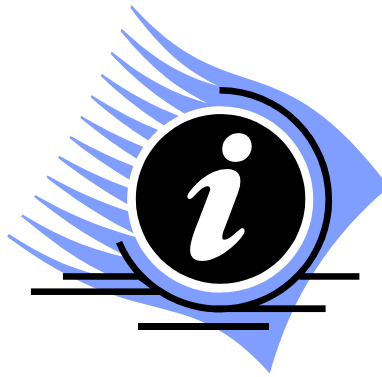


General Information Items for the Board of Education



PRESS RELEASE

National speaker Taylor Crowe coming to Soldotna and Homer, Alaska

Soldotna, March 6, 2012— Ask yourself: Is your life centered on *capability* or *disability*? The Alaska Autism Resource Center, in partnership with Kenai Peninsula Borough School District, welcomes national speaker, Taylor Crowe, to Soldotna and Homer for two inspirational evenings.



people with autism feel love
people with autism have faith
people with autism experience joy
people with autism know hope
Taylor Crowe

Taylor Crowe is an inspiring young man and artist who will share his daily struggles with the challenges of autism. Growing up in a nurturing and positive environment, he learned that his life is about his *capability*, not disability. Now thirty years old, his life is in direct contrast to the physician who initially diagnosed his autism, adding, "There is no hope for him."

Crowe is a graduate of the California Institute of the Arts with a degree in Character Animation. He will offer two free public presentations, and a general school assembly in Homer.

Taylor Crowe "My Life With Autism..." free public presentations:

- **SOLDOTNA: Monday, March 19, 5:30 – 7:30 p.m., Soldotna Middle School library**
- **HOMER: Wednesday, March 21, 6:30 -8:30 p.m., Homer Middle School library** (childcare provided)
 - 3/21/12: general school assembly, West Homer Elementary Auditorium, 10:00-10:30 a.m.

Seventy-four students currently receive educational services in the Kenai Peninsula Borough School Special Education eligibility category of autism. Eligibility is based on student needs; students are varied and may be in a general education classroom, a resource classroom, or a contained class.

Links:

[Alaska Autism Resource Center](http://www.AlaskaARC.org) www.AlaskaARC.org
[KPBSD Pupil Services](http://bit.ly/PupilServicesKPBSD) <http://bit.ly/PupilServicesKPBSD>
[Taylor Crowe](http://www.TaylorCrowe.com) www.TaylorCrowe.com

About Taylor Crowe and his presentation:

- Diagnosed with severe autism when he was a preschooler. In the years of public schooling and intense therapy that followed, an extraordinary young man emerged.

- **Presentation** will touch on the areas of his education and upbringing that had the greatest influence on him, vividly describing his evolution from a child given virtually no hope by the physician who diagnosed him, to a grade school student who showed occasional glimmers of promise, to an artistically gifted high school student surrounded by caring friends, to a refreshingly independent young adult who successfully completed a rigorous course of studies at one of the premier art schools in the world.
- **Focus on the impact teaching professionals, therapists, friends and family** have in the daily lives of students with disabilities. He will share details about those specific situations both in and out of school that had the greatest influences on him. He will outline his personal advice to educators and educational assistants about what should and shouldn't be done in school settings for students with autism.
- **Describe life from the frame of reference of an individual on the autism spectrum**, explaining what life is like to someone who is a visual learner predisposed to interpreting things precisely and literally. Taylor will not describe a "miracle cure" of autism. He explains that he still struggles daily with the challenges his autism presents but emphasizes his conviction that by growing up in a caring and positive environment, he learned that his was a life of *capability*, not disability.
- **Share how his specific interests and areas of ability were discovered**, nurtured and cultivated, not for any anticipated vocational benefit but as social tools for interacting with mainstream peers.
- **Coauthor and narrator of *The View from Here: My Life with Autism*, a video documentary** describing his insights about the disorder. He has been the keynote speaker at scores of autism conferences and seminars throughout the United States and Canada, and is one of the individuals with autism **featured in the 2010 HBO documentary film *A Mother's Courage: Talking Back to Autism***.
- **Currently finishing a children's book about autism** he and a friend wrote and illustrated. He also draws editorial cartoons for *The Southeast Missourian* newspaper. In addition to this, he is also preparing a series of lectures about a particular area of interest to him, the history of animated theatrical short cartoons. In 2008 Taylor wrote and animated a short cartoon about the discovery of x-rays for the American Roentgen Ray Society. In his spare time, he paints landscapes.
- Contact: www.TaylorCrowe.com; Facebook: ["Autism from the Inside: Taylor Crowe 'My Life with Autism'"](#)
David Crowe, Taylor's father: dpcrowe@yahoo.com; (573) 576-2173

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Discipline Data

Date: March 15, 2011

Item Number:

Administrator: Sean Dusek *Sean Dusek*

Attachments: KPBSD Discipline Data 2005-2012 – 3rd Quarter

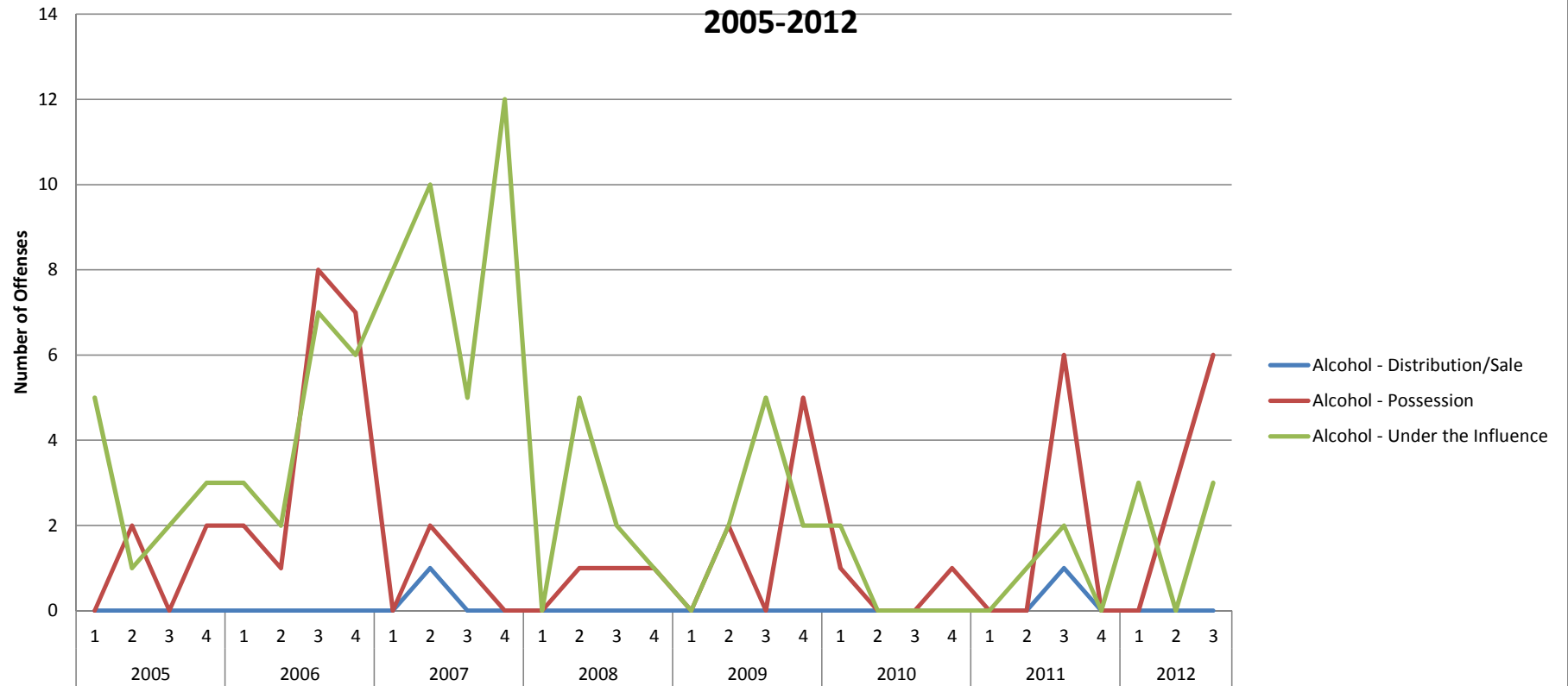
☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

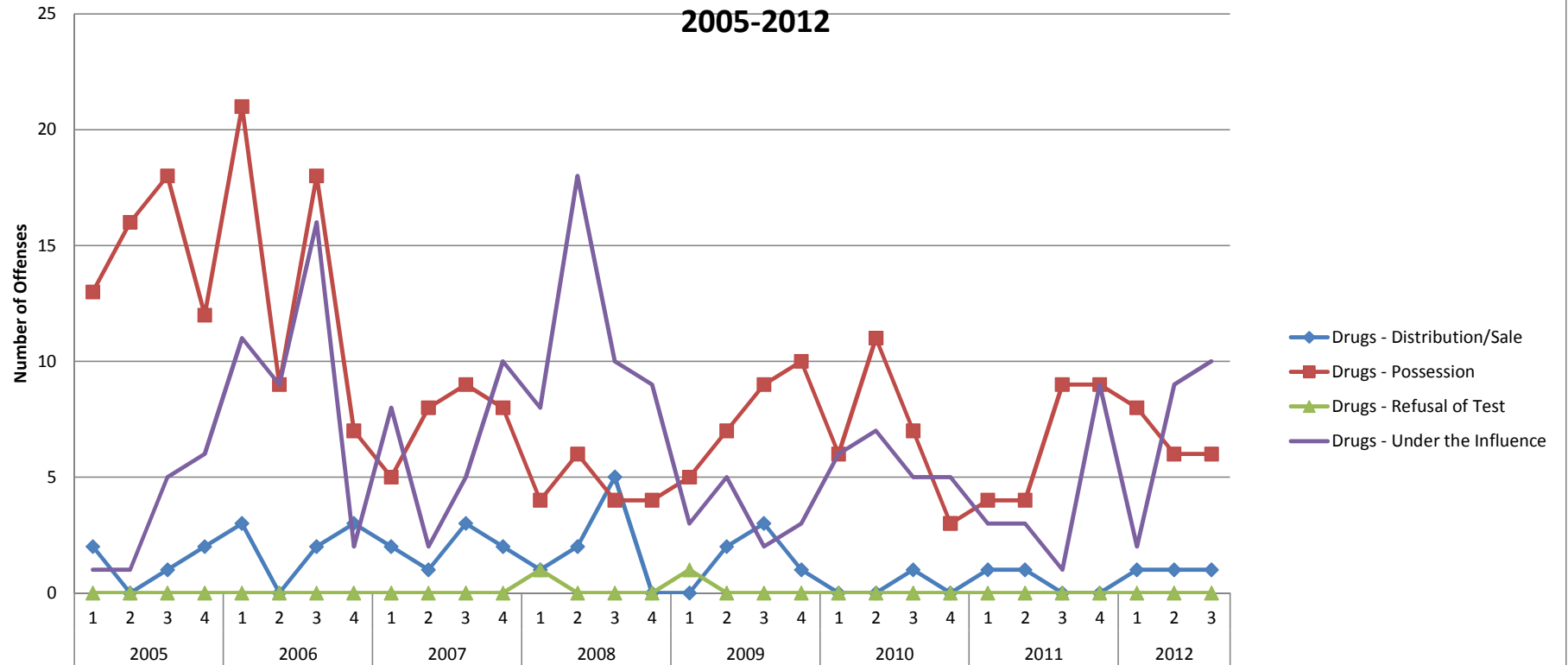
Attached is the updated discipline report for the years 2005-2012. This report contains the 2011-12 Third Quarter.

ADMINISTRATIVE RECOMMENDATION

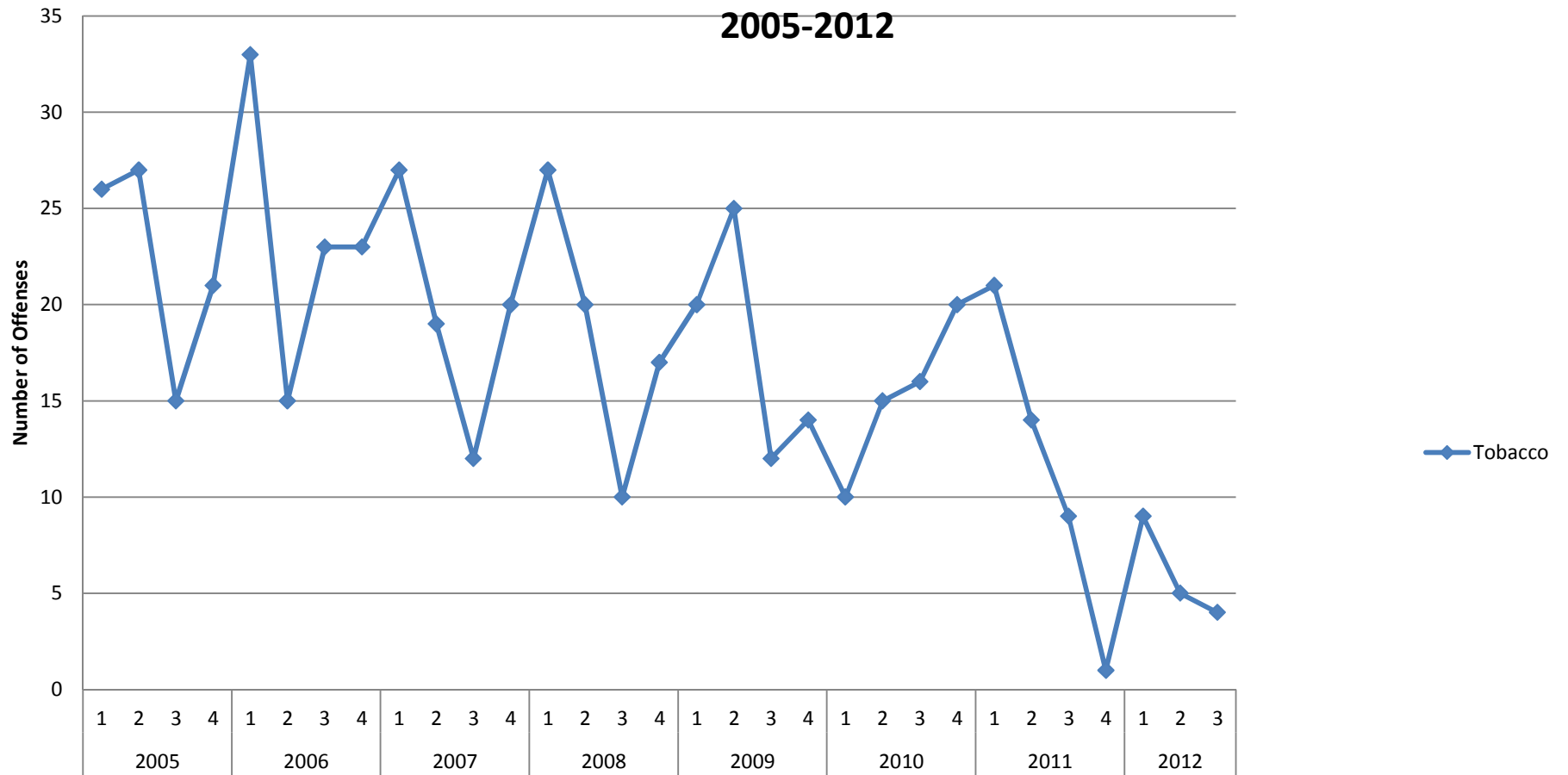
Alcohol Offenses 2005-2012



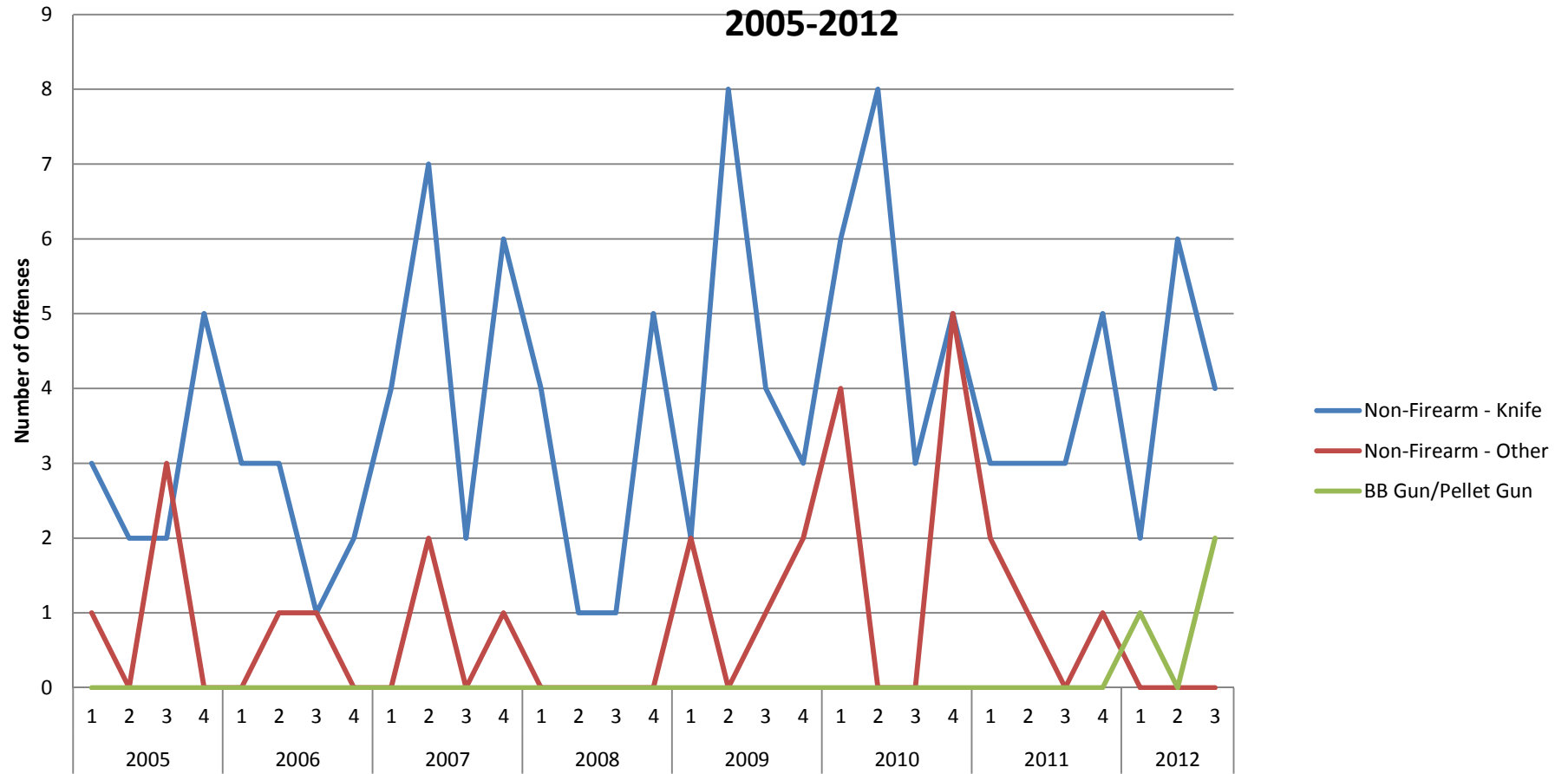
Drug Offenses 2005-2012



Tobacco Offenses 2005-2012



Weapons Offenses 2005-2012



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SCHOOL BOARD COMMUNICATION

Title: Update on Students in Transition Program

Date: March 23, 2012

Item Number:

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



Attachments:

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

Each quarter, Kelly King, our Homeless Liaison for the Students in Transition Program (STP), provides a report on the number of students in the program and other relevant information. Kelly reports the following as of March 23.

- 207 students enrolled in STP (134 in Central Peninsula, 62 in Homer, 11 in Seward)
- 11 new students enrolled during the week after spring break. The new students were both in state and out of state prior to coming to KPBSD.

Ms. King is pleased to note the district's partnership with Royal Families Kids Camp in Kenai. The camp serves students in the greater Kenai area. They run a weeklong residential camp specifically for homeless children and foster children ages 7 through 11. Last summer's camp (the first camp held in Kenai) included some of Kelly's students. The theme of the camp was "Moments Matter," and was designed to give children in these circumstances happy, supportive, positive memories. There is no camp registration fee.

In the past, if funds were available at the end of the school year, we would provide some students in all areas the opportunity to go to other camps (i.e. Challenger Learning Center, etc.). With federal grant monies being reduced this grant cycle (we were awarded the most we were eligible for, but only received about half of the amount the district is used to receiving), the money just isn't there for other such activities.

ADMINISTRATIVE RECOMMENDATION

N/A

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SCHOOL BOARD COMMUNICATION

Title: Exhibit Revisions

Date: March 23, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent



Attachments: E 6153(f) Student Indemnification Statement
E 9311 Board Policy Revision Time Line

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

Per Board Bylaw 9313 Administrative Regulations and Exhibits: "Exhibit pages are intended to be easily updated. They are provided as information items to Board members but are not subject to approval."

E 6153(f) Student Indemnification Statement (Waiver of Liability): This indemnification form is used for field trips. This has been amended upon the advice of the Borough Attorney to include the line "up to and including death", the statement of the activity, and the line "I understand this waiver is voluntary and that I fully understand the potential risks."

E 9311 Board Policy Revision Time Line: edited to reflect the changes in dates for review of the Board Policy Revision Time Line. The existing version ends with 2011-12.

ADMINISTRATIVE RECOMMENDATION

STUDENT INDEMNIFICATION STATEMENT (Waiver of Liability)
STUDENT CONSENT FOR MEDICAL TREATMENT
STUDENT CONSENT TO PARTICIPATE *

Student Name:		School:	
Activity (if for sport season name sport):	Field Trip:		
Date(s) of trip:	Sport Season (if applicable):		

To the maximum extent allowed by law, I agree to hold harmless the Kenai Peninsula Borough and School District and its employees, directors, and designees (hereafter "District") fir expenses relating to injuries (**up to and including death**), accidents, diseases, property damage, and/or property loss which may occur as a result of the student's participation in the **above named activity** on the above named field trip except to the extent such injuries are directly caused by the reckless or intentional actions of the District.

I understand that the District provides limited secondary student accident insurance coverage for travel within the US and Canada (only when the student is immediately and directly supervised) and no liability insurance that would cover a student's actions. It will be my responsibility to provide for payment of such expenses beyond the secondary limited accident insurance, should they occur. Due to the fact that the secondary coverage provided by the District is not effective outside of the US and Canada, parents of students going on these trips outside the US will be required to provide proof of insurance. I am aware of the hazards associated with the transportation to and from, as well as participation in, this activity. **I give my permission for the above listed student to be transported by school personnel or their designees and to participate in the above listed activity.**

I understand that all District and school rules and regulations will apply while the above named student is on a school-sponsored field trip. Violations of a serious nature will result in the student being sent home immediately at my expenses. School discipline will result for infractions of school rules while the student is on a school-sponsored trip.

I understand this waiver is voluntary and that I fully understand the potential risks.

I also authorize any necessary emergency medical treatment to be administered to the above named student. Allergies and/or special medical instructions for the student are attached.

Additional information is available through _____ (trip organizer's name) at phone: _____ and school: _____.

Parent/Guardian Printed Name	Parent/Guardian Signature	Date
Emergency Contact Name	Emergency Phone Number	Home Phone Number

* Form to be completed for each field trip or single event; form to be completed once for each specific sports season

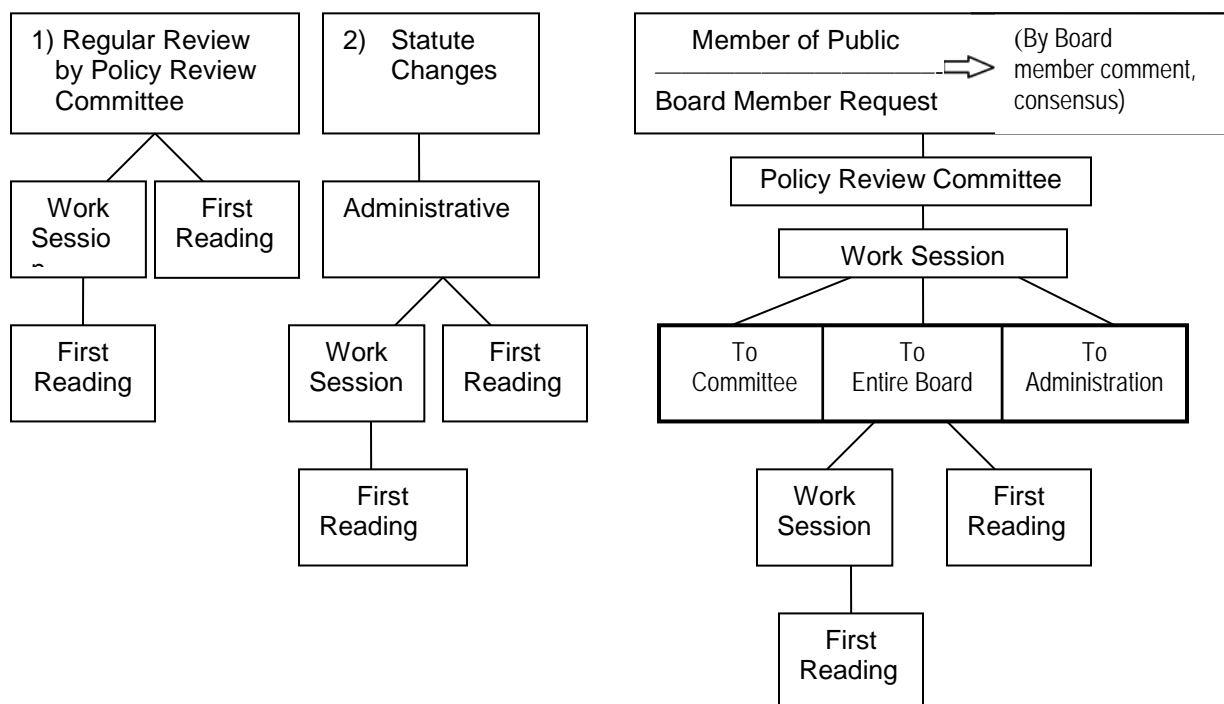
Revised April 2012

Board Policy Revision Time Line

2012-13	2013-14	2014-15	2015-16	2016-17
Section 9000 (Bylaws of the Board)	Section 2000 (Administration)	Section 4000 (Personnel)	Section 0000 (Philosophy-Goals-Objectives and comprehensive Plans)	Section 7000 (New Construction)
Section 1000 (Community Relations)	Section 3000 (Business and Noninstructional Operations)	Section 5000 (Students)	Section 6000 (Instruction)	Section 8000 (Advisory School Boards)]

Policy Review Process*

3) By Request



*Administrative recommendations accompany first reading.

Revised: April 2012

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SCHOOL BOARD COMMUNICATION

Title: Exhibit Revisions

Date: March 23, 2012

Item Number:

Administrator: Sean Dusek, Assistant Superintendent *Sean Dusek*

Attachments: E 5144.1(a) Long Term Suspension Process 2
E 5144.1(b) Order of Hearings 4
E 5144.1(c) Expulsion Recommendation Process 5
E 5144.11 Student/Parent Discipline Appeal 6
E 5144.11(c) Procedures of Contested Student Hearings 7

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

The following policies were reviewed by the Board Policy Committee on February 6, 2012 and reviewed at a Board worksession on March 5, 2012.

Per BB 9313: "Exhibit pages are intended to be easily updated. They are provided as information items to Board members but are not subject to approval."

E 5144.1(a) Long Term Suspension Process

- Clarification of long-term suspension process

E 5144.1(b) Order of Hearings

- Informal hearings may be appealed to the Superintendent with Formal Hearing I and which may be further appealed to the Board by Formal Hearing II with no further appeals available.

E 5144.1(c) Expulsion Recommendation Process (NEW)

- This flowchart has been added to visually document the expulsion recommendation process.

E 5144.11(a) Request for Reconsideration

- Title has been changed to **Notice of Appeal** with a minor change in text.

E 5144.11(c) Procedure for Student Hearings

- Title change to Procedures for **Contested** Student Hearings.

ADMINISTRATIVE RECOMMENDATION

LONG-TERM SUSPENSION PROCESS

- I. Be familiar with the following District Policies and Regulations:
 - a. BP 5131.6 *Alcohol and Other Drugs* (if related to substance abuse)
 - b. BP5145.12 *Search and Seizure* and AR 5145.12 *Search and Seizure* (if related to search and seizure)
 - c. AR 5144.2 *Suspension and Expulsion (Students with Disabilities)* and BP 5144.11 *Due Process* and AR 5144.11 *Due Process* (all hearings regardless of whether formal or informal follow due process)
 - d. BP 5144.1 *Suspension and Expulsion* and AR 5144.1 *Suspension and Expulsion*
- II. Contact the following:
 - a. Parents/guardian by phone and in writing and describe the process to be followed
 - b. Police (if a violation of the law has occurred)
 - c. Assistant Superintendent of Instruction
- III. Ascertain if the student has an IEP and, if yes, follow *5144.2 Suspension and Expulsion (Students with Disabilities)*
- IV. Conduct an informal hearing and provide the following:
 - a. Oral or written notice of charges
 - b. An explanation of the evidence
 - c. An opportunity to present the student's point of view of the incident
 - d. An explanation of the sanctions
 - e. An explanation of the appeal process
 - f. Provide a written summary of hearing to student/parents and Assistant Superintendent
- V. The hearing officer submits a hearing summary of each hearing that must include the following information:
 - a. Student's name (legal and other names the student went by)
 - b. Time and place of the hearing
 - c. A list of those present
 - d. The violation(s) that the student is charged with
 - e. The facts of the case
 - f. The conclusion of guilt or innocence
 - g. The sanctions to be placed upon the student
 - h. Copies of the hearing summary are sent to:
 1. Parent or guardian
 2. Principal
 3. Assistant Superintendent of Instruction

LONG TERM SUSPENSION PROCESS (continued)

- VI. A decision of the principal suspending the student from school for eleven (11) or more school days may be appealed in writing within five (5) days of receipt of the suspension notice. If appealed, formal hearings are conducted in the following order.

Level I: This hearing is conducted by a hearing officer within five (5) school days of the appeal request and according to procedures defined herein. A decision will be rendered by the hearing officer within three (3) school days of the hearing.

Level II: This hearing is conducted by the Superintendent within five days of receipt of an appeal from Level I. Decisions are to be rendered within three school days of hearing and sent via certified mail to student and parent.

Level III: This hearing is conducted by the Board at the next available Board meeting following receipt of an appeal from Level II. The decision will be announced within three (3) school days and mailed to parent and student via certified mail.

- VII. At all levels of appeal, the Hearing Officer, Superintendent, or Board will prepare a hearing summary of the hearing that must include the following information:
- a. Student's name (legal and other names the student went by)
 - b. Time and place of the hearing
 - c. A list of those present
 - d. The violation(s) that the student is charged with
 - e. The facts of the case, including the student's disciplinary record
 - f. The conclusion of whether or not the student committed the violation(s)
 - g. The sanctions to be placed upon the student
 - h. Copies of the hearing summary are sent to:
 1. Parent or guardian
 2. Principal
 3. Assistant Superintendent of Instruction

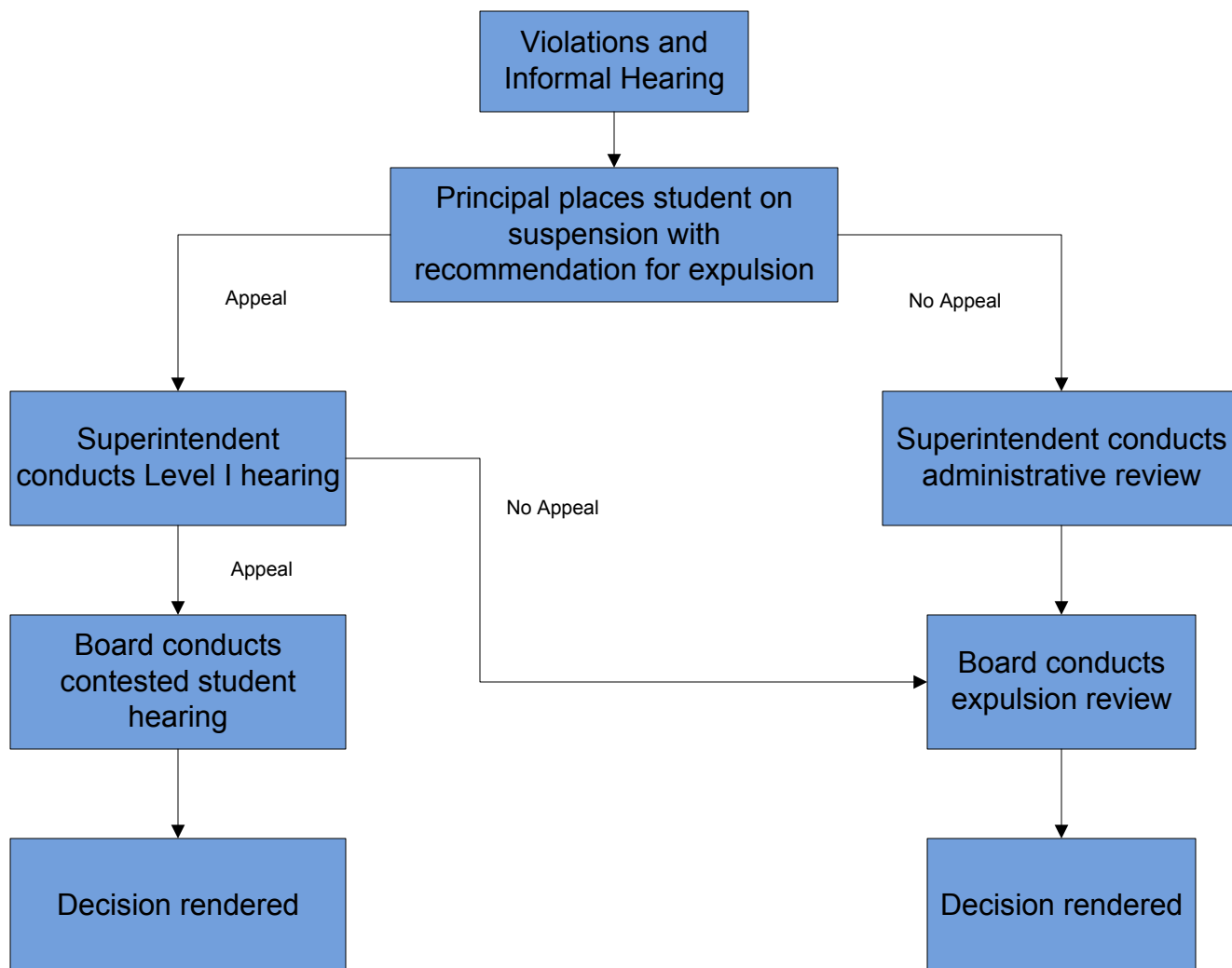
Kenai Peninsula Borough School District
Order of Hearings
SUSPENSION HEARINGS

E 5144.1(b)

Hearing Type	Description	Appeal
Informal	By Principal or designee when there is cause to believe student has violated law, policy, regulation or school rules. Meeting requires no prior notice.	Suspensions of 10 days or less may not be appealed. Suspensions of 11 days or more may be appealed via <i>E 5144/1(a) Notice of Appeal</i> form submitted within five school days of informal hearing.
Level I – Formal	Hearing to be conducted by the appointed hearing officer within 5 school days of receipt of appeal. Decision to be rendered within 3 school days of hearing and sent via certified mail.	Appealed in writing within 5 school days of receipt of hearing officer's letter.
Level II – Formal	Hearing to be conducted by the Superintendent within five days of receipt of appeal. Decisions are to be rendered within 3 school days of hearing and sent via certified mail to student and parent.	Appealed in writing within 10 school days of receipt of Superintendent's letter.
Level III – Formal	Hearing to be conducted by Board at the next available Board meeting. Decision to be announced within 3 school days and mailed to student and parent via certified mail.	No further appeals available.

Revised: April 2012

Expulsion Recommendation Process



NOTICE OF APPEAL
STUDENT/PARENT DISCIPLINE APPEAL

(Form must be filed within 5 school days of the alleged violation or within 5 days of decision)

NAME OF STUDENT: _____

NAME OF PARENT/GUARDIAN: _____

ADDRESS: _____

PHONE(DAYTIME): _____ EVENING: _____

PLEASE SPECIFY THE DISCIPLINARY ACTION YOU WISH TO APPEAL: _____

WHAT SPECIFIC RULE, POLICY, ACTION OR ISSUE OF FAIRNESS DO YOU BELIEVE WAS VIOLATED? _____

ON WHAT DATE DID THIS DISCIPLINARY ACTION OCCUR? _____

WHO WAS THE SCHOOL OFFICIAL/EMPLOYEE WITH WHOM YOU DISAGREE? _____

WHAT EFFORTS HAVE YOU MADE TO RESOLVE THIS ISSUE PRIOR TO SUBMITTING THIS APPEAL?(Who contacted, when, disposition) _____

WHAT RELIEF DO YOU DESIRE? _____

SIGNED: _____ DATE: _____

Kenai Peninsula Borough School District

PROCEDURE FOR CONTESTED STUDENT HEARINGS

(by the School Board)

Opening Statements (Student)	5 minutes
Opening Statements (District)	5 minutes
Presentations (Student)	20 minutes
Presentations (District)	20 minutes
Closing Remarks (Student)	5 minutes
Closing Remarks (District)	5 minutes

Revised April 2012

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Summer Capital Projects

Date: March 23, 2012

Item Number:

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



Attachments:

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

The following is a list of the capital projects that are scheduled to be completed this summer.

Central Peninsula

Sterling Elementary reroof

Nikiski Mid/High reroof

KCHS culinary arts project

KCHS roof section

HVAC – Kenai Middle School

HVAC – Soldotna High School

Skyview canopy

Homer

Homer Middle reroof

Paul Banks Elementary reroof

Homer track

Nanwalek welding shop

Anchor Point and Ninilchik:

Chapman Elementary reroof

Ninilchik reroof

Seward

HVAC – Seward High School

Seward playfield drainage

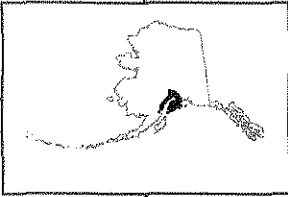
Seward shop expansion

Seward Elementary reroof

Seward High reroof

ADMINISTRATIVE RECOMMENDATION

N/A



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Finance

Laurie Olson, Director of Finance

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-2309

MEMORANDUM

DATE: March 23, 2012

TO: Shellie Saner, Kenai Peninsula Borough Records Manager

THROUGH: Dr. Steve Atwater, Superintendent *Dr. Steve Atwater*

FROM: Laurie Olson, Director of Finance *Laurie Olson*

SUBJECT: Kenai Peninsula Borough School District (KSD) Records Retention Schedule

The State of Alaska Archives and Records Management Program (of the Department of Education and Early Development) issued a revised Model Records Retention Schedule for Alaska School Districts in December 2007. In a recent review of the Kenai Peninsula Borough School District (KSD) Records Retention Schedule, it has come to my attention that an additional record series should be added.

Please establish a new record series for E-Rate Vendor records with retention of 7 years, one year in the office and 6 years in the KPB Records Department. Since E-Rate records require a much longer retention rate than other Accounts Payable (A/P) records, establishing this category will allow us to retain other A/P files for the recommended 3 years, while remaining compliant with E-Rate requirements.

Additional changes to the KSD retention schedule involve updating to bring particular KSD retention times in line with recommendations from the state. Since most of the revisions will reduce the amount of time records are held, the changes will free up space in the records department. The requested changes are listed on the following page.

Kenai Peninsula Borough School District
Records Audit Form - Changes to Retention Schedule

Records #	Records Series Title	Description	New Retention Schedule	Old Retention Schedule
KSD01	Accounts Payable	A/P Voucher Files	Thru + 3	Thru + 7
KSD03	Accounts Payable	A/P Detailed Check Register	Thru + 3	Thru + 7
KSD08	Payroll	Employee Time Report	Thru + 4	Thru + 3
KSD11	Payroll	YTD Leave Reports	Thru + 4	Perm
KSD12	Payroll	P/R Check Reg/Direct Deposit report	Thru + 3	Thru + 7
KSD15	Payroll	Deduction/Benefit Premium Payments	Thru + 3	Thru + 7
KSD23	Payroll	TRS MTD & YTD District Balances	Thru + 7	Perm
KSD28	Payroll	Form W-4	Thru + 7	Perm
KSD30	Pupil Accounting	Foundation Reports	Thru + 5	Perm
KSD31	Pupil Accounting	Enrollment Projections	Thru + 5	Perm
KSD32	Pupil Accounting	Monthly Enrollment Reports	Thru + 5	Perm
KSD33	Pupil Accounting	Enrollment/Ethnicity Report	Thru + 5	Perm
KSD34	Pupil Accounting	Enrollment Last Day Fiscal Year	Thru + 5	Perm
KSD39	Pupil Accounting	Student Accident Reports	Thru + 5	Thru + 7
KSD40	Other	Cash Receipts	Thru + 3	Thru + 7
KSD42	Other	Bank Statement/Cancelled Checks	Thru + 3	Thru + 7
KSD43	Other	Grant Management Files	Thru + 4	Thru + 7
KSD45	Budget	Preliminary Budget Files	Thru + 3	Thru + 7
KSD46	Budget	Budget Hearings/Review	Thru + 3	Thru + 7
KSD48	Budget	Budget Transfers and Reports	Thru + 6	Perm
KSD50	Finance/Audit	YE Audit Backup Files	Thru + 4	Thru + 7
KSD52	Reports	YTD General Ledger	Thru + 6	Thru + 1
KSD53	Reports	YTD Journal Entries	Thru + 4	Thru + 7
KSD54	Reports	YTD Expenditure Detail Report	Thru + 3	Thru + 7
KSD55	Reports	YTD Pupil Activity Financial Report	Thru + 3	Thru + 7
KSD56	Reports	YTD Revenue Subsidiary Report	Thru + 3	Thru + 7
KSD57	Reports	Fixed Asset Reports	Thru + 3	Thru + 7
KSD58	Reports	Capital Equipment/ 79-100's Forms	Thru + 3	Thru + 7
KSD59	Reports	Expenditure Summary Fund/Loc/Obj	Thru + 3	Thru + 7
KSD60	Reports	Expenditure Summary Fund/Obj/Loc	Thru + 3	Thru + 7
KSD62	Reports	Subsidiary Ledgers	Thru + 6	Thru + 7
KSD63	Reports	Encumbrance Reports	Thru + 3	Thru + 7
KSD70	Reports	Source of Revenue by Fund	Thru + 3	Thru + 7
KSD72	Other	Accounts Receivable	Thru + 3	Thru + 5
KSD74	Pupil Accounting	Student Enrollment Records - By Year	Thru + 5	Perm
KSD76	Other	W-9 Forms	Thru + 4	Thru + 7



Alaska Department of Education & Early Development

Comment Form

This comment form is specifically for regulations. If you wish to make comments regarding current legislation, please contact your legislator directly. A complete list of e-mail contacts can be found at <http://w3.legis.state.ak.us/doso/akleg.htm>.

First Name:

Steve

Last Name:

Atwater

**Required*

E-mail:

stachick@kpbsd.k12.ak.us

**Required*

Telephone Number:

907

- 714

- 8836

**Required*

I am commenting on:

4 AAC 52.115 and 4 AAC 52.180

**Required*

Please cite the **Regulation** you are commenting on (i.e., the **4 AAC** number listed with the regulation description), and use a separate form for each regulation.

My Comments: **Required*

I am writing on behalf of the Kenai Peninsula Borough School District to comment on the proposed changes to 4 AAC 52.115 and 4 AAC 52.180.

I support the rewrite of 4 AAC 52.115. Timelines, that would extend to 90 days the time period to complete the evaluation, IEP, and begin special education and related services. This is a much needed extension that will allow districts to meet the regulation when a referral is made at the end of a school year.

I also support the amendment to 4 AAC 52.180. Reevaluation, that adds the provision to allow a parent and district to agree that a reevaluation is unnecessary. This change could be appropriate for students with a permanent intellectual impairment when a reevaluation is nothing more than procedural.

Thank you for considering the comments on these proposals and thank you for your efforts to improve the education of Alaska's children.



I'm ready to submit my comment

Submit!

Clear Form


KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Submission to: Anchorage Daily News COMPASS (School Vouchers Will Not Help Our Neediest Students)		
Date:	March 26, 2012	Item Number:	
Administrator:	Steve Atwater, Ph.D. Superintendent of Schools 		
Attachments:			

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

One of the recurring themes in this year's presidential primary campaign is how to address the growing divide between our country's haves and have nots. No matter where you stand on poverty and the importance of the individual being responsible for their behavior, it is clear that those at the bottom of the economic ladder are likely to live in what I've heard described as social disorganization. This disorganization articulates itself in many ways including low school performance. When I compare the Kenai Peninsula Borough School District's schools' scores on standardized tests to their poverty level, there is not surprisingly, a general trend of schools with low socio-economic students lagging behind those with more affluent peers. A similar review of the Anchorage School District data reveals an even more pronounced trend.

HB 145, approved by the House Education Committee last month, proposes to provide parents with state funded vouchers to be used for tuition at private K-12 schools. I assume that the premise of the bill is that a more competitive school environment for securing enrollment will float the education boat higher. On the surface, like a nicely wrapped gift, the bill is logical; it makes sense to empower parents to educate their children as they see fit. Unfortunately, other such moves to use school vouchers have done little to help the respective community's neediest students improve. One need only look to the failed voucher programs in Milwaukee and Cleveland to find such examples.

In Alaska's larger districts, parents enjoy the option of sending their child to a public school that is not their neighborhood school. This option has not however, leveled the playing field for the districts' most disadvantaged students. The students who attend our charter schools on the Kenai Peninsula excel and are for the most part, of relatively high socio-economic status. The high performance of these schools begs the question of why our poorest students are not drawn to them. Some of the reason is because of transportation, but not always. With this parental behavior in mind, there is little reason to believe that a tuition voucher will magically motivate this group of parents to suddenly take greater control of their children's education and send them to a private school. I fear that passage of HB 145 will further draw the economically able away from the neighborhood school leaving a concentration of our poorest students in a few public schools.

Using public funds for religious instruction and the associated need for a constitutional amendment and a lack of state accountability at private schools are two other concerns that I have with this bill. But they are less pressing than is the more immediate concern of shifting public money to private schools. If you believe that a successful democracy depends on its citizens having a common frame of reference, then you will agree that it is imperative that we have a strong public education system. HB 145 will fragment our public school system and, based on past experience, leave our low income students with a less than optimal education.

It is fair to criticize the public school system for not doing enough for our students. It is not fair however, to undermine the system at the expense of our neediest students. HB 145 may have a glossy appeal, but when you look beyond the shiny wrapping, you will see that it will leave those on the upper decks of the education boat doing just fine while those in steerage will still be unable to see the horizon.

ADMINISTRATIVE RECOMMENDATION

N/A

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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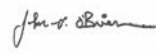
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Wellness Policy Review

Date: March 26, 2012

Item Number:

Administrator: John O'Brien, Director of Secondary Education & Student Activities 

through Sean Dusek, Assistant Superintendent 

Attachments:

- 2012 Principal & Nurses Survey Results
- 2012 Elementary School Teacher Wellness Survey Results
- 2012 Health and Physical Education Teacher Wellness Survey Results
- 2012 Parents Wellness Survey Results

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

BP 5141.6 Student Nutrition and Physical Activity calls for an annual review of the wellness policy. A survey was conducted of school administrators, school nurses, elementary teachers, health teachers, physical education teachers, and parents. The goal of the surveys is to provide the School Board and the District Wellness Committee information to improve the quality of curriculum and instruction to support this policies implementation.

This was the first year a survey was administered to parents.

Attached are the results from the three surveys administered this year.

ADMINISTRATIVE RECOMMENDATION

2012 Principal and Nurses Wellness Survey Results

Total of 49 responses – 24 administrators and 22 school nurses

1. What is your position at the school?
Administrator: 48.98% (24 respondents)
Nurse: 44.90% (22 respondents)
2. What level is your school?
Elementary School: 42.86% (21 respondents)
Secondary School: 28.57% (14 respondents)
K-12 School: 22.45% (11 respondents)
3. Outside of the school lunch program, does your school limit food and beverage sales or marketing to the promotion of foods and beverages that meet nutritional guidelines (include in your thinking vending, classroom snacks or any food available during the school day)?
Yes 71.43% (35 respondents)
No 20.41% (10 respondents)
4. Outside of the school lunch program, does your school use foods or beverages as rewards for academic performance or good behavior?
Yes 44.90% (22 respondents)
No 48.98% (24 respondents)
How often?
 - Two or three classes each quarter, generally popcorn.
 - Once or twice a year.
 - Rare celebrations or competitions between classes.
 - 1X/Month at Bingo Party
 - Rarely, and only if all the criteria are met. For example, pizza party if everyone has at least one 'CHIEFS' card in the jar.
 - once a quarter
 - Varies by class and whole school activities.
 - monthly at least; sometimes a little more
 - twice a year during our academic celebrations.
 - I think so, but not exactly sure how.
 - Quarterly
 - once a month
 - The teachers would have a more accurate picture of this.
 - annual honor roll party
 - twice per year
 - Once per Month @ Student of Month luncheon.
 - 1 per month
 - Approximately monthly
 - Student of the month bingo party includes snacks.
 - 2 times a year.

5. Outside the school lunch program, does your school withhold food or beverages as a punishment?
Yes 0% (0 respondents)
No 93.88% (46 respondents)
6. Outside of the school lunch program, does your school meet or exceed the beverage standards listed for the grade level of your school?
Yes 73.47% (36 respondents)
No 14.29% (7 respondents)
7. Outside of the school lunch program, does your school meet or exceed the food standards for the grade level of your school (include vending, classroom snacks, or any food available during the school day)?
Yes 67.35% (33 respondents)
No 20.41% (10 respondents)
8. My school uses physical activity (running laps, pushups, etc.) as a punishment.
Yes 6.12% (3 respondents)
No 83.67% (41 respondents)
Explain:
- The PE teacher sometimes uses push ups as a punishment.
 - in PE for misbehavior
 - With parent consent we have traded out detention for physical activity such as freeing doorways of snow and ice.
9. My school withholds physical activity as a punishment.
Yes 14.29% (7 respondents)
No 75.51% (37 respondents)
What activities?
- If an aggressive behavior occurs during recess the student may lose recess for a day.
 - When a student presents an immediate safety hazard to other students (as a result, of verbal or physical aggression,) he or she is not permitted to go to recess.
 - In school detention may result in lost recess depending on the offense.
 - At the lunch break, occasionally students are rewarded an additional 15 minutes if their name is not on the board. If their name appears on the board, they are not allowed the additional time.
 - Timeout is used during recess time if necessary.
 - sometimes recess at upper levels

10. My school provides at least one indoor and one outdoor area for community, student, and school staff use.
Yes 83.67% (41 respondents)
No 8.16% (4 respondents)
11. My school has arranged to keep school spaces and facilities for students, staff and community members available:
Before school 63.27% (31 respondents)
During school 61.22% (30 respondents)
After school 83.67% (41 respondents)
Weekends 59.18% (29 respondents)
School vacations 48.98% (24 respondents)
12. The KPBSD health curriculum is being taught in the school that is appropriate for your school's grade level (choose all that apply)
Mental/Emotional 65.31% (32 respondents)
Growth and development/Hygiene 81.63% (40 respondents)
Nutrition/Fitness 81.63% (40 respondents)
Family/Social/Interpersonal 69.39% (34 respondents)
Injury/Disease/Substance abuse prevention 77.55% (38 respondents)
Community/Consumer/Environmental 61.22% (30 respondents)
13. Does the school encourage and provide parents with information to pack healthy lunches and snacks?
Yearly 38.78% (19 respondents)
Every semester 12.24% (6 respondents)
More frequently 30.61% (15 respondents)
14. Does your school have a school wellness committee?
Yes 22.45% (11 respondents)
No 65.31% (32 respondents)
If yes, how often does it meet?
- It meets in conjunction w/PTA, which meets monthly.
 - not certain, run by PE teacher
 - I honestly don't know if we have one...I better check into that
 - 6-8 times a year
 - Once each month
 - Yearly
 - monthly, more if we are planning an activity
 - annually
 - Site Council
 - every other month, or as needed.

15. What other comments do you have in regards to BP/AR 5141.6?

- The district has a wellness committee. I also write health articles to parents, students, and staff on a monthly basis. This school is also currently participating in a Biggest Loser contest with another local agency promoting health and wellness.
- Most of the drinks in our 6 machines have artificial sweeteners, added sugar, and/or added vitamins and herbs; one has added caffeine one soda machine only has diet-- which is acceptable school store sells candy --mainly sugar, only one with high fat content
- The present health curriculum should include more interactive activities and more connections to technology. Presently we are using the scheduled health period to complete the iSafe curriculum.
- Use less prepackaged foods in the lunch program, the chemicals used offset the marginal nutritional benefits.
- Kachemak Selo is a small Russian Community. Our students go home for lunch, so many of the above questions do not apply to this school. We do not have a school gym for inside school activities. The students regularly go outside for physical activities during the day. The 'wellness committee' consists of the school nurse.
- The survey contains questions that compare too many things at one time and does not have options that allow for a true reflection of what the school does or how it fulfills this Board Policy or AR.
- At Seward Elementary, we have developed a Staff Wellness Program that supplements the district-wide wellness program. If there is anyone interested, they can contact me by email or phone.
- I work at three Russian schools and one Alaskan native school across the bay. The Russian schools eat at home and I feel for the most part the parents do a good job. I do advocate taking out all sodas and powerades in any vending machine in any school. I have vending machines at Nikolaevsk and Voznesenka with powerade in them (last I checked). I think as far as physical activity that the principal and teachers are doing the best they can but need more funding, as I have two schools, Voznesenka and Razdolna without a gym.
- As the nurse, I don't have some of this information. The administrator would have more of this information.
- We will be moving in this direction. Especially with healthy snacks.
- All freshmen take a PE class then most students never take another class because we are very limited in our offerings.

2012 Elementary School Teacher Wellness Survey Results

Total of 104 responses from elementary classroom teachers

1. Outside of the school lunch program, does your school limit food and beverage sales or marketing to the promotion of foods and beverages that meet nutritional guidelines? (Include in your thinking vending, classroom snacks or any food available during the school day.)
Yes 84.62% (88 respondents)
No 11.53% (12 respondents)
2. Outside of the school lunch program, does your school use foods or beverages as rewards for academic performance or good behavior?
Yes 43.27% (45 respondents)
No 52.88% (55 respondents)
If yes, how often?
 - Very rare. Perhaps once or twice a year. We also don't have a school lunch program, no cafeteria, and no gym or multipurpose room.
 - Occasional pizza party for end of year honor roll party, or snacks at after school events.
 - Once a year in my class for a reading program, however, we make healthy homemade pizza.
 - Once a month there is a pizza party for Character Counts student of the month.
 - One or two classrooms each quarter. Generally popcorn.
 - Pizza once a month for student of the month
 - monthly character counts student of the month pizza parties daily in some classrooms
 - The only thing I can think of is the Student of the Month pizza lunch with the principal, once a month, only for those students.
 - not often, fundraiser reward recently
 - Once a month the students of the month (1 from each class) have a pizza lunch.
 - once a quarter
 - Quite often money rewards are given to students to be used in our school store.
 - Occasionally
 - very special occasions and are up to the teacher. stress is on healthy reward. Student of the month pizza party.
 - At our school there are no food and beverage sales or marketing and no school lunch program. Students bring their own food for snacks each day. Occasionally a class has a reward that involves food, but all of this food is prepared by families. How often: maybe once a quarter per classroom
 - once or twice a year
 - Maybe once a semester popcorn parties in the classrooms.
 - In my classroom, one jelly bean per child, 1-3 time per week
 - Very rarely
 - Pizza lunch for student of the quarter, Pizza lunch for good behavior, root beer floats for box top collection
 - Monthly
 - Quarterly
 - popcorn party for individual classes as incentive to turn in box-tops etc.
 - Only a few times a year for school wide contests
 - At the discretion of the teachers or as a school prize for achievement

- One or two times a year, such as a class option of a root beer float party for filling up a stop and think poster, etc. Most teachers also balance it with healthy activities at other times of the year as rewards (snowshoe adventure, cloud nine etc.)
 - Frequently -- anywhere from twice weekly snacks from the food service department, to twice daily snacks provided by teachers.
 - We do not have a school lunch program. We are the second poorest school in the district and are not even provided with snacks for our students. Our parents and teachers provide all lunches and snacks. NOTHING is provided by the district.
 - Individual student basis.
 - fruit snacks, cheese sticks, juice boxes as needed.
 - Primarily at the end of the year - students with GPA of 3.5 and above go to TYC and have pizza.
 - Not that I am aware of, and certainly not in my classroom. I don't believe food should be a reward.
 - Monthly
 - Pizza party Incentives for work and transitions with IN students
 - About once a quarter.
 - Once a week.
 - 1. Pop is sold in vending machines in the teacher lounge but is not available for students to purchase. Students are encouraged to bring healthy snacks and party treats. 2. Occasionally classes can earn pizza parties for whole class good behavior.
 - popcorn and juice once a quarter for Wolverine Pride celebration - good behavior
 - very infrequently
 - Usually only with intensive needs students when food is their only motivator. Candy sometimes if a student meets their goals.
 - infrequently, but they are healthy snacks
 - weekly
 - Sometimes, along with other rewards. Maybe 1 a week.
3. Outside the school lunch program, does your school withhold food or beverages as a punishment?
 Yes 0.96% (1 respondent)
 No 95.19% (99 respondents)
4. Outside of the school lunch program, does your school meet or exceed the beverage standards listed for the grade level of your school?
 Yes 52.88% (55 respondents)
 No 25.0% (26 respondents)
5. Outside of the school lunch program, does your school meet or exceed the food standards for the grade level of your school (include vending, classroom snacks, or any food available during the school day)?
 Yes 59.62% (62 respondents)
 No 23.08% (24 respondents)
6. My school uses physical activity (running laps, pushups, etc.) as a punishment
 Yes 4.81% (5 respondents)
 No 91.35% (95 respondents)
 Explain:

- The PE teacher does this sometimes with push ups.
- They are made to walk the fence line for so many minutes at recess. They will get this punishment for not completing homework, being defiant, acting up, sleeping in class, etc.
- The students walk a fence line back and forth for so many minutes. The punishment is used for various infractions such as not completing homework, not paying attention in class, disobedient, and fighting.
- Students have the option of serving detention or doing push-ups.
- Students have told me on occasion that they had to run extra laps in the gym because they weren't behaving right.

7. My school withholds physical activity as a punishment.

Yes 21.15% (22 respondents)

No 75% (78 respondents)

Explain:

- Only in cases where the student has exhibited such poor behavior and made such poor choices that the safety of other students is at risk and there is limited supervision.
- We have no gym, no cafeteria, no multipurpose room, or no teacher room, we share bathrooms with students, we share classrooms for lunch rooms, and we share our classrooms, playground for physical activity depending on weather. Classrooms being small, physical activity is difficult when the weather is below 10 degrees, or it is raining.
- Aggressive behavior at recess results in a loss of recess.
- Recess
- Sometimes kids will have to miss out on some of their recess time by standing on the wall. But they always get their 15 minutes of recess after the time outs.
- Students will be 'put on the fence' for a short time at recess for misbehavior.
- Open gym time.
- Recess withheld when work is not completed
- Students will sometimes be held back from recess to complete missing work.
- Some recess time is taken off as "Wall Time" as punishment for some behavior infractions.
- Recess
- Recess on occasion
- We provide movement every day for our students and we do it ourselves.
- They will be kept from recess, or PE class for not completing homework, being defiant, acting up, etc.
- Students will miss gym or recess for various infractions such as not completing homework, not paying attention in class, disobedient, and fighting.
- Only in extenuating circumstances when a student is very behind on work or need extra help, they can stay in for a recess to get the help/time they need.
- Kids sometimes have to stay in from recess because they didn't get their work done and/or were misbehaving.
- Recess
- recess due to behavior on the playground
- Sometimes students lose minutes of recess equal to minutes of misbehavior.
- Kids might miss one recess if homework is not completed or if they have been absent.
- Occasionally a few minutes at recess.
- Occasional recess time.

8. My school provides at least one indoor and one outdoor area for community, student, and school staff use.
Yes 81.73% (85 respondents)
No 10.58% (11 respondents)
9. My school has arranged to keep school spaces and facilities for students, staff and community members available:
Before school 48.08% (50 respondents)
During school 53.85% (56 respondents)
After school 77.88% (81 respondents)
Weekends 48.08% (50 respondents)
School vacations 33.65% (35 respondents)
10. How often do you teach the health curriculum?
- Parts of the Health curriculum are taught on a weekly basis, embedded in thematic lessons.
 - Once every 3 weeks
 - Monthly
 - One quarter
 - Interchangeably with social studies.
 - A few times throughout the year.
 - 4 times a year
 - Daily
 - throughout the school year
 - 1-2 times a week, with 'mini-lessons' interwoven almost daily.
 - Daily
 - twice a week
 - 2 weeks each quarter
 - every so often, Health and good health practices are built into units that we spend time on throughout the year.
 - 2 of 4 quarter per year
 - Two or three times each week
 - Weekly
 - A couple times per month.
 - I don't.
 - Never
 - n/a
 - a unit on each: exercise, eating, disease
 - I-Safe has been taught. I use Great Body Shop materials throughout the year and complete them before year end. It has to compete with time allowed for science.
 - Health is integrated into all aspects of the curriculum, so topics are covered weekly.
 - I try to incorporate health lessons once a week.
 - I taught an entire five week long cross-curricular thematic unit on health, nutrition, and the importance of daily physical activity.
 - I am a title 1 / Intervention teacher so I don't teach the health curriculum.
 - every other year in detail. Once a year briefly.

- A often as needed to fulfill curriculum requirements. Most heavily early in the years to establish safe, healthy school habits.
- Several units per year and ongoing brief lessons.
- Weekly
- I teach health for one month
- various times in the year- unit by unit opposite science and social studies
- Weekly
- Monthly
- Weekly
- quarterly during running club
- at least once a week
- biweekly
- At least once a week and focus on social emotional skills on a daily basis at the elem. Level
- Not a general ed. classroom teacher
- Throughout the year, several days each quarter, up to two week blocks throughout the year.
- Once per month
- A couple of times a month.
- twice weekly; 30 minutes per group.
- I teach pre-k, and there is a weekly health component. It is usually something simple such as washing hands the correct way or brushing our teeth at home.
- I don't my kids are intensive special needs.
- We integrate a healthy life style and choices into our teaching.
- A couple of units per year
- once a month
- Rarely
- certain components every month
- I am not involved in this.
- None, I am a social studies teacher
- I teach the health curriculum units once per month for a week to two weeks at a time.
- None
- It's on a three-year rotation
- Never
- As much as possible, integrating it into themes and what we are studying.
- In units throughout the year
- 16 - 20 sessions per school year
- At least once a month for 2-3 days, depending on the topic.
- Each quarter
- I integrate the health curriculum with science. We talk about being healthy and what it takes to be healthy daily.
- The whole curriculum throughout the year.
- Not as often as I would like.
- I am not a classroom teacher. I am a teacher in the building.
- I don't know what has been arranged for weekends and summer vacations. I do know that we are limited on space for IEP meetings and need to juggle rooms to hold them. I do not teach the health curriculum because I am a resource room teacher and focus on

reading, writing and math skills. I do let the students know the healthy food choices I make, and that I exercise every day before school.

- not much - as it shows up in Time For Kids - or using ISAFE. . .
- Once every 2 weeks
- Once a week
- Week long sessions throughout the year.
- Never
- Daily
- 2 times a year in the classroom weekly in PE special
- None
- n/a
- monthly
- Bi-weekly
- Never, but often involve health in Future Problem Solving activities.
- None

11. Would you prefer to have the health curriculum as a stand-alone or integrated curriculum?

Stand-alone 11.54% (12 respondents)

Integrated 82.69% (86 respondents)

12. Does your school afford all students at least one 15 minute recess a day?

Yes 92.31% (96 respondents)

No 1.92% (2 respondents)

13. As a classroom teacher, do you give additional time for physical activity?

Yes 73.08% (76 respondents)

No 22.12% (23 respondents)

14. Is there adequate training in health and physical education for you to implement those curriculums?

Yes 53.85% (56 respondents)

No 36.54% (38 respondents)

15. How often do you send home information about healthy snacks to parents?

Weekly 4.81% (5 respondents)

Monthly 12.50% (13 respondents)

Quarterly 28.85% (30 respondents)

Annually 26.92% (28 respondents)

Never 21.15% (22 respondents)

16. What other comments do you have in regards to BP/AR 5141.6?

- It is very difficult to teach healthy food choices in a Title 1 school, when the school lunch program promotes highly processed carbohydrates coated with refined sugar are the main breakfast item for kids. A large number of students are starting off their day with the inappropriate fuel to power their bodies for growth and learning. Teachers are expected to teach students who are not able to learn due to preventable physical barriers. The school Lunch is not much of an improvement.

- If we could have a gym or multi-purpose area I feel our activity as a community and as a classroom would improve. Physical Education and Health Education is left up to the classroom teacher.
- Forgive me for asking, but am I supposed to know what BP/AR 5141.6 is? I'm afraid I don't know what it is, at least not by this name.
- The school lunches may follow some federal guidelines but I would not have my children eating them.
- Many of these questions are hard to answer in regard to the whole school. This is made even more difficult due to the fact that we are a K-12 school. As elementary teacher I can't be sure what is happening in the high school.
- Discussing good nutrition, better food options, and understanding ingredients on food labels are all part of my classroom health curriculum.
- We do not control parent actions. It is almost impossible to turn away birthday treats without losing parent goodwill that may affect a parent/teacher working relationship. For our class celebrations-approximately 3 a year-healthy choices are strongly encouraged and I never personally provide unhealthy choices for students. Students often prefer the fruit/veggie/crackers and cheese options when they have the opportunity to have them.
- none at this time
- Our school would greatly benefit from an indoor physical activity space, as PE opportunities are limited in poor weather.
- I think our school should have a daily PE class. As it is, we share our PE teacher with another school. So, our kids only get PE 2-3 times a week.
- I think elementary students need more than 1 15 minute recess a day because we only receive 2 30 min PE sections a week. Sometimes we only get one 30 minute PE time due to our rotating schedule.
- Why do we continue to ignore the quality of the school lunches we are putting out? They may meet the guidelines, but they are made with totally processed ingredients, look like fast food, and are often not appetizing to children. I still wish we would look at incorporating more fresh fruits and vegetables, lower sugar, and less pre-made, frozen, then reheated single-serving entrees. Additionally, we serve both chocolate milk and a dessert like item at every single lunch. What is that training children to expect at every meal? Sugar, sugar, sugar!
- Our climate limits PE classes to indoor sports during most of the school year. Recess takes place out of doors during all but the most inclement weather.
- We do not have a gym. We conduct our own movement daily. Exercise and healthy choices are a priority in our school. We also have parent volunteers who assist with exercises weekly.
- Healthy snacks are requested in a weekly newsletter
- I don't care whether the health curriculum is stand alone or integrated.
- I did not answer #4 and #5 because I do not know what the food and beverage standards are.
- I am a special education teacher, so my area of student contact and curriculum are modified from those in the general curriculum.
- No comments
- I think that PE should be 1 hour, not 30 minutes. School lunches should be more like it was in the 70's and 80's. The food was better so the children ate better. The children today, dump most of their food in the garbage. Most parents do not fix lunches from

home. The children return to their classes hungry. If we served better food, we would know that the children got at least one good hot meal a day.

- I do have some free nutrition and exercise handouts from various food and health industries, and from the government (regarding the food pyramid), and I often slip those brochures, bookmarks, or pamphlets into the students' mailboxes to go home.
- Our school is way to packed. There is NO alone time anywhere in the building. We also are limited to one toilet for all the men in the building.
- I don't have enough information to determine whether my school is following age level requirements on food and beverages. I don't know what that means.
- Some of these questions do not apply to me because I am not a regular classroom teacher. I do not know what the food and beverage standards are for my school's grade level but I am assuming we are complying with those standards.
- None, except that the school newsletter has info on healthy snacks. As the Quest teacher, I do not send this information home.

2012 Health and Physical Education Teacher Wellness Survey Results

Total of 31 responses from health and physical education teachers

1. Outside of the school lunch program, does your school limit food and beverage sales or marketing to the promotion of foods and beverages that meet nutritional guidelines? (Include in your thinking vending, classroom snacks or any food available during the school day.)

Yes 77.42% (24 respondents)

No 19.35% (6 respondents)

2. Outside of the school lunch program, does your school use foods or beverages as rewards for academic performance or good behavior?

Yes 45.16% (14 respondents)

No 51.61% (16 respondents)

If yes, how often?

- Approximately 3-5 times a year.
- Rarely
- Once per quarter to celebrate straight A students
- I have no idea. I don't do it.
- rarely--only when the proposed guidelines have been met
- not very often
- maybe twice a semester
- It depends on the teacher. As a whole school we do a celebration twice a year in which we have "junk" food. We also have activities nights about 4 times a year with "junk" food.
- Idk
- Twice/month to selected students
- 2 x a month
- Student of the month donuts.
- Juice for Math Problem of the Week winners
- Weekly for Character Counts winners.

3. Outside the school lunch program, does your school withhold food or beverages as a punishment?

Yes 0% (0 respondents)

No 96.77% (30 respondents)

4. Outside of the school lunch program, does your school meet or exceed the beverage standards listed for the grade level of your school?

Yes 77.42% (24 respondents)

No 9.68% (3 respondents)

5. Outside of the school lunch program, does your school meet or exceed the food standards for the grade level of your school? (Include vending, classroom snacks, or any food available during the school day.)

Yes 74.19% (23 respondents)

No 16.13% (5 respondents)

6. My school uses physical activity (running laps, pushups, etc.) as a punishment

Yes 12.90% (4 respondents)

No 83.87% (26 respondents)

Explain:

- Very seldom
- Kids are asked to do ten push-ups when breaking a rule in PE
- Not very often. I wouldn't call it punishment but a different way to be active if we are struggling in class. It is all beneficial to ones health and fitness.
- Not that I know of.
- When needed
- Not that I am aware of.

7. My school withholds physical activity as a punishment.

Yes 16.13% (5 respondents)

No 77.42% (24 respondents)

Explain:

- high school students with less than 70% does not go to Alyeska on ski days.
- Rarely and for only a small portion of the gym period. [work not completed and have chosen to waste time]
- intramural games which is an extra time for students in good standing
- if grades are poor kids can not participate
- elementary recess

8. My school provides at least one indoor and one outdoor area for community, student, and school staff use

Yes 83.87% (26 respondents)

No 6.45% (2 respondents)

9. My school has arranged to keep school spaces and facilities for students, staff and community members available:

Before school 51.61% (16 respondents)

During school 54.84% (17 respondents)

After school 80.65% (25 respondents)

Weekends 51.61% (16 respondents)

School vacations 45.16% (14 respondents)

10. Is your educational background in health education?

Yes 35.48% (11 respondents)

No 61.29% (19 respondents)

11. Is your educational background in physical education?

Yes 41.94% (13 respondents)

No 51.61% (16 respondents)

12. Is there adequate training in health and physical education for you to implement those curriculums?

Yes 67.74% (21 respondents)

No 29.03% (9 respondents)

13. At the middle school level, would you prefer health to be a stand-alone course or integrated into other courses?

Stand-alone 51.61% (16 respondents)

Integrated 35.48% (11 respondents)

14. What other comments do you have in regards to BP/AR 5141.6?

- We have middle school healthy food prep semester-long unit.
- I think our school lunches lack wholesome quality foods. I know I have been told that the meals meet all requirements, but I would not want to eat those meals and neither would I want my children to eat them.
- I do not have enough time to teach all of the KPBSD Health standards in the amount of time that I am being provided.
- iSafe education has been given during the scheduled health period as recommended by the district. The health curriculum needs to include more technology and interactive activities.
- The students need more than 60 minutes of PE a week. I would love to work full time in one school serving them more completely!
- I believe that all children should receive more than 60 minutes of Physical Education each week. They need to be taught the skills to be healthy and fit, and given many opportunities to practice.
- # !3- I think both can be appropriate- Depends upon the subject matter- I am concerned about losing PE slots.
- The addition of the iSafe requirement is making it impossible to teach the health curriculum within the allotted time.

2012 Parents Wellness Survey Results

Total of 36 responses from parents

1. My child attends:
Elementary School 55.56% (20 respondents)
Middle School 13.89% (5 respondents)
High School 44.44% (16 respondents)
Connections 0% (0 respondents)
2. I am aware the school district has a district wide wellness program.
Yes 36.11% (13 respondents)
No 44.44% (16 respondents)
Not sure 11.11% (4 respondents)
3. I know that my child's school has a conflict resolution program in place to resolve student disagreements.
Yes 44.44% (16 respondents)
No 27.78% (10 respondents)
Not sure 22.22% (8 respondents)
4. I am aware that my child's school has a bully prevention program in place.
Yes 52.78% (19 respondents)
No 33.33% (12 respondents)
Not sure 5.56% (2 respondents)
5. I think that my child's school responds appropriately when bullying occurs.
Always 13.89% (5 respondents)
Most of the time 38.89% (14 respondents)
Sometimes 25% (9 respondents)
Seldom 8.33% (3 respondents)
Comments:
 - I am not sure the bully gets the help and understanding they need. We need to focus on the root cause
 - I think they do what they can.
 - A lot of the bullying that takes place does not get mentioned d/t students fear of repercussion from the offender, and in a few cases the offender is the child of a teacher or aide. Fortunately for my children I talk to them everyday and we discuss why these children behave the way that they do. A more in depth program should be in play, potentially an outside group, I find KPBSD counseling in the Homer area ineffective d/t subjectivity.
 - It is my hope that district staff address psychological bullying as strongly as physical bullying issues.
 - she knows what to do without hurting others physically and mentally
 - He is in Kindergarten so I don't know how much of that occurs in there yet. Plus, it is just in his personality to be unaffected, in general.
 - I'm not confident that the bullying problem is being considered all of the time. The harshest offenders of course action is taken but the less obvious not so much.
 - Not sure

6. I am confident that there are caring adults that my child could go to if she or he was having a problem at school.
Always 47.22% (17 respondents)
Most of the time 38.89% (14 respondents)
Sometimes 5.56% (2 respondents)
Never 2.78% (1 respondent)

School Environment Comments

- Redoubt Elementary has an excellent staff.
 - I feel my dgr's seventh grade teachers, and my son's fourth grade teacher are the absolute best I have ever seen. These teachers go above and beyond, they are top quality!! Every now and then one of my two children will as we call it "win the lottery" and receive a good teacher, however this group of teachers exceeds any expectations that could ever be imagined. I am not sure how any other year could compare to this year. Looping???)
 - The addition of Ms. Lisa at Redoubt was a wonderful thing.
7. I am familiar with KPBSD guidelines about when to keep a student home due to illness.
Yes 86.11% (31 respondents)
No 8.33% (3 respondents)
Not fully 0% (0 respondents)
8. My child can access the medication he or she needs, if it must be given during the school day in order to learn effectively and keep her or him safe.
Always 66.67% (24 respondents)
Most of the time 11.11% (4 respondents)
Sometimes 2.78% (1 respondent)
Seldom 2.78% (1 respondent)
9. My school communicates new or changing health information in an effective manner.
Always 30.56% (11 respondents)
Most of the time 30.56% (11 respondents)
Sometimes 22.22% (8 respondents)
Seldom 5.56% (2 respondents)
10. I prefer to learn or receive new or changing health and wellness information via:
Newsletter 47.22% (17 respondents)
Email 58.33% (21 respondents)
Telephone call 5.56% (2 respondents)
Note home 22.22% (8 respondents)
Autodial 2.78% (1 respondent)
District website 13.89% (5 respondents)
Facebook 33.33% (12 respondents)
Parent meetings 11.11% (4 respondents)
School website 13.89% (5 respondents)
Other 2.78% (1 respondent)
Explain:
 - Teacher communication

11. I am comfortable contacting and talking to the school nurse about my wellness and illness concerns.
Always 61.11% (22 respondents)
Most of the time 13.89% (5 respondents)
Sometimes 8.33% (3 respondents)
Seldom 2.78% (1 respondent)
Never 8.33% (3 respondents)
12. My child's school does a good job teaching students useful information and the skills necessary to carry out positive and healthy choices.
Yes 63.89% (23 respondents)
No 2.78% (1 respondent)
Not sure 27.78% (10 respondents)
13. My school provides at least one indoor and one outdoor area for community, student, and school staff use. Furthermore, my school arranges to keep school spaces and facilities for students, staff and community members available during some of these times:
Before school 38.89% (14 respondents)
During school 44.44% (16 respondents)
After school 50% (18 respondents)
Weekends 33.33% (12 respondents)
School vacations 13.89% (5 respondents)
Not sure 33.33% (12 respondents)
Additional Comments:
- The schools should provide a few more opportunities for activity and exercise afterschool.
 - Wow, Homer is such an involved community that we certainly could benefit from having more facilities available for our children. Our gyms are so booked!
 - There is a general decrease in opportunity for community use in Homer's schools. HHS used to be considered a hub of this community, but not so much anymore.
 - After school outdoor activities and access to community ski trails from school property are much appreciated by my family.
 - if we are talking about wellness we need to work on not cutting physical education, music, arts from our schools. we cut PE requirements in HS then we wonder why we have over weight kids
14. The School Lunch Program in my child's school offers appropriate levels of vitamins, minerals, whole grains, and dairy contributions.
Always 5.56% (2 respondents)
Most of the time 19.44% (7 respondents)
Sometimes 25% (9 respondents)
Seldom 16.67% (6 respondents)
Never 5.56% (2 respondents)
Not sure 19.44% (7 respondents)
15. The School Lunch Program in my child's school sufficiently limits fats, saturated fats, and trans-fats as part of daily menu offerings.
Always 8.33 % (3 respondents)
Most of the time 19.44% (7 respondents)

Sometimes 22.22% (8 respondents)
Seldom 16.67% (6 respondents)
Never 2.78% (1 respondent)
Not sure 25% (9 respondents)

16. The School Lunch Program in my child's school allows students to select amounts of foods that result in too many calories being consumed.

Always 11.11 % (4 respondents)
Most of the time 11.11% (4 respondents)
Sometimes 22.22% (8 respondents)
Seldom 11.11% (4 respondents)
Never 5.56% (2 respondents)
Not sure 33.33% (12 respondents)

17. The School Lunch Program in my child's school offers plenty of food choices.

Always 0% (0 respondents)
Most of the time 13.89 % (5 respondents)
Sometimes 27.78% (10 respondents)
Seldom 19.44% (7 respondents)
Never 8.33% (3 respondents)
Not sure 25% (9 respondents)

18. School administration should make greater efforts to limit the practice of classroom bake sales, pizza parties, and vending offerings for sale.

Always 2.78% (1 respondent)
Most of the time 8.33 % (3 respondents)
Sometimes 11.11% (4 respondents)
Seldom 30.56% (11 respondents)
Never 36.11% (13 respondents)

19. My child participates in the National School Breakfast or Lunch program:

School Breakfast Program 2.78% (1 respondent)
School Lunch Program 19.44% (7 respondents)
Both Breakfast and Lunch 13.89% (5 respondents)
Neither Program 58.33% (21 respondents)

20. I believe the National School Breakfast and Lunch Programs are important:

Always 61.11% (22 respondents)
Most of the time 19.44% (7 respondents)
Sometimes 2.78% (1 respondent)
Seldom 2.78% (1 respondent)
Never 5.56% (2 respondents)

21. Is the specific implementation and interpretation of the KPBSD Wellness policy a school-by-school responsibility, or a KPBSD district-wide responsibility?

School-by-school 33.33% (12 respondents)
District-wide responsibility 50% (18 respondents)
Other 8.33% (3 respondents)
Other explain:

- The new school lunch menu leaves quite a bit to be desired. serves food that isn't kid friendly. try mac and cheese instead of bbq pull apart pork stuff.
- BOTH!
- The guidelines should be set district wide; how they are implemented should be determined on a school by school basis in order to allow communities to define their own values within the guidelines set by the district.
- we need to get back to the basics with school lunches and provide a good, good for you meal
- I feel the responsibility is with both the district and the school. It will fall mostly on the school because that's where parents will first seek interpretation.

Thank you for taking the time to respond to this health and wellness survey. Do you have any additional comments or questions?

- Elementary Students should receive more physical education classes during the week. Two sessions a week is not enough for developing bodies and minds to stay healthy and fit and develop physical skills necessary for lifelong fitness.
- I have seen within our school the mandatory taking of at least two nutritional item on the lunch tray which is a great improvement over the beginning of the school year breakfast and lunch programs are sometimes the only food these children receive in the course of the day. Keep up the good work. I think a salad bar would be a great addition if financially feasible.
- I have concerns about the lunch program. I question whether a bread stick and cheese sauce is nutritional sound for a full day of academic learning. The frozen fruit pops are not truly a "fruit" and the sugar and fat content on the servings are alarmingly high. There are menu changes which are short notice and when parents are paying for a specific meal and it does not occur it is disappointing. I think the school itself does a great job with meal prep and delivery however the actual menu leaves a lot to be desired in the way of fresh, healthy foods. I sure would be nice to see salad bars being offered even at a primary level.
- In response to the lunch program....I think that the programs are good, not the best food most times, however I think that certain kitchen staff that are aware of true nutrition have made great strides to provide good foods. I love the healthy foods for snacks that are provided at WHE! In PTA in another school we implemented a similar program, and as a mother I would bring new and healthy snacks into my children's classroom each week. As for the free/discounted program. I noticed a significant change in st. bx d/t breakfast being provided, my only vice is that there are many of us struggling w/o free or other option....this is not necessarily a district issue, but a political issue as the demographic receiving free lunches in the school also do so outside of the school, I am very familiar with ss programs that are offered. It would be nice to have options for regular hard working folks like my family. Cash/pre-pay discount??
- I feel that students in my daughter's school are too often rewarded for academic achievement or reaching milestones with candy or other sweets and would like to see these prize items replaced with things like stickers, school supplies, books, etc.
- I think the schools should be serving our children healthier foods. I mean the serve things like pizza, hot pockets, fake chicken strips. I think they should serve foods like real turkey sandwiches and real chicken and big salads. America is full of obese kids and this is one way to stop it.
- I think that school lunch period is very short. Between taking off their snow gear, walking to the lunch room and falling in line for lunch, they only have but a few minutes

to eat their lunch which usually results in either a lot of waste or them not chewing and savoring their food enough (which is essential to good eating habits). Something's got to give here.

- I have joined my kids for school lunch and have left hungry, and I'm a 125 pound not over weight active parent. The amounts are not enough for our growing children. The menu is awful I'm sorry but I do not think pretzel with cheese or French toast bars should be a main ingredient of the menu. Also the kids have the option to opt out of all or most of the menu so if there are 4 items the kids can choose to only have one portion. It needs to go back to the way it was when we were kids before fast food and soda was served in the lunchrooms. have pizza but with a salad, vegetable, milk and yes a dessert. I don't understand why people freak about bake sales everything is about moderation. Let's teach our kids that. AND if they were active, which means at least an hour of physical activity minimum a day they can eat moderately whatever they want, to include dessert. Believe me that is the main reason I work out 3-5 times a week, so I can have a small piece of dessert. Let's teach our kids how to make healthy choices in and outside the lunchroom.
- Schools have students participate in the presidential fitness at the end of the school year. I would like to see more of an effort towards those goals so more students can succeed. It is very important to the students and a great confidence boost.

PRESS RELEASE

Pre-Kindergarten Title I assessments take place in April and May

Soldotna, March 27, 2012—Children who will be four years old by September 1, 2012, have an opportunity to attend pre-kindergarten classes at their local area school in the fall. To qualify for the classes, parents and guardians must contact their local area school to schedule a Pre-K assessment, and complete an application prior to the school screening appointment date.



Action steps

Contact local attendance area school. (See list)

Complete a [Pre-K application](#)—the school office will provide applications, or download a [Pre-K application](#) from the KPBSD website. <http://bit.ly/PreKApplication>

Return the application to your neighborhood school office during school hours.

Schedule your child's assessment prior to the date for your neighborhood school.

Children must be age 4 by September 1, 2012.

Title I KPBSD programs web link: [Title I programs at KPBSD](#)

KPBSD Title I Elementary School Screening dates. Students qualify for Title I services based on academic need.

- **Chapman Elementary**, 235-8671 | 4/24: 9:00–3:00 School library
- **Mountain View Elementary**, 283-8600 | 4/20: 8:30–4:00 Kenai Cultural Center conference room
- **Nikiski North Star Elementary**, 776-2600 | 4/27: 9:00–4:00 N. Peninsula Rec Center
- **Paul Banks Elementary**, 226-1801 | 5/9: 9:00–3:00 School library
- **Redoubt Elementary**, 260-4300 | 4/23: 9:00–3:00 Soldotna Sports Center
- **Soldotna Elementary**, 260-5100 | 4/23: 9:00–3:00 Soldotna Sports Center
- **Seward Elementary**, 224-3356 | 5/11: 9:00–3:00 School library
- **Sterling Elementary**, 262-4944 | 5/10: 9:00–3:00 Music room
- **Tustumena Elementary**, 260-1345 | 4/26: 12:00–4:00 Pre-K Room

Title I programs are required to utilize effective, research based instruction, and must also provide evidence that students receiving Title I support are showing academic growth. Such evidence is gathered through regular formative assessments and through annual state standardized tests.

###

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: March 29, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments: KPB Ordinance 2011-19-78 and 2012-08

☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

Attached is information pertaining to, or affecting, the School District which will be presented at the April 3, 2012 Borough Assembly meeting:

- Ordinance 2011-19-78, appropriating \$625,000 in the Borough's School Revenue Capital Project Funds for improvements to school facilities
- Ordinance 2012-08, amending the Borough Code to revise Assembly and School Board district boundaries and providing for Truncation of the term for Assembly Seat Number 2, Kenai

ADMINISTRATIVE RECOMMENDATION

For your information.

Introduced by:	Mayor
Date:	03/13/12
Shortened Hearing:	04/03/12
Action:	
Vote:	

**KENAI PENINSULA BOROUGH
ORDINANCE 2011-19-78**

**AN ORDINANCE APPROPRIATING \$625,000 IN THE BOROUGH'S SCHOOL
REVENUE CAPITAL PROJECT FUNDS FOR IMPROVEMENTS TO SCHOOL
FACILITIES**

1 **WHEREAS,** the Kenai Peninsula Borough School District (School District) has funds set aside for
2 improving school facilities; and

3 **WHEREAS,** during site visits by the School District and Borough Capital Projects Department a
4 number of projects were identified as projects the School District would like to see
5 addressed as soon as possible; and

6 **WHEREAS,** the estimated cost of these projects totaled \$625,000 and included the following:
7 \$150,000 for movement and set up of 2 portables, \$100,000 for ADA compliance
8 study; \$250,000 for asphalt repairs at the entrances to various schools, \$75,000 for
9 design development of the Homer track, and \$50,000 for design development for
10 school improvements;

11 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
12 **PENINSULA BOROUGH:**

13 **SECTION 1.** That the Borough is authorized to receive funding from the Kenai Peninsula Borough
14 School District in the amount up to \$625,000 for improvements at various schools
15 throughout the district.

1 **SECTION 2.** That \$625,000 is appropriated in the School Revenue Capital Projects Fund as
2 follows:

3 400.78010.12PTB.49999 in the amount of \$150,000 for movement and set up of 2
4 portables.

5 400.78050.12ADA.49999 in the amount of \$100,000 for an ADA compliance study.

6 400.78050.12PAV.49999 in the amount of \$250,000 for asphalt repairs at the
7 entrances to various schools.

8 400.72010.12TRC.49999 in the amount of \$75,000 for design development of the
9 Homer track.

10 400.78050.12DSG.49999 in the amount of \$50,000 for design development for
11 school improvements.

12 **SECTION 3.** That this ordinance takes effect immediately upon its enactment.

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

Gary Knopp, Assembly President

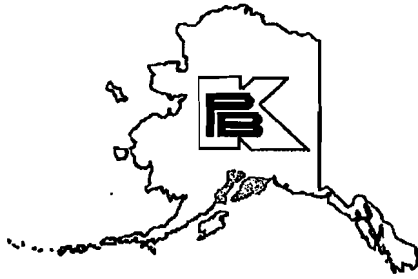
ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

Toll-free within the Borough: 1-800-478-4441

PHONE: (907) 262-4441 • FAX: (907) 262-1892

www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

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

THRU: Mike Navarre, Mayor *P.O. for M.N.*

FROM: Dave Tressler, Director of Maintenance *DT*
Kevin Lyon, Capital Projects Director *KL*
Craig Chapman, Director of Finance *C Chapman*

DATE: March 1, 2012

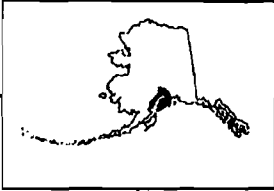
SUBJECT: Ordinance 2011-19-78, appropriating \$625,000 for capital improvement projects at various schools in the Kenai Peninsula Borough School District

The Kenai Peninsula Borough School District (School District) has funds set aside for improving school facilities. During site visits by the School District and borough Capital Projects department, the following projects were identified as projects the School District would like to see addressed:

Movement and set up of 2 portables	\$150,000
ADA Compliance Study	\$100,000
Asphalt repairs at entrances of various schools	\$250,000
Design Development – Homer Track	\$ 75,000
Design development for school improvements	\$ 50,000

This ordinance would appropriate funds to be received from the School District for the above mentioned projects.

FINANCE DEPARTMENT	
Acct #'s	FUNDS-VERIFIED
	400.78010.12PTB.49999
	400.78050.12ADA.49999
Acct. No.	400.78050.12PAV.49999
	400.72010.12TRG.49999
Amount	400.78050.12DISG.49999 <i>N/A</i>
By:	<i>CBW</i> Date: <i>3/1/12</i>



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

Dave Jones

148 North Binkley Street Soldotna, Alaska 99669-7553

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

Email: davejones@kpbsd.k12.ak.us

March 1, 2012

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

Re: Capital Projects for Schools

Dear Craig,

In addition to the request submitted and capital projects identified in my letter of February 15, 2012, please include the design of the Homer Track as an identified need. The estimate for design of the replacement track is \$75,000, which would bring the total capital projects request to \$625,000.

Please consider this letter the district's request to proceed with this additional project and our commitment to fund it, along with the previous requests.

Sincerely,

Dave Jones

Introduced by: Redistricting Committee
Date: 04/03/12
Hearing: 05/01/12
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2012-08**

**AN ORDINANCE AMENDING THE BOROUGH CODE TO REVISE ASSEMBLY AND
SCHOOL BOARD DISTRICT BOUNDARIES AND PROVIDING FOR TRUNCATION
OF THE TERM FOR ASSEMBLY SEAT NUMBER 2, KENAI**

1 **WHEREAS**, in Resolution 2011-045 the assembly declared itself malapportioned and in
2 Ordinance 2011-25 submitted two assembly and school board apportionment
3 plans to the voters; and

4 **WHEREAS**, in the October 4, 2011 election, the Kenai Peninsula Borough voters approved an
5 apportionment plan with nine single-member assembly and school board districts
6 with each assembly and school board member elected from one district; and

7 **WHEREAS**, in Ordinance 2011-41, the assembly provided for the assembly and school board
8 composition and form of representation that received the most votes as required
9 by AS 29.20.070(d); and

10 **WHEREAS**, the assembly must by ordinance adopt the legal descriptions for final assembly
11 and school board districts which comply with equal representation requirements
12 of the United States Constitution; and

13 **WHEREAS**, a committee consisting of three assembly members and the borough clerk has
14 recommended assembly and school district boundaries which comply with federal
15 law and are substantially similar to the tentative maps provided to the voters for
16 the October 2011 election and which also follow, to the extent feasible, the state
17 precinct lines in order to help ensure simplicity and accuracy of the ballot process
18 in future elections; and

1 **WHEREAS,** as the population on the east side of the Kenai Peninsula reduced notably since the
2 2000 census, the western boundary for District 6 has been moved to include the
3 east side of the Sterling area to meet equal representation requirements as well as
4 continuing to include populations with similar economic and social interests; and

5 **WHEREAS,** adjustments are made to the remaining districts to maintain compliance with equal
6 representation standards and continue to include populations with similar
7 economic, cultural, and social interests, and/or to retain consistency with political
8 boundaries; and

9 **WHEREAS,** the committee reviewed and considered whether the proposed changes would
10 impact the voting and equal representation rights of the minority populations in
11 the borough and determined the changes would have no impact largely because
12 the minority populations reside throughout the entire borough; and

13 **WHEREAS,** while there is no clear rule as to whether truncation of terms is required, as a
14 general guideline, if the number of residents in an assembly district increases by
15 more than 10 percent after the boundary change, then truncation is recommended;
16 and

17 **WHEREAS,** the 10 percent change is calculated by determining the number of new individuals
18 added to the district population, and dividing that number by the new district
19 population;

20 **WHEREAS,** district 2 has changed by more than 10 percent, which means that truncation of
21 the terms for that district is recommended; and

22 **WHEREAS,** as the term for the current school board member in district 2 expires in 2012 but
23 the assembly member's term for district 2 expires in 2014, there is no need to
24 truncate the school board member's term; and

1 **WHEREAS**, at its meeting of April 2, 2012, the Kenai Peninsula Borough School Board
2 recommended _____;

3 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
4 **PENINSULA BOROUGH:**

5 **SECTION 1.** That KPB 22.30.010 is revised as follows:

6 A. District No. 1, Kalifornsky, shall be represented by 1 seat, designated Seat 1,
7 described as follows:

8 Commencing at the section corner common to Sections 27, 28, 33 and 34,
9 T5N, R11W;

10 Thence north to the intersection of the section line common to sections 27
11 and 28, T5N, R11W and the centerline of Unocal Airport Road;

12 Thence southwesterly along Unocal Airport Road to the intersection with
13 centerline of Kalifornsky Beach Road;

14 Thence south along the centerline of Kalifornsky Beach Road to the
15 intersection of the north 1/16 line of Section 1, T4N, R12W;

16 Thence west to the mean high water line of Cook Inlet;

17 Thence northerly along the mean high water line to the intersection of the
18 section line common to Sections 7, 18, T5N, R11W;

19 Thence easterly to the intersection of the section corner common to sections
20 7,8,17 and 18, T5N, R11W;

21 Thence south to the section corner common to sections 17, 18, 19 and 20,
22 T5N, R11W;

23 Thence east to the section corner common to sections 15, 16, 21 and 22,
24 T5N, R11W;

25 Thence northerly to the west ¼ corner of section 15, T5N, R11W;

26 Thence east to the thread of the Kenai River;

27 Thence easterly and northerly along the thread of the Kenai River to the
28 confluence of Beaver Creek;

1 Thence northeasterly along the thread of Beaver Creek to the range line
2 common to section 36, T6N, R11W and section 31, T6N, R10W;
3 Thence south along the range line to the south 1/16 corner of Section 31,
4 T6N, R10W;
5 Thence east along the south 1/16 line to the intersection of Sections 31, 32,
6 T6N, R10W;
7 Thence south along the section line to the section corner common to Sections
8 5, 6, 7, 8, T5N, R10W;
9 Thence east to the 1/4 corner common to Sections 5, 8, T5N, R10W;
10 Thence south to the center 1/4 corner of Section 8, T5N, R10W;
11 Thence west to the center west 1/16 of Section 8, T5N, R10W;
12 Thence south to the southwest 1/16 corner of Section 8, T5N, R10W;
13 Thence west to the centerline of the Kenai Spur Highway;
14 Thence southerly along centerline of the Kenai Spur Highway to the
15 centerline of the intersection of Sport Lake Road;
16 Thence east along Sport Lake Road to the centerline of Moser Road also
17 being a section line common to Sections 20, 21, T5N, R10W;
18 Thence south to the intersection of the centerline of the Alaska Natural Gas
19 Pipeline right-of-way;
20 Thence westerly along the pipeline centerline right-of-way to the centerline
21 of Delta Avenue;
22 Thence westerly along the centerline of Delta Avenue to the centerline of
23 Gibson Blvd;
24 Thence south along centerline of Gibson Blvd to the centerline of Kilowatt
25 Avenue;
26 Thence westerly along the centerline of Kilowatt Avenue to the centerline of
27 the Kenai Spur Highway;
28 Thence southerly along the centerline of the Kenai Spur Highway to the
29 north 1/16 line of Section 29, T5N, R10W;
30 Thence west along the north 1/16 line to the intersection of the thread of the
31 Kenai River;

1 Thence southwesterly along the thread of the Kenai River to the section line
2 common to Sections 25, 36, T5N, R11W;
3 Thence west along said section line to section corner common to Sections 25,
4 26, 35, 36, T5N, R11W;
5 Thence south to the section corner common to Sections 35, 36, T5N, R11W
6 and the township line common to T4N & T5N;
7 Thence west along said township line to the point of beginning, and all being
8 within the Seward Meridian, Alaska.

9 B. District No. 2, Kenai, shall be represented by 1 seat, designated Seat 2,
10 described as follows:

11 Commencing at the 1/4 corner common to Sections 13, 24, T6N, R11W;
12 Thence west to the 1/4 corner common to Sections 17, 20, T6N, R11W;
13 Thence south to the center 1/4 corner of Section 29, T6N, R11W;
14 Thence west to the center 1/4 corner of Section 25, T6N, R12W;
15 Thence north to the 1/4 corner common to Sections 24, 25, T6N, R12W;
16 Thence west to the intersection of the mean high water line of Cook Inlet;
17 Thence southerly along the mean high water line to the intersection of the
18 section line common to Sections 7, 18, T5N, R11W;
19 Thence easterly to the intersection of the section corner common to sections
20 7,8,17 and 18, T5N, R11W;
21 Thence south to the section corner common to sections 17, 18, 19 and 20,
22 T5N, R11W;
23 Thence east to the section corner common to sections 15, 16, 21 and 22,
24 T5N, R11W;
25 Thence northerly to the west ¼ corner of section 15, T5N, R11w;
26 Thence east to the thread of the Kenai River;
27 Thence easterly and northerly along the thread of the Kenai River to the
28 confluence of Beaver Creek;
29 Thence northeasterly along the thread of Beaver Creek to the range line
30 common to section 36, T6N, R11W and section 31, T6N, R10W;

1 Thence north along said range line to the 1/4 corner common to Section 24,
2 T6N, R11W and Section 19, T6N, R10W;
3 Thence west to the center 1/4 corner of Section 24, T6N, R11W;
4 Thence north to the point of beginning, and all being within the Seward
5 Meridian, Alaska.

- 6 C. District No. 3, Nikiski, shall be represented by 1 seat, designated Seat 3,
7 described as follows:

8 District No. 3, Nikiski, Area 1

9 Commencing at the 1/4 corner common to Sections 13, 24, T6N, R11W;
10 Thence west to the 1/4 corner common to Sections 17, 20, T6N, R11W;
11 Thence south to the center 1/4 corner of Section 29, T6N, R11W;
12 Thence west to the center 1/4 corner of Section 25, T6N, R12W;
13 Thence north to the 1/4 corner common to Sections 24, ,25, T6N, R12W;
14 Thence west to the intersection of the mean high water line of Cook Inlet;
15 Thence northeasterly along the mean high water line of Cook Inlet to the
16 thread of Burnt Island Creek;
17 Thence southeasterly along the thread of Burnt Island Creek to the
18 intersection of the Alaska Natural Gas Pipeline right-of-way centerline;
19 Thence southwesterly along the Alaska Natural Gas Pipeline right-of-way
20 centerline to the intersection of the section line common to Section 6, T5N,
21 R7W and Section 1, T5N, R8W;
22 Thence north to the southeast corner of T6N, R8W;
23 Thence west to the southeast corner of T6N, R9W;
24 Thence north to the 1/4 corner common to Section 31, T6N, R8W and
25 Section 36, T6N, R9W;
26 Thence east to the 1/4 corner common to Sections 31, 32, T6N, R8W;
27 Thence north to the section corner common to Sections 31, 32, 30, 29, T6N,
28 R8W;
29 Thence east to the 1/4 corner common to Sections 29, 32, T6N, R8W;

1 Thence north to the center 1/4 corner of Section 20, T6N, R8W;
2 Thence west to the centerline of Swanson River Road;
3 Thence southerly along Swanson River Road centerline to the section corner
4 common to Sections 1, 2, T5N, R9W and Sections 35, 36, T6N, R9W;
5 Thence west to the section corner common to Sections 5, 6, T5N, R10W and
6 Sections 31, 32, T6N, R10W;
7 Thence north to the south 1/16 corner common to Sections 31, 32, T6N,
8 R10W;
9 Thence west to the south 1/16 corner common to Section 31, T6N, R10W
10 and Section 36, T6N, R11W;
11 Thence north to the 1/4 corner common to Section 19, T6N, R10W and
12 Section 24, T6N, R11W;
13 Thence west to the center 1/4 corner of Section 24, T6N, R11W;
14 Thence north to the point of beginning, and all being within the Seward
15 Meridian, Alaska.

16 District No. 3, Nikiski, Area 2

17 Commencing at the northeast corner of T13N, R10W;
18 Thence south along the range line to the mean high water line of Cook Inlet;
19 Thence southeasterly along the mean high water line of Cook Inlet to the
20 intersection of Lake Clark National Park and the mean high water line of
21 Chinitna Bay;
22 Thence northwesterly along the boundary of Lake Clark National Park to
23 intersection of range line common to R25W and R26W;
24 Thence north to northwest corner of T1S, R25W;
25 Thence east to the southwest corner of T1N, R24W;
26 Thence north to the northwest corner of T4N, R24W;
27 Thence east to the southwest corner of T5N, R23W;
28 Thence north to the northwest corner of T8N, R23W;
29 Thence west to the southeast corner of T9N, R24W;

1 Thence north to the northeast corner of T12N, R24W;
2 Thence west to the southeast corner of T13N, R24W;
3 Thence north to the northeast corner of T15N, R24W;
4 Thence east to the northeast corner T15N, R12W;
5 Thence south to the northwest corner of T13N, R10W;
6 Thence east to the northeast corner of T13N, R10W, and being the point of
7 beginning, and all being within the Seward Meridian, Alaska.

8 District No. 3, Nikiski, Area 3

9 All of Kalgin Island and Chisik Island in Cook Inlet, and all being within the
10 Seward Meridian, Alaska.

11 D. District No. 4, Soldotna, shall be represented by 1 seat, designated Seat 4,
12 described as follows:

13 Commencing at the section corner common to Sections 5, 6, T5N, R10W and
14 Section 31, 32, T6N, R10W;
15 Thence south to the section corner common to Sections 5, 6, 7, 8, T5N,
16 R10W;
17 Thence east to the 1/4 corner common to Sections 5, 8, T5N, R10W;
18 Thence south to the center 1/4 corner of Section 8, T5N, R10W;
19 Thence west to the center west 1/16 corner of Section 8, T5N, R10W;
20 Thence south to the southwest 1/16 corner of Section 8, T5N, R10W;
21 Thence west to the centerline of the Kenai Spur Highway;
22 Thence southerly along centerline of the Kenai Spur Highway to the
23 centerline of the intersection of Sport Lake Road;
24 Thence east to the centerline of Moser Road also being a section line
25 common to Sections 20, 21, T5N, R10W;
26 Thence south to the intersection of the centerline of the Alaska Natural Gas
27 Pipeline right-of-way;

1 Thence westerly along the pipeline centerline right-of-way to the centerline
2 of Delta Avenue;
3 Thence westerly along the centerline of Delta Avenue, to the centerline of
4 Gibson Blvd;
5 Thence south along the centerline of Gibson Blvd to the centerline of
6 Kilowatt Avenue;
7 Thence westerly along the centerline of Kilowatt Avenue to the centerline of
8 the Kenai Spur Highway;
9 Thence southerly along the centerline of the Kenai Spur Highway to the
10 north 1/16 line of Section 29, T5N, R10W;
11 Thence west along the north 1/16 line of Section 29 to the intersection of the
12 thread of the Kenai River;
13 Thence southwesterly along the thread of the Kenai River to the section line
14 common to Sections 25, 36, T5N, R11W;
15 Thence west along said section line to section corner common to Sections 25,
16 26, 35, 36 T5N, R11W;
17 Thence south to the section corner common to Sections 35, 36, T5N, R11W
18 also being the township line being common to T4N and T5N and the
19 southwest corner of the corporate boundary of the City of Soldotna;
20 Thence east along the township line to the intersection of the centerline Ski
21 Hill Road;
22 Thence northwesterly along the centerline of Ski Hill Road to centerline of
23 Funny River Road;
24 Thence southeasterly along the centerline of Funny River Road to extension
25 of the east property boundary of Lot 3A, Tachick Subdivision Part Three plat
26 86-160 KRD;
27 Thence north to the thread of the Kenai River;
28 Thence northeasterly along the thread of the Kenai River to the extension of
29 the lot line of Lot 6, Block 1 Logan Subdivision plat 1636 KRD and Lot 27,
30 Derkevorkian Subdivision No. 2 Amended plat 77-52 KRD;

1 Thence southeasterly along said lot line to the north boundary of Funny River
2 Road;
3 Thence northeasterly along the north edge of Funny River Road to the
4 intersection of Oehler Road;
5 Thence north and east along the centerline of Oehler Road to the extension of
6 the east lot line of Lot L-1A, Derkevorkian Subdivision Wackler Addition
7 plat 2007-50;
8 Thence north to the south meander of the Kenai River;
9 Thence southwesterly along the south meander of the Kenai River to the east
10 west center ¼ section line of Section 32, T5N, R10W;
11 Thence west to the thread of the Kenai River;
12 thence easterly along the thread of the Kenai River to the intersection of the
13 north south center ¼ section line of section 32, T5N, R10W;
14 Thence south along the north south ¼ section line to the intersection of the
15 north boundary of Funny River Road;
16 Thence south and west to the centerline of Airport Heights Street;
17 Thence south to the township line common to T4N and T5N;
18 Thence east along the township line common to T4N and T5N sections 34
19 and 35, T5N, R10W;
20 Thence north to the south 1/16 corner common to section 32, 33, T5N,
21 R10W;
22 Thence west to the center south 1/16 corner common to Section 33, T5N,
23 R10W;
24 Thence north to the thread of the Kenai River;
25 Thence easterly along the thread of the Kenai River to the intersection of the
26 south line of Section 31, T5N, R9W;
27 Thence northwest to south end of Dan France Road (a private drive);
28 Thence north along Dan France Road to the intersection of the centerline of
29 Forest Lane;
30 Thence northerly to the center line of the Sterling Highway and Jim Dahler
31 Road;

Thence northeasterly along the centerline of the Sterling Highway to the intersection of Deville Rd;
 Thence northerly along the centerline of Deville Road to the intersection of the 1/16 line common to the CN 1/16 and NW 1/16 corners section 18, T5N, R9W;
 Thence west to the NW 1/16 corner common to section 18, T5N, R9W and Section 13, T5N, R10W;
 Thence north to the section corner common to section 7, 18, T5N, R9W and sections 12, 13, T5N, R10W;
 Thence west to the thread of Soldotna Creek;
 Thence northeasterly along the thread of Soldotna Creek to the north shore of Sevena Lake;
 Thence northwesterly along the north shore of Sevena Lake to the intersection of the section line common to Sections 1, 2, T5N, R10W;
 Thence north along said section line to the township line common to T5N and T6N;
 Thence west along said township line to point of beginning, and all being within the Seward Meridian, Alaska.

E. District No. 5, Sterling-Funny River, shall be represented by 1 seat, designated Seat 5, described as follows:

Commencing at the section corner common to Sections 2, 3, T4N, R11W also being centerline of Echo Lake Road;
 Thence south to the intersection of the Sterling Highway;
 Thence southwesterly along the centerline of the Sterling Highway to the intersection of the thread of Coal Creek;
 Thence northeasterly along the thread of Coal Creek to section line common to Sections 9, 10, T3N, R11W;
 Thence south to the section corner common to Sections 33, 34, T3N, R11W and Sections 3, 4, T2N, R11W;
 Thence west to the thread of the Kasilof River;

1 Thence southeasterly along the Kasilof River to the intersection of
2 Tustumena Lake;
3 Thence along the north shore of Tustumena Lake to the thread of Glacier
4 Creek;
5 Thence southeasterly along Glacier Creek to the headwaters of Glacier
6 Creek;
7 Thence southeasterly to southeast corner of T2S, R6W;
8 Thence east to the Kenai Fjords National Park boundary;
9 Thence northerly along boundary to the thread of the Resurrection River also
10 being in Section 34, T3N, R3W;
11 Thence northwesterly along the Resurrection River to the thread of Summit
12 Creek;
13 Thence northwesterly to the southeast corner of Upper Russian Lake;
14 Thence along the northeast shore of Upper Russian Lake to the thread of the
15 Russian River;
16 Thence northerly along the thread of Russian River to the thread of the Kenai
17 River;
18 Thence westerly along the thread of the Kenai River to the shore of Skilak
19 Lake;
20 Thence southeasterly and westerly along the southern shore of Skilak Lake to
21 the thread of the Kenai River;
22 Thence southwesterly along the thread of the Kenai River to the extended
23 centerline of Steelhead Cir;
24 Thence northerly along said centerline to the intersection of Steelhead Cir
25 and Samsel Rd;
26 Thence northerly along the centerline of Samsel Rd to Bings Landing Rd;
27 Thence northerly along the centerline of Bings Landing Rd to the Sterling
28 Highway;
29 Thence westerly along the centerline of the Sterling Highway to Jalapeno St;
30 Thence south along the centerline of Jalapeno St to Ruth Ln;
31 Thence northwesterly along the centerline of Ruth Ln to Iris Ln;

1 Thence northeast along the centerline of Iris Ln to the Sterling Highway;
2 Thence northwest along the centerline of the Sterling Highway to Otter Trail
3 Rd;
4 Thence north along the centerline of Otter Trail Rd to the intersection of the
5 Alaska Natural Gas Pipeline right-of-way;
6 Thence westerly along the pipeline right-of-way to the thread of the Moose
7 River;
8 Thence northeasterly along the thread of the Moose River to the township
9 line common to T6N and T5N;
10 Thence west along said said township line to the southeast corner of T6N,
11 R9W;
12 Thence north to the 1/4 corner common to Section 31, T6N, R8W and
13 Section 36, T6N, R9W;
14 Thence east to the 1/4 corner common to Sections 31, 32, T6N, R8W;
15 Thence north to the section corner common to Sections 31, 32, 30, 29, T6N,
16 R8W;
17 Thence east to the 1/4 corner common to Sections 29, 32, T6N, R8W;
18 Thence north to the center 1/4 corner of Section 20, T6N, R8W;
19 Thence west to the centerline of Swanson River Road;
20 Thence southerly along Swanson River Road centerline to the section corner
21 common to Sections 1, 2, T5N, R9W and Sections 35, 36, T6N, R9W;
22 Thence west along the township line common to T5N R9W and T6N R9W to
23 the northwest corner of section 1, T5N R10W;
24 Thence south along the section line common to sections 1 and 2 T5N R10W
25 to the north shore of Sevena Lake;
26 Thence along the north shore of Sevena Lake to the thread of Soldotna
27 Creek;
28 Thence along the thread of Soldotna Creek
29 Thence southerly along the thread of Soldotna Creek to the section line
30 common to sections 12 and 13, T5N R10W;

1 Thence east to the section corner common to sections section 7 , 18, T5N,
2 R9W and sections 12, 13, T5N, R10W;
3 Thence south to the northwest 1/16 corner common to section 13, 05N R10W
4 and section 18, T5N R09W;
5 Thence east along the 1/16 line common to CN 1/16 and NW1/16 corners of
6 section 18, T5N R9W to the centerline of Deville Rd;
7 Thence southerly along the centerline of Deville Rd to the Sterling Highway;
8 Thence southwesterly along the centerline of the Sterling Highway to Forest
9 Ln;
10 Thence along the centerline of Forest Ln to Dan France Rd (a private drive);
11 Thence south along the centerline of Dan France Rd to the intersection of
12 said centerline extended and the thread of the Kenai River;
13 Thence westerly along the thread of the Kenai River to the intersection of the
14 north south center ¼ line of section 34, T5N, R10W;
15 Thence south to the center south 1/16 corner of Section 34, T5N, R10W;
16 Thence east to the south 1/16 corner common to Sections 34, 35, T5N,
17 R10W;
18 Thence south to the township line common to T5N and T4N;
19 Thence west to the section corner common to Section 32, 33, T5N, R10W;
20 Thence north to the south 1/16 corner common to Section 32, 33, T5N,
21 R10W;
22 Thence east to the center south 1/6 corner common to Section 33, T5N,
23 R10W;
24 Thence north to the thread of the Kenai River;
25 Thence westerly along the thread of the Kenai River to the intersection of the
26 east west center ¼ line of Section 32, T5N, R10W;
27 Thence east along the center ¼ line to the south meander of the Kenai River;
28 Thence northeasterly along the south meander of the Kenai River to the
29 extension of east lot line of Lot L-1A, Derkevorkian Subdivision Wackler
30 Addition plat 2007-50;
31 Thence south to the intersection of Oehler Road;

1 Thence west and south to the intersection of the north boundary of Funny
2 River Road;

3 Thence southwesterly to the intersection of the lot line of Lot 6, Block 1
4 Logan Subdivision plat 1636 KRD and Lot 27, Derkevorkian Subdivision
5 No. 2 Amended plat 77-52 KRD;

6 Thence northwesterly along the lot line of Lot 6, Block 1 Logan Subdivision
7 plat 1636 KRD and Lot 27, Derkevorkian Subdivision No. 2 Amended plat
8 77-52 KRD to the thread of the Kenai River;

9 Thence southwesterly along the thread of the Kenai River to the extension of
10 the east property boundary of Lot 3A, Tachick Subdivision Part Three plat
11 86-160 KRD;

12 Thence south along the east property boundary of Lot 3A, Tachick
13 Subdivision Part Three plat 86-160 KRD to the centerline of Funny River
14 Road;

15 Thence west along the centerline of Funny River Road to the intersection of
16 Ski Hill Road;

17 Thence southeasterly along the centerline of Ski Hill Road to the intersection
18 of the township line common to T5N and T4N;

19 Thence west to the northwest corner of section 2, T4N, R11W to the point of
20 beginning, and all being within the Seward Meridian, Alaska.

21 F. District No. 6, East Peninsula, shall be represented by 1 seat, designated Seat
22 6, described as follows:

23 Commencing at intersection of the mean high water line of Turnagain Arm
24 and section line common to Sections 25, 26, T9N, R2E;

25 Thence south to the southeast corner of Section 35, T9N, R2E;

26 Thence west to the northeast corner of Section 2, T8N, R2E;

27 Thence south to the northeast corner of Section 2, T7N, R2E;

28 Thence east to the northeast corner of T7N, R4E;

29 Thence south to the southeast corner of T5N, R4E;

30 Thence west to the northeast corner of T4N, R4E;

1 Thence south to the northeast corner of Section 25, T4N, R4E;
2 Thence east to the southeast corner of the southwest 1/4 of Section 22, T4N,
3 R5E;
4 Thence southerly to the southeast corner of the southwest 1/4 of Section 34,
5 T1N, R5E;
6 Thence west to the northeast corner of the northwest 1/4 of Section 3, T1S,
7 R5E;
8 Thence south to the southeast corner of the northwest 1/4 of Section 27, T1S,
9 R5E;
10 Thence west to the southwest corner of the northwest 1/4 of Section 27, T1S,
11 R5E;
12 Thence south to the northeast corner of Section 9, T3S, R5E;
13 Thence southwesterly to the southeast corner of Section 7, T3S, R5E, said
14 corner being at or approximately at Cape Junken;
15 Thence southwesterly to the southeast corner of the northeast 1/4 of Section
16 4, T4S, R1E, said corner being at or approximately at Barwell Island;
17 Thence southwesterly to the northeast corner of the southeast 1/4 Section 17,
18 T5S, R1W, said corner being at or approximately at Pilot Rock;
19 Thence southwesterly to the southwest corner of the southeast 1/4 corner of
20 Section 33, T7S, R2W, said corner being at or approximately at Seal Rock;
21 Thence northwesterly to intersection of Kenai Fjords National Park and
22 township line boundary common to T2S, R5W and T3S, R5W;
23 Thence northerly along the Kenai Fjords National Park boundary to the
24 thread of Resurrection River also being in Section 34, T3N, R3W;
25 Thence northwesterly along the thread of the Resurrection River to the thread
26 of Summit Creek;
27 Thence southeast to the corner of Upper Russian Lake;
28 Thence along the northeast shore of Upper Russian Lake to the thread of the
29 Russian River;
30 Thence along thread of the Russian River to the thread of the Kenai River;
31 Start here!!!

1 Thence along the thread of the Kenai River to Skilak Lake;
2 Thence westerly along the south shore of Skilak Lake to the thread of the
3 Kenai River;
4 Thence northwesterly along the thread of the Kenai River to the confluence
5 of the Kenai River and Moose River;
6 Thence northeasterly along the thread of the Moose River to the township
7 line common to T6N and T5N;
8 Thence east along said township line to the northeast corner of Section 1,
9 T5N R8W;
10 Thence south along the section line common to Section 1, T5N R8W and
11 Section 6, T5N R7W to the Alaska Natural Gas Pipeline right-of-way;
12 Thence northeasterly along the Alaska Natural Gas Pipeline right-of-way to
13 the mean high water line of Turnagain Arm;
14 Thence southeasterly along the mean high water line of Turnagain Arm to the
15 point of beginning, and all being within the Seward Meridian, Alaska.

16 G. District No. 7, Central, shall be represented by 1 seat, designated Seat 7,
17 described as follows:

18 Commencing at the section corner common to Sections 3, 2, T4N, R11W
19 also being centerline of Echo Lake Road;
20 Thence south along the centerline of Echo Lake Road to the intersection of
21 the centerline Sterling Highway;
22 Thence southwesterly along the centerline of the Sterling Highway to the
23 thread of Coal Creek;
24 Thence northeasterly along the thread of Coal Creek to the section line
25 common to Sections 9, 10, T3N, R11W;
26 Thence south to the section corner common to Sections 33, 34 T3N, R11W
27 and Sections 3, 4, T2N, R11W;
28 Thence west to the thread of the Kasilof River;
29 Thence southerly along the Kasilof River to the intersection of the ordinary
30 high water line of the south shore of Tustumena Lake;

1 Thence along the south shore of Tustumena Lake to the range line common
2 to R11W and R10W;
3 Thence south along said range line to the thread of Cytex Creek;
4 Thence westerly along the thread of Cytex Creek to the thread of Deep
5 Creek;
6 Thence easterly along the thread of Deep Creek to the thread of an unnamed
7 tributary located within the southwest quarter of Section 10, T3S R11W;
8 Thence southerly along said tributary to the intersection of the section line
9 common to sections 34, 35, T3S, R11W;
10 Thence south along the section line to the section corner common to sections
11 10, 11, 14, 15, T4S, R11W;
12 Thence west to the section corner common to sections 8, 9, 16, 17, T4S,
13 R11W;
14 Thence south along the section line to the thread of the North Fork of the
15 Anchor River;
16 Thence westerly along the thread of the North Fork of the Anchor River to
17 the section line common to Sections 26, 25, T4S, R15W;
18 Thence north to the section corner common to Sections 13, 14, 23, 24, T4S,
19 R15W;
20 Thence west to the centerline of the Sterling Highway;
21 Thence north along the centerline of the Sterling Highway to the intersection
22 of the centerline of Whiskey Gulch Road;
23 Thence westerly along the centerline of Whiskey Gulch Road to the mean
24 high water line of Cook Inlet;
25 Thence northerly along the mean high water line of Cook Inlet to the
26 intersection of the north 1/16 line of Section 1, T4N, R12W;
27 Thence east to the centerline of Kalifornsky Beach Road;
28 Thence north along the centerline of Kalifornsky Beach Road to the
29 intersection of the Unocal Airport Road;
30 Thence northeasterly along Unocal Airport Road to the intersection of
31 section line common to Sections 27, 28, T5N, R11W;

1 Thence south to the section corner common to Sections 33, 34, T5N, R11W;
2 Thence east to the section corner common to Sections 2, 3, T4N, R11W, the
3 point of beginning, and all being within the Seward Meridian, Alaska.

4 H. District No. 8, Homer, shall be represented by 1 seat, designated Seat 8,
5 described as follows:

6 District No. 8, Homer, Area 1

7 Commencing at the mean high water line of Cook Inlet and the intersection
8 of the section line common to Sections 15,16, T6S, R14W;

9 Thence north along said section line to the centerline of the Sterling
10 Highway;

11 Thence northwesterly along the centerline of the Sterling Highway to
12 Diamond Ridge Rd;

13 Thence easterly along the centerline of Diamond Ridge Rd. to the north edge
14 of the right-of-way of Skyline Drive;

15 Thence northeasterly along the northerly edge of Skyline Drive right-of-way
16 to the west intersection of Crossman Ridge Road right-of-way;

17 Thence northeasterly along the northerly edge of Crossman Road to the
18 corner common to Lot 12 & 13 Diamond Ridge Estates, Plat 71-1238 Homer
19 Recording District;

20 Thence north to the C-N-S-SE 1/256 corner of Section 6, T6S, R13W;

21 Thence east to the centerline of Crossman Ridge Rd;

22 Thence easterly along the centerline of Crossman Ridge Rd. to Palmer St;

23 Thence southerly along the centerline of Palmer St. to Skyline Dr;

24 Thence easterly along the centerline of Skyline Dr. to the thread of
25 Waterman Canyon Creek extended;

26 Thence southeasterly 550' along the thread of Waterman Canyon Creek;

27 Thence southwesterly to the C1/4 of section 2, T6S, R13W;

28 Thence east to the thread of an unnamed drainage;

1 Thence southeasterly along the unnamed drainage to the centerline of Joan
2 Ave;
3 Thence east along the centerline of Joan Ave to the centerline of McClay Rd;
4 Thence north along the centerline of McClay Rd to the north edge of Deitz
5 Ln right-of-way;
6 Thence along the north edge of Deitz Ln right-of way to the line common to
7 lots 3 and 4 Deitz Homes Estates Sub No 4;
8 Thence northwesterly to the southwest corner of Tract A-3 Deitz Home
9 Estates Sub No 13;
10 Thence northeasterly along the southern boundary of Tract A-3 to the
11 westerly edge of the China Poot St right-of-way;
12 Thence perpendicular 60' across China Poot St right-of-way to the west
13 boundary of Tract A-4C Deitz Home Estates Sub no 15;
14 Thence southeasterly along the western boundary of Tract A-4C to the
15 southern boundary of Tract A-4C;
16 Thence northeasterly along the southern boundary of Tract A-4C to the
17 southeast corner of Tract A-4C;
18 Thence north to the Cw1/4 corner of section 1, T6S, R13W;
19 Thence east to the C1/4 of section 1, T6S, R13W;
20 Thence south to the CS1/4 of section 1, T6S, R13W;
21 Thence east to the S1/6 common to section 1, T6S, R13W and section 6,
22 T6S, R12W;
23 Thence south along the section line to the mean high water of Kachemak
24 Bay;
25 Thence southwesterly along the mean high water of Kachemak Bay to the
26 director's line of Alaska Tidelands Survey #612;
27 Thence easterly, southerly and northerly along said director's line to the
28 intersection of the section line common to sections 22, 23, T6S, R14W, also
29 being the mean high water line of Kachmeak Bay;
30 Thence northwesterly along the mean high water line of Kachemak Bay to
31 the point of beginning, and all being within the Seward Meridian, Alaska.

District No. 8, Homer, Area 2

Commencing at Cape Douglas on the West Side of Cook Inlet at the northeast corner of Section 27, T15S, R24W;
Thence west to the northeast corner of Section 29, T15S, R26W;
Thence south to the southeast corner of Section 32, T16S, R26W;
Thence west to the northeast corner of T17S, R28W;
Thence south to the southeast corner of T17S, R28W;
Thence west to the southwest corner of T17S, R32W;
Thence north to the northwest corner of T17S, R32W;
Thence west to the southwest corner of T16S, R32W;
Thence north to the northwest corner of T13S, R32W;
Thence west to the southwest corner of T12S, R32W;
Thence north to the northwest corner of T11S, R32W;
Thence east to the southwest corner of T10S, R30W;
Thence north to the northwest corner of T9S, R30W;
Thence east to the southeast corner of T8S, R29W;
Thence north to the northeast corner of T8S, R29W;
Thence east to the northeast corner of T8S, R28W;
Thence north to the northwest corner of T6S, R27W;
Thence east to the southwest corner of T5S, R26W;
Thence north to the northwest corner of T5S, R26W;
Thence east to the southwest corner of T4S, R25W;
Thence north to the intersection of the boundary of Lake Clark National Park;
Thence southeasterly along the boundary of Lake Clark National Park to the mean high water line of Chinitna Bay;
Thence southeasterly to the northeast corner of Section 13, T4S, R22W;
Thence southwesterly to the point of beginning, and all being within the Seward Meridian, Alaska.

I. District No. 9, South Peninsula, shall be represented by 1 seat, designated
Seat 9, described as follows:

Commencing at the mean high water line of Cook Inlet and the intersection
of the section line common to Sections 15,16, T6S, R14W;
Thence north along said section line to the centerline of the Sterling
Highway;
Thence northwesterly along the centerline of the Sterling Highway to
Diamond Ridge Rd;
Thence easterly along the centerline of Diamond Ridge Rd. to the north edge
of the right-of-way of Skyline Drive;
Thence northeasterly along the northerly edge of Skyline Drive right-of-way
to the west intersection of Crossman Ridge Road right-of-way;
Thence northeasterly along the northerly edge of Crossman Road to the
corner common to Lot 12 & 13 Diamond Ridge Estates, Plat 71-1238 Homer
Recording District;
Thence north to the C-N-S-SE 1/256 corner of Section 6, T6S, R13W;
Thence east to the centerline of Crossman Ridge Rd;
Thence easterly along the centerline of Crossman Ridge Rd. to Palmer St;
Thence southerly along the centerline of Palmer St. to Skyline Dr;
Thence easterly along the centerline of Skyline Dr. to the thread of
Waterman Canyon Creek extended;
Thence southeasterly 550' along the thread of Waterman Canyon Creek;
Thence southwesterly to the C1/4 of section 2, T6S, R13W;
Thence east to the thread of an unnamed drainage;
Thence southeasterly along the unnamed drainage to the centerline of Joan
Ave;
Thence east along the centerline of Joan Ave to the centerline of Mc Clay
Rd;
Thence north along the centerline of Mc Clay Rd to the north edge of Deitz
Ln right-of-way;

1 Thence along the north edge of Deitz Ln right-of way to the line common to
2 lots 3 and 4 Deitz Homes Estates Sub No 4;
3 Thence northwesterly to the southwest corner of Tract A-3 Deitz Home
4 Estates Sub No 13;
5 Thence northeasterly along the southern boundary of Tract A-3 to the
6 westerly edge of the China Poot St right-of-way;
7 Thence perpendicular 60' across China Poot St right-of-way to the west
8 boundary of Tract A-4C Deitz Home Estates Sub no 15;
9 Thence southeasterly along the western boundary of Tract A-4C to the
10 southern boundary of Tract A-4C;
11 Thence northeasterly along the southern boundary of Tract A-4C to the
12 southeast corner of Tract A-4C;
13 Thence north to the Cw1/4 corner of section 1, T6S, R13W;
14 Thence east to the C1/4 of section 1, T6S, R13W;
15 Thence south to the CS1/4 of section 1, T6S, R13W;
16 Thence east to the S1/6 common to section 1, T6S, R13W and section 6,
17 T6S, R12W;
18 Thence south along the section line to the mean high water of Kachemak
19 Bay;
20 Thence southwesterly along the mean high water of Kachemak Bay to the
21 director's line of Alaska Tidelands Survey #612;
22 Thence easterly, southerly along the director's line to the tip of the Homer
23 Spit;
24 Thence southerly to Lancashire Rocks within Kachemak Bay;
25 Thence southwesterly to Sixty Foot Rock within Kachemak Bay;
26 Thence southwesterly to the northwest corner of section 1, T9S, R16W
27 protracted;
28 Thence southwest to the northwest corner of section 4, T10S, R16W;
29 Thence south to the southwest corner of section 4, T11S, R16W;
30 Thence southeasterly to the southwest corner of section 7, T7S, R15W;
31 Thence southeasterly to the southeast corner of section 31, T12s, R14W;

1 Thence northeasterly to the southwest corner of section 26, T12S, R13W;
2 Thence northeasterly to the tip of Gore Point;
3 Thence northeasterly to Seal Rock;
4 Thence northwesterly to the intersection of the Kenai Fjords National Park
5 boundary and the township line common to T3S and T2S;
6 Thence west to the northwest corner of section 6, T3S, R5W;
7 Thence northwest to the headwaters of Glacier Creek;
8 Thence along the thread of Glacier Creek to the shore of Tustumena Lake;
9 Thence westerly along the south shore of Tustumena Lake (including
10 Caribou Island)
11 to the range line common to R11W and R10W;
12 Thence south along said range line to the thread of Cytex Creek;
13 Thence westerly along the thread of Cytex Creek to the thread of Deep
14 Creek;
15 Thence easterly along the thread of Deep Creek to the thread of an unnamed
16 tributary located within the southwest quarter of Section 10, T3S R11W;
17 Thence southerly along said tributary to the intersection of the section line
18 common to sections 34, 35, T3S, R11W;
19 Thence south along the section line to the section corner common to sections
20 10, 11, 14, 15, T4S, R11W;
21 Thence west to the section corner common to sections 8, 9, 16, 17, T4S,
22 R11W;
23 Thence south along the section line to the thread of the North Fork of the
24 Anchor River;
25 Thence westerly along the thread of the North Fork of the Anchor River to
26 the section line common to Sections 26, 25, T4S, R15W;
27 Thence north to the section corner common to Sections 13, 14, 23, 24, T4S,
28 R15W;
29 Thence west to the centerline of the Sterling Highway;
30 Thence north along the centerline of the Sterling Highway to the intersection
31 of the centerline of Whiskey Gulch Road;

1 Thence westerly along the centerline of Whiskey Gulch Road to the mean
2 high water line of Cook Inlet;

3 Thence southerly along the mean high water line of Cook Inlet to the point of
4 beginning, all being with the Seward Meridian, Alaska.

5 **SECTION 2.** The term of office of the assembly member for District 2 seated as of the October
6 2011 regular election shall expire at the regular borough election held in October
7 2012. The seat in District 2 as defined in Section 1, above, will be open for
8 election at the regular borough election held in October 2012. Candidates for that
9 seat shall file for the specific district designated and the terms and qualifications
10 for that district shall be two years for the initial term, and three years for
11 subsequent terms.

12 **SECTION 3.** The terms of all remaining members of the school board and assembly shall
13 expire in accordance with the existing terms for each seat.

14 **SECTION 4.** That this ordinance shall take effect immediately upon its preclearance by the
15 Department of Justice and enactment by the borough assembly.

16 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
17 **DAY OF * 2012.**

Gary Knopp, Assembly President

ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

Toll-free within the Borough: 1-800-478-4441

PHONE: (907) 262-4441 • FAX: (907) 262-1892

www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

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

FROM: Johni Blankenship, Borough Clerk *B*
Colette Thompson, Borough Attorney *CT*

DATE: April 3, 2012

SUBJECT: Ordinance 2012-08, amending the borough code to revise assembly and school board district boundaries and Providing for Truncation of the Term for Assembly Seat Number 2, Kenai

In the October 4, 2012, election, the Kenai Peninsula Borough voters approved an apportionment plan with nine single-member assembly and school board districts. Following that election the assembly established a committee of three assembly members and the borough clerk to develop and recommend assembly and school district boundaries that are substantially similar to the tentative maps provided to the voters. The committee held numerous meetings and worked very closely with the Planning Department to draw district boundaries that are consistent with legal requirements. Additionally, School Board President Joe Arness attended the final meeting in which the committee addressed issues regarding truncation of terms.

This ordinance amends the code to provide the new legal descriptions for the nine districts as recommended by the committee. Additionally, because the change in population exceeds 10 percent in the new District 2, and the term of the current assembly member representing District 2 expires in October of 2014, this ordinance would truncate that term such that it would end in October 2012, and the next term would be for two years. As the term of the current school board member for District 2 ends in October 2012, no truncation is proposed. All remaining seats fall within the 10 percent guideline. Your approval of this ordinance would be appreciated.

DISTRICT 1

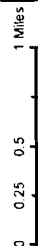


Population: 6,141
 Optimum: 6,156
 Deviation: -15
 TAPERSONS: 6,141
 100.00%
 TAWHITE: 5,213
 84.89%
 TABLACK: 27
 0.44%
 TAAMERIND: 349
 5.68%
 TAASIAN: 62
 1.01%
 TAHAWPAC: 15
 0.24%

Assembly Districts

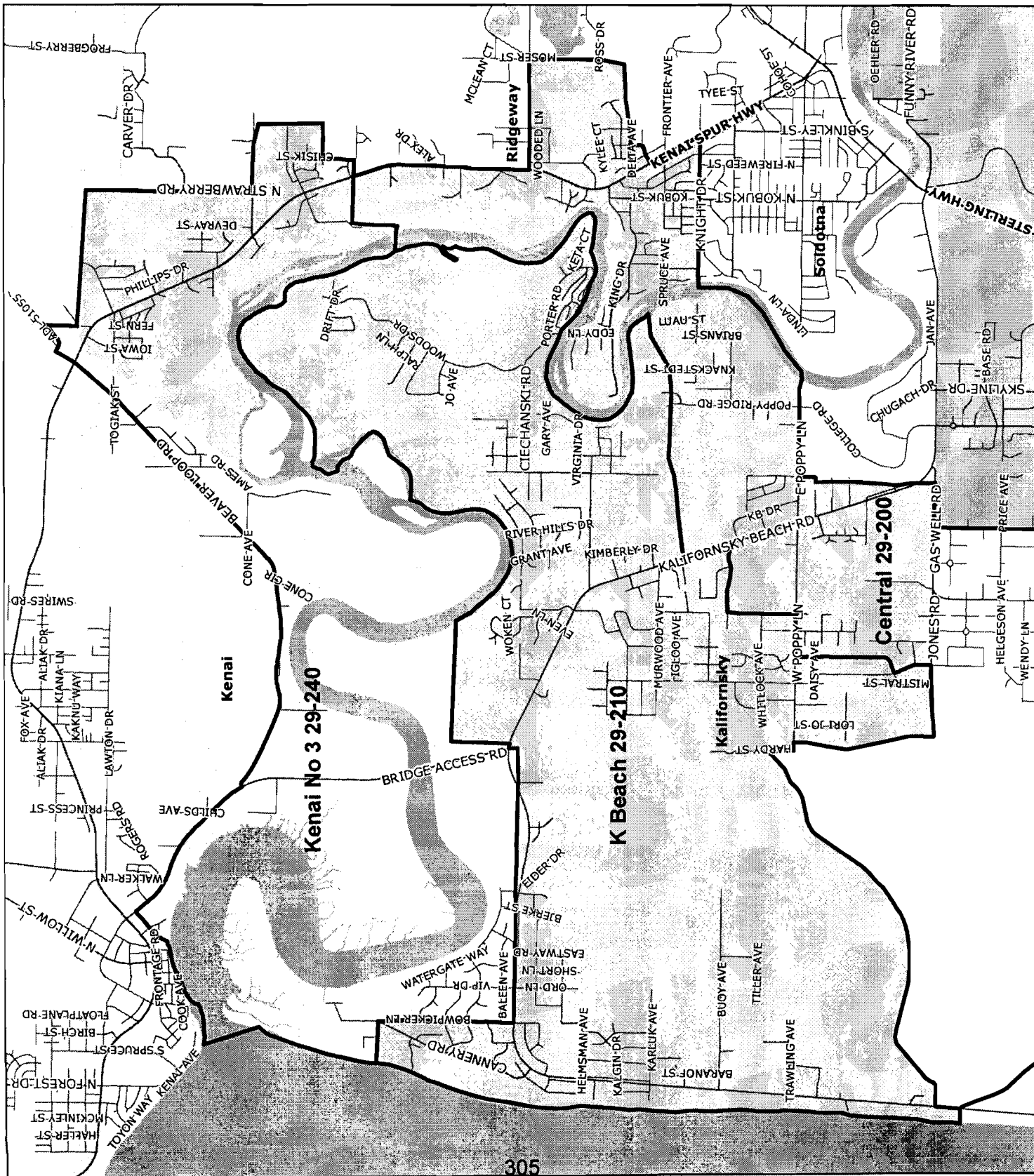
1 6
 2 7
 3 8
 4 9
 5

Voter Districts



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Kenai Peninsula Borough
 GIS Division
 December 20, 2011



9 Member Assembly

DISTRICT 2



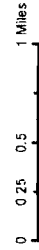
Population: 6,286
Optimum: 6,156
Deviation: 130
2.11%

TAPERSONS: 6,286
100.00%
TAWHITE: 4,991
79.40%
TABLACK: 48
0.76%
TAAMERIND: 572
9.10%
TAASIAN: 96
1.53%
TAHAWPAC: 20
0.32%

Assembly Districts



Voter Districts



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Kenai Peninsula Borough
GIS Division
December 20, 2011



Kenai No 2 29-230

Kenai No 3 29-240

Kenai No 1 29-220

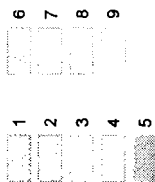
DISTRICT 2 FULL BOUNDARY

DISTRICT 3

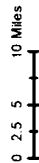


Population:	5,997
Optimum:	6,156
Deviation:	-159
	-2.58%
TAPERSONS:	5,997
	100.00%
TAWHITE:	4,828
	80.51%
TABLACK:	18
	0.30%
TAAMERIND:	734
	12.24%
TAAASIAN:	73
	1.22%
TAHAWPAC:	22
	0.37%

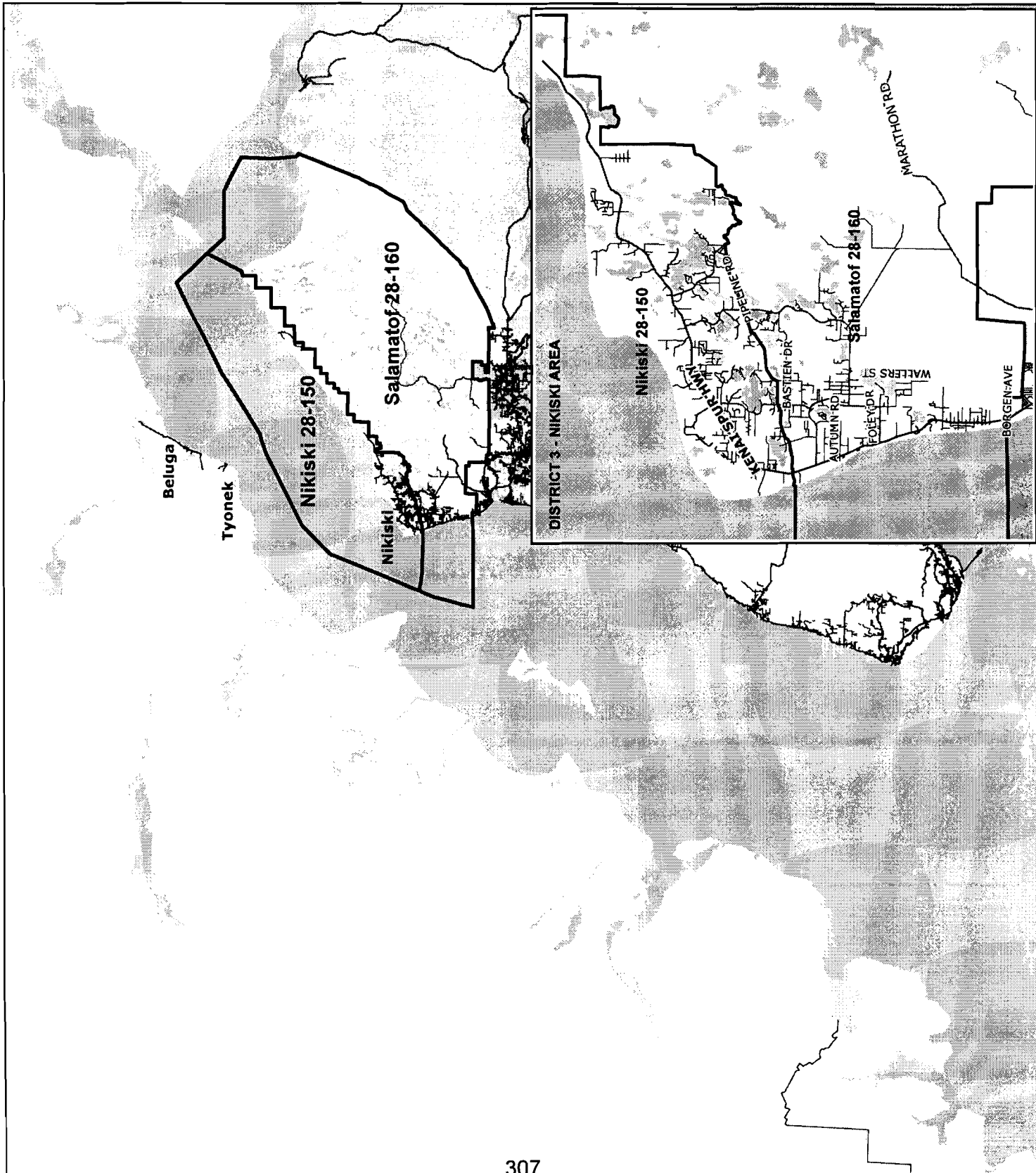
Assembly Districts



Voter Districts



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DISTRICT 4



Population: 6,460
 Optimum: 6,156
 Deviation: 304
 4.94%

TAPERSONS: 6,460
 100.00%

TAWHITE: 5,620
 87.00%

TABLACK: 17
 0.26%

TAAMERIND: 282
 4.37%

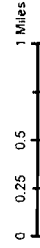
TAAASIAN: 84
 1.30%

TAHAWPAC: 20
 0.31%

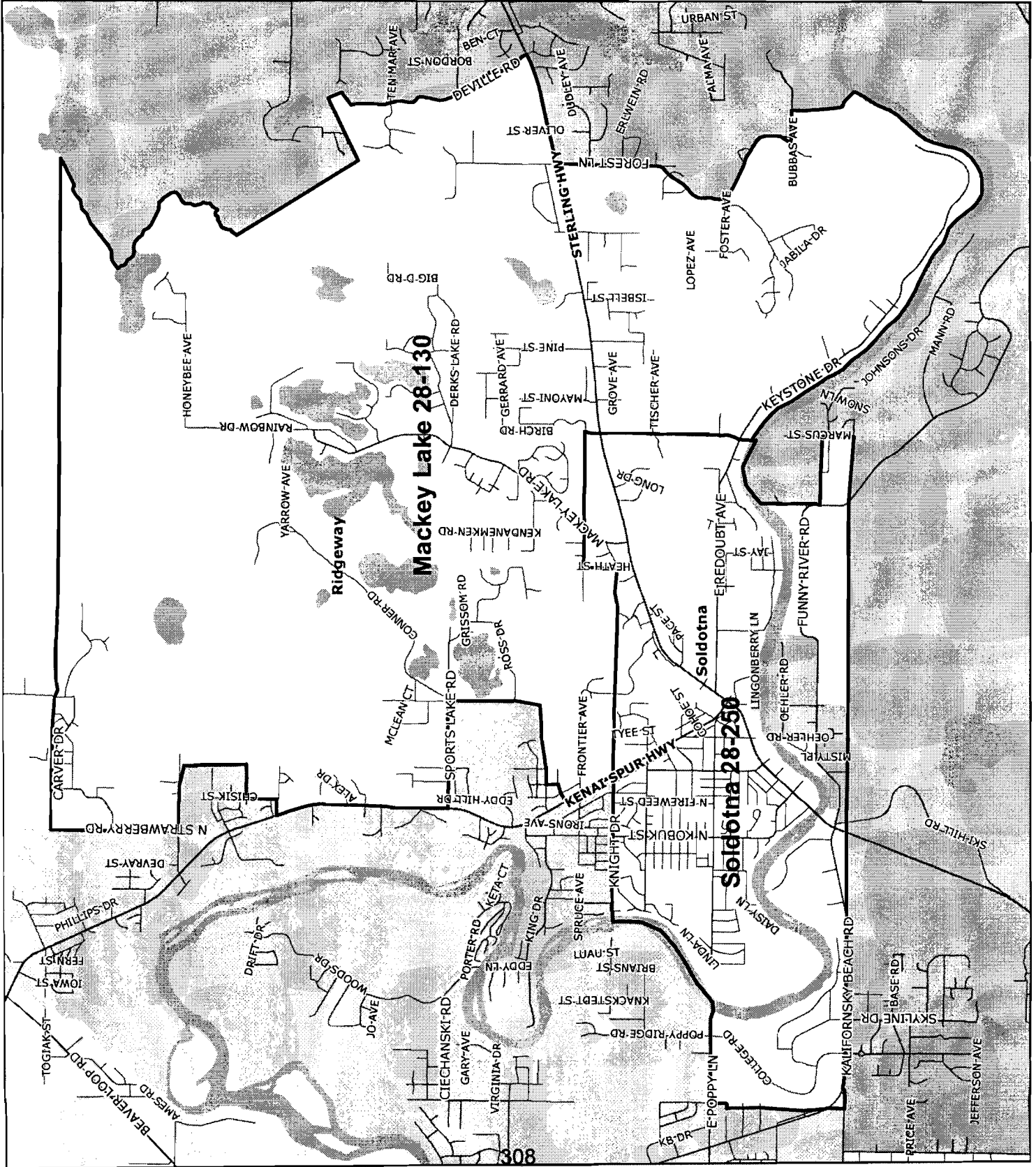
Assembly Districts

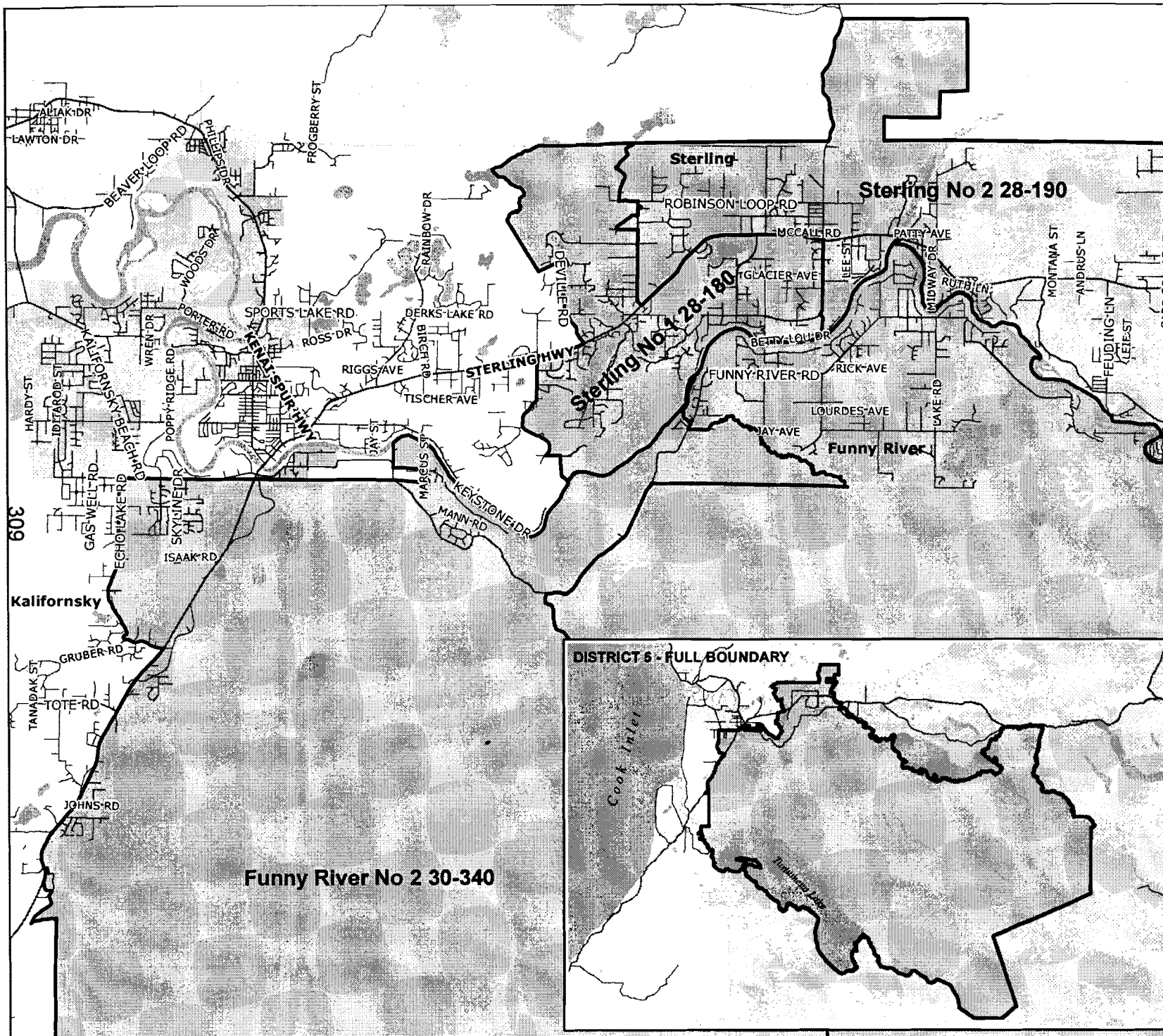
1
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9

☐ Voter Districts



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9 Member Assembly

DISTRICT 5



Population: 6,304
Optimum: 6,156
Deviation: 148
2.40%

TAPERSONS: 6,304
100.00%
TAWHITE: 5,639
89.45%
TABLACK: 05
0.08%
TAAMERIND: 274
4.35%
TAASIAN: 57
0.90%
TAHAWPAC: 04
0.06%


Assembly Districts

1	6
2	7
3	8
4	9
5	

 Voter Districts

0 0.5 1 2 Miles

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 Kenai Peninsula Borough
GIS Division
December 20, 2011

9 Member Assembly

DISTRICT 6



Population: 6,289
Optimum: 6,156
Deviation: 133
2.16%

TAPERSONS: 6,289
100.00%
TAWHITE: 4,925
78.31%
TABLACK: 101
1.61%
TAAMERIND: 707
11.24%
TAASIAN: 119
1.89%
TAHAWPAC: 25
0.40%

Assembly Districts

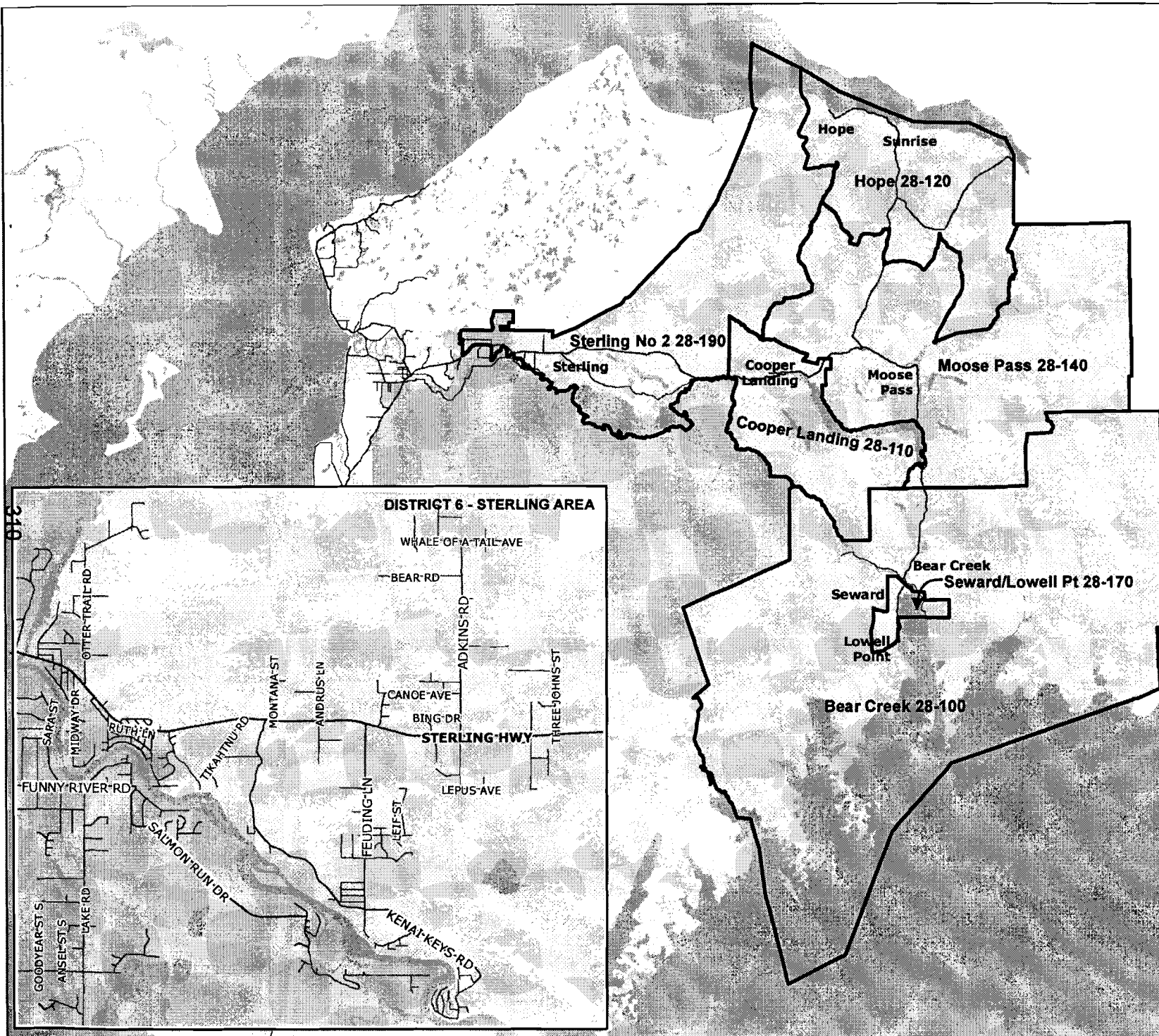
1	6
2	7
3	8
4	9
5	

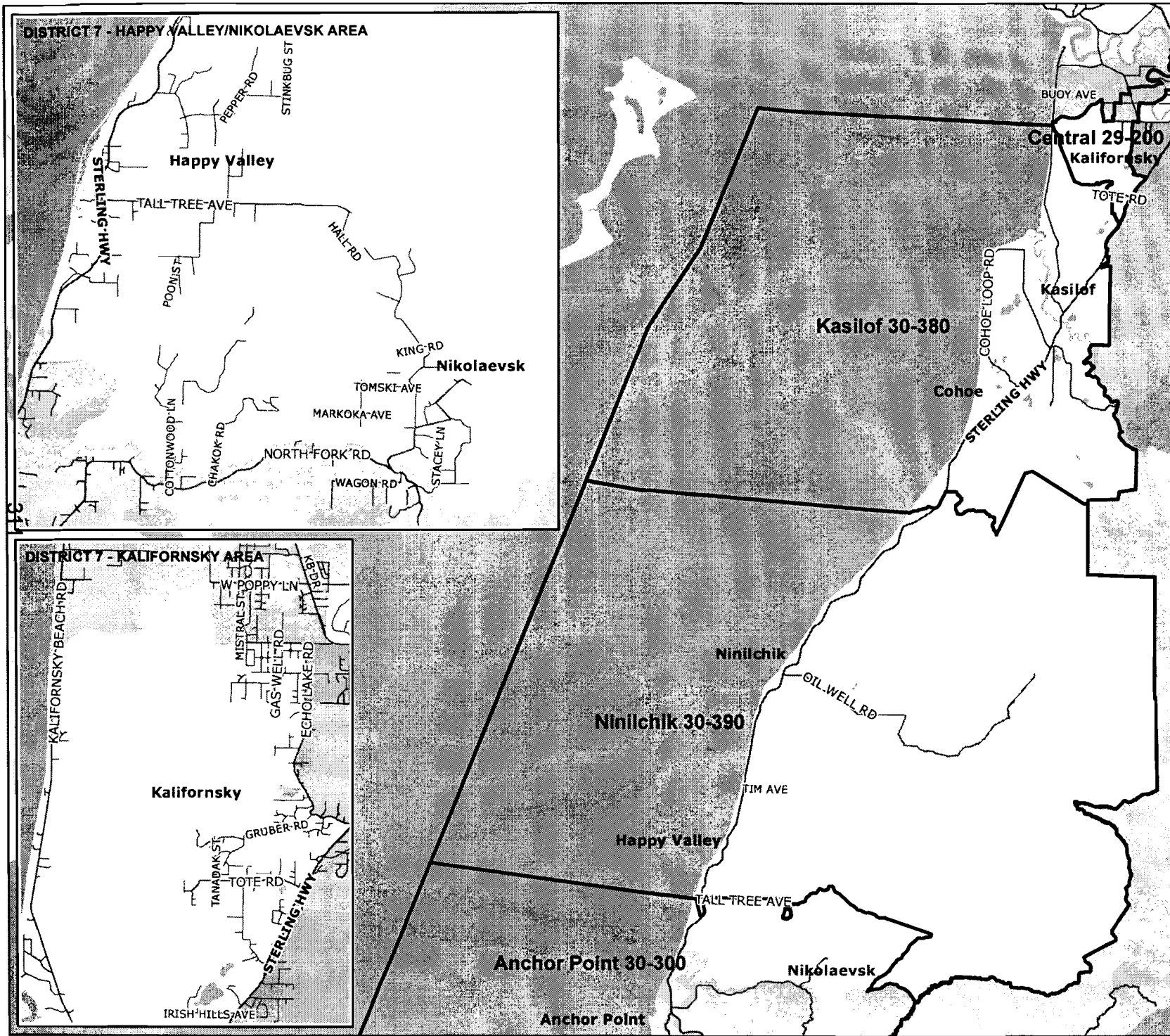
Voter Districts

0 2.5 5 10 Miles

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Kenai Peninsula Borough
GIS Division
December 20, 2011





9 Member Assembly

DISTRICT 7



Population: 5,964
Optimum: 6,156
Deviation: -192
-3.12%

TAPERSONS: 5,964
100.00%
TAWHITE: 5,268
88.33%
TABLACK: 13
0.22%
TAAMERIND: 367
6.15%
TAASIAN: 26
0.44%
TAHAWPAC: 05
0.08%

Assembly Districts

1	6
2	7
3	8
4	9
5	

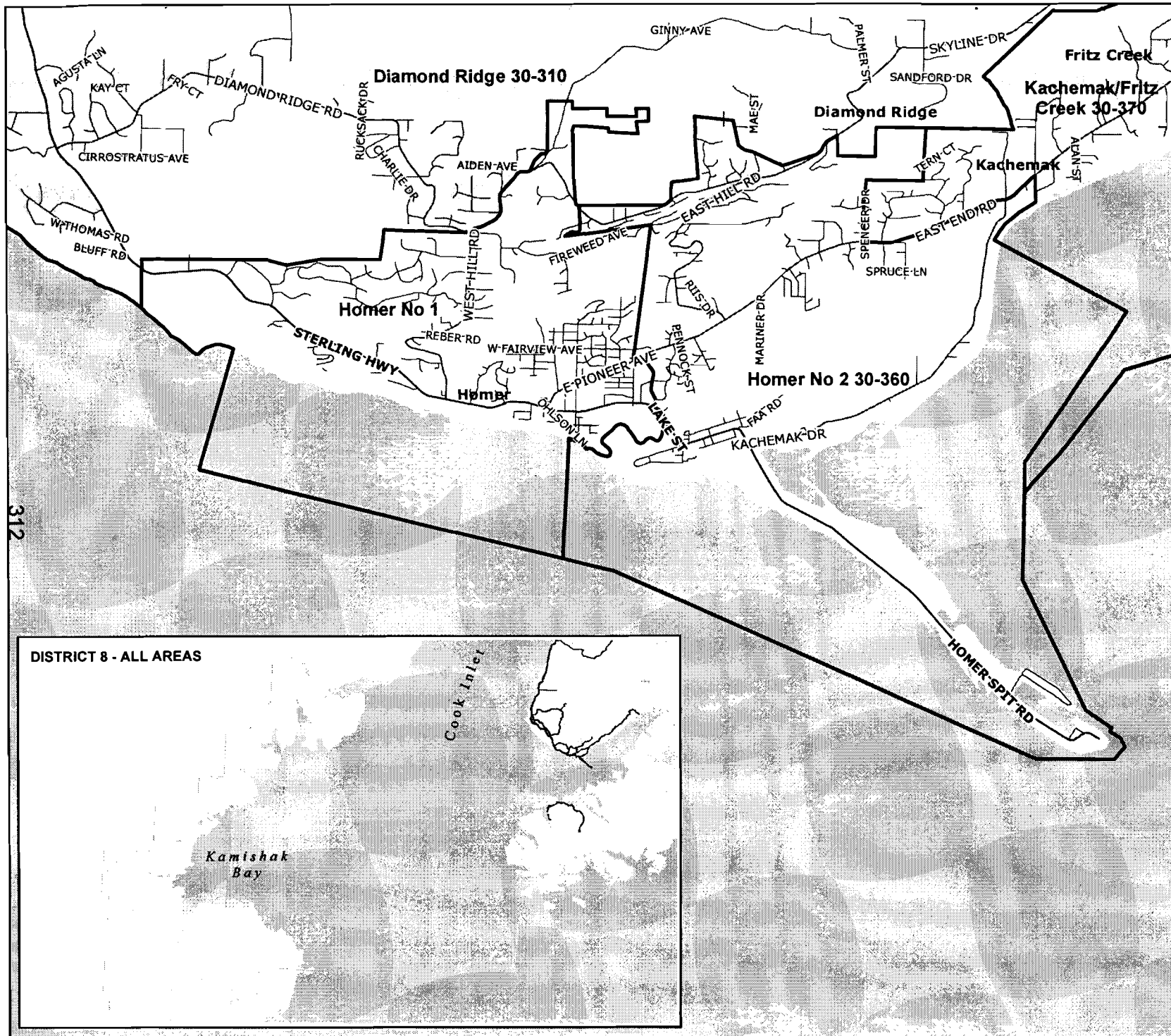
Voter Districts

0 1.25 2.5 5 Miles

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Kenai Peninsula Borough
GIS Division
December 20, 2011



9 Member Assembly

DISTRICT 8



Population: 5,861
Optimum: 6,156
Deviation: -295
-4.79%

TAPERSONS: 5,861
100.00%
TAWHITE: 5,265
89.83%
TABLACK: 20
0.34%
TAAMERIND: 230
3.92%
TAASIAN: 61
1.04%
TAHAWPAC: 05
0.09%

Assembly Districts

1	6
2	7
3	8
4	9
5	

Voter Districts

0 0.25 0.5 1 Miles

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Kenai Peninsula Borough
GIS Division
December 20, 2011

DISTRICT 9



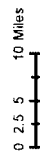
Population: 6,098
Optimum: 6,156
Deviation: -58
-0.94%

TAPERSONS: 6,098
100.00%
TAWHITE: 5,108
83.77%
TABLACK: 20
0.33%
TAAMERIND: 566
9.28%
TAASIAN: 53
0.87%
TAHAWPAC: 03
0.05%

Assembly Districts



Voter Districts



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