

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley Street
Soldotna, AK 99669

REGULAR SCHOOL BOARD MEETING: March 4, 2002 - 7:30 p.m. at the **Homer High School, Homer, AK.**

SCHOOL BOARD MEMBERS: Dr. Nels Anderson, President
Ms. Deborah Germano, Vice President
Mrs. Sammy Crawford, Clerk
Mr. Joe Arness, Treasurer
Mrs. Debra Mullins, Member
Mr. Al Poindexter, Member
Mrs. Margaret Gilman, Member
Miss Katie Lockwood, Student Representative

Work Sessions

3:00 p.m. Education Legislation (*Conference call with legislators*)

3:30 p.m. [Vocational Education](#)

5:30 p.m. [FY03 Budget](#)

7:00 p.m. Open Forum

A-G-E-N-D-A

1. Opening Activities
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[February 18, 2002](#)
2. School Reports
 - a. Razdolna Elementary – Mr. Dave Evans
 - b. Homer Middle School – Mr. Glen Szymoniak
3. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
4. Hearing of Delegations
5. Communications and Petitions
6. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A.
7. Awards and Presentations
 - a. Margo Mondari, Razdolna Elementary and Kachemak-Selo Elementary
 - b. Jane Symens, Chapman Elementary Volunteer
 - c. Angela McKinney, Chapman Elementary Volunteer
8. Superintendent's Report

9. Reports

- a. [2002-2003 Budget Presentation](#) – Mrs. Melody Douglas
- b. Board Reports

10. Action Items

a.

Consent Agenda

- (1) Approval of [Leave of Absence Requests -Certified](#)
- (2) Approval of [New Teacher Assignment](#)
- (3) Approval of [Resignations](#)
- (4) Approval of [Tentative Tenure Teacher Assignment](#)
- (5) Approval of [Administrative Recommendation Regarding Leave of Absence Requests – Support](#)
- (6) Approval of [Budget Transfers](#)
- (7) Approval of [Sabbatical Request](#)

Superintendent

- b. Approval of [Administrator Appointment](#)

11. First Reading of Policy Revisions

12. Public Presentations

13. Board Comments

14. Executive Session – Negotiations and Budget

15. Adjourn

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Memo To: Members of the School Board

From: Gary Whiteley, Ed. D.
Assistant Superintendent of Instruction

Date: February 25, 2002

Re: Vocational Education Work Session
[\(Three-year Vocational Education Courses\)](#)
[\(1996 Graduate Follow-up Survey Report\)](#)
[\(Vocational Program for Endorsement\)](#)

The following information is provided for the Vocational Education work session scheduled for March 4, 2002. The following topics will be discussed:

Vocational Education ten-year synopsis
Funding Flow – Program Directions
Components of a Vocational Program
Current Status
Carl Perkins - The Workforce Development Center
Presentations

The following have been asked to present vocational education information:

Ron Keffer and Kurt Racicot, Homer High School
Jane Stein, President, School to Careers Advisory Committee
Colleen Ward, Member, School to Careers Advisory Committee
Carol Swartz, Kenai Peninsula College, Homer Branch
Helen Merkins, Department of Education & Early Development
Al Poindexter, Member, School Board

Community survey results last spring ranked vocational education topics as follows:

1. Out of 29 items ranked by parents on a likert scale of 1 to 5:
 1. Expanded Vocational Education programs ranked 19 (2.25)
 2. Regionalized Vocational programs ranked 22 (2.41)
 3. Student Achievement ranked highest (1.36)

4. Breakfast Program ranked lowest (3.48)

Enclosures

February 25, 2002

TO: Board of Education

THROUGH: Dr. Donna Peterson, Superintendent

FROM: Melody Douglas, Chief Financial Officer

SUBJECT: Introduction of FY03 Budget
[Revenue](#)
[Expenditures](#)
[General Fund](#)

The FY03 Preliminary Budget was presented out of balance by \$1,453,435 because of a revenue budget reduction of \$959,536 due to declining enrollment, and an expenditure budget increase of \$493,899.

The administration recommends the following adjustments to reconcile the FY03 general fund expenditure budget to available revenue totaling \$74,049,011.

Cut social studies and health curriculum adoption funds	\$ 810,609
Reduce the technology implementation plan budget	100,000
Reduce school supply budgets by 5%	55,410
Reduce unallocated staff by 6.6 FTE	327,416
Restructure teacher specialist program	<u>160,000</u>
Total amount of reductions	<u>\$1,453,435</u>

The budget has also been updated to reflect Aurora Borealis Charter School's FY03 budget allocations. Attached are updated revenue and expenditure schedules reflecting this administrative recommendation.

Please note the administration recommends the first four budget modifications be considered temporary reductions pending additional revenue from the 2002 legislative process. It is likely a revision to this budget recommendation will be submitted to the Board of Education later this spring.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 N. Binkley Street

Soldotna, AK 99669

February 18, 2002

SCHOOL BOARD MEMBERS:

Dr. Nels Anderson, President
Ms. Deborah Germano, Vice President
Mrs. Sammy Crawford, Clerk
Mr. Joe Arness, Treasurer
Mrs. Debra Mullins, Member
Mrs. Margaret Gilman, Member
Mr. Al Poindexter, Member
Miss Katie Lockwood, Student Representative

STAFF PRESENT:

Dr. Donna Peterson, Superintendent of Schools
Mrs. Melody Douglas, Chief Financial Officer
Dr. Gary Whiteley, Assistant Superintendent, Instruction
Mr. Todd Syverson, Assistant Superintendent, Administrative Services

OTHERS PRESENT:

Mr. Henry Anderson	Mrs. Linda Raemaker
Mrs. Sherry Matson	Mr. Sam Stewart
Mr. Dave Carey	Mr. Berry Swenson
Mrs. Laurie Olson	Mr. Dave McCard
Mrs. Lassie Nelson	Dr. Ron Keffer
Mrs. Jackie Ansotegui	Mr. Bill Searle
Mr. Bill Popp	Ms. Sharon Brower
Mrs. Paula Christensen	Mrs. Michelle Gabriel
Mrs. Karen Mahurin	Mrs. Patty Rich
Mrs. Terri Woodward	Dr. Roy Anderson
Mrs. Shana Loshbaugh	Mr. Hank Overturf
Mrs. Carolyn Cannava	Mrs. Linda Overturf
Mrs. Viki Searle	Mr. John Pothast
Mr. Buck George	Mrs. Barb George
Mr. Jeff Sinz	Mr. Tim Peterson

Others present not identified.

CALL TO ORDER:

Ms. Germano called the meeting to order at 7:34 p.m.

PLEDGE OF ALLEGIANCE:

Ms. Germano invited those present to participate in the Pledge of Allegiance.

ROLL CALL:

Dr. Nels Anderson	Absent/Excused
Ms. Deborah Germano	Present
Mrs. Sammy Crawford	Present
Mr. Joe Arness	Present/Arrived at 8:30 p.m.
Mrs. Debra Mullins	Present
Mrs. Margaret Gilman	Present
Mr. Al Poindexter	Present
Miss Katie Lockwood	Present

APPROVAL OF AGENDA:

The agenda was approved as written.

APPROVAL OF MINUTES:

The School Board Minutes of February 4, 2002, were approved as printed.

PUBLIC PRESENTATIONS:

Mr. Henry Anderson, North Star Elementary teacher, reported that he has taught since 1980 and is proud to be a teacher. He stated that he has taught 330 students since 1988, some of them have been children of School Board members, the superintendent and Borough Assembly members. He stated that he has also been the KPEA president. He stated that he assisted in the development of North Star Elementary School's critical incident plan, which became a district model. He noted that he has been proud to present at the districtwide inservice. He noted that Dr. Peterson was a parent volunteer in his classroom and was later hired as a teacher. He stated that eventually, Dr. Peterson became the school principal and led North Star Elementary to a national Blue Ribbon award. Mr. Anderson stated that he believed that Dr. Peterson would take the hopes and passions of District teachers to Central Office when she accepted the position as superintendent. He stated that during the past four weeks the pride has turned to shame. He told Dr. Peterson that she set the tone for the District.

Ms. Germano interrupted Mr. Anderson and cautioned him against speaking against the character of any District employee.

Mr. Anderson made a personal appeal to Dr. Peterson and added that if contract negotiations are not settled peacefully everyone loses.

Mrs. Barb George, K-Beach Elementary teacher, stated that she has worked for the District for 11 years. She stated that she is frightened and incredibly sad. She stated that the School Board, superintendent, teachers and support staff care about children and quality education and that all groups are professionals that want to be respected. She stated that she does not understand why a person has been hired from outside the State of Alaska who has never worked as an educator and does not have a feel for educational staff or children.

Ms. Germano interrupted Mrs. George and cautioned her against speaking against the character of any District employee.

Mrs. George stated that the bargaining process should be used to work together for the good of children. She stated that it appears that the bargaining process has become an "us" against "them" situation. She stated that she hoped both parties could work together to create a satisfactory relationship. She asked the Board to carefully consider the decisions that are being made and added that she is afraid for the future of the District.

COMMUNICATIONS AND PETITIONS: Dr. Peterson reported that she has received communications from the Department of Education and Early Development, and from KPEA and KPESA relative to bargaining.

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

Mrs. Karen Mahurin, KPESA president, stated that she assumed that the Board meeting was a public meeting where employees have an opportunity to express concerns that affect the District. She stated that it is the employee's right to express concerns to the Board. She stated that she has a right to say that the District is in trouble and that employee morale has never been as poor as it is today. She stated that problem solving has been abolished and that school principals would agree if they had the courage. She stated that problem solving is not being allowed and is getting worse and will not happen if the District approves the administrator contract list.

ADVISORY COMMITTEE, SITE
COUNCIL, AND/OR P.T.A., K.P.A.A., K.
P.E.A., K.P.E.S.A. (continued):

Ms. Germano read from BB 9323, Meeting Conduct, "No oral presentation shall include charges or complaints against any employee of the Board, including the superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints."

AWARDS AND PRESENTATIONS:

The Board presented Golden Apple Awards to Patty Rich, Soldotna Elementary custodian; Michelle Gabriel, Soldotna Elementary secretary; and Sherry Matson, North Star Elementary teacher, for their service and dedication to the District.

Mr. Paul Richards from British Petroleum, and Board members presented plaques to Sherry Matson, Jennifer Carr, James Davis, Linda Raemaker, and William Searle, for being chosen as 2001-2002 British Petroleum Teachers of Excellence. Mr. Richards noted that each teacher will receive a \$500 savings bond, a commemorative plaque and an opportunity to visit BP Exploration on the North Slope. He reported that one teacher from the District will be chosen as BP Teacher of the Year and will receive a \$1,500 scholarship for continuing education and a bronze sculpture.

Ms. Germano thanked Mr. Paul Richards and British Petroleum for recognizing District teachers through the Teachers of Excellence Program.

SUPERINTENDENT'S REPORT:

Dr. Peterson reported that the administration has been working on the "Leave No District Behind" legislative campaign. She stated that the District is proposing "circuit breakers" modeled after funding methods used in other states and gave an example of how it is used. She recognized the Budget Review Committee for their hard work. She reminded Board members of the budget worksession with the Borough Assembly on February 19 at 10:00 a.m. at the Borough Administration Building. Dr. Peterson reported that the District received the Alaska Social Service Organization Achievement Award in recognition of exceptional school-based mental health program delivery from the Alaska Mental Health Association.

FINANCIAL REPORT:

Mrs. Douglas presented the financial report of the District for the period ending January 31, 2002.

CONSENT AGENDA:

Items presented on the Consent Agenda were Administrative Recommendation Regarding Leave of Absence Requests – Certified, Resignations, and Budget Transfer.

Administrative Recommendation
Regarding Leave of Absence Requests –
Certified:

Mr. Syverson recommended the Board not approve an unpaid leave of absence request for the 2002-03 school year for William Idzerda, Grade 1, Voznesenka School, and Theo Lexmond, school psychologist, Districtwide Pupil Services.

Resignations:

Mr. Syverson recommended the Board approve resignations effective the end of the 2001-2002 school year for William H. Overturf, assistant principal, Kenai Central High School, and John Wickersham, Grade 5, Seward Elementary.

Budget Transfer:

Mrs. Douglas recommended the Board approve budget transfer Number 230 for \$70,000 to purchase 150 site licenses for the Passkey software.

CONSENT AGENDA (continued):

ACTION

Mrs. Mullins moved the Board approve Consent Agenda Items Numbers 1 through 3. Mr. Poindexter seconded.

Motion carried unanimously.

2002-2003 Administrator Contracts:

Mr. Syverson recommended the Board approve a list of administrator and Central Office contracts for the 2002-2003 school year.

ACTION

Mrs. Crawford moved the Board approve a list of administrator and Central Office contracts for the 2002-2003 school year. Mr. Poindexter seconded.

Motion carried unanimously.

Tentative Tenure Teacher Assignments, 2002-2003:

Mr. Syverson recommended the Board approve a list of tentative tenure teacher assignments for the 2002-2003 school year.

ACTION

Mrs. Crawford moved the Board approve a list of tentative tenure teacher assignments for the 2002-2003 school year. Mrs. Mullins seconded.

Ms. Germano expressed concern that with declining enrollment, more tenured teachers are being asked to teach out of their area of expertise. She urged the Board to place the best teachers in classrooms and expressed concern for the District for situations when there is no choice for teacher assignments.

VOTE:

YES – Crawford, Gilman, Mullins, Poindexter

NO – Germano

Advisory Vote – YES

Motion carried.

Social Studies Curriculum:

Dr. Whiteley recommended the Board adopt the Social Studies Curriculum as presented by the Social Studies Curriculum Committee.

ACTION

Mrs. Crawford moved the Board adopt the Social Studies Curriculum. Mrs. Mullins seconded.

Motion carried unanimously.

Student Expulsion:

ACTION

Mrs. Crawford moved the Board approve the following: “Based on the evidence presented, the board finds a one-year expulsion is required. Knowingly possessing a firearm on school premises violates board policy 5131.7(a) and Alaska Statute 14.03.160, and is conduct inimical to the welfare and safety of other students. Board policy and Alaska statutes require expulsion for at least one year for such conduct, except that the superintendent may recommend a modification in certain cases. No such recommendation was made in this case. DR is accordingly expelled from this school district for a period of one year from December 18, 2001. He may not go on school grounds during the period of expulsion for any reason, nor may he attend any school event or function whatsoever.” Mrs. Mullins seconded.

Motion carried unanimously.

FIRST READING OF POLICY
REVISIONS:

The Board heard a reading of E 6162.71, Internet Safety Policy Guidelines/Internet Use Terms and Conditions. Dr. Whiteley explained that the revisions will bring the District in compliance with the Children's Internet Protection Act (CIPA) and that the update is also necessary for the District to be eligible to receive E Rate funding.

Ms. Germano invited those present to comment on revisions to E 6162.71, Internet Safety Policy Guidelines/Internet Use Terms and Conditions. No one came forward to speak.

PUBLIC PRESENTATIONS:

Mr. Dave Carey, Skyview High School teacher, stated that he is pleased that District students work in many areas of community involvement. He noted that students serve on the City of Soldotna commissions, advisory boards and city council. He stated that when teachers can take the work of the classroom into the real arena it is better service for all involved. He stated that the input and response from students has been wonderful. He stated that there are many good things that the District does to provide students with multiple methods of learning and the community awareness lesson is a good example. He stated that Skyview High School has a community service requirement for sophomores (four hours), juniors (eight hours), and seniors (twelve hours) which has been well received by students. Mr. Carey mentioned the painting of the Soldotna area fire hydrants and the decorating of Parker Park in a patriotic theme by students as examples of student community involvement. He expressed concern that the teaching of United States history will begin with the Civil War and will not cover the Revolutionary War, Bill of Rights or the Constitution. He stated that there is a lot of information that needs to be covered and he does not want to see so much removed from the curriculum.

BOARD COMMENTS:

Mr. Poindexter stated that he personally knows one of the BP Teachers of Excellence teachers and added that if the rest are as awesome as he is, then the District has many outstanding teachers. Mr. Poindexter clarified that the Civil War and Bill of Rights are initially reviewed at the beginning of the United States History course.

Mrs. Mullins congratulated the employees who received golden apple awards and extended her appreciation for their hard work. She congratulated the teachers who were selected as BP Teachers of Excellence. Mrs. Mullins gave special recognition to Mrs. Sherry Matson for speaking to the Board regarding National Board Certification during the Dine and Discuss session. She reported that Mrs. Matson gave the Board some ideas regarding teacher assistance that are worth consideration. Mrs. Mullins noted that Mrs. Matson taught her son in sixth grade and helped him overcome his shyness. She stated that she appreciates the work teachers do on a personal level with their students. She thanked the Social Studies Committee for their work. Mrs. Mullins reported that she attended three of the public budget hearings and added that she was impressed by the attendance. She stated that the Board needs public input.

BOARD COMMENTS (continued):

Mrs. Crawford congratulated the employees who received golden apple awards and the teachers who were selected as BP Teachers of Excellence. She stated that she is especially proud of Mrs. Matson who is the first elementary teacher to achieve National Board Certification. She stated that she appreciates comments by teachers through phone calls and email and assured those present that she is doing everything she possibly can to help in the most meaningful way. She thanked Mr. Carey for his comments regarding the Social Studies Curriculum and noted that Mr. Carey and

Mrs. Raemaker's work on civic participation has been a model for the state and received recognition from Lt. Governor Fran Ulmer. She stated that she echoed comments made by Mr. Poindexter regarding the review of events in United States history prior to the Civil War. She acknowledged that there is too much material to cover in the area of social studies.

Mrs. Gilman thanked those present for staying to hear the Board Comments section of the agenda. She noted that recently she has received many comments from the public and explained that it is because parents entrust their children to the District to educate them. She asked those present to remember, during the negotiations process, that the relationship between a teacher, custodian, or secretary and a student is different than any other relationship. She stated that a teacher gives a part of his or her heart to their students and gets the same in return, if it is carried out correctly. She stated that when the students become adults they remember their former teachers and have a great amount of respect for them. She stated that it is important as a community to do what is best for District students and give people the respect they deserve. Mrs. Gilman thanked the community members who served on the Budget Review Committee. She stated that it is every person's responsibility to email state legislators regarding educational funding. She stated that when Board members are asked what can be done about the budget situation, the first response should be to write to the state legislators and tell them what the District needs.

Ms. Germano stated that she appreciates all of the teachers that were recognized. She stated that she enjoyed the Dine and Discuss session with Mrs. Matson and appreciated her ideas on how the Board can help teachers help each other. Ms. Germano recognized the administration for their work.

EXECUTIVE SESSION:

At 8:28 p.m. Mrs. Mullins moved that 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 budget and negotiations. Mrs. Crawford seconded.

At 8:30 p.m. Mr. Arness arrived.

ADJOURN EXECUTIVE SESSION:

At 11:09 p.m. Mr. Poindexter moved the executive session be adjourned. Mrs. Crawford seconded.

Motion carried unanimously.

ADJOURN:

At 11:10 p.m., Mrs. Mullins moved the School Board Meeting be adjourned. Mrs. Gilman seconded.

Motion carried unanimously.

Respectfully submitted,

Dr. Nels Anderson, President

Mrs. Sammy Crawford, Clerk

The Minutes of February 18, 2002,
have not been approved as of
February 20, 2002.

March 4, 2002

TO: Board of Education
FROM: Richard Putney, Director, Human Resources
THROUGH: Donna Peterson, Ed.D., Superintendent
SUBJECT: Requests for an Unpaid Leave of Absence/Certified – Item 10 a (1)

It is recommended the following requests for unpaid leave of absence be approved for 2002-03 school year:

Douglas Emmerich	Grade 4	Mountain View Elementary
Steve Gillaspie	Health/P.E.	Nikiski Middle/High
Russell Lewis	Grade 6	Tustumena Elementary
Linda Overturf	Home Economics	Soldotna Middle

It is recommended the following request for an unpaid leave of absence be approved for the 2002-03 school year. The employee will have the opportunity to return to the district in a teaching capacity provided negotiated deadlines are met regarding notification of returning the 2003-04 school year.

Bev Hunter-Gillaspie	Asst. Principal	Homer High
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March 4, 2002

TO: Board of Education

FROM: Richard Putney, Director, Human Resources

THROUGH: Donna Peterson, Ed.D., Superintendent

SUBJECT: Approval of Teacher Assignment/2001-02 Item – 10 a (2)

It is recommended that the following teacher assignment be approved for the 2001-02 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Soldotna, AK	Amber Fischer	B Ed	University of Alaska Anchorage	Elementary Education	Elem Ed	=====	Temporary, half time, Elementary Music, Tustumena Elementary

March 4, 2002

TO: Board of Education
FROM: Richard Putney, Director, Human Resources
THROUGH: Donna Peterson, Ed.D., Superintendent
SUBJECT: Approval of Resignations - Item 10a-(3)

It is recommended the following resignations be approved:

Malcolm Fleming	currently on unpaid leave of absence (unassigned)	Effective March 4, 2002
Ralph Steeves	Principal/Teacher	Moose Pass School, effective at the end of the 01-02 school year
Alice Tucker	Principal Teacher	Spring Creek, effective at the end of the 01-02 school year

March 4, 2002

TO: Board of Education

FROM: Richard Putney, Director, Human Resources

THROUGH: Donna Peterson, Ed.D., Superintendent

SUBJECT: Approval of Tentative Tenure Teaching Assignment/2002-03 II
Item 10 a (4)

It is recommended that the following Tentative Tenure Teacher Assignment for
the 2002-03 school year be approved:

Dale Moon unassigned

March 4, 2002

TO: Board of Education
FROM: Richard Putney, Director, Human Resources
THROUGH: Donna Peterson, Ed.D., Superintendent

SUBJECT: Approval of Administrative Recommendation regarding Leave of Absence Requests/Support-Item-10 a (5)

It is recommended the following request for a one year unpaid leave of absence be approved for the 2002-03 school year:

Jeanie Carter	Special Ed Aide	Nikiski Middle/High
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It is recommended the following request for an extended of leave of absence for the 2002-03 school year be denied:

Debbie Church	School Secretary II	Nikiski Middle/High
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February 25, 2002

M E M O R A N D U M

TO: Board of Education
FROM: Melody Douglas
Chief Financial Officer

SUBJECT: Budget Transfers

Budget transfer number 252 is being requested by Aurora Borealis Charter School for the following items: \$19,575 for additional work days for teachers; \$55,000 for desks, chairs, curriculum and classroom supplies for three classrooms; and \$40,000 for computer purchases. Budget transfer number 256 is being requested to reallocate part of the Learning Opportunity Grant. Transfers are requested as follows: \$298,000 to fund the after school and summer After-The-Bell programs at Nikiski, Seward, Homer and Kenai; \$10,000 to provide counseling treatment and support to grade 7-12 students by Seaview Community Services; and \$10,000 to provide out-of-school suspension services for Homer Alternative School.

These budget transfers exceed \$10,000; therefore, they require Board of Education approval per Board Policy 3120. Approval by the Board of Education is recommended.

Enclosure

March 4, 2002

TO: Board of Education

FROM: Richard Putney, Director, Human Resources

THROUGH: Donna Peterson, Ed.D., Superintendent

SUBJECT: Approval of Request for Sabbatical Leave /Certified – Item 10a (7)

It is recommended the following request for an unpaid sabbatical for the 2002-03 school year be approved.

Jerry Dixon

Quest

Seward Elementary

Kenai Peninsula Borough School District

Three-year vocational courses at District's largest high school programs

1999/2000							
	1st Sem. Voc Ed Courses	2nd Sem. Voc Ed Courses	Year Total Voc Ed Courses	1st Sem. Applied Academic Courses	2nd Sem. Applied Academic Courses	Year Total Applied Academic Courses	Total Voc Ed courses & Applied Academic Courses
KCHS	16	16	32	0	0	0	32
SOHI	23	24	36	5	6	11	47
Skyview	20	23	31	6	6	12	43
Nikiski	7	8	14	0	1	1	15
Homer High	16	***	10	6	***	6	16
Seward	8	10	15	1	2	3	18

2000/2001							
	1st Sem. Voc Ed Courses	2nd Sem. Voc Ed Courses	Year Total Voc Ed Courses	1st Sem. Applied Academic Courses	2nd Sem. Applied Academic Courses	Year Total Applied Academic Courses	Total Voc Ed courses & Applied Academic Courses
KCHS	15	17	24	4	4	8	32
SOHI	23	23	38	4	4	8	46
Skyview	22	25	33	7	7	14	47
Nikiski	6	5	9	0	2	2	11
Homer High	17	***	12	5	***	5	17
Seward	6	6	10	2	0	2	12

2001/2002							
	1st Sem. Voc Ed Courses	2nd Sem. Voc Ed Courses	Year Total Voc Ed Courses	1st Sem. Applied Academic Courses	2nd Sem. Applied Academic Courses	Year Total Applied Academic Courses	Total Voc Ed courses & Applied Academic Courses

KCHS	17	17	28	3	3	6	34
SOHI	23	19	33	4	5	9	42
Skyview	16	25	31	4	6	10	41
Nikiski	7	7	14	0	0	0	14
Homer High	22	20	26	8	8	16	42
Seward	7	6	12	1	0	1	13

***Blank spaces indicate data not available

To: Kenai Peninsula Borough School District-Board of Education

From: Ben Eveland

Date: February 13, 2002

Subject: 1996 Graduate Follow-up Survey Report

A telephone follow-up survey for the class of 1996 was conducted from November 2001-through December 2001. Data processing provided us with the names of 1996 seniors district-wide. Foreign Exchange students were not included in the statistics.

There was an overall 51% rate of success in reaching the graduates or their parents/guardians for obtaining the needed information. The remainder of the students that were not contacted could not be reached for various reasons (phone numbers no longer valid or continual calling with no answer). Each phone number was called a minimum of three times.

Note: Percentages are rounded to the nearest whole percent.

SURVEY SUMMARY:

*Statistics show that 40% of the graduates are continuing to live on the Kenai Peninsula while 38% are currently living out of the state of Alaska.

*While 47% of the students district-wide enter a 4-year college, 25% of all students have completed a 4-year degree (52% of those that entered have completed).

*A total of 77% of the graduates district-wide have attended some type of post-secondary training.

*Over half (63%) of all graduates stated that the Kenai Peninsula Borough School District prepared them for post-secondary school/work "better than average" (very well or reasonably well).

*Courses/Programs most often listed as being helpful since high school graduation include: Advanced Placement Courses, all types of Vocational Courses, Sports Programs, and English Courses.

*Courses listed as not offered but students wish they would have had the opportunity to take in high school include: More Foreign Languages (greater variety), more Vocational Courses, more "Life skill/Daily Living Courses (Budgeting, Checkbook, Taxes, etc), more Counseling/Scholarships/Career Planning Information, and higher lever Math Courses.

The following information was compiled from the survey...

TOTAL NUMBER OF STUDENTS IN SURVEY: 593

Soldotna		98
Skyview	108	
Homer	96	
Nikiski	58	
Seward	67	
Kenai Central	109	
Kenai Alternative		27
Ninilchik	11	
Nikolaevsk	5	
Seldovia	6	
Nanwalek	4	
Voznesenka	3	
Tyonek	1	

TOTAL NUMBER OF STUDENTS CONTACTED: 300 (51%)

Soldotna		58	(59%)
Skyview	68		(63%)
Homer	34		(35%)
Nikiski	28		(48%)
Seward	27		(40%)
Kenai Central	64		(59%)
Kenai Alternative		7	(26%)
Ninilchik	6		(55%)
Nikolaevsk	2		(40%)
Seldovia	3		(50%)
Nanwalek	2		(50%)

Voznesenka	1	(33%)
Tyonek	0	(0%)

CURRENT RESIDENCE:

Of the 300 graduates contacted DISTRICT-WIDE:

119	(40%)	are currently living on the Kenai Peninsula
68	(22%)	are living in the state of Alaska, but not on the peninsula
113	(38%)	are living out of the state of Alaska.

Of the 58 graduates contacted from SOLDOTNA:

25	(43%)	are currently living on the Kenai Peninsula
8	(14%)	are living in the state of Alaska, but not on the peninsula
25	(43%)	are living out of the state of Alaska

Of the 68 graduates contacted from SKYVIEW:

33	(49%)	are currently living on the Kenai Peninsula
16	(23%)	are living in the state of Alaska, but not on the peninsula
19	(28%)	are living out of the state of Alaska

Of the 34 graduates contacted from HOMER:

8	(24%)	are currently living on the Kenai Peninsula
10	(29%)	are living in the state of Alaska, but not on the peninsula
16	(47%)	are living out of the state of Alaska

Of the 28 graduates contacted from NIKISKI:

10	(36%)	are currently living on the Kenai Peninsula
6	(21%)	are living in the state of Alaska, but not on the peninsula
16	(43%)	are living out of the state of Alaska

Of the 27 graduates contacted from SEWARD:

8	(30%)	are currently living on the Kenai Peninsula
12	(44%)	are living in the state of Alaska, but not on the peninsula
7	(26%)	are living out of the state of Alaska

Of the 64 graduates contacted from KENAI CENTRAL:

27	(42%)	are currently living on the Kenai Peninsula
8	(13%)	are living in the state of Alaska, but not on the peninsula
29	(45%)	are living out of the state of Alaska.

Of the 7 graduates contacted from KENAI ALTERNATIVE:

5	(71%)	are currently living on the Kenai Peninsula
2	(29%)	are living in the state of Alaska, but not on the peninsula

Of the 6 graduates contacted from NINILCHIK:

1	(16%)	is currently living on the Kenai Peninsula
1	(16%)	is living in the state of Alaska, but not on the peninsula
4	(66%)	are living out of the state of Alaska

Of the 2 graduates contacted from NIKOLAEVSK:

2	(100%)	are living in the state of Alaska, but not on the peninsula
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Of the 3 graduates contacted from SELDOVIA:

3	(100%)	are living in the state of Alaska, but not on the peninsula
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Of the 2 graduates contacted from NANWALEK:

2	(100%)	are currently living on the Kenai Peninsula
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Of the 1 graduate contacted from VOZNESENKA:

1	(100%)	is living out of the state of Alaska
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OPTIONS CHOSEN UPON COMPLETION OF HIGH SCHOOL:

Of the 300 graduates contacted DISTRICT-WIDE:

141	(47%)	entered a 4-year college
39	(13%)	entered a 2-year college
33	(11%)	entered a trade school
18	(6%)	entered the military
63	(21%)	entered the workforce
6	(2%)	did none of the above

Of the 58 graduates contacted from SOLDOTNA:

24	(41%)	entered a 4-year college
8	(14%)	entered a 2-year college
8	(14%)	entered a trade school
6	(10%)	entered the military
12	(21%)	entered the workforce

Of the 68 graduates contacted from SKYVIEW:

36	(53%)	entered a 4-year college
10	(15%)	entered a 2-year college
5	(7%)	entered a trade school
0	(0%)	entered the military
16	(24%)	entered the workforce
1	(1%)	did none of the above

Of the 34 graduates contacted from HOMER:

19	(56%)	entered a 4-year college
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2	(6%)	entered a 2-year college
3	(9%)	entered a trade school
2	(6%)	entered the military
7	(25%)	entered the workforce
1	(3%)	did none of the above

Of the 28 graduates contacted from NIKISKI:

13	(46%)	entered a 4-year college
3	(11%)	entered a 2-year college
2	(7%)	entered a trade school
2	(7%)	entered the military
7	(25%)	entered the workforce
1	(4%)	did none of the above

Of the 27 graduates contacted from SEWARD:

12	(45%)	entered a 4-year college
2	(7%)	entered a 2-year college
5	(19%)	entered a trade school
2	(7%)	entered the military
4	(15%)	entered the workforce
2	(7%)	did none of the above

Of the 64 graduates contacted from KENAI CENTRAL:

30	(47%)	entered a 4-year college
12	(19%)	entered a 2-year college
7	(11%)	entered a trade school
4	(6%)	entered the military
11	(17%)	entered the workforce

Of the 7 graduates contacted from KENAI ALTERNATIVE:

2	(29%)	entered a 4-year college
2	(29%)	entered a 2-year college
1	(14%)	entered a trade school
2	(28%)	entered the workforce

Of the 6 graduates contacted from NINILCHIK:

2	(33%)	entered a 4-year college
1	(17%)	entered the military
3	(50%)	entered the workforce

Of the 2 graduates contacted from NIKOLAEVSK:

1	(50%)	entered a trade school
1	(50%)	entered the military

Of the 3 graduates contacted from SELDOVIA:

2	(67%)	entered a 4-year college
1	(33%)	entered the work force

Of the 2 graduates contacted from NANWALEK:

1	(50%)	entered a 4-year college
1	(50%)	entered a trade school

Of the 1 graduate contacted from VOZNESENKA:

1	(100%)	did none of the above
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NUMBERS ATTENDING POST-SECONDARY TRAINING:

Of the 300 graduates contacted DISTRICT-WIDE:

231	(77%)	attended some type of post-secondary training
69	(23%)	did not attend any post-secondary training

Of the 58 graduates contacted from SOLDOTNA:

46	(79%)	attended some type of post-secondary training
12	(21%)	did not attend any post-secondary training

Of the 68 graduates contacted from SKYVIEW:

51	(75%)	attended some type of post-secondary training
17	(25%)	did not attend any post-secondary training

Of the 34 graduates contacted from HOMER:

26	(76%)	attended some type of post-secondary training
8	(24%)	did not attend any post-secondary training

Of the 28 graduates contacted from NIKISKI:

20	(71%)	attended some type of post-secondary training
8	(29%)	did not attend any post-secondary training

Of the 27 graduates contacted from SEWARD:

21	(78%)	attended some type of post-secondary training
6	(22%)	did not attend any post-secondary training

Of the 64 graduates contacted from KENAI CENTRAL:

53	(83%)	attended some type of post-secondary training
11	(17%)	did not attend any post-secondary training

Of the 7 graduates contacted from KENAI ALTERNATIVE:

5	(71%)	attended some type of post-secondary training
2	(29%)	did not attend any post-secondary training

Of the 6 graduates contacted from NINILCHIK:

3	(50%)	attended some type of post-secondary training
3	(50%)	did not attend any post-secondary training

Of the 2 graduates contacted from NIKOLAEVSK:

2 (100%) attended some type of post-secondary training

Of the 3 graduates contacted from SELDOVIA:

2 (66%) attended some type of post-secondary training

1 (34%) did not attend any post-secondary training

Of the 2 graduates contacted from NANWALEK:

2 (100%) attended some type of post-secondary training

Of the 1 graduate contacted from VOZNESENKA:

1 (100%) did not attend any post-secondary training

OVERALL POST-SECONDARY COMPLETION RATES:

Of the 300 graduates contacted DISTRICT-WIDE:

27 (9%) completed a certificated trade school

14 (5%) completed a 2-year college

74 (25%) completed a 4-year college

Of the 58 graduates contacted from SOLDOTNA:

6 (10%) completed a certificated trade school

4 (7%) completed a 2-year college

15 (26%) completed a 4-year college

Of the 68 graduates contacted from SKYVIEW:

5 (7%) completed a certificated trade school

3 (4%) completed a 2-year college

17 (25%) completed a 4-year college

Of the 34 graduates contacted from HOMER:

2 (6%) completed a certificated trade school

12 (35%) completed a 4-year college

Of the 28 graduates contacted from NIKISKI:

2 (7%) completed a 2-year college

8 (29%) completed a 4-year college

Of the 27 graduates contacted from SEWARD:

5 (19%) completed a certificated trade school

1 (4%) completed a 2-year college

6 (22%) completed a 4-year college

Of the 64 graduates contacted from KENAI CENTRAL:

6 (9%) completed a certificated trade school

4 (6%) completed a 2-year college

15 (23%) completed a 4-year college

Of the 7 graduates contacted from KENAI ALTERNATIVE:

1 (14%) completed a certificated trade school

Of the 6 graduates contacted from NINILCHIK:

1 (17%) completed a 4-year college

Of the 2 graduates contacted from NIKOLAEVSK:

1 (50%) completed a certificated trade school

Of the 2 graduates contacted from NANWALEK:

1 (50%) completed a certificated trade school

TRADE SCHOOL COMPLETION:

Of the 33 graduates contacted DISTRICT-WIDE that entered a trade school, 27 (82%) completed the program. Of the 27 that completed the program, 20 (74%) are working and of those 20, 13 (65%) are working in their certificated area.

Of the 8 graduates contacted from SOLDOTNA that entered a trade school, 6 (75%) completed the program. Of the 6 that completed the program, 5 (83%) are working and of those 5, 3 (60%) are working in their certificated area.

Of the 5 graduates contacted from SKYVIEW that entered a trade school, 5 (100%) completed the program. Of the 5 that completed the program, 5 (100%) are working and of those 5, 3 (60%) are working in their certificated area.

Of the 3 graduates contacted from HOMER that entered a trade school, 2 (66%) completed the program. Of the 2 that completed the program, 0 (0%) are working.

Of the 2 graduates contacted from NIKISKI that entered a trade school, 0 (0%) completed the program.

Of the 5 graduates contacted from SEWARD that entered a trade school, 5 (100%) completed the program. Of the 5 that completed the program, 4 (80%) are working and of those 4, 4 (100%) are working in their certificated area.

Of the 7 graduates contacted from KENAI CENTRAL that entered a trade school, 6 (86%) completed the program. Of the 6 that completed, program, 4 (67%) are working and of those 4, 3 (75%) are working in their certificated area.

Of the 1 graduate contacted from KENAI ALTERNATIVE that entered a trade school, 1 (100%) completed the program and 0 (0%) are working.

Of the 1 graduate contacted from NIKOLAEVSK that entered a trade school, 1 (100%) completed the program. 0 (0%) is working.

Of the 1 graduate contacted from NANWALEK that entered a trade school, 1 (100%) completed the program and is working (100%), but not in their certificated area (0%).

2-YEAR COLLEGE COMPLETION:

Of the 39 graduates contacted DISTRICT-WIDE that entered a 2-year college, 14 (36%) completed the program. Of the 14 that completed the program, 12 (86%) are working and of those 12, 9 (75%) are working in their degree field.

Of the 8 graduates contacted from SOLDOTNA that entered a 2-year college, 4 (50%) completed the program. Of the 4 that completed the program, 4 (100%) are working in their degree field.

Of the 10 graduates contacted from SKYVIEW that entered a 2-year college, 3 (30%) completed the program. Of the 3 that completed the program, 2 (66%) are currently working and of those 2, 2 (100%) are working in their degree field.

Of the 2 graduates contacted from HOMER that entered a 2-year college, 0 (0%) completed the program.

Of the 3 graduates contacted from NIKISKI that entered a 2-year college, 2 (66%) completed the program. Of the 2 that completed the program, 2 (100%) are currently working and of those 2, 1 (50%) is working in their degree field.

Of the 2 graduates contacted from SEWARD that entered a 2-year college, 1 (50%) completed the program. Of the 1 that completed the program, 0 (0%) is working.

Of the 12 graduated contacted from KENAI CENTRAL that entered a 2-year college, 4 (33%) completed the program. Of the 4 that completed the program, 4 (100%) are working and of those 4, 2 (50%) are working in their degree field.

Of the 2 graduates contacted from KENAI ALTERNATIVE that entered a 2-year college, 0 (0%) completed the program.

4-YEAR COLLEGE COMPLETION:

Of the 141 graduates contacted DISTRICT-WIDE that entered a 4-year college:

74	(52%)	have completed the program
67	(48%)	have dropped out or have not completed the program as of Winter 2001.

Of the 74 students that have graduated from a 4-year college, 12 (16%) are attending graduate school, 47 (64%) are employed, and of those 47, 44 (94%) are employed in their degree field.

Of the 24 graduates contacted from SOLDOTNA that entered a 4-year college:

15	(63%)	have completed the program
9	(37%)	have dropped out or have not completed the program as of Winter 2001.

Of the 15 students that have graduated from a 4-year college, 4 (27%) are attending graduate school, 10 (66%) are employed, and of those 10, 8 (80%) are employed in their degree field.

Of the 36 graduates contacted from SKYVIEW that entered a 4-year college:

17	(47%)	have completed the program
19	(53%)	have dropped out or have not completed the program as

of Winter 2001.

Of the 17 students that have graduated from a 4-year college, 2 (12%) are attending graduate school, 13 (76%) are employed, and of those 13, 10 (77%) are employed in their degree field.

Of the 19 graduates contacted from HOMER that entered a 4-year college:

12	(63%)	have completed the program
7	(37%)	have dropped out or have not completed the program as of Winter 2001.

Of the 12 students that have graduated from a 4-year college, 2 (17%) are attending graduate school, 7 (58%) are employed, and of those 7, 6 (86%) are employed in their degree field.

Of the 13 graduates contacted from NIKISKI that entered a 4-year college:

8	(62%)	have completed the program
5	(38%)	have dropped out or have not completed the program as of Winter 2001.

Of the 8 students that have graduated from a 4-year college, 1 (13%) is attending graduate school, 6 (75%) are employed and of those 6, 6 (100%) are employed in their degree field.

Of the 12 graduates contacted from SEWARD that entered a 4-year college:

6	(50%)	have completed the program
6	(50%)	have dropped out or have not completed the program as of Winter 2001.

Of the 6 students that have graduated from a 4-year college, 6 (100%) are employed and of those 6, 6 (100%) are employed in their degree field.

Of the 30 graduates contacted from KENAI CENTRAL that entered a 4-year college:

15	(50%)	have completed the program
15	(50%)	have dropped out or have not completed the program as of Winter 2001.

Of the 15 students that have graduated from a 4-year college, 2 (13%) are attending graduate school, 12 (80%) are employed and of those 12, 8 (66%) are employed in their degree field.

Of the 2 graduates contacted from KENAI ALTERNATIVE that entered a 4-year college:

0	(0%)	have completed the program
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Of the 2 graduates contacted from NINILCHIK that entered a 4-year college:

1	(50%)	has completed the program
1	(50%)	has dropped out or has not completed the program as of Winter 2001.

Of the 1 student that has graduated from a 4-year college, 1 (100%) is attending graduate school.

Of the 1 graduate contacted from NIKOLAEVSK that entered a 4-year college:

1 (100%) has dropped out or has not completed the program as of Winter 2001.

Of the 1 graduate contacted from NANWALEK that entered a 4-year college:

1 (100%) has dropped out or has not completed the program as of Winter 2001.

Of the 2 graduates contacted from SELDOVIA that entered a 4-year college:

2 (100%) have dropped out or have not completed the program as of Winter 2001.

When graduates were asked, “**How well did KPBSD prepare you for post-secondary school or work?**” the following responses were given.

*Note: In instances where the graduate was not directly contacted and the spokesperson didn’t feel comfortable answering this question, an answer of “average” was assumed (for statistical purposes).

DISTRICT WIDE: (300 contacted)

72	(24%)	very well
116	(39%)	reasonably well
83	(28%)	average
19	(6%)	fair
10	(3%)	poor

SOLDOTNA: (58 contacted)

15	(26%)	very well
18	(31%)	reasonably well
22	(38%)	average
3	(5%)	fair
0	(0%)	poor

SKYVIEW: (68 contacted)

13	(19%)	very well
30	(44%)	reasonably well
16	(24%)	average
6	(9%)	fair
3	(4%)	poor

HOMER: (34 contacted)

7	(21%)	very well
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13	(38%)	reasonably well
7	(21%)	average
4	(12%)	fair
3	(8%)	poor

NIKISKI: (28 contacted)

5	(18%)	very well
12	(43%)	reasonably well
9	(32%)	average
1	(3%)	fair
1	(3%)	poor

SEWARD: (27 contacted)

6	(22%)	very well
9	(33%)	reasonably well
9	(33%)	average
2	(8%)	fair
1	(4%)	poor

KENAI CENTRAL: (64 contacted)

19	(30%)	very well
28	(43%)	reasonably well
14	(22%)	average
3	(5%)	fair
0	(0%)	poor

KENAI ALTERNATIVE: (7 contacted)

1	(14%)	very well
1	(14%)	reasonably well
3	(43%)	average
2	(29%)	poor

NINILCHIK: (6 contacted)

1	(17%)	very well
3	(50%)	reasonably well
2	(33%)	average

NIKOLAEVSK: (2 contacted)

1	(50%)	very well
1	(50%)	average

NANWALEK: (2 contacted)

1	(50%)	very well
1	(50%)	reasonably well

SELDOVIA: (3 contacted)

2	(66%)	very well
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1 (34%) reasonably well

VOZNESENKA: (1 contacted)

1 (100%) very well

Respondents were asked to answer the optional question of **“What subject area or course in particular that you took in high school has been most helpful for you since graduation?”**

*Note: numbers in parenthesis represent the number of graduates that responded with that answer. If no number is present, just one person responded with that answer.

SOLDOTNA:

- *Higher level Math – Mr. Howard
- *A.P. Courses, especially English – (5)
- *Vocational Courses
- *English Program
- *Sociology
- *Great Variety of Courses
- *Interior Design
- *Metal Shop (4)
- *Mr. Walton – sentence structure
- *Art and Theater
- *Quest
- *Future Problem Solving
- *Work Study Program

SKYVIEW:

- *Dance Program (2)
- *Extra-curricular (3)
- *A.P. Courses – English writing skills (3)
- *Russian
- *Math Program (2)
- *Science Program (2)
- *English-Language Arts Program (4)
- *Art
- *Sports Program
- *Great communication with Staff (3)
- *Foods
- *Physics/Chemistry
- *Link with KPC

HOMER:

- *Music Department (5)
- *Very supportive teachers (6)
- *English Program
- *Sports (3)
- *Quest Program
- *Science Program

- *Math Program
- *Art Program
- *Leadership
- *A.P. English
- *Special Services
- *Senior Project

NIKISKI:

- *Art Program
- *Extra-Curricular
- *Dance Program (2)
- *NHS
- *Business Education
- *Parent/Teacher communication good
- *Leadership role
- *Special Services Program
- *Good teachers (3)
- *Athletics(2)
- *Work Coop Program
- *Band Program

SEWARD:

- *Great community/school work together
- *Great Diversity of teachers (3)
- *AVTEC – great
- *Athletics (2)
- *Student Government (2)
- *Yearbook
- *Special Services
- *Music Program

KENAI CENTRAL:

- *History
- *Society
- *English – 2nd language
- *Sports Program (6)
- *Accounting(2)
- *English (2)
- *Student Work Program – very helpful (2)
- *Quest Program (2)
- *Music Program (4)
- *Computer/Business Courses (3)
- *Upper Level Courses – A.P. (2)
- *Math (2)
- *British Literature
- *Mrs. Burck- real impact
- *Physics
- *Community Service – Firestation

- *Football
- *Science Program (5)
- *French (2)
- *Theater/Drama
- *Student Government (2)
- *Vocational Programs
- *Journalism

KENAI ALTERNATIVE:

- *Sports Program
- *Parents Program
- *Accounting

NINILCHIK:

- *Sports Program
- *Great School Atmosphere
- *Tourism
- *Video Production
- *Math Program
- *English
- *Social Studies

Respondents were asked to answer the optional question of **“What subjects or courses were not offered in your high school that would have been helpful for you?”**

*Note: Numbers in parenthesis represent the number of graduates that responded with that answer. If no number is present, just one person responded with that answer.

SOLDOTNA:

- *More elective science courses
- *More prep for college
- *More vocational courses to develop job skills
- *Course on Theology and how to balance life.
- *Counseling program needs to help students be more aware of scholarships, financial aid, and career planning (2)
- *A.P. Physics/Chemistry/Biology
- *School too lenient (2)
- *Need more accountable quest program
- *Math- practical applications
- *limited options of courses
- *more classes – help with dyslexia
- *more “real life” courses (checkbook, budgeting, etc) (2)
- *course on anger and stress management
- *more art and literature
- *too much emphasis on sports program
- *Special services – work on self esteem

SKYVIEW:

- *more “life skills” classes (balancing a checkbook, taxes, etc) (5)
- *more vocational courses (3)

- *Basic reading course (2)
- *More A.P. Courses
- *need more vocational courses geared toward the different sexes, ie. Cosmetology, etc.
- *do not allow students to get out of tests based on grades – doesn't help them later in life when they need to take exams (2)
- *Geography
- *Economics/Marketing/Programming
- *Psychology
- *Driver's Education
- *Writing Skills
- *More elective choices (2)
- *Services for students with disabilities (2)
- *Handle "real life" situations(2)
- *Course on family planning

HOMER:

- *Need better review of teachers, ie. Teacher training (2)
- *More creative writing and upper level English (2)
- *More study skills – not prepared for college (2)
- *More life skills classes (Home Ec, bookkeeping, etc)
- *Higher level Math (3)
- *Counseling Program – make students more aware of college options (2)

NIKISKI:

- *Adm. Not supportive
- *More extra-curricular offerings
- *could be challenged more
- *More counseling/career ed planning (3)
- *Special services students need help transitioning
- *Vocational Ed – look at community and where jobs are (3)
- *Basic living – checkbook, banking, budgeting, etc.

SEWARD:

- *placed too much emphasis on athletics and not academics
- *too much vocational direction – need more college direction
- *higher level Math/Science
- *Need to be challenged more
- *Not enough choices(2)
- *Too many teachers teaching out of their area.

KENAI CENTRAL:

- *Lacking counseling/guidance services
- *more computer courses
- *study skills
- *encourage more higher level courses
- *higher level Math (2)
- *not challenged
- *more vocational courses

- *need more prep for job skills/employment (2)
- *Home Ec – prep for life
- *Communication skills
- *Higher standards – expect more
- *Health Career Exploratory – CAN
- *Social Skills
- *Work with colleges – core courses

KENAI ALTERNATIVE:

- *Correspondence not checked up on – not accountable
- *cold system – degrading and humiliating

NINILCHIK:

- *counseling/Scholarships (career decision-making)
- *Math area
- *more computer classes
- *after school activities
- *paralegal courses
- *way behind academically.

NANWALEK:

- *need higher level math classes
- *teach social skills

Southern Peninsula Regional Vocational Advisory Committee

Vocational Program for Endorsement

February 2001

Having recognized the need to serve more efficiently those students who wish to pursue a vocation, and after lengthy deliberations, the Southern Peninsula Regional Vocational Advisory Committee (SPRVAC) offers the following recommendations for a sequenced and sustainable program of vocational study. Students who meet the requirements of the program, regardless of whether they pass the High School Graduation Qualifying Exam or receive a diploma, will be eligible to receive a Vocational Endorsement. When a student completes the number of credits required for graduation, whether or not she is eligible to receive a diploma, she will receive the endorsement. (A student receiving a certificate of attendance may receive the endorsement.) This endorsement indicates that the student has successfully completed a focused sequence of vocational courses. The endorsement will appear on the student's transcript, and a certificate will be presented to the student at graduation.

Most vocational/technical careers require additional schooling, and we strongly recommend that students consider career preparations that extend beyond high school and that earn certification in the student's major field. This entire program must be viewed in light of the vocational exploratory teaching done at the middle school level.

- The Southern Peninsula Regional Vocational Advisory Committee Vocational Program for Endorsement will support courses of study in five fields. They are:
 - Metals/Welding
 - Health Care/Certified Nursing Assistant
 - Automotive/Power Mechanics
 - Business and Information Systems
 - Family and Consumer Science/Culinary Arts
 - Construction/Design

- To receive a Vocational Endorsement, a student must earn a total of five credits in vocational courses and must complete the capstone program mentioned later in this document. One credit must be in computer applications; two credits may be explorations

of any vocational field; and two credits must be in one field, which will be regarded as the student's major. (This program can be referred as the "1+2+2 Vocational Endorsement." A complete listing of courses for each field will be made available prior to registration for the 2001 – 02 school year.)

- Each student who chooses to work toward the 1+2+2 Vocational Endorsement will meet with a counselor or teacher each year to plot and monitor a six-year plan of study.

- Any on-the-job experience used to earn credit toward the endorsement must be earned in a mentorship program in the student's major area. A half credit of mentorship in the major area is required as an element of the endorsement program, unless a waiver is obtained from the Advisory Committee (SPRVAC) or its designated sub-committee. In any event, the mentorship may count no more than one unit toward the endorsement program.
 - Mentorships must be supervised by the teacher of the student's major courses and by the school's work experience specialist.
 - Students will be admitted to a mentorship only after a successful application and interview process.

- Because support for students outside the classroom is critical, VICA, BPA, FFA and FCCLA will be approved as Career and Technical Student Organizations (CTSO's) within the purview of the Southern Peninsula Regional Vocational Advisory Committee.

- Several of the courses needed for a vocational endorsement will be taught by Kenai Peninsula College. To qualify for credit toward graduation and toward the Vocational Endorsement, a course must earn both college credit and high school credit. (Sufficient enrollment is required for a course to be taught by the college.)

- This program will go into effect with the 2001 – 02 school year, but only after approval by the Superintendent of Schools and the School Board of the Kenai Peninsula Borough School District.

- A capstone program dealing with workplace etiquette will be conducted on a Saturday at the end of each semester. The program will be conducted by community employers and it will be a required element of the endorsement.

- Prior to the granting of the endorsement, a subcommittee of the Southern Peninsula Regional Vocational Advisory Committee will review the program of study and the performance level of each student seeking the endorsement. This

committee will determine whether to grant the endorsement, and their decision will be final.

- At its regular meetings, the Southern Peninsula Regional Vocational Advisory Committee will monitor the progress of this program of study and will recommend changes to school administrators when changes seem appropriate. School administrations will consult with the Southern Peninsula Regional Vocational Advisory Committee when changes seem to be needed and will report on the progress of the program at least once per school year.