

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



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: February 9, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent



Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Attached is information pertaining to, or affecting, the School District which will be presented at the February 14, 2012 Borough Assembly meeting:

- Authorization to award contract for Kenai Peninsula Borough School Energy Efficiency Audit / Energy Upgrade Contracting Services
- Ordinance 2011-19-74, appropriating \$690,907 in the Borough's School Revenue Capital Projects Fund for improvements to school facilities

ADMINISTRATIVE RECOMMENDATION

For your information.



KENAI PENINSULA BOROUGH

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

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Craig Chapman, Finance Director *C Chapman*
Mark Fowler, Purchasing & Contracting Officer *Mark Fowler*

FROM: Kevin Lyon, Capital Projects Director *KL*

DATE: January 26, 2012

SUBJECT: Authorization to Award Contract for Kenai Peninsula Borough School Energy Efficiency Audit / Energy Upgrade Contracting Services

The Purchasing and Contracting Office formally solicited and received proposals for the Kenai Peninsula Borough School Energy Efficiency Audit / Energy Upgrade Contracting Services. Proposal packets were released on December 2, 2011 and the Request for Proposals was advertised in the Anchorage Daily News on December 2, 2011, the Peninsula Clarion on December 2 and 8, 2011; and the Seward Phoenix Log on December 8, 2011.

The scope of work shall include, but not be limited to, all labor, materials, equipment, tools, supervision, and other facilities necessary to perform the inspection and analysis of Kenai Middle School, Soldotna High School and Seward High School; propose and construct energy efficiency measures.

One proposal was received on January 5, 2012 from Siemens Industry, Inc for a lump sum cost proposal of \$320,000. The proposal review committee reviewed the proposal and recommends award of a contract to **Siemens Industry, Inc.** Your approval for this award is hereby requested.

Funding for this project is in account number 400.78050.07009.43011.

Mike Navarre

Mike Navarre, Mayor

1/27/12

Date

Introduced by: Mayor
Date: 02/14/12
Shortened Hearing: 02/28/12
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2011-19-74**

**AN ORDINANCE APPROPRIATING \$690,907 IN THE BOROUGH'S SCHOOL
REVENUE CAPITAL PROJECTS FUND FOR IMPROVEMENTS TO SCHOOL
FACILITIES**

1 **WHEREAS,** the Kenai Peninsula Borough School District has received funding from the State of
2 Alaska through SB84 to assist school districts in providing vocational and technical
3 instruction to students in grades 9 through 12; and

4 **WHEREAS,** as part of this program, there are a number of capital improvements that will be made
5 at various schools in the Borough; and

6 **WHEREAS,** as the schools are owned by the Borough, it is suitable for the borough to appropriate
7 the funds necessary for these projects; and

8 **WHEREAS,** these projects include \$73,132 for remodeling/improvements to the Kenai Central
9 High School Home Economics into a culinary arts kitchen, \$38,505 for remodeling
10 cost at Nanwalek to convert a storage area into a welding shop, \$179,898 for an
11 addition to the Seward High School shop, and \$399,372 for a 36' by 50' canopy
12 addition at Skyview High School;

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

15 **SECTION 1.** That the Borough will receive funding from the Kenai Peninsula Borough School
16 District in the amount of up to \$690,907 for improvements to schools to support
17 vocational education.

1 **SECTION 2.** That \$690,907 is appropriated in the School Revenue Capital Projects Fund as
2 follows:

3 Account 400.73020.12KIT.49999 in the amount of \$73,132 for improvements to
4 convert the Kenai Central High School Home Economics into a culinary arts kitchen.

5 Account 400.71030.12WLD.49999 in the amount of \$38,505 for remodeling cost at
6 Nanwalek to convert a storage area into a welding shop.

7 Account 400.75020.12EXP.49999 in the amount of \$179,898 for an addition to the
8 Seward High School shop.

9 Account 400.71180.12CAN.49999 in the amount of \$399,372 for an addition to the
10 Skyview High School canopy.

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

12 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY**
13 **OF * 2012.**

Gary Knopp, Assembly President

ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Gary Knopp, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *MN*

FROM: Craig Chapman, Director of Finance *C Chapman*
Kevin Lyon, Capital Projects Director *KL*
Brenda Ahlberg, Community & Fiscal Projects Manager *BA*

DATE: February 2, 2012

SUBJECT: Ordinance 2011-19-74, appropriating \$690,907 for improvements to school facilities

The Kenai Peninsula Borough School District (District) has received funding from the State of Alaska through SB 84 to assist school districts in providing vocational and technical instruction for students in grades 9 through 12. This is a five year program and the School District expects to receive approximately \$800,000 per year.

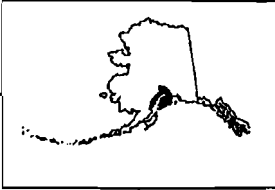
As part of the program, the District is requesting that the following projects be completed:

- \$73,132 for remodeling/improvements to the Kenai Central High School Home Economics into a Culinary Arts kitchen
- \$38,505 for remodeling cost at Nanwalek to convert a storage area into a welding shop
- \$179,898 for an addition to the Seward High School shop
- \$399,372 for a 36' by 50' canopy addition at Skyview High School

As the schools are owned by the borough and borough capital projects will be doing and/or overseeing the work, it is appropriate for the borough to appropriate these funds for these projects.

Shortened hearing is being requested on this appropriation which will allow for the projects to be started as soon as school is out and completed prior to the start of school in August 2012.

FINANCE DEPARTMENT	
ACCT # 15 VERIFIED	
400,73020,12KIT,49999	
400,71090,12WLA,49999	
Acct. No.	400 75020,12EXP,49999 40071180,12CAN,49999
Amount	N/A
By: <i>CBW</i>	Date: 2/2/12



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

Dave Jones

148 North Binkley Street Soldotna, Alaska 99669-7553

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

Email: davejones@kpbsd.k12.ak.us

February 2, 2012

Craig Chapman, Director of Finance
Kenai Peninsula Borough
144 N. Binkley
Soldotna, AK 99669

Re: Capital Projects for Career and Technical Education Plan

Dear Craig,

The State of Alaska has provided the district with additional funding, through Senate Bill 84, which is to be used for Career and Technical Education for students in grades 9-12. Since this is a long-term change in funding and focus, the district has identified some capital projects that will enable a change in the programs offered at some borough schools.

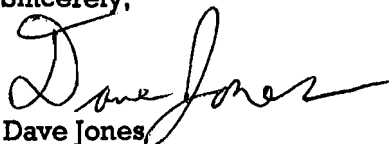
School District and Borough Capital Projects employees have worked together to develop a list of four projects and estimated costs that are scheduled for FY12 as follows:

Seward High School Shop Addition	\$180,000
Nanwalek Welding Shop	40,000
Kenai Central High School Culinary Kitchen	74,000
Skyview High School Covered Storage Area	400,000

Total estimated cost of projects	\$694,000

Please consider this letter the district's request to proceed with the projects and our commitment to fund them with these additional funds.

Sincerely,



Dave Jones

February 10, 2012

Mr. Mike Hanley, Commissioner
Department of Education and Early Development
P.O. Box 110500
801 W. 10th Street, Suite 200
Juneau, AK 99811-0500

Subject: State Grant System for Capital Improvement Projects

Dear Commissioner Hanley:


Our school districts have become increasingly concerned about the Department of Education and Early Development's grant system for school capital improvements. Participation in the annual process is labor intensive and costly, and our districts have received very little benefit from the system in recent years. The scoring system for capital projects is largely subjective, and to us, is difficult to understand. We think there should be a more transparent way to evaluate statewide school construction and maintenance needs. We therefore would like to work with the department to improve the system for everyone's benefit. Within the confines of the statutory language, we would propose a few basic goals of this endeavor:

1. Long-term facility cost reduction is imperative. Credit for proper past maintenance, ideas that reduce overall project costs (economically replace versus repair decisions, etc.), and inclusion of ideas in projects that reduce ongoing operational costs should be emphasized.
2. Thought should be given to streamlining the application process wherever possible to reduce the resource drain on districts, and what must be a massive annual scoring effort by the department.
3. The scoring or evaluation system should be as objective as possible, reducing or eliminating subjective items. It should be clear to the applicant as well as the evaluator how a given project should score using the system.
4. Scoring should be largely based on the project itself. Peripheral requirements such as a preventive maintenance system, reports, energy management, etc., should be prerequisites for participation.
5. A clear definition of major maintenance versus construction and a delineation of scoring criteria are needed if we are to continue to build two separate lists of projects.


Commissioner Hanley
February 10, 2012
Page 2

We realize that no system will meet everyone's needs perfectly. We also understand that the needs of our districts will sometimes be much different from those of REAA's. Given those realities, we offer our participation and cooperation in working together to improve this system.


Respectfully,



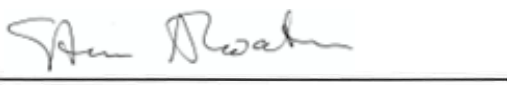
Carol Comeau
Superintendent
Anchorage School District




Pete Lewis
Superintendent
Fairbanks North Star Borough School District



Glenn Gelbrich
Superintendent
Juneau Borough School District



Steve Atwater
Superintendent
Kenai Peninsula Borough School District



Deena Paramo
Superintendent
Matanuska-Susitna Borough School District

Review of Alaska Department of Education CIP Scoring for Grant Applications

The State of Alaska's Department of Education accepts applications for competitive grant applications for both school construction and major maintenance projects. Each project is ranked according to the points awarded based on scoring received on their application. The final list of project ranking becomes the basis for state funding for those projects chosen for funding with the highest scoring projects receiving state funding. This results in a competitive environment for scoring the most points possible.

The scoring consists of a total possible of 555 points, of which, 285 are subjective and 270 are objective. This paper will review both the objective and subjective point categories. We will also review the scoring system, and possible changes, to make the process more equitable for all districts and give the state a list that better represents the true needs of the school district's facilities. In order to have a better understanding of possible changes, we will discuss the scoring criteria in place at the present.

CIP Scoring Criteria

The objective scoring has nine categories of scoring and the subjective scoring also has nine, DEED (2010). It is important to note that three of the objective categories, unhoused students today, unhoused students in seven years, and type of space added or improved; are not utilized in the major maintenance scoring. This reduces the total possible scoring to 445, of which only 160 are objective.

Objective Scoring

The nine objective scoring criteria and their corresponding description and total points available are:

1. Condition Survey and Facility Appraisal (five points each). Points are awarded if these documents are included in the application. These items are commonly prepared by consultants and list deficiencies in the facility and deficiencies for educational utilization and delivery.
2. District Ranking (30 points). Points are awarded in reference to its position in the districts CIP list with 30 points for first with a reduction of three points for each lower spot.
3. Weighted Average Age of Facility (30 points). Points are awarded for the facilities average effective age. Points range from no points for 10 years or newer to 30 points for facilities 40 years or older.
4. Previous AS 14.11 funding (30 points). These points are only awarded if the legislature purposely partially funds a project. There are presently no partially funded projects. This effectively reduces the number of objective points available.
5. Planning and Design (30 points). These are awarded based on the completion of design for the project. Documents for each phase of the process must be included with the application.
 - a. Planning - 10 points
 - b. Schematic Design - An additional 10 points (20 total)
 - c. Design Development - Another additional 10 points (30 points total)

6. Unhoused students today (50 points, not available for major maintenance). These points are awarded for a school project that adds space in an attendance area that is presently overcrowded.
7. Unhoused students in seven years (30 points, not available for major maintenance). These points are awarded for a school project that adds space in an attendance area with projections of future overcrowding.
8. Type of Space added or improved (30 points, not available for major maintenance). These points are for the type of space; instructional, support, general support, and supplemental space.
9. Preventive Maintenance (30 points). This category is further divided into three categories:
 - a. Detailed summary of maintenance labor – 15 points
 - b. Detailed Summary of PM/corrective maintenance – 10 points
 - c. Five year average of maintenance expenditures divided by the five year average replacement value, districtwide – 5 points

Subjective Points

The subjective criteria and their corresponding points available and descriptions, DEED2 (2010) are:

1. Effectiveness of preventative maintenance program (25 points). The applicant provides a narrative describing their program in each subcategory. There are no specific benchmarks for judging the quality or effectiveness of the programs. This criteria is further divided into the five following areas:
 - a. Maintenance management narrative – 5 points
 - b. Energy Management Narrative – 5 points
 - c. Custodial Narrative – 5 points
 - d. Maintenance Training Narrative – 5 points
 - e. Capital Planning Narrative – 5 points
2. Emergency (50 points). These points are awarded on declared emergencies based on the level of threat to both people and property, its immediacy and nature, and be weighted on mix scope projects. Again, there are no specific benchmarks.
3. Seriousness of life/safety and code conditions (50 points). These points are awarded for seriousness of code and life safety conditions and the projects correction of these conditions. The scoring is weighted on mix scope projects. In this category, the rater can at least weigh documentation and code citations in the scoring consideration, but again, there are no specific benchmarks.
4. Existing space inadequately serves educational programs (40 points). This category awards points on the type of educational space in the project and how the existing space fails to adequately support education. The points are ranked for mandated, local existing, and new approved local programs.
5. Reasonableness & completeness of costs or cost estimates (30 points). This is based on how well the project application has adequately prepared the estimate to give assurance that the amount requested represents the cost of the project. Projects that have been completed and seeking reimbursement receive the most points due to the fact that all expenses have been captured.

6. Relationship of project cost to annual operating cost (30 points). This category weighs the cost versus any operational savings as a result of the project.
7. Thoroughness of consideration of alternative facilities to meet the need of the project (5 points). This measures how well the applicant researched and considered any available facilities in lieu of constructing a new facility or renovating an existing one.
8. Thoroughness of considering a full range of options for the project (25 points). This scoring evaluates the applicant's consideration of alternates including phasing, re-furbished equipment, etc.
9. Adequacy of Documentation (30 points). This is awarded on how well the applicant provided information on all of the previously listed criteria.

Scoring and Evaluation Procedure

Application evaluation and scoring is performed by the department's personnel. The evaluators are divided into teams and each team evaluates and scores a portion of the applications and the scores are then reviewed by the department prior to publication.

Criteria, Scoring, and Suggestions for Changes

The goal of the annual process is to evaluate the applications and prepare a list of projects that serves the best interest of the state and each district under AS 14.11.013 (1), LexisNexis (2006). It further states as its first criteria; "Avert imminent danger or correct life-threatening situations". The state's goal is objective evaluation and listing of the most needed improvements to school facilities. Considering the largely subjective nature of the evaluation process and the very general rating guidelines for the subjective scoring, we question the ability of this process to meet the state's goals.

The first issue that needs to be reviewed is the percentage of subjective points compared to objective. The school construction list contains over 50% subjective points available and, after removing the non-applicable and the previously funded categories, the major maintenance projects have almost 70% subjective points available. This extraordinarily high percentage of subjective scoring means that better narratives, not necessarily more urgent projects, tend to rank higher. It also increases the chance that bias or preconception can influence scoring. This is not conducive to listing projects on their own merits. The goal should be to eliminate, or greatly reduce, the subjective criteria now used, and to align the system as closely as possible to its legislative intent.

The following suggestions would reduce subjective scoring and increase perceived objectivity.

Objective Criteria

The first objective criteria needing change is the average five year expenditures divided by the five year average value. At five points, this represents less than one percent of the total points now available. The legislature required that all school districts implement specific maintenance procedures, including a preventive maintenance plan. This was to insure that state investment in school facilities is properly looked after. This requirement is not being met by some districts. Many districts are not adequately funding facilities maintenance. For example, from the 2013 major maintenance list, 11 of the top 20 projects listed scored less than 40% of the

available points including six at or less than 30% in this category. This included one project with an age less than 15 years that also received emergency points. It is obvious the current scoring system allows state funding for capital projects as a result of lack of adequate prior maintenance, directly circumventing the intent of the legislature. Scoring for this category needs to be more heavily emphasized to reflect legislative intent, help insure existing facilities are maintained, and insure the state's investment is not squandered.

The second area in objective scoring that needs refinement is the weighted average age of the facility. Using age of an asset as a scoring criterion is necessary. But using the age of an entire facility to score the need for a roof replacement, as an example, is not necessarily correct. An aged building could be on its third roof, but if that roof is less than ten years of age, there is something wrong with the state paying to replace it. Age needs to relate to the specific work being requested. And since different building systems have different life expectancies, age of the systems in question will need to be judged against their recognized life span. Requests for replacement or major upgrades of systems that have not reached their normal life expectancy should be penalized, while systems that have outlived their expected life should be rewarded.

Subjective Criteria

The subjective categories have many areas that should be changed to provide more transparency and clarity to the process.

1. Effectiveness of PM program (25 points). This should become either a prerequisite or an objective item with each of the five issues based on whether they were provided or not. The department is tasked with determining each district's compliance with state requirements for a preventive maintenance program. These points only serve to provide further proof of compliance and should not be an area of subjectivity. If necessary, specific yes/no questions regarding the programs could be incorporated to require districts to certify that activities the state values are being accomplished. One part of these scoring criteria, capital planning narrative, refers to the processes of the districts' six year capital improvement plan (CIP). The department presently requires that districts have all schools over the effective age of 10 years represented on the CIP list. This means that a new school should expect to perform a maintenance project within its first 16 years of existence. If school districts are adequately performing maintenance, the need for a capital improvement project in this timeframe may not be necessary. The six year CIP list should only list those projects that the district realistically feels are necessary and should not be required to add projects not required for the sake of points.
2. Emergency (50 points) and Seriousness of life/safety and code conditions (50 points). These two criteria are somewhat redundant. Combining the two, assigning an adequate point total, and employing true criteria for assigning points would give both the applicant and evaluators a set of specific common standards to work from. This is an important category for the state and its citizens. Specific third party fire/life/safety or code documentation should be required to receive a score in this area. In that case, we can eliminate subjective judgment. Scoring could work a number of different ways; for example, a breakdown could look like the following, all with qualified third-party documentation:
 - a. Life threatening and imminent danger – 75 points
 - b. Code deficiencies to egress, mechanical, and electrical – 50 points

- c. Code deficiencies to access – 25 points
 - d. Other code deficiencies – 10 points
3. Existing space inadequately serves existing programs (40 points). This type of work involves “improving instructional program” which is considered school construction and not major maintenance. This category should not be part of the major maintenance scoring. The school construction projects should be weighted on a per square foot basis that can be easily measured by all parties to determine objective scoring.
 4. Reasonableness of cost estimate (30 points). This could be broken down into stages for scoring that could be understood prior to submission and not be subject to possible biases. For example:
 - a. Reimbursement of completed projects – 30 points
 - b. Independent estimate from design development – 20 points
 - c. Independent estimate for schematic design – 15 points
 - d. Using departments estimating program – 10 points
 5. Relationship to project cost and operational cost savings (30 points). This could also be broken down into point stages based on a simple calculation of the estimate of both the cost and savings. The total points for this category should also be reduced. The savings in many renovations are more qualitative than quantitative.
 6. Consideration of alternative facilities (5 points). This category should be reserved only for new construction. Major maintenance, renovation, or upgrades to equipment or systems does not equate to abandoning a facility and moving into another.
 7. Consideration of options (25 points). This category is important for applicants to show that they have considered all aspects of their needs. But this could be set up as a series of short questions to be answered, and then scored simply on the fact that the applicant has completed the exercise. The point total should be reduced in comparison to other much more important criteria. There should also be a published set of criteria that can be easily understood by both the applicant and the evaluator.
 8. Adequacy of documentation (30 points). This should be eliminated. Each category should be evaluated on its own merits and documentation.

Scoring and Evaluation

Scoring and evaluation should be performed by an independent rating firm not associated with design or construction firms that do school-related business. The DEED facilities department would move from the role of an interested party and appeals judge to that of the arbiter when disputes arise.

Conclusion

The annual CIP grant application process involves millions of dollars of state aid for districts to improve the condition of their facilities including relieving overcrowding. The goal of the state is to fund the most needed projects, as the budget allows. Having a true representation of the needs involves proper ranking of the greatest needs first. This paper proposes possible solutions aimed at simplifying and objectifying the process, but many other solutions are possible. The goal is to move to a level playing field, make the system more transparent, and make sure the state’s school investment is going to the best use.

References

- DEED (2010). *Objective and Subjective Rating Forms*. Alaska Department of Education and Early Development 2010 ed. Author
- DEED2 (2010). *Guidelines for Raters of the FY 2013 CIP Applications*. Alaska Department of Education and Early Development 2010 ed. Author
- LexisNexis (2006). *Alaska School Laws and Regulations Annotated*. State of Alaska and Mathew Bender Publications.



Contact: Pegge Erkeneff
Communications Specialist
Phone: (907) 714-8888
Fax: (907) 262-5867
Pegge@kpbsd.org

148 N. Binkley
Soldotna, AK 99669
[Communications blog](#)
www.kpbsd.k12.ak.us

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

PRESS RELEASE

Kenai Peninsula Borough School District Five Year Plan Revision

Soldotna, February 15, 2012—Do you have an opinion about how to improve schools? Community members, families, students, and employees are asked to offer thoughts during the KPBSD strategic plan revision.

Community members, families, students, and employees bring a perspective that will help guide the improvement plan. Everyone is invited to have a voice in this process by completing the online KPBSD Community Survey that is open from February 2 – March 1, 2012.

Participating in the survey will help KPBSD develop focus areas and long term goals for the district. Brief survey questions designed by KPBSD administrators from our forty-four diverse schools include these topics:

- Evidence of Education Quality
- Challenges and Issues Impacting Education Quality
- Student Skills and Abilities
- Financial Priorities
- Family and Community Engagement
- Your Suggestions to Improve Quality of Education

Superintendent Steve Atwater said, “A school’s staff will be motivated if it knows that they are working toward a vision that will help their students succeed.” Please participate to help shape the vision for student success—for today and the future.

The Community Survey is only available online, through this link: <http://bit.ly/2012CommunitySurveyKPBSD>. The KPBSD home page also includes a link to the survey, www.KPBSD.org.

This community survey, together with an employee survey, will be essential in the process of refreshing and developing a long-term KPBSD strategic plan.

- The survey will close on Thursday, March 1, 2012.
- A synthesis of the responses will be shared and available online at the end of March.
- The revision to the KPBSD five year plan will be presented for School Board approval on June 4, 2012, during the regularly scheduled meeting.
- An additional survey directed to KPBSD employees is also taking place. Employees can take both surveys if they so desire.

###

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SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: February 28, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent



Attachments: KPB Ordinance 2011-19-74

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Attached is information pertaining to, or affecting, the School District which will be presented at the February 28, 2012 Borough Assembly meeting:

- Ordinance 2011-19-74, appropriating \$690,907 in the Borough's School Revenue Capital Projects Fund for improvements to school facilities

ADMINISTRATIVE RECOMMENDATION

For your information.

Introduced by: Mayor
Date: 02/14/12
Shortened Hearing: 02/28/12
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2011-19-74**

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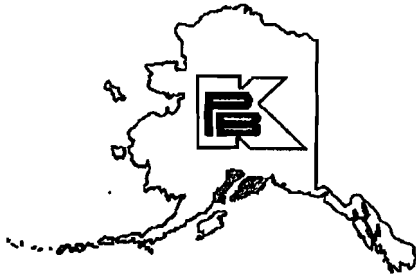
ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Gary Knopp, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *MN*

FROM: Craig Chapman, Director of Finance *C Chapman*
Kevin Lyon, Capital Projects Director *KL*
Brenda Ahlberg, Community & Fiscal Projects Manager *BA*

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SUBJECT: Ordinance 2011-19-74, appropriating \$690,907 for improvements to school facilities

The Kenai Peninsula Borough School District (District) has received funding from the State of Alaska through SB 84 to assist school districts in providing vocational and technical instruction for students in grades 9 through 12. This is a five year program and the School District expects to receive approximately \$800,000 per year.

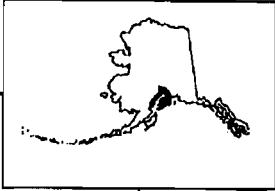
As part of the program, the District is requesting that the following projects be completed:

- \$73,132 for remodeling/improvements to the Kenai Central High School Home Economics into a Culinary Arts kitchen
- \$38,505 for remodeling cost at Nanwalek to convert a storage area into a welding shop
- \$179,898 for an addition to the Seward High School shop
- \$399,372 for a 36' by 50' canopy addition at Skyview High School

As the schools are owned by the borough and borough capital projects will be doing and/or overseeing the work, it is appropriate for the borough to appropriate these funds for these projects.

Shortened hearing is being requested on this appropriation which will allow for the projects to be started as soon as school is out and completed prior to the start of school in August 2012.

FINANCE DEPARTMENT	
ACCT # 15 VERIFIED	
400.73020.12KIT.49999	
400.71090.12WLA.49999	
Acct. No.	400 75020.12EXP.49999 40071180.12CAN.49999
Amount	N/A
By: <i>CBW</i>	Date: 2/2/12



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

Dave Jones

148 North Binkley Street Soldotna, Alaska 99669-7553

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

Email: davejones@kpbsd.k12.ak.us

February 2, 2012

Craig Chapman, Director of Finance
Kenai Peninsula Borough
144 N. Binkley
Soldotna, AK 99669

Re: Capital Projects for Career and Technical Education Plan

Dear Craig,

The State of Alaska has provided the district with additional funding, through Senate Bill 84, which is to be used for Career and Technical Education for students in grades 9-12. Since this is a long-term change in funding and focus, the district has identified some capital projects that will enable a change in the programs offered at some borough schools.

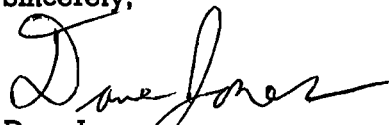
School District and Borough Capital Projects employees have worked together to develop a list of four projects and estimated costs that are scheduled for FY12 as follows:

Seward High School Shop Addition	\$180,000
Nanwalek Welding Shop	40,000
Kenai Central High School Culinary Kitchen	74,000
Skyview High School Covered Storage Area	400,000

Total estimated cost of projects	\$694,000

Please consider this letter the district's request to proceed with the projects and our commitment to fund them with these additional funds.

Sincerely,


Dave Jones

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: National Education Conference

Date: February 24, 2012

Item Number:

Administrator: Steve Atwater, Ph.D.
Superintendent of Schools



Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

I attended the National Education Conference in Houston last week and what follows is a summary of what took place. Besides attending the various sessions, I spent a lot of time speaking to other superintendents to learn about their improvement efforts. I am particularly encouraged by my interaction with Tim Waters, President and Chief Executive Officer of McREL (Mid Continent Regional Education Lab). He invited me to apply on behalf of KPBSD included in a national network of high performing school districts.

Overall impressions: This was the last NEC conference. Future conferences will be held in conjunction with the AASB national conference in April. The general tone of the conference was that the inactivity by congress to reauthorize ESEA is slowing school reform efforts. Further, the federal government's change in making some of the entitlement grants competitive is also a mistake. There was also a fair amount of push back on efforts to use public funds to privatize public education.

Sessions: The most interesting session that I attended was led by two of the country's more respected educators Doug Reeves and Tim Waters from McREL. They spoke about what's true and what's new in education today. They affirmed a lot of what we are doing e.g., teacher evaluation, collaboration, but cautioned that strategic plans are rarely significant with regard to improving student achievement. They said that the need to pursue one or two goals is the key to success and far reaching plans are usually useless by the end of their tenure. This insight will help guide our planning efforts in the coming two months.

Another interesting session was the presentation of a study that examined the effect of a leader's humility on student achievement. The study's findings show that the flamboyant school leader often has little or no effect on student achievement while the more humble leader will affect student achievement by as much as 5%. Although the results are perhaps not surprising, they do affirm the need to do the good work on the inside of an organization and not devote a lot of time to the external, feel good or showy opportunities.

A third session of note was on cyber bullying and sexting. I learned that the legal responses by districts for dealing with a discipline situation in this area that blurs the line between school and private i.e., event occurred after school in cyberspace, are not yet settled. Two landmark cases from 1969, Tinker v. Des Moines and Bethel School District v. Fraser, continue to serve as the guide for first amendment rights in school related cases. The other area that complicates a school district's reaction to cyber harassment is when it is alleged that the harassment is a violation of civil rights. Cyber bullying and cyber harassment is an evolving area of school law that will likely consume more and more of a district's time. It is critical that we are all well informed on this area.

Conclusion: It is always good to rub shoulders with other superintendents and to hear from national speakers. The timing of this professional development is awkward due to all that is going in in the district. It is however, a great way to catch my breath and to expand my thinking about educational issues.

ADMINISTRATIVE RECOMMENDATION

N/A

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Administrator Meeting Agenda
Challenger Learning Center
Wednesday, March 28, 2012



Collaboration Leading to Effective Instruction

AGENDA

Time	Topic	Speaker
8:00 AM	Coffee and Conversation	
8:30 AM	Superintendent's Message	Dr. Steve Atwater
9:00 AM	Setting District Mission & Vision (5-Year Plan)	MP3 Planning
12:00 PM	Lunch	Provided
1:00 PM	Setting District Mission & Vision (5-Year Plan)	MP3 Planning
4:00 PM	Wrap Up	Sean Dusek
5:00 PM	Dismissal	

***Please bring laptops**