

Kenai Peninsula Borough School District Board of Education Meeting Agenda

June 7, 2004 – 7:30 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

Ms. Deborah Germano, President
Mrs. Sammy Crawford, Vice President
Dr. Nels Anderson, Clerk
Mrs. Margaret Gilman, Treasurer
Mrs. Debra Mullins
Ms. Sandra Wassilie
Ms. Debbie Holle
Mr. Marty Anderson
Mrs. Sunni Hilts
Mr. Patrick Tilbury, Student Representative

Worksessions

1:00 p.m. KPSAA Handbook Changes – Structure
([Item 10c.](#), [Item 10d.](#), [Item 10e.](#), [Item 10f.](#))
2:00 p.m. [FY05 Budget](#) – Structure
3:00 p.m. [Long Range Plan Update](#) – Accountability
4:00 p.m. [Superintendent Evaluation](#) – Accountability
5:00 p.m. [Board Self-Evaluation](#) – Accountability

A-G-E-N-D-A

1. 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/[May3, 2004](#)

2. Awards and Presentations

- a. Judy Klunder, Tustumena Elementary Teacher
- b. Eric Fischer, Spirit of Youth Award

3. School Reports

4. **Public Presentations** (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)

5. Hearing of Delegations

6. Communications and Petitions

7. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly

8. Superintendent's Report - Accountability

- a. [End of the Year Report](#)

9. Reports - Accountability

- a. [Financial Report](#) – Mrs. Melody Douglas

- b. [Lease Agreements](#) – Mr. Sam Stewart
- c. Board Reports

10. Action Items

- a.

Consent Agenda

 - (1) Approval of [Administrator Appointments](#) – *Structure*
 - (2) Approval of [Nontenure Teacher Assignments](#) – *Structure*
 - (3) Approval of [Resignations](#) – *Structure*
 - (4) Approval of [Long-Term Substitute Teacher Contracts \(Revised\)](#)– *Structure*
 - (5) Approval of [AR 6164.1, Weighted Grades](#) – *Structure*
 - (6) Approval of [Leave of Absence Requests -Support](#) – *Structure*
 - (7) Approval of [Nontenure Teacher for Tenure](#) – *Structure*
 - (8) Approval of [New Teacher Assignment](#) – *Structure*
 - (9) Approval of [Leave of Absence Requests-Certified \(Revised\)](#)– *Structure*

Finance

- b. Approval of [FY05 Budget Revision](#) – *Structure*

Administrative Services

- c. Approval of [KPSAA High School Handbook Recommended Changes](#) – *Structure*
- d. Approval of [KPSAA Middle School Handbook Recommended Changes](#) – *Structure*
- e. Approval of [KPSAA Middle School Eligibility for Cocurricular Activities](#) – *Structure*
- f. Approval of [KPSAA Coaching Stipends at Voznesenka Elementary/High](#) – *Structure*

11. First Reading of Policy Revisions

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

13. Board Comments

14. Executive Session

15. Adjourn

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April 28, 2004

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations

Through: Sam Stewart, Assistant Superintendent

Subject: Recommended High School Handbook Changes
For School Year 2005

Attached please find the Kenai Peninsula School Activities Association recommended handbook changes for the 2005 school year. These recommended changes were approved by the member schools of the Kenai Peninsula Borough School District at the general membership meeting held on April 15, 2004 at 5:00pm in the Kenai Central High School library.

The Kenai Peninsula School Activities Association requests approval of these changes to the high school handbook.

Thank you.

DS/ps
Attachments

Kenai Peninsula School Activities Association High School Handbook, June 2003

Page 20

X. Athletic Director's Responsibilities

Items 2, 7, and 8

X. ATHLETIC DIRECTOR'S RESPONSIBILITIES

1. Schedule all athletic events including contracting all opposing schools for each home contest.
2. Submit the athletic budget and quarterly [semi-annual] expenditures of activities report for submittal to the building administrator and site council.

3. Arrange transportation and housing for all events.
4. Assume the responsibility for completion and maintenance of eligibility data, physical forms, emergency treatment cards, parent permission forms, etc.
5. Contract officials for all home events.
6. Assume responsibility for providing ticket takers and other game personnel necessary for all home events.
7. Coordinate the school master **[activities]** calendar.
8. Coordinate the certification process for **[Secure certified]** game officials.
9. Insure that each participating athlete has on file the signed statement (Appendix A) that s/he has read the KPBSD Activities Guidelines (Appendix B).
10. Inventory, purchase and maintain equipment, uniforms and supplies.
11. Assume responsibility for procurement and distribution of athletic awards, letters and pins for all sports.
12. Schedule all awards and banquets and assume general coordination of those events.
13. Assume responsibility for working closely with support clubs.
14. Coordinate with the activity director and/or drama/auditorium director the scheduling of events in existing facilities.
15. Assume responsibility for public relations with the community including newspaper and radio coverage of athletic events.
16. Assume responsibility for the purchase and dissemination of all first aid and other medical supplies used in the athletic programs.
17. Assist in the screening and hiring of all athletic personnel.
18. Work as a liaison between the administration and the coaching staff.

Revised/Adopted 7/7/03

JUSTIFICATION:

#2 Board of Education recommendation. Quarterly reporting is impractical.

#5 Redundant

#7 Master calendar is the principal's responsibility; activity calendar is the athletic director's

responsibility.

#8 Alaska Schools Activities Association certifies officials.

Kenai Peninsula School Activities Association High School Handbook, June 2003

Page 5

III. Enforcement of Guideline Policies/Appeals

A. Student Infraction/KPSAA Policy Due Process

1. Level I Suspensions from Athletic Teams for Violation of Handbook Regulations

This rule currently states:

When a school has cause to believe that a student has violated law, policy, regulation or school district activity handbook rules that could result in suspension from a team for the remainder of the season, the administrator or his designee shall conduct a hearing that meets the following due process conditions:

Prior to any disciplinary action taken the student shall be provided:

1. Oral or written notice of the charges.
2. An explanation of the evidence if the student denies the charges.
3. An opportunity to present the student's view of the incident.

A student charged with a rule violation may continue to participate until a determination is made in each case by a school official. An informal hearing shall be held as soon as knowledge of a violation is known to the school. The student's parent shall be notified orally and in writing of the decision prior to the student's removal from any team or as soon afterward as practical.

Students suspended from athletic teams shall not be permitted to participate in other school-related or school supervised activities following removal by the unit administrator from one activity until other provisions of activity guidelines are fulfilled, or until an appeal filed by the student or his parent, causes the removal to be overturned.

The unit administrator shall be reasonably free to determine what evidence shall be considered and the weight given to it. Hearsay evidence is not excluded on those grounds alone. Activity participation may be denied when there is relevant evidence to the extent that a reasonable mind might accept as adequate to support the conclusion that a violation occurred.

Reinstatement to participation must follow provisions elsewhere in this handbook in order that a student may regain privileges withheld.

The student or parent may appeal this decision within 10 [5] school days to:

JUSTIFICATION:

This proposal was offered so that the timeline of KPSAA appeal process aligns with Board of Education Policy AR5144.11, Students Due Process.

Kenai Peninsula School Activities Association High School Handbook, June 2003

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Appendix B, High School Activities Guidelines

V. Participation Guidelines for Activities

Section A. Student Rules

Paragraph 1, Basic Training

This rule currently states:

In order to promote a positive co-curricular environment, basic training rules are established that require student/athletes to abide by school and district policies as well as civil laws of the community. Training rules are in effect 24 hours a day and will be enforced from the first day of the season as set by the ASAA calendar. A co-curricular participant will be suspended from participation and practice for that activity season or thirty (30) consecutive school days, whichever is longer (except as provided in paragraph 2) for items a, b, and c:

- a. Alcohol – use, influence or possession
- b. Illegal drugs and/or paraphernalia – use, influence or possession
- c. Misuse and/or abuse of prescribed drugs or over-the-counter substances
- d. Tobacco use or possession in any form will result in a two-week suspension from competitive participation, not practice. A second offense will cause dismissal from participation and practice from that activity for the remainder of the season

Proposed language change:

In order to promote a positive co-curricular environment, basic training rules are established that require **[student-athletes]** to abide by both school and district policies as well as civil laws of the community. Training rules are in effect 24 hours a day and will be enforced from the first day of the season as set by the ASAA calendar. A co-curricular participant will be suspended from participation and practice for that activity season or 30 consecutive school days, whichever is longer (except as provided in paragraph 2) for items a, b, and c:

- a. Alcohol – **[under the influence, in possession , in proximity*]**
- b. Illegal drugs or paraphernalia –**[influence, possession, delivery, proximity]**
- c. Misuse or abuse of prescribed drugs or over-the-counter substances

d. Tobacco use or possession in any form will result in a two-week suspension from competitive participation, not practice. A second offense will cause dismissal from participation and practice from that activity for the remainder of the season

[*Proximity is defined as being in the same vehicle, house, location, party, etc. where you know alcohol/drugs are in illegal possession by minors or you willingly remain in a location where you are aware alcohol/drugs are being illegally consumed.]

JUSTIFICATION:

The current rule does not address the problem of students putting themselves into these potentially harmful situations.

April 28, 2004

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations

Through: Sam Stewart, Assistant Superintendent

Subject: Recommended Middle School Handbook Changes
For School Year 2005

Attached please find the Kenai Peninsula School Activities Association recommended handbook changes for the 2005 school year. These recommended changes were approved the member schools of the Kenai Peninsula Borough School District at the general membership meeting held on April 15, 2004 at 5:00pm in the Kenai Central High School library.

The Kenai Peninsula School Activities Association requests approval of these changes to the middle school handbook.

Thank you.

DS/ps
Attachments

Kenai Peninsula School Activities Association Middle School Handbook, June 2003

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VII. Activity Rules, Basketball (Boys and Girls)

**VIII. ACTIVITY RULES
BASKETBALL
(Boys and Girls)**

A. Rules. National Federation of State High School Association Rules will govern all basketball play with the following exceptions:

No Full Court Press or Half Court Traps may be employed until the third quarter of a game. No defensive pressure will be allowed in the backcourt on a made basket or out of bounds situation until the third quarter. Prior to the third quarter, players in this situation must retreat to half court before they may defend their man. Officials should issue one warning per game for violation of this rule before issuing a technical foul.

Once the rebound has been secured by a player from the defensive team on a missed shot, the shooting team may continue to challenge this player as well as any other player who receives the basketball in the back court.

Zones are still allowed, but zones cannot extend beyond the 3-point area. Collapsing man to man defense is permitted.

Playing time shall be 8-minute quarters, unless both coaches agree to play 6-minute quarters, (except Borough Tournaments when 8-minute quarters must be played).

JUSTIFICATION:

The deletion of this paragraph will eliminate confusion. No full court presses or half court traps will be allowed in the first half of middle school basketball games.

Kenai Peninsula School Activities Association Middle School Handbook, June 2003

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XIV. Activity Rules, Volleyball (Girls)

XIV. ACTIVITY RULES
VOLLEYBALL
(Girls)

A. Rules. National Federation of State High School Association Rules will govern all volleyball matches including length of a match consisting of the best out of five [three] games. [Rally scoring will be used. If the match goes to three games the last game will be played to 15.]

B. Exceptions to Rules

1. A player may not use an overhand clenched-fist hit to return/receive a serve.
2. Teams may consist of students from the eighth grade and seventh grade.
3. No player may participate on more than one team on the same day.
4. No player may participate in more than fourteen volleyball matches during the season (excluding the Borough tournament).
5. The height of the net shall be 7'0".

C. Classifications. Team classifications are seventh/eighth grade girls.

JUSTIFICATION:

To align KPSAA middle school volleyball rules with National Federation of State High Schools Association rule changes and current practices in our district.

January 6, 2004

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations

Through: Sam Stewart, Assistant Superintendent

Subject: Middle School Eligibility for Co-Curricular Activities

Please find a copy of the current Kenai Peninsula School Activities Association's (KPSAA) eligibility policy for middle school co-curricular participants as well as a proposed language change to this policy as recommended by the KPSAA Executive Board and approved by KPSAA member schools. This change is necessary due to changes at the state level for student eligibility in school districts with non-traditional programs and the expansion of non-traditional programs for middle school-aged children in our school district.

Thank you.

DS/ps
Attachments

Middle School Eligibility – Current Policy
Handbook, Page 7)

(Middle School

IV. STUDENT ELIGIBILITY

A. Parent/Student Responsibilities for Participation

1. Physician's clearance

- a. It is recommended that a physician's clearance for sport activities be on file with the coach and the athletic director or principal.
- b. For wrestling, the initial weigh-ins must be recorded by the coach, and the records kept on file in the principal's office prior to the start of the season.

2. **Permission form.** A permission form (Appendix A/Co-curricular Participation Consent Form/Middle School Warning, Assumption of Risk and Hold Harmless Agreements) signed by a parent/legal guardian must be on file with the coach and the athletic director or principal that:

- a. States student's and parent's/legal guardian's knowledge of the guidelines (Appendix B/Middle School Activities Guidelines).
- b. Gives parent/legal guardian transportation authorization.
- c. Indicates parent/legal guardian responsibility for health/accident insurance.
- d. Gives parent/legal guardian consent for emergency treatment.

3. **User fee.** A user fee payment (Appendix C/Co-curricular Participant User Fee Contract) must be received prior to the first contest or a waiver request must be on file with the athletic director or principal.

4. **Records. All records must be in order and all forms must be on file before the student is eligible to begin practice in any program**

B. Student Requirements for Participation in Interscholastic Activities

1. Enrollment:

- a. Interscholastic Program: In order to participate in a school-sponsored activity (including practice), a student must meet one of the following criteria:
 - 1) Be properly registered and enrolled in at least four (4) semester classes, or their equivalent, in an Alaska School Activities Association member school within the district.
 - 2) A student attending KPBSD approved correspondence, alternative or charter program during the first semester of the ninth grade; and a student transferring from out-of-district who attends one of the above KPBSD approved programs after the first semester of the ninth grade, must designate an Alaska School Activities Association member school within the district as the School of Eligibility. The School of Eligibility of a student, other than a first semester freshman, who transfers to a KPBSD approved correspondence, alternative or charter programs from another school within the district will be the member school from which the student transferred.*
- b. Establishing eligibility: For transfer purposes, a student establishes eligibility at a school by enrolling in and that school for fifteen (15) school days or by participating in an interscholastic activity.

c. Extension of Classroom Competitions:

- 1) Students desiring to participate in classroom extensions (band, drama, etc.) must be enrolled

and passing in that class at that school.

2) The student is not required to be enrolled in four district classes.

d. Intramural Activities: Students enrolled in less than four classes or non-enrolled students may participate in intramurals on a space available basis determined by the building administrator and/or the site-based council.

**A student attending a KPBSD approved correspondence, alternative or charter program who wishes to change his/her School of Eligibility during the school year, will be ineligible for interscholastic competition at the new School of Eligibility for eighteen (18) school weeks. Such a student may change his/her School of Eligibility during the summer months, under Article XII, Section 9 (3), "One-Time Summer-Only Transfer Without Move of Parents."*

ASAA Handbook

Recommended Middle School Eligibility Revision Page 7)

(Middle School Handbook,

IV. STUDENT ELIGIBILITY

B. Student Requirements for Participation in Interscholastic Activities

1. Enrollment:

a. Interscholastic Program: In order to participate in a school-sponsored activity (including practice) a student must meet one of the following criteria:

- 1) Be properly registered and enrolled in at least four (4) semester classes, or their equivalent, within the school district.
- 2) A student attending a KPBSD approved correspondence or charter program that has not been granted separate-school status (greater than 150 students at a designated site) must declare a school within the district as their school of eligibility prior to participating in a school-sponsored activity (including practice).
- 3) Students attending a KPBSD approved correspondence or charter program that has been granted separate-school status may only participate in non-team related activities (i.e. – cross country running, track, skiing, and wrestling) at their declared school of eligibility on a space-available basis as determined by the school administrator and/or site council.

April 30, 2004

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations

Through: Sam Stewart, Assistant Superintendent

Subject: Request for Coaching Stipends at Voznesenka School

Attached is a letter from Mr. Ray Hillman, principal at Voznesenka School. Mr. Hillman has requested one coaching stipend each for the school's middle and high school wrestling programs for the 2004-2005 school year. In the past four years they went from a wrestling club to a school-sponsored wrestling team, competing in district, regional and state competitions. This activity is strongly supported by the school and community. Their participation numbers warrant one coaching stipend at both the middle and high school levels.

The Kenai Peninsula School Activities Association considered this request at their regularly scheduled executive board meeting on April 29, 2004. KPSAA is recommending approval by the Board of Education for this request.

Thank you.

DS/ps
Attachment

Box 15336
Fritz Creek, Alaska 99603

Voznesenka School

April 26, 2004

Dave Spence and KPSAA Board:

We have appreciated the opportunity to participate in high school and junior high wrestling for the past four years. We had great success as a wrestling club for the first two years, and great participation by the students and community. Last year we had wrestlers participate in District meets, Regionals, and State competition. Our team was very competitive, and students had a great time. Because of our continual success and record of performance, we request a coaching stipend for junior high and high school teams. Although our facilities are crowded, we have shown that we can make it work, and work successfully.

I realize that extracurricular activities are in a state of limbo at the present, but would really appreciate your consideration in this matter. Thank you.

All students can succeed with our help.

Kenai Peninsula Borough School District

Finance

Melody Douglas, Chief Financial Officer
 148 North Binkley Street Soldotna, Alaska 99669-7553
 Phone (907) 714-8888 Fax (907) 262-5867

May 27, 2004

MEMORANDUM

TO: Board of Education

THROUGH: Dr. Donna Peterson, Superintendent

FROM: Melody Douglas, Chief Financial Officer

SUBJECT: Revised FY05 Budget
[FY05 Projected Enrollment](#)
[All Government Funds Revenue](#)

BACKGROUND: The Alaska Legislature approved HB 233 changing the base student allocation from \$4169 to \$4576, representing an increase of \$407. This increase takes into account an amount of \$178 (on a statewide basis) to address the incremental rate increases in effect for FY05 in the amounts of 5% for the Public Employees Retirement System and 4% for the Teachers Retirement System. The difference of \$229 (\$407-\$178) is available to address the needs of the District. Please note that KPBSD needed \$4570, (an increase of \$401 over \$4169) to fund the District's preliminary budget that included no new programs.

The administration reviewed the FY05 enrollment projection on February 6, April 5 and May 21, 2004. Although it appears the 2% decline in enrollment may be turning around for elementary schools in the Central Peninsula, it is premature to alter the enrollment projection based on what 'appears to be' at this time. However, the enrollment projection (copy attached) has been adjusted to 9230 reflecting changes for:

Charter Schools – adjusted based on their spring enrollment processes (note: Sears Elementary and Mt. View enrollments were affected as a result of opening Kaleidoscope Charter School)
 Connections – adjusted based on pending regulatory changes
 High Schools – 4 Central Peninsula schools with 24 or more actual enrollment decline

PERTINENT INFORMATION:

Approved FY05 General Fund Revenue Budget		<u>\$77,063,301</u>
Additional State Revenue		3,414,024
Additional Local Effort (anticipated)	<u>786,032</u>	
Total additions to revenue budget		<u>4,200,056</u>
Revised General Fund Revenue Budget		<u>\$81,263,357</u>

Approved General Fund Expenditure Budget\$77,063,301

Charter School Adjustments	837,000
In-Kind Budget Adjustments	171,478
Reduce Connections Program Supplies & Equipment	(219,631)
Health Care Cost Adjustment per CBA	271,365
Summer School Funding	222,468
Reinstate Supply Reduction	301,925
Allocate Co-Curricular Program Funding	1,235,219
Unallocated for Staff Needs	688,212
Contingency for utilities and unknown situations	<u>692,020</u>
Total changes to expenditure budget	<u>4,200,056</u>

Revised General Fund Expenditure Budget**\$81,263,357**

RECOMMENDATION: The administration recommends Board of Education approval of a FY05 general fund budget of \$81,263,357 and total of \$99,256,424 for all funds.

ADDITIONAL INFORMATION:**Charter School Adjustments::**

	April 5, 2004 Approved Budget	Revised Revised Budget	Change
Aurora Borealis	\$1,263,059	\$1,428,682	\$165,623
Fireweed	167,599	191,865	24,266
Kaleidoscope	-	494,586	494,586
Montessori	<u>471,234</u>	<u>623,759</u>	<u>152,525</u>
	<u>\$1,901,892</u>	<u>\$2,738,892</u>	<u>\$837,000</u>

These budget changes are a result of the Legislative change in the base student allocation, enrollment changes and the approval of a new charter school by the Board of Education.

In-Kind Budget Adjustments

	April 5, 2004 Approved Budget	Revised Revised Budget	Change
Maintenance	\$5,033,417	\$5,259,932	\$226,515
Utilities	46,410	47,338	928
Insurance	1,600,000	1,532,009	(67,991)
Audit	26,000	26,500	500
Custodial	<u>78,851</u>	<u>90,377</u>	<u>11,526</u>
	<u>\$6,784,678</u>	<u>\$6,956,156</u>	<u>\$171,478</u>

These budget changes are the result of the Kenai Peninsula Borough's budget process and are noted in KPB Resolution #2004-047 approved by the Assembly at their May 4, 2004 meeting.

Reduce Connections Program Due to Enrollment Changes

Supplies	(\$100,427)
Computer Allocation	<u>(119,204)</u>

Total	(<u>\$219,631</u>)
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Health Care Cost Adjustment per Collective Bargaining Agreement

FY04 Revenue – State of Alaska	\$42,124,256
FY05 Projected Revenue – State of Alaska	<u>44,837,905</u>
Difference	\$ 2,713,649 x 10% = <u>\$271,365</u>

Collective Bargaining Agreements state “10% of any increase in total operating fund financial support from the State of Alaska will be used to reduce total health care expenses. These reductions will first lower the 50/50 portion of the payments, then the employee co-pay portion and finally, the District portion.” Please note: this is an estimation; the final amount will be available when the District receives the final OASIS information from the Department of Education and Early Development.

Summer School Funding

Establish budgetary accounts for summer school	<u>\$222,468</u>
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The foundation funding formula provides \$16 per adjusted average daily membership per the Department of Education and Early Development OASIS system as a Quality Schools Initiative. KPBSD uses this targeted funding for the highly successful summer school program.

<u>Reinstate Supply Allocation</u>	<u>\$301,925</u>
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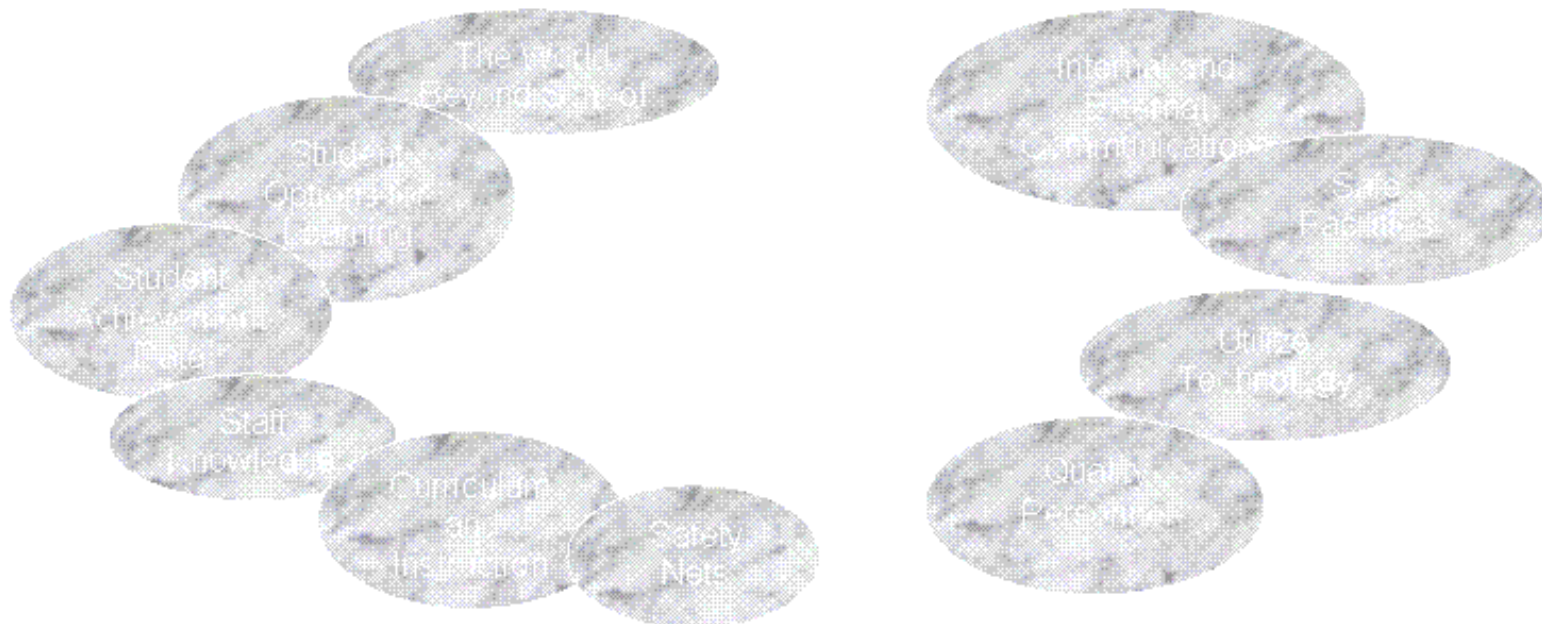
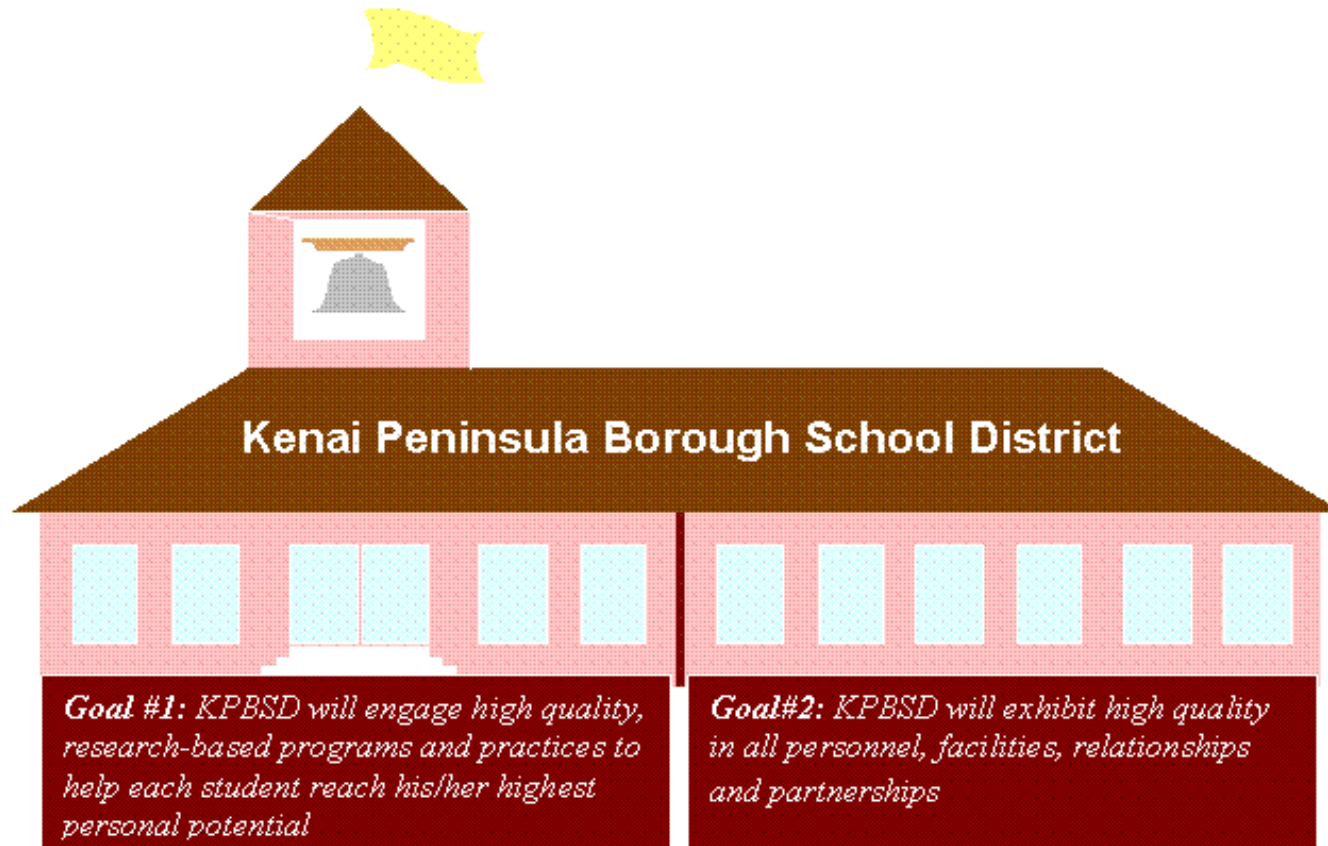
Allocate Co-Curricular Program Funding

FY05 Preliminary Budget	\$1,184,930
Allocation for Academic Activity Stipends	<u>50,289</u>
Total	<u>\$1,235,219</u>

<u>Unallocated for Staff Needs</u>	<u>\$688,212</u>
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It should be noted that great effort has been made by the administration this year to staff schools for fall start-up, in line with three year patterns of enrollment and information from sites. The primary tool for addressing these needs has been the use of unallocated funds. During the worksession, a further explanation of unallocated staff funding will be provided.

<u>Contingency for Utilities and Unknown Situations</u>	<u>\$692,020</u>
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MISSION

The mission of the Kenai Peninsula Borough School District, in partnership with the richly 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.

GUIDING PRINCIPLES

Our guiding principles consider the ideal educational experience for all students to be one in which:

- Each person can learn and be successful
- Learning becomes a lifelong process
- Each individual is recognized as unique, valuable and is treated with respect and dignity
- Prevention of academic difficulties is preferred to intervention
- Education is the accepted responsibility of the entire community
- The educational environment is physically and psychologically safe and healthy
- Cultural diversity is recognized and respected
- High standards and expectations are essential elements
- Change is embraced
- Decisions are student-centered, data-driven handmade collaboratively
- High quality programs and personnel are developed through district expertise and support
- Programs and practices support the mission and vision of the district

Long Range Plan Status Report – May 2004

#1 HIGH QUALITY PROGRAMS AND PRACTICES

CURRICULUM INSTRUCTION	2001-2003	2003-2004	2004-2006
Grades K-2 focus on literacy	DIBELS/CBM for all		Center training
Grades 3-5 focus on math	Title Plans w/ math focus	Math revision, alignment	Math training
Grades 6-8 focus on science and social studies	Social studies specialist	Science specialist	
Grades 9-12 comprehensive focus	Curriculum mapping training		Four year plans formalized
Skills in literacy, math, social studies, science		8th grade S.S. exam	K-12 math solution
Vocational opportunities	Vocational task force		Distance delivery
Arts opportunities	Elementary specialist	Elementary specialist	
Civics/Ethics instruction	Ethics in technology		
Health/Physical education courses	Health curriculum revision		PE curriculum revision
World Language instruction		Curriculum revision	
Technology instruction		Science/tech specialist	Elementary tech curriculum
Advanced placement course offerings			Distance delivery

USE DATA EFFECTIVELY	2001-2003	2003-2004	2004-2006
Communicate academic rigor at all levels	Social studies	Science	Math
Utilize early assessment developmental profile	All – K: School dev. Profile		
Consistent yr to yr assessment data to chart progress	K-3 District analysis	Test Mate clarity reports	QSP reports
Standards-based reporting of student performance	Develop K report card	Develop grades 1-2	Develop grades 3-6
Skills and knowledge before moving to the next level	Retention list review	Retell (DIBELS) added	
Technological access to student achievement data		Edline, mail results	Expand Edline
Clear language regarding student achievement data		AYP puzzle	Improvement plans aligned

PROFESSIONAL DEVELOPMENT	2001-2003	2003-2004	2004-2006
Instructional collaboration within/between schools	Curriculum mapping	300 Shared maps	Homeroom.com
Professional development following curriculum adoption	Social studies specialist	Science specialist	Math training
Training/mentoring in student-centered instruction	Multiage training	Center-based training	Mentor teacher

EXPAND OPTIONS	2001-2003	2003-2004	2004-2006
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Distance delivery courses		Alaska Online	Common schedules, video
Arrange vocational opportunities through partnerships	Homer vocational cert.		
Additional dual credit classes with local colleges		Offered w/in school day	Continue but outside day
Connections coursework available for all students	Aligned w/state standards	181 Courses	"Free" regular option
Provide extended learning for kindergarten students	Overlap schedule	Teacher training	
Provide after school and summer programs	650 Students, 11 sites	650 Students, 11 sites	
Alternative school structures, options, and schedules		Boundaries more open	Choice encouraged

"SAFETY NETS"	2001-2003	2003-2004	2004-2006
Optimum class size -implementing best practices	Comprehensive schools	Title II	
Further develop instructional/ curricular "safety nets"	Change in use of Title I	Character Counts	
Recognize the strengths of each student			Differentiated training
Foster quality student/teacher relationships		Observation by supt.	Best practices reinforced
Every student has an identified advocate		Aspirations – 8 schools	
Time for intervention teams and collaboration	Project RIDE training		Intervention revisited
Student government, youth court, mediation,etc.	Youth court at WHE	Student Gov. Handbook	
Cocurricular activities/ academic competitions		Funding Task Force	Reexamine
Create/implement healthy lifestyles curriculum	Health curriculum		
Training for "at risk" students/classroom mgmt		CMCD – Project GRAD	
Educational plans for identified students	Title I learning plans	Special Ed. Alt. Assess.	
School/district/ community "safety nets"	Suicide response	Prosecuting truancies	Focused DARE instruction
Offer breakfast programs	Community based		6 Grants
Coordinate school assistance programs	ATOSS – Homer/Seward	Kenaitze partnership	Consistent child study team
Counseling and nursing services for all levels	Fed. elem. counselor grant		
Community-based activities before/after school	After the Bell/B & G Club		

"SAFETY NETS" (continued)	2001-2003	2003-2004	2004-2006
Parent corps to meaningfully engage parents	Site council training	Parent/site councils	
Involvement in instruction and intervention	Volunteer manual	Administrator training	District training
Facilitate community-based tutoring programs	After the Bell	Ak Native partnership	
Assistance for parents to help students at home	Homework Hotline	Title I parent support	

#1 HIGH QUALITY PROGRAMS AND PRACTICES

Focus on awareness of issues		Youth Risk Behavior svy.	
Transitions between grade levels and schools	Inservice time	Instructional days	

PREPARE FOR WORLD BEYOND SCHOOL	2001-2003	2003-2004	2004-2006
Develop basic job skills			
Work ethic, communication, and responsibility			
Workforce courses in graduation expectations		Workforce Dev. Center	
Resource options for vocational programs	Identified apprenticeship	APICC	
Job shadowing, internships, etc. opportunities		1 All-school model	Expand to other schools
Development of character, values, and citizenship	Gov. meeting participation		
Community service credit for volunteer projects	New civic participation; SS		
Student discipline options including social skills	Changed policy	More discipline options	
Emphasize ethics in daily lives and curriculum			
Student understanding of decision/consequence		Natural consequences	
Preparation for world in which THEY will live			
Prepare for careers			
K-8: career exploration		Career curr. written	
9-12: Student course plans with career goals		Career curriculum	Project GRAD – 7 schools
All students prepare personal resumes/portfolios			Imbed in LA curriculum
Assist with post-secondary transition plan	KPC/Anch. job fairs		

#2 HIGH QUALITY PERSONNEL, FACILITIES, ETC.

RECRUIT, SUPPORT, RETAIN QUALITY PERSONNEL	2001-2003	2003-2004	2004-2006
Competitive salaries and benefits	Contract settled	HR follow-up	
Award incentives for different positions	Extended nurse contract		
Award w/ non-monetary compensation	State Tchrs. of Excellence	Leadership Days	State mentoring
Review duties/expectations of principal teachers	Changed in new contract	Regional admin.	
Raise employee performance standards/expectations	Grant incentives – PRAXIS	Edline posting	
Evaluate based on Alaska Standards	New evaluation tool	Highly qualified ID	
Train all staff in standards-based evaluation		Principals trained	Classroom walkthrough

District introduction/support of new employees			
Require training prior to beginning of contract	Distinguished educators	Summer transition	
Set entry level standard in technology skills	Expected proficient		
Overview of district curriculum and cultural setting		Accompanied to village	
Assign mentors			7 Mentors trained
Quality professional development	Tuition for 12 teachers	12 Brokered classes	
Expand use of technology for training		Math online 15	
Identify areas of need and focus training efforts		Discovery, Gradequick	Excel training
Comprehensive staff development calendar	Small school secretaries	All coordinated	
Maximize use of inservice days	Leveled book rooms	Some regional delivery	
School/community partnership for training	QSI – 19 teams, 125 staff		
Career development/ instructional leave review		School goal focus	Inst. leave bank

EFFECTIVE TECHNOLOGY	2001-2003	2003-2004	2004-2006
Technology infrastructure to improve instruction	2600 computers placed	Internet upgrade	300 computers each year
Maximize outside funding sources (e-rate)	New ACS fiber contract	New tech plan to state	Bandwidth upgrade
Partner with Borough to maximize efficiencies		Computer room upgrade	
Adequate access and learning opportunities		Discovery software	
Area Network for business/instructional needs			Internet upgrade
Maximize use of video conferencing technology			Polycoms
Explore emerging technologies	New IEP data base		
Schools as technology “hub” of the community			
Student repair and support at the site level			
Assess/upgrade facilities to support growth	Centralized software	Electrical upgrades	
Prepare students for the technological age			
Develop distance delivery coursework	Ak Online		
Continuous technology training		Train the Trainer	
K-12 technology skills into existing courses	Draft elem. tech. skills		Elem. tech. curriculum
Instruction in responsible/ethical use		Tech. training	

COMMUNICATION	2001-2003	2003-2004	2004-2006
Develop responsive internal communication plan			
Employee role as the district's PR team		Meetings w/staff	
Positive professional relationships with media		Response within 3 hrs.	
Minimize interruptions in the classroom/schools	Training w/admin.		
Improve central office phone transfers		New IP system	
Promote efficient use of meetings/trainings		2 Admin. teleconference	
Integrate data bases for easy access district-wide		NCLB work	
Expand utility of district's web site			Needs review

COMMUNICATION (continued)	2001-2003	2003-2004	2004-2006
Develop responsive external communication plan		Market/recapture	
Maximize district's ability to respond to the public		Complaint process	
Provide 800 numbers for all peninsula calls	Reviewed/not proceeding		
Maximize use of e-mail to communicate	12,000/day		
Utilize site councils as main communication group		Training w/supt.	
Balance technology with face to face meetings		Teleconferences	
Various formats to disseminate/gather information		Budget survey	
Provide easy access to school board meetings	More worksession time	Transition new Board	
Promote activities for parent/family involvement		NCLB requirements	
Pursue alternative funding options	Outsourced activities, school cost study	Cocurricular vote	Medicaid

SAFE, WELCOMING, EFFICIENT FACILITIES	2001-2003	2003-2004	2004-2006
School climate-physical and psychological well-being	Water quality	Custodial duties	Continuous upgrades
Train staff and volunteers in methods	Aspirations training		
Critical incident plans, resources and training	Incident response	New flip chart	
Reduce violence, intolerance, and harassment			
Provide students with positive role models	Aspirations	Project GRAD	
Annually assess District facility needs	New preventative mtg.	Consolidation reviewed	Seward Mid/High, AWG

Board of Education

Deborah Germano, Board President

148 North Binkley Street Soldotna, Alaska 99669-7553

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

Kenai Peninsula Borough School District

Memorandum

DATE: May 18, 2004
TO: Members, Board of Education
FROM: Deborah Germano, President
Board of Education
RE: Superintendent Evaluation

Following this memo is the rubric for the evaluation of the superintendent (E2123). Please review the form and **complete the superintendent evaluation tally sheet** and return it to me on or before **June 1**. We will conduct a worksession for this evaluation in advance of the Board meeting.

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

KPBSD Superintendent Evaluation

E 2123 (a)

Name: _____

Leadership

Date: _____

Score	4 – Outstanding (Requires written comment)	3 – Effective	2 – Needs Improvement	1 – Ineffective (Add comments)
		Takes active leadership role in the development and improvement of the District	Responds to direction and suggestions of the Board regarding District improvement without providing leadership	Demonstrates an attitude of satisfaction with maintaining the status quo of the organization
		Follows direction set by the District Plan; keeps Board periodically informed of progress	Linkage of District activities and programs to District Plan is not systematic; insufficient reports to Board	Decisions and activities show little regard to direction of District Plan; little information is given to the Board
		Understands and stays informed on all aspects of District operations; anticipates problems, provides solutions; operates well in crises	Unable to clearly articulate the services or activities of the District; doesn't anticipate problems or crises	Communications demonstrate poor understanding of activities of District or staff; often in crisis mode
		Works to implement a team concept with staff to insure employee efforts mesh to support the District's vision and mission	Pays limited attention to the interaction between staff members and service areas; staff doesn't clearly understand the mission	Allows professional and personal differences on staff to become public and tarnish the programs and credibility of the District
		Demonstrates a thorough understanding of the role of the Superintendent	Does not seem clear on role of Superintendent or on board expectations	Exceeds authority and disregards Board expectations

Comments: _____

_____**KPBSD Superintendent Evaluation**

E 2123 (b)

Name: _____

Management

Date: _____

Score	4 – Outstanding (Requires written comment)	3 – Effective	2 – Needs Improvement	1 - Ineffective (Add comments)
		Insures that the staff is comprised of individuals with appropriate skills and background to meet the District's needs	Occasionally selects staff with inadequate qualifications	Does not select nor align staff to meet the District's needs
		Delegates authority to appropriate staff members	Is reluctant to place much authority with key staff members	Rigidly controls all communications and decisions made within the administration
		Provides adequate supervision of District operations, insisting on competence and efficiency	Settles for "good enough" from staff, occasionally allowing decisions or communications to go out that reflect poorly on the District	Allows inferior work to be done, which damages the integrity and image of the District
		Understands the budgetary process and makes recommendations to keep the District fiscally sound	Demonstrates an incomplete understanding of budgeting; has difficulty explaining the context of financial reports	Presents flawed financial information to the Board; doesn't link the budget to the overall goals of the District
		Develops and executes sound personnel procedures, practices, evaluations, and training	Demonstrates an incomplete understanding of personnel procedures	Presents flawed reasoning to Board regarding personnel matters
		Understands and executes all aspects of the instructional program	Lacks regular review of and participation in instructional program	Rarely involved with instructional aspects of the District

Comments: _____

KPBSD Superintendent Evaluation

E 2123 (c)

Name: _____

Personal
Qualities

Date: _____

Score	4 – Outstanding (Requires written comment)	3 – Effective	2 – Needs Improvement	1 - Ineffective (Add comments)
		Dedicated to high standards of performance and ethics in all personal and professional matters	Occasionally demonstrates a willingness to compromise standards or ethics for personal or professional gain	Behaves in a manner that calls integrity and ethics into serious question; trust is an issue
		Handles pressure and maintains poise and emotional stability in the full range of professional duties	Demonstrates poor behavior and lack of judgment under pressure	Behaves unprofessionally and with disregard to well-being of District
		Exercises good judgment in arriving at decisions; seeks information and counsel; analyzes facts and situations	Does not gather sufficient information before making decisions; is reactionary	Shows poor judgment, makes decisions with little regard to facts or advice from Board or staff
		Communicates effectively through written and spoken word; is clear and persuasive; is an active listener; exhibits a sense of humor	Communicates with limited success	Has difficulty being understood; creates problems for the District through lack of communication skills
		Personal appearance in relation to professional duties is consistently appropriate and contributes to respect for the District	Attention to appropriate personal appearance is inconsistent	Shows consistent disregard for importance of maintaining an appropriate image for the District through personal appearance

Comments: _____

KPBSD Superintendent Evaluation

E 2123 (d)

Name: _____

External
Relations

Date: _____

Score	4 – Outstanding (Requires written comment)	3 – Effective	2 – Needs Improvement	1 - Ineffective (Add comments)
		Provides an effective voice for the District and advances its influence and credibility throughout the community	Provides a “presence” for the District, but is not assertive in articulating or advocating as the educational leader	Attitudes and behaviors consistently damage the District’s credibility and images
		Develops friendly and cooperative relationships with the news media, businesses, Borough and legislature	Is recognized as a representative of the District, but doesn’t forge relationships	Creates adversarial relationships that inhibit the District’s positive influence
		Encourages community members to become actively involved with the District and systematically provides them with opportunities and training	Does not provide community members sufficient understanding of District issues to allow them to be effective in their efforts	Does not value the importance of informed community members or respect their influence
		Works effectively with public and private agencies; looks for opportunities to forge alliances to further the District mission	Does not seek opportunities to interact with other agencies	Does not appear to value collaboration with other agencies; contributes to difficult relations with others
		Solicits and gives attention to problems and opinions of groups and individuals	Doesn’t actively seek to become informed of individual or community concerns	Demonstrates disregard for concerns of others, acting instead on personal agenda and opinions

Comments: _____

KPBSD Superintendent Evaluation

E 2123 (e)

Name: _____

Board Relations

Date: _____

Score	4 – Outstanding (Requires written comment)	3 – Effective	2 – Needs Improvement	1 - Ineffective (Add comments)
		Provides leadership and vision in assisting the Board to carry out the mission of the District through a regular planning process	Initiates a planning process for the Board at their request	Does not bring the need for an on-going planning process to the Board
		Offers professional recommendations to the Board on action items, based on thorough study and research	Provides recommendations upon request	Does not provide professional advise or guidance to the Board to assist in their decisions
		Assures that Board policies are routinely reviewed and kept updated	Revises Board policies as need arises, but not with any regularity	Does not attempt to keep policy issues before the Board; policy manual does not receive regular attention
		Administers District within policies of the Board	Occasionally takes actions that are contrary to Board policy or direction of resolutions, without knowledge of the Board	Relies on personal discretion in decision making with little regard to guidelines set by Board policy
		Keeps the Board informed on issues, needs and operation of District through a regular reporting process; treats Board members with equal consideration and respect.	Provides inconsistent information to Board members	Rarely informs the Board of anything unless there is a problem; communicates only with a select few Board members.

Comments: _____

SUPERINTENDENT EVALUATION

Response Tally

LEADERSHIP

Item #	Outstanding	Effective	Needs Improvement	Ineffective
1				
2				
3				
4				
5				
6				

LEADERSHIP Comments

SUPERINTENDENT EVALUATION

Response Tally

MANAGEMENT OF THE SCHOOL DISTRICT

Item #	Outstanding	Effective	Needs Improvement	Ineffective
1				
2				
3				
4				
5				

MANAGEMENT OF THE SCHOOL DISTRICT Comments:

SUPERINTENDENT EVALUATION

Response Tally

EXTERNAL RELATIONS

Item #	Outstanding	Effective	Needs Improvement	Ineffective
1				
2				
3				
4				

EXTERNAL RELATIONS Comments:

SUPERINTENDENT EVALUATION

Response Tally

BOARD RELATIONS

Item #	Outstanding	Effective	Needs Improvement	Ineffective
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1				
2				
3				
4				
5				

BOARD RELATIONS Comments:

SUPERINTENDENT EVALUATION

Response Tally

PERSONAL QUALITIES

Item #	Outstanding	Effective	Needs Improvement	Ineffective
1				
2				
3				
4				
5				
6				

PERSONAL QUALITIES Comments:

Board of Education

Deborah Germano, Board President

148 North Binkley Street Soldotna, Alaska 99669-7553

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

Kenai Peninsula Borough School District

Memorandum

DATE: May 18, 2004
TO: Members, Board of Education
FROM: Deborah Germano, President
Board of Education
RE: Board Self-Evaluation

Attached is the rubric for the self-evaluation of the Board (E9400). Please review the form and **complete the Board self-evaluation tally sheet** and return it to me on or before **June 1**. We will conduct a worksession for this evaluation in advance of the Board meeting.

E 9400(a)

BOARD SELF ASSESSMENT

Based on AASB Board Standards

VISION – The Board creates a shared vision to enhance student achievement.

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2-Needs Improvement</i>	<i>1-Ineffective</i>
1.1 The Board creates a dynamic shared vision for education that reflects student needs and community priorities.			
(a)	The Board encourages community/staff involvement in setting a vision or mission statement, to insure a broad sense of ownership	The Board has developed a vision or mission statement, but has not included outside involvement in the process	The Board has not established a vision or mission statement for the district
1.2 The Board keeps the district and community focused on educating students			
(a)	The Board frequently refers to the district’s vision/mission statement when communicating with the staff and community	The Board rarely refers to the district’s vision/mission statement when communicating publicly	The Board never refers to the district’s vision/mission statement publicly
(b)	The Board typically asks the question “Is It Good for Kids?” during discussions and before voting on issues	The Board holds intelligent debate during discussions but doesn’t often discuss what actual effects of their decisions might be on kids	The Board’s deliberations tend to focus more on adult issues and concerns and kids are rarely mentioned in concrete terms

E 9400(b)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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1.3 The Board demonstrates its strong commitment to vision by using the shared vision to guide decision making			
(a)	The Board regularly refers to the vision/mission statement as a guide when planning, making decisions or evaluating district operations and budget	The vision/mission of the district is occasionally referred to in planning, decision-making and evaluating operations	Planning, decisions and evaluation of operations by the Board is reactionary, with no reference to the vision or mission

BOARD SELF ASSESSMENT

Based on AASB Board Standards

STRUCTURE – The Board provides an organizational structure that supports the vision for student achievement.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.			
(a)	Policies and procedures have been established that provide for effective, efficient participation by stakeholders.	Stakeholder participation is solicited as management decisions are made, but policies and procedures have not been established to clearly describe how that participation will occur.	The Board and/or administration usually make major management decisions in the absence of stakeholder participation.

E 9400(c)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(b)	The Board has established policy that defines their role and appropriate participation in decision-making about students, curriculum, finances, staffing and facilities.	The Board participates in decisions in some of the various areas, but without clear policy or definition of their appropriate role.	The Board does not participate in the decision-making process, but only reacts to recommendations... or participates inappropriately.
2.2 Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.			

(a)	The Board establishes policies that require planning on a regular basis and planning actually occurs annually.	Board policies may be in place, but regular planning does not occur.	No board policy on planning exists and no system is in place for regular planning.
(b)	The Board annually engages in setting district goals and objectives through an established planning process that includes staff and community input.	The Board engages in planning occasionally, but without much involvement from staff or community.	The Board has no regular schedule for planning and never invites participation by staff or community.
(c)	Evaluation and revision of district action plans supporting the goals are based on measurable information related to student achievement and standards.	District action plans are revised, but student achievement data is not a routine part of the process.	District action plans are not revised on a regular basis.
2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.			

E 9400(d)

	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
(a)	The Board accommodates appropriate participation to offer advice on the establishment, review and revision of district standards.	Instructional standards have been established for the district, but Board has not included participation from the broader community, including business and industry.	No district-specific standards have been established; district defers to minimum state standards.	
(b)	The Board makes instructional resource (budget, staffing) decisions based on instructional needs.	The Board does not routinely make reference to instruction standards or needs when making budget decisions.	The Board approves a budget based on what was spent the prior year.	
2.4 Board acts to ensure vision and structure comply with legal requirements.				
(a)	Board conducts annual policy review and revision to insure that district policies are aligned with changes to federal and state statutes and regulations and district standards.	Board updates individual policies when presented with a problem or issue that indicates it is necessary but has no procedure for comprehensive review of policy.	Regular policy review is not a board priority and rarely occurs.	

(b)	The Board expects reasonable use of legal opinions prior to making decisions with legal implications.	The practice of requesting legal opinions may be excessive or sporadic, resulting in unnecessary legal fees or legal exposure.	The Board routinely makes decisions without considering the need for legal counsel.
2.5 Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.			
(a)	The Board invests in staff development clearly tied to district vision of skills students will need in the future.	Board budgets a set amount for staff development, without requirements or assurance that it is tied to district vision, goals or objectives.	Board finds it difficult to make staff development a priority because of budget constraints or other considerations.

E 9400(e)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
(b)	The Board has established policy that insures continual curriculum review through a regular review cycle and appropriate participation by stakeholders.	Curriculum review is not addressed in policy and only occurs when the administration initiates it.	Regular curriculum review is not a board/district priority and has not been addressed in recent years.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ACCOUNTABILITY – The Board measures district performance toward accomplishing the vision and reports the results to the public.

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.			
(a)	Board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.	Assessments are reviewed, but there is little discussion related to the district	Assessments are provided but are not relevant to the district
(b)	Board receives a variety of reports on student progress linked directly to the vision for student achievement.	Assessments are simply used to identify needs.	Assessment are not used to identify needs nor or they linked to the district vision.

3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.			
(a)	Board has established policies and procedures for routine evaluation of superintendent that are rigorously followed.	The board policy for evaluating the superintendent exists, but is seldom followed	There is no policy or practice of superintendent evaluation

E 9400(f)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(b)	Written performance expectations for the superintendent and the board are developed and communicated to the community.	Expectations are sometimes developed but seldom communicated.	Expectations are not identified for either the board or the superintendent.
(c)	Board solicits public opinion regarding its performance toward achieving performance expectations.	An effort is made to solicit public opinion on board performance.	No effort is made to solicit public opinion on board performance.
(d)	Board routinely carries out self-evaluations and set goals for improvement.	Board seldom completes or makes use of board self-evaluations	There is no systematic approach to board self-evaluation.
3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.			
(a)	Board seeks input on evaluation of plans' progress and effectiveness.	Board seldom seeks input.	No input is requested.
(b)	Board ensures a variety of indicators are used for evaluations.	Indicators are not used	Plans are not evaluated.
(c)	Board establishes review process that allows and supports reasoned decision making based on sound information.	Information is not used for decision making	No review process is developed or implemented.

3.4 Board uses an understandable format to periodically report district performance to the public.



E 9400(g)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
(a)	Board insists all reports are written and presented in a way that is understandable and useful to the public.	Reports often lack structure and are seldom presented in written form.	Reports are seldom presented to the board or the public.
(b)	Board hosts informal opportunities for public to discuss all district performance issues.	Public has little opportunity to formally address the board regarding student achievement.	Public has no opportunity to discuss student achievement.
(c)	Board routinely provides the public with information regarding district finances and budget.	Board provides financial information only when requested.	Public is not provided with information about district finances and budget.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ADVOCACY – The Board champions the vision.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.1 The Board leads in celebrating the achievements of students and accomplishments of others that contribute to education.			
(a)	Board has established policy to ensure individuals and groups are meaningfully recognized for accomplishments.	Recognition occurs occasionally in the district but is not identified as board policy.	The board has no policy on recognition and recognition activities rarely occur.
(b)	Board recognizes students and others as part of their regularly scheduled meeting activities.	Recognition of students and others occurs at the school level but not at the board level.	Recognition of students and others is not a routine occurrence for the board.

E 9400(h)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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<p>4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.</p>			
<p>(a)</p>	<p>The Board has adopted policies that encourage parent involvement with their children and the school in a variety of meaningful ways.</p>	<p>Board encourages parent involvement but it is not reflected in board policy statements.</p>	<p>Parent involvement is not a major consideration in business handled by the board.</p>
<p>(b)</p>	<p>The Board promotes “asset” framework with school staff, community and students.</p>	<p>Board has an awareness of the asset framework, but has not taken an active role in promoting it in the schools or community.</p>	<p>Board either is unaware of the asset framework or does not consider it a school concern.</p>
<p>4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.</p>			
<p>(a)</p>	<p>Board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.</p>	<p>Board relies solely on staff at the school level to establish partnerships that bring community individuals and other groups into contact with the schools.</p>	<p>Board is not aware of any partnerships occurring in the district or its schools.</p>
<p>(b)</p>	<p>Board identifies community resources that help provide basic academic and enrichment activities that will extend learning opportunities for students.</p>	<p>Community resources are utilized but the Board is not involved in causing that to happen.</p>	<p>Board is not aware of community resources being used in the schools.</p>

E 9400(i)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
<p>4.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.</p>			
<p>(a)</p>	<p>Board routinely provides information to students, staff and community about the school board’s role and its regular activities.</p>	<p>Board occasionally provides information to the public about board actions at board meetings.</p>	<p>Board does not communicate information about its role, activities or decisions to the public in any planned way.</p>

(b)	Board invites community members to participate in committees and task forces that assist in board decision making.	Board is open to public opinion but does not solicit input in any organized fashion.	Board conducts its business without considering effective ways to gain public opinion or participation.
4.5 The Board is proactive in identifying and addressing issues that affect the education of students.			
(a)	Board studies and discusses educational trends and issues that may impact student achievement.	Board deals with them as they occur, but doesn't provide time or opportunity for looking at the larger educational environment.	Board tends to be reactive, and deals mainly with crisis or items that have to be handled immediately.
(b)	Board takes an active leadership role in representing student educational interests and needs to local and state government.	Board occasionally participates in legislative lobbying, but doesn't have a defined strategy for effective representation.	Board deals with local issues as needed, but doesn't take an active role in representing student needs to local or state policy makers.

E 9400(j)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(c)	Board makes effective use of the media and other public information opportunities to represent student interests.	Board occasionally uses media and other opportunities but has no comprehensive public communications plan.	Board makes no focused effort to communicate with the public.

Board Self Assessment

Based on AASB Board Standards

CONDUCT AND ETHICS – The Board and its individual members conduct district business in a fair, respectful and responsible manner.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.			
(a)	Board members understand the significance of their role as models for students and representatives of the community and act accordingly.	The board's conduct is sometimes embarrassing to the district.	The board often fails to act in a civil manner to each other or the public.

(b)	Board members support decisions of majority after honoring each member’s individual right to express opposing views and state their convictions, and to disagree without being disagreeable.	Individual board members sometimes work against the majority decision of the board.	Board members do not have an opportunity to express their opposing views, or if given that opportunity, work against the majority decision.
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E 9400(k)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(c)	Board makes decisions as a group, only at properly called meetings and recognizes that individual members have no authority to take individual action.	Individual members overstep their authority and make requests that should best be made by the board as a whole.	The board does not understand or accept the authority of the whole.
(d)	Board and superintendent understand and respect each other’s area of responsibility and work together in a spirit of mutual trust and confidence.	Some members do not understand, or do not accept their governance role, which leads to a breakdown of trust.	The board does not fulfill its governance role.
(e)	Board seeks and receives timely recommendations from the superintendent.	Recommendations are sometimes expected without sufficient time for their development.	Recommendations are often not asked for or expected or sufficient time is not allowed or their development.
(f)	Board communicates directly with the superintendent without bringing surprises to the board meeting.	Board members sometimes wait until the meeting to communicate.	There is no systematic approach to communication between board members and the superintendent.
(g)	Board understands and adheres to the Open Meetings Act, and observes the confidentiality of executive sessions.	Individual members sometimes fail to act within the constraints of the Open Meetings Act or fail to hold the confidentiality of executive sessions.	The Board consistently flaunts the Open Meetings Act or fails to hold the confidentiality of executive sessions.
(h)	The meeting agenda proactively address the boards attention on the districts vision and goals.	The agenda occasionally reflects issues linked with the districts vision and goals.	The agenda is reactive and does not support the districts vision or goals.
(i)	Regular meeting attendance is the norm for all board members.	Quorum is usually met but often without the full board in attendance.	Meeting attendance is not a priority; often hard to get a quorum present.

E 9400(l)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(j)	The board comes to the meeting prepared to contribute to the discussion in a meaningful manner.	Individual members sometimes come to the meeting unprepared to conduct the business of the board.	The first sound heard at the meeting is the ripping open of board packets.
(k)	There is opportunity for appropriate public participation at board meetings.	Public participation is not defined by the board and is regulated based on the issues being discussed.	Public participation at board meetings is either not structured by the board or is not permitted to occur.
(l)	The board directs complaints concerning the schools through appropriate channels and does not attempt to address the problem.	Individual members sometimes attempt to address complaints themselves.	The board usurps the administrative chain of command on a regular basis.
5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.			
(a)	Board participates in annual board development activities to develop their governance skills.	Some board members participate in development activities.	The board seldom participates in development activities.
(b)	Individual board members report the results of those activities to other board members and community during board meetings.	The board occasionally hears reports from members who attend development activities.	The board does not schedule time to make reports about development activities.
(c)	Board members attend and fully participate in all board development functions paid for by district funds.	Members attend the sessions but seldom participate actively.	The board seldom attends sessions for which they have been registered.

E 9400(m)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(d)	Board takes responsibility for orientation of all new members.	The board does not participate in the orientation of new members.	There is no orientation program for new members.
5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.			

(a)	The budget for all board expenditures is easily identifiable and open to public scrutiny.	Expenditures are not grouped within one area of the budget.	There is no specific category for board activities in the budget.
(b)	All board expenditures are compared against "IS IT GOOD FOR KIDS" criteria.	The board does not link its activities to student achievement.	No rationale is given for board expenditures.



BOARD SELF-ASSESSMENT

Board Standards

The Association of Alaska School Boards
 316 West 11th Street, Juneau, Alaska 99801.
 Phone: (907) 586-1083 Fax: (907) 586-2995 Email: aasb@aasb.org

To maintain anonymity in scoring, yet allow us to return your form, be sure to complete:

District: _____
 Last 4 numbers of your SS # _____

Please select a score for each performance indicator and record it on the answer sheet. Include comments to support a score of 4. Mail or fax the answer sheet to AASB.				
<i>ITEM</i>	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
Vision				
1.1 (a)				
1.1 (b)				
1.2 (a)				
1.2 (b)				
1.3 (a)				
Structure				
2.1 (a)				
2.1 (b)				
2.2 (a)				
2.2 (b)				
2.2 (c)				
2.3 (a)				
2.3 (b)				
2.4 (a)				
2.4 (b)				
2.5 (a)				
2.5 (b)				
2.5 (c)				

<i>ITEM</i>	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
Accountability				
3.1 (a)				
3.1 (b)				
3.2 (a)				
3.2 (b)				
3.2 (c)				
3.2 (d)				
3.3 (a)				
3.3 (b)				
3.3 (c)				
3.4 (a)				
3.4 (b)				
3.4 (c)				
3.4 (d)				
Advocacy				
4.1 (a)				
4.1 (b)				
4.2 (a)				
4.2 (b)				
4.2 (c)				
4.3 (a)				
4.3 (b)				
4.4 (a)				
4.4 (b)				
4.5 (a)				
4.5 (b)				
4.5 (c)				

<i>ITEM</i>	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
Conduct & Ethics				
5.1 (a)				
5.1 (b)				
5.1 (c)				
5.1 (d)				
5.1 (e)				

5.1 (f)				
5.1 (g)				
5.1 (h)				
5.1 (i)				
5.1 (j)				
5.1 (k)				
5.1 (l)				
5.2 (a)				
5.2 (b)				
5.2 (c)				
5.2 (d)				
5.3 (a)				
5.3 (b)				

Kenai Peninsula Borough School District Board of Education Meeting Minutes

May 3, 2004 – 7:30 p.m.
Regular Meeting

Seward High School
2100 Swetmann, Seward, Alaska

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Sammy Crawford, Vice President
Dr. Nels Anderson, Clerk
Mrs. Margaret Gilman, Treasurer
Mrs. Debra Mullins
Ms. Sandra Wassilie
Ms. Debbie Holle
Mr. Marty Anderson
Mrs. Sunni Hilts
Mr. Patrick Tilbury, Student Representative

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

OTHERS PRESENT: Miss Jenni Dillon
Mr. Steve Pautz
Mr. Jim White
Ms. Donna Foxley
Mrs. Jerry Dixon
Mr. Wayne Young
Mr. David Kingsland
Mrs. Martha Fleming
Mr. Roger Steinbrecker
Mrs. Laura Beck
Mr. John Cote
Ms. Marcia Beachamp
Mr. Tim Peterson
Ms. Gail Moore

Others present not identified.

CALL TO ORDER: Ms. Germano called the meeting to order at 7:31 p.m.

PLEDGE OF ALLEGIANCE: Ms. Germano invited those present to participate in the Pledge of Allegiance.

ROLL CALL:

Mrs. Sammy Crawford	Present
Ms. Deborah Germano	Present
Mrs. Margaret Gilman	Present
Mrs. Debra Mullins	Present
Dr. Nels Anderson	Present
Ms. Sandra Wassilie	Present
Ms. Debbie Holle	Present
Mr. Marty Anderson	Present
Mrs. Sunni Hilts	Present
Mr. Patrick Tilbury	Present

APPROVAL OF AGENDA: The agenda was approved with a revision to 10a.(2), Approval of Nontenure teachers for Tenure and the addition of 10a.(7), Approval of Resignations.

APPROVAL OF MINUTES: The School Board Minutes of April 19, 2004, were approved as printed.

AWARDS AND PRESENTATIONS: Mrs. Laura Beck was presented with the 2003 Inspirational Teacher Award given by Eastern Oregon University. A former student nominated Mrs. Beck for the award.

SCHOOL REPORT: Mr. John Cote, Principal Seward Middle School, announced that last year the school made Annual Yearly Progress as part of the No Child Left Behind Act mandate. He noted the new Seward Middle School would be completed next year. He announced the school has converted to a five-period day focusing on core classes and allowing teachers a common prep period to be used to coordinate the curriculum around the state standards, review test scores and other planning. Mr. Cote introduced students Mr. Peter Fleming and Mr. Mitchell Moore who concluded the report by each presenting an oral English project.

PUBLIC PRESENTATIONS: Mr. David Thomas, PFLAG representative, urged the Board to add sexual orientation to the non-discrimination and harassment policies.

Mrs. Rhonda Hubbard, Seward High parent and member of the Seward Educational Alliance Model, reported that the group is awaiting support from the District to endorse and institute a change in favor of the Model's plan. Mrs. Hubbard provided a list of questions for the Board's consideration.

Dr. Shannon Adtkinson, parent, expressed concern with the decrease in graduation requirements within the School District and asked the Board to include performing arts curriculum. Dr. Adtkinson encouraged the Board to try to find ways to instill pride in education. Ms. Germano clarified that graduation requirements have not been changed.

Mr. Kenny Faust, Seward High School senior, expressed concern with the many budget cuts or threats of cuts throughout the years and is especially concerned with the possibility of cutting the Quest Program. He stated that he is also concerned with the potential cuts in the drama and sport programs and feels these programs are an integral part of the educational process.

Ms. Gail Moore, Quest teacher, requested the Quest Program be fully funded next year with the 13.25 positions currently in place. Ms. Moore invited the Board to Quest classrooms to meet the students, teachers and parents.

Mr. Piper Dixon, student, stated that Quest is a good program and feels it should remain in place.

Ms. Patty Linville, Seward parent, expressed concerns with the new enrollment projections, the consequent loss of yet another teacher, and personnel decisions made that would affect Seward in a negative way.

Ms. Theresa Butts, Quest parent, expressed concern with the number of Quest teachers to be eliminated and explained what Quest has meant to her family. Ms. Butts stated that Quest is an important part of her children's education.

Augusta Lind, Quest teacher, stated that the District's Quest Program is one of the best she's ever worked for and added that she felt that creativity is needed to find solutions for education.

PUBLIC PRESENTATIONS:

(Continued)

Ms. Heidi McCardy, Quest parent, stated she has been thrilled with the opportunities and challenges her child has received since being involved in the Quest Program and that if the Quest Program is cut, the special needs of the students could not be properly met.

Mr. Colin McCardy, Quest student, explained what Quest Program has done for him and asked the Board not to cut the program.

Mr. Austin Gillespie, Quest student, stated that he has been in the Quest Program for two years and has received a lot of good information and asked the Board not to cut the program.

Ms. Germano explained that the idea of a traveling educator to model the Quest Program is no longer an option, as it appeared to be the least desirable. Ms. Germano continued, the Board shares the concerns of the communities and have approved the budget with eight Quest teachers Districtwide.

Mr. Jerry Dixon, former teacher, stated that the Quest Program has made a large impact on many students and asked that the Board do whatever it can to keep the 13.2 positions and let the "best and brightest" continue to learn on the Kenai.

Mr. Dan Walker, teacher, expressed concern for the potential lack of programs at the new Seward Middle School and added that education is expensive and the school should be funded as a middle school.

Ms. Naomi Fischer, Seward High teacher, introduced herself to the Board and stated that she is a nontenured teacher who will be laid off next year. She listed some of the problems the gay and lesbian students encounter in schools and stated that it is the inherent right and dignity of all students to be who they are.

Ms. Marcia Beachamp, Sterling resident, stated she supports the proposed language changes regarding sexual orientation and anti-discrimination to the District Policy Manual and added that it is the right and fair thing to do.

Mrs. Lynne Hohl, Quest parent, spoke in support of reinstating all of the 13.2 Quest teaching positions as children of all ages benefit from the program.

Miss Christin Clark, Seward High School student, spoke in reference to the sexual orientation policies and pointed out that students are teased for everything, not just being gay.

Mr. Kenny Faust, Seward High student, stated his goal is to become an English and drama teacher at Seward High and added that if there is no drama program he will work hard to assure that there is one.

RECESS:

At 8:32 p.m., Ms. Germano called a recess.

RECONVENE

At 8:36 p.m., the Board reconvened in regular session.

COMMUNICATIONS AND PETITIONS: Dr. Peterson reported there is a lot of action at the State Department of Education level. Dr. Peterson reminded the public and Board of the Department of Education website and noted there is a public comments section regarding some specific issues that affect the District.

**Advisory Committee, Site Council
and/or P.T.A., K.P.A.A., K.P.E.A., K.
P.E.S.A, Borough Assembly:**

Dr. Marlin Adtkinson, PTSA President, informed the Board that PTSA's single goal for the 2003-2004 school year is to foster communication between parents and teachers and outlined efforts being made to achieve the goal. Dr. Adtkinson requested that any position replacements be with classroom instructional teaching as opposed to other activities. He also asked, when counting for student allocation, that the October enrollment numbers be used, as they were much higher than the low number recorded in April. Dr. Adtkinson stated that the state's financial problem is that there is no mechanism in place to allow taxation and asked for help in researching alternative approaches to this basic problem.

Ms. Patty Linville, Site Based Council Chair, reported their site council has established the same goal of fostering communication and she is working to inform the public of what is happening in the schools.

Mrs. Lynne Hohl, Region V Vice President of Alaska PTA, provided a report on their Reflections program and the award ceremony that was held in Anchorage.

SUPERINTENDENT'S REPORT:

Dr. Peterson presented the "Caring for the Kenai" third place award to Miss Brittany Dahlberg, Seward High student, who was unable to attend the awards ceremony. Miss Dahlberg reported that she wrote a book telling students why they should care about the environment titled, *A Teen's Guide to Caring for the Planet*. Dr. Peterson introduced Ms. Donna Foxley, Regional Representative to the U.S. Department of Education. She announced that the Board would conduct a Level III grievance hearing on May 17 at 3:00 p.m. She reported that before the last school day the District must notify all coaches and others who are paid from cocurricular funds that they will not have a contract next year and added that those notifications will be sent beginning May 10. She announced that the District achieved a 94% pass rate for seniors who took the HSGQE.

BOARD REPORTS:

Ms. Wassilie reported she attended the Quest Program meeting on April 20, 2004 and reviewed several proposals from Quest teachers and District administration. She reported that one recommendation was to retain the 13.25 teacher positions and study a workable model over the next year. This was contingent upon being able to add back adequate funding. She announced that she participated in the AASB Legislative Fly-In and the Boardmanship Academy that included presentations on the Quality School/Quality Student developments in several schools using Alaska Initiative for Community Engagement (ICE). Ms. Wassilie also reported Mr. Greg Maloney provided an excellent update on special education. She added that the group also received an orientation to Board self-assessment, which will be accomplished next month along with long range planning. She reported the

BOARD REPORTS:

(Continued)

majority of the time was spent strategizing and visiting legislators. She stated the group supported the idea of the percent of market value (POMV) as a first step in developing the long-range plan for education funding. She reported that funding for major maintenance items would be by whatever mechanism the legislature feels they can provide, either via direct appropriation or through bonds. She reported they were well received by the legislators and were invited to the Governor's mansion for a reception where the governor emphasized support for the POMV. Ms. Wassilie reported comments from the Peninsula are being heard.

Mrs. Mullins reported she was invited to a meeting in the Governor's office with a number of lobbyists and that the Governor provided a presentation on the need to lobby for the POMV. Mrs. Mullins felt that pressure needed to be put on the senate and the Governor's office for education funding.

Mrs. Crawford reported there had been 31 meeting appointments with legislators and staff while in Juneau. Board members were assured that education funding was forthcoming but added that it is currently stranded. She added, it appears that students are pawns again so help is needed to put pressure on the senate and the Governor. Mrs. Crawford stated, as things are presently there will be no cocurricular activities next year. She reported that she attended the Quest Program meeting and provided feedback on how the program could be changed. She also attended a Project Grad meeting and noted that the group is working on scholarships for students.

Mrs. Gilman reported that she also attended the AASB Legislative Fly-In and the group did their very best to explain to each legislator how their decisions impact students. Mrs. Gilman compared the number of elective and class offerings her child has access to against the courses she was offered when she was a student at KCHS. She added that her child has more requirements but is given fewer resources. Mrs. Gilman encouraged the public to send their personal opinion messages to the state senate because they have the power to allow the people of Alaska to vote on the POMV. She added that timing is essential because if funding comes through in August it will not help cocurricular next year.

Ms. Germano reported she also participated in the AASB Legislative Fly-in and will provide a report at the end of the meeting.

CONSENT AGENDA:

Items presented on the Consent Agenda were Approval of Tentative Tenured Teacher Assignment, Nontenure for Tenure, Approval of Long-Term Substitute Teacher, Approval of Correction of Board Tentative Meeting Dates, Approval of Administrator Appointment and Approval of Leave of Absence-Certified.

MOTION

Mrs. Crawford moved the Board approve action Items 1 through 7 as revised. Mrs. Gilman seconded.

Ms. Holle asked to remove Item 10a.(2), Approval of Nontenure Teachers for Tenure from the consent agenda.

CONSENT AGENDA:
(Continued)

Ms. Wassilie asked whether background information could be provided. Dr. Peterson responded that the recommended teacher is one who was on the reduction in force (RIF) list from last school year and is a tenured teacher.

Dr. Anderson requested unanimous consent on Item 10a.(1) and items 3 through 7.

Ms. Holle stated she wanted to speak to only the Homeless Liaison position and it is her intent to vote against it as she feels it could be handled with existing positions.

MOTION

Ms. Holle moved the Board split the question so that members could vote on the positions individually. Mrs. Gilman seconded.

Dr. Peterson clarified that the Homeless Liaison position is a teaching position and not an administrative position. Mrs. Gilman asked why the District would need a Homeless Liaison position. Dr. Peterson replied that the No Child Left Behind Act (NCLB) requires districts to have a Homeless Liaison position and added that it has been a very productive position in identifying and providing services to homeless students.

Dr. Anderson stated that he didn't believe the Board had the right to make a decision on the assignments because the real question is whether or not the individuals are to receive tenure.

Ms. Holle asked why the position is called Homeless Liaison and not Homeless Teacher. Dr. Peterson replied that she was clarifying that the job is considered a teaching position which deals with the homeless students and the requirements of the NCLB. It was clarified the position finds the homeless students and works to get them to school.

Vote on Consent AGENDA

Motion carried.

VOTE TO SPLIT QUESTION ON ITEM 10a.(2):

Advisory: NO

NO - M. Anderson, Hilts, Gilman, Crawford, Wassilie, N. Anderson, Mullins, Germano

YES - Holle

Motion failed.

VOTE ON ITEM 10a.(2):

Advisory: YES

NO - Holle

YES - M. Anderson, Hilts, Gilman, Crawford, Wassilie, N. Anderson, Mullins, Germano

Motion carried.

FY04 Budget revision:

Mrs. Douglas recommended the Board approve the final revision of the FY04 budget and noted that it was basically a housekeeping issue.

MOTION

Mrs. Crawford moved the Board approve the FY04 budget revision in the total amount of \$91,522,129. Mr. Anderson seconded.

Motion carried unanimously.

Policy manual revisions (Section 3000):

Mrs. Douglas noted the recommended changes to Section 3000 suggested by the Board of Education have been incorporated in the policies and Administration recommends approval as presented.

Mrs. Lynne Hohl, Seward parent, objected to the lack of public input in the Seward Middle School project process.

MOTION

Mrs. Mullins moved the Board approve revisions to Board Policy, Section 3000, Business and Non-instructional Operations as outlined. Mrs. Crawford seconded.

Mrs. Crawford advised the public that the Board has reviewed Section 3000 and added that the revisions make it more functional.

Ms. Germano asked whether there was a policy regarding the purchase of property or land acquisitions. Mrs. Crawford explained that land acquisition and purchases are a Borough function and not the School District.

Ms. Holle stated that she felt that having an opportunity for community input in the early stages of property acquisitions was important.

Motion carried unanimously.

Policy manual revisions (BB9320):

Dr. Peterson explained that revisions to BB 9320 would change the meeting time from 7:30 p.m. to 7:00 p.m. beginning with the July 12 meeting.

MOTION

Mrs. Crawford moved the Board approve a revision to BB9320, Board Meetings. Mr. Anderson seconded.

Motion carried unanimously.

**PUBLIC PRESENTATIONS/
COMMENTS:**

Mrs. Lynne Hohl, Seward parent, clarified her earlier comments by stating that she wasn't implying the School District was paying an inflated price for the school property and noted that land in Seward is expensive and valuable.

Mr. Dayne Melvin, Seward High School student, stated he has participated in drama for two years and that it has been a great experience, and asked the Board for help in retaining Seward's great teachers.

**PUBLIC PRESENTATIONS/
COMMENTS:**

(Continued)

Mr. Trent Anderson, Seward High School student, stated that school can be very dry and boring but when you add programs such as art, drama, Quest, music, etc., students will look forward to coming to school much like peanut butter is to celery (appetizing) and added that without those programs, the students will quit coming to school.

Miss Heather Dahlman, Seward High School student, stated

that drama classes have helped with her speaking skills and added that without it there isn't anything else at school for her.

Mr. Eric Olson, Seward parent, observed that Drug and Violence Prevention funding was eliminated and the Youth and Detention facility funding was increased. He commented that as activities are eliminated the Youth and Detention Program will be needed Boroughwide. He noted that because of the proposed cuts in the schools he and his wife will consider relocating.

Ms. Germano explained that the Youth and Detention is not funded by the Board or School District, rather it is funded by the state and comes along with the juvenile detention center now located on the Peninsula.

Miss Lara Loomis, Seward High School student, stated that although she isn't involved in the Quest Program many of her friends are and they talk about how much they benefit from it. Miss Loomis added that the drama class produced an exceptional play and added that all of the hard work will be for nothing if there is no drama program next year. Miss Loomis reported that a friend received a \$28,000 scholarship because of her involvement with sports and added that all programs give the students more ways to grow, otherwise there is nowhere to go but down.

Ms. Bonnie Apperson, Seward parent, expressed concern with the number of teachers to be cut in the Seward schools and added that if the positions were to be filled at the last minute they may not be filled with quality educators. She expressed concern for other proposed program cuts.

Ms. Germano explained that all across the District nontenured teachers are being laid off until tenured teachers are placed in jobs, then other jobs will open.

Ms. Rhonda Hubbard, Seward parent, asked if the Homeless Liaison position was a federally mandated program. Dr. Peterson replied the services are required to be provided. Ms. Hubbard felt the program was a poor allocation of the District's resources. Dr. Peterson explained that the position is grant funded and is not paid from general revenue funds. Ms. Germano added that there is no choice to spend the money somewhere else. Ms. Hubbard stated that the Department of Health and Social Services should partner with the District to provide the services. Ms. Hubbard commented on sexual orientation being a part of the non-discrimination policy in the school and stated that students get teased for many reasons and encouraged the teachers not to tolerate any discrimination or

harassment. Ms. Hubbard reported the Seward Band/Choir/Booster Association has been classified as a non-profit

(Continued)

organization and provided 20 hours of music education to students and the community. Ms. Hubbard reminded those present that the last spring concert will be held on Thursday, May 6 and added that an Army band will perform a free concert on Mother's Day.

Dr. Marlin Adtkinson, Seward parent, expressed concern that the entire educational system is reactionary from whatever is happening above, whether it's federal or state government. He asked whether the District had a vision and whether there is a mechanism to talk about a vision. He suggested that instead of looking at a 10% decrease in enrollment across the Peninsula in the next six years, that the District create a vision that creates a 50% increase in enrollment and attracts students into the system.

Mrs. Lynne Hohl, Seward parent, reported that the Parent-Teacher Association state convention was recently held and that the organization sent three people to Juneau (one was a high school senior) to meet with legislators.

BOARD COMMENTS:

Mrs. Crawford expressed appreciation for the many public comments. She added that there were many worksessions held during the day and all were worthwhile. Mrs. Crawford stated that she felt there was a compromise on the weighted grades issue. She encouraged those present to lobby the senate and governor regarding education funding for this year.

Mrs. Gilman referred to the student who gave the peanut butter and celery analogy and stated that one of the best rewards of being a School Board member is hearing students express their opinions because a teacher taught that child to think. She stated that the student's celery example should be taken further and added that instead of just the peanut butter on the celery, the District should also provide "raisins" in order to get students excited about school. Mrs. Gilman reported she attended the Quest Program meeting and worksession and added that she hopes the legislature will approve an additional \$84.5 in revenue so the Board will have to decide what to do with the money. She stated that if the additional money comes from the legislature, the Board would decide whether to reinstate the Quest Program at the current level. Mrs. Gilman thanked Mr. Dan Walker for his middle school comments and added that schools should be renamed because they are now operated as junior high schools. Mrs. Gilman referred to a comment made about creating a vision that would increase student enrollment by 50% rather than a 10% decrease and added that the Board must be realistic because birth rates at the hospitals are down and the demographics of the area are showing that the fastest growing population is the over 55 age group and that the 0 to 9 year old population has decreased. She stated that there are fewer children in the Borough and in the schools. She stated she believes that because of the fewer students the District will need to look at school consolidation.

BOARD COMMENTS:

(Continued)

Mr. Tilbury stated he saw more students speak at this meeting than any other time and felt there were a lot of good comments made. Mr. Tilbury added that it is nice when people acknowledge that the Board does not like to make many of the choices they have to make.

Mr. Anderson thanked the community of Seward for their participation in the meeting. He reported that the Board has been to Juneau twice in the last three months to lobby for education funding. He reported that the education budget has passed the house and now the senate must decide whether to approve an increase to education funding of \$84.5 million. He encouraged those present to call or e-mail the senate and governor's office and tell them that education is paramount. He commented that the state's revenue base has decreased and explained that if Alaskan residents want services and benefits to be available for the next generation then they must do what it takes to make that possible. Mr. Anderson referred to an earlier comment regarding the District's vision and stated there is a lot of hard work by staff members to implement the District's vision and noted that the administration can only do so much when there is so little to work with. He added that he appreciates the involvement of the Seward community.

Mrs. Mullins stated that the District is reaping the consequences of cuts which began in 1985. She added that the Peninsula has reaped the consequences of decisions that have been made for the past 18 years. She expressed appreciation for those who attended and spoke at the meeting. Mrs. Mullins shared a story she wrote for the School Board Commentary which dealt with the difficult decisions she's had to make as a Board member. She stated that it is nice to talk about student achievements rather than budget cuts. She stated that it is difficult to talk about budget concerns at every meeting because students, communities and the economy are ultimately affected. She encouraged those present to convince the senators and the governor to get on the right path.

Ms. Holle expressed appreciation for being in Seward. She encouraged Seward residents to not leave their community, especially with a new school under construction and noted any concerns or problems can be worked out. She reported that she attended an economic opportunities forum and heard a report from Seward representatives that there are some exciting prospects on the horizon. Ms. Holle again encouraged folks to not leave town as their enrollment is needed. She stated it would be a shame to build the school and have to give it back to the Borough Assembly due to low enrollment. She stated that standards are good but is saddened when even one student can't pass the High School Graduation Qualifying Exam (HSGQE). Ms. Holle requested an excused absence for the first week in June.

BOARD COMMENTS:

(Continued)

Mrs. Hilts reported that she has only been on the Board for a few months and represents some small schools. She stated that programs are being cut because there isn't enough money. She added that the Board does not have a lot of choices and explained the ramifications of the cuts in her schools. She referred to earlier comments regarding a District vision and added there has been work done on the District vision and added that Dr. Peterson still conducts training with PTAs and site councils on long-range planning. She stressed the need for the public to use the phone, the internet, and to write letters to make sure that the education funding bill is passed. She stated that the most important natural resource is the children and added that legislators need to understand that message and if they can't be made to understand then they need to be changed. Mrs. Hilts reported on her visit to Nanwalek and Port Graham and added that the majority of the staff in Nanwalek are local and that the community involvement was very encouraging.

Ms. Wassilie thanked the Board for coming to Seward and for the community members who spoke. Ms. Wassilie responded to an earlier comment regarding a District vision and stated that is one of the reasons why students are doing so well. She offered her congratulations to Miss Brittany Dahlberg for winning third place in the "Caring for the Kenai" contest and to Miss Sarah Glasser and Miss Chelsea Olectner who won National Awards of Excellence for their presentations in the National PTA Reflections Program. She reported there is a 94% graduation rate and pass rate of the HSGQE throughout the District and noted that in Seward the rate is 100% and congratulated the seniors, parents and teachers. Ms. Wassilie wished Mr. Walker well in his future plans and reported that he broke the gender barrier by becoming a teacher at the elementary school. She added it was good to have both men and women teaching. Ms. Wassilie stated that there is a lot of partnering in the Seward community and expressed concern for budget cuts in other departments, especially the Health and Human Services who provide assistance to the special education and intensive needs students. Ms. Wassilie expressed appreciation to those who spoke in regard to discrimination in the classroom and the importance of addressing the issue.

Dr. Anderson reported that a parent expressed concerns to him regarding the Quest Program cuts and told him that students are encouraged to take a first and fourth period study hall because they don't have classes. He explained that the District provides equal teaching allocations per student to each school on the Peninsula. He explained that the community is given the right to offer a block schedule or whatever is desired, but suggested that the system be reviewed closely to see if it is really wanted. He recommended that the community consider incorporating some of the interactive classes. He stated that when there is a decrease in enrollment there are two options; one is to increase the money or number of teachers on site or bring teachers to the site. He suggested schools review ways to

bring teachers to the site while accommodating the schedules of all schools. Dr. Anderson stated that the School Board

BOARD COMMENTS:
(Continued)

could be blamed for part of the financial problems of the District because a contract was passed that gave teachers a 20% raise over the life of the contract with uncapped health care cost, which may add another 10%. He commented that he felt that the teachers deserved a raise but that it was an unwise decision based on the fact that funds would not be available. Dr. Anderson stated that earlier he predicted that the District would lose a minimum of 120 teachers over the life of the contract and reported that 56 were lost last year and that the number could be more this year because of the TRS/PERS increases. He stated that it is discouraging that \$2 million must be cut each year so that active teachers can pay for the retired teachers. He stated that cuts will need to continue to be made for at least the next two years. He explained that each community makes the decision about what programs will continue and how the positions will be allocated. Dr. Anderson told a story from Alaskan history about how a mother would evaluate her food supply and if she decided there was not enough she would take two or three of the children out and hang them so the others could survive. He stated that sometimes he feels like the mother who had to choose and go out to hang a child when there is not enough money to pay for education and noted that there are two choices, the food supply has to be increased (money from the legislature) or the consumption has to be decreased (salaries and benefits). He stated that he is in favor of taxes and of using the permanent fund. He stated that the population on the Peninsula of people who are childbearing age has decreased by 30% over the last 10 years because there are no jobs available.

Ms. Germano stated that the Board had the opportunity to talk about weighted grades and the Quest Program. She stated that the discussions were good because they were about students and the direction of the District. Ms. Germano added that she was very pleased to hear students speak in public and added that they were very articulate. She thanked the community for their support and noted that it was obvious they were constantly working to find solutions. She explained that decisions regarding teacher assignments centers around who is nontenured and because of that schools are forced to give up programs. Ms. Germano stated that conversations must continue regarding the programs the schools want to keep and how that can happen. Ms. Germano reported she has heard that districts statewide could receive \$84.5 million but the senate is firm on \$82 million making the base student allocation at \$4,576. She noted that the house proposal would be \$4,588, a difference of \$12. She stated that the Board will need to consider what to add back if additional money is received and explained that the proposed increase is a small amount when TRS and PERS increases are taken out. She

stated that, based on input from the public, the add back list includes the purchase of books, funding to operate middle schools, reinstate the Quest Program, increase high school course offerings, provide cocurricular activities, lower elementary classroom sizes, and lower intermediate grades 4 through 6 classroom sizes. Ms. Germano stated that the

Board would have to determine what can be done to effectively serve the greatest number of students possible. She reported that in June the Board would be working on long-range plans and discussing specific goals for the following year. She stated that Representative Reggie Joule stated that until the state has a vision, it will be difficult to make any progress. She stated that when she hears the public say that the Board doesn't have a vision, it is an indication that there is a problem with communication.

ADJOURN:

At 10:43 p.m., Mrs. Crawford moved the School Board Meeting be adjourned. Mrs. Mullins seconded the motion.

Motion carried unanimously.

Respectfully submitted,

Ms. Deborah Germano, President

Dr. Nels Anderson, Clerk

The Minutes of May 3, 2004,
have not been approved as of
May 4, 2004.

Kenai Peninsula Borough School District

Donna Peterson
June 2004

2003-2004 End of the Year Report to the Board

This report supplements the 2003-2004 midyear report to the Board submitted in January, 2004 (text of that report is attached). First, is a compilation regarding the public work of the Board and second, progress on administrative projects (work plans) is presented. This report is not meant to be all-inclusive; rather it provides the reader with a "quick" summary of the work of the District during the past school year.

Summary of Official Board Meetings/Action:

18 meetings

4 legislative teleconferences

2 AASB legislative fly-ins and fall conference (total participants 10)

56 worksessions:

Budget - 11 + audit

Staffing - 5

Policy Revisions - 4

Legislation (in addition to teleconferences) - 5

Board goals - 4 (cocurricular - 2, transition -1, mentoring - 1)

Board business - 5 (meeting dates, evaluations)

Consolidation - 2

HSGQE/assessment/graduation requirements -3 + waivers on students

Curriculum review - 2

Seward Middle School - 2

Charter School Requests - 2

Quest - 2

Weighted Grades - 2

Other:

Custodial study, Seward Education Alliance, NCLB update, PFLAG,
Science Specialist, cocurricular handbooks

3 student hearings

6 employee hearings

27 awards presented

- 20 regular reports (lease, financial, annual, assessment, goal progress)
- 3 special reports (class size, enrollment projections, consolidation)
- 87 policy and administrative regulation revisions

Progress on 2003-2004 Work Plans:

1. *Transition new-to-position administrators, including three in central office - Gary*

- 3 day class in August - leadership skills led to administrative support teams
- 7 administrator meetings, 5 additional new-to-position meetings
- 30+ principals took part in preparing, presenting, or facilitating during meetings

2. *Review internal operations recommend how to do business differently - Sam*

- Study completed: 2 FTE reduced (warehouse/food service) from budget
- Custodial study reviewed - efficient, cost effective operations found
- Transportation review ongoing regarding new regulations and funding

3. *Prepare communications, notifications, etc. for 2004 HSGQE - Glenn*

- AYP puzzle and newsletter inserts for communication
- Parents, staff all "in the loop" with student plans
- Intense data review for students not passing and intervention with same

4. *Prepare for fall audit - Roy*

- Audit occurred Oct 27-Oct 31; administrative overall review was 99%
- Student file monitoring 79.5%, intensive funding verified on 33 of 34 students
- Audit found Federal Programs 98% in compliance

5. *Oversee construction, etc. for Seward Middle School - Dave*

- Progressing according to timeline
- Intense scrutiny of capital project expenditures
- Borough/School District partnership

6. *Implement new student management system - Jim*

- EdLine training and implementation
- Student accountability/responsibility increased
- Parents/community expectations as accepted way of doing business

- 7. *Research and select new finance/payroll/HR software - Melody***
 - Joint project with KPB - began in Jan, 2004, will be in FY 06 budget
 - KPB/KPBSD staff attending GFOA meeting (6/04) vendors/training
 - Consultant will be hired by KPB to assist in software selection

- 8. *Implement revised curriculum in science and fine arts - Paula***
 - Science certified diploma exam is completed
 - Exam will be online through free software that came with science series
 - Art specialist continued work with elementary schools

- 9. *Revise curriculum documents in math and foreign language - Paula***
 - Math curriculum fully aligned to current exams; may have to realign
 - K-3 "gap" on content materials addressed through Addison Wesley purchase
 - Adjustments made to cover math texts for next six years without new purchase

- 10. *Assist through election and transition to nine member school board - Donna***
 - Changed policy review process
 - Seeking clarity on administrative functions and board action requirements
 - Continued adjustment to expectations of changed board configuration/ members

- 11. *Oversee implementation of data based decision making at schools - Gary***
 - June class with principals and teacher leaders; ongoing training throughout year
 - Longitudinal and subgroup data available to all schools; inservice training held
 - Newest reports distributed to principal 4/15/04 for use in setting school goals

- 12. *Review extracurricular activities for alternative funding sources - Donna***
 - Task force determined opportunity for borough funding
 - Borough vote held
 - Dealt with options regarding transportation issues due to reduced budget

- 13. *Oversee consolidation of Nikiski/North Star - Donna***
 - Monthly meetings held with administrators
 - Community issues, busing, instruction, moving addressed as necessary
 - Institutional forms/process created (2 binders full) for "next time"

- 14. *Train and oversee administrators in use of new evaluation instrument - Tim***
 - Specific training and practice in using standards based evaluation for teachers

- Assistance with plans of improvement and coaching for success
- Observance of teachers by superintendent and "match" to principal evaluation

15. *Review two sections of policy manual - Donna*

- Section 2000 - Administration and Section 3000- Business completed
- Policy subcommittee formed with board members district/site administration
- Process clarified for introduction of policy changes; new exhibit in policy

16. *Liaison with State Department and State Board of Education - Gary*

- Bi-monthly teleconference with State Department
- Attended state board meetings in person and commented as appropriate
- KPBSD had members on every significant statewide committee

17. *Implement Project GRAD - Norma*

- Project GRAD Kenai set up as 501(c)3 organization, 3 site coordinators hired
- Walk for Success, CMCD training, Leadership academies completed
- Move It Math alignment completed, FY 05 trainings scheduled

18. *Plan Summer School 2004 - Norma*

- Sites selected, staff hired, materials have arrived
- Student invitations being sent from district office, transportation arranged
- Training complete; dates are June 2-June 29

19. *Implement standards-based report card - Paula*

- Fully implemented in all kindergartens with sample report cards from schools
- Phone audioconference training with all K teachers completed
- Fall 04 rollout of grades 1 and 2 standards report card with training

20. *Implement elementary specialists pilot project - Paula*

- Modified model will continue where appropriate
- New learnings lead to definitive formula for use of all elementary specialists
- Library "aide" training developed and proved cost effective way to address need

**Kenai Peninsula Borough School
District**

Donna Peterson
January 2004

2003-2004 Midyear Report to the Board

Progress on Board Goals:

1. Plan for effective nine-member school board.

Accomplishments:

- § Met individually with each new board member to begin establishing relationships
- § Organized and participated in board orientation session facilitated by Carl Rose
- § Attended and presented at AASB fall conference
- § Board standards are now noted on agendas

Consideration/to dos:

- § Provide additional time for processing even routine items as necessary
- § Review statute and policy to determine administrative functions and board action requirements
- § Monitor and possibly suggest changing policy review process

2. Improve communication regarding accountability.

Accomplishments:

- § Trained administrators in new evaluation process
- § AYP (Adequate Yearly Process) "crisis" averted through targeted communication plan
- § Simplified format for annual yearly report
- § Replaced districtwide inservice with curriculum implementation and data analysis training
- § Held two days of training for parents on District issues/processes
- § Simplified legislative priorities and clarified need for \$4500 minimum
- § Increased enrollment from non-KPBSD schooling community
- § Prepared for and passed state accountability audit
- § Implemented new student management system and parent access

Considerations/to dos:

- § Review intervention process and provide districtwide training
- § Continue and improve communication with public and legislature on District needs
- § Compare teacher evaluations from principal with superintendent observations

3. Improve employee relations.

Accomplishments:

- § Visited 25 schools and met with staff by 12/20/03 providing specific positive

feedback to classroom teachers on observed “best practices”

§ Human Resources department meets with employee unions two times per month and superintendent meets with administrator association board once a month

Considerations/to dos:

§ Resource scarcity and difficult decisions will test all levels of the organization – communication plans are vital

4. *Begin discussion of cocurricular issues.*

Accomplishments:

§ Thanks to Joe Arness, task force made progress on funding issue

§ Identified preliminary budget if assembly/voter funded

Considerations/to dos:

§ Huge investment of energy will be necessary in short period of time to provide information for a successful special election

Artifacts:

[Annual Report](#)

[Eschool News Article “Tech-Savvy Supes”](#)

Board and administration article [“Dine and Discuss”](#)

[Phi Delta Kappa Article “Beyond Peer Coaching”](#)

[Peninsula Clarion “Back to School message”](#)

[Peninsula Clarion “Adequate Yearly Progress”](#)

Presentations to Administrators Meetings

[August](#)

[September](#)

[October](#)

[November](#)

[December](#)

[Seward Phoenix Log](#) (photo taken at Wells Fargo Bank)

[Photograph taken with Lisa Murkowski](#)

KPBSD Superintendent Role:

The superintendent’s role changes depending on the year, the strengths of staff, and priorities in the District and state. A simplified breakdown of how I’m trying to allocate my time this year for maximum benefit to the District is:

40 days	-	Board of Education
40 days	-	Central Office and leadership team
40 days	-	Site administrators
40 days	-	Schools
40 days	-	Community
<u>40 days</u>	-	State and Federal obligations
240 days (now I just wish they were “reasonable length” days!)		

The routine functions of the School District continue. In an average year, we deal with approximately 150 critical incidents, 300 parental concerns, 200 employee issues, 400 budget issues, and zillions of required forms (103 for every special education student alone!). It’s an understatement to say every day is a new adventure.

Second Semester Outlook:

Besides the routine functions (policy review curriculum review, evaluation, etc.), legislative interactions, and administrative tasks usual for second semester, I predict significant investments of time will be needed in the following areas:

1. Weather issues – snow removal, snow loads, bus routes
2. Nikiski/North Star consolidation – principal selection, melding of staff, new identity, emotion of closing
3. Consolidation Plan – communication, emotion, information assimilation
4. Budget – specifically changes effecting long standing programs and individuals
5. Staff – requirements to lay off non-tenured teachers and begin involuntarily transfer process with individuals before spring deadlines will consume the Human Resources Department and senior management time
6. Unions – three Level II grievances and one week-long arbitration are currently scheduled; more possible
7. Cocurricular – special election
8. Legislature – assessment and funding issues
9. State Board of Education – definition and criteria for “highly qualified”
10. High School Graduation Qualifying Exam – senior students who don’t pass

Other:

- Completed 3 credit “Administrator Change” class through University of Alaska-Fairbanks
- Serving as President of Alaska Association of School Administrators (key issues: administrator turn over, accountability, resources) and President of Alaska Council of School Administrators

- Serving as Board of Director and Chair of Care and Comfort Committee for 2006 Arctic Winter Games
- Presentations to Statewide groups, chambers of commerce, parent groups as requested
- Serving on Alaska Sea Life Center Board of Directors
- Serving as Commissioner on Professional Teaching Practices Commission

Summary:

In June at the annual evaluation worksession the Board will have an opportunity to provide direct feedback in the areas of leadership, management, personal qualities, external relations, and board relations. Though this midyear progress update is provided in report form, I would certainly appreciate feedback and suggestions for improvement now rather than waiting until the end of the year.

REPORT: GNLB09MI GENERATED: 12 JAN 2003 09:20 JOB: SYNBAT/GLREVFUN RUN:
WEDNESDAY 2004MAY26 13:15 PAGE 1

KENAI PENINSULA BOROUGH SCHOOL
FY 04
SOURCE OF REVENUE BY FUND
THROUGH 04/30/04

MTD YTD

BUDGET DIFFERENCE PERCENT TO DATE

FUND: 100 OPERATING FUND

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00
1,056,154.00	1,056,154.00	0%	
0010	PR YR FUND BALANCE	0.00	0.00
476,539.00	476,539.00	0%	
0011	BOROUGH APPROPRIATIO	2,101,749.92	21,017,499.20
25,234,185.00	4,216,685.80	83%	
0012	IN KIND REVENUE	0.00	0.00
6,405,124.00	6,405,124.00	0%	
0030	EARNINGS ON INVESTMT	0.00	148,390.27
341,209.00	192,818.73	43%	
0040	OTHER LOCAL REVENUE	3,178.52	135,342.23
50,000.00	85,342.23-	270%	
0046	RENTAL OF SCH FACILI	2,800.00	24,500.00
65,000.00	40,500.00	37%	
0049	ERATE REVENUE	0.00	152,539.97
450,000.00	297,460.03	33%	
	LOCAL REVENUE TOTAL	2,107,728.44	21,478,271.67
34,078,211.00	12,599,939.33	63%	

STATE REVENUE

0051	FOUNDATION	3,642,875.00	34,838,585.00
42,140,648.00	7,302,063.00	82%	
0052	QUALITY SCHOOLS	0.00	230,066.00
230,209.00	143.00	99%	
0059	TUITION	0.00	1,038.22
0.00	1,038.22-	0%	
	STATE REVENUE TOTAL	3,642,875.00	35,069,689.22
42,370,857.00	7,301,167.78	82%	

FEDERAL REVENUE

0150	INTERGVNMTL FEDERAL	281,073.00	281,073.00
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275,000.00	6,073.00-	102%	
	100 OPERATING FUND		
76,724,068.00	19,895,034.11	6,031,676.44	56,829,033.89
		74%	

FUND: 201 STATE/STAFF DEVELPMT

	STATE REVENUE		
	0050 STATE REVENUE	0.00	4,909.64
26,997.00	22,087.36	18%	

FUND: 205 PUPIL TRANSPORTATION

	LOCAL REVENUE		
	0008 PR YR ECUM APPROP	0.00	0.00
36.00	36.00	0%	

	STATE REVENUE		
	0050 STATE REVENUE	1,541,905.00	4,798,175.63
4,595,448.00	202,727.63-	104%	

	TRANS FROM OTHER FUNDS		
	0250 TRANS FROM OTHER FUN	0.00	0.00
0.00	0.00	0%	

	205 PUPIL TRANSPORTATION	1,541,905.00	4,798,175.63
4,595,484.00	202,691.63-	104%	

FUND: 209 HSGQE-EED

	STATE REVENUE		
	0050 STATE REVENUE	0.00	0.00
0.00	0.00	0%	

FUND: 212 FY02 R&R Contract

	STATE REVENUE		
	0050 STATE REVENUE	19.95	19.95
37,500.00	37,480.05	0%	

FUND: 215 COMMUNITY SCHOOL FUN

LOCAL REVENUE

0040	OTHER LOCAL REVENUE	8,162.22	86,937.78
260,858.00	173,920.22	33%	

FUND: 225 BOARDING HOME PROGRA

STATE REVENUE

0050	STATE REVENUE	0.00	3,286.40
27,308.00	24,021.60	12%	

FUND: 255 FOOD SERVICE FUND

LOCAL REVENUE

0020	TYPE A LUNCH-PUPILS	120,073.66	977,008.40
1,178,598.00	201,589.60	82%	
0040	OTHER LOCAL REVENUE	2,043.45	4,942.01
10,000.00	5,057.99	49%	

	LOCAL REVENUE TOTAL	122,117.11	981,950.41
1,188,598.00	206,647.59	82%	

FEDERAL REVENUE

0150	INTERGVNMTL FEDERAL	146,556.37	842,060.04
1,155,147.00	313,086.96	72%	
0162	USDA	0.00	0.00
90,815.00	90,815.00	0%	

	FEDERAL REVENUE TOTAL	146,556.37	842,060.04
1,245,962.00	403,901.96	67%	

TRANS FROM OTHER FUNDS

0250	TRANS FROM OTHER FUN	0.00	0.00
126,521.00	126,521.00	0%	

	255 FOOD SERVICE FUND	268,673.48	1,824,010.45
2,561,081.00	737,070.55	71%	

FUND: 260 TITLE I-A

FEDERAL REVENUE

0150	INTERGVNMTL FEDERAL	15,944.31	1,226,705.32
4,457,462.00	3,230,756.68	27%	

FUND: 262 HANDICAPD PRESCHOOLS

FEDERAL REVENUE			
81,415.00	0150 INTERGVNMTL FEDERAL	0.00	23,684.36
	57,730.64	29%	

FUND: 265 CARL PERKINS - BASIC

FEDERAL REVENUE			
220,184.00	0150 INTERGVNMTL FEDERAL	0.00	44,340.06
	175,843.94	20%	

FUND: 266 TITLE VI-B

FEDERAL REVENUE			
2,393,799.00	0150 INTERGVNMTL FEDERAL	0.00	466,712.99
	1,927,086.01	19%	

FUND: 271 CHARTER SCHOOL GRANT

STATE REVENUE			
35,266.00	0050 STATE REVENUE	0.00	25,326.00
	9,940.00	71%	

FEDERAL REVENUE

218,331.00	0150 INTERGVNMTL FEDERAL	0.00	74,839.18
	143,491.82	34%	
253,597.00	271 CHARTER SCHOOL GRANT	0.00	100,165.18
	153,431.82	39%	

FUND: 272 UPWARD BOUND/UAA

FEDERAL REVENUE			
25,528.00	0150 INTERGVNMTL FEDERAL	0.00	0.00
	25,528.00	0%	

FUND: 275 CAPACITY, BLDG, IMPROV

FEDERAL REVENUE				
28,223.00	0150 INTERGVNMTL FEDERAL	7,663.72	0.00	20,559.28
			72%	

FUND: 277 GEAR UP

FEDERAL REVENUE				
65,080.00	0150 INTERGVNMTL FEDERAL	45,376.90	0.00	19,703.10
			30%	

FUND: 280 HIGH INTENSITY

STATE REVENUE				
2,915.00	0050 STATE REVENUE	18.59	957.00	2,896.41
			99%	

FUND: 281 MIGRANT ED SUMMER

FEDERAL REVENUE				
22,217.00	0150 INTERGVNMTL FEDERAL	1,169.40	0.00	21,047.60
			94%	

FUND: 284 YOUTH IN DETENTION

STATE REVENUE				
211,758.00	0050 STATE REVENUE	12,428.00	0.00	199,330.00
			94%	

FEDERAL REVENUE				
0.00	0150 INTERGVNMTL FEDERAL	12,428.00-	0.00	12,428.00
			0%	
211,758.00	284 YOUTH IN DETENTION	0.00	0.00	211,758.00
			100%	

FUND: 288 STOFK CNCL ON ARTS

FEDERAL REVENUE				
2,026.00	0150 INTERGVNMTL FEDERAL	0.00	0.00	2,026.00
			100%	

FUND: 289 GOV'S DRUG PREVENT

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	17,401.50
40,000.00	22,598.50	43%

FUND: 291 TITLE I-D DEL & A/R

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	3,193.90
49,911.00	46,717.10	6%

FUND: 294 FAS - SPRING CREEK

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	2,500.00	2,500.00
5,000.00	2,500.00	50%

FUND: 295 SCHOOL IMPROV/TEBHUG

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	0.00
20,634.00	20,634.00	0%

FUND: 296 CIAP - COMM SCHOOLS

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	0.00
0.00	0.00	0%

FUND: 350 TITLE VII -INDIAN ED

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	87,109.51	215,823.61
306,859.00	91,035.39	70%

FUND: 371 CORPORATE GRANTS

LOCAL REVENUE

0040 OTHER LOCAL REVENUE	6,140.00	22,008.00
34,707.00	12,699.00	63%

FUND: 372 COMMUNITY THEATER

LOCAL REVENUE

	0040 OTHER LOCAL REVENUE	0.00	1,375.00
100,203.00	98,828.00	1%	
	0046 RENTAL OF SCH FACILI	0.00	525.00-
0.00	525.00	0%	
	LOCAL REVENUE TOTAL	0.00	850.00
100,203.00	99,353.00	0%	

FUND: 374 CHARTER SCHOOLS G/F

LOCAL REVENUE

	0008 PR YR ECUM APPROP	0.00	0.00
0.00	0.00	0%	

TRANS FROM OTHER FUNDS

	0250 TRANS FROM OTHER FUN	0.00	0.00
2,132,488.00	2,132,488.00	0%	
	374 CHARTER SCHOOLS G/F	0.00	0.00
2,132,488.00	2,132,488.00	0%	

FUND: 375 EQUIPMENT FUND

LOCAL REVENUE

	0008 PR YR ECUM APPROP	0.00	0.00
6,473.00	6,473.00	0%	
	0010 PR YR FUND BALANCE	0.00	0.00
16,607.00	16,607.00	0%	
	LOCAL REVENUE TOTAL	0.00	0.00
23,080.00	23,080.00	0%	

FEDERAL REVENUE

	0230 SURPLUS PROPERTY	0.00	21,539.94
0.00	21,539.94-	0%	
	375 EQUIPMENT FUND	0.00	21,539.94
23,080.00	1,540.06	93%	

FUND: 377 NATL SCI FOUNDATION

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	0.00
1,835.00	1,835.00	0%

FUND: 379 SCHOOL INCENTIVE FND

TRANS FROM OTHER FUNDS

0250 TRANS FROM OTHER FUN	0.00	0.00
345,242.00	345,242.00	0%

FUND: 710 PUPIL ACTIVITY FUND

LOCAL REVENUE

0031 INTEREST REVENUE	0.00	17,052.09
0.00	17,052.09-	0%

FEDERAL REVENUE

0210 PUPACT REVENUE	259,157.23	2,060,973.64
0.00	2,060,973.64-	0%
0211 PUPACT GATE RECEIPTS	554.00-	98,292.78
0.00	98,292.78-	0%
0214 PUPACT PARTICPTN FEES	25,363.00	171,473.10
0.00	171,473.10-	0%
0215 PUPACT FND RAISG REV	2,494.58	16,779.74
0.00	16,779.74-	0%
0216 PUPACT ACTIVITY FEE	14,414.50	127,596.36
0.00	127,596.36-	0%
0220 PUPACT DONATIONS	0.00	10,471.60
0.00	10,471.60-	0%
FEDERAL REVENUE TOTAL	300,875.31	2,485,587.22
0.00	2,485,587.22-	0%

TRANS FROM OTHER FUNDS

0250 TRANS FROM OTHER FUN	29,005.03	226,328.44
0.00	226,328.44-	0%
710 PUPIL ACTIVITY FUND	329,880.34	2,728,967.75
0.00	2,728,967.75-	0%

4512	OFF OF SUPERINTENDEN	264,347	271,169		
23,164.75	219,949.13	1,769.56	49,450.31	81	
4513	ASST SUPT/INSTRUCTN	193,621	171,005		
13,899.49	140,060.00	1,500.00	29,445.00	82	
4551	FISCAL SERVICES	538,966	565,896		
45,863.77	505,980.05	743.48	59,172.47	89	
4552	INTERNAL SERVICES	596,325	666,660		
50,423.04	520,892.79	1,873.50	143,893.71	78	
4553	STAFF SERVICES	482,697	503,580		
39,937.19	428,867.42	1,741.14	72,971.44	85	
4555	DATA PROCESSING SVCS	745,176	868,311		
61,080.59	696,165.83	20,765.30	151,379.87	82	
4556	OP & BUSINESS SVCS	157,792	177,273		
14,622.29	148,837.70	0.00	28,435.30	83	
4557	INDIRECT COST POOL	56,646	70,100		
0.00	0.00	0.00	70,100.00	0	
4600	OPERATION OF PLANT	13,772,994	14,162,971		
580,050.72	5,948,429.23	12,422.03	8,202,119.74	42	
4700	PUPIL ACTIVITY	1,183,816	1,119,472		
139,690.70	727,250.84	77.45	392,143.71	64	
4904	TRANS FD-FOOD SERVIC	104,521	126,521		
0.00	0.00	0.00	126,521.00	0	
4905	TRANS FD-PUPIL TRAN	22,000	0		
0.00	0.00	0.00	0.00	0	
		75,045,636	76,724,068		
6,056,489.29	50,139,781.83	333,602.85	26,250,683.32	65	

201 STATE/STAFF DEVELPMT

4100	REGULAR INSTRUCTION	29,509	26,997		
4,078.01	17,419.62	930.00	8,647.38	67	

205 PUPIL TRANSPORTATION

4700	PUPIL ACTIVITY	21,939	21,939		
818.01	5,455.72	0.00	16,483.28	24	
4760	PUPIL TRANSPORTATION	4,595,509	4,573,545		
491,746.37	3,258,823.82	7,581.00	1,307,140.18	71	

		4,617,448	4,595,484	
492,564.38	3,264,279.54	7,581.00	1,323,623.46	71

209 HSGQE-EED

	4100 REGULAR INSTRUCTION	0	0	
0.00	0.00	0.00	0.00	0

212 FY02 R&R Contract

	4100 REGULAR INSTRUCTION	34,313	37,500	
459.05	4,056.59	0.00	33,443.41	10

215 COMMUNITY SCHOOL FUN

	215 COMMUNITY SCHOOL FUN			
	4780 COMMUNITY SERVICES	260,858	260,858	
19,286.48	173,575.14	407.00	86,875.86	66

225 BOARDING HOME PROGRA

	4300 SUPPORT SERV-PUPILS	27,308	27,308	
760.00	5,946.40	0.00	21,361.60	21

255 FOOD SERVICE FUND

	4790 FOOD SERVICES	2,553,388	2,561,081	
243,841.06	2,292,659.33	11,586.86	256,834.81	89

260 TITLE I-A

	4100 REGULAR INSTRUCTION	4,016,908	4,274,642	
283,100.46	2,373,409.49	57,224.00	1,844,008.51	56
	4300 SUPPORT SERV-PUPILS	132,216	182,820	
8,714.78	83,366.37	6,283.16	93,170.47	49

		4,149,124	4,457,462	
291,815.24	2,456,775.86	63,507.16	1,937,178.98	56

262 HANDICAPD PRESCHOOLS

	4200 SPED INSTRUCTION	72,415	81,415	
6,104.46	47,532.80	4,049.31	29,832.89	63

265 CARL PERKINS - BASIC

	4160 VOCATIONAL EDUCATION	220,184	220,184	
29,490.67	133,876.27	6,498.62	79,809.11	63

266 TITLE VI-B

	4200 SPED INSTRUCTION	2,393,799	2,393,799	
170,398.59	1,039,579.59	26,860.34	1,327,359.07	44

271 CHARTER SCHOOL GRANT

	4100 REGULAR INSTRUCTION	419,482	246,982	
42,142.84	206,946.15	19,496.46	20,539.39	91
	4400 SCHOOL ADMINSTRATION	36,615	6,615	
150.00	6,287.19	0.00	327.81	95

		456,097	253,597	
42,292.84	213,233.34	19,496.46	20,867.20	91

272 UPWARD BOUND/UAA

	4100 REGULAR INSTRUCTION	25,528	25,528	
1,867.51	7,394.73	775.00	17,358.27	32

275 CAPACITY ,BLDG ,IMPROV

	4200 SPED INSTRUCTION		28,223	28,223	
0.00	20,559.28	0.00	7,663.72	72	

277 GEAR UP

	4100 REGULAR INSTRUCTION		5,000	65,080	
5,066.54	40,664.00	955.20	23,460.80	63	

280 HIGH INTENSITY

	4100 REGULAR INSTRUCTION		2,915	2,915	
0.00	2,896.41	0.00	18.59	99	

281 MIGRANT ED SUMMER

	4100 REGULAR INSTRUCTION		45,207	22,217	
0.00	21,047.60	0.00	1,169.40	94	

284 YOUTH IN DETENTION

	4100 REGULAR INSTRUCTION		211,758	211,758	
15,692.40	147,729.75	1,630.86	62,397.39	70	

288 STOFK CNCL ON ARTS

	4100 REGULAR INSTRUCTION		2,026	2,026	
2,026.00	2,026.00	0.00	0.00	100	

289 GOV'S DRUG PREVENT

	4100 REGULAR INSTRUCTION		40,000	40,000	
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4,306.50	32,886.00	5,526.00	1,588.00	96
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291 TITLE I-D DEL & A/R

	4100 REGULAR INSTRUCTION	43,429	49,911	
4,300.00	32,375.31	13,615.00	3,920.69	92

292 SCHOOL HEALTH - KAHS

	4100 REGULAR INSTRUCTION	0	0	
0.00	0.00	0.00	0.00	0

294 FAS - SPRING CREEK

	4100 REGULAR INSTRUCTION	5,000	5,000	
339.00	3,736.29	718.56	545.15	89

295 SCHOOL IMPROV/TEBHUG

	4100 REGULAR INSTRUCTION	20,634	20,634	
10,978.78	10,978.78	2,721.15	6,934.07	66

296 CIAP - COMM SCHOOLS

	4100 REGULAR INSTRUCTION	13,770	0	
0.00	0.00	0.00	0.00	0

350 TITLE VII -INDIAN ED

	4100 REGULAR INSTRUCTION	306,859	306,859	
27,494.99	243,318.60	75.00	63,465.40	79

351 21ST CENT: AFTR BELL

0.00	4100 REGULAR INSTRUCTION	0.00	0	0	
	0.00	0.00		0.00	0
354 FED DRUG & VIOL PREV					
0.00	4100 REGULAR INSTRUCTION	0.00	0	0	
	0.00	0.00		0.00	0
371 CORPORATE GRANTS					
7,434.90	4100 REGULAR INSTRUCTION	17,244.17	29,707	34,707	
			0.00	17,462.83	49
372 COMMUNITY THEATER					
2,978.98	4780 COMMUNITY SERVICES	38,471.45	100,203	100,203	
			0.00	61,731.55	38
374 CHARTER SCHOOLS G/F					
110,471.63	4100 REGULAR INSTRUCTION	861,350.24	28,049.86	1,716,784	
				827,383.90	51
1,289.04	4330 HEALTH SERVICES	12,941.23	0.00	9,840	
				3,101.23-	131
7,140.35	4400 SCHOOL ADMINSTRATION	60,886.04	0.00	98,897	
				38,010.96	61
9,641.92	4450 SCH ADMIN - SUPPORT	82,672.50	0.00	128,018	
				45,345.50	64
0.00	4557 INDIRECT COST POOL	0.00	0.00	80,704	
				80,704.00	0
5,466.77	4600 OPERATION OF PLANT	66,644.86	130.00	90,245	
				23,470.14	73
0.00	4700 PUPIL ACTIVITY	2,567.01	0.00	8,000	
				5,432.99	32
			0	2,132,488	
134,009.71		1,087,061.88	28,179.86	1,017,246.26	52

375 EQUIPMENT FUND

	4100 REGULAR INSTRUCTION		16,607	23,080	
0.00	5,337.28	0.00	17,742.72	23	
	4400 SCHOOL ADMINSTRATION		0	0	
0.00	24,123.00	0.00	24,123.00-	0	
			16,607	23,080	0.00
29,460.28	0.00		6,380.28-	127	

377 NATL SCI FOUNDATION

	4100 REGULAR INSTRUCTION		1,835	1,835	
0.00	1,835.00	0.00	0.00	100	

379 SCHOOL INCENTIVE FND

	4100 REGULAR INSTRUCTION		206,526	199,434	
8,152.17-	86,749.13	1,372.13	111,312.74	44	
	4140 ALTNTV (CONNECTIONS)		5,261	5,261	
0.00	0.00	0.00	5,261.00	0	

379 SCHOOL INCENTIVE FND

	4200 SPED INSTRUCTION		49,186	49,186	
0.00	0.00	0.00	49,186.00	0	
	4330 HEALTH SERVICES		9,781	9,967	
0.00	144.67	3,500.00	6,322.33	36	
	4350 SUPPORT SVCES/INSTRC		56,700	56,700	
0.00	0.00	0.00	56,700.00	0	
	4352 LIBRARY SERVICE		1,338	1,338	
0.00	0.00	0.00	1,338.00	0	
	4511 BOARD OF EDUCATION		437	437	
0.00	0.00	0.00	437.00	0	
	4512 OFF OF SUPERINTENDEN		2,565	2,565	
0.00	6,684.10	0.00	4,119.10-	260	
	4551 FISCAL SERVICES		0	0	
2,113.72	2,113.72	3,205.00	5,318.72-	0	
	4552 INTERNAL SERVICES		7,139	7,139	

0.00	11,700.00	0.00	4,561.00-	163
	4553 STAFF SERVICES		4,573	4,573
0.00	0.00	0.00	4,573.00	0
	4556 OP & BUSINESS SVCS		1,736	1,736
0.00	0.00	0.00	1,736.00	0
	4600 OPERATION OF PLANT		0	6,906
0.00	19,900.17	0.00	12,994.17-	288
			345,242	345,242
6,038.45-	127,291.79	8,077.13	209,873.08	39
710 PUPIL ACTIVITY FUND				
			0	54,916
280,317.35	2,398,700.07	223,811.47	2,567,594.83-	775
	REPORT TOTALS	91,104,022	95,112,375	
7,848,354.28	64,054,393.70	760,604.83	30,297,377.18	68

Assistant Superintendent

Sam Stewart

148 North Binkley Street Soldotna, Alaska 99669


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Email sstewart@kpbsd.k12.ak.us

Kenai Peninsula Borough School District

May 14, 2004

TO: Board of Education

FROM: Sam Stewart, Assistant Superintendent 

SUBJECT: Lease Agreements for 2004-2005

The following are lease agreements currently in effect for the Kenai Peninsula Borough School District. These leases were negotiated and agreed to strictly between the school district and the landlord. They were not let out for proposals.

After the Bell: The After the Bell programs provide for after school and summer programming for youth in the communities of Homer, Kenai, Nikiski and Seward, and is between KPBSD and Boys & Girls Club.

Boys & Girls Club: Agreement between the KPBSD and the Boys & Girls Club of the Kenai Peninsula for sharing space for the 2004-2005 school year. KPBSD leases a portion of the Kenai Elementary Building to the Boys & Girls Club in the amount of \$700 per month.

Citicorp: Lease agreement for Risograph machines used throughout the school district, in the amount of \$4,100 per month.

Community Schools Program: Agreements between the City of Soldotna and the City of Homer, and KPBSD are ongoing leases, renewable on an annual basis. The City of Soldotna agrees to pay KPBSD the sum of \$80,376, and the City of Homer the sum of \$21,546.

Kachemak Selo School: KPBSD leases a facility from the Village of Kachemak Selo, for use as a school, on a continual year to year lease, in the amount of \$1,850 per month.

Key Corporate Capital, Inc.: Lease agreement for copiers used throughout the school district, in the amount of \$34,936.61 per quarter.

North Peninsula Recreation Service Area: Lease agreement from the Kenai Peninsula Borough for equipment and facilities. This agreement is extended to Nikiski Middle/High School and Nikiski North Star Elementary School. This is an ongoing lease, renewable on an annual basis.

Razdolna School: KPBSD leases a facility from the Village of Razdolna, for use as a school, on a continual year to year lease, in the amount of \$1,176 per month.

Voznesenka School: KPBSD leases a facility from the Village of Voznesenka, for use as a school, on a continual year to year lease, in the amount of \$4,000 per month.

June 7, 2004

TO: Board of Education

FROM: Donna Peterson, Ed. D., Superintendent

SUBJECT: 2004-05 Administrator Appointment – Item 10 a (1)

Recommendation: That the BOE approve the following Administrator appointments for the 2004-05 school year:

<u>Location</u>	<u>Administrator</u>	<u>Position</u>
Central Office	Guy G. Fisher, III	Assistant Superintendent
Homer High	Daniel J. Beck	Assistant Principal
Nikolaevsk	Sharon K. Conley	Principal/Teacher

June 7, 2004

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Tentative Non-tenure Teacher Assignments/2004-05 Item 10 a (2)

It is recommended that employment for the following non-tenure teachers be approved for the 2004-05 school year. The following lists a tentative assignment for the non-tenured teachers:

<u>Employee</u>	<u>Location</u>	<u>Assignment</u>	<u>Certification</u>
Timothy J. McFarland	Aurora Borealis Charter	Music/Art/P.E.	K-12 Music
Amy Stalmaster	Homer Middle School	Special Ed/Intensive Needs	PK-12 Special Ed Psychologist
Christopher Towne	Paul Banks & West Homer Elementary	Elementary Music	K-12 Music
Erin Southwik	Soldotna Elementary	Elementary Music	K-12 Music
Anne McCabe	Soldotna Montessori	Grades 1-3	Elementary
Susan Larned	Soldotna Montessori	Grades 1-3	K-12 Art

June 7, 2004

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Gary Whiteley, Assistant Superintendent
SUBJECT: Approval of Resignations Item 10 a (3)

It is recommended that the following resignations be accepted at the end of the 2003-04 school year:

Name:	Assignment:	Location:
Dick Sander	Principal	Chapman School
John W. Bushell	Technology/Quest	Homer Middle School
Marcie L. Curry	Special Ed/Resource	Kenai Central High
Kim Shostak	Special Ed/Resource	Currently on unpaid Leave of Absence From Kenai Central High
Erik Viste	School Psychologist	Kenai Central High
Beth Ladd	Special Ed/Resource	Nikiski Middle/High
Sheila DeVold	Grade 5	Redoubt Elementary
Richard C. Houghton	Science/Athletic Director	Seward High School
M. Colleen Pucillo	School Psychologist	Soldotna Middle
Tracy L. Wimmer	Grade 5	Sterling Elementary

June 7, 2004

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Gary Whiteley, Assistant Superintendent
SUBJECT: Approval of Substitute Teacher Contracts – Item 10 a (4)

The Administration recommends the following substitute teacher contracts be approved:

Diane Bernard	Grades 1/2	Sears Elementary
Marie Alexson	Grade 5	West Homer Elementary

June 7, 2004

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Gary Whiteley, Assistant Superintendent
SUBJECT: Approval of Substitute Teacher Contracts – Item 10 a (4) REVISED

The Administration recommends the following substitute teacher contracts be approved:

Diane Bernard	Grades 1/2	Sears Elementary
Marie Alexson	Grade 5	West Homer Elementary
Elizabeth Ross (DeVold)	Music	Redoubt Elementary

Sam Stewart, Assistant Superintendent
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8858 Fax (907) 262-9645

Kenai Peninsula Borough School District

MEMORANDUM

Date: May 11, 2004

To: Board of Education

From: Sam Stewart, Assistant Superintendent

Re: Revise AR 6146.1 to allow weighted grades for purposes of calculating GPA.

Weighted grades have been a topic of discussion for the Board and administration for some time. At the last Board meeting a work session was held and it was agreed the administration would bring forward a recommendation for the board to consider.

The administration recommends that all AP courses be weighted so that an A=5, B=4, C=3, D=2 and an F=0 for the purposes of calculating grade point average (GPA).

The administration expects AP instructors to follow the AP curriculum and prepare students for the AP exam. However, we do not recommend that the weighted grades be contingent on a student taking the AP exam. One problem that arises by requiring the exam is that the first semester grades are posted prior to the exam. Scholarship committees and colleges often look at the GPA for seven semesters rather than the final GPA at the end of the year. If a student did not take the test, we would have to go back and manually change the GPA to the 4 point system. This would mean that the student's GPA used for scholarship purposes may not be accurate should the student not take the test. Manual manipulation of the GPA also increases the likelihood of human error in calculating GPA.

Another consideration in this recommendation is that an unavoidable circumstance could arise and prevent the student from taking the test, and therefore, the student would not be eligible to receive a weighted grade. Administration believes that if a student has earned the grade for the rigorous curriculum, receiving a weighted grade should not be tied to a single requirement.

This proposal would take effect in the 2004-2005 school year and is not retroactive to include AP classes taken prior to 2004-2005.

The administration recommends approval of the recommended changes to AR 6146.1.

AR 6146.1(a)

Instruction

HIGH SCHOOL GRADUATION REQUIREMENTS

Eligibility to Graduate

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

B. Students enrolling in a District school during the second semester of their senior year must enroll in the District for a minimum of 2.0 credits (e.g., 4 courses at .5 credit each or 2 courses at 1.0 credit each for the semester).

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

C. In order to receive a Kenai Peninsula Borough School District diploma, students who leave the District must either fulfill graduation requirements before they leave or have completed an approved plan for meeting the requirements prior to the graduation date. This plan must be approved by the principal of the school granting the diploma, and by the District assistant superintendent of instruction.

D. Deviation from these requirements may be approved by the Superintendent of schools as recommended by the building principal.

Credit for Home School, Private School or Correspondence Courses

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

B. Credits claimed from nonaccredited schools will be subject to approval by the district instructional team credit and course review committee according to the following criteria:

AR 6146.1(b)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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

Eighth Grade Credits

No credits are recognized for graduation for courses taken during the eighth grade. Students may, however, receive high school credit for junior high work if, as ninth grade students, they successfully challenge the course using current policy.

Weighted Grades

The district schools shall not use weighted grades for purposes of determining class rank or for any other purpose related to class standing. **[Beginning in the 2004-2005 school year, weighted grades will be assigned for College Board Advanced Placement (AP) courses for the purpose of calculating grade point average (GPA). A weighted grade of A will be worth 5 points, a weighted grade of B worth 4 points, a weighted grade of C worth 3 points, a weighted grade of D worth 2 points and an F worth 0 points.]**

Credit Limitations

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

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: [] 7/10/00

June 7, 2004

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Gary Whiteley, Assistant Superintendent
SUBJECT: Approval of Leave of Absence Requests/Support- Item- 10 a (6)

It is recommended that the following requests for unpaid leave of absence be approved:

Nora Ribbens	Aide	Nikiski Elementary, effective April 9 through April 26, 2004 (3 weeks)**
Darrell Moore	Custodian	Nikiski Elementary, effective 04-05 school year
Kyle D. Gauthier	Secretary III	Soldotna Middle school, Effective 04-05 school year

**Requires school board approval per KPESA Negotiated Agreement. Article 23 E "Short Leaves of two (2) weeks or less may be approved by the Superintendent, without School Board approval." Since this request exceeds 2 weeks, it is being brought forward for School Board approval.

June 7, 2004

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Non-tenure Teacher for Tenure /2004-05 - Item 10 a (7)

It is recommended that employment and tenure for the following non-tenure teacher be approved for the 2004-05 school year. The following assignment is tentative:

Location	Employee	Assignment	Certification
Seward Elementary	Jill Herbert	Special Ed/Preschool/K-1	Sp.Ed/Early Childhood 7-12 Social Sciences

June 7, 2004

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Gary Whiteley, Assistant Superintendent
SUBJECT: Approval of New Teacher Assignment/2004-05 Item – 10 a (8)

It is recommended that the following teacher assignment be approved for the 2004-05 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Kasilof, AK.	Kathleen Holt	BEd	University of Alaska, Anchorage	Elementary Ed	K-8 Elementary Art	1 KPBSD	Grade K-2 Teacher, Soldotna Montessori Charter School

June 7, 2004

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Requests for Leave of Absence-Certified Item 10 a (9)

It is recommended the following requests for unpaid leave of absence be approved for 2004-05 school year:

Alexei V. Basargin	Social Studies/ Generalist	Nikolaevsk
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Ann McLain	Grade 7	K-Beach Elementary
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June 7, 2004

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Requests for Leave of Absence-Certified Item 10 a (9)
REVISED

It is recommended the following requests for unpaid leave of absence be approved for 2004-05 school year:

Alexei V. Basargin	Social Studies/ Generalist	Nikolaevsk
Ann McLain	Grade 7	K-Beach Elementary
Dana Edwards	Math	Soldotna High School
Alecia Lybrand	Counselor	Kenai Middle School