identification of and intervention for children at risk; and, inclusion of parents and guardians in prevention and intervention services. *Amended 2002*

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

AASB believes that persons convicted of sexual abuse should be legally prohibited from serving on a school board while required to maintain registration as a sex offender under AS 12.63.010.020. School board members should serve as role models for students and staff. *Amended 1998*

B.15 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA *That are*

AASB believes the Alaska Legislature and the Governor should declare children the top priority of the state. This declaration extends to the safety, health, education and future of our children. *Adopted 2005*

PERSONNEL

B.16 ALASKA NATIVE TEACHER HIRE & RETENTION

Studies have shown that Native teachers have had a very positive effect on Native students. The hiring and retention of qualified Alaska Native teachers has long been supported by educational and Native organizations. AASB strongly urges school districts to recruit qualified Native teachers. The University of Alaska is encouraged to more actively recruit Native students. Local school districts, with the help of the Alaska Department of Education and Early Development, are encouraged to provide leadership in developing programs to encourage Native students to choose education as a field of study, and to make every effort to foster the hiring and retention of Native teacher aides and teachers.

EDUCATION PROGRAMS

B.17 EARLY CHILDHOOD EDUCATION

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

B.18 EDUCATIONAL IMPROVEMENT

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

- **Parental Involvement:** Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to assure desired results – a "world class" education.

- **Community engagement:** Should involve many different sectors of the community in the schools to broaden the experience afforded students and promote the shared responsibility of adults in our communities in supporting Alaska's youth to achieve academic success, engage in positive, thriving behaviors and reduce unhealthy behaviors. . .
- **Student Standards:** Should include the development of

educational programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world). . . • Professional Standards: Should include the highest standards of professionalism by school employees throughout the district. . . • Accreditation Standards: Adequate and appropriate space, furnishings, equipment and technology; adequate and equitable funding that will allow for the most effective planning and use of each educational dollar; and an early childhood education program. *Amended 1998*

AASB CORE RESOLUTIONS

SUBJECT AREA: GOVERNANCE

Recommendation: Continue all resolutions except 1.7

1.1 PLEDGE OF ALLEGIANCE

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

Rationale. Public education is the cornerstone of our democracy. School board service, at its core, is one of the most purely democratic institutions in America today.

The Pledge of Allegiance is an important civics lesson, recited every day across the nation by school children. *(Adopted 2002, Sunset: Nov. 2007)*

1.2 OPPOSING MANDATED SCHOOL CONSOLIDATION

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

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

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

No evidence has been provided to support the proposition that significant savings or improved student learning would result from the indiscriminate combining of school districts. Studies on school consolidation imply an imperceptible savings. Public perception may be different. School boards are encouraged to involve the public more thoroughly in efforts to explain their budget and to seek input throughout the budgeting process. *Amended 1999,03 (Sunset: Nov. 2008)*

1.3 OPPOSITION TO MANDATED BOROUGH FORMATION

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

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

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in some rural areas of the State. If the state wishes to require local communities to contribute financially, the legislature already has the statutory authority to implement a tax in the unorganized borough. Creating an additional level of local government may not produce the desired effect. *Amended 2001, 03 (Sunset: Nov. 2008)*

1.4 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB supports charter schools as long as the local school board:

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

Rationale. Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. SB 88, Formation of Charter Schools, became law in 1995. It gave local school boards the ability to approve or deny charter school applications, and not be overturned by another group, and gave local boards the ability to add other requirements for charter schools, including Principal/Head Teacher Certification. *Amended 1998, 99, 03 (Sunset: Nov. 2008)*

1.5 SCHOOL VOUCHERS

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

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

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

Alaska Constitution, Section 1. Public Education. The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. *No money shall be paid from public funds for the direct benefit of any religious or other private educational institution*

In addition, voucher funding tied to students could not fully ensure students or taxpayers the benefits of

accountability measures, like state mandated content and student performance standards, and could not satisfy other state and federal mandates under which public schools are required to operate, without invading the religious and other constitutional freedoms of private and parochial schools. (Sunset: Nov. 2008)

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

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

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public education. The efforts of local school districts should be to provide sound planning for future educational needs. State funds allocated to school districts have been retained by certain municipalities under centralized treasuries. Some municipalities retain fund balances on school budget monies, and interest accrued on school funds are sometimes held by the municipalities. As it is unclear how interest on school funds are to be distributed, this action will make certain all moneys allocated and earned for schools are used to benefit children. Currently, with a municipal centralized treasury it is possible for school money to be used for things other than education. "Use it or lose it" is a disincentive to utilize educational funds in the most efficient and effective manner. *Adopted 1998, Amended 02, 04 (Sunset: Nov. 2008).*

(Current) 1.7 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT (NCLB)

AASB and local school districts will work closely with the Alaska Department of Education and Early Development to improve the State of Alaska "No Child Left Behind" Work plan approved by the US Department of Education, and to reconcile Alaska's accountability measures (including school designators and the high school graduation qualifying exam/benchmarks) with NCLB, the State's federally approved NCLB Work plan and coming changes under federal I.D.E.A. reauthorization. AASB also urges EED and the State Board of Education to work with AASB to advocate for amendments to NCLB to better match its requirements to its goals.

Rationale. Alaska's school designator system and other accountability measures adopted in the 1990s, as well as the federal ESEA No Child Left Behind Act of 2001, which supercedes Alaska's accountability measures, have created a dual system of accountability. Both systems have created new expectations for raising school and student achievement, but also pose a risk of public confusion. AASB continues to seek flexibility to improve Alaska's NCLB Work plan, in particular meeting the "highly qualified" requirement for schools with one or two teachers. AASB also encourages flexibility in paraprofessional requirements. AASB supports recognition of achievement growth as a valid indicator of progress in student achievement that should be considered toward meeting adequate yearly progress. *Adopted 2000, Amended 2001, 02, 03, 04 (Sunset: Nov. 2008)*

(Update) 1.7 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT (NCLB)

AASB believes that student achievement as measured by the federal No Child Left Behind Act can be improved by amending the law to replace arbitrary proficiency targets with ambitious achievement targets based on rates of success actually achieved by the most effective public schools. The federal law should be amended to allow states to measure progress by using students' growth in achievement, as well as their performance in relation to predetermined levels of academic proficiency. AASB also believes that NCLB can be strengthened if the state and federal governments work together to develop assessment systems that are aligned with state content and achievement standards and provide better, more timely information about student learning. Other changes to the law should be aimed at ensuring state and local capacity to effectively address school improvement and student achievement goals; that improvement plans are given sufficient time to take hold before applying sanctions; and that

funding of Title I and other programs are raised to the levels required by these recommendations without reducing expenditures for other educational programs.

Rationale. In the five years since passage of NCLB, local school boards have gained substantial experience with its implementation, including the benefits of having rich data about the performance of specific schools and groups of children in their communities. In addition to these benefits, boards have concluded that NCLB places too much emphasis on one way of evaluating schools and students. Among our concerns is an over-emphasis of standardized testing; a narrowing of curriculum and instruction to focus on test preparation; the use of sanctions that do not help improve schools; the inappropriate exclusion of low-scoring children in order to boost test results; and inadequate funding.

1.8 ACCOUNTABILITY FOR HOME-SCHOOLED STUDENTS OUTSIDE THE PUBLIC SCHOOL SYSTEM

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

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

Though home schooling can be very effective for some, public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling. Entry of these students into public education puts the receiving districts in a position of providing substantial remedial assistance, while subjecting the students to the same testing and evaluation standards as other students. With the enactment of federal No Child Left Behind legislation and state designators, public schools will be unfairly held accountable for any inadequate preparation of entering students. With the High School Graduation Qualifying Exam, inadequately prepared students will pay the price of the state's failure to monitor the progress of home-schooled students. *Adopted 2000, Amended 2001, 03 (Sunset: Nov. 2008)*

1.9 COMPULSORY ATTENDANCE LAW

Current state law requires compulsory school attendance from age 7-16. AASB supports changing the mandatory age for school attendance to run from 6 to the earlier of 17 years old or high school graduation. AASB urges the Department of Education and Early Development and enforcement agencies to work with districts to support compulsory school attendance laws and provide adequate funding for mandatory enforcement efforts as a matter of child welfare and public safety. Enforcement of any compulsory attendance law is a challenge, but parents and students can and should be held accountable.

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

Most 7-year-old kids are in first or second grade. With the renewed emphasis on reading, writing, and mathematics skills in the first few years, skills on which the child will be assessed, children starting school late are at a big disadvantage. With the enactment of federal No Child Left Behind legislation and state

designators, the legislature will be accountable for paying the cost of remediation to overcome that disadvantage [NOTE: STATE IS RESPONSIBLE; SCHOOL DISTRICT IS HELD ACCOUNTABLE]. Importantly, reduction of the compulsory school age to 6 would not eliminate active home schooling as a viable alternative for parents.

Sixteen-year-olds are not ready to make the enormous decision to give up a high school education. Increasing the mandatory age to 17 helps ensure students who have not yet graduated from high school stay in school and have more opportunities to meet performance standards and pass the HSGQE. Mandatory attendance laws must be enforced, but not all school districts are able to afford a truancy officer and not all communities in Alaska have law enforcement or judicial agencies to address the issue. *Adopted 2001, Amended 2002, 03, 04, 05 (Sunset: Nov. 2006)*

SUBJECT AREA: FUNDING

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| Recommendation: Continue all resolutions Amend 2.3 and 2.11 |
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2.1 SUSTAINED, RELIABLE AND ADEQUATE EDUCATIONAL FUNDING FOR ALASKA'S STUDENTS THROUGH A NON-VOLATILE FUNDING SOURCE

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

Rationale. The State of Alaska provides a wide range of services to a diverse population spread over a logistically complex area. Providing these services historically cost more than the state has received in recurring revenue. A long-term plan that ensures reliability of funding for education and other state services that impact the delivery of education, regardless of variation in volatile resource markets, is needed to provide a stable business climate and to ensure the citizens of necessary services. *Adopted 2002 Amended 2004 (Sunset: Nov. 2007)*

2.2 EXTRAORDINARY LOSS PROTECTION

The Legislature should enact a "safety net" for school districts to offset a loss of state formula funding due to extraordinary changes outside the control of the districts such as an extraordinary decline in enrollment, either district-wide or at an individual school that falls below a specified funding threshold after contracts are in place.

Rationale. Schools districts are exposed to extreme hardship from an unbudgeted loss of funds due to an unanticipated sharp decrease in enrollment. School districts are not forward funded and are not currently allowed to carry more than 10 percent of their budget forward.

Districts do not know how much state revenue they will actually receive until after the first of November, by which time their greatest cost – teacher salaries – are largely locked into place for the year. Districts are required under current laws to notify tenured teachers of their contractual status for the following school year by March 16 of the preceding school year.

The loss of funding communities can have large, unexpected negative effects on the budget of the district. In 2003 several school districts suffered funding shortfalls, which consequently caused multiple financial catastrophes and serious personnel issues. *Adopted 2003, Amended 2004. (Sunset Nov. 2008)*

(Amend) 2.3 EDUCATION FUNDING FORMULA ADEQUATE TO BRING ALL ALASKA STUDENTS TO PROFICIENCY OR BEYOND

The Association of Alaska School Boards urges the Legislature to provide sustainable funding adequate to allow all districts to bring their students to proficiency. Sustainable funding requires the immediate implementation of a revised area cost differential that more accurately reflects the higher cost of operating schools in Alaska. Funding in the FY 07 foundation program should be considered the base for FY 08, and an additional increment should be provided to implement a revised area cost differential. Any adjustment to the area cost differential should be accompanied by an increase to the base student allocation for all districts, to better assure adequate funding for all districts regardless of the cost differential adjustment. AASB also believes that bilingual and vocational education programs should be funded based on need.

Rationale. In Alaska, *accountability measures* under the Quality Schools Initiative have created continuous, increasing financial demands on school districts. The initiative mandates K-1 grade screening, standards-based assessments and the High School Graduation Qualifying Exam. It requires implementing and integrating state school and educator performance standards. It calls for a School Designator system requiring schools to show improvement over a period of time. All districts have been increasing the amount of resources directed to student testing and remediation. AASB urges the Alaska State Legislature to reconsider the funding level for "intensive needs" children receiving special education as block grant funding provides an inadequate level of support. Also, combined block grant funding for special education, vocational education, and bilingual education programs is inappropriate because it fails to account for real differences among the costs of services for each student category. Instead, AASB supports funding bilingual and vocation education programs separately based on need.

Since passage of SB 36 in 1998, the area cost differential has ~~not been adjusted by the state, despite two studies that produced rationale for changing the cost factors.~~ been adjusted only once. This inaction threatens the integrity of the foundation formula program and the ability of many school districts to cope with higher operating and labor costs.

At the federal level, the reauthorization of ESEA "No Child Left Behind Act" 2001 has huge fiscal implications for Alaska schools. Already, Alaska districts are being required to provide additional supplemental services for students in Title 1 schools deemed failing, and to provide parents with the choice to send their children to another school at district expense. Also, Congress has stepped back from earlier pledges to fully fund the Individuals with Disabilities Education Act (IDEA). We urge the Alaska Legislature to support full federal funding of these two Acts.

These state and federal mandates should receive an adequate, ongoing, consistent source of funding. *Adopted 2002, 03 Amended 04, 05 (Sunset: Nov. 2007)*

2.4 FINANCIAL SUPPORT OF STATEWIDE STRATEGIES FOR ACADEMIC ACHIEVEMENT

The Association of Alaska School Boards urges the Alaska Legislature to provide the financial support necessary for public education, the Department of Education & Early Development, universities and other agencies to fully realize the potential of a standards-based educational system focused on increasing student achievement. To ensure a successful standards-based educational program that helps students meet and go beyond standards, the Association of Alaska School Boards supports the following strategies:

1. Time—Increased learning time through an expanded day or extended school year and/or remediation efforts like summer school to increase learning.
2. Alignment—Professional/technical assistance to align curriculum with standards, instruction and assessments.
3. Enhanced teacher preparation and professional development.
4. Teacher/administrator recruitment to attract highly qualified professionals to come and stay in Alaska.
5. Accommodation of special needs students.
6. Early entry opportunities.

Rationale. Over the years, many forums have identified a variety of statewide strategies to help meet student performance standards.

In addition, the No Child Left Behind Act of 2001 requires all students to meet high standards. Special Education students often require specific learning strategies, specialty trained educators and support staff, as well as additional time and resources. These strategies are critical to increase achievement, but also require increased funding. *Adopted 2000, Amended 01, 02, 03, 04 (Sunset: Nov. 2008)*

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

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

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

Rationale. AASB joins with the National School Boards Association in urging Congress to fairly and fully fund this federal mandate. IDEA was enacted in 1975 when the federal government committed to pay 40% of the costs associated with educating children with disabilities. According to the National School Boards Association, federal funding accounts for approximately 16% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts. Nationwide in FY 2006, the total under-funding of IDEA was estimated at \$12.4 billion.

Local school officials must be empowered to preserve a productive and safe learning environment free of undue disruption or violence. Consistent discipline requirements and procedures are the keys to a safe environment.

Issues such as discipline and excessive paperwork are having a negative impact on educators; as a result fewer certified personnel are willing to teach in special education programs.

Adopted 2000. Amended 2001, 02, 03, 04, 05 (Sunset: Nov. 2008)

2.6 FUNDING STANDARDS-BASED EARLY LEARNING PROGRAMS IN ALASKA

AASB supports legislation to add additional funding for early learning programs in Alaska and that legislation be introduced that includes early learning program planning and funding for Pre-school-12 facilities in Alaska.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Research indicates that earlier education is critical for many children to successfully reach those expectations. With the enactment of federal No Child Left Behind legislation and state designators, the legislature will be accountable for paying the cost of missing the opportunity to reach children at the age when the greatest gains in mental development are possible. Appropriately housed early learning programs should be an integral part of district curriculum. Inclusion of early learning in a school has an impact on facilities planning.

The state offers no funding for early-learning education. Many communities do not meet the qualifications for federal Head Start or early-learning funding and sources of present federal funding are uncertain. Most existing early-learning programs cannot afford certificated early-learning teachers.

Amended 2001, 02, 04 (Sunset: Nov. 2008)

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

AASB supports prorated funding for 3-year-old preschool students with intensive needs who turn three years old after the October count date, thereby becoming eligible to and enroll in public school after state funding has become fixed. Additionally, extra pro-rated funds must be provided for other intensive needs students enrolling after the count date. Because the cost to provide federally mandated services to a single intensive-needs child may be several times greater than a non-special needs child, districts cannot be expected simply to absorb the costs of services for such children who first enroll after the count date under a budget that provides no funding to satisfy this federal requirement.

Rationale. IDEA '97 requires that public schools enroll students with disabilities at age three. These students typically require not only special education services but also extensive related services (speech therapy, occupational therapy, physical therapy). Preschool students with disabilities whose third birthday falls after the October count date incur costs to the district that are not typical of other students enrolling

after the count date. The district is required to provide all services identified by the IEP team. Currently, districts receive no funding for these costly services for those intensive-needs children who turn three years old after the state's October count date. Other intensive-need students who move to a district after the October count date pose a similar financial challenge. A supplemental intensive needs count date, or other opportunity to receive funding for these students, is critical. Adopted 2003. Amended 04,05 (Sunset Nov. 2008)

2.8 FOLLOWING THE CAPITAL IMPROVEMENT PROJECT PRIORITY LIST FOR NON-BONDED PROJECTS

AASB strongly advises the legislature to follow the priority list for non-bonded projects as presented by the Department of Education and Early Development with no adjustments, deletions, or additions that would not otherwise be of an emergency basis.

Rationale. The Capital Improvement Projects list goes through a very comprehensive prioritization process developed and implemented, based on need, by the Department of Education and Early Development. The legislature in recent times has not followed the priority list as presented. *Adopted 2000, Amended 2001, 04 (Sunset: Nov. 2008)*

2.9 LOCAL CONTRIBUTION IN THE SCHOOL FUNDING FORMULA

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

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 4 mills or 45% of basic need.

Adopted 2001, Amended 2004 05 (Sunset: Nov. 2006)

2.10 EDUCATION ENDOWMENT

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

Rationale. The funding of public K-12 education in our state is an annual appropriation from the General Fund and is subject to the shifting funding priorities of administrations and legislatures, and the variable level of state revenues. Budgetary cycles have increasingly failed to provide a stable and secure funding source for Alaskan students. Inflation and fixed costs have eroded the value of the foundation formula by approximately one-third during the past decade.

Adequate funding of education is ranked as a high priority by Alaskans. A recent Curriculum Management Audit of Alaska's largest school district found "overall fiscal support for education in Alaska is tenuous," and that financial uncertainty deters long-range planning that is critical to significant educational improvement. An educational endowment will provide a proven, secure, and dedicated fiscal resource for future public education funding for our state, and allow long-range education planning with confidence in the availability of that resource. *Amended 1998, 99, 02 (Sunset: Nov. 2008)*

(Amend) 2.11 INSTRUCTIONAL TECHNOLOGY

AASB is encouraged by and grateful for the Legislature's commitment of \$5 million in the 2007 capital budget to support the AASB Consortium for Digital Learning. This appropriation will enable 19 school districts involving nearly 2,500 students and teachers to pilot the integrated use of laptop computers on a 24/7 basis. Future investments in the Consortium by the Legislature are essential to allow all students access to the expanded learning opportunities provided by digital learning inside and outside the school environment. Because of the global economy that our youth will experience, AASB urges the state and federal governments to ensure that all classrooms are provided affordable and equitable broadband access to the national information infrastructure. AASB urges the Legislature to implement appropriations or matching grants for instructional technology that would address hardware and software purchases, communication, infrastructure and training needs of students and staff. We request the Legislature to join us in urging Congress to fully fund either the provisions of the Telecommunications Act of 1996 (E-rate program) or a robust educational technology substitute that protects the Universal Service Fund to help provide affordable telecommunications to rural areas.

Rationale. Alaskan students are growing up in an information Age that is rapidly becoming the Communication Age, a digital age that is allowing access to all global markets. If our students are to thrive in this ever increasing global economy, K-12 schools must have the tools and trained staff to provide the appropriate education. Currently, The global information highway and the skills to communicate over it, as well as access to the rich store of information on it, must be made available to students. Throughout the years many schools have seen most many of their technology purchases become obsolete, outdated and inoperable. Teachers are unable to effectively implement integrate technology in the classrooms due to lack or inadequacy of equipment and/or training. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children.

Amended 1998, 99, 01, 04 (Sunset: Nov. 2008)

2.12 SCHOOL CONSTRUCTION DEBT RETIREMENT FOR BONDED INDEBTEDNESS

AASB calls upon the Legislature and the administration to fully honor all past commitments for bonded indebtedness reimbursement and to meet future school construction needs by extending and continuing to fully fund the school debt reimbursement program.

Rationale. Article 7, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all children. Under AS 14.11.100 the State of Alaska agreed to repay school districts at set percentage rates for school construction bonded indebtedness in past years. Extending that program into the future will help meet school construction needs in areas of the state that are able to bond.

Over the past years of high growth many regions of the State have bonded for school construction with the expectation that the State would honor its obligation. In the past these good faith agreements have sometimes not been fully honored, placing a heavy burden on local taxpayers. This aforementioned tax burden has created a hardship for taxpayers and resulted in a loss of local revenue for classroom education.

Voters who passed Proposition C in 2002 have a justified expectation that the general obligation bonds approved by their communities will continue to be partially reimbursed at the level promised by the state. That expectation could very well influence voter acceptance of a new series of school bond reimbursement issues headed to many local ballots in 2005 and 2006, under terms of HB 73 as passed by the 2005 Alaska

Legislature. Amended 1998, 01, 02, 03, 04 (Sunset: Nov. 2008)

2.13 REVENUE SHARING & THE COMMUNITY DIVIDEND

Municipalities play a large part in financing education and providing community services necessary to student learning. Steep reductions in Municipal Revenue Sharing & Assistance programs have had and continue to have a serious impact on public schools. The Association of Alaska School Boards supports restored and increased funding for Municipal Revenue Sharing & Assistance, while recognizing that an increase in community support cannot substitute for necessary increases in direct education funding.

Rationale. State funding to municipalities has been decreasing annually. The loss of state aid to municipalities reduces the services they are able to provide, including funding of schools. These decreases are also forcing communities to raise taxes to offset state mandates. Support for this program is essential.

An alternative way to fund the Municipal Revenue Sharing & Assistance program is the concept of a Community Dividend—creating a mini permanent fund for Alaska municipalities which would distribute the interest earned in the form of a Municipal Dividend. This idea was forwarded by the Alaska Municipal League, and looks promising. *Adopted 1999, Amended 00, 01, 04 (Sunset: Nov. 2008)*

2.14 EMERGENCY STATE FUNDING FOR REAA FUEL STORAGE AND TRANSFER FACILITIES

AASB requests emergency state funding for upgrades of state-owned fuel storage and fuel transfer facilities in REAA school districts where there is an imminent environmental and safety hazard.

Rationale. State-owned fuel storage and fuel transfer facilities in school districts across Alaska are aging and, because of the harshness of the environment, are deteriorating rapidly. The potential for disastrous leakage and spillage is extremely high as that deterioration continues and escalates. Stringent regulations, both state and federal, mandate significant penalties for school districts suffering fuel spills from state-owned facilities. Replacement costs for aging systems are astronomical and far beyond the funding allocations prescribed by the state for schools. Emergency state funding is crucial to avoiding looming financial and environmental disasters, and in some districts, serious environmental health problems. *Adopted 2000 (Sunset: Nov. 2008)*

2.15 PUPIL TRANSPORTATION

AASB believes the State of Alaska should fully fund pupil transportation under the new per-student funding mechanism, modifying that mechanism to keep up with rapidly rising fuel and other operating costs, and provide funding for districts with increased transportation needs due to special circumstances and/or student growth. Getting students safely to and from school is a vital part of public education. AASB supports the revision of AS114.09.010 to remove the cap and provide adjustments to the transportation grant program reflective of transportation mandates and operating expenses.

Rationale. Providing access to public education via transportation is a major responsibility for schools. The new transportation funding mechanism, adopted in July 2003 caps the per-student allocation at the FY03 level with inflationary adjustments established at one-half the Anchorage CPI in FY05 and FY06. This adjustment is programmed to fall behind ordinary general inflation and is particularly inadequate in the face of rapidly rising fuel and other operating costs.

Pupil transportation is an important part of overall school funding. AASB requests that there be no short funding of this critical element. Districts need an adequate block of funds to provide safe access to schools and to ensure that districts are not forced to use instructional funding to meet the cost of transportation obligations. *Adopted 2000. Amended 2001, 02, 03 (Sunset: Nov. 2008)*

2.16 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

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

Rationale. Passage of a boarding schools/charter school law in 1997 (ASL Ch. 113) allows for the creation of boarding schools specifically not funded by the state, AASB would like to see that changed to provide students with the option of attending a larger, regional boarding high school operated by a school district.

The State of Alaska currently provides paid tuition and paid room and board for village students desiring to attend Mt. Edgecumbe school if they have no access to a high school program at their grade level in their village community, but also without regard to local availability of high school programs. It also provides students within urban settings with the opportunity to attend the state run boarding school. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available.

Many students in small village high schools now desire the educational and extra-curricular opportunities found at larger, centralized high school sites. The distance from Northern and Interior villages, to Mt. Edgecumbe, however, may deter some students from enrolling. Galena, Nenana and other districts now offer boarding school programs that provide an alternative to some areas of the state. *Amended 1997, 00, 01, 02, 03, 04, 05 (Sunset: Nov. 2008)*

2.17 FUNDING FOR TRANSIENT STUDENTS IN SCHOOLS

The Association of Alaska School Boards supports development of a funding mechanism for compensating schools for students entering after the October count date.

Rationale: Each year, students throughout Alaska enroll in boarding and other schools around the state. Often, students leave schools immediately following the October count. These students, generally return to their home districts. Other districts face large influx of military-dependent and resource development project students. The untimely arrival of students after the count date puts the receiving school districts at a financial disadvantage. Districts receiving students after the October count must bear the financial responsibility for educating these students without corresponding funds. *Adopted 2002. Amended 2003. (Sunset: Nov. 2007)*

2.18 INSURANCE COSTS

AASB urges the Alaska State Legislature to take action, through increased funding or otherwise, to mitigate increases in insurance costs.

Rationale. Alaska Public Entity Insurance reports worker's comp insurance up about 8-percent in the fiscal

year starting July 1, 2005. Liability insurance rates are up about 1 percent, while property insurance rates have dropped 12 percent. APEI says the blended rate for these three premiums shows an increase of 2 percent, up on average 5 percent during the fiscal year starting July 1, 2006. General liability insurance rates are down an average of 8 percent, while auto coverage (liability and property damage) is down 14 percent, and property insurance is down 1 percent. At the same time, health insurances have also increased by 30% to 250% per year over the last five years. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. *Adopted 2002. Amended 2003. (Sunset: Nov. 2007)*

2.19 FINANCIAL EXIGENCY FOR REDUCTION IN FORCE

Every Alaska school board must and does use enrollment and revenue projections in the development of annual budgets. The Association of Alaska School Boards supports clarification of the law explicitly to allow the use of projections of enrollment and revenues as valid bases upon which to develop a plan for reduction in force under AS 14.20.177. The term "financial exigency" must be defined in statute to specifically allow the use of projections, and the March 16 non-retention provision should be eliminated to give districts the latitude to adequately plan a quality educational program that meets the needs of students.

Rationale. The Haines/Hoonah layoff lawsuit brought by NEA-Alaska in 2003 has far reaching implications for all school districts during an economic downturn. School districts, like corporate America, utilize revenue and other types of projections to determine staffing levels and program offerings. Districts must be able to project to make decisions about staffing because they do not have "actuals." The largest component of a district's budgetary commitment is to personnel. Without the use of projections to determine operational costs, districts could be placed at financial risk.

This lawsuit seeks to disallow declining enrollment and declining revenue projections as a reason to lay off employees, which may be necessary to reorganize the district educational program. NEA-Alaska is making the case that reductions in enrollment or revenue must have already taken place in order to lay off staff.

Tenured staff must be notified of non-retention before March 16 and non-tenured staff on or before the last day of the school term. State law requires school districts to determine a budget for the following fiscal year by May. The level of statewide school district funding, however, is often not known until June after the governor considers the state operating budget passed by the Alaska State Legislature, and the level of funding a particular district will receive is not known finally until the October count date. If lay-off notices must go out in March or June of the preceding school year and lay-offs are allowed only after attendance has decreased, districts would be required to retain a teacher surplus a full year after enrollment has declined. *Adopted 2003. Amended 04, 05. (Sunset: Nov. 2008)*

2.20 INCREASED FORMULA FUNDING

AASB calls on state policy makers to appropriate funding adequate to meet the needs of Alaska's youth, as mandated by state and federal law.

Rationale. Appropriating an adequate amount to fund education is a legislative responsibility. The primary responsibility for school boards is allocation of those funds. Unlike many school boards throughout the nation, Alaska school boards do not have fiscal autonomy.

School boards know from experience that "full funding" of the education funding formula by state policy makers does not necessarily equate to "adequate" funding. Our success as a state in meeting the requirements of NCLB will require an investment in people, processes, and accountability measures. AASB is committed to do its part to ensure success, but also note that an increase in formula funding will remain inequitable unless the accuracy of the area cost differential is also addressed.

Our parents and communities are calling for decreased class size, additional support for at-risk students, adequate textbooks and teaching materials, and updated technology, all of which require additional funding. The state needs to provide funds to prevent declines in current educational services and to provide for strengthening into the future.

Adopted 2003, Amended 04, 05 (Sunset, Nov. 2008)

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

The Association of Alaska School Boards supports seeking legislative financial relief to fully fund ongoing TRS and PERS mandated employer retirement rate increases. Those districts affected by the eroding floor should also be reimbursed for 100 percent of their PERS/TRS liability.

Rationale. Districts simply do not have the capacity to handle the massive unfunded liability of the state's retirement programs facing districts in FY05, FY06, and beyond. Without supplemental funding to cover the unprecedented huge increases in retirement costs these increases will directly reduce the instructional effort districts can pay for and harm Alaska's children. Last year's passage of SB 141 does not resolve the current extraordinary budget requirements for PERS and TRS.

Amended 04, 05 (Sunset, Nov. 2008).

2.22 MODIFICATION OF MINIMUM INSTRUCTIONAL EXPENDITURE REQUIREMENT

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

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

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

The State Board of Education & Early Development regularly grants waivers of the minimum instructional expenditures requirement to more than half of Alaska's school districts, recognizing the impacted districts had no fiscal capacity to comply with the law. The administrative burden of making annual waiver requests absorbs critical instructional dollars at the district level as well as needlessly using up statewide administrative resources for review. *Amended 04, 05 (Sunset, Nov. 2008)*

2.23 ENERGY COST RELIEF

AASB urges the Alaska State Legislature to take action, through increased or supplemental funding to K-12 schools and the University of Alaska, to mitigate the huge increase in energy costs.

Rationale. The State of Alaska has benefited from sustained, high yields of oil revenue, but for consumers of energy, higher prices have depleted funding for other needs. As one of the state's largest consumers of energy, public schools deserve the same consideration as municipalities, which have received financial assistance from the state to help defray increased fuel cost. *Adopted Nov. 2005.*

SUBJECT AREA: CHILD ADVOCACY

Recommendation: Continue all resolutions

3.1 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA

AASB encourages the Alaska Legislature and the Governor to declare children the top priority of the state. This declaration extends to the safety, health, education and future of our children.

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

3.2 PROMOTING DEVELOPMENTAL ASSETS IN ALASKA'S CHILDREN

AASB encourages each neighborhood, congregation, community, school district, and state agency to review the research in order to advocate, initiate and sustain programs that build assets in Alaska's children and teens.

Rationale. Research (*What Kids Need to Succeed—40 Developmental Assets* by Benson, Galbraith & Espeland); *Developmental assets: A synthesis of the scientific research on adolescent development*, Scales and Leffert, 1999) shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled "developmental assets." These assets are cumulative, meaning that the more a young person has, the better. Forty of these assets were identified—20 exist in the teen's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets teens have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets teenagers have the more likely they are to

succeed in school, to be involved in their community and to exhibit empathic and caring behaviors.
Amended 1998, 02, 03 (Sunset: Nov. 2008)

3.3 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

AASB requests that the Alaska Legislature provide and improve effective programs and services aimed at the prevention, diagnosis and treatment of Fetal Alcohol Syndrome (FAS)/Fetal Alcohol Effect (FAE) children within our state, and to allocate adequate funding necessary to provide parent and guardian training, school staff training, and specialized educational services necessary to serve FAS/FAE children.

Rationale. Prevention is the best long-term approach. The public must be educated that the use of alcohol/drugs during pregnancy may severely affect and damage children. The child who has been prenatally exposed to drugs and/or alcohol is at risk for developmental, behavioral, psycho-social and learning problems. Alaska's public schools must provide educational services to all children regardless of handicap. Although Alaska has one of the highest incidence rates of children born with FAS, not all communities have the ability to diagnosis this disease. Not all the FAS, FAE or FADE (Fetal Alcohol Drug Exposed) students meet the criteria for Special Ed Programs. It is estimated that for every child born with FAS, 10 are born with FAE, and are difficult to identify.

FAS/FAE often require special instructional strategies and materials. The educational identification and service of Fetal Alcohol Syndrome/Fetal Alcohol Effect children is extremely expensive. Funding support for education of handicapped children is already barely sufficient to meet the needs of those children currently identified. Amended 1998, 00, 02, 03, 04 (Sunset: Nov. 2008)

3.4 PREVENTING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent children's access to pornography on the internet and encourages efforts to create a more positive, safe computing environment for children. AASB also supports self-regulation in the industry encouraging providers of pornography to post rating labels and "black-out" pages requiring adult verification before access is granted. AASB supports efforts to provide parents with the necessary information about the influence of the internet in order to assist them in their decisions concerning internet access for their child.

Rationale. Pornography is highly prevalent on the internet. The internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an internet search engine and voluntary "black-out" with adult verification, children's access to inappropriate material will be limited. Adopted 1997, 02 Amended 2004 (Sunset: Nov. 2008)

3.5 VIOLENCE IN ELECTRONIC MEDIA AND ENTERTAINMENT

AASB supports efforts encouraging and challenging the media and entertainment industry, including manufacturing, to develop more positive content for both children and adults that demonstrate nonviolent solutions to problems and respect for human life. AASB also supports self-regulation within the industry by asking them to post rating labels on all videos and video games rented or sold by video merchants or

loaned by public libraries, and prohibiting children under age of 17 from renting R-or X-rated videos, M-rated video games or attending R-or X-rated movies without parental permission. AASB supports efforts to provide parents with the necessary information about the influence of media in order to assist them in their decisions concerning its influences upon their children.

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

Analysis of multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicates a commonality of these four factors: Obsession with violent pop culture, a child who felt inferior or picked on (probably suicidal), easy access to guns, and ample warning signs. Reducing the violence will not eliminate the threat, but will work in conjunction with efforts directed at addressing the other three factors.
Amended 1998, 99, 01, 03, 04, 05 (Sunset: Nov. 2008)

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

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

Rationale: Drug-related problems, including inhalant, alcohol, tobacco, methamphetamines and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. They have been proven to be the primary contributing factor in the alarming number of dropouts and youth suicides in the State of Alaska. Community-based prevention and intervention efforts are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for inhalant, alcohol, tobacco, methamphetamines and other drug abuse. There is a need for adequate funds for effective substance abuse treatment programs, particularly for inhalant abuse. In addition, law enforcement and judicial agencies are under-staffed and underfunded, and are thus unable to address the illegal use of drugs and alcohol in many of Alaska's communities. *Amended 1998, 99, 01, 05 (Sunset: Nov. 2008)*

3.7 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports the development of a state policy on children and youth to ensure that the needs of the whole child are addressed in a comprehensive manner. This can be done by:

• urging the State of Alaska to develop protocols protecting each family's right to privacy but

establishing criteria for need to know. • partnerships between schools, mental health, and other services to ensure that children are able to come to school each day ready to learn and enable agencies to develop a cooperative treatment plan that involves appropriate school personnel • incentives for interagency cooperation, including the removal of barriers that limit interagency collaboration and the flexibility to coordinate funds

Rationale. Children who need to or are receiving services from social service agencies are already experiencing dislocation in their lives. This dislocation frequently makes it difficult for them to concentrate on their schoolwork. These students need to have educational skills to succeed in the world. Yet decisions

are frequently made about the life of these children that do not take into account their educational needs.

When children are receiving services from multiple agencies, one agency will frequently have information that may be crucial to the service delivery of another agency and/or the child is receiving duplicating and sometime conflicting services from more than one agency. Addressing the needs of the whole child requires an improved delivery system, which is comprehensive, collaborative, child and family centered, and focused on prevention. *Amended 2001, 02, 05 (Sunset: Nov. 2008)*

3.8 SUICIDE PREVENTION

AASB requests the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts.

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

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

Currently, 57 Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior. *Amended 1998, 99, 02, 05 (Sunset: Nov. 2008)*

3.9 SAFE SCHOOLS/SAFE COMMUNITIES

AASB supports efforts to establish a positive school climate—by training children in peaceful conflict resolution and youth violence prevention—that reinforces nonviolent solutions to problems and respect for all students and staff. AASB supports efforts to provide a school environment that is free from weapons, harassment and intimidation, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff. AASB supports school districts and their communities in developing plans and strategies to implement "Safe Schools" plans in all schools.

Rationale. All children have a right to attend schools that are safe and free from violence. Recent reports and surveys document an alarming increase in the incidence of school violence in all types of communities, particularly student-on-student violence. As school board members we must share the responsibility by involving the resources of the community to work for solutions.

Designated School Safe Zones are just one example of programs and laws that work, and have been supported by schools. *Amended 1998, 99, 01, 02 (Sunset: Nov. 2008)*

3.10 SUPPORT OF STATE FUNDING FOR TEEN HEALTH CENTERS IN ALASKA

AASB recommends the Administration and the Legislature provide funding for school-based Teen Health Centers.

Rationale. Of the 45 states that have school-based health centers, Alaska is one of only 12 states that does not provide financial support for these activities.

The Juneau Teen Health Center, the only one in Alaska, is a collaborative effort of four local agencies, started in 1992. The Health Center, located in the Juneau-Douglas High School, has provided approximately 700 health care visits each year to students. 45% of the total visits have been for emotional health reasons. A majority of student health care visits are made solely because the Health Center is sited in the high school. *Amended 2002, 04 (Sunset: Nov. 2008)*

3.11 HIV/AIDS EDUCATION

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

Rationale. The dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. Health education should emphasize that advances in medical treatment that prolong and improve life with AIDS not lull teens into careless and risky behavior. *Amended 1998, 00, 01, 02 04 (Sunset: Nov. 2008)*

3.12 EDUCATION OF YOUTH FOR HEALTHY SEXUAL DECISION MAKING

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

Rationale. The Youth Risk Behavior Study of 2003 indicates a substantial improvement in the behavior of youth in a statewide survey, with rates for smoking, consumption of alcohol and marijuana, and sexual intercourse. In 2003, about 40 percent of high school students reported having had sexual intercourse, compared to 47 percent in 1995. About 28 percent of students were currently sexually active, compared to 30 percent in 1995. Teen birth rates have also decreased, from a high of 72 births per 1,000 15-19-year-old girls in 1991 to 43 births per 1,000 in the same age group during 2001.

Research presented by the Search Institute and their "Building Assets in Youth" model has determined that a teen's belief "in the importance of abstaining from sexual activity and his/her willingness to postpone sexual activity" is significant to their personal and academic development. *Amended 1998, 01, 02 04 (Sunset: Nov. 2008)*

3.13 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

AASB fully supports the work of the Alaska Children's Trust, and urges all member school boards to promote the Trust and its efforts to address the tragic consequences of abuse, neglect, violence, and crime experienced by too many of Alaska's children. AASB urges the Legislature to support and increase the Children's Trust Endowment.

Rationale. The Alaska Children's Trust was established by the Legislature in 1988 with the mandate to

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

Today, the Trust's \$9.2 million endowment offers the opportunity to create a true "permanent fund for prevention." *Amended 1997, 99, 01, 02, 03 (Sunset: Nov. 2008)*

3.14 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

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

Rationale. Project Head Start has had a beneficial impact on the academic, physical, social, and emotional development of impoverished pre-school students and their families throughout Alaska and the United States since its inception in the 1960's. A significant component of *Goals 2000: Educate America* and *Alaska 2000* education initiatives is that all children will be properly prepared to start school.

Children at-risk who have benefited from a quality early childhood program spend 1.3 years less in some form of special education placement. They have been shown to score higher on such school readiness measures as verbal achievement, perceptual reasoning and social competence than other low-income children attending either another preschool or no preschool. Head Start has immediate positive effects on children's socio-emotional development, including self-esteem, achievement, motivation and social behavior. Parents involved in Head Start have been shown to participate more in activities, including transition, than non-Head Start parents.

Within Alaska, 17 Head Start grantee agencies serve children and their families in 101 communities. A large number of eligible Alaskan children (estimated to be nearly 76%) remain unserved, due to lack of sufficient funding. The Head Start communities across Alaska contribute over \$4.2 million annually through in-kind support. *Amended 1998, 99, 00, 01, 02 (Sunset: Nov. 2008)*

3.15 SUPPORTING THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB urges the U.S. Congress to continue funding for the Drug-Free Schools and Communities Act. The Association recommends that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation.

Rationale. The Drug-Free Schools and Communities Act authorized federal appropriations to state and local education agencies to devise programming to provide drug use education, counseling, and abuse prevention services for America's young people. Programs funded through the Act are currently providing valuable services and will be needed for the foreseeable future.

Although violence in the schools is a significant problem, and developing programs to combat it is an appropriate federal responsibility, any diversion of resources from the Drug-Free Schools and Communities Act would cripple important drug education, counseling and abuse prevention programs that are only taking root and becoming effective. *Amended 1998, 00, 01, 02 04 (Sunset: Nov. 2008)*

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

AASB supports modifying the requirements for parental or legal guardian permission for a student to participate in a questionnaire or survey administered in a public school by making it easier for school districts to obtain the necessary permission. As a result of the passage in 1999 of HB 70, schools are unable to obtain an adequate sample to provide reliable information.

Rationale. For state and federal grants, and to effectively target programs to increase student achievement, school districts need school-by-school data to accurately assess the need and success of current efforts. *Adopted 2001 (Sunset: Nov. 20)*

3.17 STUDENT WELLNESS

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

Rationale. School districts participating in federally subsidized nutrition programs will be required to establish a local school wellness policy by the beginning of the 2006-07 school year, under terms of the 2004 reauthorization of the Child Nutrition Act. The policy must include goals for nutrition education, physical activity and other school-based programs that are designed to promote wellness in a manner deemed appropriate by local districts. But AASB recognizes that child wellness is also determined by circumstances outside the school, from the availability of good nutrition and physical activity to the ability of each family to provide housing and health care for their members. Therefore, community-based collaboration is essential for long-term success. These additional requirements will incur costs to districts contrary to AASB Belief Statement B.7 Unfunded Mandate. *Adopted 2005*

3.18 PROMOTING EARLY CHILDHOOD BRAIN DEVELOPMENT

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

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

SUBJECT AREA: PERSONNEL

Recommendation: Add new resolve 4.11

4.1 SUPPORT FOR STAFF DEVELOPMENT

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

- Pre-service: State training programs through postsecondary and other institutions (e.g. RANA--Rural Alaska Native Adult education program out of Alaska Pacific University and REPP--Rural Education Preparation Program out of University of Alaska Fairbanks)
- Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the new federal law, No Child Left Behind
- Quality in-service programs at the local district level
- Necessary training for paraprofessionals and special needs educators.

Rationale. Perhaps the greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers classroom instruction to the student. Compounding this critical concern is the shortage of qualified teachers administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively prepare teachers, the promise of these efforts has yet to reach most school districts. *Adopted 2002 Amended 04 (Sunset: Nov. 2007)*

4.2 NATIONAL CERTIFICATION OF TEACHERS

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

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

- . Teachers are committed to students and their learning.
- . Teachers know the subjects they teach, and how to teach those subjects to students.
- . Teachers are responsible for managing and monitoring students learning.

- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities. These standards are well aligned with the Alaska State Board of Education adopted teaching standards. *Amended 1998 (Sunset: Nov. 2008)*

4.3 TIERED LICENSURE

In June of 2005, the state Board of Education and Early Development passed regulations implementing tiered licensure for new teachers in Alaska. While teachers bear the primary responsibility for securing their licenses, AASB is concerned about adequate support and assistance from the State EED. AASB also believes the state should carefully monitor and evaluate the implementation of the program and consider development of alternative methods for documenting teacher competency.

Rationale. As a performance-based system, tiered licensure holds the potential of raising the success of teachers and students and elevating quality instruction as a top priority. When combined with the state's teaching mentoring program, the tiered licensure system can improve public education. Like any new program, tiered licensure requires careful analysis and implementation to guarantee success, including new teacher compliance with terms of NCLB.
Adopted 2005

4.4 MENTORING

AASB applauds the willingness of veteran educators to serve as mentors to Alaska's teachers and principals. While this state training program has been launched with federal grants, AASB believes that more secure funding should be identified to continue professional staff mentoring and to expand to the district level in future years, and that there is an evaluation process in place to monitor the effectiveness of the mentor.

Rationale. Surveys have shown that far too many teachers and principals leave the profession within their first five years out of frustration or lack of success. Mentors who serve to provide advice and support during these critical early years are a proven remedy to this drop-out phenomenon. Alaska should invest money in mentoring programs to ensure that they exist into the future, when federal funds may not be available. *Adopted 2005*

4.5 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

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

Academic programs to train special education-related service providers are not currently available within Alaska. Therefore, AASB supports providing financial relief while attending professional certification programs elsewhere to Alaska residents who are committed to providing services to children in Alaska public schools.

Rationale. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) mandates appropriate educational services be provided to all certified special education students; the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.381 identifies the role of "the State (to) undertake (activities) to ensure an adequate supply of qualified personnel including special education and related services personnel...necessary to carry out the purposes of this part;" and, the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.382 identifies the role of "Each State plan (to) include a description of the procedures and activities the State will

under take to ensure that all personnel necessary to carry out this part are appropriately and adequately trained...to include a system for continuing education of regular and special education and related service personnel to meet the needs of children with disabilities.”
School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals. *Adopted 1998, Amended 1999, 00 (Sunset: Nov. 2008)*

4.6 ADDRESSING THE TEACHER, SPECIALIST, AND ADMINISTRATOR SHORTAGE

The Association of Alaska School Boards does hereby urge the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska's universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska.

Suggested strategies may include:

- Incentives (salary bonuses, loan forgiveness, loan assumption, competitive retirement benefits, interest rate reduction, etc.)
- State supported marketing and licensure assistance to recruit teachers.
- Flexibility in certification requirements and reciprocity.
- Improve availability and/or quality of teacher housing.
- Mentoring programs for new teachers.
- Rehire of retired (RIP'd) teachers and administrators.
- Professional support/development.

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

A teacher's job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators. *Adopted 1999, Amended 2000, 01, 05 (Sunset: Nov. 2008)*

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

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

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

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

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure

benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of \$540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut \$196 due to the (WEP). She will receive \$344 per month from Social Security instead of the \$540 she earned. *Adopted 2002 (Sunset: Nov. 2007)*

4.8 RELATING TO SECURE RETIREMENT BENEFITS

AASB supports further study of a way to supply guaranteed retirement, health and pension benefits for new teachers at a price affordable to Alaska school districts.

Rationale. Secure retirement benefits are important for recruiting the best personnel to Alaska schools. *Adopted 2005*

4.9 RELATING TO HEALTH CARE COSTS AND MEDICAL INSURANCE

AASB calls upon the Legislature and the Congress to address health care costs in Alaska and the U.S.

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

4.10 SUPPORTING USE OF LICENSED PROFESSIONALS TO FACILITATE SERVICES BY ELECTRONIC MEANS

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

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

(New) 4.11 SCHOOL PERFORMANCE INCENTIVE PROGRAM

AASB endorses the goals behind the state's School Performance Incentive Program and encourages schools and districts to engage all staff to strive for student academic growth and continued high performance.

Rationale. Passage of HB 13 in the 2006 legislative session provided \$5.8 million to reward school personnel for their students showing growth to academic proficiency or continued high performance. The law specifically exempted these salary bonuses from the terms of collective bargaining or retirement benefits. The voluntary program is a welcome alternative to educational incentives that penalize schools and students for not performing.

SUBJECT AREA: EDUCATION PROGRAMS

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| Recommendation: Amend 5.2 |
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5.1 SCHOOL-TO-WORK PROGRAMS

The Association of Alaska School Boards strongly supports adequate and equitable funding for the implementation of school-to-work programs, including school-to-work centers, vocational programs, and career technical student organizations, while ensuring resources to satisfy requirements of the High School Graduation Qualifying Exam and demands of the No Child Left Behind law at the same time.

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have endorsed and encouraged districts to offer school-to-work programs. The implementation of school-to-work programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts and secondary schools. Increased costs include, but are not limited to: purchase of equipment and materials related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions (school-to-work coordinator, transition specialist, job coach), insurance and workman's compensation costs.

There are a large number of students in rural villages that do not complete high school or job training programs. There is a need to provide school-to-work programs like the Rural Student Vocational Program (RSVP), which was eliminated in 1998, or innovative regional residency centers to enhance opportunities for these students. At the same time, school-to-work programs must integrate and ensure basic academic achievement. *Amended 1999, 02 (Sunset: Nov. 2008)*

(Amend) 5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

AASB urges the Alaska Department of Education & Early Development (EED) and other entities to support and encourage expand its distance delivered education programs for students and teachers in

partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery education equipment.

Rationale. All school districts need to have the capability to offer a variety of courses for all students, including the remedial student, vocational student, and the college bound student. The technology exists to provide satellite instruction throughout the United States.

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

Expanding distance delivery could also help meet the needs of "highly qualified" **teachers and staff and training for** paraprofessionals under the No Child Left Behind Act of 2001. *Amended 2001, 02, 03 (Sunset: Nov 2008)*

5.3 NATIVE LANGUAGE PROGRAM DEVELOPMENT

AASB supports state funding for staff training, program development and materials preparation to promote Native language instruction for those districts that desire Native language programs.

Rationale. The languages of the Indigenous Peoples of the United States have become endangered. The extinction of these languages would further erode the rich heritage of the Indigenous Peoples of the North American Continent. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, the language will become extinct. Financial support from the government for the preservation of Native languages would enable the use of a technology that has helped speed the loss of indigenous languages to reverse that trend. *Amended 1998, 99, 04 (Sunset: Nov. 2008)*

5.4 COMMUNITY SCHOOLS

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

Rationale. AASB recognizes that *Community Schools* extends the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner. Tight budgets and state demands for strict accountability may place community schools in competition with district academic priorities. Other states fund community schools in a variety of ways and this independent model may save community schools in the future. *Amended 2001, 04 (Sunset: Nov. 2008)*

5.5 INCREASING STUDENT CONTACT TIME

The Association of Alaska School Boards supports expanding the school day or extending the school year, with adequate state funding, to account for state mandated student testing, professional development, collaboration/planning, and/or increased instructional contact time.

Rationale. The lack of time is identified as one of the top challenges facing schools when it comes to effective schooling and raising student achievement. Education Summit participants identified the need for

more time to align curriculum, more student contact time (day/week/year), more teacher preparation time, more time for professional development, reducing the loss of instructional time, entering school at a younger age, time for remediation efforts, and time to communicate test results and work with public expectations and collaborate with appropriate entities.

In addition, policymakers have decreased student contact time through state mandates that require additional testing days and related professional development requirements that potentially impact student achievement.

The most important challenge is an inadequate amount of time on task by students. Educators need time to make sure that each student has a solid foundation before moving him/her to the next level.

Adopted 2000, Amended 2001, 02, 03 (Sunset: Nov. 2008)

5.6 SEEKING CLARIFICATION ON THE NATIVE AMERICAN LANGUAGES AND THE NO CHILD LEFT BEHIND ACTS

Enlist the support of the President of the United States to direct the U.S. Department of Education to consult with Indian tribes and Native American governing bodies and traditional leaders and educators on evaluating the No Child Left Behind Act to determine and implement changes needed to bring it into compliance with the Native American Languages Act, and

Enlist the support of Congress, the Alaska State Legislature, the National School Boards Association, the Alaska Federation of Natives, the National Indian Education Association and the National Congress of American Indians to encourage the President of the United States to direct the U.S. Department of Education to consult with Indian tribes and Native American governing bodies and traditional leaders and educators on evaluating the No Child Left Behind Act to determine and implement changes needed to bring it into compliance with the Native American Languages Act.

Rationale: "Think not forever of yourselves, nor of your own generation. Think of continuing generations of our families, think of our grandchildren and of those yet unborn, whose faces are coming from beneath the ground." Peacemaker, Founder of the Iroquois Confederacy, circa 1000 A.D.

As the American people embark on the journey to implement the "No Child Left Behind Act", the First Peoples of our nation are forced to face, yet again, another challenge to the survival of our languages and our cultures. As indigenous peoples, the struggle to maintain the vitality of our languages and our cultures against the powerful mainstream odds of assimilation becomes a critical issue. Our very identity, our cultures, our worldview, the expression of who we are as Native peoples hangs in the balance.

HISTORY

According to a survey conducted in 1962 on the North American continent, there were 79 American Indian languages. Of those, most of the speakers were over 50. Fifty-one languages had fewer than 10 speakers. Thirty-five languages had between 10 and 100 speakers. Only six of them had at least 10,000 speakers. It is almost certain that at least 51 of these languages have all but disappeared (Nettle and Romaine).

In Alaska, Dr. Michael Krauss in 1980 predicted the future of Alaska Native languages in a paper entitled "Alaska Native Languages: Past, Present and Future." His deeply profound calculation that we would probably "see the death of the very last speakers of fifteen of the twenty languages" in the first half of the coming century was a wake up call that 22 years later we are finding so sadly, to be too close to being true. His prediction that Eyak probably would not survive this century came true. He predicted that Alaskan Tsimshian, Alaskan Haida, Holikachuk, and Tanana would probably be extinct by 2015 and Tlingit, Ahtna, Ingalik, Koyukok and Han by 2030. He said the languages with the best chance of survival were Central Alaskan Yupik and Siberian Yupik because of the large concentration of speakers of all generations. The impact that television and other media have had on the number of those speakers is serious cause for consternation.

Fortunately, the Native American Languages Act (NALA) was passed in 1990 (P.L. 101-477). This piece of federal legislation could very well be the saving grace of the indigenous languages that have continued

to thrive. Specifically, NALA states, "It is the policy of the United States to – preserve, protect and promote the rights and freedom of Native Americans to use, practice and develop Native American languages... encourage and support the use of Native American languages as a medium of instruction in order to encourage and support Native American language survival, equal education opportunity, increased student success and performance, increased student awareness and knowledge of their culture and history, and increased student and community pride: encourage State and local education programs to work closely with Native American parents, educators, Indian tribes and other Native American governing bodies in the implementation of programs to put this policy into effect."

NALA also has a provision for evaluating federal policies. In essence, this provision asks the President to direct Federal agencies to evaluate, in consultation with Indian tribes and other Native American governing bodies and traditional leaders and educators, their policies to determine and implement changes needed to bring them into compliance with the provisions of the Act.

RATIONALE

The discrepancies, between the terms of the Native American Languages Act (NALA) and the No Child Left Behind Act (NCLB) at the minimum, merit legal analysis and scrutiny. On the one hand, we have the mandate for supporting educational Native American language efforts. On the other, we have the mandate in the No Child Left Behind Act where the emphasis is on academics and English. This brings into the spotlight and into direct conflict, issues with inconsistencies in the Native American Languages Act via heritage language programs and fulfilling the mandate of the NCLB Act. The quandary with which we are faced, forces those people affected to question the intent of the NCLB insofar as its assimilative qualities and aspects and on the effects it is having on the already taxed and limited efforts that schools have undertaken to assist communities in ensuring the continued strength of Native languages.

Specific to the issue of Academic Assessments, the NCLB requires "high quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts..." This condition puts Native American immersion language programs at enormous risk. The requirements stating that the assessments shall "be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards" could preclude the development of Native American language based academic assessments. History, very clearly, makes us question whether academic assessments developed by indigenous people for purposes of measuring academic proficiencies would be considered "consistent with relevant, nationally recognized professional and technical standards."

Notwithstanding the fact that very few, if any, indigenous academic assessments have been developed and are recognized, the amount of funding that comes with the Title III program has serious implications. Aside from the predisposition to set priority on "World Language" and English language assessment issues as a national priority, the minute financial resources allocated for program implementation further strains resources that, in most cases, are already overstretched due to numerous federal and state mandates and priorities, most of which, if not all, are unfunded. The Act requires each State plan to include the identification of "languages other than English that are present in the student population and indicate the languages for which yearly student academic assessments are not available and are needed." The limited fiscal situation makes it highly unlikely that the State(s) will "make every effort to develop such assessments."

This puts districts with language immersion programs and native language programs in jeopardy for several reasons. Children who are taught in a language other than English are at a distinct disadvantage because of the academic testing rigors requiring that assessments be done in English. How can they pass a test administered in English if they are taught in Inupiaq or Yupik? In addition, districts must show adequate yearly progress as a fundamental part of the accountability system built into the Act or be at risk of being sanctioned for not performing up to par. Understandably, Districts will not desire to have their schools negatively labeled and will take appropriate steps to ensure their schools are not stigmatized. These "appropriate" steps could very well mean compromising language programs resulting in the further decay of endangered languages, not to mention the social pathologies that accompany the concomitant loss of

identity.

NCLB also requires a rigorous English language assessment. Beginning school year 2002-2003, each "local education agency" will "provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English)." In today's modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs. What is at issue in this regard is the colossal amount of energy that districts will need to exert on making certain their children can speak, read and write English sufficiently enough to pass both academic and English assessment programs. Contrast that amount of vigor with, inevitably, the infinitesimal amount of attention that will be given to language programs because of the need to comply with the new federal mandates. State and local educational agencies will need to be exceptionally innovative and utilize groundbreaking strategies to ensure that their languages are supported throughout the curriculum. *Adopted 2002 (Sunset: Nov. 2007)*

Kenai Peninsula Borough School District

Board of Education Meeting Minutes

July 17, 2006 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS: Mrs. Debra Mullins, President
Mrs. Sammy Crawford, Vice President
Ms. Sandra Wassilie, Clerk
Mr. Marty Anderson, Treasurer
Dr. Nels Anderson
Mrs. Debbie Brown
Mrs. Liz Downing
Mr. Bill Hatch
Mrs. Sunni Hilts
Miss Kelly King, Student Representative

STAFF PRESENT: Dr. Donna Peterson, Superintendent of Schools
Mrs. Melody Douglas, Chief Financial Officer
Mr. Sam Stewart, Assistant Superintendent
Mr. Glen Szymoniak, Assistant Superintendent

OTHERS PRESENT:

| | |
|-------------------|-----------------------|
| Mr. Dave Spence | Mr. Joe Nicks |
| Mr. Mick Wykis | Dr. Ron Keffer |
| Mr. Sean Dusek | Mrs. Doris Cannon |
| Mr. Mitch Glover | Mrs. Marnie Bartolini |
| Mr. Geoff Glover | Mr. Kevin Lyon |
| Mr. Mike Sweeney | Mrs. Jamie Harper |
| Mr. Tim Peterson | Mrs. Sylvia Reynolds |
| Mrs. LaDawn Druce | |

Others present not identified.

CALL TO ORDER: Mrs. Mullins called the meeting to order at 3:47 p.m. A quorum of School Board members, Mr. Anderson, Mrs. Brown, Mrs. Crawford, Mrs. Downing, Mr. Hatch, Mrs. Hilts and Ms. Wassilie were in attendance.

EXECUTIVE SESSION: At 3:48 p.m., Mrs. Crawford moved the Board go into executive session to discuss matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Borough and to discuss subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion. Specifically, the executive session was to discuss negotiations and to conduct a personnel hearing. The employee was invited to attend the hearing. Mr. Hatch seconded.

Motion carried unanimously.

ADJOURN EXECUTIVE SESSION: At 5:35 p.m., Mr. Hatch moved the executive session be adjourned. Mrs. Crawford seconded.

Motion carried unanimously.

RECESS: At 5:36 p.m., Mrs. Mullins called a recess

RECONVENE AFTER RECESS:

At 7:01 p.m., the Board reconvened in regular session.

CALL TO ORDER:
(7:01:08 PM)

Mrs. Mullins called the meeting to order at 7:01 p.m.

PLEDGE OF ALLEGIANCE:
(7:01:19 PM)

Mrs. Mullins invited those present to participate in the Pledge of Allegiance.

ROLL CALL:
(7:01:41 PM)

| | |
|---------------------|----------------|
| Mrs. Debra Mullins | Present |
| Mrs. Sammy Crawford | Present |
| Ms. Sandra Wassilie | Present |
| Mr. Marty Anderson | Present |
| Dr. Nels Anderson | Absent/Excused |
| Mrs. Debbie Brown | Present |
| Mrs. Liz Downing | Present |
| Mr. Bill Hatch | Present |
| Mrs. Sunni Hilts | Present |
| Miss Kelly King | Absent/Excused |

APPROVAL OF AGENDA:
(7:02:20 PM)

The agenda was approved with a revision to Item 11a.(2), 2006-2007 Board Goals.

APPROVAL OF MINUTES:
(7:03:06 PM)

The School Board Minutes of June 5, 2006, were approved as printed.

AWARDS AND PRESENTATIONS:
(7:03:22 PM)

The Board presented Golden Apple Awards to Mr. Kevin Lyon, Project Manager for the New Seward Middle School, and Mr. Mike Sweeney, Community Volunteer, for their service to the District.

PUBLIC PRESENTATIONS:
(7:08:38 PM)

Mr. Mitch Glover expressed concern for the non-retention of locally educated teachers.

Mrs. Erin Knotek, Moose Pass Elementary parent, expressed disappointment for the administrative decision to eliminate the school hot lunch program.

Mrs. Laura Skiba, Nikiski Middle/High parent, expressed concern for the reduction of nursing staff at the school.

Mr. Don Kent, Moose Pass resident, expressed concern for the administrative decision to eliminate the school hot lunch program.

Mrs. Judy Odhner, Moose Pass Elementary foster parent, expressed concern for the administrative decision to eliminate the school hot lunch program and offered solutions.

Ms. Kathy Crain, Moose Pass Elementary parent, expressed concern for the administrative decision to eliminate the school hot lunch program.

Ms. Carolyn Roesch, Tustumena Elementary foster parent, spoke in support of a lunch program at Moose Pass Elementary.

COMMUNICATIONS AND PETITIONS:

(7:27:40 PM)

Dr. Peterson called the Board's attention to the 2005-2006 summary of the weekly Highlights, the School Annual Report to the Superintendent, and the Kaleidoscope Charter School lease. Dr. Peterson requested that the Board President establish a charter school oversight committee to consider issues such as the proposed lease agreement.

ADVISORY COMMITTEE, SITE COUNCIL AND/OR P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A, BOROUGH ASSEMBLY:

(7:29:53 PM)

Mr. Mick Wykis, Kaleidoscope Charter School administrator and Mrs. Misty Hamilton, Academic Policy Committee, notified the Board that the Kaleidoscope Charter School is considering entering into a lease for classroom space.

SUPERINTENDENT'S REPORT:

(7:33:13 PM)

Dr. Peterson presented the 2005-2006 Site Council Evaluation Reports from each school. She reported on her attendance at The 65th Annual Superintendents Work Conference that focused on No Child Left Behind Act. She reported on District certified and support staff retirements. She introduced Mrs. Doris Cannon who was recently hired as the Elementary Curriculum Director.

FINANCIAL REPORT:

(7:36:27 PM)

Mrs. Douglas presented the financial report of the District for the period ending May 31, 2006. She explained that the next report for FY06 will be the Annual Financial Report.

QUARTERLY BUDGET REPORT:

(7:37:13 PM)

Mrs. Douglas reported on budget transfers Numbers 302 through 726 for various schools and departments within the District.

BOARD REPORTS:

(7:41:24 PM)

Ms. Wassilie reported that she attended the Spring Creek Youth Facility graduation.

BOARD WORKSESSION REPORT:

(7:43:02 PM)

Mrs. Mullins reported on worksessions regarding the AASB Membership, the 2006-2007 Board Goals, the FY06 and FY07 Budgets, and the Food Service Price Increase. She reported that the Board held an executive session to discuss negotiations and to hear a personnel matter. She reported that the Coaching Project worksession was canceled.

CONSENT AGENDA:

(7:50:25 PM)

Items presented on the Consent Agenda were Approval of Substitute and Temporary Pay Schedule; 2006-2007 Board Goals; 2006-2007 Annual Agenda Guideline; Food Service Price Increase; Budget Transfers; Nontenure Teachers for Tenure; Nontenure Teaching Assignments; New Teacher Assignments; Requests for Leave of Absence-Certified; Resignations; and New Administrator Appointment.

SUBSTITUTE AND TEMPORARY PAY SCHEDULE:

Mr. Szymoniak recommended the Board approve the pay schedule for substitutes and temporary employees for the 2006-2007 school year.

2006-2007 BOARD GOALS:

Dr. Peterson presented three goals in the areas of excellence, long-range planning, and public relations for accomplishment during the 2006-2007 school year as a result of the Board's June 6 planning session.

**2006-2007 ANNUAL AGENDA
GUIDELINE:**

Dr. Peterson recommended the Board approve the 2006-2007 Annual Agenda Guideline.

**FOOD SERVICE PRICE
INCREASE:**

Mr. Szymoniak recommended the Board approve increases to the 2006-2007 breakfast and lunch prices.

BUDGET TRANSFERS:

Mrs. Douglas recommended the Board approve budget transfers Number 502 (\$27,750), to pay for the balance of the annual software maintenance contract for the Student Information system and the Human Resources system; Number 503 (\$24,410), to pay for the purchase of the website Content Management System and for the purchase of computer equipment; Number 719 (\$20,002) to partially pay for a subscription for an internet filter; Number 652 (\$13,600) to pay for school meal food costs and Student Nutrition Services employee salaries; Number 655 (\$38,870, \$33,987) to pay for salaries for summer school teacher and aides; Number 657 (\$11,063, \$22,500, \$45,000, \$45,000, \$101,250, \$19,913, \$21,263, \$25,786, \$49,807) to pay for contracted services such as IEPs, occupational and physical therapy, and psychology services required for students and are provided in the absence of regular staff; Number 671 (\$10,241) to pay for tutor and aide wages; Number 673 (\$16,403) and 674 (\$32,540) to pay for Soldotna Montessori Charter School teacher salaries; Number 702 (\$13,946, \$15,975) to pay for Aurora Borealis Charter School teacher and administrator salaries; Number 705, (\$10,838) to pay for actual year-to-date fuel costs for warehouse truck deliveries; Number 722 (\$20,936, \$28,473, \$12,674, \$38,999, \$16,245) to pay for increases in the cost of propane and natural gas; Number 724 (\$20,763, \$81,350, \$16,187, \$14,414, \$19,987, \$11,992, \$13,060, \$22,194, \$23,786) and Number 725 (\$22,914) to pay for increases in the cost of fuel for heating; Number 723 (\$32,559) to assist with funding for the Project Grad Summer Institute.

**NONTENURE TEACHERS FOR
TENURE:**

Mr. Szymoniak recommended the Board approve tentative nontenured teachers Christine Faber, (temporary) Title I teacher, Kachemak Selo School; Vicki Hollingsworth, Grade 6/language arts and social studies, Kenai Middle School; Kristine Barnes, 6th Grade teacher, Nikiski North Star Elementary; Karlene Meyers, Grade 6 teacher, Soldotna Elementary; and Karl Kircher, (temporary) reading, Soldotna Middle teacher, for employment and tenure.

**NONTENURE TEACHING
ASSIGNMENTS:**

Mr. Szymoniak recommended the Board approve nontenure teacher assignments for the 2006-2007 school year for Michael Hanson, (temporary) Professional Development Coach/Lead Coach, Districtwide-Central Peninsula Curriculum; Paul Story, itinerant counselor, Districtwide, Homer Area; Marcia Lee, .50 FTE librarian, Homer High; Christine Casiano, primary grades, Kaleidoscope; Tammy Hanley, (temporary) 21st Century Grant teacher/manager, K-Beach Elementary; Kimberly Knecht, Grade 1, K-Beach Elementary; Michelle Bayes, social studies/language arts, Kenai Central High; Shannon West, math/reading, Kenai Middle; Ben Lavigne, (temporary) Title I/vocational education, Nanwalek; Lucas Peless, language arts/athletic director, Nikiski Middle/High; Kersten Osborn, kindergarten, Nikiski North Star Elementary;

**NONTENURE TEACHING
ASSIGNMENTS:**
(continued)

Krista Holman, science, Ninilchik; Kathryn Baum-Fjelstad, language arts, Ninilchik; Michelle Burnett, .35FTE permanent/.65 FTE (temporary), kindergarten, Nikiski North Star Elementary; Ingrid McKinstry, (temporary) .50 FTE Title I/Migrant teacher, Razdolna; Barbara Baldwin, Quest Gifted/Talented Program, Redoubt/Soldotna Middle; Theresa Zabala, Grades 3/4, Seward Elementary; Marylynn Barnwell, Grades 5/6, Seward Elementary; Maryvonne Guillemin, Spanish, Skyview High School; Luanne Bressler, intermediate grades, Soldotna Elementary; Carly Reimer, physical education/science, Soldotna Middle; Cheryl Romatz, Grades 4-6, Soldotna Montessori; Staci Wells, K-6 reading, Soldotna Montessori; Kathy Holt, Grades 1-3 teacher, Soldotna Montessori; Darci Drury, (temporary) .75FTE Title I, Sterling Elementary; Sandra Lyons, (temporary), Primary Grades, Sterling Elementary; Lisa Gossett, (temporary) .80 FTE Title I, Tustumena Elementary; Kelly Balise, Grades 3/4, Tustumena Elementary; and Linda Etwiler, (temporary) Title I/Migrant teacher, Voznesenka.

**NEW TEACHER
ASSIGNMENTS:**

Mr. Szymoniak recommended the Board approve teacher assignments for the 2006-2007 school year for Betsy A. Vanek, (temporary) .50 FTE Title I teacher at Chapman School; Jason Nissly, band/instrumental music 7-12 at Homer Middle and Homer High; Scott Peek, (temporary) math teacher at Kenai Central High; Mindy L. Hunter, (temporary) primary teacher at McNeil Canyon Elementary; Penny Connealy, (temporary) Title II teacher at Nanwalek School; Shana Kolipano, .50 FTE librarian/.50 FTE art teacher at Nikiski Middle/High; Teresa Elmore, (temporary) reading teacher at Nikiski Middle/High; Erin Foley, special education/intensive needs at Nikiski North Star; Heather Pancratz, secondary generalist at Nikolaevsk; Lisa Nissly, (temporary) .50 FTE Title I/(permanent) .50 FTE music at Ninilchik School; Amy Alexander, special education/intensive needs at Paul Banks Elementary; Mary Glynn, occupational therapist at Sears Elementary; Jill Cummings, Grades 1-2 at Seward Elementary; Carl F. Carlson, vocational education at Skyview High; Richard Metcalf, science/math teacher at Skyview High School; Jeana Hayes, .50 FTE math teacher at Soldotna Middle School; Hana Jones, (temporary), Intermediate Grades at Sterling Elementary; Jeffrey Moore, vocal and instrumental Music at Soldotna Middle; Paul S. Chissus, (temporary) .60 FTE secondary career/vocational generalist at Susan B. English; and James Perzechino, generalist at Tebughna School.

**REQUESTS FOR LEAVE OF
ABSENCE-CERTIFIED:**

Mr. Szymoniak recommended the Board approve leave of absence requests for James Davis, math/physical education, Kenai Central High; and Lynette Dawson, kindergarten, Redoubt Elementary.

RESIGNATIONS:

Mr. Szymoniak recommended the Board approve resignations effective at the end of the 2005-2006 school year from Jason Hobart, math/science, Kenai Central High; and Erik Larson, special education/resource, Kenai Middle.

NEW ADMINISTRATOR APPOINTMENT:

Mr. Szymoniak recommended the Board approve the appointment of Melissa Stavola, principal, K-Beach Elementary.

MOTION

Mrs. Crawford moved the Board approve Consent Agenda Items Numbers 1 through 11. Mrs. Brown seconded.

Mrs. Brown removed Item 11a.(2), Approval of 2006-2007 Board Goals and Item a.(8), Approval of New Teacher Assignments.

Ms. Wassilie removed Item 11a.(5), Approval of Budget Transfers.

Items 1, 3, 4, 6, 7, 9, 10 and 11 carried unanimously.

MOTION

Mrs. Brown moved the Board approve an amendment to Item 11a.(2) to radio broadcast Board meetings. The amendment died for lack of a second.

Item 11a.(2) carried unanimously.

Item 11.(5) carried unanimously.

VOTE ON ITEM 11a.(8), NEW TEACHER ASSIGNMENTS:

Yes – Crawford, Hatch, Wassilie, Mullins

No – M. Anderson, Brown, Hilts

Abstain – Downing

Motion carried.

FY06 BUDGET REVISION:

(8:00:23 PM)

Mrs. Douglas recommended the Board approve a revised general fund budget of \$89,146,364.

MOTION

Mrs. Crawford moved the Board approve a revised general fund budget of \$89,146,364. Mrs. Downing seconded.

Motion carried unanimously.

FY07 BUDGET REVISION:

(8:04:18 PM)

Mrs. Douglas recommended the Board approve a revised general fund budget of \$98,255,224 and a total for all funds of \$118,093,418 (including special revenue funds amounting to \$19,838,194 already approved by the Board). Mrs. Douglas noted that the revision reinstates the staffing reduction that was made to balance the budget.

MOTION

Mrs. Crawford moved the Board approve a revised general fund budget of \$98,255,224 and a total for all funds of \$118,093,418. Mr. Anderson seconded.

VOTE:

Yes – M. Anderson, Crawford, Downing, Hatch, Hilts, Wassilie, Mullins

No – Brown

Motion carried.

BOARD COMMENTS:

(8:21:24 PM)

Mrs. Brown expressed appreciation for money donated by Chevron Oil Company which is to be put towards cocurricular programs. She spoke in support of contracting with a local radio station to broadcast the Board meetings in partnership with the Borough Assembly.

Ms. Wassilie thanked the administration for working with the Moose Pass residents regarding the school hot lunch program. She explained that one of the Board goals is to reach out to the community and that the public may want to have radio broadcasted meetings. She announced that September 21 through 24 the Arttrain will visit Seward and is comprised of five rail cars including an art museum, a studio, and local artists who work with students. She reported that, with financial help from local organizations and businesses, students will be transported to the train during school field trips.

Mrs. Crawford thanked administration for the reports included in the information packet. She welcomed Mrs. Doris Cannon as the new Elementary Curriculum Director. She asked if the Board would consider a worksession on August 7 to discuss the Board's withdrawal from the Public Employment Retirement System.

Mr. Hatch commended Project GRAD Program for their work.

Mrs. Hilts thanked the legislators and Borough Assembly for the funding support. She stated that the Board will work hard to better understand the Student Nutrition Program and the Human Resources Program. She stated that the Board needs to do a better job promoting polycom classes.

Mr. Anderson asked for an excused absence from the August 7 Board meeting. He thanked the Board members who worked on the development of the FY07 goals and apologized for his absence. He welcomed Mrs. Cannon to the District. He spoke in support of a lunch program at Moose Pass Elementary School. He thanked Ms. Wassilie for information regarding the Arttrain information

Mrs. Downing thanked those who testified to the Board. She explained that the Board discussed the possibility of having 15-minute informational worksessions to educate the Board on specific issues.

Mrs. Mullins suggested that the PERS withdrawal worksession be held at the September meeting. She reminded the Board to attend the joint Borough Assembly worksession on July 25 regarding litigation. She stated that the members of the Charter School Oversight Committee will be Mr. Hatch, Mr. Anderson, and Mrs. Downing with Mr. Anderson to act as chair to work with the administration.

Mrs. Mullins thanked the community for the support for education that was expressed to the legislature. She thanked the Board and administration for the expressions of condolences.

ADJOURN:
(8:39:13 PM)

At 8:39 p.m., Mrs. Crawford moved the School Board Meeting be adjourned. Mr. Hatch seconded.

Motion carried unanimously.

Respectfully submitted,

Mrs. Debra Mullins, President

Ms. Sandra Wassilie, Clerk

The Minutes of July 17, 2006,
have not been approved as of
July 27, 2006.

From the Superintendent-

What a year! We started with the best pupil-teacher ratio in several years and what a difference it made in our ability to address individual student needs. Because of the State's recognition of the Area Cost Differential, acknowledging that it costs more to do business on the Kenai Peninsula than it does in Anchorage, we will be able to maintain this excellent pupil-teacher ratio during the 2006-07 school year. The only cloud on the horizon is that the money is slated for one year so we will have to address the inequity with new legislators.



Donna Peterson, Ed. D.
Superintendent of Schools

The year was filled with exciting moments, not the least of which was the Arctic Winter Games. I will never forget the moment when we moved the containers of beds to eight schools to set up for the 2000 athletes and found out that the beds we thought weighed 47 pounds actually weighed 97 pounds and would take a lot more volunteer labor than had been planned. Entire schools as well as communities rolled up their sleeves for this shared experience; everything got done and although everyone was exhausted at the end of the week, our school facilities, people, and the peninsula were truly showcased for the world.

Mission Statement

The mission of the Kenai Peninsula Borough School District, in partnership with its rich diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.

Other exciting moments included awards for individual students, teams, schools, and employees. We said goodbye to 42 individuals who had worked in our schools for a combined total of 839 years. We said hello to twenty-three new to position administrators, including simultaneously replacing all four central peninsula high school administrators for the first time in the District's history.

As always, I'm especially proud of the spirit and integrity represented by our students and employees. The communities and government on the Kenai Peninsula are supportive of youth and work together with us to make a positive difference in the lives of many. We live in a great place and should never take for granted that it takes all of us to make KPBSD the world-class educational system that it is. As we address the winds of change coming our way, together we are poised to navigate the future. Thank you for your help.



The Kenai Peninsula

The Kenai Peninsula Borough lies directly south of Anchorage, Alaska's principal population center, and is home to the Kenai Peninsula Borough School District.

The waters of the Gulf of Alaska and Prince William Sound border the Borough on the south and east with the Alaska Mountain Range rimming the Borough to the west. The boundaries of the Borough and School District encompass a total of 25,600 square miles. In comparison, the geographical area of the Kenai Peninsula Borough equals that of Massachusetts and New Jersey combined and yet the borough population is less than 1/400th of that same area.

Year-round recreational opportunities abound on the Kenai Peninsula; fishing, sightseeing, hiking, snow machining and cross-country ski trails are just a sampling of the outdoor recreation that is readily accessible for the outdoor enthusiast.

The Peninsula has one of the state's most diverse economies; major industries include oil and gas, commercial fishing, and tourism. The oil and gas industry accounts for approximately one-third of the Borough's labor force.



This brochure is provided
by the Kenai Peninsula
Borough School District

148 N. Binkley St.,
Soldotna, AK 99669

907-714-8888
www.kpbsd.k12.ak.us

ANNUAL REPORT

05-06



Road to
Accountability

Kenai Peninsula
Borough
School District

2005-2006 KENAI PENINSULA BOROUGH SCHOOL DISTRICT Board of Education Goals

1. Engage communities in a dialog regarding competency-based education, including a review of Section 6000 of the District Policy Manual.
2. Establish a structural framework for Charter Schools that defines board, administration, and charter policy committee roles and responsibilities, draft policies, and procedures.
3. Continue local and state lobbying/legislative effort, prepare a resolution for AASB consideration that changes the Area Cost Differential, and request a borough accounting of the in-kind maintenance contribution.

Highlights-

- Charter school policy revisions
- Mentor Teacher/Coaching project
- Electronic employment database
- Nutrition & Wellness policy developed
- Update to Board Policy 6000 section
- District webpage facelift
- Delivered advanced placement courses districtwide via video conferencing
- Implemented K-2 standards-based report card
- Five-year transportation contract negotiated
- Arctic Winter Games
- 23 new-to-position administrators
- Opened employee contract negotiations

The Educational Program



At the base of the Kenai Peninsula Borough School District's exceptional academic program is the six-year curriculum revision cycle. During the 2005-2006 school year, the newly revised career and technical education and physical education curricula were implemented. Professional Development centered on math, with experts from Math Solutions providing three days of inservice to district math teachers. Also, in 2005-2006, the K-6 language arts and reading curriculum were revised and aligned to Alaska State Standards and national content standards.

In 2006-2007, we will begin the process of reviewing and revising our district's 7-12 Language Arts curriculum. During the year, the committee will be looking at all aspects of language arts, including reading, writing, spelling, handwriting, and communicating.

Our Long Range Plan stresses Early Literacy skills at grades K-2. Assessment of progress in reading fluency begins with testing (DIBELS) in the fall of the kindergarten year and continues on a regular basis throughout the primary grades. Based on this assessment, intervention and remediation is offered through Title 1 programs as well as Special Services.

Parents of all kindergarten through second grade students now receive Standards Based Report Cards, which show areas of student proficiency in the content areas. In 2006-2007 the third grade will transition to Standards Based Report Cards.

KPBSD provides full day kindergarten for all students who turn five years of age on or before September 1. A developmentally appropriate full day program helps assure our students are ready for the expectations of first grade.

The Pupil Services Department offers a variety of services to the students in our district with unique needs. These services include programs for gifted students, nursing services, services for students with disabilities who qualify for accommodations under Section 504 of the Rehabilitation Act, and services for students

who qualify for special education under the Individuals with Disabilities Education Act. Services include supports in the regular classroom, resource room, or self-contained environments. Also, related services and speech and language services are provided to students based on identified needs. The need for services is determined in consultation with a student's parents and identified in a plan of services (Student Learning Plan, IEP, or 504 Plan).

KPBSD sponsors a summer school for grades K-16 which emphasizes both reading and math skills. Students (grades 3-6) identified by the Alaska Standards Based Assessment scores as needing remediation are invited to attend the summer program. Extensive pre and post testing data is used to assess both the program and student achievement level in order to determine the best possible intervention strategies to bring all students to the level needed to meet State and District benchmarks.

Each school sets instructional goals based on the individual assessment data of that school. During the school year, specific inservice programs are planned at the school site level which address the goals and have as their outcome an increase in student achievement.

Tebughna Housing

The Kenai Peninsula Borough School District currently provides housing for teachers assigned to the remote villages of the district. The existing trailer-type housing units in Tyonek are in need of replacement due to age and constant need of major repairs.



KPBSD has included the replacement of these housing units in the six year capital improvement projects plan since 2003. With the coordination and cooperation of the borough, the Native Village of Tyonek and Tyonek Native Corporation, Alaska Housing Finance Corporation and the Denali Commission, and Cook Inlet Housing Authority, ground was broken this past spring. Final completion and teacher occupancy is anticipated for a new duplex unit in August of 2006.

New Construction Projects:

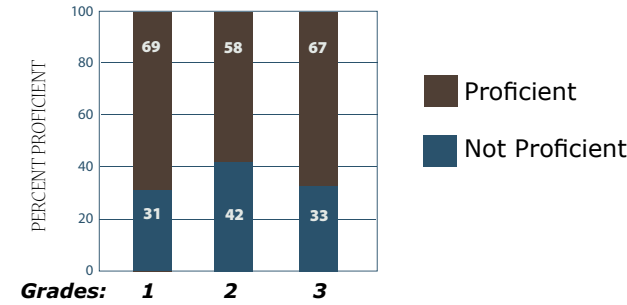
The old Seward Middle School was a wood frame structure originally constructed in July of 1968 as the Seward Elementary School. Subsequently, the steel and concrete structure for the new Seward High School was located adjacent to the elementary school via an enclosed connector that also contains a shared cafeteria and kitchen area. The 50,000 square foot middle school facility had reached the extent of its useful life, and according to a 2002 School Code Compliance Review, was substantially deficient in all categories of systems and construction.



Following the approval of the Department of Education and Early Development and the voters of the Kenai Peninsula Borough, debt reimbursement funds in the amount of 14.7 million dollars were secured to replace the old middle school with a slightly smaller, but more efficiently designed new building. The request for proposals for schematic design went out in late June of 2003 with student occupancy and final completion occurring at the beginning of 2nd semester of the 2005/06 school year.

Achievement Profile

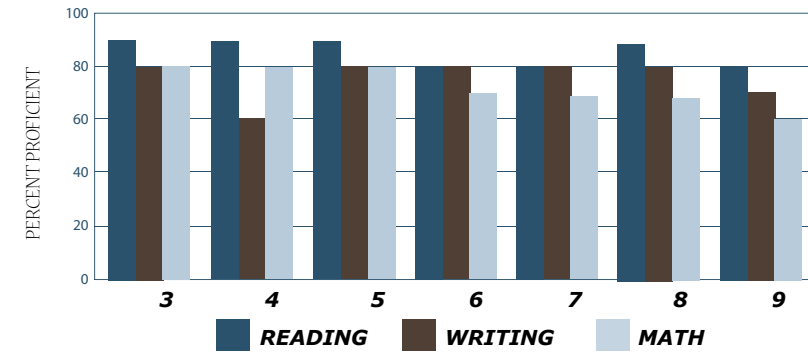
Oral Reading Fluency • Spring 2006



DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

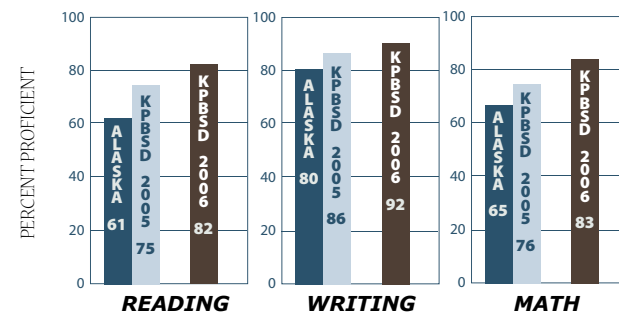
Standards Based Assessments • Grades 3-9 • Spring 2006



Standards Based Assessments Grades 3-9

Alaska measures student proficiency in Reading, Writing and Math with the Alaska Standards Based Assessments which are administered in grades 3 through 10. Results from Spring 2006 Grade 10 SBAs will be available at the beginning of next school year.

HSGQE • Grade 10 • Spring 2006



High School Graduation Qualifying Exam

Each section of the High School Graduation Qualifying Exam must be passed by students to graduate. Students have their first opportunity to take the exams during the spring of their sophomore year and two additional opportunities each year following. The results below are for Sophomores only and compare state and district pass rates.

Distance Education Program

KPBSD enjoys one of the best technology infrastructures in the world; The District is working hard to utilize that infrastructure to its fullest while helping our students maximize their learning opportunities through technology. Our Distance Education program started two years ago in earnest with video-conferencing technology by delivering four courses from Soldotna High School to our smaller schools. Since that time we have expanded to delivering eight courses via video-conferencing and six courses via our newly formed web based delivery model. We have been able to expand our AP course offerings especially within Calculus through video-conferencing and have been able to develop a cadre of Social Studies courses within our web model. Utilizing our state of the art technology is allowing us to strengthen offerings at our larger schools while expanding opportunities at our smaller schools. The future will blend our video-conferencing courses with the web-based delivery model to allow for an expansion into many different curricular areas that will address the needs of all students within our school district.

Primary Frameworks

KPBSD is expanding its continuum of services for students requiring intensive behavioral interventions in order to succeed in the regular environment. Programs either currently exist or are in the development stage in the Central Peninsula, Homer, and Seward. Students are able to move along a continuum of placement options as they learn new skills for positive behavior as well as progress in their academic achievement. Smooth transitions between specialized settings and the regular environment are assisted by behavioral support teachers and paraprofessionals. The intent of the behavioral intervention program is to create a safe, positive learning environment for all students.

Work Force Development Center

For many years KPBSD has supported a Work Force Development Center on the Central Peninsula. While still partnering with KPC through Tech Prep agreements many other advanced course offerings will be available. After working with the KPBSD Career and Technical Education Advisory committee a focus on construction and welding courses will be pursued by the WDC. In an effort to meet the needs of our local economy the WDC will start offering Building Trades and Metal Fabrication courses with

an opportunity to earn nationally recognized certifications for the 2006-07 school year. In the coming years, with the guidance of our advisory committee, the WDC hopes to expand into the areas of Safety, Mining, Advanced Mechanics, and Process Technology. It is our goal to meet the needs of our students to prepare them for the world of work, help them connect their education to real-life in a meaningful way for them and balance the needs of our local economy and future workforce within that framework.

Highly Qualified Educators

With the advent of the No Child Left Behind Act, school districts became responsible for showing that the teachers and paraprofessionals teaching students were qualified to do so. In order to meet the Federal definition of highly qualified, teachers had to meet several criteria. First, they had to have a baccalaureate degree. Second, they needed to have a teaching certificate issued by the state in which they teach. Finally, they needed to show proficiency in the subject or subjects they teach by having a degree in the subject, having 30 semester hours of credit in the subject, passing a content test in the subject, or by completing the High Objective Uniform State Standard of Evaluation (HOUSSE).

The following statistics represent KPBSD teachers who have demonstrated highly qualified status in a content area:

| | |
|--|-----|
| Teachers at Elementary Schools | 92% |
| Teachers at Middle & Secondary Schools | 67% |
| Special Education Teachers | 62% |



August 7, 2006

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of Tentative Non-tenured Teacher Assignments, - Item 11 a (1)

It is recommended that employment for the following non-tenured teachers be approved for the 2006-07 school year. The following lists tentative assignments for the non-tenured teachers:

| <u>Location</u> | <u>Employee</u> | <u>Assignment</u> | <u>Certification</u> |
|------------------------|------------------------|-----------------------------------|---|
| Homer Middle | Vicki Abraham | Temporary Migrant Teacher 7-12 | K-6 Elementary K-12 Mildly Handicapped |
| K-Beach Elementary | Tanya Erwin | Temporary Grade 6 Teacher | K-8 Elementary |
| Seward Elementary | MaryEllen Dalberg | Temporary Title I Teacher | Elementary |
| Skyview | Angela Brown | Temporary .75 FTE Math Teacher | 7-12 Math 7-12 Chemistry |

August 7, 2006

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Glen Szymoniak, Assistant Superintendent
SUBJECT: Approval of New Teacher Assignments/2006-07 Item- 11 a (2)

It is recommended that the following new teacher assignments be approved. The following assignments are tentative:

| <u>RESIDENCE</u> | <u>NAME</u> | <u>DEGREE</u> | <u>INSTITUTION</u> | <u>MAJOR</u> | <u>ATC</u> | <u>EXP</u> | <u>ASSIGN</u> |
|------------------|-------------------|---------------|--|--|---|------------|--|
| Sycamore, IL. | Heather Wendt | BS | University of Wisconsin, Whitewater, WI. | Math | Physical Education K-12, Coaching 7-12, Math 9-12 | 4 States | PE/Computers at Kenai Central High |
| Winchester, VA. | Kellie Davidson | MS | University of Tennessee, | Curriculum & Instruction, Elementary Education | Elementary Pre K-6 | 10 States | Grade 1, Sears Elementary |
| Anchorage, AK. | Lyndi Miller | BS | Montana State University, Bozeman, MT. | Elementary Education | Elementary | 3 AK. | Grades K, 1, 2 or multi grade at Sears Elementary |
| Seward, AK. | Kimberlie Fister | BS | California State University Fullerton, Fullerton, CA | Child Development | Elementary | ==== | Grades 3/4 at Seward Elementary |
| Seldovia, AK. | Damara Burnett | BA | The College of St. Scholastica, Duluth, MN. | English | Communication 5-12 | 1 KPBSD | Temporary, .40 FTE Secondary Language Arts/English at Susan B. English |
| Fairbanks, AK. | Benjamin Stephens | BA | University of Alaska, Fairbanks | Elementary Education | Elementary | ==== | Temporary, Grade 4 at West Homer Elementary |

August 7, 2006

TO: Board of Education
FROM: Donna Peterson, Ed. D., Superintendent
SUBJECT: 2006-07 New Administrator Appointment - Item

Recommendation: That the BOE approve the following new Administrator appointment for the 2006-07 school year.

Building Administrator:

| <u>School</u> | <u>Administrator</u> | <u>Position</u> |
|---------------|----------------------|-------------------|
| Tebughna | Sheryl Kaye | Principal/Teacher |

Sheryl Kaye

Summary of qualifications

[9/2002- Present] Brinnon School District Brinnon, WA.98320
Lead Teacher/ 1st-3rd grade teacher/ co-administrator in Special Education

- Certified K – 8th grade, endorsement in Early Childhood Education and administration
- Teach all subjects in my classroom, Lesson Plans, Open House, all after school activities, (Fall Festival, Auction, Talent Show, Valentine Social, and PTO meetings, curriculum committee. Adapt curriculum to meet all students' needs while meeting the EALR's and No Child Left Behind. Conference with Student Lead conferences.
- Act as administrator in the absent of the principal/supt. Staff evaluations. Behavior management, help with grants. Administrator for Summer School
- Completed Title I School wide Plan. Completed all Special Education and Title I mid term, monthly and end of year reports. Made appointments for parents to attend IEP meetings, attended IEP meetings as administrator, arranged for certified person endorsed in Special Education to write IEP's by due date, prepared and accommodated the personal from Olympia during the Title I/ Special Education audit. Update students' files and quarterly reports sent to parents. Arranged for the placement of Special Needs students in the classrooms, placement testing for Special Education. Beginning and ending Title I testing. Ordered, administrated ITBS testing, distributed, inventory and mailed WASL testing. Member of the curriculum committee. Worked with administrator to prepare the school and have staff ready for a Special Needs student in a wheelchair. Attend Special Education and Title I monthly meetings.



Professional experience

[2002-present] Brinnon School District and School , Brinnon, WA.

1st – 3rd grade teacher, Lead Teacher, Co-Administrator for Special Education

2001- 6/2002 Central Kitsap School District, Silverdale, WA. 98383

Substitute teacher in grades K-12th all subjects. Co- taught in 6th grade classroom.

Student Teaching Central Kitsap Green Mountain Elementary - Developed teaching programs and modified curriculum to address students' needs and maintained compliance with Washington State Essential Learning's. Designed curriculum that is challenging and developmentally appropriate, developed teaching strategies that improve WASL scores.

1985 – 2001 Esquire Hills and Seabeck Elementary Central Kitsap

Parapro in Special Education and Title I. Worked in Self-contained Behavior classroom. Testing, lesson plans, working with students having a difficult time in Reading and Math. Worked with students on a one – on- one basis and in small groups. Completed all Title I paperwork on individual students. Attended Title I meetings. Planned and participated in Springfest (District wide parent involvement activity). Participated in Open House and Staff Meetings. Assisted with WASL testing, Administrated ITBS,Running Records, Sorts, CTBS and IRI's, conferences with parents

**Volunteer
experience**

PTO president, secretary, Youth Director, Church Education Director, Cub Scout Leader, Fellowship Chairperson, Children's Church and nursery duty, Lute Singers, (a group of high school students from a local church that toured the USA worshipping the Lord, we had the opportunity to sing for a Billy Graham crusade).