

Kenai Peninsula Borough School District Board of Education Meeting Agenda

June 6, 2005 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

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

Worksessions/Hearings

2:30 p.m. Student Expulsion Hearing

4:00 p.m. [Recommended Changes to KPSAA Handbook](#) – *Structure*

A-G-E-N-D-A

1. **Executive Session** – Litigation Update (beginning at 4:30 p.m.)
2. **Opening Activities**
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[May 2, 2005](#)
3. **Awards and Presentations** – *Advocacy*
 - a. Our Lady of the Angels Catholic Church, Soldotna United Methodist Church, and Diane Bush - Breakfast Program Volunteers
 - b. Mim Updike - K-Beach Elementary School Volunteer
 - c. Scott Earsley, Marlys Verba, and Thelma Antila - ASPIRATION Mentors
4. **School Reports**
5. **Public Presentations** (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
6. **Hearing of Delegations** – *Advocacy*
 - a. Homer Soil and Water Conservation District – Bridget Paule
7. **Communications and Petitions**
8. **Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly**
9. **Superintendent's Report** – *Accountability*
 - a. [End of the Year Report](#)

10. Reports - *Accountability*

- a. [Financial Report](#) – Mrs. Melody Douglas
- b. [Lease Agreements](#) – Mr. Guy Fisher
- c. Board Reports

11. Action Items

- a.

Consent Agenda

 - (1) Approval of [Budget Transfers](#) – *Structure*
 - (2) Approval of [Resolution 04-05-6, Authorizing the Administration of 504 Accommodation Plans](#) – *Structure*
 - (3) Approval of [Long-Term Substitute Teacher Contracts](#) – *Structure*
 - (4) Approval of [Resignations](#) – *Structure*
 - (5) Approval of [Nontenured Teacher Assignments](#) – *Structure*
 - (6) Approval of [New Teacher Assignments](#) – *Structure*
 - (7) Approval of [Request for Leave of Absence-Certified](#) – *Structure*
 - (8) Approval of High School Graduation Qualifying Exam Waiver – *Structure*
 - (9) Approval of [Administrator Appointments](#) – *Structure*
 - (10) Approval of [Non-Tenured Teachers for Tenure](#) – *Structure*

Instructional Services

- b. Approval of Student Expulsion
- c. Approval of [KPSAA Handbook Recommended Changes](#) – *Structure*

12. First Reading of Policy Revisions

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

14. Board Comments

15. Executive Session

16. Adjourn

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



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Planning & Operations

Dave Spence, Director

139 E. Park Ave. Soldotna, Alaska 99669-7553

Phone (907) 714-8875 Fax (907) 262-7165

May 6, 2005

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations *Dave Spence*

Through: Guy Fisher, Assistant Superintendent *Guy A. Fisher*

Subject: Proposed KPSAA High School Handbook Change

Kenai Peninsula School Activities Association High School Handbook, June 2004

Page 13

VI. General Activities Policies for the KPBSD

C. Specific Sport Schedule Limits (excluding regional and state tournaments)

The current number of events for soccer is 10. The proposed change is to increase the number of events for soccer to 12.

This proposal was brought forward to give KPBSD schools an opportunity to schedule more contests. The Alaska State Activities Association currently has a game limit of 22 contests. Seeding at the state tournament is based on overall schedule and strength of the schedule.

Please note: The Board of Education passed a temporary 15-game soccer season on a trial basis for the 2004-05 school year at the March 7, 2005 board meeting.

The KPSAA Executive Board supports this change and it has been approved by the KPSAA member schools at the general membership meeting on April 28, 2005.

The Alaska State Activities Association (ASAA) passed new eligibility requirements (see attached documents) at their board meeting on May 1 and 2, 2005. Administrative changes will be made to the district's handbooks to reflect these changes so that we are in compliance with the new requirements.

Attachments: ASAA Eligibility Changes
DS/ps



TO: Superintendents
School Board Presidents
Principals
Athletic/Activity Directors
Board of Directors

FROM: Gary Matthews, Executive Director 

DATE: May 4, 2005

RE: Bylaw Changes

The ASAA Board of Directors adopted the following changes to the student eligibility rules on May 2.

One-Time Summer Transfer Without a Move of Parents Rule

Beginning with the summer of 2006 and thereafter, this rule will be rescinded (*one year delay in implementation*).

Maximum Participation Rule

Beginning with the 2006-07 school year and thereafter (*one year delay in implementation*), no student will have more than 8 consecutive semesters of eligibility.

- Students first entering 9th grade will have 8 consecutive semesters of eligibility.
- Students first entering 10th grade will have 6 consecutive semesters of eligibility remaining.
- Students first entering 11th grade will have 4 consecutive semesters of eligibility remaining.
- Students first entering 12th grade will have 2 consecutive semesters of eligibility remaining.

Enrollment Rule

Beginning with the first semester of the 2005-06 school year and thereafter:

- All Freshman, Sophomores and Junior students must be enrolled in a minimum of 5 semester units of credit or the equivalent to be eligible.

- Seniors who are on track to graduate and who have passed all parts of the HSGQE must take at least 4 semester units of credit or the equivalent to be eligible.
- Other seniors must be enrolled in a minimum of 5 semester units of credit or the equivalent to be eligible.
- In addition, all students must maintain at least an overall 2.0 gpa during the current semester to remain eligible. Students who do not maintain an overall 2.0 gpa may regain eligibility during the current semester by achieving and maintaining an overall 2.0 gpa within the school's grading system.

Citizenship Rule

Beginning with the 2005-06 school year and thereafter, a student who is expelled from a school will not be eligible in another school during the duration of the expulsion.

Semester Credit Rule

Beginning with the 2nd semester of the 2005-06 school year and thereafter:

Freshman, Sophomores and Juniors

- Must have passed at least 5 semester units of credit or the equivalent during the previous semester.
- Must have maintained at least an overall 2.0 gpa during the previous semester
- Underclassmen who have not maintained an overall 2.0 gpa during the previous semester may regain eligibility during the current semester by achieving and maintaining an overall 2.0 gpa within the school's grading system.

Seniors

- First entering 12th grade must have passed at least 5 semester units of credit or the equivalent during the previous semester.
- Second semester seniors who are on track to graduate and have passed all parts of the HSGQE must have passed 4 semester units of credit during the previous semester.
- All seniors must have maintained at least an overall 2.0 gpa during the previous semester.
- Seniors who have not maintained an overall 2.0 gpa during the previous semester may regain eligibility during the current semester by achieving and maintaining an overall 2.0 gpa within the school's grading system.

Kenai Peninsula Borough School District Board of Education Meeting Minutes

May 2, 2005 – 7:00 p.m.
Regular Meeting

Seward High School
2100 Swetmann, Seward, Alaska

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

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

OTHERS PRESENT:

Mr. David Kingsland	Mr. John Cote
Mrs. Vanta Shafer	Mrs. Cathy Carrow
Mrs. Jeanette Kimes	Miss Amy Collman
Mr. Gary Superman	Mr. Robin Collman
Mrs. Katie Turnbull	Mr. Jim White
Mr. Charlie Walsworth	Mrs. Paula Christensen
Mr. Chad Atkinson	Mrs. Norma Holmgaard
Mr. Steve Pautz	Mrs. Laura Beck
Ms. Lynn Hohl	

Others present not identified.

CALL TO ORDER: Mrs. Sammy Crawford called the meeting to order at 7:05 p.m.

PLEDGE OF ALLEGIANCE: Mrs. Crawford invited those present to participate in the Pledge of Allegiance.

ROLL CALL:

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

APPROVAL OF AGENDA: The agenda was approved with revisions to 10a.(4), Approval of Resignations, and 10a.(7), Approval of Teacher Terminations.

APPROVAL OF MINUTES: The School Board Minutes of April 18, 2005, were approved as printed.

AWARDS AND PRESENTATIONS:

The Board presented Mr. Chad Atkinson-Adams with the Spirit of Youth Award Nomination Certificate for volunteer hours spent adding a support structure to a multi-use bridge spanning Thacker Creek near Seward.

The Board presented Miss Amy Collman with the Boys and Girls Club Alaska Youth of the Year First Runner-Up Award.

SCHOOL REPORT:

Mr. David Kingsland, Seward Elementary principal, reported on the school's assessment scores, Title I tutoring program, reading program, and partnerships with other organizations. He gave a PowerPoint presentation highlighting the facility, staff, students, class projects, activities, and extended learning opportunities.

PUBLIC PRESENTATIONS:

Mr. Jerry Dixon, former District teacher, announced that he is considering enrolling his child in private school because the District has eliminated music, art, drama, exploratory classes, and reduced staff. He asked the Board to consider joining the lawsuit Moore versus the State of Alaska and announced that the Seward PTSA voted unanimously to join the lawsuit.

Dr. Shannon Atkinson expressed concern that the PSAT is an optional test for students and asked the Board to require that every child take the test. She asked the Board not to demolish the old Seward Middle School building.

Mrs. Janet Kimes expressed concern for early entrance exam deadline.

Mrs. Rhonda Hubbard, Seward Band and Choir Booster Association President, recapped the year's activities funded through the use of community memberships, grant funds, corporate sponsorships and local businesses. She stated that the community is demanding music in the schools and that the organization is trying to keep music alive in the schools until a music teacher can be hired.

COMMUNICATIONS AND PETITIONS:

Dr. Peterson noted that she received correspondence regarding housing for Fireweed Charter at West Homer Elementary and KPAA career development reports from administrators.

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

Dr. Marlin Atkinson, Seward PTSA president, noted that the group's enrollment is increasing and that communications to the membership are made by email and newsletters. He noted that the group is working with Seward schools and student councils to reduce the amount of sugar in vending machines. He reported that the PTSA unanimously voted to show interest in becoming involved in the lawsuit Moore et al versus the State of Alaska and noted that an adequacy survey will be mailed to the community and the results will determine whether the group will proceed.

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

Ms. Lynn Hohl, Alaska PTA representative, reported on the recent four-day annual convention and noted that several District students were selected as winners in the Reflections art competition and that Ms. Melissa Olver, Seward High art teacher, was chosen as the Alaska PTA Teacher of the Year. She reported on the business conducted at the convention and announced that she was reelected as the region IV vice president. She asked those present for pictures of PTA activities that can be used for the 50th anniversary celebration in two years.

Mr. Peter Sprague, Assembly Member, recognized Assembly President Gary Superman. He informed the Board about Resolution Number 2005-036 which determines the amount the Borough will contribute to the School District budget. He encouraged those present to speak to Assembly members in support of funding the District budget to the cap.

Mr. Gary Superman, Assembly President, stated that he does not expect the Assembly to vote on the Resolution 2005-036 on May 3 because there are a number of budget issues to discuss.

**SUPERINTENDENT'S
REPORT:**

Dr. Peterson announced that Teacher Appreciation week is May 1 through 7 and asked the public to acknowledge and thank teachers. She announced that she will attend the Mt. View Site Council meeting to answer questions regarding consolidation. She reported that she will meet with U.S. Senator Lisa Murkowski on Wednesday, May 4 and noted that it will provide a chance to talk about how the NCLB Act impacts the District. She announced that interviews for the Redoubt Elementary principal position are scheduled for Thursday, May 5 at 4:45 p.m. She stated that she will conduct a staffing conversation with the Seldovia community on Friday, May 6 at 3:00 p.m. She noted that the end of the legislative session will be May 10. She reminded the Board that the BP Teachers of Excellence recognition dinner will be held on May 16. She stated that she will conduct a staffing conversation with the Port Graham community on May 17 at 7:00 pm.

BOARD REPORTS:

Ms. Wassilie reported that she attended the NSBA Annual Convention in San Diego, April 15 through 19 and that a written report has been shared with the Board. She stated that parity in funding and narrowing of the curriculum are huge national issues. She reported that many schools around the country are losing arts and music programs. She stated that she attended the Career and Technical Education Advisory Committee meeting on April 26 and reported that the group is developing a five-year plan which includes several proposals to provide a more organized program in career and technical education particularly at grades 7-12.

BOARD REPORTS:
(continued)

Mrs. Mullins reported that she attended the AASB Legislative Fly-in in Juneau. She reported that she and Mrs. Crawford had appointments with 33 legislators (members of House and Senate HESS and Finance Committees). She stated that although the legislators understand the funding problems on the Kenai Peninsula, they are unsure whether anything can be done. She reported that she spoke to legislators about the base student allocation, school construction and major maintenance, and state retirement system. She reported that while she was in Juneau the retirement bill was tied to base student allocation legislation and if the bill doesn't pass the base allocation will be reduced. She reported that the school construction and major maintenance bill was attached with the area cost study legislation. She told legislators that since SB36 the Kenai Peninsula has been short-funded by \$10 million each year. She stated that the Board does not want to harm children anywhere in the state but students on the Kenai Peninsula are being harmed and need to be made whole. She encouraged those present to send a note to all legislators regarding funding because legislators are not hearing from mothers and fathers or community members.

Mrs. Crawford reported that the AASB Legislative Fly-in was an intense and grueling experience. She thanked Representative Chenault for attaching the area cost study to the school construction and major maintenance bill and passing it through the House. She noted that deadlines are fast approaching since the legislature adjourns on May 10. She thanked Dr. Anderson for his guest editorial in the Anchorage Daily News and noted that many legislators made comments about it. She stated that she reminded legislators about the loss of state revenue sharing by boroughs and subsequent budget cuts. She stated that the help received from AASB in making the area cost study a top priority for lobbying efforts was tremendous.

CONSENT AGENDA:

Items presented on the Consent Agenda were Approval of High School Graduation Qualifying Exam Waiver No. 2005-06; Nontenure Teachers for Tenure, 2005-06; Tentative Nontenure Teacher Assignments, 2005-06; Resignations; Administrator Appointment; Teacher Assignment, 2004-05; and Terminations.

APPROVAL OF HIGH SCHOOL GRADUATION QUALIFYING EXAM WAIVER NO. 2005-06:

Mr. Stewart recommended the Board approve a High School Graduation Qualifying Exam Waiver from student request Number 2005-06.

NONTENURE TEACHERS FOR TENURE, 2005-06:

Mr. Fisher recommended the Board approve Deborah Harris, Timothy McFarland, Janet Szajkowski, Suzanne Bishop, Dawn Brighton, Andrea Cacek, Christopher Towne, Augusta Lind, Lori Krier, Jennifer McDonald, Galen Brantley, Matthew Fischer, and Susan Larned, tentative nontenured teachers, for tenure.

**TENTATIVE NONTENURE
TEACHER ASSIGNMENTS,
2005-06:**

Mr. Fisher recommended the Board approve tentative nontenure teacher assignments for the 2005-2006 school year for Suzanne Phillips, Grade 8, Aurora Borealis; Nancy Kleine, (temporary) Homer Area/ATOSS, Connections; Anne E. Peel, Special Education emotionally handicapped, Homer Middle; Christine Faber, (temporary) Title I/Migrant/Special Education, Kachemak Selo; Ingrid McKinstry, (temporary) .50 FTE Migrant/Title I teacher, Razdolna; Barbara Baldwin, (temporary) Title I Reading teacher, Redoubt Elementary; MaryEllen Dalberg, (temporary) .60 FTE Title I teacher, Seward Elementary; Naomi Fischer, math/science teacher, Seward Middle; Mark Woodward, language arts/social studies, Seward Middle; Karl Kircher, (temporary) Title V reading teacher, Soldotna Middle School; Alissa Mattson, English, Soldotna High School; Kathleen Holt, Grades K-2, Soldotna Montessori; Ann McCabe, Grades 1-3, Soldotna Montessori; Michael Audette, music, Sterling Elementary; Leah Dubber, social studies/math, Susan B. English Elementary/High; Tamara Johnson, (.50 FTE permanent/.25 FTE temporary) Grades-K-6, Susan B. English Elementary/High; Timothy Winters, Grades 7-12, Susan B. English Elementary/High; Lucas Peless, secondary generalist, Tebughna Elementary/High; Kristen Peless, Grades K-8, Tebughna Elementary/High; and Linda Etwiler, (temporary) Title I/Migrant teacher, Voznesenka.

RESIGNATIONS:

Mr. Fisher recommended the Board approve resignations for Stan J. Eller, biology, Homer High School; Danielle Thompson, speech language pathologist, Homer Middle; Hans Bilben, vocational education, Kenai Alternative; Charlotte Records, (currently on leave of absence for the 04-05 school year), Ninilchik Elementary/High; Jeanne Sorenson, Grades 1 and 2, Sears Elementary; Jeanne Frederickson, Grade 6, Seward Elementary; Janice Kristenson, kindergarten, Seward Elementary; and DeEtta Scarborough, Grade 3, Seward Elementary; Mark Devenney, special education/resource, Soldotna High; and Charity Winters, special education/resource, Susan B. English Elementary/High.

**ADMINISTRATOR
APPOINTMENT:**

Dr. Peterson recommended the Board approve the appointment of Todd Syverson as Soldotna High School principal.

**TEACHER ASSIGNMENT,
2004-2005:**

Mr. Fisher recommended the Board approve a teacher assignment for 2004-2005 for Christy Mulyca, (temporary) business/technology education at Seward High School.

TERMINATIONS:

Mr. Fisher recommended the Board approve the termination of 2 employees for failure to return a signed contract for the 2005-2006 school year.

MOTION

Ms. Germano moved the Board approve Consent Agenda Items Numbers 1 through 7. Ms. Wassilie seconded.

Ms. Germano requested that Item Number 10a.(2), Approval of Nontenure Teachers for Tenure, be removed.

Motion carried unanimously for Consent Agenda Items Numbers 1 and 3 through 7.

CONSENT AGENDA:
(continued)

Ms. Germano stated that she does not support Number 10a.(2).

Mrs. Brown stated that she will abstain from voting on Number 10a.(2) since a family member is listed in the recommendation.

VOTE ON ITEM 10a.(2)

Advisory Vote – YES

YES – Hiltz, N. Anderson, M. Anderson, Gilman, Mullins, Wassilie, Crawford

NO – Germano

ABSTAIN - Brown

Motion carried.

Mrs. Brown asked how many resignations have been received from teachers and administrators. Dr. Peterson replied that she will supply the number at the next Board meeting.

HOUSING FOR FIREWEED ACADEMY:

Mr. Guy Fisher presented five options to be considered regarding growth options for Fireweed Academy Charter School for 2005-2006.

Mr. Charlie Walsworth, West Homer Elementary principal, reviewed the details of the Fireweed Charter School housing issues, and stated that the West Homer Elementary community is not in favor of the request for Fireweed Charter to move in and asked the Board for a one-year delay to study the unintended consequences.

Ms. Germano asked Mr. Walsworth how he would accommodate additional students. He stated that he would squeeze programs together which would compromise them.

Mrs. Crawford clarified that the capacity at West Homer Elementary School facility is 500 students. Mr. Walsworth responded that there are 20 classrooms that could hold 20 students.

Mr. Anderson asked how many special needs students are housed at West Homer Elementary. Mr. Walsworth replied that there are approximately 60 students on an IEP.

Mrs. Crawford welcomed the Homer audience who were listening and participating at Homer High School via videoconference connection.

Videoconference Participant: Ms. Janet Fink, teacher, requested the Board not move Fireweed Academy to West Homer Elementary School because it is not in the best interest of West Homer students.

Mr. Guy Fisher explained the difference between closing schools and the relocation of schools.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Videoconference Participant: Mr. Garry Betley, APC Committee Community Representative, stated that after a review of the five options provided by the administration, the move to West Homer Elementary makes the best sense and added that the Fireweed Academy Charter School is willing to work through the differences.

Mrs. Brown asked Mr. Betley about the possibility of moving Fireweed Academy to Homer Middle School. He replied that Fireweed Academy is not interested in moving younger students (Grades 3 through 6) with students in Grades 7 and 8.

Ms. Germano reminded the Board that the idea to consider classrooms at Homer Middle School was discussed during the April worksession. She added that the two classrooms that were offered were smaller than the portables currently being used by Fireweed Academy.

Mrs. Gilman asked why adding a third portable to Paul Banks Elementary would not be a viable solution. Mr. Betley replied that the third portable would be located on the opposite side of the school which is too long of a commute for students and teachers.

Videoconference Participant: Ms. Kris Owens, Fireweed Academy teacher, stated that the school needs to grow and does not have space and asked the Board to consider the most cost effective solution.

Videoconference Participant: Ms. Catie Bursch, Homer parent, stated that Fireweed Charter School has been housed in portables for eight years and added that parents from each school should be able to work through their differences in the interest of education for students.

Videoconference Participant: Mrs. Nell Gustafson, Homer parent, stated that if two schools are housed in the same building they should have equal PTR and asked the Board to give the community a year to examine the proposal in more detail.

Videoconference Participant: Mr. Brad Faulkner, Fireweed Charter School parent, compared the square footage for students in each school and then read from Chief Justice Warren Berger's comments regarding Brown versus the Board of Education.

Videoconference Participant: Mr. Brian Hirsch stated that students should be able to share public school buildings and asked the Board to consider moving Fireweed Charter School into classrooms at West Homer Elementary School.

Videoconference Participant: Ms. Heather Tonga, West Homer Elementary, stated that she supports the move of Fireweed Academy Charter School to West Homer because students at both schools are the same age and grade level and should be housed in similar quality buildings.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Videoconference Participant: Ms. Karen DeVaney, West Homer Elementary, summarized the school classroom space, recapped the size of the current classes for a total of 263 students, and explained that West Homer does not have 3 extra classrooms to give to Fireweed Charter School.

Videoconference Participant: Mr. Gary Ault, Fireweed Charter parent, stated that Fireweed Charter students are housed in substandard facilities and deserve a state of art facility and learning experience.

Videoconference Participant: Ms. Catrin Lovett, West Homer Elementary parent, asked the Board why the Fireweed housing issue was kept a secret. She suggested that the District may be exposed to lawsuits if student IEPs are not met because they are being crowded into smaller spaces and recommended that classrooms at McNeil Canyon Elementary School be considered.

Ms. Germano shared a letter from Mr. Walsworth dated January 31 summarizing the Fireweed Charter School housing discussion with dates beginning in January 2005 and noted that information was distributed to the community.

Videoconference Participant: Ms. Kiki Abrahamson, Fireweed Charter School lead teacher, summarized the history of the search for a larger facility for the school and added that it is unfortunate that the issue has become so emotionally charged.

Mrs. Brown asked Ms. Abrahamson to explain the Fireweed Charter School lottery system. Ms. Abrahamson responded that a lottery system is mandated by the State and that the Fireweed School charter states that siblings will have preference. She further explained that the charter allows for a balance of girls and boys and if the enrollment includes more than 2/3 of one gender the lottery can be used to balance the gender.

Videoconference Participant: Ms. Debra Cary, West Homer Elementary parent, responded to earlier comments made regarding inequality between the two schools and reported that her son is in a class of 29 students compared to the Fireweed Charter School pupil/teacher ratio of 1:14 and added that she has chosen to send her child to West Homer because of the nice large facility where there is room to spread out.

Videoconference Participant: Ms. Lisa Krebs, Fireweed Charter parent, would like to see the school continue to grow and need to be housed at West Homer and added that she believes that the students at each school will do well together.

Videoconference Participant: Ms. Susan Brass, West Homer Elementary teacher, summarized the uses of each room and asked the Board to have a public hearing regarding the Fireweed Charter School relocation to West Homer Elementary.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Videoconference Participant: Ms. Betsy Brennand, Fireweed Charter School parent, noted that the school does not have a bathroom and stated that her child should not have to go to school in a moldy classroom when there is a public school supported by tax money with available space just a few miles away.

Videoconference Participant: Ms. Jocelyn Shiro-Westphal, Fireweed Charter School parent, stated that it is disheartening for the Homer community to have animosity towards each other and asked why each group cannot work together to make the Fireweed Charter School relocation a reality.

Videoconference Participant: Ms. Bonnie Jason asked the Board to look to the opportunities of housing both schools together and expressed hope that parents and teachers of both schools can work together for the benefit of each student.

Videoconference Participant: Bonnie Powell, Fireweed Charter School parent, reported that in her work with Headstart throughout the state she has witnessed examples of collaboration in rural and urban areas and believes that it can happen in Homer.

Ms. Germano thanked Dr. Keffer for his assistance. Mrs. Crawford thanked Mr. Moon for setting up the technology.

RECESS:

At 9:23 p.m. Mrs. Crawford called a recess.

**RECONVENE AFTER
RECESS:**

At 9:28 p.m. the Board reconvened in regular session.

MOTION

Dr. Anderson moved the Board approve Option 2 as presented by the administration, "Move Fireweed Academy to West Homer Elementary and house the program in three adjacent rooms." Mr. Anderson seconded.

Dr. Anderson stated that the Fireweed Charter School issue is a situation where parents wish to suppress opportunities of others because of perceived inequities. He noted that the pupil/teacher ratio comparisons are baseless because Fireweed Charter is configured with multi-age groups and noted that many of the Districts rural schools have comparable pupil/teacher ratios. He noted that there is a large difference between teaching in a multi-age classroom with 30 students than in a single-age classroom with 30 students. He stated that as a Board member he is responsible for the education of all of the students throughout the entire District and to suppress opportunities for some because of concern for unequal advantage for others is extremely bothersome. He stated that further meetings would rehash what has already been said and so the Board needs to make a decision and added that his decision is to move Fireweed Charter School to occupy rooms at West Homer Elementary.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Mrs. Hilts stated that she wished the Board had been involved with the Fireweed Charter relocation at the beginning and suggested that mediation might have helped resolve the situation. She stated that students should not have to attend school in physically inadequate facilities when there are adequate facilities available. She stated that if the Board approves Option 2 then an unbiased party will need to help the schools work through the problems addressing each issue. She stated that she will reluctantly support Option 2.

Mrs. Gilman stated that she has received over 50 emails and visited both facilities. She summarized the conditions of both Fireweed Charter School and West Homer Elementary. She stated that the Board has the responsibility to be the administrator for charter schools and noted that the Board needs to have a discussion about the relationship with the District's current charter schools and those to come in the future. She stated that the issue of equity has been mentioned by parents and related an example of inequity during the advertising and hiring of a Kenai Middle School teacher. She stated that comments have been made that the issue appears to be adult problems with petty things and noted that they become huge problems that need to be worked out, not only at West Homer, but at every charter school. She noted that the Board is not obligated to make a decision on the issue until the contract expires in 2006. She stated that both schools will fit in one building but before the Board forces the move there must be a bridge between the two communities otherwise the adults would fight with each other. She asked what would happen if the District were able to lower the pupil-teacher ratio and there were no classrooms available to house them. She stated that the Board needs to make decisions five years out. She stated that if West Homer grew to 400 students, the school would welcome all of them and noted that the Nikiski Elementary and North Star Elementary consolidation is not the same situation because the two schools operate under the same guidelines and staffing formula. She stated that at this time she cannot support the approval of Option 2 and suggested the Board approve Option 3 to add a portable at Fireweed Academy as a temporary situation. She stated that Option 3 would allow Fireweed Academy to expand and give the Board time to make decisions about its relationship with charter schools.

Mr. Anderson stated that the Board needs to make decisions now because students are in school right now. He stated that he would like to see how Nikiski North Star Elementary copes with 396 students and those that have special needs with the same amount of space. He stated that it is disturbing to hear parents say that they should not have to accommodate Fireweed Charter students at the expense of those at West Homer Elementary. He stated that it is difficult to plead for public money from legislators when public schools cannot share resources. He stated that during the past 20 years four area cost studies have been conducted, the pupil-teacher ratio has increased, and offerings have declined, and yet the Fireweed Charter School community has succeeded where the established system has not. He further explained that because the

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

charter school parents have found a way to meet their child's needs others wish to separate them. He stated that it was reported that Project GRAD and other programs not normally found at a school are being housed at West Homer Elementary. He asked those present to remember that children learn by the examples of others. He stated that he will support Option 2.

Ms. Wassilie explained that the Board has not explored the charter school contract relationships in depth. She clarified that if the Board approves Option 2 it will amend the contract. Ms. Wassilie asked whether the Fireweed Charter School agreement expires next year and whether the Board could force a de facto consolidation. Mr. Fisher replied that the Board can negotiate any type of contract with Fireweed Academy. Ms. Wassilie stated that the Board has failed to communicate partly because the charter school relationship is new to the Board. She stated that the Board is not involved in the day-to-day operations of charter schools which is why the Fireweed Charter School growth issue has only recently been brought to the Board. She stated that she is appalled to hear that in a large community students are in a building with no running water, bathroom facilities, or use of a cafeteria. She confirmed with Mr. Kingsland that with declining enrollment elementary schools have absorbed a number of community programs and have incorporated more space for special needs students and with increased enrollment, the space issue will surface. She stated that she is not sure that further discussion will change the public's opinion about where to house Fireweed Academy. She stated that if the school is relocated a plan must be developed outlining how the move will happen. She stated that she doesn't like forcing two schools together and would like Fireweed Academy to do some long range planning.

Ms. Germano stated that as charter schools grow the Board needs to manage them appropriately through policy. She stated that students should not have to pay the price for adult problems and when the Board chooses to study the issue further it is neglectful to the students. She stated that the Board has an obligation to look at the big picture and to accommodate the current students. She stated that although it will be a struggle, reasonable people can come to reasonable conclusions. She stated that she hopes that housing Fireweed Charter will be smooth and suggested that the issues be resolved through a third party. She stated that although there may be animosity she will do the right thing for all children.

Mrs. Brown stated that she may have to vote against the current motion because she does not understand the urgency of the decision when there is a contract with Fireweed Charter School. She stated that the Board has time to wait and suggested that the decision be postponed to the June meeting. She stated that she has read all of the information and correspondence and added that although she was not at the worksession, she thoroughly understands the issue. She stated that she has always supported the charter school concept but feels that the Board needs to maintain a balanced and professional view of how all needs of teachers and students are treated. She stated that she would prefer to postpone action because, in her experience, a lot of heartache can be avoided by allowing for one more public hearing.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Mrs. Crawford explained that Fireweed Charter School made a request to move to West Homer Elementary because they would like to prepare for school next fall and the enrollment season ends on May 13. Mr. Fisher noted that a move would affect both schools and they would need to have time to prepare.

Mrs. Brown asked whether a decision at the June 6 meeting would interfere drastically. Mr. Fisher stated that principals find it much easier to deal with future changes while students are still in school and parents are available. He stated that it would be more effective to give principals and teachers time to react to change before the end of the current school year.

Mrs. Mullins stated that she has received a number of phone calls and emails. She stated that she does not want to force the Fireweed Academy move until an agreement can be reached. She stated that she is saddened by the testimony and acknowledged that the move is probably the best decision for students but will not vote for the motion until she is assured that the parents of both schools can get along because it will create an explosive situation. She asked the Board to consider the option of assigning a working group comprised of administrators, parents and Board members to work on an agreement.

Mr. Tyson stated that as a student he would not want another separate program sharing the school facility because each group would feel as though they were intruding on the other. He expressed doubt that the students would blend because they are two separate entities.

Mrs. Crawford reminded those present that the buildings belong to the Borough and not to the staff at West Homer Elementary. She acknowledged that there are strong territorial feelings and added that she is glad that the community is proud of their school. She stated that it is frustrating that students are being housed in inadequate facilities and that students are paying for adult problems. She stated that she will vote for the motion and will direct all parties to work together to make the move a smooth transition. She suggested that the Board discuss charter school policy at the June 7 planning meeting. She stated that she is disappointed at the lack of professionalism that was exhibited by some of the people who testified.

Mrs. Gilman explained that she would like the Board to study the Fireweed Charter housing issue for one year. She asked Mr. Fisher how long the contract will be in effect if the motion passes. Mr. Fisher replied that changes to the contract would expire in a year with the original contract expiration. Mrs. Gilman confirmed with Mr. Fisher that the date of the contract would not be amended. She asked whether the Board is considering moving Fireweed Charter School into West Homer for one year or more. Mrs. Crawford stated that the information provided specified that the move would be for one year.

Mrs. Crawford asked for clarification of the pull-out programs. Mr. Stewart stated that the administration prefers that special programs be enrichment programs within the regular classroom.

**HOUSING FOR FIREWEED
ACADEMY:**
(continued)

Ms. Germano agreed that there are problems within the Homer community but that the Fireweed Charter School children should not pay the price. She stated that it is reasonable to move forward with conversations about future school space but continue to house the Fireweed Charter School students under the terms of the existing contract.

Mr. Anderson stated that the Board needs to be consistent and not postpone decisions that address the needs of students.

Dr. Anderson stated that he does not like to impose a solution upon a particular group but after careful consideration, he will base his decision on what is best for students.

MOTION

Mrs. Brown moved the Board postpone the motion until a working group can be formulated and a report brought back to the Board with an accompanying proposal and that the administration work with volunteer School Board members and volunteer members from the respective Homer area. Mrs. Mullins seconded.

Ms. Germano expressed frustration at the motion to postpone and reminded the Board that they have had a worksession along with discussion at the April meeting. She acknowledged that a couple of Board members were excused from the meetings but added that she resents the statement that there hasn't been discussion when an opportunity was missed by a Board member. She stated that it is a waste of the Board and public's time to postpone action after all of the discussion during the April worksession and prior to the Board meeting for more discussion is not a solution.

Mrs. Brown stated that the motion to postpone was made because she believes it is the best way to solve the problem. She stated that she feels that she has all of the information and that any question she asked was based on new information that was received in the packet.

VOTE TO POSTPONE:

Advisory Vote – NO

YES – Brown, Mullins

NO – N. Anderson, Hilts, Germano, M. Anderson, Gilman, Wassilie, Crawford

Motion to postpone failed.

VOTE ON MAIN MOTION:

Advisory Vote – NO

YES – Germano, M. Anderson, Wassilie, N. Anderson, Hilts, Crawford

NO – Mullins, Gilman, Brown

Main motion carried.

Mrs. Crawford directed the administration to revise the Fireweed Charter School contract to move the school location to West Homer Elementary and to work with deliberate speed and with the highest degree of professionalism so that it will be a smooth transition.

**PUBLIC PRESENTATIONS/
COMMENTS:**

Mrs. Lynn Hohl, Connections parent, asked the Board if they will have parent involvement for the Connections Program and noted that it is another program that the Board administers but does not pay a lot of attention.

BOARD COMMENTS:

Ms. Germano thanked Seward residents for attending the meeting and thanked the Homer residents for participating via videoconference. She acknowledged that the Fireweed Charter School move to West Homer Elementary will not be easy and offered help with the transition.

Mr. Tyson invited the Board to a pops concert on Tuesday, May 10, and noted that he will play 2 piano solos. He wished the mothers present a happy Mother's Day.

Mr. Anderson expressed his thanks for the Seward Elementary School presentation.

Mrs. Mullins thanked Board members for the debate. She expressed appreciation for the public comments and for the Board meeting webcast. She thanked those who testified before the Board.

Mrs. Brown thanked those who stayed for the entire meeting and thanked those who testified. She stated that it is good to be in Seward and noted that there are interesting things happening in the community as well as in the Homer area. She expressed appreciation to the Board for their time and to the administration for their hard work. She wished those present a happy Mother's Day.

Ms. Wassilie thanked Seward Elementary teachers, Kathy Fredrickson, Jan Kristenson, Kirstie Willean and DeEtta Scarborough for their service to the District and added that they will be missed. She congratulated Melissa Olver for being selected as the State PTA Teacher of the Year. She stated that she traveled to Washington, DC and spoke to the Alaska delegation regarding the difficulties of implementing the NCLB mandates and requested that the growth model be adopted. She stated that she was told that there will be no real changes until the reauthorization in 2007. She expressed appreciation for the comments of all Board members regarding the Fireweed Charter School situation. She stated that she has faith that the Homer schools will model what is best for students. She noted that the change will be in effect for one year and added that the Board is modeling for the public how public education is adapting to a changing world. She asked Seward residents to attend the Assembly meeting tomorrow.

Mrs. Hilts encouraged Homer residents and Mr. Walsworth to rise above the Board decision and added that she felt certain that Mr. Walsworth can provide the leadership necessary to make the transition run smoothly. She stated that although she doesn't feel good about the decision to move Fireweed Charter, students don't have a lot of time in school. She stated that she would like regular reports on the progress of the move.

BOARD COMMENTS:
(continued)

Mrs. Gilman thanked the Borough Assembly in advance for their approval of full funding for the District. She reminded those present that 80% of the District budget is for salaries and added that when the budget is cut, teacher positions are eliminated which reduces opportunities for students. She made a plea to the Assembly for full funding even though certain members of the public do not want to pay taxes of any kind for anything. She stated that taxes are crucial in order to have money in the municipal government to make it run. She noted that Representative Chenault deserves a wholehearted expression of gratitude upon his return to the Peninsula for his speech to the House Finance Committee regarding funding for education and for advocating for the Kenai Peninsula Borough School District. She stated that although the Fireweed Charter School vote did not go in her favor she would like to make sure that every adult involved in the moving process puts children's needs first.

Mrs. Crawford thanked Mr. Kingsland for the Seward Elementary report. She reminded those present of the Assembly meeting on May 3 and again on May 17. She stated that she will miss the May 17 meeting due to family matters and encouraged Board members to be present to counteract the anti-tax groups. She reminded Board members that the Board will conduct a review of the self-evaluation, the superintendent evaluation and set goals for 2005-2006 school year on June 7. She asked Board members to complete the evaluation forms and return them via fax, email, or U.S. mail by June 1.

ADJOURN:

At 10:39 p.m., Mrs. Mullins moved the School Board Meeting be adjourned. Mr. Anderson seconded.

Motion carried unanimously.

Respectfully submitted,

Mrs. Sammy Crawford, President

Mrs. Debra Mullins, Clerk

The Minutes of May 2, 2005,
have not been approved as of
May 10, 2005.

2004-2005 Year End Report to the Board

This report supplements the 2004-2005 midyear report to the Board submitted in January 2005 (text of that report is attached). Section One provides a compilation of the work of the Board. Section Two provides a review of the work plans for The District Office administration arranged according to the Long Range Plan. Section Three is a superintendent's narrative of other significant items affecting the School District this year. Section Four are artifacts supporting other activities of the Superintendent Office.

Section I: Summary of Official Board Meetings/Action

- 17 meetings
- 5 conversations with legislators
- 2 AASB legislative fly-ins and fall conference (total participants 7)
- 38 worksessions:
 - Budget – 6 + process (2)
 - Policy Revisions - 2
 - Legislation (in addition to teleconferences) – 4
 - Board business - 3 (evaluations, goals, AASB)
 - Curriculum review - 4
 - NCLB – 3 (AYP status, school reports, update)
 - Cocurricular - 2
 - Weighted Grades - 2
 - Other:
 - Cocurricular handbooks, Seward Middle School Tour, assessment, intervention, Homeroom.com, staffing, Arctic Winter Games, AASA changes, certified diploma, Fireweed Charter Housing
- 5 student waiver requests (HSGQE)
- 1 Board level employee hearing
- 28 awards presented
- 25 reports (lease, financial, annual, assessment, goal progress, enrollment)
- 5 resolutions
- 2 hearing of delegations
- 143 policy and administrative regulation revisions
- 41 general public comments plus dozens of comments on Board action items

Section II: District Office Work Plan Progress

Long Range Plan Goal #1: KPBSD will engage high quality, research-based programs and practices to help each student reach his/her highest personal potential.

Action Step 1: Curriculum and instruction

Work plan: Spelling Research

- Literature review completed
- Best practices defined by elementary committee
- Self-contained “tub” prepared available for distribution
- Information to be included in language arts curriculum revision

Work plan: Revision of vocational and physical education curriculum

- Revisions completed with committee input
- “Curriculum Change” folder encouraged districtwide input
- Vocational advisory group to continue and follow-up

Work Plan: Review of Policy Section 4000 (Personnel) and Section 5000 (Students)

- Review completed through new Board subcommittee process
- Housekeeping plus substantive changes resulted
- Administrator training included in updates

Work Plan: Transition to full-day kindergarten

- Research, options, and experiences reviewed
- Staff, parents, and School Board advised
- Two-day training held for all kindergarten teachers

Action Step 2: Data

Work plan: Learning plans for those not hitting target scores

- Lists of students provided to schools
- Plans for targeted students on file at schools
- Communication with parents expected

Work plan: Follow the Leader

- Administrative training and School Board briefing completed
- Fifteen schools, seventy teachers trained
- Program to be continued and expanded next year

Work plan: Field testing new state assessments

- SBAs implemented October 25-27
- Assessment required “bubbling” for all student information
- District representatives participated on state bias and content review committees

Work plan: Standards-based report card K-2

- Training teleconference held for all teachers
- Report cards implemented fall 2004 with adjustments to make user-friendly
- K-2 report cards distributed and used districtwide

Work Plan: School/District Report Card to the Public

- Data compiled
- School template developed, distributed
- Parents informed regarding AYP status

Action Step 3: Professional development

Work Plan: Math and world languages implementation

- Math Solutions” training for teachers
- Skills workbooks purchased to supplement K-2 Mathlands
- Third round of replacement textbook purchases completed for Grades 3-12

Work Plan: Elementary technology curriculum

- Research reviewed; revisions made
- Implementation delayed(Grade Quick/Edline took precedent in training)

Work Plan: Non-fiction reading and writing

- Survey completed determining current use/needs
- AWA writing prompts analyzed, rewritten
- Writing component added to 7-12 summer program
- Differentiated Instruction training included Six Trait writing

Work Plan: Literacy coach project

- Title II professional development provided
- Administrator, teacher leader training held
- Four schools identified for fall 2005 pilot

Work Plan: Literacy Centers

- Donna Gordon training provided for elementary teachers
- Leapfrog literacy training provided for kindergarten
- Ongoing training/sharing opportunities offered

Work Plan: Classroom walkthrough training

- One-and-a-half day of training for administrators provided
- Expectation/verification of implementation required
- Focus centered on instructional objective matching grade level expectation

Action Step 4: Options for Learning

Work Plan: Distance Education

- Infrastructure in place in large high schools
- Two KPBSD courses offered in fall (AP Calculus, AP English); five courses offered in spring
- Sixty-seven course offerings provided through AK Online for Port Graham, Nanwalek, Hope, and Nikiski

Action Step 5: Safety Nets

Work Plan: Cocurricular review

- Work session and memo determined continued support
- Field trip forms reviewed, updated

Work Plan: Quest delivery service plan implemented

- Roles, assignments, expectations reviewed
- Parents appeared satisfied with services
- Academic competition participation encouraged

Work Plan: Student nutrition breakfast grants

- Grants written; received
- Eight schools received new equipment participation good with break-even sustainability

Work Plan: Intervention

- Response to Intervention training completed at seven more schools: initial and follow up
- Emphasis placed on data and intervention results
- Presentation given to old administrators and School Board

Action Step 6: Prepare for World and Beyond

Work Plan: Four-year plans for high school student

- Work with counselors on identifying inconsistencies begun
- Requirements/options identified by size of school
- Template developed for districtwide use

Long Range Plan Goal #2: KPBSD will exhibit high quality in all personnel, facilities, relationships and partnerships.

Action Step 1: Personnel

Work Plan: Implementation of changes for regional administrators

- Regional appeared better option than principal/teacher
- Adjustment through attrition, advise communities
- Development of site specific back-up plans

Work Plan: Highly qualified teachers

- Process identified, communicated
- Reimbursement/study materials given for PRAXIS 2
- HOUSSE – first round review completed
- Letters generated for parents, as required

Work Plan: Transition of new Special Services leaders

- Three positions changed, process started early
- Overlap/training continued throughout year

Work Plan: New administrative hire protocol

- Specifics developed in December to align with practice
- Maximum community input was goal
- Plan implemented spring 2005 with significant public participation

Action Step 2: Technology (see work plan on distance education)

Work Plan: New software for Finance/Human Resource Departments

- Collaboration continued with Borough
- Contracted with GFOA (Government Finance Officers Association) to assist with acquisition
- Needs assessment completed
- After selection 2006 goals developed for preparing data for conversion and revising internal processes

Action Step 3: Communication/Partnerships

Work Plan: Arctic Winter Games

- Care and Comfort division responsibilities set
- School district administrators dedicated approximately 100 hours/month of volunteer time with expectation of increase
- Community visibility established

Work Plan: New budget process

- Public input sought prior to budget development
- Three-day committee process completed with responses provided
- Similar participation (to past years) in hearing process
- Legislative unknowns always at issue

Work Plan: Edline implementation

- Extensive training on Edline and GradeQuick completed
- School pictures incorporated into GradeQuick
- GradeQuick and Discovery interface enhanced
- Training at 30 schools for Edline school page presence completed

Work Plan: Medicaid reimbursement

- Department submitting claims, generating revenue
- First District in state to accomplish
- Department refining process, redefining work loads to accomplish
- The process will become a routine function

Action Step 4: Facilities

Work Plan: Housing for remote sites

- Number 1 priority in CIP established
- Application submitted for Tyonek
- Alaska housing/Cook Inlet/Denali Commission reviewed
- Contractors likely to break ground in late 2005

Work Plan: Seward Middle School Replacement

- Construction phase continues
- Updates available online at borough website
- Occupancy slated for December 2005

Work Plan: Review programs and facilities use

- Standardize schedules reviewed for similar sized schools
- Law/needs reviewed regarding building use, specifically for charter schools
- Needed boundary change identified to relieve capacity at K-Beach Elementary
- Distance education opportunities expanded
- Shared staffing options for counselors and librarians reviewed
- Parallel block scheduling Implemented (using grant funds) at six elementary schools

Section III: Superintendent Comments:

The 2004-2005 school year began with a fire in the warehouse. Though potentially devastating, individuals and crews worked tirelessly to assure the school year began for students and staff without impact. Once again, the people within the organization “stepped up to the plate” for the benefit of students. The response to the warehouse fire is just one example of the solid infrastructure in place within the District. At the annual appreciation ceremony for District Office employees a total of 596 years of service was recognized. There is no replacement for experience. As our workforce continues to age, the phrase “we had to hire 1.5 people to do the job he/she used to do” may well become a reality. The positions, as they have evolved, simply cannot be done without significant training and experience.

Much of the work of The District Office is responsive in nature. We consider an important part of our jobs to be handling the crisis and concerns as seamlessly as possible in order to allow teachers to teach and others to do their important work with children. Some of the unplanned, unusual and/or time consuming issues we faced this year were the deployment of two teachers who are in the National Guard, an Office of Civil Rights mediation, the clarification and implementation of weighted grades changes, and responding to the Attorney General’s opinion regarding retirement funding that contradicted current language in the contract with administrators. We continue to say that if these decisions were easy, they wouldn’t be made at this level in the organization but the sheer work of gathering information on varying topics can, at times, be staggering. The leadership team also views these challenges as important and invigorating professionally – the jobs are never boring!

As superintendent, being visible at schools and in communities continues to be a priority. A variety of visitation schedules have been utilized; this year the goal of visiting all forty-four sites prior to the holiday break was attained. The additional expectation from the Board that meetings be scheduled for parents and community members during the site visit was implemented. Attendance was generally light except at four sites where over ten community members were present.

Unbeknownst at the time, the plan to visit all schools before Christmas turned out to be a wise move as hiring has consumed much of the second semester. Administrative retirements began in late December. At the time of this writing, the school year has ended and decisions regarding site administration at six sites are unmade. We have never faced a time in this District when all four Central Peninsula high schools have new lead administrators. At one of our large high schools, about half of the teaching staff will change for next year. The uncertainty of funding and future retirement is having considerable impact on recruitment efforts. It is anticipated that again, due to the age of the workforce, the next three years will reflect large turnover of staff at all levels of the organization. Staffing at our villages continues to be an issue. All four communities across the water will have a new administrator. At those same schools only five of fourteen teachers are expected to return to their positions. Again, this trend will likely continue in future years.

It is important to note that some significant changes occurred in routine processes during this school year. First, the new protocol for administrative hiring has resulted in multiple meetings and increased input from all stakeholders. Though time intensive, it appears that communities are generally pleased after going through the process. A summary of the administrative hire process to date is included in the information packet for your review. In Kenai and Soldotna where more than one high profile administrative position opened, an extra step of briefing the city council occurred. Second, the formation of a policy review subcommittee with Board, senior

management and site administration representation has streamlined the process of policy revisions. Next year's review is slated to be Section 6000 (Instruction) which will require much more public conversation and work than previous sections. Third, at the Board's direction, a change occurred in the presentation and public process for budget formation. A thorough review and suggested improvements for 2005-2006 will need to occur in fall 2005. Lastly, the addition of a fiscal note with the legislative priorities gave a clear target for District needs. Unfortunately, the hope of early, adequate funding has not materialized. Extraordinary effort from Board members and administration regarding inclusion of a more appropriate cost differential has resulted in frustration.

Instructionally there have been many successes in the District. Besides the myriad of awards and recognitions for individuals, programs, schools, and the District, this is the first year in several that has seen an increase in the offerings available to students. These changes are due mainly to an increased vigilance regarding the schedules (schedules of similar schools reflect similar offerings versus philosophy of making a schedule based on teaching staff), a ramp up of real time distance delivery courses, an investment (through unallocated staffing money) in Advanced Placement course options, and sharing of staff. Grant dollars were used this year to pilot innovations in scheduling (parallel block scheduling at large elementary schools) and focus on professional development in areas of need (training list included in Board's general information packet). A full year has been dedicated to the outline of program, training and selection of the first round of District level coaches – a new and unique opportunity for teacher leaders to positively impact their peers.

Much of the work of this school year has been in preparation for 2006:

- Highly qualified – the procedures and processes for “highly qualified” designation of teachers and staff and the cross-checks between course offerings and teacher certification and appropriate compliance notification required by NCLB may well constitute the workload of more than one full-time person next year.
- Transportation – much work has been done with other large districts in preparation for the statewide request for a proposal on transportation.
- Construction – in the construction area Seward Middle School and Tyonek teacher housing will continue to need oversight.
- Community Schools Program – a transition plan for moving the Community Schools Program out of the School District budget has been developed.
- Full-day kindergarten – full-day kindergarten implementation and training are well underway but the inevitable questions and concerns will need to be addressed.
- Arctic Winter Games - the logistics required for the joyful transition of our schools to host venues for 2000 athletes is an almost overwhelming endeavor. However, working together for a common good has carried this project far. We look forward to this opportunity to host this world class, once-in-a-lifetime event.
- Negotiations – weekly meetings and behind-the-scenes work from many individuals is being done in preparation for negotiations with all employee groups. The goal for all is a positive, satisfactory resolution to contract issues. The level of trust appears to be in place to make this goal a reality.

Thank you in advance for your careful reading of this year-end report. It is difficult to remember and capture “the job” of Chief Executive Officer for this vast organization. Hopefully the information contained herein provides an overview that you find useful.

Section IV: Artifacts

In a District of data driven decision making, reviewing evidence is a priority. This last section of the End-of-Year report provides a variety of items that represent work of the Superintendent's Office that is not necessarily related to specific School Board goals or District Office work plans.

Newspaper (attached):

[Homer News Welcome Back](#)
[Clarion Welcome Back](#)
[McNeil Canyon Receives National Honor](#)

Book Reviews (attached):

[The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead](#)
[Accountability for Learning: How Teachers and School Leaders Can Take Charge](#)
[What Great Principals Do Differently: Fifteen Things that Matter Most](#)
[Gardening in the Minefield: A Survival Guide for School Administrators](#)
[The Primal Teen: What the New Discoveries about the Teenage Brain Tell Us About our Kids](#)
[Leadership ER: A Health Checkup for You and Your Team](#)
[Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement](#)

Administrator meeting presentations (attached):

[New Learnings from Changed Perspectives](#)
[Safe and Orderly Schools](#)
[Change](#)

Publications (attached):

[ACSA President's Message - September 2004 Education Bulletin](#)
Project GRAD book forward

Other:

[Presentation to Kenai City Council regarding administrator changes](#) (attached)
Presentations to Classes (Kindergarten through college)
Chamber presentations and Chamber attendance
Retirement presentations
Meet with KPC Director - monthly
Meet with Mayor as needed - usually weekly
Meet with fire, police, emergency personnel - as needed
Responses to news reporters - two-three times per week
Responses to attorneys - average two times per month
Site council interaction - Two formal training, presentations as requested
District Office meetings with support staff - Critical incidents
Audits from State departments and others - average five per year

[2004-2005 Midyear Report to the Board](#)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
 SOURCE OF REVENUE BY FUND
 THROUGH 04/30/05

FY 05

Item 10a.

	MTD	YTD	BUDGET	DIFFERENCE	PERCENT TO DATE
FUND: 100 OPERATING FUND					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	102,829.00	102,829.00	0%
0010 PR YR FUND BALANCE	0.00	0.00	1,600,000.00	1,600,000.00	0%
0011 BOROUGH APPROPRIATIO	2,205,468.25	22,054,682.50	26,465,619.00	4,410,936.50	83%
0012 IN KIND REVENUE	0.00	0.00	6,956,156.00	6,956,156.00	0%
0030 EARNINGS ON INVESTMT	0.00	0.00	341,209.00	341,209.00	0%
0040 OTHER LOCAL REVENUE	1,150.00	264,133.71	50,000.00	214,133.71-	528%
0046 RENTAL OF SCH FACILI	2,500.00	20,500.00	65,000.00	44,500.00	31%
0049 ERATE REVENUE	0.00	127,598.88	450,000.00	322,401.12	28%
LOCAL REVENUE TOTAL	2,209,118.25	22,466,915.09	36,030,813.00	13,563,897.91	62%
STATE REVENUE					
0050 STATE REVENUE	32,113.91	110,233.37	0.00	110,233.37-	0%
0051 FOUNDATION	4,824,832.00	36,590,638.00	46,260,227.00	9,669,589.00	79%
0052 QUALITY SCHOOLS	0.00	227,371.00	549,602.00	322,231.00	41%
STATE REVENUE TOTAL	4,856,945.91	36,928,242.37	46,809,829.00	9,881,586.63	78%
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	279,973.00	279,973.00	0%
100 OPERATING FUND	7,066,064.16	59,395,157.46	83,120,615.00	23,725,457.54	71%
FUND: 201 STATE/STAFF DEVELPMT					
STATE REVENUE					
0050 STATE REVENUE	0.00	8,853.47	0.00	8,853.47-	0%
FEDERAL REVENUE					

0150 INTERGVNMTL FEDERAL	0.00	0.00	22,068.00	22,068.00	0%
201 STATE/STAFF DEVELPMT	0.00	8,853.47	22,068.00	13,214.53	40%
FUND: 205 PUPIL TRANSPORTATION					
LOCAL REVENUE					
0008 PR YR ECUM APPROP	0.00	0.00	5,200.00	5,200.00	0%
STATE REVENUE					
0050 STATE REVENUE	1,550,136.00	4,625,672.00	4,598,032.00	27,640.00-	100%
205 PUPIL TRANSPORTATION	1,550,136.00	4,625,672.00	4,603,232.00	22,440.00-	100%
FUND: 213 ALASKA ONLINE					
FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	26,655.80	78,454.00	51,798.20	33%
FUND: 214 STTWDE AK MNTRSHP					
STATE REVENUE					
0050 STATE REVENUE	0.00	90,213.30	242,133.00	151,919.70	37%
FUND: 215 COMMUNITY SCHOOL FUN					
LOCAL REVENUE					
0040 OTHER LOCAL REVENUE	8,300.66	91,101.33	255,958.00	164,856.67	35%
FUND: 216 DVR PLAYGROUND AIDE					

STATE REVENUE						
0050 STATE REVENUE	0.00	1,043.14	2,971.00	1,927.86		35%

FUND: 225 BOARDING HOME PROGRA

STATE REVENUE						
0050 STATE REVENUE	1,708.48	4,475.70	27,308.00	22,832.30		16%

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	1,708.48-	0.00	0.00	0.00		0%
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225 BOARDING HOME PROGRA	0.00	4,475.70	27,308.00	22,832.30		16%
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FUND: 255 FOOD SERVICE FUND

LOCAL REVENUE

0008 PR YR ECUM APPROP	0.00	0.00	109,203.00	109,203.00		0%
0020 TYPE A LUNCH-PUPILS	105,115.22	933,548.62	1,657,693.00	724,144.38		56%
0040 OTHER LOCAL REVENUE	57.00	3,331.50	10,000.00	6,668.50		33%

LOCAL REVENUE TOTAL	105,172.22	936,880.12	1,776,896.00	840,015.88		52%
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FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	153,535.73	928,991.86	1,203,122.00	274,130.14		77%
0162 USDA	0.00	0.00	94,448.00	94,448.00		0%

FEDERAL REVENUE TOTAL	153,535.73	928,991.86	1,297,570.00	368,578.14		71%
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FUND: 255 FOOD SERVICE FUND

255 FOOD SERVICE FUND	258,707.95	1,865,871.98	3,074,466.00	1,208,594.02		60%
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FUND: 260 TITLE I-A

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL	0.00	0.00	4,179,578.00	4,179,578.00		0%
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FUND: 262 HANDICAPD PRESCHOOLS

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	24,131.04	65,315.00	41,183.96	36%

FUND: 265 CARL PERKINS - BASIC

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	48,335.86	248,568.00	200,232.14	19%

FUND: 266 TITLE VI-B

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	752,531.92	3,058,408.00	2,305,876.08	24%

FUND: 271 CHARTER SCHOOL GRANT

STATE REVENUE					
0050 STATE REVENUE	0.00	69,324.07	69,324.00	0.07-	100%

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	113,518.59	431,220.00	317,701.41	26%
271 CHARTER SCHOOL GRANT	0.00	182,842.66	500,544.00	317,701.34	36%

FUND: 272 UPWARD BOUND/UAA

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	22,800.00	22,800.00	0%

FUND: 275 CAPACITY, BLDG, IMPROV

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	4,548.18	21,079.00	16,530.82		21%

FUND: 277 GEAR UP

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	22,247.52	77,947.00	55,699.48		28%

FUND: 281 MIGRANT ED SUMMER

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	0.00	20,017.00	20,017.00		0%

FUND: 284 YOUTH IN DETENTION

STATE REVENUE						
0050 STATE REVENUE	0.00	206,573.00	206,573.00	0.00		100%

FUND: 288 STOFK CNCL ON ARTS

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	925.00	925.00	925.00	0.00		100%

FUND: 289 GOV'S DRUG PREVENT

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	16,969.50	56,327.00	39,357.50		30%

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

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	12,240.61	47,042.00	34,801.39	26%

FUND: 293 YRBS

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	5,000.00	5,000.00	0%

FUND: 295 SCHOOL IMPROV/TEBHUG

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	39,320.00	39,320.00	0%

FUND: 296 CIAP - COMM SCHOOLS

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	0.00	13,770.00	13,770.00	0%

FUND: 297 SCH BRKFST STARTUP

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	25,822.00	41,062.00	15,240.00	62%

FUND: 298 TITLE I-D, DELINQUEN

FEDERAL REVENUE					
0150 INTERGVNMTL FEDERAL	0.00	5,098.24	50,275.00	45,176.76	10%

FUND: 299 KBEACH COMM LEARNING

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	0.00	59,776.00	59,776.00		0%

FUND: 350 TITLE VII -INDIAN ED

FEDERAL REVENUE						
0150 INTERGVNMTL FEDERAL	0.00	122,002.64	334,278.00	212,275.36		36%

FUND: 371 CORPORATE GRANTS

LOCAL REVENUE						
0040 OTHER LOCAL REVENUE	20,000.00	45,123.28	51,026.00	5,902.72		88%

FUND: 372 COMMUNITY THEATER

LOCAL REVENUE						
0040 OTHER LOCAL REVENUE	0.00	0.00	101,046.00	101,046.00		0%

FUND: 374 CHARTER SCHOOLS G/F

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

STATE REVENUE

0050 STATE REVENUE	0.00	0.00	3,396,437.00	3,396,437.00		0%
374 CHARTER SCHOOLS G/F	0.00	0.00	3,396,437.00	3,396,437.00		0%

FUND: 375 EQUIPMENT FUND

FEDERAL REVENUE						
0230	SURPLUS PROPERTY	0.00	45,276.69	0.00	45,276.69-	0%

FUND: 379 SCHOOL INCENTIVE FND

TRANS FROM OTHER FUNDS						
0250	TRANS FROM OTHER FUN	0.00	0.00	414,068.00	414,068.00	0%

FUND: 710 PUPIL ACTIVITY FUND

FEDERAL REVENUE						
0210	PUPACT REVENUE	270,947.56	1,988,111.71	0.00	1,988,111.71-	0%
0211	PUPACT GATE RECEIPTS	2,856.20	119,619.40	0.00	119,619.40-	0%
0212	PUPACT PICTURE RECPT	0.00	315.00	0.00	315.00-	0%
0214	PUPACT PARTCPTN FEES	35,836.50	257,958.77	0.00	257,958.77-	0%
0215	PUPACT FND RAISG REV	11,952.79	133,800.13	0.00	133,800.13-	0%
0216	PUPACT ACTIVITY FEE	33,662.47	180,400.97	0.00	180,400.97-	0%
0220	PUPACT DONATIONS	5,990.83	65,560.71	0.00	65,560.71-	0%
	FEDERAL REVENUE TOTAL	361,246.35	2,745,766.69	0.00	2,745,766.69-	0%

TRANS FROM OTHER FUNDS						
0250	TRANS FROM OTHER FUN	32,283.98	705,900.03	0.00	705,900.03-	0%
	710 PUPIL ACTIVITY FUND	393,530.33	3,451,666.72	0.00	3,451,666.72-	0%

	ORIGINAL BUDGET	CURRENT BUDGET	MONTH	YTD	ENCUMBRANCES	UNENCUMBERED BALANCE	% EXP
100 OPERATING FUND							
4100 REGULAR INSTRUCTION	35,174,220	36,521,036	2,674,624.40	21,739,084.82	92,927.99	14,689,023.19	59
4120 BILINGUAL INSTRUCTIO	668,484	672,557	60,921.56	479,221.23	150.00	193,185.77	71
4130 GIFTED/TALENTED INST	614,724	596,269	51,883.05	428,041.38	769.40	167,458.22	71
4140 ALTNTV (CONNECTIONS)	2,093,232	2,185,859	138,680.03	1,412,070.45	78,390.05	695,398.50	68
4160 VOCATIONAL EDUCATION	1,481,696	1,322,249	109,525.76	921,109.93	2,418.55	398,720.52	69
4200 SPED INSTRUCTION	8,203,290	8,276,770	732,870.41	5,892,262.80	19,590.33	2,364,916.87	71
4220 SPED SVCS - STUDENT	3,294,928	3,196,883	270,125.22	2,205,008.61	49,192.97	942,681.42	70
4320 GUIDANCE SERVICES	1,110,145	912,917	79,637.30	639,302.49	3,750.06	269,864.45	70
4330 HEALTH SERVICES	1,053,028	1,067,702	109,276.09	865,121.29	5,693.61	196,887.10	81
4350 SUPPORT SVCS/INSTRC	647,935	647,894	55,560.24	470,768.00	8,115.16	169,010.84	73
4352 LIBRARY SERVICE	1,144,614	1,008,542	85,332.20	660,688.66	12,883.56	334,969.78	66
4354 INSERVICE	20,875	0	0.00	396.13	0.00	396.13-	0
4400 SCHOOL ADMINISTRATION	3,433,673	3,984,828	316,581.60	2,882,157.59	598.80	1,102,071.61	72
4450 SCH ADMIN - SUPPORT	2,814,553	2,831,993	252,328.61	2,248,130.06	4,661.52	579,201.42	79
4511 BOARD OF EDUCATION	245,803	249,124	10,656.37	207,043.43	1,684.24	40,396.33	83
4512 OFF OF SUPERINTENDEN	280,652	292,975	23,291.19	228,064.45	481.56	64,428.99	78
4513 ASST SUPT/INSTRUCTN	180,560	206,253	16,100.68	166,930.08	37.80	39,285.12	80
4551 FISCAL SERVICES	602,253	608,785	53,294.38	523,687.55	282.87	84,814.58	86
4552 INTERNAL SERVICES	563,252	606,684	49,855.17	516,418.52	2,568.91	87,696.57	85
4553 STAFF SERVICES	549,178	555,503	46,093.84	456,356.98	1,405.30	97,740.72	82
4555 DATA PROCESSING SVCS	832,595	845,716	53,312.75	666,033.61	11,094.88	168,587.51	80
4556 OP & BUSINESS SVCS	185,114	171,536	10,616.40	137,845.94	457.18	33,232.88	80
4557 INDIRECT COST POOL	91,533	91,533	0.00	0.00	0.00	91,533.00	0
4600 OPERATION OF PLANT	14,741,801	15,028,941	506,169.49	6,502,394.12	11,361.34	8,515,185.54	43
4700 PUPIL ACTIVITY	1,235,219	1,238,066	151,869.17	765,443.82	793.00	471,829.18	61
	81,263,357	83,120,615	5,858,605.91	51,013,581.94	309,309.08	31,797,723.98	61
201 STATE/STAFF DEVELPMT							
4100 REGULAR INSTRUCTION	22,068	22,068	0.00	13,998.27	0.00	8,069.73	63
205 PUPIL TRANSPORTATION							
4700 PUPIL ACTIVITY	12,639	12,639	74.00	2,699.90	350.00	9,589.10	24
4760 PUPIL TRANSPORTATION	4,585,393	4,590,593	436,363.34	3,360,921.81	5,482.00	1,224,189.19	73

	4,598,032	4,603,232	436,437.34	3,363,621.71	5,832.00	1,233,778.29	73
213 ALASKA ONLINE							
4100 REGULAR INSTRUCTION	70,000	78,454	6,686.90	53,403.40	0.00	25,050.60	68
214 STTWDE AK MNTRSHP							
4100 REGULAR INSTRUCTION	151,400	242,133	22,828.71	180,928.14	0.00	61,204.86	74
215 COMMUNITY SCHOOL FUN							
4780 COMMUNITY SERVICES	255,958	255,958	16,895.83	172,561.19	1,153.00	82,243.81	67
216 DVR PLAYGROUND AIDE							
4100 REGULAR INSTRUCTION	2,467	2,467	258.88	2,064.27	0.00	402.73	83
4600 OPERATION OF PLANT	341	504	0.00	503.37	0.00	0.63	99
	2,808	2,971	258.88	2,567.64	0.00	403.36	86
225 BOARDING HOME PROGRA							
4300 SUPPORT SERV-PUPILS	27,308	27,308	806.00	6,815.70	92.15	20,400.15	25
255 FOOD SERVICE FUND							
4790 FOOD SERVICES	2,965,263	3,074,466	228,784.78	2,329,668.95	15,796.05	729,001.00	76
260 TITLE I-A							
4100 REGULAR INSTRUCTION	3,657,946	4,004,613	219,716.87	1,840,488.41	151,457.42	2,012,667.17	49
4300 SUPPORT SERV-PUPILS	140,944	174,965	7,493.96	71,169.98	10,063.68	93,731.34	46

	3,798,890	4,179,578	227,210.83	1,911,658.39	161,521.10	2,106,398.51	49
262 HANDICAPD PRESCHOOLS							
4200 SPED INSTRUCTION	65,315	65,315	5,158.82	44,307.80	0.00	21,007.20	67
265 CARL PERKINS - BASIC							
4160 VOCATIONAL EDUCATION	220,777	248,568	30,836.44	171,192.39	7,122.97	70,252.64	71
266 TITLE VI-B							
4200 SPED INSTRUCTION	3,058,408	3,058,408	206,624.55	1,638,662.13	46,678.60	1,373,067.27	55
271 CHARTER SCHOOL GRANT							
4100 REGULAR INSTRUCTION	477,061	477,061	44,055.96	194,490.39	74,108.58	208,462.03	56
4400 SCHOOL ADMINSTRATION	23,483	23,483	0.00	22,966.73	0.00	516.27	97
	500,544	500,544	44,055.96	217,457.12	74,108.58	208,978.30	58
272 UPWARD BOUND/UAA							
4100 REGULAR INSTRUCTION	25,528	22,800	420.00	5,277.79	5,068.70	12,453.51	45
275 CAPACITY,BLDG,IMPROV							
4200 SPED INSTRUCTION	21,079	21,079	3,100.91	18,212.33	900.00	1,966.67	90
277 GEAR UP							
4100 REGULAR INSTRUCTION	7,660	77,947	6,041.13	46,735.79	1,794.81	29,416.40	62

281	MIGRANT ED SUMMER							
4100	REGULAR INSTRUCTION	20,017	20,017	0.00	0.00	0.00	20,017.00	0
284	YOUTH IN DETENTION							
4100	REGULAR INSTRUCTION	206,573	206,573	9,155.31	140,975.63	1,194.14	64,403.23	68
288	STOFAK CNCL ON ARTS							
4100	REGULAR INSTRUCTION	2,251	925	0.00	922.57	0.00	2.43	99
289	GOV'S DRUG PREVENT							
4100	REGULAR INSTRUCTION	40,000	56,327	4,522.50	33,007.50	0.00	23,319.50	58
291	TITLE I-D DEL & A/R							
4100	REGULAR INSTRUCTION	47,042	47,042	5,600.00	31,642.94	12,247.75	3,151.31	93
293	YRBS							
4100	REGULAR INSTRUCTION	5,000	5,000	600.00	4,943.00	0.00	57.00	98
295	SCHOOL IMPROV/TEBHUG							
4100	REGULAR INSTRUCTION	39,320	39,320	0.00	27,996.53	0.00	11,323.47	71
296	CIAP - COMM SCHOOLS							
4100	REGULAR INSTRUCTION	13,770	13,770	0.00	0.00	0.00	13,770.00	0
297	SCH BRKFST STARTUP							

4790 FOOD SERVICES	31,200	41,062	240.00	31,646.14	4,006.00	5,409.86	86
298 TITLE I-D, DELINQUEN							
4100 REGULAR INSTRUCTION	50,275	50,275	1,811.20	15,535.95	11,974.00	22,765.05	54
299 KBEACH COMM LEARNING							
4100 REGULAR INSTRUCTION	59,776	59,776	5,570.94	14,714.46	12,279.54	32,782.00	45
350 TITLE VII -INDIAN ED							
4100 REGULAR INSTRUCTION	334,278	334,278	23,963.07	239,693.62	920.45	93,663.93	71
371 CORPORATE GRANTS							
4100 REGULAR INSTRUCTION	46,480	51,026	4,589.53	16,893.39	2,073.94	32,058.67	37
372 COMMUNITY THEATER							
4780 COMMUNITY SERVICES	101,046	101,046	4,228.13	29,095.78	6.81	71,943.41	28
374 CHARTER SCHOOLS G/F							
4100 REGULAR INSTRUCTION	2,315,313	2,862,151	164,707.76	1,323,094.90	6,226.92	1,532,829.18	46
4330 HEALTH SERVICES	22,518	28,518	2,218.31	23,486.56	0.00	5,031.44	82
4352 LIBRARY SERVICE	0	0	2,819.78	22,608.35	0.00	22,608.35-	0
4400 SCHOOL ADMINSTRATION	65,459	71,959	13,524.38	98,525.80	0.00	26,566.80-	136
4450 SCH ADMIN - SUPPORT	158,848	167,051	12,863.07	110,616.44	197.50	56,237.06	66
4557 INDIRECT COST POOL	91,533	115,172	0.00	0.00	0.00	115,172.00	0
4600 OPERATION OF PLANT	85,221	143,796	7,553.58	92,994.12	130.00	50,671.88	64
4700 PUPIL ACTIVITY	0	7,790	6,474.00	14,797.63	2,197.80	9,205.43-	218
	2,738,892	3,396,437	210,160.88	1,686,123.80	8,752.22	1,701,560.98	49
379 SCHOOL INCENTIVE FND							

4100 REGULAR INSTRUCTION	0	375,492	8,351.80	101,813.59	12,971.84	260,706.57	30
4140 ALTNTV (CONNECTIONS)	0	5,518	0.00	0.00	5,518.00	0.00	100
4330 HEALTH SERVICES	0	800	0.00	799.99	0.00	0.01	99
4350 SUPPORT SVCES/INSTRC	0	19,575	0.00	0.00	19,575.00	0.00	100
4400 SCHOOL ADMINISTRATION	0	0	0.00	430.00	0.00	430.00-	0
4450 SCH ADMIN - SUPPORT	0	3,763	0.00	3,619.17	0.00	143.83	96
4512 OFF OF SUPERINTENDEN	0	0	2,452.25	2,452.25	0.00	2,452.25-	0
4600 OPERATION OF PLANT	0	8,920	0.00	10,584.53	20,604.68	22,269.21-	349
	0	414,068	10,804.05	119,699.53	58,669.52	235,698.95	43
710 PUPIL ACTIVITY FUND							
710 PUPIL ACTIVITY FUND							
	0	73,614	249,934.44	3,075,276.78	244,507.76	3,246,169.73-	509
REPORT TOTALS	100,790,315	104,512,000	7,625,933.04	66,658,818.30	986,009.17	36,867,173.34	64



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

Guy Fisher

148 North Binkley Street Soldotna, Alaska 99669

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

Email gfisher@kpbsd.k12.ak.us

May 23, 2005

TO: Board of Education
FROM: Guy Fisher, Assistant Superintendent
SUBJECT: Lease Agreements for 2005-2006

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

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

Boys & Girls Club: Agreement between the KPBSD and the Boys & Girls Club of the Kenai Peninsula for sharing space for the 2005-2006 school year. KPBSD leases a portion of the Kenai Elementary Building to the Boys & Girls Club in the amount of \$700 per month, revenue.

Community Schools Program: Agreements between the City of Soldotna and the City of Homer, and KPBSD are ongoing leases, renewable on an annual basis. The City of Soldotna agrees to pay KPBSD the sum of \$77,856 and the City of Homer the sum of \$21,546.

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

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

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

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

Tyonek School: KPBSD leases a facility from the Russian Orthodox Church, for use as a residence for school district staff, on a continual year to year lease, in the amount of \$400 per month.

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

Finance

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

Kenai Peninsula Borough School District

June 6, 2005

MEMORANDUM

TO: Board of Education

FROM: Melody Douglas
Chief Financial Officer

SUBJECT: Budget Transfers

Budget transfer 423 has been requested by the Curriculum Department to move Quality School Grant funds for summer school into summer school teacher salary and benefit accounts. Some supplies from last year are being reused, so some money allocated for supplies will be used in the teacher salary and benefit accounts instead. Additional teachers are needed for summer school because of an increase in enrollment.

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

Enclosures

148 NORTH BINKLEY STREET
 SOLDOTNA, ALASKA 99669

BUDGET TRANSFER REQUEST

SCHOOL	CURRICULUM/ASSESSMNT	TRANSFER #	842070	DATE	05/25/05
TRANSFER FROM ACCOUNT NO.		TRANSFER TO ACCOUNT NO.		AMOUNT	
1.	100-84-4100-0930-3230	100-84-4100-0930-3150			15,000.00
2.	100-84-4100-0930-4501	100-84-4100-0930-3150			68,249.00
3.	100-84-4100-0930-4501	100-84-4100-0930-3520			520.00
4.	100-84-4100-0930-3542	100-84-4100-0930-3541			1,268.00
5.	100-84-4100-0930-4501	100-84-4100-0930-3541			1,245.00
6.	100-84-4100-0930-4501	100-84-4100-0930-3550			11,520.00
7.	100-84-4100-0930-3560	100-84-4100-0930-3550			1,800.00
				TOTAL:	99,602.00

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

SUMMER SCHOOL SALARIES AND BENEFITS

PRINCIPALS ' S SIGNATURE

SUPERINTENDENT/OPERATIONS APPROVAL

ACCOUNTING APPROVAL
000423

DATE APPROVED BY SCHOOL BOARD

TRANSFER REQUEST NUMBER



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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

Memo To: Members, Board of Education

From: Sam Stewart
Assistant Superintendent of Instruction

Date: May 6, 2005

Re: RESOLUTION – ADMINISTRATION OF 504
ACCOMMODATION PLAN

Attached is Resolution 04-05-6 authorizing the administration of 504 Accommodation Plans. This designates Tim Peterson as the 504 Coordinator for staff and Jamie Harper as the 504 Coordinator for students.

RESOLUTION 04-05-6

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

**A RESOLUTION AUTHORIZING THE ADMINISTRATION OF 504
ACCOMMODATION PLANS.**

WHEREAS, Kenai Peninsula Borough School District has to designate the administration of 504 plans, and

WHEREAS, the District has the legal obligation to formally designate 504 coordinators.

THEREFORE, BE IT RESOLVED BY KENAI PENINSULA BOROUGH SCHOOL DISTRICT that:

The Kenai Peninsula Borough School District here by designates Tim Peterson as 504 coordinator for staff and Jamie Harper as 504 coordinator for students.

Adopted by the Kenai Peninsula Borough School District on this ___ day of _____
2005.

Sammy Crawford, President
School Board

Attest:

Sally E. Tachick
Notary Public
My Commission Expires 7/25/05

June 6, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Guy Fisher, Assistant Superintendent
SUBJECT: Approval of Substitute Teacher Contracts - Item 10 a (3)

The Administration recommends the following substitute teacher contracts be approved:

Mary Estes	Library	Kenai Central High
David Justice	English	Kenai Central High
Jennifer Dowd	Science/Health	Nikiski Middle/High
Tammy Flanders	Grade 3	Tustumena Elementary

June 6, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Guy Fisher, Assistant Superintendent
SUBJECT: Approval of Resignations—Item 10 a (4)

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

Erling Hofseth	Principal	Connections
Amy Stalmaster	Intensive Needs	Homer Middle School
David Larson	English	Kenai Central High
William Hatch	Reading/Math	Kenai Middle School
Satorene Jackson	Grade 4	Mountain View Elementary
Christopher J. Towne	Music	Paul Banks/West Homer Elementary
Mim McKay	Music	Soldotna Middle/Soldotna High
Michelle Gormanous	School Psychologist	Sterling Elementary
Craig Johnson	Principal/Teacher	Susan B. English School
Tamara Johnson	Middle School	Susan B. English School
Kristen Peless	Elementary Generalist	Tebughna School
Lucas Peless	Secondary Generalist	Tebughna School

June 6, 2005

TO: Board of Education
FROM: Tim Peterson, Director, Human Resources
THROUGH: Guy Fisher, Assistant Superintendent
SUBJECT: Approval of Tentative Non-tenure Teacher Assignments/2005-06 Item 11 a (5)

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

<u>Location</u>	<u>Employee</u>	<u>Assignment</u>	<u>Certification</u>
Nikiski North Star Elementary	Kristine Barnes	Grade 6	K-8 Elementary
Seward Area Connections	Mary M. Hicks	.50 FTE Generalist	Elementary
Soldotna Elementary	Luanne Bressler	Grades 3/4	K-8 Elementary
Soldotna Elementary	Karlene Meyers	Grade 6	5-8 Middle School

June 6, 2005

TO: Board of Education



FROM: Tim Peterson, Director, Human Resources

THROUGH: Guy Fisher, Assistant Superintendent

SUBJECT: Approval of New Teacher Assignment/2005-06 Item – 11 a (6)

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

<u>RESIDENC</u> <u>E</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Ninilchik, AK.	Michael L. Hanson	BS	Central Methodist College, Fayetteville, MO.	Elementary	1-8 Elementary	5 AK. 1 States	Temporary, Itinerant Professional Development Coach, Central Peninsula
Anchorage, AK.	Kriste Simonson	MS	University of Wisconsin, Milwaukee, WI	Psychology	PK-12 School Psychologist	2 AK. 13 States	Temporary School Psychologist, Districtwide, Pupil Services
Anchorage, AK.	Christine M. Kemp	MAT	Alaska Pacific University, Anchorage, AK	Elementary Education	K-8 Elementary	1 KPBSD 3 AK.	Primary Grades Teacher, Kaleidoscope Charter School
Galena, AK.	Perry G. Corsetti	BS	University of California, Davis, CA.	Environmenta l Planning and Management	K-12 General Science K-12 Geology	11 AK. 3 States	Science Teacher, Nikiski Middle/High School

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
King Salmon, AK.	Timothy J. Helvey	BS	Linfield College, McMinnville, OR.	Social and Behavioral Science	7-12 Social Sciences	2 AK.	Social Studies Teacher, Ninilchik School
Homer, AK.	Shannon Riley	BS	University of Whitewater, Whitewater, WI.	Secondary Education	Generic Special Ed 6-12	3 AK.	Special Ed Resource Teacher for Susan B. English, Nanwalek, Port Graham
Soldotna, AK.	Shannon K. West	BEd	University of AK. Anchorage, AK.	Elementary Education	K-8 Elementary K-8 Science	=====	Teacher, Intermediate Grades, Soldotna Montessori Charter School
Littleton, CO.	John W. O'Neil	MEd	Colorado State University, Fort Collins, CO.	Vocational Ed	Secondary Business Education	19 States	Secondary Generalist, Tebughna School
Littleton, CO.	Catherine A. O'Neil	BA	University of N. Colorado, Greeley, CO.	Elementary Education	Elementary	19 States	Teacher/ Intervention, Tebughna School
Juneau, AK	Bonnie S. Stangl	BA	Seattle Pacific University. Seattle, WA.	Special Education	K-8 Elementary K-12 Special Education	11 AK. 4 States	Temporary Itinerant Literacy Coach, for Voznesenka, Razdolna, Nikolaevsk, Port Graham, Nanwalek, Kachemak - Selo, Ninilchik, Tebughna

June 6, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources 

THROUGH: Guy Fisher, Assistant Superintendent

SUBJECT: Approval of Request for Leave of Absence-Certified Item 11 a (7)

It is recommended the following request for unpaid leave of absence be approved for the 05-06 school year:

Paula Patterson School Psychologist Seward Elementary

June 6, 2005

TO: Board of Education
FROM: Donna Peterson, Ed. D., Superintendent
SUBJECT: 2005-06 Administrator Appointments– Item 11 a (9)

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

<u>Location</u>	<u>Administrator</u>	<u>Position</u>
Connections	Lee Young*	Principal
Nikolaevsk/Chapman	Sharon Conley*	Regional Principal
Redoubt Elementary	John Pothast*	Principal

*Represents change in assignment

The District administration strives to not provide "lay downs" or changes to the Board packet. However, due to the quickly moving process for administrator changes, it is anticipated that this item will be revised at the June 6th BOE meeting. The appointments that are currently in the decision making process are: Skyview, Port Graham, Nanwalek, Susan B. English, Homer Middle School and Soldotna Middle School. It is likely that a current administrator will be selected for at least one of these positions and therefore another opening will be created, thus the importance of timely action by the Board. Thank you in advance for your understanding.

R. LEE YOUNG
PO Box 3494
Soldotna, Alaska
(907) 260-1901

OBJECTIVE

To provide improvement of education, leadership and student preparation to pass the High School Qualifying Exam.

**AREAS OF
KNOWLEDGE
AND EXPERTISE**

- Site-Based Management
- Activities Coordination
- Teacher Evaluation
- Public Relations
- Conflict Resolution
- Technology and Web Sites
- Student Government
- Building Budget
- Student Accountability
- Master Scheduling

EDUCATION

Administrative Certification
Portland State University - 1993
Portland, OR

Masters Degree in Education
University of Portland - 1992
Portland, OR

Bachelor of Arts Degree in Education
Central Washington University - 1986
Ellensburg, WA

Associate in Arts and Sciences Degree
Lower Columbia Community College -1984
Longview, WA

**ADMINISTRATIVE
AND TEACHING
EXPERIENCE**

Principal 1999 to Present, Soldotna Middle School, Kenai Peninsula Borough School District, Soldotna, AK, 580 students grades 7-8, 59 staff, Experiences: Primary responsibilities include Instructional Leader, Supervision and Evaluation, Site Council Chairman, Scheduling, Student Discipline, Special Services, Development of Remedial Programs for HSQE Preparation and Grant Writing.

Assistant Principal 1998 to 1999, Soldotna Middle School, Kenai Peninsula Borough School District, Soldotna, AK, 580 students grades 7-8, 59 staff, Experiences: Primary responsibilities include improvement of instruction, supervision and evaluation, I-Team Chairman, student leadership, attendance, scheduling, discipline and Special Services

Junior High School Assistant Principal 1996 to 1998, Coweeman Junior High School, Kelso School District, Kelso WA, 650 students grades 7-9, 39 staff, Experiences: Primary responsibilities include improvement of instruction, supervision and evaluation of staff, student discipline, athletic director, student leadership.

Secondary Assistant Principal 1995-1996, Kalama School District, Kalama, WA, 410 students grades 6-12, 32 staff, responsibilities include student

Experiences: Primary discipline, athletic director,

guidance

counselor, student activities coordinator, facility use
director, student government, supervision and evaluation of staff.

K-12 Teacher 1987-1995, Kalama School District, Kalama, WA
Elementary P.E., sixth grade teacher, 11th grade U.S. History, Middle
School Social Studies, Vocational Education, Student Council Advisor,
facilitate and implement social studies curriculum.

**COMMUNITY
AND PARENT
INVOLVEMENT**

- St. John Foundation "A Child's Place" Psychological Services
- Implement Community Youth Fishing Program
- Trained Child Abuse Recognition by County Child Protective Services
- PTO Administrative Member

CERTIFICATES

- Alaska P-12 Administrative Certificate
- Washington State P-12 Administrative Certificate Granted by SPI,
- Washington State Continuing Teaching Certificate, Certified 4-12
Social Studies, History and K-8

**LEADERSHIP
EXPERIENCES**

- Intervention Team Leader
- District Health Committee Member
- Learning Improvement Team Leader
- District Student Accountability Facilitator for 5,000 students
- Building Improvement Project Team Manager, Onward to Excellence
- District Strategic Long Range Planning
- District Assessment Committee

**PROFESSIONAL
DEVELOPMENT**

- Teamship Academy, Building Trust, Communication,
Conflict Resolution, Consensus Building
- Teacher Evaluation and the Essential Learning's
- Leadership for Excellence in Assessment
- Successful Grant Writing

HONORS/AWARDS

- 1995 Educator of the Year Award, Washington Department of Fish
and Wildlife
- Who's Who Among America's Teachers
- 1990 Valuable Service Award, Kalama School District

**PROFESSIONAL
MEMBERSHIPS**

- Association of Alaska School Principals
- Alaska Assistant Principals Association
- National Education Association
- Project Leadership, WASA, 1997 to present

**PLACEMENT
FILE**

Placement file will be sent upon request.

Sharon Kay Conley

P.O. Box 15407 Homer, Alaska 99603 Phone: (907) 235-1449 home
(907) 235-8186 work Email: sconley@kpbsd.k12.ak sconley@xyz.net

OBJECTIVE:

To serve with educators, youth, parents, and community members as a 21 St Century administrator in Alaska

QUALIFICATIONS

- Expertise as a strong curriculum based administrator who will empower and impact instructors with research practices and educational tools that link to effective schooling.
Thirty years in educational leadership roles
- 2000 recipient of the Larry Graham Aspiring Principal's Scholarship from the Alaska Association of Secondary School Principals
- Selected 2002 Alaska Teacher Forum representative, February, 2002

EDUCATION

Master of Education-Reading
Administrative Certification through the Educational Leadership Principal Program

Colorado State University, December 1987

Bachelor of Science, with Distinction in Health and Physical Education Colorado State University, June 1973

Honors: Colorado State Graduate Fellowship Dean's List

Creative and Performing Arts Scholarship Outstanding Freshman Physical Education Major
CERTIFICATIONS

Alaska State Department of Education Certificate Type B Endorsement: K-12

Alaska State Department of Education Certificate Type A

Endorsements: K12/Physical Education, Elementary /Reading Specialist

RELATED WORK EXPERIENCE

2004-05 Principal/Teacher, Nikolaevsk

2003-2004 Kenai Peninsula Borough School District Assistant Principal

9002-2003 Kenai Peninsula Borough School District Administrator/Teacher

- Razdolna School

2000-2001 Kenai Peninsula Borough School District Administrative Intern

- McNeil Canyon Elementary, Homer Middle School, Homer High School

1994-2002 Kenai Peninsula Borough School District Teacher

- 1998-2002 McNeil Canyon Elementary, 1 st-2nd and 4th-5th grades.
- 1994-1998 Kachemak Selo School, 4th-6th grades

1988-1992 Colorado State University School of Occupational and Educational Studies *Reading Instructor*

Developed curriculum/ taught Advanced Reading and Comprehension course

Instructed Content Area Reading Course with corresponding practicum for teacher certification program

Created, trained and facilitated Student Athletes for Literacy course in conjunction with Colorado State University Student Literacy Corp and Poudre R-1 School District, Fort Collins, Colorado

1991-1992 Literacy in a Flexible Environment (L.I.F.E.) Fort Collins

Colorado *Literacy Tutor*

1988 Colorado State University, Division of Continuing Education Fort Collins

Colorado *Reading Instructor*

- Taught Reading and Study Skills

1973-1979 Eaton RE-2 School District Eaton

Physical Education

- Taught Middle and High School Health and Physical Education, Coached high school women's gymnastics, volleyball, and track

AREAS OF

Building Team Intervention and Collaboration facilitator

Building Site Council facilitator

Day-to-day Building Operations School Wide Discipline Assessment

Teacher Mentor

First Steps Balanced Literacy Trainer Bilingual Education

Staff Evaluations Integration of Curriculums Curriculum

Based Measurement Reading Intervention-Reading Mastery,

Reading Recovery Standard Based Reading and Writing

Instruction and Assessment Socratic Seminars

PROFESSIONAL CONTRIBUTIONS - Kenai Peninsula Borough School District

Member of the Strategic Planning Team, 1993 and editing member of the Long Range Strategic Plan. 2001

Comprehensive Professional Development Advisory Committee, 1998-9 Reading Curriculum Committee Contributor

District Wide In-Service Presentations:

Language Arts Curriculum, Social Studies Curriculum, Reading Recovery Analytic Writing Committee, 1995-02

"Writing on Target" Course Instructor in conjunction with Alaska State Writing Consortium, 2001 Scholastic Reading Curriculum Building Trainer, 2000-01

Alaska Multiage Institute Presenter, 1998 Building Battle Book Coach, 1994-00, 02 Building Assessment Coordinator, Kachemak Selo and McNeil Canyon Elementary Homer High School Site Council Member, 2001-03

Quality School Initiative McNeil Canyon Elementary team, 2000-2

Developed and implemented Intermediate Bilingual Report Card for Kachemak Selo School

Introduced and implemented Student Portfolio for Kachemak Selo School

Grants awarded:

AK2K Grant, 1997-98

Alaska Nutritional Grant, 1996-7

PROFESSIONAL MEMBERSHIPS • Phi Delta Kappa • International Reading Association

- Alaska State Literacy Association
- Alaska State Writing Consortium
- National Association of Elementary School Principals

REFERENCES Credentials including written references are available from:

Mr. Pete Swanson, Principal, McNeil Canyon Elementary

Mr. Glen Szymoniak, Principal, McNeil Canyon Elementary 1994-2000, now available at Homer Middle School

Mr. Alex Trout, Principal/Teacher, Kachemak Selo, 1997-1999, now available as Personnel Director and Activities Coordinator, at Lake and Peninsula School District, (907) 246-4280

John Gary Pothast

P.O. Box 2717 Soldotna, AK 99669

(907) 262-8551

jpothast@kpbsd.k12.ak.us

Education

- **M.ED.** Educational Leadership, Northern Arizona University; Flagstaff, Arizona. May, 1999
- **B.A.A.** Secondary Education: English and Communications, University of Minnesota-Duluth. November, 1998
- Alaska Type B Administrative certificate: December, 2000

Administrative Experience

Principal, Skyview High School, 1999-Present

Kenai Peninsula Borough School District, Soldotna, Alaska

- Instructional leader for school of 600 students, forty teachers and twenty support staff
- Maintain school budget
- Responsible for running all academic programs and co/extra-curricular activities
- Develop and maintain positive and effective relationships with all entities within the school and greater community
- Represent the school and district at a wide variety of functions and activities
- Developed and implemented Aspirations Advocates Mentor Program, 2001-present
- Developed Ninth-Grade Team
- Developed After The Bell tutoring program

Teaching Experience

English teacher, Cibola High School, 1993-1999

Yuma Union High School District #70--Yuma, Arizona

- Taught eleventh grade English (American Literature)
- Developed curriculum for, and taught College Preparatory Literature class
- Taught twelfth grade English (British Literature) and Advanced Placement English
- Head coach of Academic Decathlon team
- Taught Speech/Debate I
- Freshmen girls volleyball coach
- As department chair (1997-1999), supervised 18 teachers, performed evaluations and maintained department budget.

English teacher, Arizona Western College, 1994-1996--Yuma, Arizona

- Taught English 101: Freshman Composition

Physical education teacher, St. John's School, 1992-1993-- Tumon Bay, Guam

- Taught physical education, grades 4-12.
- Taught seventh grade word processing
- Developed curriculum for, and taught eighth grade critical reading and writing course
- Head Coaching duties: Varsity boys and girls volleyball, tennis and golf.
Junior High Quiz Bowl

English teacher, Cibola High School, 1989-1992

Yuma Union High School District #70-- Yuma, Arizona

- Taught eleventh grade English; American Literature
- Head coach for Academic Decathlon team
- Developed curriculum for Advanced Placement program in English and taught twelfth grade Advanced Placement English
- Taught tenth grade honors English
- Developed curriculum for speech/debate class; taught Speech/Debate I & II
- Developed and coached Cibola's first speech/debate team

Related Experience

- ASTE Presenter, using Palm Handheld Computers, February, 2003
- Team-taught "The Principalship" class, University of Maine. July, 2001
- Certified Palm Education Training Coordinator, 2001-present
- Presenter/Trainer at various state-wide conferences to train Teachers and Administrators on using Palm Handheld Computers, 2001-present
- Language Arts Curriculum Adoption Committee, KPBSD, 2001-2002
- Helped create and teach a co-curricular class designed to help students improve P-S.A.T./S.A.T. scores, 1993-1999

Professional Involvement

- Alaska Interscholastic Athletic Administration Association member, 2004-present
- President-Elect, Alaska Association of Secondary School Administrators, 2003-present
- Board of Directors for the Alaska Council of School Administrators, 2003-present
- Board of Directors, Alaska Association of Secondary School Administrators, 2001-2003
- Alaska Association of Secondary School Administrators, 1999-present
- National Association of Secondary School Administrators, 1999-present
- Kenai Peninsula Administrator's Association--Treasurer, Vice President/Secretary, President, 1999-2002

Awards and Honors

- State of Alaska Principal of the Year Award, 2004
- Service Award, Soldotna Rotary Club, 2003
- Alaska's Region III Principal of the Year, 2003
- ARCTIC Grant Recipient, 2002-2003
- State of Alaska Technology Leader of the Year Award, October, 2002

Community Involvement

- Interact Club Sponsor (Rotary Club for students), 2001-present

- Soldotna Rotary Club Youth Activities Chairman, 2002-present
- Soldotna Rotary Club Member, 2000-present
- City of Soldotna Mini-Grant committee member, 1999-present
- Actively involved with local church, 2000-present
 - Religious Education Teacher, Vacation Bible School Volunteer, Education Committee member
- Relay for Life Participant, 2001-present
- Community Clean-Up Program participant, 2001-present

The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead

By David Callahan

Copyright 2004, Harcourt, Inc., ISBN #0151010188

D. Peterson, 6/04

Purpose:

Mr. Callahan is the director of research for public policy center Demos. This book seeks to explain what changes in society have lead Americans to cheat more and attempts to build a case for conditions that can be changed to make different choices for different outcomes in the future.

Main Ideas:

1. Four reasons there is more cheating:
 - a. New pressures - competitive society with less job security
 - b. Bigger rewards for winning - sense of fairness gone
 - c. Temptation - safeguards against cheating are less
 - d. Trickle down corruption - everyone seems to be "doing it"

2. The gap between incomes widens - facts supporting skyrocketing inequality:
 - a. pg. 64 - America's upper middle class - during the 1990s, the number of households filing tax returns reporting incomes over \$100,000 a year quadrupled.
 - b. pg 65 - in 2001, nearly 30 million American workers - almost a quarter of all working people - earned under \$19,000 per year
 - c. pg 67 - the top 1 % of Americans holds nearly 40 % of all household wealth; more wealth than the bottom 90% of households put together
 - d. pg. 96 - in 1970s, roughly 2000 "gated" communities; today more than 50,000

3. Three changes connected to the rise in cheating:
 - a. individualism has morphed in selfishness (conspicuous consumption)
 - b. money has become more important to people (work harder, borrow more)
 - c. norms of competition have spread while compassion for the weaker or

less capable has waned (moral judgments about people based on economic success)

4. Some incredible statistics regarding impacts and changes:
 - a. pg. 25 - The average American taxpayer pays \$3000 more a year than he should because of other people's tax evasion.
 - b. pg. 30 - Some estimates of the cost nationwide of auto-repair fraud run as high as \$40B/ year.
 - c. pg. 161 - During the 2000 election, \$4B spent on state and federal elections - 3 times 1992
 - d. pg 163 - think tanks spend nearly \$200 million per year to influence public policy
 - e. pg 246 - companies filing with SEC grew by 40% late 1990s while staffing levels remained flat. In 2000, SEC reviewed only 8% of submitted statements.
 - f. pg 283 - 50% of surveyed corporate employees in 2000 stated they had observed serious violations of the law or company standards in the previous year

5. Some suggested solutions:
 - a. invest in education and job training to ensure everyone can compete in the postindustrial economy
 - b. make work pay by increasing minimum wage and indexing it to inflation
 - c. expand access to higher education
 - d. reduce insecurities (health care, day care options, etc.)
 - e. adjust the scales of influence in politics
 - f. stop demeaning and downsizing public sector service

Overview:

In the preface the author says, "This is a dark book in some ways. An increase in cheating reflects deep anxiety and insecurity in American nowadays, desperation even, as well as arrogance among the rich and cynicism among ordinary people. Many of the stories that follow are very troubling; some are tragic." At the end of the book, this reviewer was saddened by the stories and found it difficult to find ways to change the cycle that has been created.

Accountability for Learning: How Teachers and School Leaders Can Take Charge

By Douglas B. Reeves

Copyright 2004, ASCD, ISBN #0871208334

D. Peterson, 07/04

Purpose:

The foremost expert dedicated to improving student achievement presents a valid blueprint for moving entire organizations from accountability as the "a-word" to accountability telling the story of how students, teachers, administrators, parents and partnerships work together to make their schools "places of wonder." The book focuses on the needs of teachers.

Main Ideas:

1. Key categories (with sample activity indicators under each) in Holistic accountability:

Teaching

- a. frequency of writing assessments
- b. percentage (%) of lessons integrating technology
- c. % of non-language arts lessons involving student writing with editing, rewriting

Leadership

- a. % of faculty meeting discussion, action related to student achievement
- b. % of A-level tasks on daily prioritized list related to improving achievement
- c. % of students with identified academic deficiencies, rescheduled for help within 30 days

Curriculum

- a. % of students who are one or more grade levels below in reading receiving targeted assistance
- b. % of classrooms that allow multiple opportunities for student success
- c. % of students participating in advanced classes

Parent and community involvement

- a. more than 90 % of students have a caring adult who regularly is involved
- b. "watch list" prepared, team approach with parents used to monitor and improve performance

c. multiple channels of parent communication are available

2. Measurable indicators from successful school systems (Norfolk)

a. Time for **teacher collaboration** - used the time they had with an intentional focus on collaborative scoring of student work

b. More frequent **feedback to students** - real time feedback like coaches, with consistent accuracy comparing student performance to unambiguous expectations

c. Dramatic **changes in schedule** - Elementary 3 hours to literacy (2 reading + 1 writing); Secondary - doubled periods of English and math (not block, genuine increase in instructional hours)

d. Action research and **midcourse correction** - accountability was dynamic and flexible with ineffective goals and strategies replaced

e. **Aligning** teacher assignments with teacher preparation

f. Constructive **data analysis** - comparing individual student growth annually

g. **Common assessments**

h. Employed the resources of **every adult** in the system - respect required

i. Cross-disciplinary **integration** - music, art, PE, word languages, vocational areas, technology all were involved in the conversations on student achievement and the planning of instruction

What Great Principals Do Differently: Fifteen Things That Matter Most

By Todd Whitaker

Copyright 2003, Eye on Education, Inc., ISBN #1-930556-47-0

D. Peterson 7/04

Purpose:

Provides a framework for principals to review their personal actions/ leadership against highly effective principals.

Main Ideas:

1. Concentrate on people, not programs
 - a. Two ways to improve: Get better teachers or improve current teachers
 - b. Great principals find ways to promote individual growth and build relationships
 - c. What if the goal of faculty meetings was to excite teachers more about teaching?

2. Great principals view themselves as responsible for all aspects of their school
 - a. Have high expectations for themselves
 - b. Find time to get into classrooms and help teachers build skills
 - c. Convey a sense of calm and positiveness
 - d. Concentrate on needs of all but base decisions on best teachers
 - e. Treat everyone as good
(great examples page 75-76 of reminder notes)
 - f. Support superstars with autonomy and recognition
 - g. Treat everyone with respect every day all the time (We never forget the "one time")
 - h. Make it "cool to care" about their school

Quotes:

page 19 - "Accepting responsibility is an essential difference between more effective and less effective employers, teachers, principals - even parents."

page 23 - "Perception becomes reality - one way or another."

page 46 - "Experience is not the best teacher; the best teacher is the best teacher."

page 86 - "Teachers who say they are burned out were probably never on fire in the first place."

Gardening in the Minefield: A Survival Guide for School Administrators

By Laurel Schmidt

Copyright 2002, Heinemann, ISBN #0325004765

D. Peterson, 6/04

Purpose:

This book is one that could be reread annually by administrators. It is humorous (the first sentence starts, "I became a principal in spite of myself,...") and it provides excellent ideas for rethinking how the business of administration should occur. Used as a book talk, the conversations generated from paragraphs within the book could spark endless discussions.

Advice:

(Understanding) Develop the habit of asking good questions.

(Vision) Offer your vision around the clock, in writing and in person.

(Personal reflection) Get smarter about your thoughts.

(Conflict Resolution) Win by maintaining control.

Quotes:

page xi: - "...thousands of meetings, most of which hovered somewhere between plankton and krill on the food chain of life-changing events."

page 2 - "Principals stretch shrinking budgets until they are paper-thin to finance mandatory federal programs, while cobbling together a patchwork of pro bono services to address the urgent social and emotional needs of their students."

page 24 - When people come to you unannounced and unglued it is best to remind yourself that "most of these people are simply experiencing a temporary lapse in their coping skills."

page 111 - For administrators, "the in-box never sleeps."

page 173 - "When you are under pressure or under fire, people tune in as if it were Days of our Lives. Your supporters are checking, sometimes hourly to see if you are still standing. ... The loyal opposition is just as vigilant, measuring the impact of their latest assault. ..."

The Primal Teen: What the New Discoveries About the Teenage Brain Tell Us About Our Kids

By Barbara Strauch

Copyright 2003, Doubleday, ISBN#0385503393

Reviewed by Donna Peterson 8/1/04

Purpose:

This is an amazing book that challenges all that we thought we knew about how teenager's brain functioned. I equate the knowledge in it to the shift that took place when science proved the earth was not flat. The ability of scientists to study the human brain has debunked the "old" thinking that growth occurred from ages 0-3 and then slowed down so that teenagers were basically considered brain dead, with no growth occurring. "New" knowledge shows that brain growth in teenagers may be as important/large as the 0-3 learning. Implications for education are staggering.

Main Ideas:

1. MRI's can and do study healthy human brains and the neuroscience now shows incredible growth/pruning of brain matter. If teenagers have a variety of experience and a variety of opportunities to hear/see different things, they are more likely to be able to sort through and strengthen "good" connections.

Implications: Rigor is appropriate at all levels of education

Doing lots of things is more important to development than focusing on doing just one thing well

2. Hormones matter but they aren't all to blame. And, among teenagers - both genders - those that have good relationships with their families, high/low levels of hormones do not influence risky behaviors.

Implications: Appealing to intellect is important

Strong relationships with caring adults make a difference

3. What can parents do?

a) Give one direction at a time

b) Provide clear boundaries on important issues (they are NOT adults)

c) Give hints, ideas, scenarios to encourage appropriate choices

- d) Assure at least 9 hours of sleep, lobby for starting school later
- e) Expose teenagers to as many new experiences as possible
- f) Plan for risky behavior
- g) Give teenagers a wider definition of success
- h) Don't give up

4. The phase can best be described as "rewiring" and gives reason/clues to the swift mood changes, out-of-character responses, and risk taking (stupid actions) of teenagers

Leadership ER: A Health Checkup for You and Your Team

by **Stephen F. Krempf** — ISBN #0-9746403
Cornerstone Leadership Institute, 2004

D. Peterson, 1/05

Purpose:

This book tells the story of one middle manager's health crisis and the implications/parallels for the crisis being experienced on his business team.

Main Ideas:

1. People experience similarities in their personal and professional life because the common denominator is the person and how he/she responds to situations.
2. Team leaders need to act like doctors - diagnosing problems, interpreting results, and taking action.
3. Communication is vital. Team leaders cannot restrict the flow of information up or down or rumors will fill the vacuum. If faulty or incomplete information is being passed on, incorrect conclusions will be drawn.
4. When crisis hits:
 - a. accept responsibility for the problem... don't be in denial
 - b. recognize the warning signs and diagnose the problem early. Don't be afraid to find out what is really wrong. Get the checkup, run the tests, interpret the results.
 - c. seek expert advice if necessary to help diagnose the problem and develop the appropriate strategy to cure the problem.
 - d. take action

Quotes:

pg. 49 - "There are not simple solutions; only intelligent choices." Author unknown

pg. 69 - "There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them." Dennis Waitley

pg. 99 - "Our health always seems much more valuable after we lose it." Author unknown

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement

by Marzano, Pickering, and Pollock 2001 ISBN #0871205051
ASCD/McREL,

D. Peterson, 1/05

Purpose:

Midcontinent Research for Education and Learning (McREL) undertook a study to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The summary points from that study are found below:

Categories of Instructional Strategies that Affect Student Achievement:

1. Identifying similarities and differences
 - a. Explicit guidance in identifying
 - b. Asking students to independently identify
 - c. Representing in graphic or symbolic form
 - d. Accomplished in a variety of ways - highly robust
2. Summarizing and note taking
 - a. Delete, substitute, and keep some information
 - b. Analyze the information at a fairly deep level
 - c. Be aware of the explicit structure of information
 - d. Verbatim note taking is the least effective way to take notes
 - e. Notes should be considered a work in progress
 - f. Use as study guides for tests
 - g. The more notes that are taken, the better
3. Reinforcing effort and providing recognition
 - a. Not all students realize the importance of believing in effort
 - b. Students can learn to change their beliefs to an emphasis on effort
 - c. Rewards do not necessarily have a negative effect on intrinsic motivation
 - d. Reward most effective when it is contingent on attainment of performance std.

e. Abstract symbolic recognition is more effective than tangible rewards

4. Homework and practice

- a. Amount of homework assigned should vary from elem to middle to high school
- b. Parent involvement in homework should be kept to a minimum
- c. Purpose of homework should be identified and articulated
- d. Assigned homework should be commented on
- e. Mastering a skill requires a fair amount of focused practice
- f. While practicing, students should adapt and shape what they have learned

5. Nonlinguistic representations

- a. A variety of activities produce non-linguistic representations (get "in the mind")
- b. Nonlinguistic representations should elaborate on knowledge

6. Cooperative learning

- a. Organizing groups based on ability levels should be done sparingly
- b. Cooperative groups should be kept rather small in size
- c. Should be applied consistently and systematically, but not overused

7. Setting objectives and providing feedback

- a. Instructional goals narrow what students focus on
- b. Instructional goals should not be too specific (behavioral goals may be)
- c. Students should be encouraged to personalize the teacher's goals
- d. Feedback should be "corrective" in nature
- e. Feedback should be timely
- f. Feedback should be specific to a criterion
- g. Students can effectively provide some of their own feedback

8. Generating and testing hypotheses

- a. Approach in a more inductive or deductive manner
- b. Ask students to clearly explain their hypotheses and their conclusions

9. Questions, cues, and advance organizers

- a. Focus on what is important as opposed to what is unusual
- b. "Higher level" questions/advance organizers produce deeper learning
- c. "Waiting" briefly before accepting responses increases the depth of

answer

d. Questions are effective learning tools even when asked before an experience

e. Advance organizers are most useful with info that is not well organized

f. Different types of advance organizers produce different results



2004-2005 Midyear Report to the Board

Progress on Board Goals:

1. Expand learning opportunities through distance delivery and alternative delivery system.

Accomplishments:

- § 70 teachers trained in two-day institute for Follow the Leader Program
- § Administrators and staff at 15 schools implementing FTL
- § Infrastructure in place at all large high schools
- § Nikolaevsk, Skyview, and SoHi offering AP calculus and AP English
- § 5 classes offered via distance delivery
- § Alaska On-Line servicing 67 students in Port Graham, Nikolaevsk, Hope, and Nanwalek

Consideration/to dos:

- § Changes in personnel for distance delivery will need to be reviewed, planned for
- § Significant dollar investment for equipment will be required to expand distance delivery

2. Implement revised K-12 mathematics curriculum with intensive training and attention to learner needs, assuring mastery and proficiency.

Accomplishments:

- § 120 K-8 teachers trained in Math Solutions in August and in November
- § Addison Wesley Skill Activity books purchased for K-2, training provided as a supplement
- § Three rounds of purchasing replacements for worn texts, including teacher materials have occurred

Considerations/to dos:

- § Ongoing training in this area absolutely vital; this goal needs to be an annual routine function

3. Use non-fiction writing across the curriculum to improve literacy scores.

Accomplishments:

- § Differentiated instruction training provided in concert with Six Trait instruction
- § Writing component added to 7-12 summer program planning
- § AWA prompts reviewed and changed as appropriate to reflect non-fiction emphasis
- § Written and visual survey completed regarding inclusion of non-fiction reading/writing in classrooms

Consideration/to dos:

- § Continued spring training in this area

4. *Instruction to all students which is appropriate to their abilities. Require learning plans for all students not reaching the District achievement targets in reading, writing, and mathematics.*

Accomplishments:

- § Data reviewed at a District level; provided to school
- § Alignment between data and school improvement plan required; plans re-written at site level
- § Response to intervention model at nine schools

Considerations/to dos:

- § Plans for each student not meeting targets are expected at the site level
- § Spring training in a template/intervention model will establish procedures for monitoring and evaluating learning plans

5. *Design and communicate four-year learning plans for all students in grades 9-12.*

Accomplishments:

- § Survey completed - inconsistencies noted between and within schools
- § Freshmen targeted for implementation
- § "Basic" program guidelines established, buy-in gained

Considerations/to dos:

- § This will be a multi-year goal; the weighted grades decision will have impact

6. *Increase collaboration and professional development opportunities for staff to insure a safe, orderly and productive environment.*

Accomplishments:

- § See math goal (#2), non-fiction goal (#3), intervention goal (#4), technology goal (#5)
- § New school safety flip chart distributed, administrators trained staff, and

implemented

- § Safe and drug free school opportunities targeted for prevention of bullying/character building
- § Increased opportunities/MOUs/conversations with law enforcement personnel
- § Student Aspirations Program at eight schools

7. Expand use of Edline as parent communication tool throughout the District and provide training to assure regular updates.

Accomplishments:

- § All schools, grades 4-12, except Spring Creek, Kenai Youth Facility and Kachemak Selo are utilizing
- § Training has been provided and David Hensen is available for follow-up school or individual needs
- § All 4-12 students have Edline passwords and accounts; passwords distributed to all parents

Considerations/to dos:

- § Standard for weekly GradeQuick updates to Edline is not consistent yet
- § Some are beginning to use Edline for school web-site
- § School website "best practices" being developed

8. Review programs and facilities and determine ways to focus resources and equipment to increase opportunities for students.

Accomplishments:

- § Meetings held with site councils regarding open boundaries
- § All central peninsula high schools on similar schedules - sharing of students, staff occurring
- § "Rightsizing" of staffing formula recommendations to Board

Considerations/to dos:

- § Middle and high school schedules will be intensely reviewed by Central Office
- § Bus routing/ridership being reviewed

9. Organize the Cocurricular Task Force to study issues - with recommendations to be brought to the Board by December 1, 2004.

Accomplishments:

- § Past work of task forces reviewed
- § Resolution from School Board in support of activities
- § Current level of funding included in FY06 budget

First Semester Other:

- § Two sections of policy manual (4000 Personnel and 5000 Students) reviewed - SB committee process efficient
- § New state assessment field tested in fall - district hand-bubbled all student tests
- § District representatives on statewide assessment committees - bias and content review, etc.
- § Grades 1-2 Standards Based Report Card completed, all teachers trained, fully implemented
- § Data compiled and template developed for school report card to meet new State and Federal requirements
- § Coaches project developed through Title II; job description developed, schools will pilot in 2006
- § 20+ teachers trained in literacy centers with Donna Gordon; further training scheduled for August 2005
- § Kindergarten teachers trained in use and received "Leapfrog Literacy Centers" used in summer program
- § Administrator trained in Classroom Walkthrough - determining objectives taught and rigor of instructional program
- § Protocol established for "behavior that does not reflect well on the district" conversations with employees
- § Continued planning for Arctic Winter Games
- § Transition to new plan of service for Gifted and Talented students
- § Equipment received, participation high in 8 breakfast grant school
- § New Point of Sale System for Student Nutrition Services implemented
- § Changes in site administrator role for schools under 200 worked through site by site (adjust to regional with attrition)
- § Highly qualified teacher process identified, first round of HOUSE completed, elementary teacher certificates issued
- § Process completed and claims being submitted for Medicaid Reimbursement for School Based Services
- § Weighted grades implications addressed
- § Fire in warehouse prior to start of year, insurance and ordering issues
- § New press liaisons at both KSRM (Joe Nicks) and Clarion (Layton Ehmke)
- § Totally revamped budget process involved all central office for 3+ days in public conversation
- § Attorney General's opinion on "retirement credit" changed implementation of practice regarding administrators, met with each person impacted
- § Response to Intervention Project implemented

Second Semester Outlook:

- § Physical Education and Career and Technical Education curriculums will come before the Board, committee work completed
- § Spelling research completed, self-contained tubs being developed, training scheduled for schools, to be included in LA curriculum
- § Training for administrators and coaches for pilot schools with Title II coaches; middle school administrators also attending
- § Pre-work for negotiations
- § Legislative work
- § Weather related incidents, planning
- § Pre-work for new transportation contract, needs
- § Develop implementation/training plan for counselor changes
- § Develop implementation/training plan for library changes
- § Implement training and transition plan for all-day kindergarten
- § Course master reviewed; cross checks between class size report, instructor, and certification being completed
- § GFOA will be completing survey regarding finance/payroll/HR software needs; attending sessions with vendors
- § Continued work on grants, applications, and need for accomplishing #1 priority in CIP - teacher housing for remote sites
- § Community Schools transition to KPC
- § Continued work through Seward Middle School Replacement process - web updates on Borough homepage
- § Adjusting to needs, changes, new information regarding Agrium's future
- § Community and school meetings on administrator changes (Nikiski Mid/High, Sears, KCHS, +)
- § Differentiated Instruction Institute (July 2005) preparation
- § Statewide Principals Leadership Forum Scheduled for Homer (June 2005)