



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

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M E M O R A N D U M

DATE: July 5, 2007
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D.
Superintendent of Schools
RE: 2007-2008 Board of Education Goals

The quality discussion at the June planning retreat resulted in four goals for the Board of Education for the 2007-2008 school year. The report from facilitator Joseph Reeves is attached for your review. A one-hour worksession has been set on July 16 to expand the understanding of and set measures for these goals. As the Board works through this process, attached is a template used at schools for developing SMART goals. This has been included as a possible consideration for framing the further discussion on the Board goals. The acronym SMART stands for:

Strategic and Specific
Measurable
Attainable
Results- Oriented
Time-Bound

At the end of the worksession it is hoped that all Board members, administration, and the public will know what is expected from the work of the Board this year.

Priority Setting

Internal Analysis Board

- **Participants identified changes that have taken place in the past year**
 - Less amicable meetings
 - The Board has been finding its way
 - Increased effort to reach out to the community
 - New energy and new eyes
 - A growing sense of frustration by the board; less collegiality
 - Unchanged, really
 - The scope of the Board's authority has been questioned

- **Participants identified Board strengths:**
 - Nine hardworking caring citizens
 - People wanting to good things for Kids
 - Cares about kids
 - Desire to do what is best for kids
 - Framework set within Alaska Statute; Parliamentary Procedure
 - Commitment & caring
 - Dedication

- **Participants identified how the Board could improve the way it works.**
 - Clarify Protocols and procedures to make them "public friendly"
 - Define the role of the Board
 - Everyone attend all meetings
 - Share and discuss ideas
 - Help Site Councils be more effective
 - More structured face-to-face dialogue with the public
 - Better communication with the public (BBB – Brown Bag with the Board)
 - Better procedural processes
 - Clarification of Board functions: i.e. Committees
 - Change to Mason from Roberts Rules of Order

- **Participants identified what the Board needs to do in the coming year**
 - Smooth out our protocols then quit putting out fires and become proactive identifying where our schools should go.
 - Work on the Bylaws of the Board through a Protocol Workshop
 - Review Board Polices and Bylaws
 - Improve our process for making decisions
 - Change protocol and Bylaws dealing with Board members and the Publics
 - Restructure how we think about our work
 - Focus on our Long Term Plan

- Use data for improvement, consider special staffing needs for schools
- Use Assembly meeting procedures
- Broadcast meetings; meet in all communities

Internal Analysis District

- **Participants identified changes that have taken place in the past year**
 - School closures
 - Loss of teachers due to notification requirements and budget uncertainties
 - Conflict surrounding school consolidation
 - Local administrator turnover
 - Huge resignation numbers resulting in teachers leaving the district
 - Amicable contract settlement
 - School consolidation
 - Charter school gaining students
 - Consolidation
 - Drop in enrollment
 - New and innovative in-services
 - Continued small turnover of staff
 - Kenai consolidation
 - Performance standards
 - Additional (but not enough) funding

- **Participants identified District strengths:**
 - Education loving people (community, teachers, Board, Administration)
 - Teachers, staff
 - Great kids, teachers and administrators
 - Teacher quality
 - Best test scores of the large districts
 - We try harder with less
 - Community involvement: Relentless/Perseverance
 - Staff, communities and parents
 - The people
 - Strong central administration

- **Participants identified how the District could improve the way it works.**
 - Communication, communication, communication re: processes, goals and programs
 - Getting rid of the “White House” perception of staff. I.e. feeling that central office is autocratic
 - Improve communication processes and involvement; especially with non-parents
 - Resolve Big vs Small school needs
 - Willingness to respond to or carry forward ideas submitted by folks brave enough to ask us. Use “new business”

- Early engagement of public process of impending or proposed programs
- Invite specific groups to discussions on topics relevant to their concerns
- Empower and support Site Councils – clarify responsibilities
- Empowering at all levels

□ Participants related concerns they have heard from the following groups

Community:	Staff	Students
<ul style="list-style-type: none"> ○ Communication ○ Staffing ○ School staffing ○ Quality/Equity of Schools ○ Aside from recent principal controversy, things have been quiet ○ PTR and fewer choices at H.S. Level ○ Mistrust of Board Process ○ Quality of staff, including keeping good ones 	<ul style="list-style-type: none"> ○ Communication of decisions ○ Lack of funding ○ Materials and supplies ○ Lack of communication from local and central administrators ○ Class size ○ How to maintain let alone do more with less. ○ Concern about retribution for expressing opinions ○ Lack of communication – not knowing what is going on ○ Inability (lacking permission) to be creative with curriculum ○ Prioritize for smaller class size ○ More record keeping hassles and districting 	<ul style="list-style-type: none"> ○ Loss of electives ○ Unable to take desired classes ○ Concerns for losses in classes and teachers ○ More vocational electives, art and music ○ Class offerings ○ Loss of “interesting teachers and classes ○ Loss of H.S. options, specifically electives ○ Variety in classes ○ Quality of teachers ○ Impact of policies ○

□ **Participants identified the most pressing problem facing the District.**

- Funding
- Long term funding fluctuations
- A need for clarification of policies and procedures
- Making staffing decisions within the context of the Education Funding process
- Communication and relationship with all user groups – getting away from this to be able to focus on student opportunity and improvement
- Continued shrinkage of funding
- Balancing resources with the needs of all schools
- Courage to take back Board responsibility. To lead from “Supt” duties

□ **Participants identified critical issues emerging from the analysis.**

- The district is suppressed by funding

- Times are changing: choices, technology, unfunded mandates, aging population
- We cannot work in isolation
- Education is changing too quickly for some and not quickly enough for others
- We need a three prong approach for keeping our small schools and communities viable
- We need to balance the needs of small and large schools
- We have a discrepancy between needs and resources
- Communication can never be perfect, but needs constant work

2007 Priorities

The following priorities were selected by the Board following a listing of potential priorities and within the context of the day-long discussion. Action items should be identified and discussed during work sessions to develop timelines and accountability measures for each priority.

- Review and Evaluate Board bylaws and protocols
- Facilitate completion of Long Range Planning
- Improve two-way communication with Site Councils and the public on substantive issues
- Evaluate the delivery of Education relative to the needs of schools