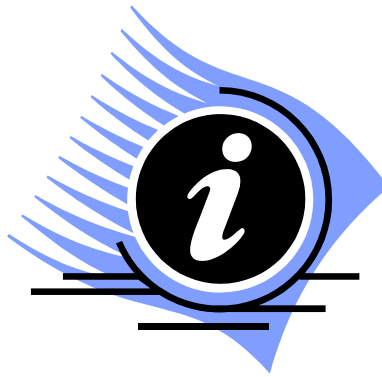


General Information Items for the Board of Education



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: April 30, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent 

Attachments: KPB Agreement, Ordinance 2012-08 and 2012-19

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

BACKGROUND INFORMATION

Attached is information pertaining to, or affecting, the School District which will be presented at the May 1, 2012 Borough Assembly meeting:

- Authorization to award contract for professional services for the Homer High School track renovation to USKH, Inc.
- 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
- Ordinance 2012-19, appropriating funds for Fiscal Year 2013

ADMINISTRATIVE RECOMMENDATION

For your information



KENAI PENINSULA BOROUGH

144 North Binkley St. Soldotna, Alaska 99669-7520

Toll-Free within the Borough 1-800-478-4441

Phone 907-714-2150 • Fax 907-714-2377

www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MAYOR'S REPORT TO THE ASSEMBLY

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

FROM: Mike Navarre, Kenai Peninsula Borough Mayor *MN*

DATE: May 1, 2012

Assembly Requests/ Response

None

Agreements and Contracts

- a. Authorization to Award Contract for Professional Services for the Homer High School Track Renovation to USKH, Inc.
- b. Request for Waiver of Formal Bidding Procedures for Purchase of Portable Generator from Totem Equipment & Supply, Inc.
- c. Authorization to Award a Contract for the Playground Equipment package for the North Peninsula Recreation Center Community Playground to Playcraft Direct
- d. Authorization to Award Contract for Solid Waste Facilities Water Monitoring Program Professional Services to Shannon & Wilson

Other

- a. Revenue Expenditure Report March, 2012
- b. Budget Revisions March, 2012
- c. Project Reports March 31, 2012
- d. Investment Portfolio Report



KENAI PENINSULA BOROUGH

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

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

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

FROM: Kevin Lyon, Capital Projects Director *K Lyon*

DATE: April 6, 2012

SUBJECT: Authorization to Award Contract for Professional Services for the Homer High School Track Renovation

The Purchasing and Contracting Office formally solicited and received proposals for professional design services for the Homer High School Track Renovation. Proposal packets were released on March 16, 2012 and the Request for Proposals (RFP) was advertised in the Anchorage Daily News on March 16, the Peninsula Clarion on March 16 and 20, and the Homer News on March 19, 2012.

The highest ranking proposal was submitted by USKH, Inc of Anchorage with a total design proposal of \$73,000 including bidding and construction administration phases. The proposals were evaluated on the entire design so the "Best Value" for the project could be determined. The RFP identified that only Programming, Schematic Phase, Design Development and Construction Document Phase would be awarded at this time. The proposal review committee recommends award of a contract to **USKH, Inc.** in the amount to \$49,000.00. Any subsequent phases will be awarded by contract amendment at the appropriate time and contingent on project construction funding.

Your approval for this award is hereby requested.

Funding for this project is in account number 400.72010.12TRC.49311.

Mike Navarre
Mike Navarre, Mayor

4/9/12
Date

RECEIVED

APR 09 2012

**KPB
FINANCE ADMINISTRATION**

FINANCE DEPARTMENT
FUNDS VERIFIED

ACT # 400.72010.12TRC.49311 (\$49,000.00)

BY: CBW DATE: 4/9/12

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;

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

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

21 Commencing at the section corner common to Sections 2, 3, T4N, R11W
22 also being centerline of Echo Lake Road;
23 Thence south to the intersection of the Sterling Highway;
24 Thence southwesterly along the centerline of the Sterling Highway to the
25 intersection of the thread of Coal Creek;
26 Thence northeasterly along the thread of Coal Creek to section line common
27 to Sections 9, 10, T3N, R11W;
28 Thence south to the section corner common to Sections 33, 34, T3N, R11W
29 and Sections 3, 4, T2N, R11W;
30 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 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 SCHOOL DISTRICT

Board of Education

Joe Arness, President

148 North Binkley Street Soldotna, Alaska 99669-7553

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

April 3, 2012

The Kenai Peninsula Borough School District Board of Education took the following action at the April 2, 2012 regular meeting:

11. Action Items

- e. Approval of Recommendation to Support 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

Mr. Arness recommended the Board approve support for Borough Ordinance 2012-08.

The above recommendation passed by unanimous consent with the following Board members present:

Mr. Joe Arness, President
Mrs. Liz Downing, Vice President
Ms. Lynn Hohl, Treasurer
Mrs. Sammy Crawford
Mrs. Sunni Hilts
Mr. Bill Holt
Mr. Tim Navarre
Mrs. Penny Vadla

ATTEST:

Sally S. Tachick
Sally Tachick
Administrative Assistant
Superintendent/School Board



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%

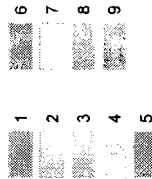
TABLACK: 27
 0.44%

TAMERIND: 349
 5.68%

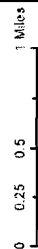
TAAIAN: 62
 1.01%

TAHAWPAC: 15
 0.24%

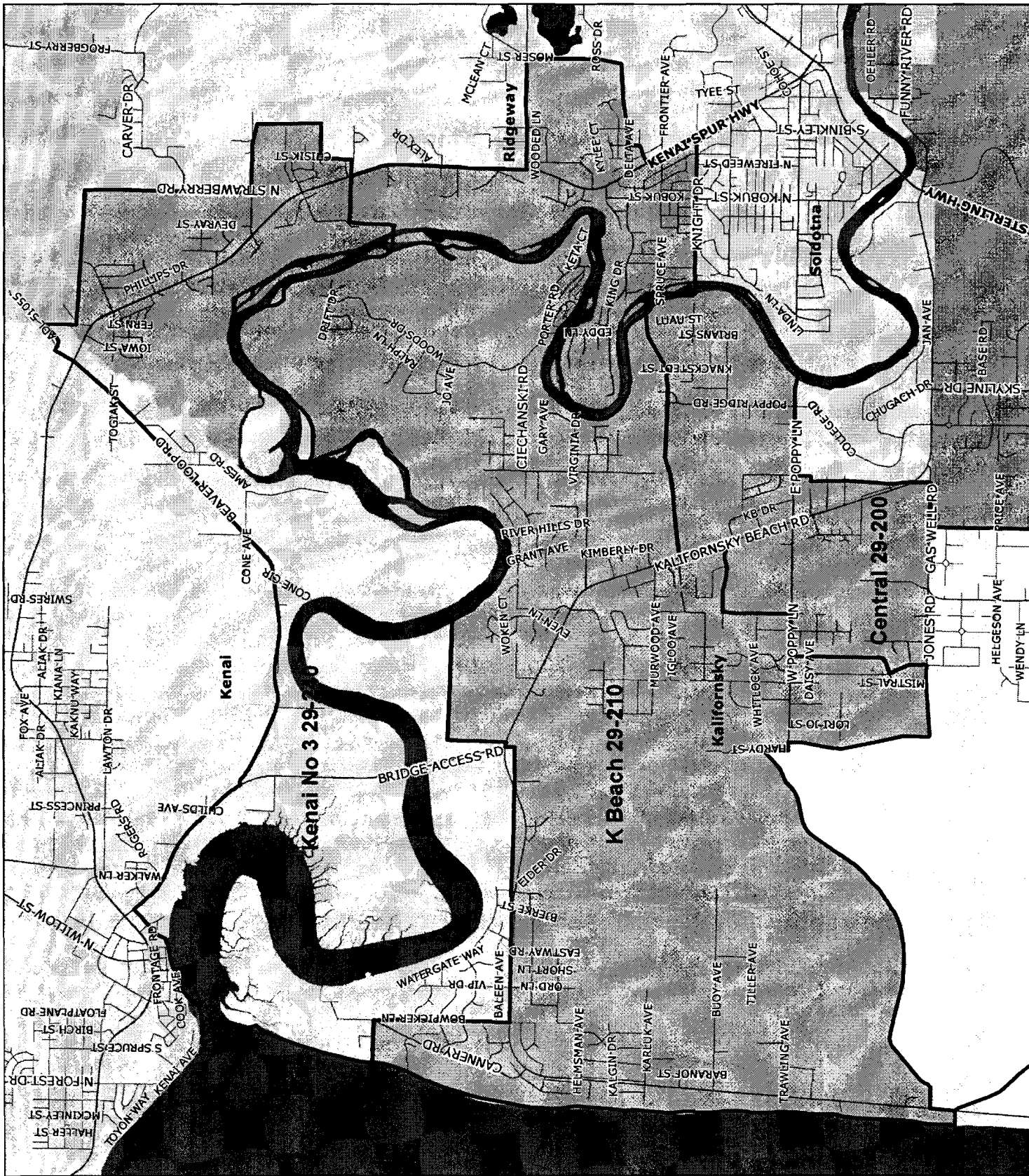
Assembly Districts



Voter Districts



The information depicted herein is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.



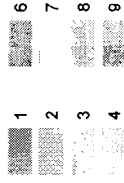
DISTRICT 2



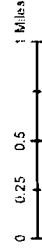
Population: 6,286
Optimum: 6,156
Deviation: 130
2.11%

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

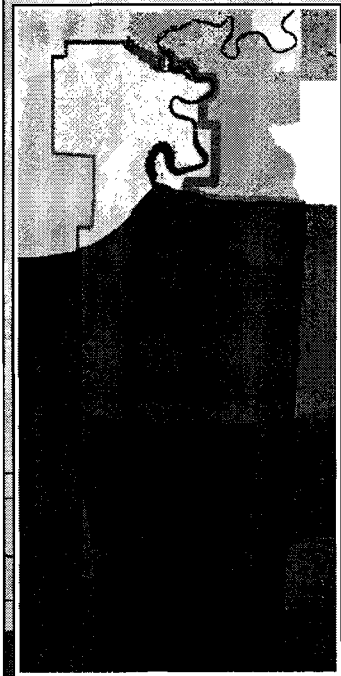
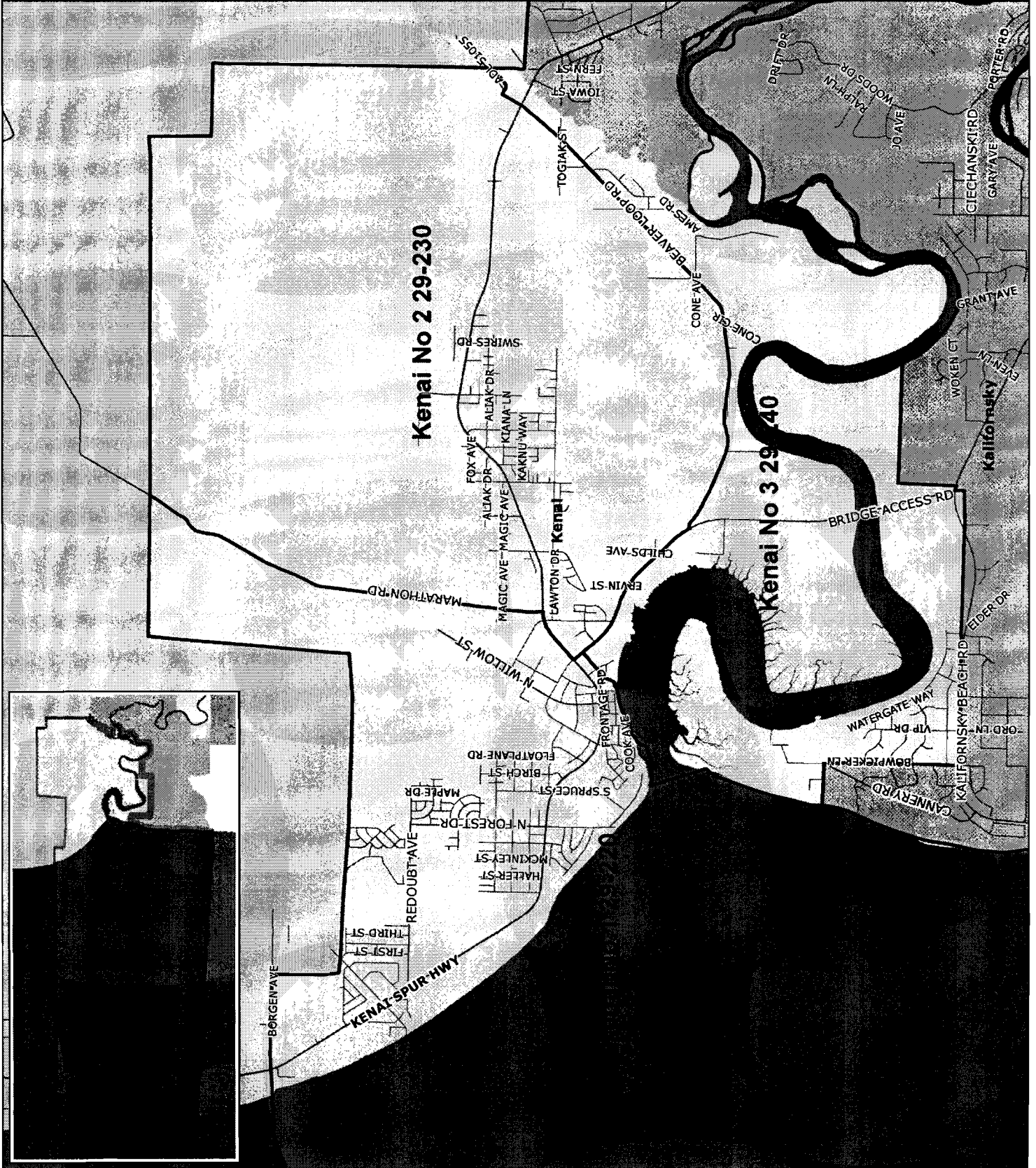


Voter Districts



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Kenai Peninsula Borough
GIS Division
December 20, 2011



**9 Member Assembly
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%
TAASIAN: 73
1.22%
TAHAWPAC: 22
0.37%

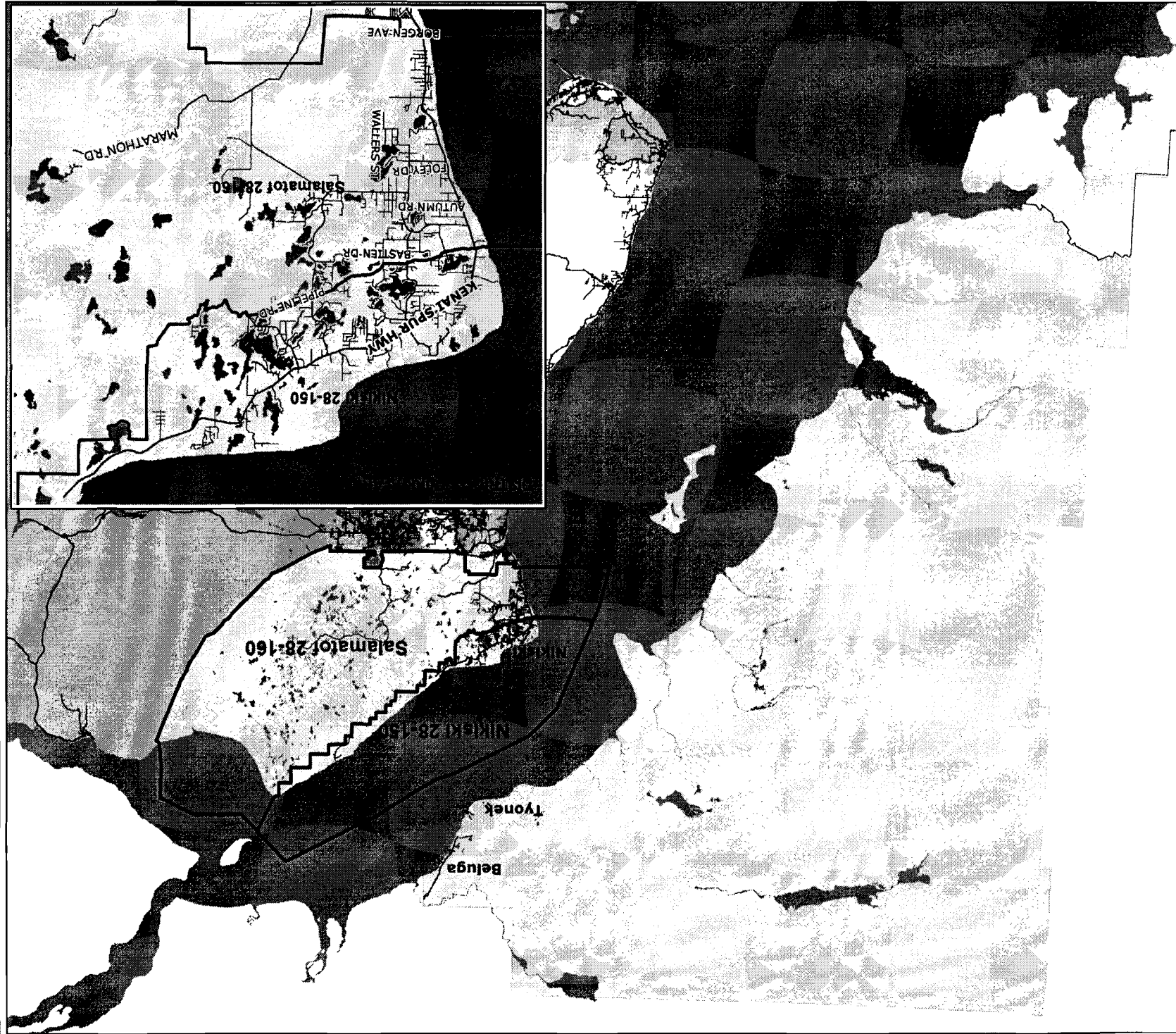
Assembly Districts

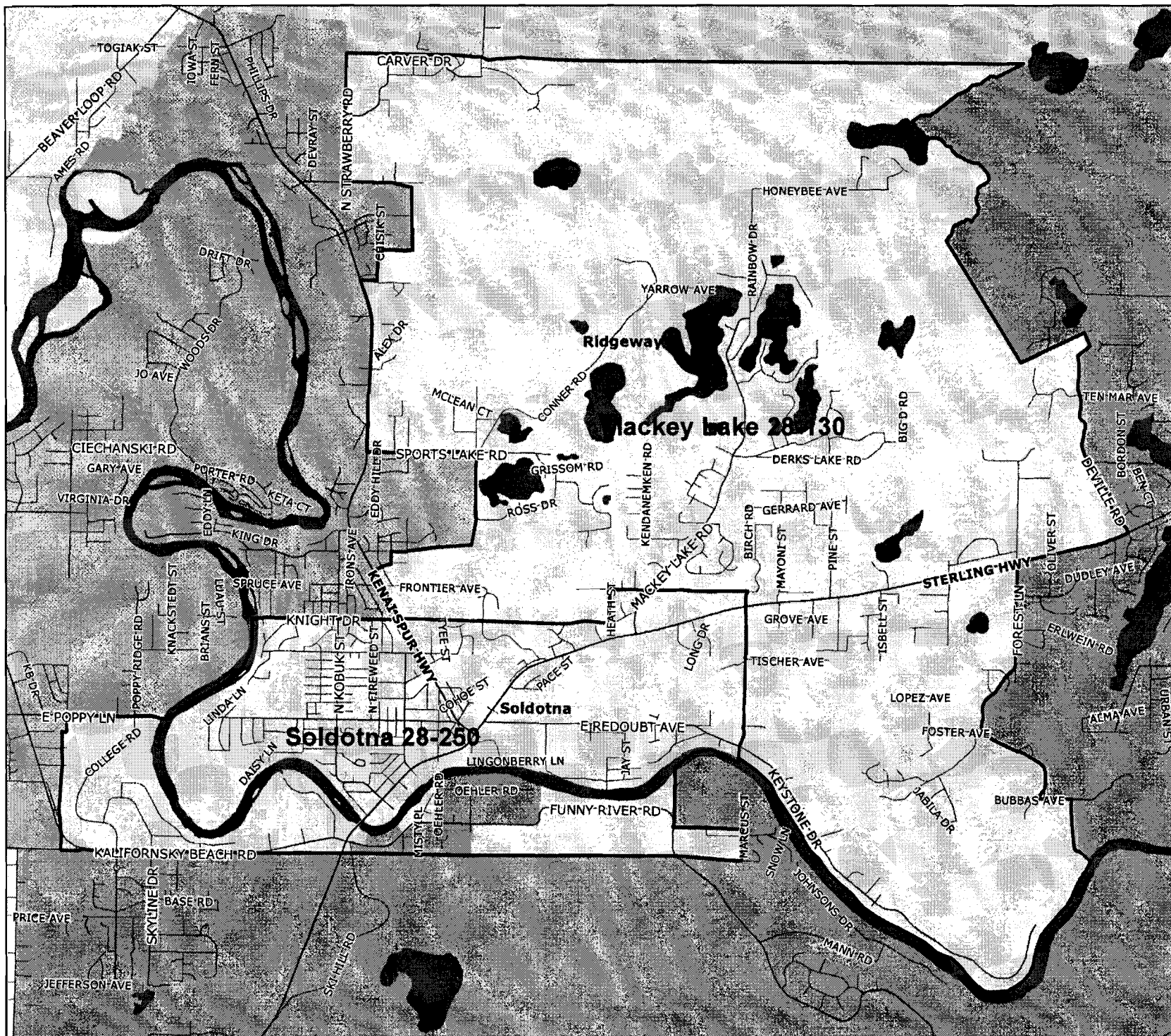
1
2
3
4
5

Voter Districts

0 2.5 5 10 Miles

The information depicted hereon is for a graphical representation only of best available sources. The Kani Peninsula Borough assumes no responsibility for any errors on this map.
Kani Peninsula Borough
GIS Division
December 20, 2011





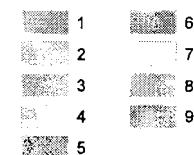
9 Member Assembly **DISTRICT 4**



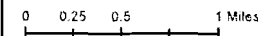
Population: 6,460
Optimum: 6,156
Deviation: 304
4.94%

TAPERSONS: 6,460
TAWHITE: 100.00%
TABLACK: 5,620
TABLACK: 87.00%
TAAMERIND: 17
TAAMERIND: 0.26%
TAASIAN: 282
TAASIAN: 4.37%
TAHAWPAC: 84
TAHAWPAC: 1.30%
TAHAWPAC: 20
TAHAWPAC: 0.31%

Assembly Districts



Voter Districts



The information depicted hereon is for a graphical representation only of best available sources. The Kenai Peninsula Borough assumes no responsibility for any errors on this map.



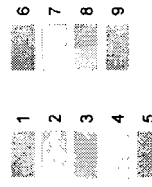
Kenai Peninsula Borough
GIS Division
December 20, 2011

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%
TAMERIND:	274
	4.35%
TAAIAN:	57
	0.90%
TAHAWPAC:	04
	0.06%

Assembly Districts

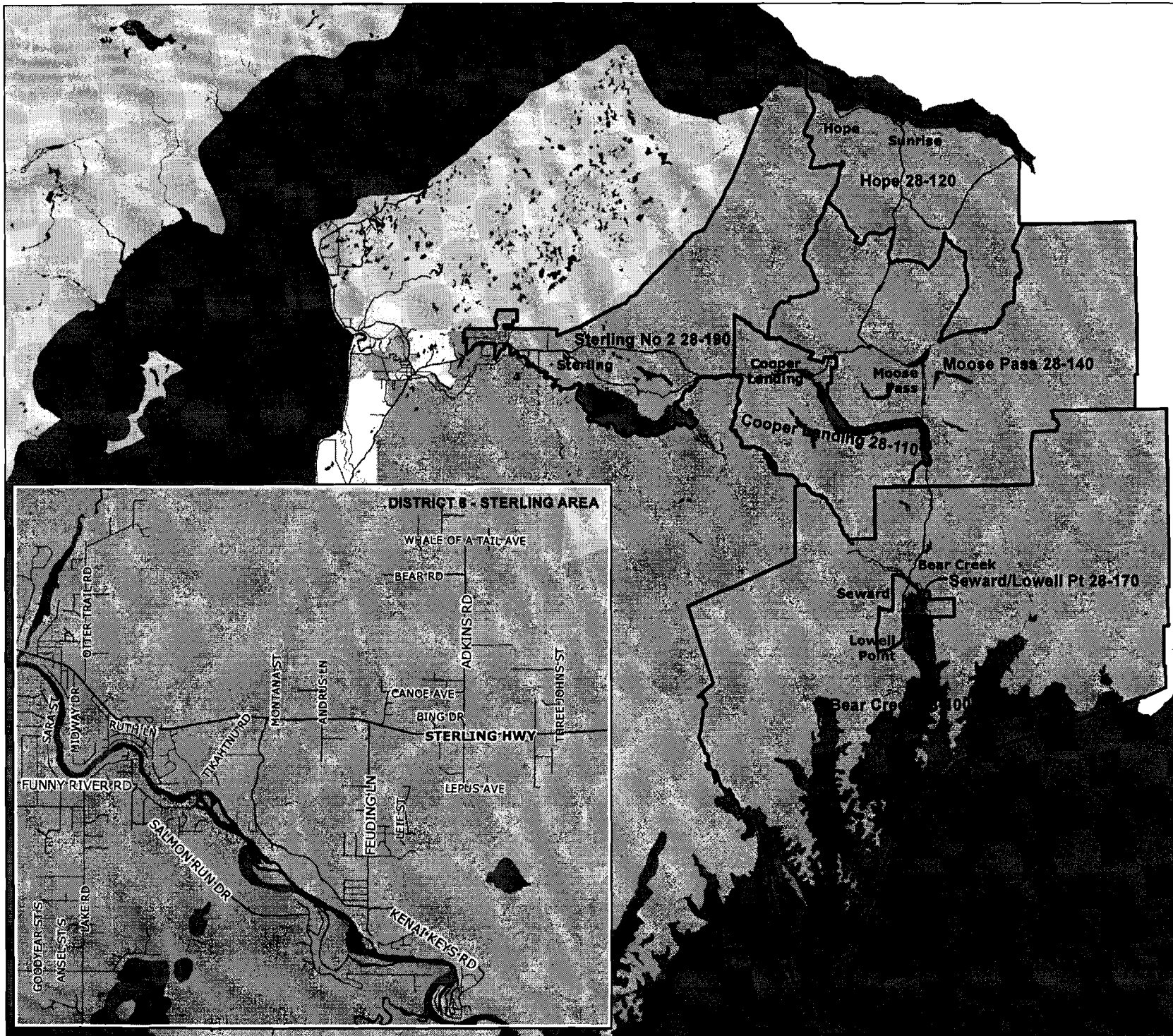


Voter Districts



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9 Member Assembly

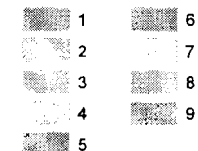
DISTRICT 6



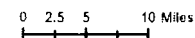
Population: 6,289
Optimum: 6,156
Deviation: 133
2.16%

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



Voter Districts



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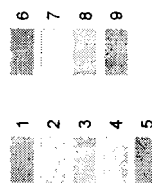
Kenai Peninsula Borough
GIS Division
December 20, 2011

DISTRICT 7

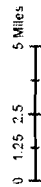


Population:	5,964
Optimum:	6,156
Deviation:	-192
	-3.12%
TAPERSONS:	5,964
	100.00%
TAWHITE:	5,268
	88.33%
TABLACK:	13
	0.22%
TAMMERIND:	367
	6.15%
TAAASIAN:	26
	0.44%
TAHAWPAC:	05
	0.08%

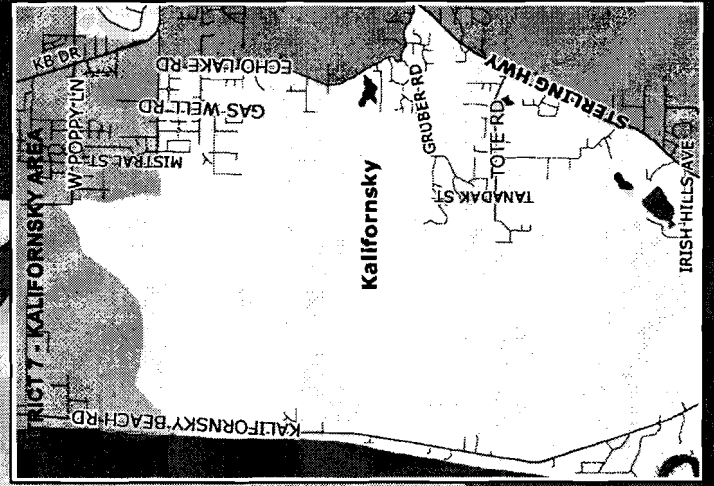
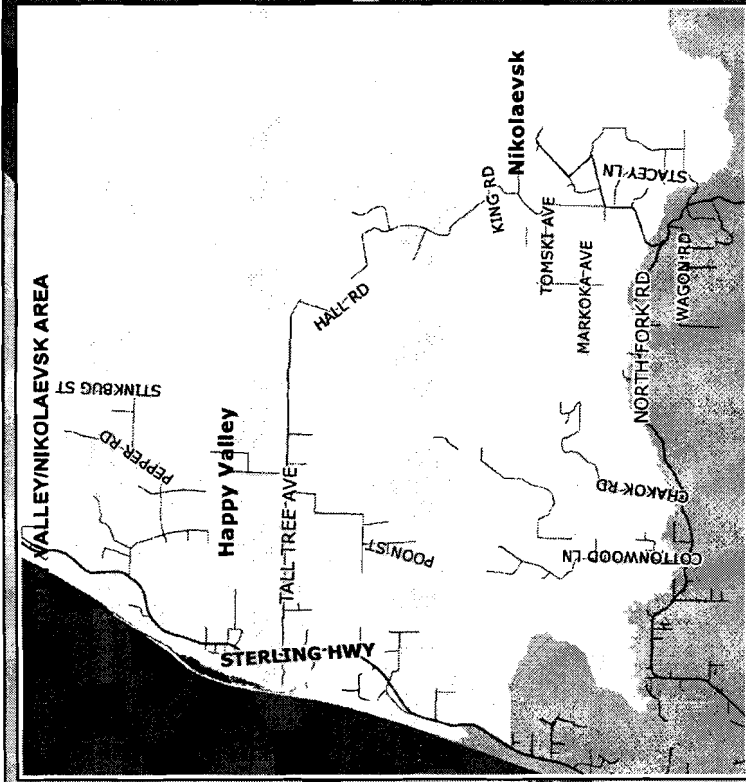
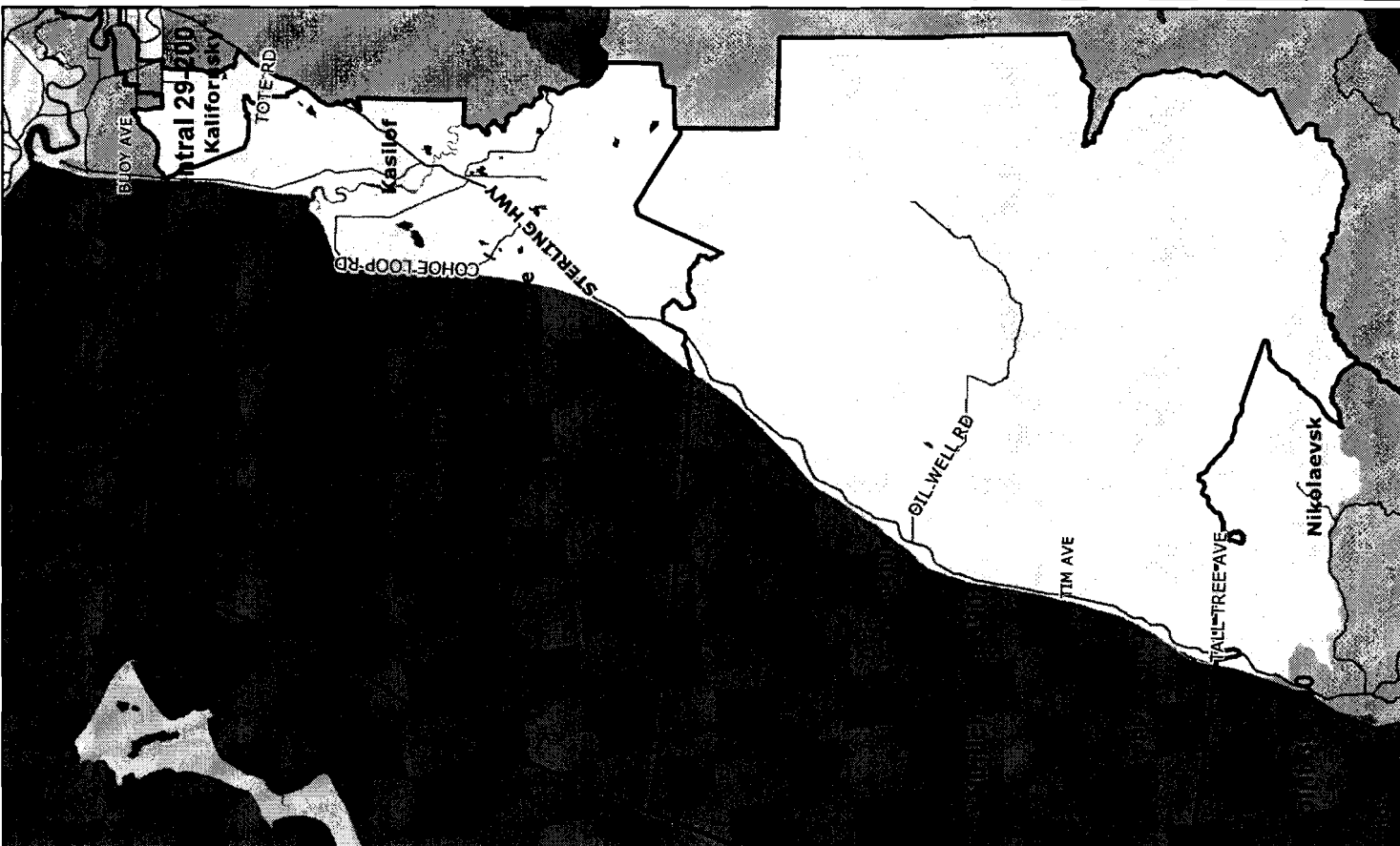
Assembly Districts



Voter Districts



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DISTRICT 8



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

TAPERSONS: 5,861
 100.00%

TAWHITE: 5,265
 89.83%

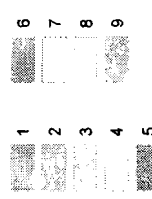
TABLACK: 20
 0.34%

TAMERIND: 230
 3.92%

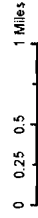
TAAIAN: 61
 1.04%

TAHAWPAC: 05
 0.09%

Assembly Districts

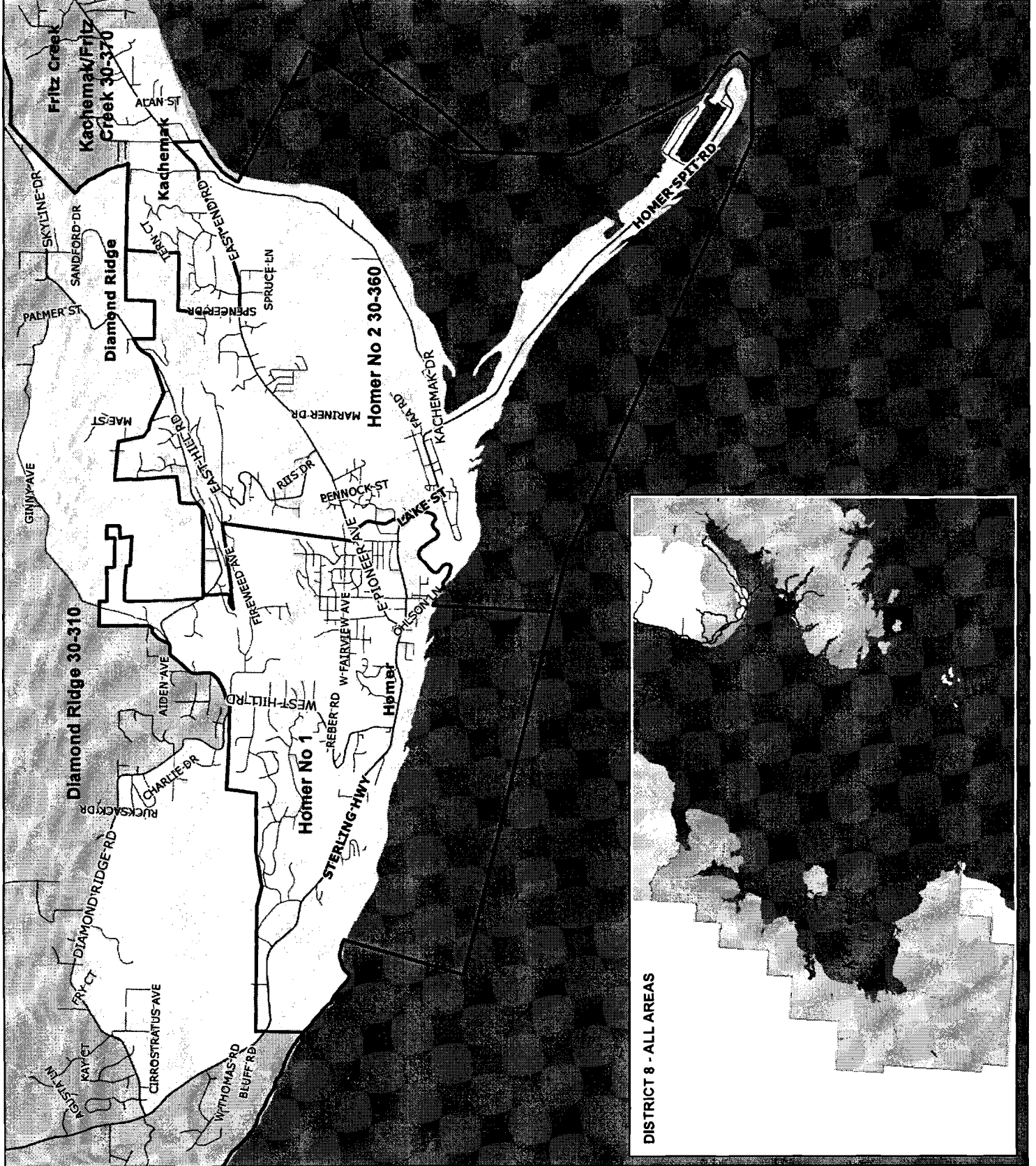


Voter Districts



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Kenai Peninsula Borough
 GIS Division
 December 20, 2011



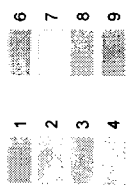
DISTRICT 9



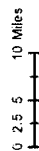
Population: 6,098
Optimum: 6,156
Deviation: -58
-0.94%

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%

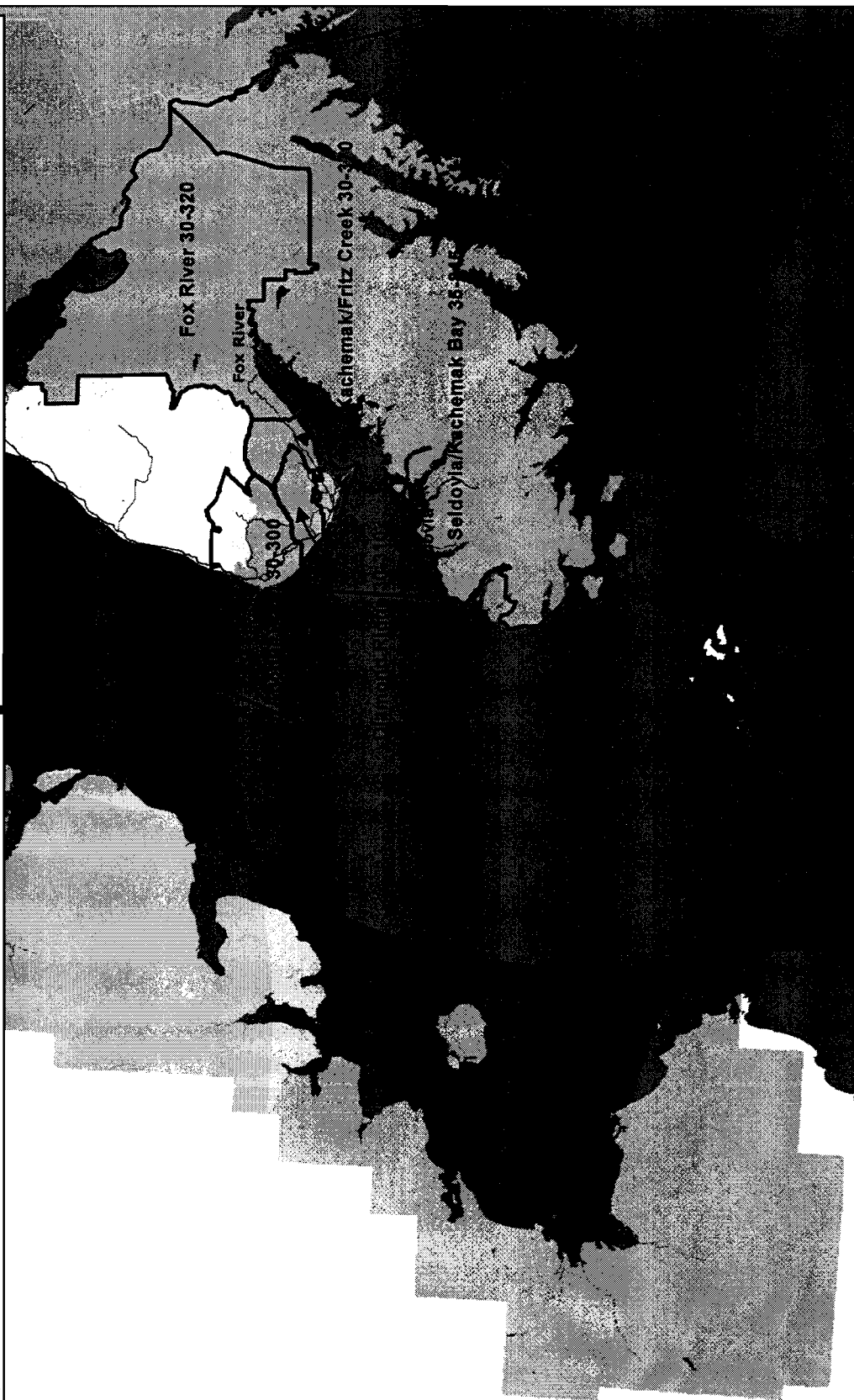
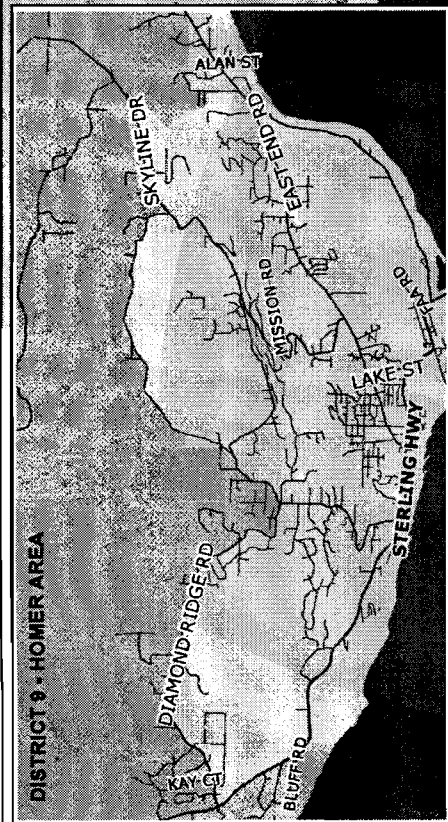
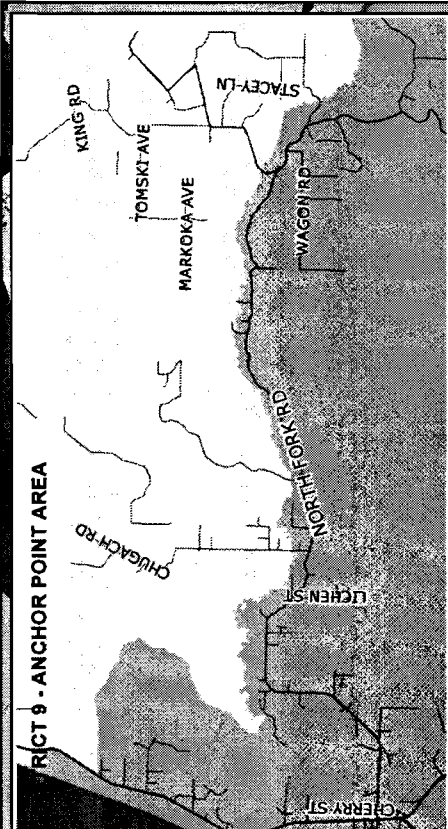
Assembly Districts



Voter Districts



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Introduced by: Mayor
Date: 05/01/12
Hearings: 05/15/12 & 06/05/12
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2012-19**

AN ORDINANCE APPROPRIATING FUNDS FOR FISCAL YEAR 2013

WHEREAS, Alaska Statute 29.35.100 and KPB 05.04.020 require that the mayor present a budget proposal to the assembly for the next fiscal year during or prior to the eighth week preceding the first day of the fiscal year; and

WHEREAS, the assembly is empowered with making appropriations for the General Fund, the Special Revenue Funds, the Debt Service Funds, the Capital Projects Funds, the Enterprise Funds, and the Internal Service Funds of the borough;

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

SECTION 1. That \$73,104,303 is appropriated in the General Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013 as follows:

General Government Operations	\$16,852,574
Transfer to School District for Operations and In-kind Services	43,500,000
Transfer to School Debt Service	2,571,245
Transfer to Special Revenue Funds:	
Solid Waste	8,043,557
Post Secondary Education	667,189
Land Trust Fund	57,692
911 Communications Fund	309,065
Nikiski Senior Service Area	52,981
Transfer to Capital Projects Funds:	

School Revenue 1,050,000

SECTION 2. The following is appropriated to the school fund from local sources for operations purposes and in-kind services:

A. Local Effort	\$34,306,586
B. Maintenance	7,038,861
C. School District Utilities	81,145
D. School District Insurance	1,884,254
E. School District Audit	60,000
F. Custodial Services	<u>129,154</u>
Total Local Contribution per AS 14.17.410	<u>\$ 43,500,000</u>

SECTION 3. Disbursements from Section 2 item (A) shall be made monthly, and only as needed to supplement other revenues available and received by the school district to fund the operations portion of the school district budget. Any available balance remaining at the end of the fiscal year shall then be disbursed to the school district, provided that the total amount disbursed shall not exceed the amount allowed under AS 14.17.410 as determined after actual enrollment numbers are known.

SECTION 4. That the appropriations for the Special Revenue Funds for the fiscal year beginning July 1, 2012 and ending June 30, 2013 are as follows:

Nikiski Fire Service Area	\$4,093,126
Bear Creek Fire Service Area	382,011
Anchor Point Fire and Emergency Medical Service Area	579,093
Central Emergency Service Area	7,921,471
Central Peninsula Emergency Medical Service Area	8,716
Kachemak Emergency Service Area	907,770
Seward Bear Creek Flood Service Area	263,597

1	911 Communications	1,884,300
2	Kenai Peninsula Borough Road Service Area	6,255,036
3	Engineer's Estimate Fund	2,000
4	North Peninsula Recreation Service Area	1,601,493
5	Seldovia Recreation Service Area	42,189
6	Post-Secondary Education	667,189
7	Land Trust	1,128,756
8	Nikiski Senior Service Area	261,210
9	Solid Waste	9,036,945
10	Central Kenai Peninsula Hospital	3,846,139
11	South Kenai Peninsula Hospital	3,541,916

12 **SECTION 5.** That \$2,571,245 is appropriated in the School Debt Service Fund for the fiscal
13 year beginning July 1, 2012 and ending June 30, 2013.

14 **SECTION 6.** That \$1,881,950 is appropriated in the Solid Waste Debt Service Fund for the
15 fiscal year beginning July 1, 2012 and ending June 30, 2013.

16 **SECTION 7.** That \$190,378 is appropriated in the Central Emergency Services Debt Service
17 Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013.

18 **SECTION 8.** That \$3,625,975 is appropriated in the Central Kenai Peninsula Hospital Service
19 Area Debt Service Fund for the fiscal year beginning July 1, 2012 and ending
20 June 30, 2013.

21 **SECTION 9.** That \$1,986,872 is appropriated in the South Kenai Peninsula Hospital Service
22 Area Debt Service Fund for the fiscal year beginning July 1, 2012 and ending
23 June 30, 2013.

24 **SECTION 10.** That appropriations for the Capital Projects Funds for the fiscal year beginning
25 July 1, 2012 and ending June 30, 2013 are as follows:

1		
2	School Revenue	\$1,050,000
3	Solid Waste	70,000
4	General Government	376,059
5	Service Areas:	
6	Nikiski Fire	95,000
7	Anchor Point Fire and Emergency	60,000
8	Central Emergency	832,800
9	Kachemak Emergency	30,000
10	North Peninsula Recreation	20,000
11	South Kenai Peninsula Hospital	1,365,497

12 **SECTION 11.** That appropriations for the Internal Service Funds for the fiscal year beginning
13 July 1, 2012 and ending June 30, 2013 are as follows:

14	Insurance and Litigation	\$3,427,581
15	Health Insurance Reserve	6,178,536
16	Equipment Replacement	700,000

17 **SECTION 12.** That the FY2013 budget of the Kenai Peninsula Borough, as submitted to the
18 Assembly on May 1, 2012, is incorporated as a part of this ordinance to
19 establish the appropriations assigned to the various departments and accounts
20 and the positions authorized therein.

21 **SECTION 13.** That funds reserved for outstanding encumbrances as of June 30, 2012 are
22 reappropriated for the fiscal year beginning July 1, 2012 and ending June 30,
23 2013.

24 **SECTION 14.** That this ordinance takes effect at 12:01 a.m. on July 1, 2012.

1 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
2 **DAY OF * 2012.**

Gary Knopp, Assembly President

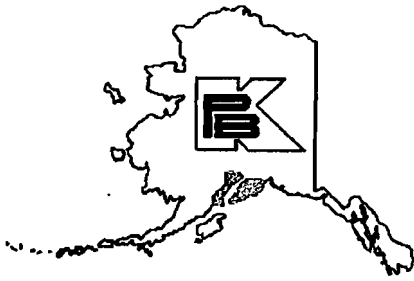
ATTEST:

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

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

FROM: Craig Chapman, Director of Finance *C Chapman*

DATE: April 18, 2012

SUBJECT: Ordinance 2012-19, Appropriating Funds for Fiscal Year 2013

Ordinance 2012-19 appropriates the money necessary to fund the borough's annual budget for fiscal year July 1, 2012 to June 30, 2013 (FY13). The amounts included in the ordinance correspond with those appearing in the FY13 Kenai Peninsula Borough Proposed Budget as presented to the assembly on May 1, 2012.

Public hearings on May 15, 2012 and on June 5, 2012 are requested.



Alaska Construction Academies Quarterly Progress Report FY 2012

Kenai Peninsula Borough School District

3rd Quarter Report for 2011-2012

During the 2011-2012 school year the School District will be responsible for the outreach and basic skills training for our students with an emphasis in basic carpentry skills, residential wiring, framing, plumbing, weatherization, gas metal and shielded metal arc welding, employability skills, basic computer aided drafting and blue print reading. National Center for Construction Education and Research (NCCER) will be taught in all of our construction/welding academies. We still have a few instructors that are not NCCER certified and they will be teaching the OSHA 10 hour safety course.

So far this school year we have had 214 students that participated in a construction/welding class, of those 214 we have had at least 71 students that have completed the first module of the NCCER and a few students that have completed the construction math module and the intro to hand tools.

We have been advertising our upcoming academies via newspaper, emails, school newsletters, face book and flyers throughout the schools. This last Christmas Break we experimented by sending out postcards to see if we could recruit more students that way. We had about 30 replies from the 500 post cards that we sent out. Even though that was a low number we all felt that it was a great way to get the word out. The parents that received the post cards had no idea that we offered such a great program for high school students.

Our instructor Paul Johnson from Nikiski has been dedicated to a huge project over the last two years. He and students have been remodeling an old building into a well structured Triumvirate Theatre. Each time we go and visit the site all of the students are working very diligently with all of their safety gear on. They are learning how to frame, sheetrock, mud and tape, sauder and much more. The students are very proud of their work. This has been an ongoing project that will be a wonderful resource for the community.

Barry Hartman held a construction academy in January at Skyview High School. Barry and his students constructed another gazebo. This is a great project for students as they get to work with many different tools such as the miter saw, table saw, band saw (for the fancy scrolling),

drill press, circular saw, portable drill, impact driver and more. Barry usually has community members contact him yearly requesting a gazebo be built for them.

Steve Schoessler held a welding academy this last quarter at the Workforce Development Center in Kenai. Steve had a mixture of different skill leveled students in his academy. The big project that the students worked on was the construction of a Sled Deck for a pick-up truck. Some smaller projects were: a fire pit, trailer crosspiece repair and receiver hitch caps. Steve mentioned they focused mainly on welding skill development in their projects.

Ninilchik is about to start their academy. This is the first academy at this school that we (Dan, Loretta and I) know of. The students have decided to build a playhouse that will be built on the fairgrounds in Ninilchik. This playhouse will be available for children to play in during the fair while the parents can sit and take a break. This is a great project as it is like building a mini house. Students will not only learn the basic construction skills but will be framing the floor, walls, building the roof, installing windows, doors and much more.

Soldotna High School has a new instructor on board this year. Tyson Cox is teaching an Introductory to Plumbing Academy. He is teaching the students the basic care and use of tools, fittings and materials used in the plumbing and heating trade. They will also learn how to safely transfer fluids and gases, how to solder copper pipe along with much more. There seems to be a large interest from students in plumbing so we hope to be able to offer this again next year.

Mickey Todd in Homer had a great turnout for his 1st ever Welding Academy. He had 24 students attend and 20 of them completed the first module of the NCCER. They built a few ATV trailers.

Mike Boyle at Kenai High School will be having a construction academy starting sometime in April. They will be building a shed that Kenai High will be purchasing for the use of lawn maintenance equipment.

The program this year seems to be running very smoothly. We have not run into any delays or obstacles so far.

The instructors evaluate the students with ongoing informal assessment by observing the safety of the students using machines/tools and also by noticing if the students apply what they've learned later in the semester on a different application without having to repeat instructions. The instructors also have formal written tests midterm and then a final test. The best way to evaluate the skill level is in the final product such as the greenhouses, trailers, smoke houses, etc. The final product says a lot about the training they have received.

Written by: Debbie Pearson



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: Exhibit Revisions

Date: April 18, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments: E 3360(a) Travel Reimbursement
E 3360(b) Mileage Reimbursement

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

BACKGROUND INFORMATION

Per AR 3360, the District reimburses mileage rates at the federally approved mileage rate. The GSA rate was increased to \$.555 per mile effective April 17, 2012. The District has changed its mileage reimbursement in the attached forms to reflect this increase.

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."

ADMINISTRATIVE RECOMMENDATION

TRAVEL REIMBURSEMENT

For Employees and Board Members

To Be Used When Overnight Travel is Required

Name _____

Address _____

Employee E# _____

RECEIPTS MUST BE ATTACHED**FOR EXPENSES IN CONNECTION WITH:**

Purpose of Meeting _____

Meeting at _____ Dates _____

TRANSPORTATION:

Airfare (documentation required) at \$ _____ \$ -

or number of miles _____ at 0.555 \$ -

based on GSA mileage rates at <http://www.gsa.gov>

PER DIEM:**

Departure Date _____ Time _____ ☐ AM ☒ PM

In-State Rates (based on State of Alaska rates):

Sun Mon Tue Wed Thu Fri Sat

Hotel @ actual								\$ -
Breakfast @ \$12								\$ -
Lunch @ \$16								\$ -
Dinner @ \$32								\$ -

(Out-of-State rates based on federal GSA per diem rates, <http://www.gsa.gov>)

Return Date _____ Time _____ ☐ AM ☐ PM

OTHER EXPENSES:

Please list _____

TOTAL \$ -

I certify the above is a true statement of expenses incurred by me in connection with the activity noted above and accordingly make claim for reimbursement.

Date

Employee Signature

Account number

Administrator Approval

** No meals or incidental expenses shall be paid unless associated travel requires extended hours, out of district travel or overnight lodging. To be eligible for meal reimbursement on the day travel begins or ends, an individual must be in travel status for a minimum of three consecutive hours within the meal period noted below:

Breakfast: Midnight to 10:00 AM

Lunch: 10:00 AM to 3:00 PM

Dinner: 3:00 PM to Midnight

Must Be Submitted Monthly

E 3360(b)

Name	Employee E#
Address	Month

[illegible]

\$ -	\$ -
------	------

TOTAL REIMBURSEMENT REQUESTED	\$ -
--------------------------------------	-------------

I hereby certify that the above is a true statement of expenses incurred by me in connection with the activity noted and accordingly make claim for reimbursement.

Date		Signature	
Account Number		Administrator Approval	

Must be Submitted Monthly

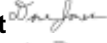

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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:	Exhibit Revisions		
Date:	April 24, 2012	Item Number:	
Administrator:	Dave Jones, Assistant Superintendent  Sean Dusek, Assistant Superintendent 		
Attachments:	E 5125b Notification of Rights Under FERPA for Elementary and Secondary Schools E 5125.1a Notice of Student Directory Information E 5125.1V Directory Information Parent Opt-Out Form		

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

BACKGROUND INFORMATION

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 5125b Notification of Rights Under FERPA for Elementary and Secondary Schools

Language has been added to the federal notice to comply with state laws regarding University of Alaska scholarship eligibility; disclosure of student's eligibility for the Alaska Performance Scholarship Program; required annual notice of disclosure of student information for purposes of Alaska Challenge Youth Academy eligibility; and to be consistent with the model notice prepared by the Family Policy Compliance office of the US Department of Education.

E 5125.1a Notice of Student Directory Information

Added language regarding the disclosure to the State of Alaska or the University of Alaska for eligibility for scholarship programs.

E 5125.1b Directory Information Opt-Out Form

Added two addition fields to opt-out form: 1) eligibility for University of Alaska scholarship programs, and 2) Alaska Challenge Youth Academy.

ADMINISTRATIVE RECOMMENDATION

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: Improving our Response to Intervention Processes

Date: April 30, 2012

Item Number:

General
Information

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



Attachments:

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

BACKGROUND INFORMATION

For the past ten years the district has worked hard to establish Response-to-Intervention (RTI) as a critical service for our K-8 students. The following is provided to keep you current with what we are doing to improve our RTI processes.

How are schools sharing information with other schools on what works with RTI? Is there a sense of collaboration among our interventionists? The interventionists do collaborate through Moodle and during intervention meetings. A core team works specifically with the District Intervention Specialist to analyze the processes and the various methods being used throughout the District and have made recommendations for next year to better the programs and process in place.

How is the RTI process affecting general education instruction? In sum, is it accurate to state that there is coordination between classroom teaching and intervention work? The regular classroom teacher and the interventionist work closely with one another in providing the direct intervention instruction and progress monitoring for the students. The new adopted reading materials being implemented next year will more closely align our RTI with our general education curriculum.

Is the intervention process codified as a part of a continuous improvement cycle? Do our interventionists follow a formalized design for practice? Yes. In order for the RTI process to be used in the eligibility of SPED, the process MUST be a formalized design which the SPED department has led the way in how this looks.

Are supporting the RTI process in an individualized manner, or are we treating all as one? If we are working with the individual, then how is it determined where to place the attention? We have a District governance of how the process needs to be conducted; within that process individual needs are established by determining the deficiency of the student and which research-based interventions would address the deficiency. Schools have the same types of intervention resources available; however, which is used for which child depends largely on the individual deficiency.

How are we evaluating our interventionists? They are evaluated using the certified teacher evaluation tool, like other certified teachers. It is likely that the district will want to create a hybrid of using both the classroom teacher tool & the instructional specialist evaluation tools for them.



KENAI PENINSULA BOROUGH

Legal Department

144 North Binkley Street • Soldotna, Alaska 99669-7520

Toll-free within the Borough: 1-800-478-4441, Ext. 2120

PHONE: (907) 714-2120 • **FAX:** (907) 714-2379


www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Gary Knopp, Assembly President
Joe Arness, President, Board of Education
Members, Kenai Peninsula Borough Assembly
Members, Kenai Peninsula Borough School District Board of Education

THRU: Mike Navarre, Mayor

FROM: Colette Thompson, Borough Attorney 
Holly Montague, Deputy Borough Attorney

DATE: April 16, 2012

SUBJECT: Updated Litigation Status report

Since the litigation status report of March 30, 2012, was prepared the supreme court issued decisions in the first two cases contained in that report. Following is an update of those two cases.

1. **Alliance of Concerned Taxpayers, Inc. v. KPB.** Case No. 3KN-06-1129 CI / S-13596 and S-13883. The Alliance of Concerned Taxpayers, Inc. (“ACT”) sued the borough for alleged violations of two initiatives: 1) limiting the sales tax to 2 percent and requiring 60 percent voter approval to increase it; and 2) requiring 60 percent voter approval before spending more than \$1 million on a capital improvement project. Final Judgment was entered July 30, 2009, in favor of the borough on both issues. ACT appealed that decision to the Alaska Supreme Court. The superior court awarded attorney fees to the borough on the sales tax issue but declined to award attorney fees to the borough on the capital improvement issue because it held ACT qualified as a public interest litigant on that issue. The borough appealed the public interest litigant finding. On April 6, 2012, the Alaska Supreme Court issued a decision ruling in favor of the borough on all issues. It concluded the 3 percent sales tax was legally enacted, that requiring voter approval to construct a capital improvement is an impermissible infringement on the assembly’s exclusive control over the budget, and ruled that ACT was not a public interest litigant. The court ruled on all issues and awarded the borough \$750 in attorneys’ fees.

2. **Alliance of Concerned Taxpayers, Inc. v. KPB and KPBSD.** Case No. 3KN-07-896 CI / S-13594. The Alliance of Concerned Taxpayers (“ACT”) sued the borough and school district asking the court to require the assembly and school board to vacate the seats occupied by members elected in October 2007 who had already served two consecutive terms based on initiatives approved in October 2007. The court held that the school board term limit initiative was not legal, that applying the assembly term limits to candidates elected in 2007 was not legal, and that the rest of the assembly term limits ordinance was valid. The parties filed cross-motions to determine which party prevailed and whether ACT is a public interest litigant. The court concluded that neither party prevailed for purposes of awarding attorney fees. ACT appealed that order to the Alaska Supreme Court and is seeking full attorney fees from the borough. On April 6, 2012, the supreme court entered a decision ruling in favor of the borough. It concluded that the Alliance of Concerned Taxpayers did not qualify as a public interest litigant and reinforced prior decisions that claims based on rights to local initiatives and referendums are statutorily based and not constitutional. The court also awarded the borough \$750 in attorneys’ fees.

NSBA 72nd Annual Conference
A Better Tomorrow Starts Today
Sammy Crawford

I attended the 72nd annual NSBA annual conference in Boston this April and since it was the site of the very earliest school in the American colonies (1636) it seemed appropriate to focus on education.

My very favorite session was one with Sal Khan. Sal was a hedge fund analyst who was asked for help in math by a cousin. He tutored her with the help of a speaker phone & electronic notepad and began helping more members of his extended family. Now his tutoring is online (Khan Academy) and has lessons on everything from mathematics to art history. It is a nonprofit academy and has had his video tutorials viewed more than 140 million times by students from around the world. The lessons are still free thanks to the Gates foundation and Google.

The National Teacher of the Year, Michelle Shearer, teaches Advanced Placement chemistry in Maryland. Her talk was inspirational and as a graduate from Princeton, she has been asked many times why she wasted her degree in Chemistry on teaching. She eloquently defended her choice of teaching as a career and stressed the importance of every teacher in every classroom and the relationships teachers have with students.

The Power of One - the new RX: Relationships also focused on the powerful relationships that students have with peers and adults. The speaker, Dr. Stephen Sroka, focused on ending bullying and the power of one to make a difference. He described the four challenges of building relationships: communication, collaboration, culture and caring.

Common core standards was a topic that I also tried to immerse myself into. I really liked the emphasis on higher order thinking and the measuring of it on growth and proficiency. I was disappointed to learn there is no national test on the horizon. I thought the point of common core standards was for us to have common comparisons.

Soledad O'Brien was another great speaker. She is one of six children from a Cuban African mother and an Australian dad. All six children graduated from Harvard. Stories of her challenges in the news business were instructive and inspirational.

Other workshops and sessions on Technology, board standards, board leadership, student achievement and visiting with other board members made this a very worthwhile conference.

NSBA 72nd Annual Conference
A Better Tomorrow Starts Today
Sunni Hilts

This was a jam-packed conference, with inspiration at every session. The General Sessions were the best I have attended in several conferences, with Soledad O'Brien discussing the importance of family and expectations even with the difficulties inherent in a multi racial, immigrant family. Sal Khan, again stressing family, told his amazing story of the Khan Academy, now a worldwide source of free education, but starting from the desire to help one niece learn her math. This was a wonderfully, wise young man, that left us filled with hope for the future of global education. The last session of the conference with Geoffrey Canada sent us off with the inspiration to go and make a difference, no matter who or what we dealt with, or where we were located.

The sectionals I attended were broken up into several areas of interest. Primarily I wanted to learn as much as possible about increasing the effectiveness of our Board. So I attended:

- **Become a More Powerful Board by Creating a Strong Link between Strategic Planning, Board Goal Setting, and Board of Education Learning Sessions**
- **7 Steps for Becoming a 21st Century District**
- **Building and Maintaining Trust Between Board, Administration, Unions and Community**
- **Become a High Functioning School Board**
- **Bring Back a Positive Message**

These all had inspiring examples of how Boards of excellence operated. I also felt that KPBSD Board of Education and Administration used most of these ideas and functioned at a similar level.

I also attended Alaska's presentation on **School Climate Survey** and was reminded that the results of this survey can be used as a resource in our planning processes.

A Conversation with Anne L Bryant was mostly inspiring. as she reflected on past challenges and the upcoming issues.

Save Energy, Money and the Environment While Educating Students and Engaging the Community on Sustainability was a tutorial on collecting, refurbishing and sharing computers for students in need. This seemed to be an excellent program, offering training and resources for students, while collaborating with both hardware and software companies to use expensed out or other used computers to offer 1:1 technology.

The Four Day School Week was also very intriguing. The reported progress and stakeholder satisfaction was interesting. Although it took some time to initiate and there are complications, this definitely looked like a program worth looking into for our more remote schools.

AASB Board Meeting and Legislative Fly-In

March 24-27, 2012

Sunni Hiltz

AASB Scholarship Committee met on March 23 and selected 10 winners of the June Nelson Scholarship, including Rylee DeVito of Kenai Central.

On the 24th the Board of Directors met to conduct the business of the Association.

On Sunday we heard from Carl Rose on the Legislative matters, and from the Office of Budget and Jeff Bush on funding issues facing us and the legislature.

Monday and Tuesday we heard early from Legislators, with Representative Joule reminding us, among other things, that in a modern world we can count on elders to keep up with the times and expect progress from those younger. He was every encouraging, which was refreshing. Then we discussed strategy and issues that would face us on the hill.

As we visited the Capitol, there was a decided skeptical attitude towards our expressed needs. In the Finance Committee meeting, especially, there were pointed questions if the members felt that School Board member testimony had been influenced by Superintendents. There was also a great deal of emphasis on the PRS/TRS contribution to school districts, with questions about how much more we expected. In general and with some exceptions, it was not a friendly atmosphere this year.

Since I am presenting this report late, there has been the possibility of adequate funding. That did not seem so likely when we left Juneau.

The conference itself gave a very structured overview of what differentiation looks like at various levels, including where many teachers start, their progression, and the use of formative assessment at the different levels. As it progressed, my staff looked to be completely engaged in the material.

The most effective component of the conference was when we were able to meet as a staff and formulate a plan. We started to talk a little bit about teaching philosophy and how we are differentiating in our classes. All of my staff that attended was a little speechless and had their eyes opened to what REAL differentiation looked like. They all said they were extremely comfortable with what they are doing now, but in the same breath all agreed that they had a “huge amount of growth” that needed to take place.

We were able to formulate a plan of implementation with the remainder of the staff and I gave them a large amount of freedom to experiment with some of the techniques and processes we learned while down there. We will be making the rest of the staff aware of what we attended through the use of certain articles we read before heading down and each of my staff that attended will be working with one other teacher in the building to “spread” the information in a more intimate method. This basically means that I have two groups of staff: one in the experimentation stage and another that will be in the awareness stage. I think this will be a good place to be as we always need those teachers in the frontier stage and some teachers need to see a good example of what works in the new system.

For our teachers in the experimentation stage, we will be looking at a day after testing to observe and critique each other on what was learned. We will have time to debrief, tweak, and plan our next steps as we move through the process.

I’ve given some thought to looking into what it would take to bring one of the presenters up to our building, but I do not believe it would be something we will do yet. I would like to see our capacity for implementing change as a staff and then look at bringing someone in to do more of an advanced in-service.

2011 – 2012 Career Development Grant

David Kingsland – Seward Elementary School

I recently attended the NAESP conference in Seattle. I had not attended this conference since 2004 because the dates always conflicted with the Alaska SBA testing window. (I am the test coordinator for my building). The dates worked, the location was close, and there was one particular speaker's session I wanted to attend; Charlotte Danielson.

As can be expected, Charlotte Danielson's session was very well attended.



The title of her sectional was “The Changing landscape of Teacher Evaluation.” She started off by saying her work was never intended to be used as a teacher evaluation system but rather to evaluate levels of teaching proficiency not teachers. She chose to focus her work on identifying Teacher Practices- what teachers do, rather than Results – what teachers accomplish. Regardless of her intended usage, some school districts started using her “Framework for Teaching” as a system for evaluating teachers. She stated she thought it best if she got involved at that point so

that she could have a role in how her material was being implemented. She updated the second edition of her seminal book: Enhancing Professional Practices a Framework for Teaching, to include best practices for librarians and councilors, two areas left out of her first book. She went on to explain that different districts had from 3 to 6 levels of proficiency and shared what she thought the primary three were, Basic – where many first and second year teachers live, Proficient – represented by solid teaching, and Distinguished – where student assume most of the classroom responsibilities.

What She's Working on Now

- Aligning Frameworks up to the Common Core
- Elaboration of underlying constructs to make a simpler and more powerful tool
- Integration of student perceptions to augment the assessment of teacher performance

Dangers

- Too rapid implementation
- Reliance on student learning measures
- Using evaluation results to only rate teachers vs. promote student learning

Benefits

- Creates a common language
- Shared understanding
- Encourages self-assessment
- Structured professional conversations

Reflecting on what I heard at the conference, I feel that our district did a good job with the training I received from Lynn Sawyer, subsequent meetings where videos from Education Impact were viewed, and rating fellow administrator's evaluations.

Diane Ravitch was the keynote speaker. I had previously read some of her articles, but never heard her speak in person. Her address looked at the current effort to reform schools and asked the question: "Will School Reform Improve the Schools?" The short answer was "No." Her perception of the current reform effort was that it is a push to privatize schools and turn them into profit centers rather than being an actual school reform movement.

She pointed out the unjust media play that test scores get while also sharing that no other country in the world uses high stakes test scores to rate teachers, rank schools, or as a reason to privatize school. Also noted was that charter schools and public schools had essentially the same test scores. Lastly, she pointed out that the Finland system of education does not use multiple choice high stakes tests but rather teacher made test with great results.

Key Points

- Make the entry into the profession more rigorous
- Congress should stop telling schools how to do their jobs
- U.S. DOE should stop telling states how to test
- Congress should fully fund Special Education as promised
- Politicians should not make education policy
- Less multiple choice test for better results
- All principals should be master teachers

Probably the most ironic part of the day was when I read the *USA Today*, right after Dr. Ravitch's talk. It had two editorials that focused on testing. The first was in favor of using testing results to evaluate teacher. The second was titled "Testing isn't teaching. (See attached articles.)

Douglas Reeves talked about accountability in our schools for principals, teachers, students, and parents. A quote from his address that struck me was, "You can't fire your way to Finland." He shared his research findings about school accountability systems:

- They can be experimental
- Need to be error tolerant
- Focused
- Starts in pre-K.
- Must incorporate more than the basic standards, like music, art and health

Career Development Grant Application,
KPAA 2011-2012
Douglas Waclawski

Purpose

One of Homer High's chosen methods for improving instruction and achievement in our School Development Plan is through the implementation of three Professional Learning Communities. These PLC's are at different levels of development and effectiveness. It is my intention to learn as much as I can about implementation and development of PLC's and then use that information to improve what HHS is doing with the ultimate goal of improving student achievement.

Information to Share

The PLC at Work conference provided a plethora of information about creating real PLC's, managing change and improving your school culture. The amount of quality information, suggestions and insights that were provided at this conference would never fit into a 2 page report, but I will try to share some the items that I feel can have the most impact for me as an instructional leader at my school.

Interesting Information on Change:

While my main goal was to learn how to effectively create dynamic Professional Learning Communities, I also got some information on recent research on change and school culture. I have included some points that I found most interesting or enlightening.

- Change is driven based on results, not buy-in! If your whole staff buys into a change, it probably isn't real change.
 - If we know something is good and works for children and we have gobs of research supporting it, why don't we implement it? Richard Dufour asked our group, "How many teachers does it take to hold your school hostage to positive school change?"
- Change should be done in smaller, realistic chunks that take 6 months to a year to complete, not huge 5-year plans.

The points above are contrary to what I was taught 15 years ago by Michael Fullan. I have to strongly agree with the item above that states change is results driven. When we instituted our Raising the Bar program at HHS to raise the passing cutoff to 70%, we had many detractors and I had a small group of teachers in my office almost weekly to complain about it. Once we were able to show them the data that our student are actually doing better with the new program we have close to 100% buy-in and no one has complained about this program since November.

Interesting Thoughts on Culture:

The key to impacting your school culture are the following:

1. Each school must systematically examine the assumptions that impact our work
2. Build Shared Knowledge of best practices
3. Engage in dialog to address questions and concerns
4. Make decisions based on compelling evidence rather than on mindless appeals to precedent
5. Must have the courage and willingness work on the “right” work and challenge ineffective practices

Developing a positive culture for teachers being willing to collaborate is an area that HHS is currently working on. From the information I have received from this conference, I will begin making sure our whole staff has a common language when discussing PLC’s and what a healthy PLC should look like. I will also provide our staff with the compelling evidence that shows PLC’s can improve student achievement.

What Should be the Focus of PLC’s?

The focus of PLC’s should always be to improve student learning. I think this should be obvious, but it seems it has to be repeated. They suggest that teachers look had at school wide common assessments and other data. They need to look at the hard truth and determine what they are good at and what they need help with. Teachers who are doing better with a specific topic should then help teachers who are weaker in that area and vice versa. This process should be done by teachers and not be part of the evaluation process. The PLC process should be continuous process of improvement.

Other interesting items from the conference:

- Grading using averaging or points can be one of the worst ways to determine how much a student has learned!
- Collaboration should not be optional!
- Teacher made, common assessments have the same validity as statewide assessments such as the SBA’s.

Personal Goals from the PLC conference: (For 11-12 and 12-13 school year)

1. Provide common vocabulary for staff when dealing with PLC’s
2. Present staff with compelling data that PLC’s can improve student achievement
3. Provide staff training for how to run effective PLC’s (May be in the form of a Book Study)
4. Help staff create PLC groups based on common purpose and jobs
5. Continue the process of having departments create common assessments

KPBSD Board of Education Career Development Report
John Pothast—Principal, Redoubt Elementary School
NWPBIS Conference, Portland, OR: February 29-March 2, 2012

Background:

Redoubt Elementary School embarked upon our Positive Behavior and Intervention Supports (PBIS) journey one year ago. In that time we have developed and taught school-wide behavior expectations to every one of our students and staff, multiple times. Through this process, we have experienced a significant decline in student misbehavior and office referrals coming from those areas, which historically have been major problem areas. In short, our staff committed to this process and is convinced of its success when implemented with fidelity throughout the school. The sessions I attended at the NWPBIS helped reinforce what we're doing that is right, and helped shape my vision for what steps our school will need to take next. Here is a very brief highlight summary of the five sessions that impacted me the most.

Coaching Classroom Management--Randy Sprick

- If teachers have power struggles...and if the teacher shows an emotional response, it is a "win" for the student
- Like the school-wide behavior expectation posters, teachers should have well-defined expectations and posters for each of the teaching/learning activities commonly used in the classroom. For example, when students engage in small group work, what exact expectations does the teacher have for student behavior during that time?
- Schools and teachers should re-teach expectations before and after big holidays.
- He discussed a study conducted at a major medical facility in the US about physicians and their hand washing practice. Of any sub-population who SHOULD know about the importance of washing hand to prevent the spread of germs, it should be the doctors! In the study, 75% of doctors indicated they wash their hands regularly and appropriately. However, the study showed that the doctors actually washed their hands only 9% of the time!!!
 - What the study shows us is that if we can't get one of the most educated populations in America to follow a common sense rule, we shouldn't be surprised when a group of 10-year-olds don't follow the rules all the time.
 - Don't gripe that "the kids SHOULD know what to do".....we need to continually teach and re-teach our expectations.
- RTI analogy to the medical profession. Try the easiest, simplest intervention first...and hopefully get lucky. If not, try something else, and continue to up the intervention intensity if the try before does not work.

"Driving under the influence of Positive Behavior Support: A behavior Program for Drivers to Use with Students Who Ride the School Bus"--Louise Bronaugh

"Positive Bus Ride: Bringing PBIS to the Drivers"-- by a team of presenters.

The first session presented data from a study done on the effectiveness of implementing PBIS on school buses, and the second session presented the process a district went through to actually implement PBIS on their school busses.

We "implemented" PBIS on our busses at the end of first quarter this year, and it made an impact for a short period of time, but then lost traction. Attending these sessions made it glaringly clear what we

did wrong: Although we came up with very clear expectations for student behavior and explicitly taught those expectations to the students, we did not teach the drivers at a deep enough level, nor did we give them enough “tools” in their bus management plans to deal with various forms of behavior (good and bad behavior). Expectations must be explicitly taught to both students and all adults at a very deep level!

Preventing High Intensity Problem Behaviors--Brianna Stiller

- Put effort into PREVENTION--NOT responding to behavior. The further you go into escalation, the less likely you'll solve problem
- Why do people behave the way they do? Not important on why it happens the FIRST TIME. The bigger question is why people CONTINUE BEHAVING, and there is really only 1 reason: IT WORKS!! It's FUNCTIONAL!!
- Most common Functions of Behavior:
 1. Escape/avoid aversive academic task
 2. Access peer attention
 3. Access adult attention
 4. Escape/avoid unwanted peer or adult attention
- Treat problem behavior like academic struggles: don't assume it's on purpose!!!

Top 10 Tips for Working with students with Challenging Behaviors--Flint Simonsen

- Problem behaviors are not a problem for the student who displays them! They've practiced this, and are very skilled at doing what they do, and they continue to do it because it works for them!!!
- 10 tips are:
 1. Make a plan
 2. Be consistent
 3. Stay calm
 4. Catch 'em being good! (Acknowledge expected behavior!!!!)
 5. “Exploit their greed”

“When managing behavior the key is to exploit kids greed. Give them everything they want as often as they want it for doing what you want them to do.” ~Dr. Phil McGraw
 6. Use what works
 7. Take data
 8. Prevention is better than interventions
 9. Actively supervise
 10. Teach, Teach, Teach!!!!

Where do we go from here?

As I said earlier, I walked away from this conference with a wealth of information about what steps our school needs to take in order to bring PBIS in our school to the next level. We're currently engaging in a school-wide “evaluation” for where our PBIS implementation is, and we'll use that data, combined with the information used at the conference, to design our next steps.

[Signature] 3/27/12 [Signature] 4/2/12

Skyview High School Career Development Grant 2012

NASSP Conference

Randy Neill

Purpose: This conference provided many opportunities to listen to key educational leaders to improve my knowledge and perspectives in collaborative leadership, personalization of the school environment, and collection of curriculum, instructional, and assessment ideas for the 21st century.

Theme: Improving Student Performance

Breaking Ranks 2012 School Showcase

This early session dealt with 16 high performing schools from around the country. Each school showed how they have changed the culture by personalizing learning and teaching concepts to engage their students.

One example was Indio High that developed transition strategies that increased student achievement. Their data indicated that freshman discipline and attendance rates were lowest of all grades. They developed a transition program based on Research, attended conferences, visiting schools, and a chosen curriculum. Then they selected chosen teachers and provided training with goals, objectives, and results. They emphasized that selection of the teachers and the counselor is vital to the success of the program. They had all freshmen students take a seminar class that engaged the students and teachers in an interactive learning process, helping students develop the knowledge, skills and attitudes to successfully examine their own lives. This class also uses the career choices and answers to: who am I, what do I want, and how do I get it. I was particularly interested in this school because of our own 9th grade house. They provided a packet of information in which I will share with our 9th grade house team to see what ideas we can use for our school.

Another example was Tech Boston Academy that used data and technology to improve instruction. They had a 1:1 laptop program base on collaborative project based programs. Students were grouped in small classes no larger than 22 students. They had extended day along with a homework hall. Their 3 main priorities were (1) relationships, (2) data-driven individualized instruction, and (3) technology. They wanted a deeper learning experience where all students and teachers developed personalized learning.

General Session Out of our Minds: Learning to Be Creative- Sir Ken Robinson

Mr. Robinson emphasized how fast our world is changing. We need to spur on creativity. Children are buzzing with ideas and creativity, but our system is pushing reforms in the wrong direction. One quote from Ken was that technology is not technology for those that were born with it. We are living in times of revolution. We need to think differently and act differently. We have to respond quickly to new complex problems. Education needs to be individualized and personalized. We need to work in manageable groups to work collectively to solve problems.

Developing an Effective, Purposeful Advisory

Advisory programs require planning and process in order to be successful. Students who form personal relationships with adults will have more academic success. Having teachers develop relationships in which they know the students sets the stage for teachers to encourage students daily in their studies, goals, and future careers.

Many of the sessions offered great insight into the future of education. The sessions Next Generation Assessments and Common Core Standards dealt with the direction of the nation and many of the states. This is just a brief snap shot of some of the sessions I attended.

In summary...Thank you

The conference was a great opportunity to meet with other principals and educators around the country to discuss the best educational programs, tools, and strategies being used. The conference increased my knowledge and understanding as an instructional leader, and it provided many opportunities to connect with colleagues with similar schools to share successes and discuss problems. The keynote speakers, breakout sessions, and exhibitors contributed a wealth of ideas and opportunities. The main focus was focusing on each student's needs and to use instructional strategies and assessment to ensure their success. Education needs to move from the traditional model of teacher-centered towards a student-centered model of flexible scheduling and grouping based on student choice and needs. I appreciate the district and the school board for their support in these endeavors. I have gained a wealth of ideas and strategies to use with our staff and students.

TO: Dr. Steve Atwater, Superintendent

FROM: Todd Syverson

DATE: March 25, 2012

RE: NCCE Career Development Conference

RE: **2011-12 Career Development Grant Report**

I had the pleasure of attending the NCCE (*Northwest Council for Computer Education*) in Seattle on March 13th – 15th, 2012. The NCCE has been providing professional development for educators for the past 41 years. NCCE brings people together once a year to learn about effective uses of technology in all aspects of education. Those attending this conference include Superintendents, Principals, Teachers, Technology Directors, Librarians, Professional Development leaders, College Deans and Technology Specialists at all levels.

The following is an overview of the sessions I attended along with a brief message from each session:

- 3/13 – **Susan Brooks-Young** “*iPads in Education*”. This session shows me/us first hand why Apple’s new iPad is not just another computer but a powerful and versatile tool with thousands of applications for students’ and teachers’ usage. My workshop covered the “how to” do initial setup of the iPad, connecting to Wiki and adding the best educational Apps to use in the classroom. I learned how to introduce the iPad to my school and students. I plan to purchase twenty (20) iPads to pilot in our Consumer Science classes at Soldotna High School.
- 3/14 – **Steve Dembo** – “*Going Mobile*” Steve’s message dealt with the students who bring their cell phone, iPods, PDAs and PSPs to school and why we maybe should consider allowing these tools into the classrooms when appropriated. We discussed how they are the tools of the new generation and educators must change and consider how to utilize and embrace these new online learning tools. We studied how to create websites designed for portable devices being used in education. We were also given sites like “Poll Every Where:”, “Posterous”, “QR codes”, etc... which could be used within classroom activities.
- 3/14 – **Mike Agostinelli and Jason Neiffer** – “*It’s an M&M World! A cross-Curricular Lesson using Google Docs*”. This session helped us learn about Google Docs and how to get started using Google Docs as a classroom tool. This was a hands on workshop with the focus on Google Docs including how to use it to produce Spreadsheets and class presentations.
- 3/15 – **Jim Goubich** – “*iPads in High School*”. Jim is a twenty year veteran teacher who is currently the Director of Instructional Technology for the Shoreline School District in Shoreline, WA. This session focused on how to transition iPads into a high school. The sessions showed us Shoreline’s iPad policies, student agreements, trainings, how to use them in the classroom,

etc... Jim also shared with us some of the hurdles one would have to climb and the financial challenges all school face keeping up with technology. I have shared all this information with both our DP and District Instructional team members.

- 3/15 – **Sonja Delafosse** – “*Introduction to OneNote*”. The session kicked-off with why use “OneNote” as a management tool? I learned that OneNote is an excellent tool allowing you to create digital notebooks. OneNote allows you a place to gather ALL of your notes and information with the added benefit of finding what you are looking for quickly with powerful search capabilities. You can easily share notebooks to collaborate affectivity with any group (at school or district wide). OneNote can free up space on your desk, your bookshelf and your filing cabinet as you begin to use this tool and move those many files and notebooks online.

As our District looks for ways to continue to be on the cutting edge of technology, I would highly recommend this annual conference to District Office, Building Administrators, Technology leaders within our buildings, Librarians and any KPBSD staff members who help support our district technology needs. This Conference has something for everyone within our educational family.

Attached to this document is my final Career Development Grant Application and request for reimbursement. Thanks!

Tony Graham

The National Association of Secondary School Principals (NASSP) conference had several topics covered over the days. Many of the speakers provided practical student-centered strategies for teachers, administrators and students. Different topics such as culture change, academic achievement, integrating technology and improving instruction were presented throughout the conference.

The areas that I focused on for the first day was school improvement through relationships and technology. There were different sessions that covered the two areas, but it was interesting that TechBoston Academy, the school that talked about technology, focused heavy on the relationships that they have built with the students. This was similar to the focus of the Master Academy Middle/High School presentation about the 3 new R's: Rigor, Relevance, and Relationships. After listening to the speakers for the first day, I do believe that the order of the 3 R's should be Relationships, Relevance, and Rigor.

Over the next two days, I attended a variety of sessions covering different topics. One of the topics was Developing Teacher Excellence: What High Impact Leaders Do. From this session I took away that high impact leadership means creating a powerful, equitable learning opportunity for both students and teachers and motivating individuals to take advantage of those opportunities. I need to be a leader that focuses everyone's attention on learning and teaching. I need to have high expectations for each and every student and teacher. I need to be building a community of learners and create a coherent system for continuous improvement.

Another session I attended was about the importance of high school transition. There were six steps that were presented for a successful 9th grade transition. Make a plan, get organized, get involved, form a positive school relationship, constant supervision and monitor progress were the six steps. At Soldotna High School, we began a transition program last year. I believe it was very valuable and had a positive impact on the students that attended. The difficult part of our program was it was during the summer and about a month before the students arrived. In the session, the school that presented began school for the 9th grade students a day before all other students. All staff was involved in the transition and worked for the benefit of all the 9th graders that were coming into the school. I am not sure if we would be able to do this with the time constraints of the current school calendar.

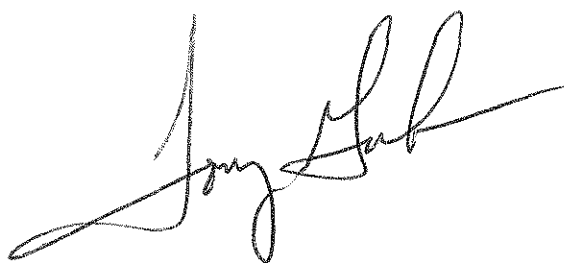
50 Ways to Leave Your Lecture was a powerful session. Rick Smith provided and demonstrated ways for teachers to successfully leave their comfort zone of the lecture and the sit-and-get methods of teaching. I plan on sharing with my teachers that struggle getting out of this as they need to meet the students with a different form of teaching. The students are in a different place in education than they were 20 years ago and the teachers need to adapt.

I did sit through a session about Common Core State Standards for about 30 minutes until they stated that Alaska is not part of this and "if you're from Alaska, this is not relevant to you at all." At that point I left the session.

I could not resist the opportunity to listen to Todd Whitaker "Shifting the Monkey." He is a great speaker and really focuses on the principal making sure that the monkey is not always on their backs. It really is a focus for principals on how to lead their school more effectively.

During the final day of the conference, I focused on sessions that talked about the school day and how we need to shift our current model to meet the needs of the students. It is a difficult thing for people to think about. Changing the current format we offer classes. There were many ideas but I seemed to latch onto the high school being more of a setting like college. It is a different idea but it was interesting. Gone would be the days of the bell system. In addition to this was a restructuring of the classes that would focus on what the students know. If they can show they know the subject before they have taken the class, why are we making them take the class? This would be a huge shift for many, including me, but it sparked an interest in me.

Thanks for the opportunity to attend this year's conference. It was fun and educational. I appreciate the time I was able to spend with other educational leaders to grow and hear new ideas.

A handwritten signature in black ink, appearing to read "Tony Clark". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

What's on your list today? You'll find it at
Fred Meyer

FRED MEYER STORES • P.O. Box 42121 • Portland, OR 97242-0121 • 3800 SE 22nd Ave. • Portland, OR 97202-2999 • 503 232-8844 • <http://www.fredmeyer.com>

March 23, 2012

Superintendent's Office
Kenai Peninsula Borough School District
148 North Binkley Street
Soldotna 99669

**NOTE: The amount of the
check was \$4,052.00**

Dear Superintendent's Office,

On behalf of all associates of Fred Meyer Stores, I am pleased to present the enclosed check for your school district. The check represents funds raised during our 2011 "Support Your Schools" campaign.

For more than 10 years Fred Meyer and several of our vendor partners have teamed through the "Support Your Schools" campaign to raise money for schools throughout the four states in which we operate—Alaska, Idaho, Oregon and Washington.

"Support Your Schools" runs for nine weeks between July and September. Each week, one of our selected vendor partners agrees to donate one dollar for each of their items purchased during that week, and Fred Meyer also agrees to donate one dollar. **During the 2011 campaign, "Support Your Schools" raised almost \$255,000 across Fred Meyer Stores' four states.**

We know that our customers enjoy supporting their local school districts, so the money raised in each store stays in that community. Therefore, the enclosed check represents the money raised during the campaign in your local Fred Meyer store or stores.

During the 2011 Back-to-School shopping season, our partners in the "Support Your Schools" campaign were: TapOut, energie, Currents, Union Bay, Dickies, UnderArmour, Columbia, Russel, Converse, Osh Kosh, Skechers, and Vans.

Fred Meyer and the vendors we work with strive to make a contribution and a difference in the communities in which our customers and associates live and work. Each year, Fred Meyer contributes more than \$4 million to communities across the Northwest through grants from the Fred Meyer Fund as well as product and cash donations and event sponsorships.

I hope that this contribution from "Support Your Schools" helps make a difference!

Sincerely,



Sharon Roberts
Group Vice President, Director of Apparel

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: Strategic Planning Update

Date: May 1, 2012

Item Number:

General
Information
Packet

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



Attachments:

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

BACKGROUND INFORMATION

The work on revising our strategic plan continues and is now in the rough draft stage. The plan will be brought forward to you at your June meeting worksession and then if appropriate, for action at the meeting that evening. What follows are the draft results of each of the critical steps of the strategic planning process. In the coming weeks I will be working with the facilitators to finalize a draft of the plan.

Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible, citizens who are prepared to be successful in a dynamic world.

Vision Statement: *We envision every KPBSD student is engaged in their learning, reaches high levels of achievement, and graduates prepared to make a positive contribution. (or.... prepared for their future)*

Focus Areas

I. Academic Success

- *Deliver relevant, rigorous, standards-based curriculum in conjunction with alternative pathways and a flexible approach to ensure that every KPBSD student stays engaged, reaches high levels of achievement and graduates.*

II. Organizational Excellence

- *Evolve KPBSD as a highly reliable/world-class organization that fosters a culture of innovation, attracts and retains the best-of-the-best employees, and supports an infrastructure that promotes a fluid academic environment.*
-

III. Community and Family Engagement

- All KPBSD schools reach out to parents and communities to promote shared value and responsibility for the process of education.

Goals for each Focus Area

Focus Area: Academic Success

DRAFT Intent Statement: Deliver relevant, rigorous, standards-based curriculum in conjunction with alternative pathways and a flexible approach to ensure that every KPBSD student stays engaged, reaches high levels of achievement and graduates.

*****Intentionally support equity across our diverse schools and encourage innovation while retaining best practices.***

*****Attaining the right balance between District Standardization and Improvisation/Site Identity.***

1. **Student Achievement:** All students will **meet or exceed quarterly assessments** within 2 years of their development.
2. **Formative Assessments/District:** Implement full use of formative assessments at the District Level. (District Level/Department)
3. **Formative Assessments/Site:** Implement full utilization of formative assessments at the site level. (Site Level)
4. **Data Driven Improvement:** Utilize measurable data from **common assessments** for data-driven decision making in instruction and programs. (FY13)
 - **Intervention Plans:** Develop individual learning plans for students. (Site Level)
 - **Student Proficiency:** All students will exceed the **state and national averages** on nationally-normed tests.
5. **Reporting System:** Implement a **standards-referenced reporting system** that accurately reflects student learning by 2014.
 - **Grading policies:** Develop grading policies that measure and connect student performance to standards.
6. **Student Engagement:** All schools will **develop strategies** to promote student engagement.
 - **Site Engagement Plans:** Develop a strategy to promote student engagement.
 - **Attendance:** Support school implementation of activities that improve attendance (PBIS, Intervention, etc.)
 - **Connectedness:** Measure school climate/connectedness through a student survey (track why students leave).
7. **Classroom Approach:** All teachers will be deemed **proficient on element 3C** of the evaluation instrument/tool as a means to improve student engagement.
8. **Graduation:** Increase the **graduation rate** by 3% annually and decrease **drop out numbers** by 5% annually.
 - **RTI:** Expand RTI to the secondary level.
 - **Behavior RTI:** Full implementation of behavior side of RTI process.

- **Wrap-Around Services:** Provide wrap-around services at all schools that go beyond our instructional programs.
 - **Identifying Systems/Intervention:** Develop/implement an identifying system much earlier than 9th grade to put all of the intervention programs in place.
 - **Community Awareness:** Increase public awareness around the KPBSD graduation rate inclusive of students graduating in 3-5 years.
9. **Multiple Pathways:** All schools will implement a flexible instructional approach to meet the individual needs of students to master content/course requirements and reach high achievement.
- **Multiple Pathways/Site Plan:** Develop a plan at every site to include alternative/multiple pathways to ensure every student is progressing towards graduation. (FY13)
 - **Collaboration:** Increase implementation success of the multiple pathways initiative through partnerships with other schools.
 - **Hybrid High School:** Create the option of a hybrid high school as part of the effort to ensure achievement for every student.
 - **District Support:** Provide support/resources and help schools to implement the multiple pathways initiative.

Focus Area: Organizational excellence

DRAFT Intent Statement: *Evolve KPBSD as a highly reliable/world-class organization that fosters a culture of innovation, attracts and retains the best-of-the-best employees, and supports an infrastructure that promotes a fluid academic environment.*

1. **Infrastructure:** Build the infrastructure to create a more fluid learning environment throughout the district.
 - **Infrastructure Plan:** Examine **alternative options/models**, inclusive of alternative calendars, and develop a plan to implement district-wide (FY13).
2. **Technology:** Implement a **seamless home/school technology infrastructure** district-wide.
 - **Technology Plan:** Develop a technology plan and roll out schedule to overhaul the infrastructure across the district over a 5-year period. (FY13)
3. **Prioritized Resource Allocation:** Allocate resources/funding priorities based on alignment to strategic plan and instructional success/accountability.
4. **Forward Funding:** Secure forward funding to help attract and retain high-quality staff.
5. **Staff Development:** Continue to improve effective instruction in every classroom through connecting all professional development to classroom results by increasing access to training programs and tying requirements to contracts (salary schedule).
 - **Evaluation System:** Continue to develop a highly reliable evaluation system that encourages continued and ongoing professional development/skill refinement based on the Danielson Framework.
 - **Learning Forward Standards:** All KPBSD professional development activities will include follow up support as defined by the Learning Forward PD standards by 2014.
 - **PD Requirements:** Create a system of required PD that gives each KPBSD educator a base knowledge of effective instruction strategies within 3 years of employment. (FY13)
6. **Attract/Retain:** Attract and retain the best-of-the-best employees through sustaining an organizational culture that promotes growth, collaboration and innovation.
 - **Student Teachers:** Develop partnerships with the top teacher prep programs and secures the top performing student teachers
 - **New Teacher Support:** Develop and offer new teacher support and mentoring
 - **Incentive Based Compensation:** Provide competitive and incentive based compensation.
 - **Teacher Recognition/Awards:** Exploring options of **grant funded compensation** to provide incentive based compensation for those instructional leaders that are achieving national recognition related to the district's work.

7. **Collaboration:** Ensure each site is **maximizing every available block of time** for quality professional development and collaboration.
8. **Communication:** Leadership Team will improve **district to site communication** through visiting every school bi-annually, developing connection to KPBSD's shared vision and reporting continually on district performance.
 - **Site Visits:** District Leadership to visit every school, bi-annually
 - **Progress Reporting:** Communicate district progress against the strategic plan on an XYZ (quarterly?) basis.

DRAFT Intent Statement: All KPBSD schools reach out to parents and communities to promote shared value and responsibility for the process of education.

- 1. Parent/Family Engagement:** Increase parent and family engagement, with a specific emphasis in reaching those of at-risk students, site-hosted quarterly parent/family trainings.
 - **Site Trainings:** Offer engaging, relevant interactions on a *quarterly basis* with incentives that are meaningful to the parents that are most in need of participating.
 - **Outreach:** Develop partnerships and grant funding to support community outreach efforts.
- 2. Direct Communication Strategy:** Explore and develop a district-wide communication strategy to reach more parents.
- 3. Business Partnerships:** Develop district-level partnerships in each career pathway (healthcare, tourism, finance, etc.) to provide **relevance to the instruction**.
- 4. External Communication:** Raise awareness of the district's community engagement and performance through ongoing public relations in all communities.
 - **Partnership Awareness:** Feature community partnerships in stories/public relations.
- 5. Community Service:** All students will gain an appreciation for the community through district-wide programs promoting annual community service.

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SCHOOL BOARD COMMUNICATION

Title: Student Transportation and Next Steps

Date: May 1, 2012

Item Number:

General
Information
Packet

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



Attachments:

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

BACKGROUND INFORMATION

For much of this past winter the district explored ways to reduce the number of buses used on the southern Peninsula. We did this to avoid using general fund monies for student transportation in FY13. We are pleased however, that state funds tied to the recently passed CSSB182 will fully reimburse the district for our FY13 transportation costs. It is important to note that the amount that we are scheduled to receive in FY13 for transportation is based the same number of buses used this year and is tied to the new transportation contract.

While CSSB182 will fully fund transportation, it does not end our conversation on the equity of funds used for transportation or on whether it is necessary for us to seek more transportation efficiencies, e.g., four-day school week, as a way to reduce our transportation costs.

I recommend that the board use a part of its June retreat to continue the conversation on transportation equity and efficiencies.
