

Kenai Peninsula Borough School District Board of Education Meeting Agenda

September 12, 2005 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

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

Worksessions/Hearing

2:00 p.m. Level III Grievance Hearing

3:30 p.m. [Assessment](#)

4:00 p.m. [Language Arts Curriculum](#)

4:15 p.m. [AASB Core Resolutions](#) – *Vision*

A-G-E-N-D-A

1. **Executive Session** – Negotiations Tactics and Strategies (*beginning at 5:00 p.m.*)
2. **Opening Activities**
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[August 1, 2005](#)
3. **Awards and Presentations**
4. **School Reports Report** – *Accountability*
 - a. Kenai Alternative High School – Mr. Gregg Wilbanks
5. **Public Presentations** (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
6. **Hearing of Delegations**
7. **Communications and Petitions**
8. **Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly**
9. **Superintendent's Report** – *Accountability*
 - a. [Superintendent's Annual Report](#)
10. **Reports** – *Accountability*
 - a. Financial Reports ([July](#), [August](#)) – Mrs. Douglas
 - b. Board Reports

11. Action Items

a.

Consent Agenda

- (1) Approval of [Nontenure Teaching Assignments](#) – *Structure*
- (2) Approval of [New Teacher Assignments \(REVISED\)](#) – *Structure*
- (3) Approval of [Request for Leave of Absence-Certified](#) – *Structure*
- (4) Approval of [Request for Leave of Absence-Support](#) – *Structure*
- (5) Approval of [Resignation](#) – *Structure*
- (6) Approval of [Long-term Substitute Contract](#) – *Structure*
- (7) Approval of [New Administrator Appointments](#) – *Structure*
- (8) Approval of [Nontenured Teacher for Tenure](#) – *Structure*
- (9) Approval of [Budget Transfer](#) – *Structure*

Administrative Services

- b. Approval of [Tentative Nontenured Teaching Assignment](#) – *Structure*

Instructional Services

- c. [BP 5131.43 \(Bullying\)](#) – *Structure*
- d. [BP 0520 \(School Accountability/School Improvement\)](#) – *Structure*

Superintendent

- e. Approval of [AASB Core Resolutions](#) – *Vision*
- f. Approval of [AASB Funding Resolution](#) – *Vision*

12. First Reading of Policy Revisions

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

14. Board Comments

15. Executive Session

16. Adjourn

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



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Curriculum & Assessment

Paula Christensen, Director, Elementary Education
Sean Dusek, Director, Secondary Education
148 Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8885 Fax (907) 262-6354

MEMORANDUM

TO: School Board Members

FROM: Paula Christensen, Director of Elementary Education
Sean Dusek, Director of Secondary Education

DATE: August 16, 2005

RE: [Language Arts Curriculum Revision](#)

Attached to this memo is a copy of the current Language Arts curriculum document which is up for revision this year. Again this year, we will be asking your input during a work session before we actually start the revision process. Thank you in advance for your input!



Where We Stand

Year 2005 Belief Statements And Core Resolutions

AASB Belief Statements and Core Resolutions as approved by a vote of district delegates to the annual conference on November 7, 2004

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AASB Mission Statement

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

Belief Statements

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

GOVERNANCE

B.1 LOCAL CONTROL

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

B.2 BINDING ARBITRATION

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

B.3 ADVISORY BOARD TRAINING

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

B.4 SCHOOL BOARD MEMBER TRAINING

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

B.5 CLASS SIZE

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

FUNDING

B.6 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all school age children. Public education is fundamental to democracy and economic advancement of the state. As such, it is the largest entitlement program. AASB calls upon the Governor and the Alaska Legislature to make education of our youth a top funding priority. *Amended 2003*

B.7 UNFUNDED MANDATES

Schools have been inundated with statutes, regulations and court decisions that require additional services without accompanying appropriations. With inflation eroding purchasing power and increased expectations for services, schools are forced to respond with decreased resources. AASB encourages all policy makers to take responsibility for their mandates by fully funding or removing them. *Amended 1999, 00*

B.8 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

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

CHILD ADVOCACY

Preamble

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

B.9 CHILD ADVOCACY MISSION STATEMENT

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

B.10 LANGUAGE, CULTURAL, AND ETHNIC DIVERSITY

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

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

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

shown family involvement at home, in schools and education programs enhances student success.
Amended 2003

B.12 SUPPORTING SOBRIETY

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

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

B.13 PREVENTION/EARLY INTERVENTION

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

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

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

PERSONNEL

B.15 ALASKA NATIVE TEACHER HIRE & RETENTION

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

EDUCATION PROGRAMS

B.16 EARLY CHILDHOOD EDUCATION

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

B.17 EDUCATIONAL IMPROVEMENT

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

- Parental Involvement: Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning

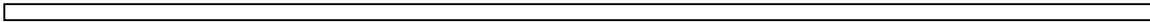
(schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to assure desired results – a "world class" education.

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

- Student Standards: Should include the development of education programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).

- Professional Standards: Should include the highest standards of professionalism by school employees throughout the district.

- Accreditation Standards: Adequate and appropriate space, furnishings, equipment and technology; adequate and equitable funding that will allow for the most effective planning and use of each educational dollar; and an early childhood education program. *Amended 1998*



AASB CORE RESOLUTIONS

SUBJECT AREA: GOVERNANCE

1.1 PLEDGE OF ALLEGIANCE

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

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

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

1.2 OPPOSING MANDATED SCHOOL CONSOLIDATION

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

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

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

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

1.3 OPPOSITION TO MANDATED BOROUGH FORMATION

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

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

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

1.5 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

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

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

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

1.5 SCHOOL VOUCHERS

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

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

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

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

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

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

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

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

1.7 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT (NCLB)

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

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

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

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

Rationale. The goal is to ensure every child receives a quality education. Children receiving an education outside the public school system at home are not required to register or be accountable throughout their education. The State of Alaska has no compulsory law requiring some form of educational plan be filed with the state. Whether by not enrolling or by leaving the school systems of the state, no "safety nets" for

students are in place to assure that all students are receiving the benefit and right of an education. No independent or objective testing, including the high school qualifying exam, is required for these students.

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

1.9 COMPULSORY ATTENDANCE LAW

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

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

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

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

SUBJECT AREA: FUNDING

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

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

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

2.2 EXTRAORDINARY LOSS PROTECTION

The Legislature should enact a "safety net" for school districts to offset a loss of state formula funding due to extraordinary changes outside the control of the districts such as an extraordinary decline in enrollment.

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

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

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

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

The Association of Alaska School Boards urges the Legislature to provide sustainable funding adequate to allow all districts to bring their students to proficiency. Although AASB has found no existing cost study to be a reliable basis upon which to revise the funding formula, completion of a study and revision of the formula should remain a priority.

Rationale. In Alaska, *accountability measures* under the Quality Schools Initiative have created continuous, increasing financial demands on school districts. The initiative mandates K-1st grade screening, standards-based assessments and the High School Graduation Qualifying Exam. It requires implementing and integrating state school and educator performance standards. It calls for a School Designator system requiring schools to show improvement over a period of time. All districts have been increasing the amount of resources directed to student testing and remediation.

AASB urges the Alaska State Legislature to reconsider the funding level for “intensive needs” children receiving special education as block grant funding provides an inadequate level of support. Also, combined block grant funding for special education, vocational education, and bilingual education programs is inappropriate because it fails to account for real differences among the costs of services for each student category. Instead, AASB supports funding bilingual and vocation education programs separately based on need.

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

These state and federal mandates should receive an adequate, ongoing, consistent source of funding.
Adopted 2002, 03 Amended 2004 (Sunset: Nov. 2007)

2.4 FINANCIAL SUPPORT OF STATEWIDE STRATEGIES FOR ACADEMIC ACHIEVEMENT

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

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

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

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

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

AASB will continue to monitor and advocate the following as Congress reauthorizes the Individuals with Disabilities in Education Act (IDEA).

- 1 Increased funding to fully fund the federal mandate
- 2 Resolution of differential treatment and discipline for special education students
- 3 Provision for adequate staffing/teacher preparation
- 4 Establishment of post-secondary educational programs to train additional individuals as certified special education teachers and related services providers (i.e. school psychologists, physical therapists, and speech therapists)

- 5 Decrease in current high staff turnover
- 6 Provision for teacher liability/legal protections for advocates
- 7 Placement of students and delivery of services
- 8 Mediation between school districts and parents when disagreements develop over student placements
- 9 Reduction of massive, required paperwork

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

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

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

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

2.6 FUNDING STANDARDS-BASED EARLY LEARNING PROGRAMS IN ALASKA

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

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

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

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

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

AASB supports prorated funding for 3-year-old preschool students with intensive needs who turn three years old and enroll in public school and other intensive-need students who move to a new district after the October count date. Currently, districts receive no funding for the costly services they are required to provide to intensive-needs children who turn three years old and thus become eligible for public school services after the state's October count date. Because the cost to provide federally mandated services to a single intensive-needs child may be several times greater than a non-special needs child, districts cannot be expected simply to absorb the costs of services for such children who first enroll after the count date under an inadequate budget.

Rationale. IDEA '97 requires that public schools enroll students with disabilities at age three. These students typically require not only special education services but also extensive related services (speech therapy, occupational therapy, physical therapy). Preschool students with disabilities whose third birthday falls after the October count date incur costs to the district that are not typical of other students enrolling after the count date. The district is required to provide all services identified by the IEP team. *Adopted 2003. Amended 2004. (Sunset Nov. 2008).*

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

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

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

2.9 LOCAL CONTRIBUTION IN THE SCHOOL FUNDING FORMULA

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

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 4 mills or 45% of basic need. *Adopted 2001, Amended 2004 (Sunset: Nov. 2006)*

2.10 EDUCATION ENDOWMENT

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

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

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

2.11 INSTRUCTIONAL TECHNOLOGY

AASB urges the state and federal governments to ensure that all classrooms are provided affordable and equitable broadband access to the national information infrastructure. AASB urges the Legislature to implement appropriations or matching grants for instructional technology that would address hardware, software purchases, communication, infrastructure and training needs of students and staff. We request the Legislature to join us in urging Congress to fully fund either the provisions of the Telecommunications Act of 1996 (E-rate program) or a robust educational technology substitute that protects the Universal Service Fund to help provide affordable telecommunications to rural areas.

Rationale. Alaskan students are growing up in an Information Age that is rapidly becoming the Communication Age. The global information highway and the skills to communicate over it, as well as access to the rich store of information on it, must be made available to students. Throughout the years many schools have seen most of their technology purchases become obsolete, outdated and inoperable. Teachers are unable to effectively implement technology in the classrooms due to lack or inadequacy of equipment. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children. *Amended 1998, 99, 01, 04 (Sunset: Nov. 2008)*

2.12 SCHOOL CONSTRUCTION DEBT RETIREMENT FOR BONDED INDEBTEDNESS

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

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

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

Voters who passed Proposition C in 2002 have a justified expectation that the general obligation bonds approved by their communities will continue to be partially reimbursed at the level promised by the state. *Amended 1998, 01, 02, 03, 04 (Sunset: Nov. 2008)*

2.13 REVENUE SHARING & THE COMMUNITY DIVIDEND

Municipalities play a large part in financing education and providing community services necessary to student learning. Steep reductions in Municipal Revenue Sharing & Assistance programs have had and continue to have a serious impact on public schools. The Association of Alaska School Boards supports

restored and increased funding for Municipal Revenue Sharing & Assistance, while recognizing that an increase in community support cannot substitute for necessary increases in direct education funding.

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

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

2.14 EMERGENCY STATE FUNDING FOR REAA FUEL STORAGE AND TRANSFER FACILITIES

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

Rationale. State-owned fuel storage and fuel transfer facilities in school districts across Alaska are aging and, because of the harshness of the environment, are deteriorating rapidly. The potential for disastrous leakage and spillage is extremely high as that deterioration continues and escalates.

Stringent regulations, both state and federal, mandate significant penalties for school districts suffering fuel spills from state-owned facilities. Replacement costs for aging systems are astronomical and far beyond the funding allocations prescribed by the state for schools. Emergency state funding is crucial to avoiding looming financial and environmental disasters, and in some districts, serious environmental health problems. *Adopted 2000 (Sunset: Nov. 2008)*

2.15 PUPIL TRANSPORTATION

AASB believes the State of Alaska should fully fund pupil transportation under the new per-student funding mechanism and provide funding for districts with increased transportation needs due to special circumstances and/or student growth. Getting students safely to and from school is a vital part of public education.

Rationale. Providing access to public education via transportation is a major responsibility for schools. The new transportation funding mechanism, adopted in July 2003 caps the per-student allocation at the FY03 level with inflationary adjustments established at one-half the Anchorage CPI in FY05 and FY06. It remains to be seen whether the new per-student allocation will provide a sufficient level of funding into the future.

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

2.16 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

AASB supports expanding the Boarding Home Program to provide adequate funding for locally controlled and operated, regional boarding high schools throughout the state.

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

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

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

2.17 FUNDING FOR TRANSIENT STUDENTS IN SCHOOLS

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

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

2.18 INSURANCE COSTS

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

Rationale. Alaska Public Entity Insurance reports worker's comp insurance up 9 percent in the fiscal year starting July 1, 2004. Liability insurance rates are up 7 percent. Property insurance premiums have dropped 4 percent on average. APEI says the blended rate for these three premiums shows a decrease of one percent. At the same time, health insurances have also increased by 30% to 250% per year over the last five years. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. *Adopted 2002. Amended 2003. (Sunset: Nov. 2007)*

2.19 FINANCIAL EXIGENCY

Every Alaska school board must and does use enrollment and revenue projections in the development of annual budgets. The Association of Alaska School Boards supports clarification of the law explicitly to allow the use of projections of enrollment and revenues as valid bases upon which to develop a plan for reduction in force under AS 14.20.177. If necessary, the term "financial exigency" should either be defined in statute to specifically allow the use of projections, or the March 16 non-retention provision

should be waived to give districts the latitude to adequately plan a quality educational program that meets the needs of students.

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

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

Tenured staff must be notified of non-retention before March 16 and non-tenured staff on or before the last day of the school term. State law requires school districts to determine a budget for the following fiscal year by May. The level of statewide school district funding, however, is often not known until June after the governor considers the state operating budget passed by the Alaska State Legislature, and the level of funding a particular district will receive is not known finally until the October count date. If lay-off notices must go out in March or June of the preceding school year and lay-offs are allowed only after attendance has decreased, districts would be required to retain a teacher surplus a full year after enrollment has declined. *Adopted 2003. Amended 2004. (Sunset: Nov. 2008)*

2.20 INCREASED FORMULA FUNDING

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

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

School boards know from experience that “full funding” of the education funding formula by state policy makers does not necessarily equate to “adequate” funding. Our success as a state in meeting the requirements of NCLB will require an investment in people, processes, and accountability measures. AASB is committed to do its part to ensure success.

Our parents and communities are calling for decreased class size, additional support for at-risk students, adequate textbooks and teaching materials, and updated technology, all of which require additional funding. The state needs to provide funds to prevent declines in current educational services and to provide for strengthening the system into the future. *Adopted 2003, Amended 2004.*

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

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

Rationale. Districts simply do not have the capacity to handle the massive unfunded liability of the state’s retirement programs facing districts in FY05, FY06, and beyond. Without supplemental funding to cover

the unprecedented huge increases in retirement costs these increases will directly reduce the instructional effort districts can pay for and harm Alaska's children. A special appropriation, as approved by the 2004 Legislature for FY 2005, is the appropriate method for mitigating the eroding floor shortfall. *Amended 2004.*

2.22 REPEAL OF MINIMUM INSTRUCTIONAL EXPENDITURE REQUIREMENT

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

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

For many remote school districts, the minimum instructional expenditure requirement is unrealistic and does not reflect the fiscal reality faced by most school districts.

The State Board of Education & Early Development regularly grants waivers of the minimum instructional expenditures requirement to more than half of Alaska's school districts, recognizing the impacted districts had no fiscal capacity to comply with the law. The administrative burden of making annual waiver requests absorbs critical instructional dollars at the district level as well as needlessly using up statewide administrative resources for review. *Amended 2004.*

SUBJECT AREA: CHILD ADVOCACY

3.1 PROMOTING DEVELOPMENTAL ASSETS IN ALASKA'S CHILDREN

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

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

Research shows that the more assets teens have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets teenagers have the more likely they are to succeed in school, to be involved in their community and to exhibit empathic and caring behaviors. *Amended 1998, 02, 03 (Sunset: Nov. 2008)*

3.2 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

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

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

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

3.3 PREVENTING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent children's access to pornography on the Internet and encourages efforts to create a more positive, safe computing environment for children. AASB also supports self-regulation in the industry encouraging providers of pornography to post rating labels and "black-out"

pages requiring adult verification before access is granted. AASB supports efforts to provide parents with the necessary information about the influence of the Internet in order to assist them in their decisions concerning internet access for their child.

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

3.4 VIOLENCE IN MEDIA AND ENTERTAINMENT

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

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

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

3.5 INHALANT, ALCOHOL, TOBACCO, & OTHER DRUG ABUSE

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

Rationale: Drug-related problems, including inhalant, alcohol, tobacco, and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. They have been proven to be the primary contributing factor in the alarming number of dropouts and youth suicides in the State of Alaska. Community-based prevention and intervention efforts are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for inhalant, alcohol, tobacco, and other drug abuse, yet there are no residential treatment facilities in the State for those young people who are addicted to inhalants. In addition, law enforcement and judicial agencies are under-staffed and under-funded, and are thus unable to address the illegal use of drugs and alcohol in many of Alaska’s communities. *Amended 1998, 99, 01 (Sunset: Nov. 2008)*

3.6 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

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

- urging the State of Alaska to develop protocols (protecting each family's right to privacy but establishing criteria for need to know) that facilitate information sharing among agencies providing for services to children and that require those agencies to develop a cooperative treatment plan that involves appropriate school personnel
- partnerships between schools, mental health, and other services to ensure that children are able to come to school each day ready to learn
- incentives for interagency cooperation, including the removal of barriers that limit interagency collaboration and the flexibility to coordinate funds

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

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

3.7 SUICIDE PREVENTION

AASB encourages the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts. AASB requests that the legislature provide funding for both regional treatment programs and statewide long-term treatment programs.

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

Suicide is often precipitated by depression, substance abuse, and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships. Currently, 57 Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior. *Amended 1998, 99, 02 (Sunset: Nov. 2008)*

3.8 SAFE SCHOOLS/SAFE COMMUNITIES

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

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

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

3.9 SUPPORT OF STATE FUNDING FOR TEEN HEALTH CENTERS IN ALASKA

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

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

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

3.10 HIV/AIDS EDUCATION

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

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

3.11 EDUCATION OF YOUTH FOR HEALTHY SEXUAL DECISION MAKING

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

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

Research presented by the Search Institute and their "Building Assets in Youth" model has determined that a teen's belief "in the importance of abstaining from sexual activity and his/her willingness to

postpone sexual activity” is significant to their personal and academic development. *Amended 1998, 01, 02 04 (Sunset: Nov. 2008)*

3.12 IN SUPPORT OF THE ALASKA CHILDREN’S TRUST

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

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

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

3.13 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

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

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

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

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

3.14 SUPPORTING THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT

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

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

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

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

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

Rationale. For state and federal grants, and to effectively target programs to increase student achievement, school districts need school-by-school data to accurately assess the need and success of current efforts. *Adopted 2001 (Sunset: Nov. 2006)*

3.16 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA

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

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

SUBJECT AREA: PERSONNEL

4.1 SUPPORT FOR STAFF DEVELOPMENT

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

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

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

4.2 NATIONAL CERTIFICATION OF TEACHERS

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

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

1. Teachers are committed to students and their learning.
 2. Teachers know the subjects they teach, and how to teach those subjects to students.
 3. Teachers are responsible for managing and monitoring students learning.
 4. Teachers think systematically about their practice and learn from experience.
 5. Teachers are members of learning communities.
- These standards are well-aligned with the Alaska State Board of Education adopted teaching standards. *Amended 1998 (Sunset: Nov. 2008)*

4.3 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

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

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

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

School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals. *Adopted 1998, Amended 1999, 00 (Sunset: Nov. 2008)*

4.4 ADDRESSING THE TEACHER, SPECIALIST, AND ADMINISTRATOR SHORTAGE

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

Suggested strategies may include:

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

Rationale. It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Because of the “flat” funding of school districts imposed by the Alaska State Legislature, districts have been forced to hold salary levels of teachers and administrators at an equally “flat” level, resulting in actual decreases in

salary levels. Such decreasing salary levels are highly detrimental to attracting new teachers to Alaska and detrimental to recruiting people into education.

Alaska is at a crossroads as it faces the same teacher and administrator shortage being experienced by the rest of the nation. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska's public schools.

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

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

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

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

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

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of \$540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut \$196 due to the (WEP). She will receive \$344 per month from Social Security instead of the \$540 she earned. *Adopted 2002 (Sunset: Nov. 2007)*

4.6 ASSAULT OF SCHOOL EMPLOYEES

AASB urges that Alaska's criminal code or sentencing guidelines be revised so that a non-student adult convicted of assault on a school employee during or because of the performance of official duties will receive a mandatory minimum term of imprisonment similar to that imposed upon an adult who assaults a uniformed or otherwise clearly identified peace officer, fire fighter, correctional employee, emergency medical technician, paramedic, ambulance attendant or other emergency responder engaged in the performance of official duties at the time of the offence.

Rationale. State statute provides for specific terms of imprisonment for crimes committed against peace officers, firefighters, etc. in the performance of their official duties. Our school employees, who each day work with our most precious resource, our children, deserve the same level of respect and protection under the law. *Adopted 2002 Amended 2004 (Sunset: Nov. 2007)*

4.7 EXTENDING TYPE M TEACHER CERTIFICATION TO THE FINE ARTS

AASB supports extending the availability of Type M (Local Expert) Teacher Certification to the area of the Fine Arts. Type M Certification is currently allowed for local experts in Native Language and Culture, Vocational Education and Military Science.

Rationale. Research demonstrates that stimulation and participation in Fine Arts (such as Vocal Music, Instrumental Music and various Art classes, etc.) has a positive impact on academic achievement. However, in many small rural schools it is very difficult to begin and/or maintain Fine Arts classes due to various cost factors including the fact that only a part-time person is required to meet the needs of many schools in a particular area of Fine Arts. Many communities do have local experts in music and other fine arts who are capable and respected members of the community. If a vehicle such as Type M Certification were available, these community members could utilize their expertise and offer a vital part of a well-rounded curriculum that is missing in many small, rural schools. *Adopted 2004.*

SUBJECT AREA: EDUCATION PROGRAMS

5.1 SCHOOL-TO-WORK PROGRAMS

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

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

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

5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

AASB urges the Alaska Department of Education & Early Development (EED) to expand its distance delivered education programs for students and teachers in partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery education equipment.

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

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

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

5.3 NATIVE LANGUAGE PROGRAM DEVELOPMENT

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

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

5.4 COMMUNITY SCHOOLS

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

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

5.5 INCREASING STUDENT CONTACT TIME

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

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

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

The most important challenge is an inadequate amount of time on task by students. Educators need time to make sure that each student has a solid foundation before moving him/her to the next level. *Adopted 2000, Amended 2001, 02, 03 (Sunset: Nov. 2008)*

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

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

Enlist the support of Congress, the Alaska State Legislature, the National School Boards Association, the Alaska Federation of Natives, the National Indian Education Association and the National Congress of American Indians to encourage the President of the United States to direct the U.S. Department of

Education to consult with Indian tribes and Native American governing bodies and traditional leaders and educators on evaluating the No Child Left Behind Act to determine and implement changes needed to bring it into compliance with the Native American Languages Act.

Rationale:

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

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

HISTORY

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

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

Fortunately, the Native American Languages Act (NALA) was passed in 1990 (P.L. 101-477). This piece of federal legislation could very well be the saving grace of the indigenous languages that have continued to thrive. Specifically, NALA states, “It is the policy of the United States to – preserve, protect and promote the rights and freedom of Native Americans to use, practice and develop Native American languages... encourage and support the use of Native American languages as a medium of instruction in order to encourage and support Native American language survival, equal education opportunity, increased student success and performance, increased student awareness and knowledge of their culture and history, and increased student and community pride; encourage State and local education programs to work closely with Native American parents, educators, Indian tribes and other Native American governing bodies in the implementation of programs to put this policy into effect.”

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

RATIONALE

The discrepancies, between the terms of the Native American Languages Act (NALA) and the No Child Left Behind Act (NCLB) at the minimum, merit legal analysis and scrutiny. On the one hand, we have the

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

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

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

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

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

Kenai Peninsula Borough School District

Board of Education Meeting Minutes

August 1, 2005 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

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

STAFF PRESENT: Dr. Donna Peterson, Superintendent of Schools
Mr. Sam Stewart, Assistant Superintendent
Mr. Glen Szymoniak, Assistant Superintendent

OTHERS PRESENT: Mr. Jim White Mr. Joe Nicks
Mr. Dave Spence Ms. McKibben Jackinsky
Mr. Tim Peterson Mrs. Jamie Harper
Mrs. Cathy Carrow Mrs. Norma Holmgaard

Others present not identified.

CALL TO ORDER: Mrs. Crawford called the meeting to order at 4:41 p.m. A quorum of School Board members, Mrs. Crawford, Mr. Anderson, Mrs. Brown, Ms. Wassilie, Ms. Germano, Mrs. Gilman, and Mrs. Mullins were in attendance.

EXECUTIVE SESSION: At 4:42 p.m. Mrs. Mullins moved the Board go into executive session to discuss matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Borough. Specifically, the executive session was to discuss negotiations tactics and strategies. Mrs. Gilman seconded.

Motion carried unanimously.

ADJOURN EXECUTIVE SESSION: At 5:40 p.m., Mrs. Mullins moved the executive session be adjourned. Ms. Germano seconded.

Motion carried unanimously.

RECESS: At 5:41 p.m. Mrs. Mullins moved the Board take a recess. Ms. Wassilie seconded.

Motion carried unanimously.

RECONVENE AFTER RECESS: At 7:01 p.m. Mrs. Mullins moved the Board reconvene in regular session. Ms. Germano seconded.
(7:01:05 PM)

Motion carried unanimously.

MOMENT OF SILENCE:
(7:01:20 PM)

Mrs. Crawford called for a moment of silence in observance of the recent deaths of Mr. Don Gilman, Judge Charles Cranston, and Mr. Drew Scalzi, and for the Alaskan Boy Scout leaders who were killed in an electrical accident.

PLEDGE OF ALLEGIANCE:
(7:02:03 PM)

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

MISSION STATEMENT:
(7:02:36 PM)

Mr. Anderson read the District mission statement.

ROLL CALL:
(7:03:03 PM)

Mrs. Sammy Crawford	Present
Ms. Deborah Germano	Present
Mrs. Margaret Gilman	Present
Mrs. Debra Mullins	Present
Dr. Nels Anderson	Absent/Excused
Ms. Sandra Wassilie	Present
Mrs. Debbie Brown	Present
Mr. Marty Anderson	Present
Mrs. Sunni Hilts	Absent/Excused

APPROVAL OF AGENDA:
(7:03:39 PM)

The agenda was approved as written.

APPROVAL OF MINUTES:
(7:03:49 PM)

Mrs. Brown moved the School Board approve the Minutes of July 11, 2005 with a correction. Mr. Anderson seconded.

VOTE:

YES – Mullins, Germano, Gilman, Anderson, Brown, Wassilie
NO – Crawford

Motion carried.

COMMUNICATIONS AND PETITIONS:
(7:06:54 PM)

Dr. Peterson noted that the Board information packet contains a letter from the Alaska Division of Forestry thanking the District for their support during the forest fire suppression efforts, especially for Sterling Elementary custodian Wayne Cowan and principal Christine Ermold. She noted that the Parent Student Handbook has been distributed to schools. She noted that the Summer School report and a letter from Governor Murkowski regarding the Agrium closure issue are also in the information packet.

SUPERINTENDENT'S REPORT:
(7:00821 PM)

Dr. Peterson explained that Mrs. Douglas is attending the National Institute for Governmental Purchasing Conference. She noted that on July 28 and 29 the District hosted the Differentiated Instruction Institute which included 80 participants. She reported that she attended the Alaska Sea Life Center educational program. She reminded the Board that the filing period for the Borough election is August 1 through 15. She invited the Board to attend the August 8-9 Administrator Meeting and the August 10 New Administrator Meeting which will be held at Skyview High School. She reported that the New Teacher Orientation will be held on August 13. She

**SUPERINTENDENT'S
REPORT:**
(continued)

noted that welcome letters have been completed for the Back to School issues of the Kenai Peninsula newspapers. She explained that the Calendar Committee has decided to start the 2005-2006 school year on a Monday because January 2 is a holiday resulting in an eleven-day Holiday Break and an additional day was added to Spring Break to accommodate the Arctic Winter Games.

CONSENT AGENDA:
(7:11:34 PM)

Items presented on the Consent Agenda were Approval of New Teacher Assignments; Nontenured Teacher Assignment; Nontenured Teacher for Tenure; Revisions to AR 0510 (School District Report Card); Revisions to AR 4111 (Recruitment and Selection); Administrator Appointment; Budget Transfer; Seward Middle School Furniture and Equipment List; and Resolution Number 05-06-1 In Support of Acceptance and Appropriating a State Grant in the Amount of \$225,000 for a Natural Gas Pressure Reducing System in Ninilchik.

**NEW TEACHER
ASSIGNMENTS:**

Mr. Szymoniak recommended the Board approve teacher assignments for Sean F. Campbell, English/language arts, Homer High School; Benjamin C. Alexander, (temporary), special education/resource, Ninilchik; Kersten M. Osborn, (.50 FTE temporary/.50 FTE permanent) Grades 2/3, Nikiski North Star Elementary; Janet L. Holdt, K-8 music, Seward Elementary/Seward Middle School; Theresa Zabala, (.50 FTE permanent/.50 FTE temporary) Grade 3 teacher, Seward Elementary; Bridgit Gillis, vocal music, Soldotna Middle/Soldotna High School; Kathryn R. Baum Fjelstad, language arts, Soldotna Middle School; Stephanie Burns, special education/resource, Soldotna High School; Carly L. Reimer, middle school science, Soldotna Middle School; Ruth Decker, (temporary) .15 FTE music, Soldotna Montessori; and Phyllis Bishop, .50 FTE social studies, Voznesenka School.

**NONTENURED TEACHER
ASSIGNMENT:**

Mr. Szymoniak recommended the Board approve a nontenure teaching assignment for Geoffrey Glover, (temporary) K-6/Title I teacher at Nanwalek Elementary/High.

**NONTENURED TEACHER
FOR TENURE:**

Mr. Szymoniak recommended the Board approve Audra McCubbins, a nontenured teacher, for tenure.

REVISIONS TO AR 0510:

Mr. Stewart recommended the Board approve revisions to AR 0510 (School District Report Card).

REVISIONS TO AR 4111:

Mr. Stewart recommended the Board approve revisions to AR 4111 (Recruitment and Selection).

**ADMINISTRATOR
APPOINTMENT:**

Dr. Peterson recommended the Board approve an administrator appointment for Loren Reese as the principal of Kenai Central High.

BUDGET TRANSFER:

Mrs. Douglas recommended the Board approve budget transfer Number 1 to purchase software in accordance with the Technology Plan 2.

**SEWARD MIDDLE SCHOOL
FURNITURE AND
EQUIPMENT LIST:**

Mr. Szymoniak recommended the Board approve a list of furniture and equipment for the Seward Middle School.

RESOLUTION NUMBER 05-06-1:

Mr. Szymoniak recommended the Board approve Resolution Number 05-06-1 (In Support of Acceptance and Appropriating a State Grant in the Amount of \$225,000 for a Natural Gas Pressure Reducing System in Ninilchik).

MOTION

Ms. Germano moved the Board approve Consent Agenda Items 1 through 9. Mrs. Mullins seconded.

Ms. Wassilie asked to remove Consent Agenda Items 7 and 9.

Motion to approve items Numbered 1 through 6 and 8 carried unanimously.

Ms. Wassilie asked for an explanation of the software purchase for the Tech Plan 2. Mr. White explained that under the Tech Plan schools are allocated \$150 for software for each new computer. He noted that that practice has been consistent throughout the fifth year of the Tech Plan.

Consent Agenda Item 7 approved unanimously.

Ms. Wassilie stated that although the conversion to natural gas at Ninilchik Elementary/High School looks like a good choice, she has concerns about additional costs to the Borough and District as part of the conversion process.

Mr. Szymoniak stated that it was his understanding that the grant received by the Borough will cover the conversion costs. Ms. Wassilie asked for clarification about whether the grant will cover all costs. Mr. Spence stated that there is an agreement with Enstar that they will pay for additional costs, if necessary. Mr. Spence further explained that Enstar is working on the entire corridor in the Ninilchik area. He added that with the acceptance of the grant, Borough maintenance will also be doing some of the conversion work which is included in their budget.

Mr. Stewart explained that the Borough administration approached the District to request Board approval which will give them the authority to accept the grant money.

Ms. Germano stated that it is not clear that there is no cost to the District and suggested that language be added clarifying the Board's position. She noted that current language states that "nothing in excess of \$225,000 for the pressure reducing system" and does not mention the rest of the project. Mr. Spence referred the Board to a memorandum from Mrs. Golden, Borough Grants manager, which spells out the details of the project and that the Borough is responsible for the cost. Ms. Germano stated that the resolution does not include the same language regarding costs.

Mrs. Brown suggested that the Board support the resolution and added that there are people who believe that a conversion to natural gas will be a cost savings over fuel oil. She stated that although there is no guarantee that the District will realize a savings once the Ninilchik School is converted to natural gas, the Board should support the resolution.

RESOLUTION NUMBER 05-06-1:
(continued)

Mrs. Gilman stated that the resolution language is clear that Enstar will be required to assume all costs over the \$225,000 amount.

Ms. Wassilie stated that the resolution language does not say that the District is free from any of the conversion costs.

MOTION

Ms. Germano moved the Board approve an amendment to Resolution Number 05-06-1 to add the words “there will be no additional maintenance costs or construction costs to the School District, and” at the end of the seventh “whereas”. Ms. Wassilie seconded.

Mr. Anderson asked whether the Germano Amendment included future costs related to the natural gas system such as the replacement of the boiler. Ms. Germano clarified that the amendment speaks specifically to the conversion project.

VOTE:

YES – Brown, Anderson, Gilman, Germano, Wassilie, Crawford
NO – Mullins

Amendment carried.

Amended motion carried unanimously.

**NEW TEACHER
ASSIGNMENT:**
(7:26:18 PM)

Mr. Szymoniak recommended the Board approve a teacher assignment for Laurel Hiltz, (temporary) K-6/Title II teacher, Susan B. English Elementary/High.

MOTION

Ms. Germano moved the Board approve a teacher assignment for Laurel A. Hiltz, (temporary) K-6/Title II teacher, Susan B. English Elementary/High. Mrs. Mullins seconded.

Motion carried unanimously.

**FIRST READING OF POLICY
REVISIONS:**
(7:26:57 PM)

The Board heard a first reading of BP 5131.43 (Bullying) and BP 0520 (School Accountability/School Improvement).

Ms. Wassilie stated that bullying is a significant issue and added that the District is making great strides through various programs in addressing bullying. She expressed concern that the policy is focused on discipline and added that there may be other interventions that could be outlined and suggested that other positive interventions be used such as counseling on a case-by-case situation.

Mr. Anderson stated that the proposed policy is in line with the District’s mission statement. He noted that AASB has done a lot of work on the topic of bullying. He stated that every child should go to school in a safe and supportive environment.

**FIRST READING OF POLICY
REVISIONS:**
(Continued)

Mrs. Brown suggested that the word “counseling” be added in front of the words “suspension and termination” and added that she would not like to see mandatory counseling that would include a cost to the District.

Mr. Stewart stated that as a former counselor he cautioned the Board to stay away from the term counseling as a disciplinary action. He stated that after listening to the Board’s comments, the language could be changed to say “are subject to appropriate interventions and/or disciplinary action” and would include counseling.

BOARD COMMENTS:
(7:33:30 PM)

Mrs. Gilman thanked the administration for their work on staffing and for paying close attention to detail to ensure that no elementary classroom in the District has more than a 2-student variance from the formula. She stated that parents are pleased about the impending start up of school. She announced that her youngest child will be going to kindergarten this year. She thanked those present for flowers and letters of support and encouragement for the death of her father-in-law, former Borough Mayor Don Gilman.

Mr. Anderson thanked the community, the partners in education, parents and teachers for their communications to legislators regarding educational funding. He stated that all legislators know that funding is a priority on the Kenai Peninsula and added that the lobbying has created a much higher profile for education.

Mrs. Mullins expressed appreciation for those in the audience. She expressed appreciation to the Board for the worksession discussions and to the administration for the information about the first day of school. She asked the Board members to give their suggestions to the Policy Committee.

Mrs. Brown reported that the worksessions were productive and added that she is looking forward to new proposed language in the Board Bylaws section. She suggested that the Board provide a forum for public involvement so they can be aware of the manner in which the Board is functioning. She stated that policy is important, especially with regards to the proposed bullying policy. She recognized the loss of former Mayor and Senator Don Gilman and former Assembly Member and Representative Drew Scalzi. She recognized the two men as people that cared and were willing to take a stand. She stated that it is an honor to serve on the Board.

Ms. Germano stated that with the administration’s work on staffing the school year will start off well. She expressed appreciation for the funding from the legislature but cautioned that the District could be in the same spot next year and encouraged the Board and communities stay vigilant in their lobbying efforts. She expressed concern regarding the student handbook and the section addressing student dress codes and stated that site councils should address dress codes. She suggested that the handbook list the directory information form.

BOARD COMMENTS:
(Continued)

Ms. Wassilie stated that she was impressed with the District's focus on energy efficiency and added that she is in favor of the Ninilchik Elementary/High School natural gas conversion. She expressed appreciation for the worksession on energy education. She stated that she feels fortunate to have known former Borough Mayor and Senator Don Gilman. She stated that she also worked with former Assembly Member and Representative Drew Scalzi and noted that both men made significant contributions to the Kenai Peninsula and the state.

Mrs. Crawford thanked the administration for the staffing report and for listening to the Board's wishes regarding class sizes. She expressed appreciation for the reports in the information packet, especially the summer school report. She reported that she and Mrs. Mullins attended the AASB Board meetings in Unalaska. She reported that the group worked on resolutions that will come to the Board in September. She suggested that the Board consider drafting a resolution on the topic of health care. She asked the Board members to notify her if they are interested in participating in training on October 12 and 13 by the Federal Mediation and Conciliation Service.

ADJOURN:
(7:47:33 PM)

At 7:47 p.m., Mrs. Mullins moved the School Board Meeting be adjourned. Ms. Germano seconded.

Motion carried unanimously.

Respectfully submitted,

Mrs. Sammy Crawford, President

Mrs. Debra Mullins, Clerk

The Minutes of August 1, 2005
have not been approved as of
August 8, 2005.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
SOURCE OF REVENUE BY FUND
THROUGH 07/31/05

FY 06

Item 10a

	MTD	YTD	BUDGET	DIFFERENCE	PERCENT TO DATE
FUND: 100 OPERATING FUND					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	301,184.00	301,184.00	0%
0010 PR YR FUND BALANCE	0.00	0.00	1,927,108.00	1,927,108.00	0%
0011 BOROUGH APPROPRIATIO	0.00	0.00	27,657,592.00	27,657,592.00	0%
0012 IN KIND REVENUE	0.00	0.00	7,397,004.00	7,397,004.00	0%
0030 EARNINGS ON INVESTMT	0.00	0.00	350,000.00	350,000.00	0%
0040 OTHER LOCAL REVENUE	450.00	450.00	100,000.00	99,550.00	0%
0046 RENTAL OF SCH FACILI	700.00	700.00	30,000.00	29,300.00	2%
0049 ERATE REVENUE	64,892.35	64,892.35	648,875.00	583,982.65	10%
LOCAL REVENUE TOTAL	66,042.35	66,042.35	38,411,763.00	38,345,720.65	0%
STATE REVENUE					
0050 STATE REVENUE	22,938.96	22,938.96	0.00	22,938.96-	0%
0051 FOUNDATION	0.00	0.00	50,842,148.00	50,842,148.00	0%
0052 QUALITY SCHOOLS	0.00	0.00	227,584.00	227,584.00	0%
STATE REVENUE TOTAL	22,938.96	22,938.96	51,069,732.00	51,046,793.04	0%
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	380,000.00	380,000.00	0%
100 OPERATING FUND	88,981.31	88,981.31	89,861,495.00	89,772,513.69	0%
FUND: 205 PUPIL TRANSPORTATION					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	4,850.00	4,850.00	0%
0010 PR YR FUND BALANCE	0.00	0.00	209,641.00	209,641.00	0%
LOCAL REVENUE TOTAL	0.00	0.00	214,491.00	214,491.00	0%

STATE REVENUE

0050 STATE REVENUE	0.00	0.00	4,671,558.00	4,671,558.00	0%
205 PUPIL TRANSPORTATION	0.00	0.00	4,886,049.00	4,886,049.00	0%

FUND: 215 COMMUNITY SCHOOL FUN

LOCAL REVENUE

0040 OTHER LOCAL REVENUE	0.00	0.00	263,316.00	263,316.00	0%
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FUND: 225 BOARDING HOME PROGRA

STATE REVENUE

0050 STATE REVENUE	0.00	0.00	10,000.00	10,000.00	0%
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FUND: 255 FOOD SERVICE FUND

LOCAL REVENUE

0008 PR YR ECUM APPROP	0.00	0.00	9.00	9.00	0%
0020 TYPE A LUNCH-PUPILS	0.00	0.00	1,672,745.00	1,672,745.00	0%
0040 OTHER LOCAL REVENUE	0.00	0.00	10,000.00	10,000.00	0%
LOCAL REVENUE TOTAL	0.00	0.00	1,682,754.00	1,682,754.00	0%

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	0.00	1,214,142.00	1,214,142.00	0%
0162 USDA	0.00	0.00	95,254.00	95,254.00	0%
FEDERAL REVENUE TOTAL	0.00	0.00	1,309,396.00	1,309,396.00	0%
255 FOOD SERVICE FUND	0.00	0.00	2,992,150.00	2,992,150.00	0%

FUND: 271 CHARTER SCHOOL GRANT

LOCAL REVENUE						
0008 PR YR ECUM APPROP	0.00	0.00	23,742.00	23,742.00		0%

FUND: 372 COMMUNITY THEATER

LOCAL REVENUE						
0008 PR YR ECUM APPROP	0.00	0.00	7.00	7.00		0%
0040 OTHER LOCAL REVENUE	0.00	0.00	54,907.00	54,907.00		0%
LOCAL REVENUE TOTAL	0.00	0.00	54,914.00	54,914.00		0%

FUND: 374 CHARTER SCHOOLS G/F

LOCAL REVENUE						
0008 PR YR ECUM APPROP	0.00	0.00	3,761.00	3,761.00		0%

STATE REVENUE

0050 STATE REVENUE	0.00	0.00	3,238,965.00	3,238,965.00		0%
374 CHARTER SCHOOLS G/F	0.00	0.00	3,242,726.00	3,242,726.00		0%

FUND: 375 EQUIPMENT FUND

FEDERAL REVENUE						
0230 SURPLUS PROPERTY	0.00	0.00	0.00	0.00		0%

FUND: 379 SCHOOL INCENTIVE FND

LOCAL REVENUE						
0008 PR YR ECUM APPROP	0.00	0.00	16,347.00	16,347.00		0%

FUND: 710 PUPIL ACTIVITY FUND

FEDERAL REVENUE						
0210 PUPACT REVENUE	0.00	0.00	0.00	0.00	0%	
0214 PUPACT PARTCPTN FEES	0.00	0.00	0.00	0.00	0%	
0215 PUPACT FND RAISG REV	0.00	0.00	0.00	0.00	0%	
FEDERAL REVENUE TOTAL	0.00	0.00	0.00	0.00	0%	

REPORT: GNLA07PI GENERATED: 15 DEC 2004 16:09 JOB: SYNBAT/GLEXP COM RUN: MONDAY 2005AUG08 11:50 PAGE 1

FYR 06 KENAI PENINSULA BOROUGH SCHOOL DISTRICT REPORT #: 5
EXPENDITURE SUMMARY BY FUND/FUNC
07/31/05

	ORIGINAL BUDGET	CURRENT BUDGET	MONTH	YTD	ENCUMBRANCES	UNENCUMBERED BALANCE	% EXP
100 OPERATING FUND							
4100 REGULAR INSTRUCTION	38,321,397	38,471,933	277,840.74	277,840.74	90,230.11	38,103,862.15	0
4120 BILINGUAL INSTRUCTIO	738,665	738,665	102.61	102.61	0.00	738,562.39	0
4130 GIFTED/TALENTED INST	653,483	653,483	262.44	262.44	0.00	653,220.56	0
4140 ALTN TV (CONNECTIONS)	2,692,217	2,700,738	94,578.21	94,578.21	86,704.86	2,519,454.93	6
4160 VOCATIONAL EDUCATION	1,422,011	1,422,680	1,173.35	1,173.35	1,171.60	1,420,335.05	0
4200 SPED INSTRUCTION	9,036,946	9,042,950	2,163.75	2,163.75	6,532.65	9,034,253.60	0
4220 SPED SVCS - STUDENT	3,384,335	3,470,994	10,355.60	10,355.60	86,658.80	3,373,979.60	2
4320 GUIDANCE SERVICES	1,037,844	1,040,153	36.27	36.27	2,405.73	1,037,711.00	0
4330 HEALTH SERVICES	1,157,303	1,157,935	231.26	231.26	1,348.50	1,156,355.24	0
4350 SUPPORT SVCS/INSTRC	985,352	996,869	33,369.63	33,369.63	20,072.50	943,426.87	5
4352 LIBRARY SERVICE	1,347,505	1,353,270	8,361.91	8,361.91	524.11	1,344,383.98	0
4400 SCHOOL ADMINSTRATION	4,378,441	4,379,270	469.42	469.42	80.00	4,378,720.58	0
4450 SCH ADMIN - SUPPORT	3,384,271	3,385,009	27,701.62	27,701.62	2,262.47	3,355,044.91	0
4511 BOARD OF EDUCATION	295,861	295,880	7,238.04	7,238.04	6,233.25	282,408.71	4
4512 OFF OF SUPERINTENDEN	310,735	310,737	20,571.11	20,571.11	500.00	289,665.89	6
4513 ASST SUPT/INSTRUCTN	218,342	218,342	16,449.67	16,449.67	1,500.00	200,392.33	8
4551 FISCAL SERVICES	645,496	647,266	53,404.68	53,404.68	4,469.78	589,391.54	8
4552 INTERNAL SERVICES	640,421	645,710	52,919.08	52,919.08	2,492.87	590,298.05	8
4553 STAFF SERVICES	617,561	617,561	42,914.99	42,914.99	0.00	574,646.01	6
4555 DATA PROCESSING SVCS	879,441	884,609	81,540.60	81,540.60	4,374.18	798,694.22	9
4556 OP & BUSINESS SVCS	181,593	181,593	13,489.98	13,489.98	0.00	168,103.02	7
4557 INDIRECT COST POOL	106,916	107,032	0.00	0.00	0.00	107,032.00	0
4600 OPERATION OF PLANT	15,826,958	15,839,099	234,692.05	234,692.05	18,300.34	15,586,106.61	1

4700 PUPIL ACTIVITY	1,297,217	1,299,717	735.40	735.40	2,500.00	1,296,481.60	0
	89,560,311	89,861,495	980,602.41	980,602.41	338,361.75	88,542,530.84	1
205 PUPIL TRANSPORTATION							
4700 PUPIL ACTIVITY	11,899	14,149	300.00	300.00	1,950.00	11,899.00	15
4760 PUPIL TRANSPORTATION	4,869,300	4,871,900	15,779.69	15,779.69	3,314.00	4,852,806.31	0
	4,881,199	4,886,049	16,079.69	16,079.69	5,264.00	4,864,705.31	0
215 COMMUNITY SCHOOL FUN							
4780 COMMUNITY SERVICES	263,316	263,316	2,266.63	2,266.63	0.00	261,049.37	0
225 BOARDING HOME PROGRA							
4300 SUPPORT SERV-PUPILS	10,000	10,000	0.00	0.00	47.37	9,952.63	0
255 FOOD SERVICE FUND							
4790 FOOD SERVICES	2,992,141	2,992,150	116,019.94	116,019.94	4,371.55	2,871,758.51	4
260 TITLE I-A							
4100 REGULAR INSTRUCTION	0	0	80,075.26	80,075.26	242,632.99	322,708.25-	0
4300 SUPPORT SERV-PUPILS	0	0	0.00	0.00	1,375.00	1,375.00-	0
260 TITLE I-A							
	0	0	80,075.26	80,075.26	244,007.99	324,083.25-	0
265 CARL PERKINS - BASIC							

4160 VOCATIONAL EDUCATION	0	0	70.93	70.93	0.00	70.93-	0
266 TITLE VI-B							
4200 SPED INSTRUCTION	0	0	225.00	225.00	1,125.00	1,350.00-	0
271 CHARTER SCHOOL GRANT							
4100 REGULAR INSTRUCTION	0	23,742	12,402.98	12,402.98	11,811.21	472.19-	101
281 MIGRANT ED SUMMER							
4100 REGULAR INSTRUCTION	0	0	1,436.60	1,436.60	0.00	1,436.60-	0
284 YOUTH IN DETENTION							
4100 REGULAR INSTRUCTION	0	0	44,681.77	44,681.77	0.00	44,681.77-	0
298 TITLE I-D, DELINQUEN							
4100 REGULAR INSTRUCTION	0	0	0.00	0.00	0.00	0.00	0
299 KBEACH COMM LEARNING							
4100 REGULAR INSTRUCTION	0	0	0.00	0.00	0.00	0.00	0
350 TITLE VII -INDIAN ED							
4100 REGULAR INSTRUCTION	0	0	0.00	0.00	0.00	0.00	0
372 COMMUNITY THEATER							
4780 COMMUNITY SERVICES	54,907	54,914	4,765.70	4,765.70	6.81	50,141.49	8

374 CHARTER SCHOOLS G/F

4100 REGULAR INSTRUCTION	2,606,465	2,602,288	45,218.19	45,218.19	23,192.55	2,533,876.26	2
4330 HEALTH SERVICES	39,276	39,276	0.00	0.00	0.00	39,276.00	0
4352 LIBRARY SERVICE	48,725	48,725	0.00	0.00	0.00	48,725.00	0
4400 SCHOOL ADMINISTRATION	124,036	124,036	0.00	0.00	0.00	124,036.00	0
4450 SCH ADMIN - SUPPORT	164,841	164,841	33.65	33.65	868.50	163,938.85	0

374 CHARTER SCHOOLS G/F

4557 INDIRECT COST POOL	106,916	114,388	0.00	0.00	0.00	114,388.00	0
4600 OPERATION OF PLANT	148,705	149,172	176.85	176.85	58,464.63	90,530.52	39
4700 PUPIL ACTIVITY	0	0	0.00	0.00	400.00	400.00-	0

	3,238,964	3,242,726	45,428.69	45,428.69	82,925.68	3,114,370.63	3
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379 SCHOOL INCENTIVE FND

4100 REGULAR INSTRUCTION	0	1,034	7,480.14	7,480.14	4,365.79	10,811.93-	145
4350 SUPPORT SVCES/INSTRC	0	9,619	7,537.50	7,537.50	2,081.25	0.25	99
4352 LIBRARY SERVICE	0	0	0.00	0.00	1,577.75	1,577.75-	0
4450 SCH ADMIN - SUPPORT	0	0	769.00	769.00	2,027.90	2,796.90-	0
4600 OPERATION OF PLANT	0	5,694	0.00	0.00	5,694.12	0.12-	100

	0	16,347	15,786.64	15,786.64	15,746.81	15,186.45-	192
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500 CAPITAL PROJECT FUND

4100 REGULAR INSTRUCTION	0	0	0.00	0.00	180,127.12	180,127.12-	0
4600 OPERATION OF PLANT	0	0	0.00	0.00	71,511.07	71,511.07-	0

	0	0	0.00	0.00	251,638.19	251,638.19-	0
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710 PUPIL ACTIVITY FUND

	0	81,461	52,223.56	52,223.56	127,386.54	98,149.07-	220
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REPORT TOTALS	101,000,838	101,432,200	1,372,065.80	1,372,065.80	1,082,692.90	98,977,440.33	2
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KENAI PENINSULA BOROUGH SCHOOL DISTRICT
 SOURCE OF REVENUE BY FUND
 THROUGH 08/31/05

FY 06

Item 10a

	MTD	YTD	BUDGET	DIFFERENCE	PERCENT TO DATE
FUND: 100 OPERATING FUND					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	301,184.00	301,184.00	0%
0010 PR YR FUND BALANCE	0.00	0.00	1,927,108.00	1,927,108.00	0%
0011 BOROUGH APPROPRIATIO	2,304,799.34	4,609,598.68	27,657,592.00	23,047,993.32	16%
0012 IN KIND REVENUE	0.00	0.00	7,397,004.00	7,397,004.00	0%
0030 EARNINGS ON INVESTMT	0.00	0.00	350,000.00	350,000.00	0%
0040 OTHER LOCAL REVENUE	11,483.93	11,933.93	100,000.00	88,066.07	11%
0046 RENTAL OF SCH FACILI	500.00	1,200.00	30,000.00	28,800.00	4%
0049 ERATE REVENUE	58,895.72	123,788.07	648,875.00	525,086.93	19%
LOCAL REVENUE TOTAL	2,375,678.99	4,746,520.68	38,411,763.00	33,665,242.32	12%
STATE REVENUE					
0050 STATE REVENUE	22,938.96-	0.00	0.00	0.00	0%
0051 FOUNDATION	3,872,306.00	7,744,612.00	50,842,148.00	43,097,536.00	15%
0052 QUALITY SCHOOLS	0.00	0.00	227,584.00	227,584.00	0%
STATE REVENUE TOTAL	3,849,367.04	7,744,612.00	51,069,732.00	43,325,120.00	15%
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	380,000.00	380,000.00	0%
100 OPERATING FUND	6,225,046.03	12,491,132.68	89,861,495.00	77,370,362.32	13%
FUND: 201 STAFF DEVELOP CONTRA					
STATE REVENUE					
0050 STATE REVENUE	0.00	0.00	1,000.00	1,000.00	0%

FUND: 205 PUPIL TRANSPORTATION

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	4,850.00	4,850.00	0%
0010	PR YR FUND BALANCE	0.00	0.00	209,641.00	209,641.00	0%
	LOCAL REVENUE TOTAL	0.00	0.00	214,491.00	214,491.00	0%

STATE REVENUE

0050	STATE REVENUE	0.00	1,560,726.00	4,671,558.00	3,110,832.00	33%
	205 PUPIL TRANSPORTATION	0.00	1,560,726.00	4,886,049.00	3,325,323.00	31%

FUND: 214 STTWDE AK MNTRSHP

STATE REVENUE

0050	STATE REVENUE	0.00	0.00	259,767.00	259,767.00	0%
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FUND: 215 COMMUNITY SCHOOL FUN

LOCAL REVENUE

0040	OTHER LOCAL REVENUE	0.00	0.00	263,316.00	263,316.00	0%
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FUND: 225 BOARDING HOME PROGRA

STATE REVENUE

0050	STATE REVENUE	0.00	0.00	10,000.00	10,000.00	0%
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FUND: 255 FOOD SERVICE FUND

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	9.00	9.00	0%
0020	TYPE A LUNCH-PUPILS	82,738.21	82,738.21	1,672,745.00	1,590,006.79	4%
0040	OTHER LOCAL REVENUE	0.00	0.00	10,000.00	10,000.00	0%

LOCAL REVENUE TOTAL	82,738.21	82,738.21	1,682,754.00	1,600,015.79	4%
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	1,214,142.00	1,214,142.00	0%
0162 USDA	0.00	0.00	95,254.00	95,254.00	0%
FEDERAL REVENUE TOTAL	0.00	0.00	1,309,396.00	1,309,396.00	0%
255 FOOD SERVICE FUND	82,738.21	82,738.21	2,992,150.00	2,909,411.79	2%
FUND: 260 TITLE I-A					
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	417,485.00	417,485.00	0%
FUND: 263 GOV'S ALT. SCHOOLS					
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	27,480.00	27,480.00	0%
FUND: 271 CHARTER SCHOOL GRANT					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	23,742.00	23,742.00	0%
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	180,700.00	180,700.00	0%
FUND: 271 CHARTER SCHOOL GRANT					
271 CHARTER SCHOOL GRANT	0.00	0.00	204,442.00	204,442.00	0%

FUND: 281 MIGRANT ED SUMMER

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	0.00	14,446.00	14,446.00	0%	

FUND: 284 YOUTH IN DETENTION

STATE REVENUE					
0050 STATE REVENUE	0.00	0.00	206,573.00	206,573.00	0%

FUND: 289 GOV'S DRUG PREVENT

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	40,000.00	40,000.00	0%

FUND: 299 AK COMM CENTERS LEAR

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	131,986.00	131,986.00	0%

FUND: 350 TITLE VII -INDIAN ED

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	291,215.00	291,215.00	0%

FUND: 371 CORPORATE GRANTS

LOCAL REVENUE					
0040 OTHER LOCAL REVENUE	0.00	0.00	28,931.00	28,931.00	0%

FUND: 372 COMMUNITY THEATER

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	7.00	7.00	0%
0040	OTHER LOCAL REVENUE	0.00	0.00	54,907.00	54,907.00	0%
	LOCAL REVENUE TOTAL	0.00	0.00	54,914.00	54,914.00	0%

FUND: 374 CHARTER SCHOOLS G/F

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	3,761.00	3,761.00	0%
0010	PR YR FUND BALANCE	0.00	0.00	975,654.00	975,654.00	0%
	LOCAL REVENUE TOTAL	0.00	0.00	979,415.00	979,415.00	0%

STATE REVENUE

0050	STATE REVENUE	0.00	0.00	3,238,964.00	3,238,964.00	0%
	374 CHARTER SCHOOLS G/F	0.00	0.00	4,218,379.00	4,218,379.00	0%

FUND: 375 EQUIPMENT FUND

FEDERAL REVENUE

0230	SURPLUS PROPERTY	0.00	0.00	0.00	0.00	0%
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FUND: 379 SCHOOL INCENTIVE FND

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	484,500.00	484,500.00	0%
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FUND: 500 CAPITAL PROJECT FUND

LOCAL REVENUE						
0040 OTHER LOCAL REVENUE	0.00	340,000.00	0.00	340,000.00-		0%

FUND: 710 PUPIL ACTIVITY FUND

FEDERAL REVENUE						
0210 PUPACT REVENUE	181,622.19	181,622.19	0.00	181,622.19-		0%
0211 PUPACT GATE RECEIPTS	6,089.29	6,089.29	0.00	6,089.29-		0%
0214 PUPACT PARTCPTN FEES	86,905.61	86,905.61	0.00	86,905.61-		0%
0215 PUPACT FND RAISG REV	7,439.42	7,439.42	0.00	7,439.42-		0%
0216 PUPACT ACTIVITY FEE	10,235.05	10,235.05	0.00	10,235.05-		0%
0220 PUPACT DONATIONS	450.00	450.00	0.00	450.00-		0%
FEDERAL REVENUE TOTAL	292,741.56	292,741.56	0.00	292,741.56-		0%

TRANS FROM OTHER FUNDS

0250 TRANS FROM OTHER FUN	17,859.53	17,859.53	0.00	17,859.53-		0%
710 PUPIL ACTIVITY FUND	310,601.09	310,601.09	0.00	310,601.09-		0%

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FYR 06 KENAI PENINSULA BOROUGH SCHOOL DISTRICT REPORT #: 5
 EXPENDITURE SUMMARY BY FUND/FUNC
 08/31/05

	ORIGINAL BUDGET	CURRENT BUDGET	MONTH	YTD	ENCUMBRANCES	UNENCUMBERED BALANCE	% EXP
100 OPERATING FUND							
4100 REGULAR INSTRUCTION	38,321,397	38,474,532	217,596.74	495,437.35	28,050.22	37,951,044.43	1
4120 BILINGUAL INSTRUCTIO	738,665	738,665	14,244.26	14,346.87	0.00	724,318.13	1
4130 GIFTED/TALENTED INST	653,483	653,483	54.56	317.00	0.00	653,166.00	0
4140 ALTNTV (CONNECTIONS)	2,692,217	2,700,738	99,847.81	194,426.02	94,608.13	2,411,703.85	10
4160 VOCATIONAL EDUCATION	1,422,011	1,420,471	742.76	1,916.11	5,978.50	1,412,576.39	0
4200 SPED INSTRUCTION	9,036,946	9,042,950	25,987.37	28,151.12	4,403.79	9,010,395.09	0
4220 SPED SVCS - STUDENT	3,384,335	3,470,734	27,992.70	38,348.30	86,658.80	3,345,726.90	3
4320 GUIDANCE SERVICES	1,037,844	1,040,153	3,888.67	3,924.94	837.55	1,035,390.51	0
4330 HEALTH SERVICES	1,157,303	1,157,935	11,498.43	11,729.69	50.00	1,146,155.31	1

4350	SUPPORT SVCS/INSTRC	985,352	996,869	48,478.40	81,848.03	15,415.46	899,605.51	9
4352	LIBRARY SERVICE	1,347,505	1,353,270	1,931.82	10,293.73	1,188.16	1,341,788.11	0
4400	SCHOOL ADMINSTRATION	4,378,441	4,379,270	321,902.55	322,371.97	0.00	4,056,898.03	7
4450	SCH ADMIN - SUPPORT	3,384,271	3,384,879	101,647.57	129,195.44	20,444.55	3,235,239.01	4
4511	BOARD OF EDUCATION	295,861	295,880	10,544.41	17,782.45	5,787.00	272,310.55	7
4512	OFF OF SUPERINTENDEN	310,735	310,737	24,033.51	44,604.62	320.41	265,811.97	14
4513	ASST SUPT/INSTRUCTN	218,342	218,342	17,130.71	33,580.38	1,455.41	183,306.21	16
4551	FISCAL SERVICES	645,496	647,266	43,554.94	96,959.62	3,930.28	546,376.10	15
4552	INTERNAL SERVICES	640,421	645,710	54,366.32	107,237.31	2,351.42	536,121.27	16
4553	STAFF SERVICES	617,561	617,561	45,379.19	88,294.18	2,000.00	527,266.82	14
4555	DATA PROCESSING SVCS	879,441	884,609	42,927.67	124,468.27	3,449.93	756,690.80	14
4556	OP & BUSINESS SVCS	181,593	181,593	14,920.89	28,410.87	81.00	153,101.13	15
4557	INDIRECT COST POOL	106,916	107,032	0.00	0.00	0.00	107,032.00	0
4600	OPERATION OF PLANT	15,826,958	15,839,099	398,470.16	633,162.21	8,915.23	15,197,021.56	4
4700	PUPIL ACTIVITY	1,297,217	1,299,717	29.60-	705.80	2,500.00	1,296,511.20	0
		89,560,311	89,861,495	1,527,111.84	2,507,512.28	288,425.84	87,065,556.88	3
201	STAFF DEVELOP CONTRA							
4100	REGULAR INSTRUCTION	1,000	1,000	562.64	562.64	0.00	437.36	56
205	PUPIL TRANSPORTATION							
4700	PUPIL ACTIVITY	11,899	14,149	1,285.17	1,585.17	750.00	11,813.83	16
4760	PUPIL TRANSPORTATION	4,869,300	4,871,900	12,364.66	28,144.35	2,600.00	4,841,155.65	0
		4,881,199	4,886,049	13,649.83	29,729.52	3,350.00	4,852,969.48	0
214	STTWDE AK MNTRSHP							
4100	REGULAR INSTRUCTION	259,767	259,767	0.00	0.00	0.00	259,767.00	0
215	COMMUNITY SCHOOL FUN							
4780	COMMUNITY SERVICES	263,316	263,316	3,517.38	5,784.01	3,777.00	253,754.99	3
217	LEGIS EQUIPMENT FUND							

4100 REGULAR INSTRUCTION	0	0	0.00	0.00	6,237.88	6,237.88-	0
225 BOARDING HOME PROGRA							
4300 SUPPORT SERV-PUPILS	10,000	10,000	0.00	0.00	47.37	9,952.63	0
255 FOOD SERVICE FUND							
4790 FOOD SERVICES	2,992,141	2,992,150	123,513.24	239,533.18	20,063.34	2,732,553.48	8
260 TITLE I-A							
4100 REGULAR INSTRUCTION	417,485	417,485	471,808.16	551,883.42	51,114.97	185,513.39-	144
4300 SUPPORT SERV-PUPILS	0	0	2,838.36	2,838.36	0.00	2,838.36-	0
	417,485	417,485	474,646.52	554,721.78	51,114.97	188,351.75-	145
263 GOV'S ALT. SCHOOLS							
4100 REGULAR INSTRUCTION	27,480	27,480	0.00	0.00	0.00	27,480.00	0
265 CARL PERKINS - BASIC							
4160 VOCATIONAL EDUCATION	0	0	89.88	160.81	12,354.12	12,514.93-	0
266 TITLE VI-B							
4200 SPED INSTRUCTION	0	0	5,228.11	5,453.11	2,696.24	8,149.35-	0
271 CHARTER SCHOOL GRANT							
4100 REGULAR INSTRUCTION	180,700	204,442	12,514.10	24,917.08	0.00	179,524.92	12

281	MIGRANT ED SUMMER							
4100	REGULAR INSTRUCTION	14,446	14,446	3,953.62	5,390.22	0.00	9,055.78	37
284	YOUTH IN DETENTION							
4100	REGULAR INSTRUCTION	206,573	206,573	1,666.74	46,348.51	0.00	160,224.49	22
289	GOV'S DRUG PREVENT							
4100	REGULAR INSTRUCTION	8,000	40,000	0.00	0.00	0.00	40,000.00	0
298	TITLE I-D, DELINQUEN							
298	TITLE I-D, DELINQUEN							
4100	REGULAR INSTRUCTION	0	0	880.00	880.00	0.00	880.00-	0
299	AK COMM CENTERS LEAR							
4100	REGULAR INSTRUCTION	122,986	131,986	243.07	243.07	1.44	131,741.49	0
350	TITLE VII -INDIAN ED							
4100	REGULAR INSTRUCTION	291,319	291,215	1,097.45	1,097.45	472.00	289,645.55	0
371	CORPORATE GRANTS							
4100	REGULAR INSTRUCTION	28,931	28,931	898.01	898.01	2,005.23	26,027.76	10
372	COMMUNITY THEATER							
4780	COMMUNITY SERVICES	54,907	54,914	4,243.12	9,008.82	6.81	45,898.37	16
374	CHARTER SCHOOLS G/F							

4100 REGULAR INSTRUCTION	2,606,465	3,543,387	18,481.04	63,699.23	12,503.89	3,467,183.88	2
4330 HEALTH SERVICES	39,276	39,276	174.16	174.16	0.00	39,101.84	0
4352 LIBRARY SERVICE	48,725	48,725	0.00	0.00	0.00	48,725.00	0
4400 SCHOOL ADMINISTRATION	124,036	124,036	8,195.50	8,195.50	0.00	115,840.50	6
4450 SCH ADMIN - SUPPORT	164,841	164,841	3,261.02	3,294.67	708.96	160,837.37	2
4557 INDIRECT COST POOL	106,916	148,942	0.00	0.00	0.00	148,942.00	0
4600 OPERATION OF PLANT	148,705	149,172	53,269.95	53,446.80	11,449.88	84,275.32	43
4700 PUPIL ACTIVITY	0	0	354.00	354.00	46.00	400.00-	0
	3,238,964	4,218,379	83,735.67	129,164.36	24,708.73	4,064,505.91	3
379 SCHOOL INCENTIVE FND							
4100 REGULAR INSTRUCTION	0	469,187	3,496.73	10,976.87	6,862.64	451,347.49	3
4350 SUPPORT SVCES/INSTRC	0	9,619	112.50	7,650.00	1,968.75	0.25	99
4352 LIBRARY SERVICE	0	0	1,577.75	1,577.75	0.00	1,577.75-	0
4400 SCHOOL ADMINISTRATION	0	0	0.00	0.00	1,993.30	1,993.30-	0
4450 SCH ADMIN - SUPPORT	0	0	1,435.90	2,204.90	1,040.44	3,245.34-	0
4600 OPERATION OF PLANT	0	5,694	1,823.33	1,823.33	5,257.47	1,386.80-	124
	0	484,500	8,446.21	24,232.85	17,122.60	443,144.55	8
500 CAPITAL PROJECT FUND							
4100 REGULAR INSTRUCTION	0	0	350.00	350.00	202,236.25	202,586.25-	0
4600 OPERATION OF PLANT	0	0	0.00	0.00	77,150.07	77,150.07-	0
500 CAPITAL PROJECT FUND							
	0	0	350.00	350.00	279,386.32	279,736.32-	0
710 PUPIL ACTIVITY FUND							
	0	81,461	176,512.92	228,736.48	210,472.97	357,748.42-	539
REPORT TOTALS	102,559,525	104,475,589	2,442,860.35	3,814,724.18	922,242.86	99,738,621.99	4

September 12, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Glen Szymoniak, Assistant Superintendent
SUBJECT: Approval of Tentative Non-tenure Teacher Assignments/2005-06 Item 11 a (1)

It is recommended that employment for the following non-tenure teachers be approved for the 2005-06 school year. The following lists a tentative assignment for the non-tenured teachers:

<u>Location</u>	<u>Employee</u>	<u>Assignment</u>	<u>Certification</u>
Kenai Middle	Holly Boyle	.50 FTE Reading	Speech 8-12 Theatre Arts 8-12 Physical Education K-12
Kenai Middle	Vicki Hollingsworth	Grade 6/Language Arts & Social Studies	Elementary K-8 Natural Science K-8
Nikiski Middle/High School	Lucas Peless	Temporary, Language Arts	History 6-12 English 6-12
Sears Elementary	Kristen Peless	Grades k, 1, 2 or multi-grade	Elementary K-8

September 12, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of New Teacher Assignments/2005-06 Item 11 a (2)

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

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Homer, AK	Jennifer Haugh	BA	Saint Mary's University or Minnesota, Winona, MN.	Childhood/ Early Adolescent K-8	K-6 Elementary, Middle School Math	1 AK	Grade 5, Chapman School
Soldotna, AK	Tamra Wear	BS	New York University, New York, NY	Math Education	Math 7-12	1 KPBSD 2 AK 3 CA.	Generalist, Connections Program
Soldotna, AK	Lana Putman	Ph.D.	University of Oregon	School Psychology	School Psychologist Pre K-12	6 States	Temporary, School Psychologist, K-12 District wide Pupil Services
Homer, AK	M. Hope Kmetz-Casseri	BS	Edinboro University, Edinboro, Pennsylvania	Special Education	K-12 Cognitively Impaired Special Ed-Early Childhood Special Ed-Emotionally Disturbed Special Ed-Leading Disability	2 AK 10 States	Special Ed Intensive Needs, Homer High School
Homer, AK.	Mark Casseri	BS	East Stroudsburg University, East Stroudsburg, PA	Physical Education	K-12 Health, K-12 Physical Education	2 AK 10 States	Math, Homer High School

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Homer, AK.	Cassandra Large	BM	Ithaca College, Ithaca, New York	Music Education	K-12 Music	=====	Band/Instrumental Music 7-12, Homer High /Homer Middle School
Homer, AK.	Vicki Abraham	BA	Harding University, Searcy, Arkansas	Elementary Education	K-6 Elementary, K-12 Special Ed Mildly Handicapped	2 KPBSD 11 States	Temporary, Migrant Teacher 7-12, Homer Middle/Homer High School
Moose Pass, AK.	Lisa R. Morris	BA	University of Montana, Missoula, Montana	Elementary Education	Elementary Education	=====	.50 FTE Temporary/.50 FTE Permanent, Primary Grades K-3, Moose Pass Elementary
Soldotna, AK	Sheri M. Legg	BS	Grand Canyon University, Phoenix, Arizona	Elementary Education	Elementary Education K-8	5 AK	Temporary, Librarian/Media Specialist .50 FTE, Mountain View Elementary
Nikiski, AK	Gerald M. Olson	BS	Metropolitan State College of Denver, Denver, Colorado	Finance	K-12 Special Education	=====	Special Ed, Resource, Nikiski Middle/High School
Ninilchik, AK	Kevin B. Budge	BS	Portland State University, Portland, Oregon	Social Science	Social Studies, History	=====	Temporary, Social Studies/Migrant (after school program), Nikolaevsk School
Seward, AK.	Nikole D. Lyon	BS	Chadron State College, Chadron, Nebraska	Elementary Education	Elementary Education K-8, Special Ed, Cognitively Impaired K-8	=====	Special Ed, Resource, Seward High School
Seward, AK.	Scott A. Jonsson	MA	Northern Illinois University, DeKalb, Illinois	Philosophy	K-12 Art	=====	Art, Seward High School

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Seward, AK.	Myla Liljemark	BA	Humboldt State University, Arcata, California	History	5-12 Social Studies	=====	Social Studies/ Generalist 9-12, Seward High School
Soldotna, AK.	Jennifer Brockman	BS	Ball State University, Muncie, Indiana	Visual Arts	K-12 Visual Arts	10 States	High School Art, Skyview High School
Soldotna, AK.	Stephanie E. Cox	BEd	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	K-8 Art K-8 Elementary	2 KPBSD	Temporary, High School Art, Soldotna High School
Kenai, AK.	Staci Wells	BA	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	K-8 Elementary Education	=====	K-6 Reading, Soldotna Montessori Charter School
Soldotna, AK.	Cheryl L. Romatz	MA	Michigan State University, East Lansing, Michigan	Education	Elementary Education	17 States	Intermediate Grades 4-6, Soldotna Montessori Charter School
Soldotna, AK.	Patricia Truesdell	BA	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	Elementary Education	2 KPBSD	Temporary, Elementary Generalist, Tebughna School
Soldotna, AK.	Lisa A. Gossett	BEd	University of Alaska, Anchorage, AK.	Elementary Education	Elementary Education	=====	.50 FTE Temporary/.50 FTE Permanent, Primary Teacher, Tustumena Elementary

September 12, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of New Teacher Assignments/2005-06 Item 11 a (2) REVISED

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

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Homer, AK	Jennifer Haugh	BA	Saint Mary's University or Minnesota, Winona, MN.	Childhood/ Early Adolescent K-8	K-6 Elementary, Middle School Math	1 AK	Grade 5, Chapman School
Soldotna, AK	Tamra Wear	BS	New York University, New York, NY	Math Education	Math 7-12	1 KPBSD 2 AK 3 CA.	Generalist, Connections Program
Soldotna, AK	Lana Putman	Ph.D.	University of Oregon	School Psychology	School Psychologist Pre K-12	6 States	Temporary, School Psychologist, K-12 District wide Pupil Services
Homer, AK	M. Hope Kmetz-Casseri	BS	Edinboro University, Edinboro, Pennsylvania	Special Education	K-12 Cognitively Impaired Special Ed-Early Childhood Special Ed-Emotionally Disturbed Special Ed-Leading Disability	2 AK 10 States	Special Ed Intensive Needs, Homer High School
Homer, AK.	Mark Casseri	BS	East Stroudsburg University, East Stroudsburg, PA	Physical Education	K-12 Health, K-12 Physical Education	2 AK 10 States	Math, Homer High School

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Homer, AK.	Cassandra Large	BM	Ithaca College, Ithaca, New York	Music Education	K-12 Music	=====	Band/Instrumental Music 7-12, Homer High /Homer Middle School
Homer, AK.	Vicki Abraham	BA	Harding University, Searcy, Arkansas	Elementary Education	K-6 Elementary, K-12 Special Ed Mildly Handicapped	2 KPBSD 11 States	Temporary, Migrant Teacher 7-12, Homer Middle/Homer High School
Moose Pass, AK.	Lisa R. Morris	BA	University of Montana, Missoula, Montana	Elementary Education	Elementary Education	=====	.50 FTE Temporary/.50 FTE Permanent, Primary Grades K-3, Moose Pass Elementary
Soldotna, AK	Sheri M. Legg	BS	Grand Canyon University, Phoenix, Arizona	Elementary Education	Elementary Education K-8	5 AK	Temporary, Librarian/Media Specialist .50 FTE, Mountain View Elementary
Nikiski, AK	Gerald M. Olson	BS	Metropolitan State College of Denver, Denver, Colorado	Finance	K-12 Special Education	=====	Special Ed, Resource, Nikiski Middle/High School
Ninilchik, AK	Kevin B. Budge	BS	Portland State University, Portland, Oregon	Social Science	Social Studies, History	=====	Temporary, Social Studies/Migrant (after school program), Nikolaevsk School
Seward, AK.	Nikole D. Lyon	BS	Chadron State College, Chadron, Nebraska	Elementary Education	Elementary Education K-8, Special Ed, Cognitively Impaired K-8	=====	Special Ed, Resource, Seward High School

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Seward, AK.	Scott A. Jonsson	MA	Northern Illinois University, DeKalb, Illinois	Philosophy	K-12 Art	=====	Art, Seward High School
Seward, AK.	Myla Liljemark	BA	Humboldt State University, Arcata, California	History	5-12 Social Studies	=====	Social Studies/ Generalist 9-12, Seward High School
Soldotna, AK.	Jennifer Brockman	BS	Ball State University, Muncie, Indiana	Visual Arts	K-12 Visual Arts	10 States	High School Art, Skyview High School
Soldotna, AK.	Stephanie E. Cox	BEEd	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	K-8 Art K-8 Elementary	2 KPBSD	Temporary, High School Art, Soldotna High School
Kenai, AK.	Staci Wells	BA	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	K-8 Elementary Education	=====	K-6 Reading, Soldotna Montessori Charter School
Soldotna, AK.	Cheryl L. Romatz	MA	Michigan State University, East Lansing, Michigan	Education	Elementary Education	17 States	Intermediate Grades 4-6, Soldotna Montessori Charter School
Soldotna, AK.	Patricia Truesdell	BA	University of Alaska, Kenai Peninsula College, Soldotna, AK	Elementary Education	Elementary Education	2 KPBSD	Temporary, Elementary Generalist, Tebughna School
Soldotna, AK.	Lisa A. Gossett	BEEd	University of Alaska, Anchorage, AK.	Elementary Education	Elementary Education	=====	.50 FTE Temporary/.50 FTE Permanent, Primary Teacher, Tustumena Elementary

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Nanwalek, AK.	Derek J. Bynagle	MAT	Whitworth College, Spokane, Washington	Secondary Education	Science 5-12, Physics 5-12, Math 5-12	=====	Secondary Generalist, Nanwalek School
Ninilchik, AK.	Karen S. Budge	MEd.	Lesley College, Cambridge, Massachusetts	Curriculum & Instruction: Computers in Education	Music K-12, Instrumental Music K-12	13 States	Music Teacher, Vocal and Instrumental, Ninilchik School
Port Graham, AK.	Darlene Stoddard	BS	Utah State University, Logan, Utah	Art	Elementary Education K-8, Art 6-12	5 States 1 KPBSD	K-10 Generalist, Port Graham School
Kasilof, AK.	Jennifer Joy Jones	BA	Northwest Nazarene College, Nampa, Idaho	Elementary Education	Elementary Education K-8	1 States 2 KPBSD	Temporary, Title I Teacher, Tustumena Elementary

September 12, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of Request for Leave of Absence-Certified Item 11 a (3)

It is recommended the following request for unpaid leave of absence be approved for the remainder of the 2005-06 school year:

Ann C. Wilson

Art Teacher

Soldotna High School
effective October 25, 2005

September 12, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Glen Szymoniak, Assistant Superintendent
SUBJECT: Approval of Leave of Absence Requests/Support- Item- 11 a (4)

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

<u>Name</u>	<u>Position</u>	<u>Location</u>
Tim Greene	Title VII Tutor	Nanwalek Elementary/High School effective immediately
Patty Bennett	Custodian I	McNeil Canyon/Homer High School effective August 5, 2005

September 12, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of Resignation – Item 11 a (5)

It is recommended the following resignation be approved effective the end of the 04-05 school year:

Judy Klunder

Grade 3

Tustumena Elementary

September 12, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Glen Szymoniak, Assistant Superintendent
SUBJECT: Approval of Substitute Teacher Contract - Item 11 a (6)

The Administration recommends the following substitute teacher contract be approved:

Alison Gryga ATOSS Federal Programs

September 12, 2005

TO: Board of Education
FROM: Donna Peterson, Ed. D., Superintendent
SUBJECT: 2005-06 Administrator Appointments– Item 11 a (7)

Recommendation: That the BOE approve the following Administrator appointments for the 2005-06 school year:

<u>Location</u>	<u>Administrator</u>	<u>Position</u>
Kenai Middle School	Ron L. Hatcher	Assistant Principal
Susan B. English School	Curtis Liberty	Principal/Teacher

Resume of Ron Hatcher

Personal

Marital Status: Married with 2 children and 4 grandchildren
Health: Excellent

Education

Anaconda High School	1958
Eastern Montana College	1963 BS Degree in Elementary Ed.
Kansas State University	1967 Summer Science Institute
Montana State University	Summer-1968/1969
Western Montana College	1970-1973 Summers and Nights, Masters
	1973
Montana State University	1974 Administration

Degrees

Major (Double Major) Elementary Education Degree
Secondary Education Degree

Minor- Earth Science
Major – Physical Education
Masters Degree-Education 1973
Administration endorsement for Elementary Principal, Secondary Principal and Superintendent
1974

Endorsements

Folio Number 5823	Teaching	Class 1	Level 3	Area of endorsements 00-91-56
	Administration	3	3	Area of endorsements 01-02-03

501 W. BROADWAY
RITZVILLE, WA 99169

Curtis J. Liberty

Teaching Experience

August 2000 to Present North Franklin School Dist.

Summary of Qualifications

Advanced Drama; Beginning Drama; 9th Block (Title I English, Study Skills, Social Studies); Freshman English; Junior English; Drama Club Advisor; Head Tennis Coach (girls won league, district, and state titles)

January 2003 to Present Columbia Basin College Pasco, WA.
Adjunct faculty -Communication Behaviors; Speech Essentials

January 1998 to December 2001 North Idaho College Coeur d'Alene, ID
Adjunct faculty -Introduction to Speech; Non-verbal Communications;
Improving Listening Skills

1999-2000 Lower Kuskokwim School Dist. Nunapitchuk, AK
7th and 8th English; 7th English Language Development; P.E., 10th
Communications; Pre-Algebra 2; 7th Science

Spokane School District #81
District Wide-Substitute Teacher 4 years
North Central High School Girls Tennis Coach 2 years
Rogers High School Jr. English; PNW History; L.O.C.I.A., 1.5 years
North Central High School Boys Tennis Coach 5 years
Ferris High School Drama Advisor 1 year

1989-1990 Falls Christian Academy Post Falls, ID
7th and 8th English; 10th- 12th Speech; 8th-12th Drama; 7th and 10th-12th
Reading; 7th Math

1986-1987 Spokane Community College Spokane, WA
Adjunct faculty -Introduction to Speech; Speech Composition; Job Skills
Communications; Independent Study in Drama; directed the Winter quarter
Play

1986-1988 Gonzaga Preparatory School Spokane, WA
Boys tennis coach

Spring 1986 Richland School District Richland, WA
Substitute teacher and 7th grade boys baseball coach

1980-1981
Washington State University Pullman, WA
Public Speaking

	Fall 1979	
	University of Mississippi	Oxford, MS
	Interpersonal Communications	
Education	1986 Washington State University	Pullman, WA
	MAT. Speech/Theatre	
	Teaching Certificate; State of Washington endorsed 4-12	
	Speech/English/Drama/History/Language Arts/Social Studies	
	1979 University of Washington	Seattle, WA
	B.A. Drama	
Specialized Training	Sheltered English Techniques	
	CORE research based strategies for teaching reading to at risk students	
	Student Assistance Program	
	Teacher Leadership Project	
	Popping the Question -Inquiry Based Strategies	
	Best Practices-Understanding by Design	
	Understanding Poverty	
Professional Memberships	Foundation for Teaching Economics Professional Teachers Association	
	Washington Education Association	
	National Education Association	
	North Franklin Education Association	
Community Activities	Sacred Heart Children's Hospital Parent Advisory Council	
	Debut for the Arts	
Awards Received	Mid-Columbia Educational Alliance <i>Unsung Hero of the Year</i> Award	
	Teacher Leadership Grant	
	Pioneer Seed Grant	
	Teen Aware Grant	

September 12, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of Non-Tenured Teacher for Tenure/2005-06 Item 11 a (8)

It is recommended that employment and tenure for the following Non-Tenured Teacher be approved for the 2005-06 school year. The following assignment is tentative:

Location	Employee	Tentative Assignment	Certification
Ninilchik School	Jennifer Wardes	Grades 5-6	Pre K – 8 Elementary

Finance

Melody Douglas, Chief Financial Officer
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 262-5846 Fax (907) 262-9645

Kenai Peninsula Borough School District

September 6, 2005

MEMORANDUM

TO: Board of Education

FROM: Melody Douglas
Chief Financial Officer

SUBJECT: Budget Transfer

Budget transfer 34 has been requested by the Information Services department so that they may purchase additional disk space and expand their backup capabilities to include school servers during backup of information.

This budget transfer exceeds \$10,000; therefore, it requires Board of Education approval per Board Policy 3120. Approval by the Board of Education is recommended.

Enclosure

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
 148 NORTH BINKLEY STREET
 SOLDOTNA, ALASKA 99669

PAGE 1

 BUDGET TRANSFER REQUEST

SCHOOL TECHNOLOGY AND ERATE TRANSFER # 790005 DATE 08/30/05

 TRANSFER FROM ACCOUNT NO. TRANSFER TO ACCOUNT NO. AMOUNT

1. 100-79-4100-0000-4332 100-79-4555-0000-5102 12,721.00

TOTAL: 12,721.00

JUSTIFICATION OR REASONS FOR REQUESTING TRANSFER OF FUNDS ARE LISTED BELOW:

PURCHASE 3 TERRABYTE DISK DRIVE ARRAYS TO OBTAIN ADDITIONAL DISK SPACE TO
 EXPAND BACKUP CAPABILITY TO INCLUDE SCHOOL SERVERS

PRINCIPALS' S SIGNATURE

SUPERINTENDENT/OPERATIONS APPROVAL

ACCOUNTING APPROVAL

DATE APPROVED BY SCHOOL BOARD

000034

TRANSFER REQUEST NUMBER

September 12, 2005

TO: Board of Education

FROM: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of Non Tenured Teacher Assignment/2005-06 Item 11 b

It is recommended that the following non tenured teacher assignment be approved. The following assignment is tentative:

<u>Employee</u>	<u>Location</u>	<u>Assignment</u>	<u>Certification</u>
Leah Dubber	Kenai Middle School	Temporary, Social Studies Teacher	History 7-12



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Sam Stewart, Assistant Superintendent
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8858 Fax (907) 262-5867
Email: sstewart@kpbsd.k12.ak.us

Memorandum

To: Board of Education

From: Sam Stewart, Assistant Superintendent

A handwritten signature in black ink, appearing to read "Sam Stewart", is written over the printed name in the "From:" field.

Re: New Recommended Board Policy on Bullying, BP 5131.43

Date: August 17, 2005

Bullying has been identified across the nation as a form of harassment that must be addressed. While the Kenai Peninsula Borough School District has several policies concerning harassment, the District does not have a policy specific to bullying. The attached policy reiterates the District's commitment to provide a safe learning environment for students and provides a working definition of bullying.

The change recommended at the August 1, 2005 Board Meeting has been incorporated and BP 5131.43 is recommended for approval.

BULLYING

The Board is dedicated to providing a safe and civil learning environment. Bullying is a form of harassment and intimidation that disrupts a student's ability to learn and a school's ability to educate. Students and staff are prohibited from engaging in any form of bullying while on school property, on school buses, or at school-sponsored activities or functions. Students who engage in an act of bullying are subject to appropriate interventions and disciplinary action, up to and including suspension or expulsion. Staff who engage in an act of bullying are also subject to appropriate disciplinary action up to and including suspension and termination.

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

Bullying Defined

Bullying is the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability or other distinguishing characteristics.

(cf. 5145.3 – Nondiscrimination)

(cf. 5145.7 – Sexual Harassment)

(cf. 4119.12 – Harassment)

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and Board policy.

(c.f. 5145.2 – Freedom of Speech/Expression)

Conduct that does not rise to the level of bullying may still be prohibited by other policies or rules.

(cf. 5131 – Conduct)

(cf. 3522.5 – Campus Disturbances)

(cf. 3522.6 – Violent and Aggressive Conduct)

(cf. 5131.5 – Vandalism, Theft & Graffiti)

(cf. 5137 – Positive School Climate)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Sam Stewart, Assistant Superintendent
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8858 Fax (907) 262-5867
Email: sstewart@kpbsd.k12.ak.us

Memorandum

To: Board of Education

From: Sam Stewart, Assistant Superintendent 

Re: New Recommended Board Policy on School Accountability/School Improvement

Date: August 17, 2005

BP 0520 is a new policy that is presented for second reading and generally states the process for implementation of school improvement plans when schools do not make adequate yearly progress (AYP).

The administration recommends approval.

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

The School Board is committed to the successful performance of the District and its schools. The Superintendent shall implement requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any District school is identified for improvement, the Superintendent shall develop and implement a school improvement plan in accordance with federal and state law.

Legal Reference:

ALASKA STATUTE

14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800-.899 School and District Accountability

Elementary and Secondary Education Act, 20 U.S.C. §6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Kenai Peninsula Borough School District

Proposed AASB Resolution FUNDING

AASB Board of Directors Recommendations
for consideration by the Resolutions Committee
at the Annual Business Meeting, November 3-7, 2005

AASB calls upon the Legislature and the Congress to address health care costs in Alaska and the U.S. In Alaska more than 110,000 residents have no medical insurance and the price of treatment is increasing. In the U.S. 45.8 million people have no health insurance. The uninsured drive costs up for everyone.

Rationale: For school districts in Alaska these health care costs for current and retired employees is a growing problem. In many districts these costs add up to more than 10% of the budget. This growing budget category mitigates districts' ability to directly impact student achievement through classroom focused expenditures.