



# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

## Assistant Superintendent

Glen Szymoniak

148 North Binkley Street Soldotna, Alaska 99669

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

Email [gszymoniak@kpbsd.k12.ak.us](mailto:gszymoniak@kpbsd.k12.ak.us)

October 25, 2007

## MEMORANDUM

TO: Board of Education

FROM: Glen Szymoniak, Assistant Superintendent

RE: Homer High Graduation Waiver Request

---

Attached is a letter from Homer High School Site Council to KPBSD Board of Education requesting a waiver from *BP 6146.1 and AR 6146.1 High School Graduation Requirements*. Homer High School would like all seniors to complete a 30-hour Senior Service Project, in addition to requirements listed in BP and AR 6146.1, prior to graduation.

Attachment: Homer High School Site Council School Board Policy Waiver Request  
Homer High School Site Council – meeting minutes 4 September 07  
A Brief History of the Community Service Requirement at Homer High  
Senior Projects Survey, *The Navigator*, January 14, 1994  
Homer High School Service Project  
BP 6146.1 High School Graduation Requirements  
AR 6146.1 High School Graduation Requirements  
BP 0420 School-Based Decision Making/Site Councils  
AR 0420 School-Based Decision Making/Site Councils  
School-Based Decision Making Process

**Homer High School Site Council**  
**School Board Policy Waiver Request**  
2 October 2007

Kenai Peninsula Borough School District  
Board of Education  
148 North Binkley Street  
Soldotna, Alaska 99669

Board Members:

The Homer High Site Council asks that the Kenai Peninsula Borough School District (KPBSD) Board of Education hear our request for a waiver from a Board of Education policy. Site Councils in the district operate under the provisions of a manual entitled "School-Based Decision Making Process" and that manual sets out the process for requesting such a waiver.

BP 6146.1(a) and AR 6146.1 detail graduation requirements for students who attend KPBSD schools. Since at least 1989, and possibly for much longer, Homer High School has required that students complete a 30-hour Senior Service Project in order to qualify for graduation. During the spring semester of the 2006 – 07 school year a student challenged that requirement because it does not appear in the aforementioned policy or administrative regulation. Consequently, the requirement that students complete the project has been suspended.

Our Site Council wants to emphasize that the Senior Service Project was not imposed capriciously or without any interaction with the Board of Education. (Much of the history of the project was not recorded, but we do have some historical documents and they are attached to this waiver request.) At the inception of the Senior Service Project, site-based management of schools was a strong district value. When the Homer High School principal and Site Council initiated the project, the principal discussed the project and its addition as a graduation requirement with the board. No formal action was taken by the board, and the discussion does not appear in the board minutes, but collective memory and the few written documents we have indicate that the board was supportive of the requirement. (We searched the minutes for 1988 through 1991 and found no mention of the project.)

Community service is of great value to Homer High's students, its staff and its community. At the 4 September 2007 Homer High Site Council meeting, nine parents and about 60 senior students joined in discussing the Senior Service Project. A straw vote was taken and only four voted against making application to the KPBSD Board of Education for a waiver that would allow reinstatement of the project. Though there was some discussion and disagreement

concerning specific elements of the project, the group overwhelmingly felt that the community service concept is highly important and valuable to students, staff, and community.

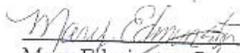
Another source of support for the Senior Service Project comes from comments of students who have completed the project over the years during which it has been done. One major thread is that students have said they initially were reluctant to undertake the project, but after having finished it, they felt the experience was highly positive and a great learning opportunity.

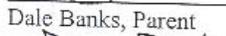
The Senior Service Project forms a major connecting point between Homer High School, its students, and the Homer community. Though a 30-hour project is not lengthy or onerous, it provides hours of interaction between teenagers and the larger community. Local non-profits, churches, and other community organizations all have emphasized the value of that networking. It keeps before the eyes of the community an image of teenagers much at variance with that presented by sensational news stories.

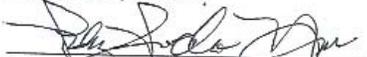
Our request, then, is that the KPBSD Board of Education grant us a waiver to BP 6146.1(a) and AR 6146.1 and allow us to reinstate the Senior Service Project as a graduation requirement at Homer High School. We are eager to provide the board with any testimony or written support that it may need to enjoy a mature consideration of this matter.

Sincerely,

The Homer High School Site Council

  
Mary Edminster, Parent

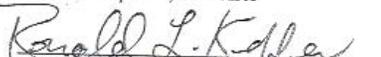
  
Dale Banks, Parent

  
Polly Prindle-Hess, Community

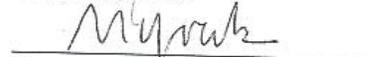
  
Miro Schaad, Student Body V.P.

  
Jason Nissly, Teacher

  
Sean Campbell, Teacher

  
Ron Keffer, Principal

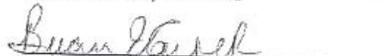
  
Kathy Pate, Parent

  
MaryClare Foecke, Parent

  
Clinton Edminster, Student Body President

  
Lin Hampson, Counselor

  
Esther Webb, Teacher

  
Brian Carper, Custodian

## Homer High School Site Council – meeting minutes

4 September 2007

Present were: Jason Nissly, Ron Keffer, Rayna Duenas, Miro Schaad, Clinton Edminster, Brian Carper, Lin Hampson, Esther Webb, Dale Banks, Polly Prindle-Hess - with Tim Daugharty and Kathy Pate temporarily filling the two vacant parent seats.

Also present as visitors: Jim Henkelman, Ellen Hallseth, Damon Absher Donna Beran, Pat Kennedy, Suzanne Haines, Chris Normandin, Laura Miller, Donna Maltz, Kathy Robinson, and sixty Homer High seniors.

- **Call to order**
- **Review minutes and district Site Council Evaluations for 2006 – 07** - approved as submitted.
- **Review Agenda** - Add #4B to New Business: Comments from Visitors
- **Old Business**
  1. **Staffing** – Homer High begins the school year with minus ½ FTE, the loss of the French program. The ½ time Art and Science positions were retained, and the math credit recovery position was grant funded.
  2. **Harassment/Respect Issues (Ron/Rayna)** – No discipline issues so far. The STEPS program has expanded to include individual clinical work and group sessions.
  3. **Alcohol/Drug issues (Ron/Rayna)** – Nothing to report.
- **New Business**
  1. **Site Council Membership 2007 – 08**
    - A. **Manual and Bylaws** – Reviewed Homer High Site Council Bylaws, including the purpose and role of the Council as an advisory body to improve student learning. Also reviewed the School-Based Decision Making Process, including the steps of a waiver process when the need for change is identified.
    - B. **Election of additional parent members** – The two open parent positions will be filled by a vote at Back to School Night. Next site council/parent group training scheduled for October 17<sup>th</sup>.
  2. **Homer High Assessment Results 2007 –**
    - A. **AYP** – Homer High met AYP - with 9,11,13, and 28% improvement in math, math for the economically disadvantaged, language arts for students with disabilities, and overall scores for students with disabilities. The success is seen as largely due to Team F.O.L. and F.O.L. related opportunities, with students grouping together based on their strengths. Test scores for Homer High students are higher than the district and state averages.
    - B. **School Goals Results** – As test results were analyzed, it became clear that the goals for 2006 – 07 were met.
  3. **School Goals for 2007 – 08** - The committee established the three areas of greatest need to be the following: a) improving attendance and reducing truancy, b) raising the scores of the economically disadvantaged students, and c) continuing to raise the scores of the students with IEPs. Strategies will include using homeroom.com, Team F.O.L., and increasing awareness and enforcement of attendance policies. Council approved school goals unanimously.
  4. **Senior Service Project –**
    - A. **Waiver Process** – It was noted that first iterations of the senior service project date back to the late 70's, with the project full-fledged by the late 80's. By 2000 it was solidly in place, and thought to be approved. Since that time approximately 1,700 students have participated, providing an estimated 51,000 hours of service to the community and in turn receiving important training and experience. Additionally, many colleges require service hours and community involvement. The first challenge by an individual

family came in the spring of '07 and it became apparent that it had never been codified and made official policy. To be officially reinstated as a graduation requirement, it needs to be presented as a waiver to the district, submitted to the Superintendent, and approved by the school board.

**B. Comments from Visitors** – Of the 60 guests in attendance, 40 individuals offered comments.

An unofficial poll was taken, which showed 56 in favor of (and 4 opposed to) petitioning the school board and applying for the waiver that allows HHS to require 30 hours of community service hours in order to graduate. Comments in support included that it:

- gives adults in the community a chance to know the students, and vice versa – personal interactions being so rewarding and asset-building
- emphasizes that building character is one of the true goals of education
- provides the students and the school with the opportunity to give back to the community which supports it in so many ways
- gives youth an opportunity to get “outside of themselves” and see what they have to offer
- provides the necessary incentive for the young people to do something that they would want to do anyway, or find rewarding, but may not “get around to” if not required
- allows opportunity to be pushed beyond an individual’s comfort zone - to stretch and grow
- prepares students for the balance between school and work needed when away from home
- acknowledges that service is an honor (and being in a school that requires it is an honor)
- actually requires very little time over a two year period
- could benefit many more communities if adopted district-wide

Comments critical of the Project included the following:

- the personal impact of doing community service is diminished when it is “forced”
- not graduating for not doing is too severe of a punishment
- students are busy enough with classes and other extra-curricular activities
- it would be better if it were offered as an option rather than required
- being able to do a presentation instead of an essay at the end would make it more appealing

The ensuing discussion focused on how to pursue a waiver quickly enough so that the Project could be officially reinstated without having this year’s seniors miss out on the opportunity, but without putting unfair time constraints on those who might be waiting to start on it until they know it’s required. It was also noted that adopting the Project as an option for honorable mention or additional credit (without making it required) would be too challenging. Suggestions included having the wording suggest that unless it were approved by January '08 a student would not be held back from graduating in May of '08, speaking to individual school board members, getting a waiver to the Superintendent as soon as possible, and providing public comment at a Borough meeting.

The Council unanimously approved a motion presented by Brian and seconded by Clinton to petition the School Board and apply for the waiver that allows Homer High School to include the Senior Service Project as a graduation requirement.

• **Topics for next meeting’s Agenda**

1. Six-Year Study for the Northwest Association of Schools
2. Vocational Grant for HHS
- 3.
- 4.

• Next meeting: 2 October 2007

• Adjourn

## A BRIEF HISTORY OF THE COMMUNITY SERVICE REQUIREMENT AT HOMER HIGH SCHOOL

During the 1988-89 school year, then Principal of Homer High School, Dennis Dempsey, attended a principals' conference in the Alaska. In one or more of the sessions, Dennis learned about community service as an element of a high school program similar to ones adopted by certain high schools in Washington and Oregon. He returned to Homer with the intent to establish such a program at Homer High School that required seniors to commit themselves to a number of hours of community service as a requirement for graduation. Dennis Dempsey felt that students should give something back to the community of Homer for all the years of services and benefits they received. This "Senior Projects" requirement was to have seniors serve a certain number of hours in volunteer and non-profit organizations within the community. During the spring semester of that school year, Jim Holcomb, one of the social studies teachers, was given an additional pupil-free class period to prepare a written proposal for this requirement with the intent that it would be integrated into the senior social studies class, U.S. Government.

The following year, the 1989-90 school year, the program was implemented as part of the senior social studies curriculum, with the major emphasis to take place during the second semester. Dennis Dempsey apparently reviewed the program with the Kenai Peninsula Borough School Board as an information-only agenda item. Jim Holcomb was deemed the coordinator of the Senior Projects and given an extra pupil-free period to verify student hours and undertake the necessary paperwork to support the requirement. Students were required at that time to complete 15 hours of community service and then make an oral presentation along with a written summary report as part of the U.S. Government class. If students failed to complete this assignment, they were told that they would not receive credit for U.S. Government, and, as a consequence, would not be able to graduate until they had done so. At this point, there were no parent challenges to this requirement, according to several faculty members' recollections. However, Dennis Dempsey did not allow two students to participate in the commencement exercises that year because they had not completed the requisite hours. These two students did complete their hours soon after the graduation ceremonies and were then given a diploma by Mr. Dempsey.

During the second year of its implementation, the 1990-91 school year, the general process for review of the Senior Project requirement and its integration into the U.S. Government classes remained the same. The number of hours required for community service was increased, however,

to 20. Jim Holcomb did not feel as though he had sufficient time to devote to this verification of seniors' community service hours. He felt that the time commitment on his part was too great to be done outside the framework of his work day and therefore asked to be relieved of this assignment. The other social studies teacher, Barbara Browning, had to continue with a full teaching load of 5 classes and thus could not be afforded an additional class period to coordinate the Senior Project requirement during the second semester. As a result, the community service requirement for seniors was dropped at midway into the 1990-91 school year.

The 1991-92 school year saw a new Senior Project coordinator, Wayne Lee. The community service requirement was now no longer integrated into the U.S. Government class, although the written report and oral presentations were done through the 12th grade English classes. The number of hours for community service was increased to 30. One senior had completed the 30 hours by graduation time but had worked for his father in a commercial enterprise instead of the required non-profit or community organization. Dennis Dempsey gave the student one week to complete the hours with an acceptable agency or group. The parents contested this to Mr. Dempsey, but the student followed through despite the parent's intervention and was given a diploma.

During the spring of the 1992-93 school year, a Senior Projects Committee consisting of Wayne Lee, Loraine Murphy (senior English teacher) and 8 staff members, developed a descriptive packet on the Senior Project requirement. This Informational Packet outlined the requirements with some degree of specificity but provided for a review process should a senior's project be turned down by the coordinator and should the senior wish to contest the decision. Prior to the packet's distribution to the then 11th grade students (who would be seniors in the 1993-94 school year), seniors met with juniors to discuss the pros and cons of Senior Projects. This was held in the U.S. History classes, and the juniors had an opportunity to come up with questions about the Senior Projects requirement. Members of the Senior Projects Committee also met with the junior class and distributed the informational packet to all those students in a general meeting of the junior class. At that time the students were encouraged to present their views and suggest changes to the program before the end of the school year. An informal survey of the seniors following the completion of their community service requirement found most reporting resistance to the requirement initially but 92% in favor of the requirement viewing the completion in retrospect. No parent challenges were made this year.

The community service requirement is now in its fifth year of implementation. There were no mentions of any challenges to the requirement until the second week of December, 1993. Mrs. Linda Jones contacted both Richard Krieger, the new principal at Homer High School, and Paul Epperson at the district office to question the legality and validity of the community service requirement at Homer High School. The issues raised by her and her son, Buck Jones, a senior at Homer High School, included the following:

1. No school time is provided for the students to complete a graduation requirement.
2. No direct school supervision is provided for the hours the seniors spend outside the school day to complete this requirement. Who is liable if a student is injured in the completion of these hours?
3. The requirement is not related to any specific class, and therefore the school has no jurisdiction to implement it.
4. The community service hours required for graduation are above and beyond the Borough graduation requirements.
5. Seniors already had too much to do during their senior year including the preparation of college applications, work, etc. The 30-hour requirement was an unfair burden on them.
6. Some of the requirements are too restrictive, e.g., the prescription that does not allow the project to be done for a group or organization in which the student holds regular membership.

At the present time, 32 of the 91 members of the present senior class have completed or are in the process of completing the community service requirement.

-Prepared by Richard Krieger on January 25, 1994, with information from Mike Bundy, Barbara Browning, Wayne Lee, and Jim Holcomb

New Year's Predictions?

Senior Projects  
Survey

# The Navigator

Vol. 94 No. 8

January 14, 1994

Published by the Homer High School Newspaper Staff

## Parent Questions Senior Projects

By Christine Wells

A very important item listed on the agenda of the PTSA meeting on the night of January 4th was a presentation by Mrs. Linda Jones concerning the policy which requires that students complete thirty or more hours of community service in order to be awarded a diploma from Homer High School. Mrs. Jones was accompanied by seniors Buck Jones, Vicki Jones, and members of the two students families.

The Senior Projects program has been a part of the graduation requirements at Homer High School for four years. Originated by previous administrator Mr. Dennis Dempsey, the program was

adopted from high schools in Washington and Oregon. The purpose of the program was to instill into every graduating senior an appreciation and respect for the importance of community or volunteer service in a democratic society. Homer High School is the only school in the Kenai Peninsula Borough School District sponsoring a Senior Projects program. A senior who completes all requirements for graduation but does not participate in the senior project will receive a standard diploma from the Kenai Peninsula Borough School District.

Mrs. Jones stated that she recognized the importance of community service and the value of the program to the many volunteer and non-profit organizations in the area, but her belief was that the majority of parents were not even aware of the Senior Project as a requirement for graduation. She observed that the program places an unjust hardship on the senior's family due to transportation difficulties and disruption of their normal routine. "The burden placed upon the family outweighs the benefit to the community".

(see PROJECTS, page 2)

### Inside this issue

Dance Review

London Terrorists

Key to Success

Mariner Spotlight

Safe Homes

Square Dancing

GBB & BBB:

Winning teams



Graduating Seniors Maggie Springer and Sarah Corbin. Not shown, Celeste Haybeck.

### Are you free on Friday?

Christine Wells

Seniors Sarah Corbin, Maggie Springer and Celeste Haybeck are! These three anxious females are going to graduate early. Really early actually...TODAY. The Navigator got a chance to talk to Sarah and Maggie about their feelings on

the subject and their respective plans for the next five months that every other senior will still be spending in school. The story with Maggie: The second semester of her eleventh grade year was spent in Seldovia with her father. There

(see FREE, page 4)

## Features

**(PROJECTS, from page 1)**

She further stated that teaching the value of community service belongs in the home and not the school.

She became involved in questioning the program when her son, Buck Jones, decided to run for the senior class presidency on a campaign promise of modifying or deleting the program. Buck related to her that his efforts to discuss the senior project with high school officials was futile. Her son's frustration with the requirements of the program and the level of response from school officials led to Mrs. Jones' involvement in the issue.

Buck related to the PTSA that he understood the importance of community service but believed that no one could instill in the students an understanding of its value with only thirty hours of participation. In addition the project added to an already hectic schedule for seniors many of whom are already preoccupied with part-time employment and college preparation. The fact that students were not "paid" was also a factor to many seniors. Buck stated that after receiving the informational packet last spring he found that the "tightened requirements" produced resistance from the senior class instead of the desire to cooperate. Buck stated that he had made a decision to "boycott" the senior project.

Vicki Jones said that many seniors associate the project with punishment. If you are caught for a driving violation, the court can require that a student complete a number of hours of community service as a sentence at the same agencies which participate in the senior projects program. For this reason many students view the project as similar "punishment". According to Vicki many seniors just select the easiest path and even lie about their hours.

Mrs. Jones related to the group that her specific objections to the senior projects were:

1. The students were required to set up the project with a community sponsor. Many hours might be needed to do so but only those hours spent working at the non-profit organization could be counted toward its completion. The burden of creating the project fell on the student who receives no funding and is not allowed school time for the effort.
2. The grading system is based on Pass/Fail with no credit, and the requirement is not directly related to any specific class.
3. No faculty or parent may supervise the

senior in completion of the project.

4. The requirement for graduation was unfair due to the fact that seniors had already completed twelve years of education and all other demands for a diploma.

In her closing remarks Mrs. Jones' stated that the program should be replaced with similar activities in the lower grades or social studies classes. "The program was overburdening to seniors and a duplication of services and programs already being provided", she said. She added, a statement in the Alaska 2000 literature makes reference to "the over socialization of students" in the schools.

Due to the lateness of the hour the issue was tabled and scheduled for further discussion by the PTSA at its next regular meeting on Tuesday, January 25, at 7:00 PM in the library. Mrs. Jones did not have time to state what action she wished the PTSA to take on the matter. (Due to the level of interest in the senior projects an additional meeting was held by the group for further discussion on January 10th.)

Mr. Lee, the faculty senior projects coordinator, related that the scope and sequence of the program is provided in a pamphlet entitled "The HHS Senior Project Informational Packet". The packet is revised each year in an effort to improve the program. "Last spring the staff made a very determined effort to communicate with everyone during the revision process. The packet was presented and discussed at a general meeting of the junior class. At that time the students were encouraged to present their views and desire for improvements or changes to the program before the end of the year. Mr. Lee visited all junior US History classes to present the details of the program and answer questions from students.

Mr. Lee stated that he appreciated the position and concerns of Buck and his parents, however, he regretted that the request for changes had not been presented last spring in order that the pamphlet or guidelines for the 1993-94 school year could have been modified. Mr. Lee stated that the information concerning the senior's option to accept a generic diploma from the school district rather than complete the project had never been provided to the staff. "If it had, the students would have certainly been informed during the briefing process." According to Mr. Lee approximately 25% of the senior class has completed or begun field work for the

project.

The Senior Projects Program has been one of the most respected and valued programs at Homer High School. The Class of '93 was presented a Mayoral Certificate of Appreciation from the City of Homer during graduations ceremonies last year for their community service. Other agencies in Homer have offered these comments:

"The Senior Projects Program has been a tremendous success at the Long Term Care unit. I have seen first hand how much joy the Residents display when the students arrive. This interaction has proven to be extremely beneficial for both the Residents and students." (South Peninsula Hospital)

"I was very pleased to discover how progressive Homer High School was in regards to the Senior Projects Program. I believe it is a worthwhile program that helps to instill in many young people the importance of giving their time to an agency of their choice, as well as being part of the larger community. I understand that it is a large commitment on the part of the students to be involved in this program, and I applaud the Homer High School for involving the students in the community, outside school." (South Peninsula Women's Services, Inc.)

"As a parent I support the concept of the Senior Projects from the aspect of instilling the importance of community service in our young people. I believe everyone is responsible for the societal condition and that we must help our children take responsibility to improve society seriously. As young adults preparing to transition into the 'real world', I believe it is time for them to step into positions requiring a show of commitment. Volunteerism and the value of experience can best be taught through action." (Homer Community

(see RESPECTED, next page)



Jesse Downs.....Editor in Chief  
Rob Corbister.....Layout Editor  
Wayne Lee.....Advisor

Collomia Charles.....Art Editor  
Christine Wells.....Feature Editor  
Zeek Roulston.....Sports Editor  
Debbie Moody.....Business Editor

The Navigator is published bi-weekly at  
Homer High School  
600 East Fairview  
Homer AK 99603  
(907) 235-8186

Advertising rates are available upon request.

## Features (cont.)

Christine Wells

Are you still wondering what to do? Hoping you might not have to do one after all? What about those of you who have already finished your thirty hours of required community service? Would you feel like it was a waste of time? The conversation in the senior hall that seems to generate the most interest and includes everyone has to do with senior projects and whether or not they're still necessary. What are the good points of the senior project idea? Is it true that seniors don't have enough time to complete a project? Many seniors have very light class loads this year and it seems like this year is the most convenient as far as studies go. Usually seniors have completed all their required courses except for Government and English. On the other hand, there are seniors in this academic class who are taking a full course load of college prep subjects beyond what's required for graduation, there are those who spend more time at work now that they have less school to deal with, and there are those who are right in between as far as class load goes but are maybe doing sports or have other things taking up their time. In a look at society and the future, does doing volunteer work make you a better candidate for a job? Students at Homer High say yes but they also say that their

**(RESPECTED, from page 2)**

Health Center)

Dr. Kreiger stated that he believed the PTSA offers an excellent open forum for discussion of the senior project but a better avenue might be the Steering Committee. The Steering Committee's membership is made up of students, parents, faculty and community representatives. Its purpose is to advise the administration at Homer High School on matters affecting school policy. Dr. Kreiger said he planned to request that the Steering Committee take up the matter of the senior project at the group's next meeting in a few weeks. Acceptable modifications from the committee to the Senior Projects Program would be made available to all parties as soon as possible. In the meantime, the program will continue to operate under the guidelines established in the informational pamphlet for the class of '94.

**Your Public Duty?**

first priority out of high school is primarily college. Stephanie Herring, a junior, stated that she thought the time spent on doing a senior project is time that could be used for college applications, scholarship applications, and other beneficial extracurricular activities. While most students feel the idea of a senior project should be addressed and encouraged, most also feel it should definitely not be mandatory for graduation. Many local senior project sponsors have expressed their overwhelming support for the projects. They cite the reasons why seniors benefit: they bring the senior out into the city and they give experience in a new environment before going to college, students have a chance to organize, plan, and accomplish a task they might never had the opportunity to do, and they give a glimpse of "real" life - having to do many things at once is not an adventure seniors will have to give up.

Homer High School will either have to make some major revisions on its' senior project guidelines, or they may have to abolish the whole requirement. Because that is possibly all it comes down to in the minds of some seniors. Instead of seeing

by Jesse Downs

The most prevalent issue currently in Homer High School halls seems to be that of senior projects. Senior projects have been a graduation requirement for the past four years. Now there are questions arising about the validity of this program. Protesters either want the program to be modified or eliminated.

A senior project is thirty hours of required community service that can be started in the summer prior to the senior year and has to be completed around April 1. That is ten months to complete less than four full work days. And as long as there are procrastinators there are the possibilities for bad experiences.

HHS counselor, Shawnie Olson, reported that once finished, every senior she has talked to was glad that they "had done their time". She went on to say that some had even taken college classes they originally would not have and are considering new occupations because of

it the same way coordinators do - a way to instill the spirit of volunteerism and community spirit - it's just another requirement to graduate. Jessie Lubrin, a senior, commented on how if a student is being forced into doing a project then they really aren't going to get out of it as much as a true volunteer would. They end up wasting their own time and the time of the organization they are working with. Their alternative at the moment to not doing a senior project is being denied a Homer High diploma. This 'option' is not well-known and was not addressed in the informational meetings held for last year's juniors. The big concern is how this issue is going to be resolved and more so, how it will affect the underclassmen. Juniors, sophomores, and even freshmen are starting to get concerned about their future years and what will be expected of them. Freshmen Ben Wells and Ruben Franco stated they felt the senior project idea seemed like it took too much time and that the phrase 'volunteer work' should mean it's done voluntarily. A junior boy made a comment about being forced into doing community service and how it might lessen the likelihood of kids wanting to be a part of volunteer service in the future.

**Serving Time**

their community service.

For those seniors who do not know which occupation they would like to enter, senior projects seem like a perfect opportunity to experiment and "broaden horizons".

In a town where the community gives so much to the lives of its students emotionally and financially, it is important to recognize and recompense them. And they do appreciate it.

Of course this program isn't perfect and is going to be inconvenient for some, that is why modifications are in order. One suggestion has been to create a class period at the end of the day that would work similar to early work release. This would give the busier seniors a chance to complete their community service hours in a semester long class that would count as a .5 credit for an elective class.

Either way, three hours a month isn't such a high price to pay for a possible enlightenment.

## Homer High School Service Project

### Overview

To graduate from Homer High School, students must complete a service project by the end of the senior year. The project is intended to provide opportunities for students to identify and pursue personal interests and careers outside the academic classroom in practical, real-life settings. In addition, the project requires students to extend themselves beyond their usual academic and family routines to experience the value and intrinsic rewards of contributing something of themselves to a community which has supported them in countless ways. The Service Project builds on and reinforces the civic awareness and responsibility already supported and valued by the Homer and Anchor Point communities.

### Service Project Guidelines

1. Complete 30 hours of unpaid work for a non-profit organization. The 30 hours may include training. The 30 hours may include time spent on the completion of a product, which requires the student to use vocational and/or artistic skills. These skills must, however, be applied to help the community. The Service Project Outline (see next page) should be submitted to the Service Projects Committee and project approval secured **prior** to beginning the project to guarantee the final approval of the hours. While prior approval is not mandatory, hours worked prior to the committee's approval run the risk of **not** being approved.
2. The non-profit organization may be one in which the student already participates or holds membership. If the student completes the 30 hours within such an organization, the committee strongly recommends student participation, if possible, should be in a different capacity or at a more sophisticated level than the student's past or current participation.
3. The 30 hours may be completed (**ideally after project approval**) any time starting during the summer of the student's sophomore year through May of the senior year. Any work completed prior to the summer of the student's sophomore year will not be approved.
4. The students may change projects or supervisors but must secure approval of the new project and sponsor.
5. Hours completed in more than one location or for more than one organization must be approved and documented separately.
6. A student may be sponsored by any adult other than the student's parent, step-parent or legal guardian.
7. The projects may not be completed as part of the work required for a credited class. The projects may be completed during school time only if no required school class attendance or work is jeopardized. The teachers of a student's regularly scheduled classes have first claim on the student's time. Even with parent's approval, students should not expect to be excused from any regular required class to complete senior project-related work. The senior project work is considered over and beyond, but not in place of, the required school classroom work. Hours earned during the regular school day (8:30a.m.-3:30 p.m.) or during hours a student is released from school to earn credit toward graduation (such as OJT or college release ) will not be approved. Hours earned in fulfillment of community service assigned through the probation department or the courts will also not be approved for credit toward the senior service project.
8. Students may work alone or in groups.
9. Students with special circumstances which hinder a student's ability to meet the requirements of this project, may qualify for individualized, reasonable modifications of the project's guidelines. If modifications are needed, it is the responsibility of the student to submit his or her individual case in writing to the committee for review no later than the last day of the first semester of his or her senior year. Modifications will be made on a case by case basis.

### Timeline

\_\_\_ **May before sophomore and junior summers:** Project Guidelines and required paperwork given to sophomores and junior before end of school year.

\_\_\_ **From Feb. of junior year to any time prior to project approval:**

Signed letter from student and parent on file acknowledging the receipt of the Project Guidelines/Paperwork and the commitment to comply with the current guidelines. This letter must be received before the student's project will be approved.

\_\_\_ **From Feb. of junior year to any time prior to beginning project:**

Project Outline should be turned in to Project Committee for approval prior to beginning the project. Students should use caution if they choose to start their projects before approval of committee is secured. Student must submit a separate Project Outline for each location or organization if more than one is involved. If student changes projects, he or she must re-submit an additional Project Outline for the new project.

\_\_\_ **No later than May 1 of the senior year:**

Student will turn in to the committee the Sponsor's Verification and Evaluation Form signed and dated by the sponsor. This verifies the 30 hours and the satisfactory completion of the assigned task(s) at the student's chosen non-profit organization or agency. This form also verifies hours completed in production of a product to help the community.

\_\_\_ **No later than May 1 of the senior year:**

Student will submit to his or her English 12 teacher a typed, 200-250 word essay free of all mechanical, grammatical and spelling errors which includes: 1) description of the service performed, or product completed; 2) how the organization or the agency benefited from the student's service or product; 3) how the student benefited from the involvement; what the student learned about him or herself, and what the student career or avocation; and 4) a thoughtful, overall evaluation of the Service Project and its educational value or the student and for the community; suggestions for improving and revising future projects. Class time will be given for assistance with and completion of this essay in English 12. The written component of the Service Project will be integrated into the English 12 classes and will be a requirement of that class.

\_\_\_ **Prior to the last day of school:**

Student should write an appropriate formal "thank you" letter to the organization or agency he/she served. This must be typed and submitted to the English 12 teacher for approval prior to being mailed. Class time will be given for assistance with and completion of this part of the project.

Graduation Year: \_\_\_\_\_

**Service Project Approval Form**

**Project Location/Sponsor Information:**

\_\_\_\_\_  
Organization/Agency Name

\_\_\_\_\_  
Street Address or Location of Work Site

\_\_\_\_\_  
Mailing Address/ Street/Box #/ Zip Code

\_\_\_\_\_  
Name of sponsor who will supervise project hours

\_\_\_\_\_  
Sponsor's telephone or method of contact

**Project Description:**

Project Start Date: \_\_\_\_\_ Estimated Completion Date: \_\_\_\_\_

Project Work Schedule: \_\_\_\_\_

Describe project/Special Conditions: \_\_\_\_\_  
\_\_\_\_\_

**Sponsor Agreement:**

As the named sponsor or representative of the sponsoring agency, I acknowledge that the Homer High School Service Project program has been explained to me by the above named student. I agree to assist in the planning and supervising of this student's service hours. As the sponsor, I will monitor the student while on the project site and complete the Sponsor's Verification and Evaluation Form at the completion of the required service hours.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



### Letter to Seniors and Parents or Guardians

The Homer High School Service Project has been approved by the Kenai Peninsula Borough School District as a requirement for graduation from Homer High School. It is designed to be a positive, educational experience, practical in nature, to extend students' appreciation of civic responsibility. Our community, at large, and many Homer families, in particular, support experiences which require students to stretch beyond the confines of the high school and to identify organizations or projects in the community in need. Most students see this as an opportunity to make a personal, positive contribution to their community which in countless ways has supported them in the past.

The project requires 30 hours of on site, unpaid service to a non-profit organization of the students' choice. The opportunities are limitless. The guidelines are included in the attached packet.

While this packet is being handed out to juniors, the final deadline for the project's completion is not until April of your son or daughter's senior year. With ample time, you will have the opportunity to discuss this thoroughly with your student and perhaps assist in the planning of his or her project.

Please read over the project guidelines and return this letter signed (on reverse side) by both you and your student. The approval of your son or daughter's project can not proceed until this letter is signed and returned.

In the past, seniors who have thoughtfully planned their projects and completed them in a deliberate manner learned a lot about themselves, their skills and the value of service to others. Many students also have made important career decisions based on their experiences connected to their Service Project work. Additionally, Homer's many non-profit organizations have reported that they have benefited as well from students' contributions.

We trust you will work to help your son or daughter with this project and contact us at the high school anytime with questions or concerns. With your help, the Senior Project will be a rewarding and meaningful project for all our students and our community as well.

Sincerely,

Service Project Committee  
Phone: 235-8186

--PLEASE SEE REVERSE SIDE FOR SIGNATURES NEEDED--

Please sign below and return to Service Projects Committee

I have read the guidelines of the Homer High School Service Project and agree to support my son or daughter in meeting the requirements as outlined in the packet.

---

Parent/Guardian Signature

Date

I have read the guidelines for the Service Project and agree to complete the requirements in a timely manner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**RETURN THIS LETTER TO SENIOR PROJECTS COMMITTEE AND THEN GET PROJECT  
OUTLINE APPROVED BEFORE BEGINNING WORK ON YOUR PROJECT.**

## Service Project Report

DUE: MAY 1

### DIRECTIONS:

1. After you have finished your project, write a 250-300 word summary of what you did. If you completed your hours through service to more than one organization, pick one organization to write about. The content of your report should include three well-developed, unified and coherent paragraphs which contain:

a. Paragraph One- A brief summary of what your project involved and what you did including any training you received. What jobs did you perform? How did your job fit into the function or over-all goals for your organization, agency or project? Did you have to learn any special skills to perform your job?

b. Paragraph Two- A brief description of how the organization, agency or project benefited from your service.

c. Paragraph Three- A brief description of how you benefited from your project. What did you learn about an agency, organization or vocation? What skill did you learn or improve? What did you learn about yourself?

Did you learn anything that might prove valuable in picking a future vocation?

If you feel the project was not worthwhile for you, you may say so and offer well-reasoned, constructive suggestions for improving the service project in the future.

2. Your report must be typed using 12-point font Times New Roman, double-spaced in a formal style with absolutely no spelling, punctuation or sentence errors. Use 1" margins. Use MLA format with proper heading and title. This report should be worthy of a Homer High School graduating senior.

3. Turn in to your English 12 teacher for corrections and for credit as an assignment in English 12 second semester. Revise and then submit your final, flawless report to Mrs. Halseth, B204.

4. DUE: No later than May 1st of your senior year.

	A	B	C	D
	<b>Agency or Organization</b>	<b>Event or Project</b>	<b>Contact</b>	<b>Phone</b>
1				
2	Ak Dept of Fish and Game	Computer/Clerical	Marnce Beverage	8191
3	AK Dept of Parks and Recreation	State Park trails work	Colleen Plante	7024
4	AK Marine Conservation Council	Research Assistant	Alan Parks	5680
5	AK Maritime Nat'l Wildlife Refuge	Misc. Jobs/Visitor Center	Willie Dunn	6961
6	Alyeska SERVS	Oil Spill Drill	Dave Blossom	262-7121
7	American Field Service	Fundraising	Diane Borgman	7096
8	American Legion Post #16	Misc. Jobs and Projects	Jeannie Greninger/Oz	8582/8864
9	Amnesty International	Misc. Jobs/Human Rights		6266
10	Anchor Point Chamber of Commerce	Snow Rondy	Patricia Pyhala	7441
11	AP Community & Cemetery Association	Cemetery Maintenance	LyDette Ingram	299-2470
12	AP Public Library	Library Aid/Cabin Fever Variety Show	Diann Glanville	7653
13	AP VFW Post 10221 Women's Auxiliary	Fundraising and Maintenance Jobs	June Picard	2398
14	AP Volunteer Fire Dept.	Misc. Jobs/EMT training	Ruby Neil	6700
15	Bib Brothers Big Sisters in Homer	Mentor for grades 1-6 student	Barry Andres	8391
16	Blessing of the Fleet	Blessing of the Fleet	Drew Scalzi	6359
17	Blood Bank of Alaska, Inc.	Organize Blood Drive	Student Council	563-3310
18	Center Alaskan Coastal Studies	Various Projects	Marilyn Sigman	6667
19	Chapman School	Coach all sports/Teacher's Aid	Individual Teacher/Coach	8671
20	Chapman School	Halloween Carnival	School Principal	8671
21	Children's Tumor Foundation	Fundraising	Denise ogle	235-5399
22	Choices for Teens	Misc. Projects/Safe Kids Fair	Sabrina Hillstrand	4991
23	Christian Community School	Coaching-basketball	Tom Michaud	8907
24	Citizens Concerned About Annexation	Computer Work	Pete Roberts	4113
25	City of Homer Beach Policy Task Force	Attend Meetings/ Student Rep.	Pat Cue	235-0342
26	City of Homer/Dept Public Works	Homer Beautification Project/Flowers	Fern Smith	3170
27	City of Homer/Dept. of Finance	Clerical	Lin Comstock	3107
28	Civil Air Patrol	Natural Disaster Preparedness		8062
29	Coast Guard Auxiliary-Rescue 21	Fundraiser	Gayle/Craig Forest	7277/7479

	A	B	C	D
30	Community Mental Health	Pride House Program Assistant	Susan Drathman	7701
31	Cook Inlet Keeper	Computer/Environmental Research	Marla McPherson	4068
32	Détente	Healthcare Assistant	Loretta Ujmschneider	7942
33	Dolphin Program-Swimming	Teach Swimming	Andrew Foley	8186
34	Early Years Resource Library	Library Tasks	Connie Thompson	7997
35	Faith Lutheran Church	Fundraisers/Church Repair	Pastor Dennis Neels	1090
36	Family History Center	Clerical	Steve Wolfe	7174
37	4-H Horse Camp	Youth Leader	Amy Kurke	4880
38	Family Learning Center	Clerical and library tasks	Lolita Brache	1662
39	Fireweed Academy	Tutor	Nancy Klein	9728
40	Friendship Center	Senior Citizen Programs	Judy Calhoun	2295
41	Girl Scouts of America	Swimming Lessons	Anna Borland-Ivy	5955
42	Girl Scouts of America	Swim Coach	Anna Ivy	5955
43	Glacierview Baptist Church	Misc. Project/Teaching	Pastor Wise	8779
44	Headstart	Teacher's Aid/Preschool Age	Becky Paul	4322
45	Homer Animal Shelter	Small Animal Care	Sherry Bess	3141
46	Homer Area Youth for Environ. Ed.	Recycling/ Environmental Education		
47	Homer Assisted Living Residence	Assist Senior Citizens	Margaret	6727
48	Homer Baseball Club	Field Maintenance	Doug Watanabe	8470
49	Homer Boys and Girls Club	Games/Crafts/Tutoring	Loretta Erickson	2772
50	Homer Chamber of Commerce	Shorebird Festival Web Page	Dorle Scholz	7740
51	Homer Chamber of Commerce	Shorebird Festival Booklet Layout	Dorle Scholz	7740
52	Homer Chamber of Commerce	Visitor Center Volunteer	Karen McCarty	5300
53	Homer Charter School	Teacher Assistant/Elementary	Kiki Abrahamson	9728
54	Homer Community Food Pantry	Sorting/Distributing Food	Dixie Armstrong	1968
55	Homer Community School	Misc. Projects	Daryl Farrants	6090
56	Homer Council on the Arts	Nutcracker	Jill Berryman	8256
57	Homer Council on the Arts	Year Round Concerts/Programs	Joy Steward	4288
58	Homer Crisis Pregnancy Center	Clerical	Eileen Becker	7899

	A	B	C	D
59	Homer D��tente	Healthcare Assistant	Loretta Umschneider	7942
60	Homer Electric Association	Public Relations/Louie Lightningbug	Maryanne Snowden	8551
61	Homer Elks Lodge #2127	Purple Bubble Ball-February	Bonnie Nelson	4085
62	Homer Elks Lodge #2127	Haunted House-October	Jan Jonker	2127
63	Homer Elks Lodge #2127	April Fishermen's Banquet	Lucinda Eckert	2127
64	Homer Emblem Club	Misc. Projects connected to Elks	Lucinda Eckert	2127
65	Homer Family Planning	Clerical	Michelle Waneka	3436
66	Homer Food Pantry	Misc. Jobs Year Round	Homer United Methodist C	8528
67	Homer Foundation	Student Philanthropy Committee	Susan Cushing	235-0541
68	Homer Health Center	Assist Public Health Nurse/Clerical	Public Health Nurse	8857
69	Homer High Athletic Dept. and Club	Misc. Jobs	Chris Perk	8186
70	Homer High Art Dept.	Art Dept. Fundraiser	Dan Bartos	8186
71	Homer High Auto Shop	Misc. Projects/ Spring Clean-up	Pat Shields/Kurt Racicot	8186
72	Homer High Booster Club	Fundraiser	Booster Club President	8186
73	Homer High Cheer Clinic	Cheer Clinic	Dawn Cabana/ Laureen We	6003/3868
74	Homer High Counseling Dept.	Rare-T Trainer	Shawnie Olson	8186
75	Homer High Cross Country Team	Trail Maintenance	Harry Rasmussen	8186
76	Homer High Football Camp	Program Assistant/Videotape	Todd Phillips	8186
77	Homer High Music Dept.	"Singer/Musician/Musical Production	Mark Robinson/Bill Searle	8186
78	Homer High Natural Helpers	Peer Listener/Counselor/Mediator	Shawnie Olson	8186
79	Homer High Partners Club	Track Meet	Laurie Decker	8186
80	Homer High Sign Language Class	Sign Language Interpreter	Sign Language Teacher	8186
81	Homer High Swim Team Dolphins	Teach swimming	Andrew Foley	8186
82	Homer High Track Team	Spring Track Prep./Maintenance	Alan Olson	8186
83	Homer High Volleyball	C-Team Coach	Coach	8186
84	Homer High Yearbook	Artist/Computer Work	Eileen Clark	8186
85	Homer Hockey Association	Coach Assistant	Bret Haus	2891
86	Homer Hoop Camp-Summer	Coach/Program Assistant	Athletic Director	8186
87	Homer Infant Learning Program	Clerical/Teacher's Aid	Colleen Powers	6044

	A	B	C	D
88	Homer Little League	Summer Baseball Coach	Leo Vait/Larry Kuhns	5944/4097
89	Homer Middle School	Spring Basketball League	William Day	5144
90	Homer Middle School Basketball	Coach	Chris Perk	5291
91	Homer Middle School Soccer	Coach	Wendy Todd	5409
92	Homer Middle School Volleyball	Coach	Chris Perk	5291
93	Homer Middle School Wrestling	Coach/Assist with Feb. Tournament	Chris Perk	5291
94	Homer Middle School Yearbook	Publication Assistant	Chris Szymoniak	5291
95	Homer Police Dept.	Misc. Jobs	Mark Robl	3150
96	Homer Port and Harbor	Misc. Duties	Bill Abbott	3160
97	Homer Public Library	Clerical/Computer/Library Board	Kathy George	3180
98	Homer Society of Natural History	Pratt Museum Projects	Gail Parsons	8635
99	Homer Trails Committee	Organizational Work/Trail work	Carol Hamik	2564
100	Homer Volunteer Fire Dept.	Misc. Jobs/EMT training	Elaine Grabowski	3155
101	Hospice of Homer	Clerical/Fundraiser/Labor	Kathy Westburg	6899
102	Independent Living Center	Misc. task / Help Senior Citizens	Sue Pollen/Joyanna Gesler	7911
103	K Bay Nat'l Estuarine Reserve	Research Assistant	Carmen Field	4799
104	Kachemak Bay Christian Center	Sunday School Teaching	Libby Ludick	235-0709
105	Kachemak Bay Heritage Land Trust	Mapping/Trailwork/Computer	Barb Seaman/Marie McCar	5263
106	Kachemak Bay State Park	Trail Work-Summer	Rick Conover	7024
107	Kachemak Bay Wooden Boat Society	Wooden Boat Festival-May	Glen Caldwell	2141
108	Kachemak City	Memorial Flower Garden/Landscape	Tammy Jones	6374
109	Kachemak Family Planning Clinic	Clerical. Peer Counseling	Kim Smith	3426
110	Kachemak Nordic Ski Club-Trail	Grooming/Fall and Winter	Dave Brann	6018
111	Kachemak Nordic Ski Club	M. Ohlson Snowboard Competition	Dottie Harness	235-0603
112	Kachemak Swim Club	Assistant Coach Dolphins	Bridget Kuhns	7416 (pool)
113	KBBI Radio	Misc. Radio Program Projects	Kim Delay	7721
114	Kenai Pen. Community Orchestra	Musician	Mark Robinson	8186
115	Kenai Pen. Fencing Club	Teacher Assistant	Raymond Cannon	7779
116	Kenai Peninsula Safe Kids Coalition	Homer Safe Kids Fair	Sue Brooks	235-0285

	A	B	C	D
117	Kenai Peninsula Youth Court	Homer Branch Youth Court-All Year	Ginny Espenshade	4985
118	Magpie Academy	Teacher's Aid	Nancy Kline	6708
119	Mariner Sealife Center	Commons Fish Tank Maintenance	John Rate	8098
120	Mariner Theater	Theater Technician/Stage Crew	Lance Petersen	8186
121	Math Counts	Middle School Math Counts Tutor	Dick Sander	8186
122	McNeil Canyon Elementary	Teacher's Aid	Debbie Piper	8181
123	McNeil Canyon Elementary	Halloween Carnival	Principal	8181
124	McNeil Canyon Elementary	Teacher's Aid	Debbie Piper	8181
125	National Audubon Society	Prepare Bear Skulls/School Kits	Derek Stonorov	8273
126	Neurofibromatosis Organization	Bike-a-Thon	Denise Ogle	235-5399
127	North Pacific Fisheries Assn.	Misc. Jobs	Don Lane	7898
128	Nuestros Pequeños Hermanos	Orphanage Caretaker	Honduras	****
129	Nutcracker Ballet(HCOA)	Productin Asst/Dancer/Theater Tech	Ken Castner/Jill Berryman	8252/8256
130	Otter Beach School	Teacher's Aid	Jean	8628
131	Parent Teacher Student Org.	Emergency Preparedness	Susan Cushing	8115
132	Paul Banks Elementary	Winter Carnival-February	Debbie Turkington	8161
133	Paul Banks Elementary	Nature Trail Work	Current Principal	8161
134	Pic N Pay	Fold and Sort Clothes	Madelaine Pruitt	6352
135	Pier One Theater	Theater Tech/Set Design/Usher	Lance Petersen/Lynn Roff	7333/6193
136	Popeye Wrestling	Assistant Coach	Mark Catlin	5443
137	Pratt Museum	Misc. Jobs Inside/Outside	Noelle	8635
138	Pratt Museum	Assist Collections Curator	Betsy Webb	8635
139	Razdolna Elementary	Teacher's Aid/Tutor	Individual Teacher	8670
140	Rotary Club	Health Fair and Interact	Barbara McBride	235-5581
141	Safe Kids Fair	Misc. Jobs	Sue Brooks	235-0285
142	Salvation Army Thrift Store	Store Assistant	Rosemarie Porter	2609
143	Seafarer's Memorial	Blessing of the Fleet/Fundraiser	Drew Scalzi/Jean Adams	6359/8186
144	Share the Spirit	Assemble Christmas Baskets	Shari Daugherty	work 7466
145	Shorebird Festival	Homer Chamber of Commerce	Christina Whiting	7740

	A	B	C	D
146	Snomads	Trail Maintenance	Mike Eastham	2603
147	Soccer Association of Homer	Coaching	Ed Kelly	3954
148	Solid Rock Bible Camp	Camp Maintenance/Counselor	Ted McKinney	262-4741
149	South Peninsula Hospital	Long Term Care	Don Todd	235-0225
150	South Peninsula Hospital	Physical Therapy Dept.	Karen Northrup	235-0370
151	South Peninsula Women's Services	Clerical	Leslie Roth	7712
152	Special Olympics 2001	Assist 2001 World Winter Games	Kara Copalpdo	235-0763
153	Spring Clean-up	Community-wide/Sweep parking lots	Individual Businesses	****
154	Teen Mission International	Building/Light Construction	Program Director	
155	U.S. Coast Guard	Coast Guard Wives Fundraising		
156	U.S. Fish and Wildlife Service	Computer/Misc.	Leslie Slater	6546
157	U.S. Fish and Wildlife Service	Visitor Center Volunteer	Greg Sikaniec	6546
158	United Methodist Church	Teen Ministry/Food Pantry	Minister	8528
159	West Homer Elementary Aid	Teacher's Aid	Carolyn Venutti	5660
160	West Homer Elementary BB	Basketball Coach	Gary Kirby	5660
161	West Homer Elementary Volleyball	Coach	Gary Kirby	5660

**HIGH SCHOOL GRADUATION REQUIREMENTS**

**Eligibility to Graduate**

- A. In order for a new student entering the Kenai Peninsula Borough School District to receive a Kenai Peninsula Borough School District diploma, he/she must be enrolled as a full-time student by the beginning of the second semester of the senior year and fulfill all requirements of the District. To be considered full time, a student is required to enroll for a minimum of 2.0 credits per semester (e.g., four courses at .5 credit each, or two courses at 1.0 each).
- B. Students enrolling in a District school during the second semester of their senior year must enroll in the District for a minimum of 2.0 credits (e.g., 4 courses at .5 credit each or 2 courses at 1.0 credit each for the semester).

For new students transferring to the District as seniors in their second semester who do not plan to receive a Kenai Peninsula Borough School District diploma, the following process is allowed. Upon request of the parent, student and former school district, the Kenai Peninsula Borough School District school will send the previous school progress reports so a diploma may be granted by the previous school or previous school district. The student may participate in the Kenai Peninsula Borough School District graduation ceremony provided they are receiving a diploma from their previous school or district.

- C. In order to receive a Kenai Peninsula Borough School District diploma, students who leave the District must either fulfill graduation requirements before they leave or have completed an approved plan for meeting the requirements prior to the graduation date. This plan must be approved by the principal of the school granting the diploma, and by the District Superintendent.
- D. Deviation from these requirements may be approved by the Superintendent of schools as recommended by the building principal.

**Credit for Home School, Private School or Correspondence Courses**

- A. Credits received from schools accredited through state departments of education or national regional accreditation associations will be accepted by the Kenai Peninsula Borough School District.

## **HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

AR 6146.1(b)

- B. Credits claimed from nonaccredited schools will be subject to approval by the District instructional team:
1. Students must provide evidence of work completed for the course for which credit is requested.
  2. Students must demonstrate competency in the language arts, mathematics, science and social studies course for which credit is requested; such competency should be equivalent to that of other Kenai Peninsula Borough School District students who have received credits for a similar or like KPBSD course.
  3. In order to receive credit outside the core areas, the student must provide evidence of work completed and an assessment of work completed which will be evaluated by the District instructional team.

### **Eighth Grade Credits**

No credits are recognized for graduation for courses taken during the eighth grade at the middle school. Students may, however, receive high school credit for high school work if they take high school courses at the high school with high school students.

### **Weighted Grades**

Beginning in the 2004-2005 school year, additional quality points will be assigned for College Board Advanced Placement (AP) courses for the purpose of calculating grade point average (GPA). For each passing semester grade in an Advanced Placement course, 0.021 will be added to the student's cumulative GPA.

### **Credit Limitations**

No more than one (1.0) credit of classroom aide experience during the high school career can qualify toward graduation.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date: 1/16/2006**

**SCHOOL-BASED DECISION MAKING/SITE COUNCILS**

The School Board believes that shared decision making at the site level can improve school performance. The Board supports the involvement of staff, students, parents/guardians and the community in such decision-making and encourages the use of site councils in developing policies and programs which respond to the unique needs of individual schools in accordance with District goals.

*(cf. 0200 - Goals for the School District)*  
*(cf. 0510 - School District Report Card)*

*Legal Reference:*

ALASKA STATUTES  
*14.03.120 Education planning*

ALASKA ADMINISTRATIVE CODE  
*4 AAC 05.010 - 4 AAC 05.090 Local Education*

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

**Philosophy:**

The Board of Education is committed to the continuous improvement of student learning and believes that student achievement can be enhanced through increasing the level of involvement of school community members affected by educational decisions.

**Purpose and Role:**

School councils function as an advisory body in the joint planning and problem solving processes for improving student learning that occur at the local school level. Individual members of school councils will bring ideas to and from their constituent group and then, after discussion and input, act as “people of goodwill” making the best decisions for the students of the school.

**Council Composition:**

School councils shall include representation of the following:

- Principal
- Teachers (2)
- Support Staff (1)
- Parents (3)
- Non-parent community member (1)
- Student – Secondary schools (1-4)
- Elementary school (optional)

School councils may elect to expand their membership providing the proportionate representations of all groups (except the principal in one-administrator schools) remain the same.

In the absence of proportional membership in any of the representative groups, after a reasonable and documented effort has been made to enlist participation, the remaining members shall constitute a duly formed council and may conduct their business according to appropriately developed bylaws of the school based decision making council.

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

In schools of less than 100 students, a request can be made to the Superintendent to substitute a nationally recognized parent group in the place of the school council as long as the representation on the leadership board is consistent with the council composition outlined above.

Charter Schools are exempt from the requirement for site councils as their Academic Policy Committee (APC) serves as the decision-making body representing parents.

**Council Selection:**

Principal: selected by virtue of his/her position and shall have the responsibility to guide the council in developing an organizational structure for conducting the council's business

Employees (teachers and support staff): eligible staff must be assigned to the school for more than 50% of their daily schedule. Itinerant teachers will be considered members of their home-based school.

Parents: eligible parents must have a child in the school during the period of elected service. The system for election is defined in the bylaws of school council. Recognized parent groups should be represented on the school council.

Non-parent community member: elected by the seated members of the council following a nomination process conducted by the principal, in accordance with the school council bylaws.

Student(s): elected through a process defined at the school level, in accordance with the school council bylaws.

Elected school council members may stand for re-election if they continue to meet the requirements of the position. Council members shall not be District Board of Education members. Parent and non-parent community members shall not be employees of the District assigned in any capacity (except short term substitute) to the school of their representation.

**Parameters and Functions:**

School councils shall conduct their business in compliance with the following:

Alaska Statutes

Alaska Department of Education and Early Development Regulations

Board of Education Policies

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

**Parameters and Functions** (continued):

Federal Laws and Regulations related to education  
Negotiated Agreements and Associated Variances  
School District Administrative Regulations and Rules (i.e. enrollment, calendar, transportation, fiscal services, purchasing, environmental requirements [OSHA,AHERA], staffing formulas, curriculum, assessments)  
Contracts with suppliers and vendors  
Budgetary limitations  
Student Activity Association requirements  
Limitations defined by Board of Education action or administrative mandates

**Bylaws:**

All school councils shall operate under bylaws adopted by the council and filed with the Superintendent. School council decisions will be made by consensus as defined in the council bylaws. All meetings are to be advertised, held publicly in accordance with the open meetings act, and minutes posted and/or distributed to the school population. Bylaws should specifically address the following elements:

School mission statement  
Composition of the school council and terms of service  
Officers  
Agenda setting  
Meeting frequency, date, and time  
(A minimum of four meetings is required per year)  
Minutes  
(Copies sent to the Superintendent after each meeting)  
Process for revision of bylaws  
Process for Community input/participation in council work  
(See attached Exhibit for sample form)  
Self-evaluation to be completed annually  
(District identified process submitted to the Board of Education– see attached Exhibit)

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

**General Operation:**

The principal remains the sole administrator of the school and will operate the school within the normal constraints of the District, including working with the school council. When Districts and schools establish school councils that foster involvement focused on improving student achievement, all children benefit. To that end, input from school councils will be considered on decisions affecting school improvement plans such as:

- Inservice plans
- School staffing patterns
- Curricular initiatives/projects/courses
- Capital improvement and maintenance project needs
- Co-curricular activities
- School policies
- School budget
- Scheduling
- Preferred qualifications/characteristics for staff hires

**Selection of School Administrator:**

When a vacancy at a school site for the principal/principal teacher becomes known, the Superintendent will consult with the School Council. The Council will provide the Superintendent with input regarding selection qualifications for candidates. Additionally, opportunities will also be provided for individual community or school members to provide information regarding preferred qualifications/characteristics that they would like candidates to possess. If an opening is determined, the Superintendent will cause the position to be advertised, will receive applications, screen and evaluate materials and conduct interviews. When possible, interviews will be open to the public to observe and will be conducted at the school with written opportunities for evaluation available to those observing. The Superintendent will make the selection, subject to approval by the Board of Education.

**Waiver Process:**

School councils that conclude their work in improving student performance is impeded or frustrated by the existence of a policy or regulation may petition for a waiver from the requirements. Written requests are submitted for consideration by the Superintendent. Waivers of policy and regulation must meet the following criteria:

**SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

**Waiver Process** (continued)

1. Identify the specific policy, regulation, or requirement, which the council wishes to have waived.
2. Describe the manner in which the policy, regulation, or requirement impedes the improvement of student achievement in that setting.
3. Detail the manner in which the council anticipates accomplishing the intent of the policy, regulation, or requirement for which the waiver is sought.

The curriculum of the District is, by statute and policy, defined by the Board of Education. Departure from the prescribed curriculum will require approval consistent with the Board of Education regulation BP 6141.

**District Support:**

District office personnel will collect, interpret, and provide student performance data to the local school. The school councils will use this data as they review and assure alignment between school development plans/school council activities and the focus on improvement of student learning.

In addition, District office personnel will use their specialties to assist school councils in operations and training, particularly in the following areas:

- Operational rules for school councils
- Conflict resolution
- Effective meetings
- Consensus building
- Techniques for active listening
- Goal setting processes, implementation plans, and assessment processes
- School council committees– to maximize involvement from constituencies
- Team building
- Assessing community attitudes
- Writing/updating bylaws

# School-Based Decision Making Process



**Kenai Peninsula Borough School District**  
May 2000  
Revised: April 2006



# SCHOOL-BASED DECISION MAKING

In May 1995, the Kenai Peninsula Borough School District adopted comprehensive guidelines for School-Based Decision-Making. Site councils have since become a routine function of each school in the district. This, the 2000 edition of School-Based Management/Site Council “Blue Book”, provides a streamlined version of the information need by site councils. The contents of this document are from Board Policy and Administrative Regulation (BP and AR 0420). Many hours of work were expended in the production, implementation, and refinement of the site council process throughout the schools on the Peninsula. Special thanks to those who helped this process mature and work!

Dr. Donna Peterson  
Superintendent of Schools

---

## TABLE OF CONTENTS

Philosophy .....	1
Purpose and Role .....	1
Council Composition .....	1-2
Council Selection .....	2
Parameters and Functions .....	3
Bylaws .....	3
General Operation .....	4
Selection of School Administrator .....	4
Waiver Process .....	4-5
District Support .....	5
Forms .....	6-7



## **SCHOOL-BASED DECISION-MAKING/SITE COUNCILS**

The School Board believes that shared decision-making at the site level can improve school performance. The Board supports the involvement of staff, students, parents/guardians and the community in such decision-making and encourages the use of site councils in developing policies and programs which respond to the unique needs of individual schools in accordance with district goals.

### **Philosophy:**

The Board of Education is committed to the continuous improvement of student learning and believes that student achievement can be enhanced through increasing the level of involvement of school community members affected by educational decisions.

### **Purpose and Role:**

School councils function as an advisory body in the joint planning and problem solving processes for improving student learning that occur at the local school level. Individual members of school councils will bring ideas to and from their constituent group and then, after discussion and input, act as “people of goodwill” making the best decisions for the students of the school.

### **Council Composition:**

School councils shall include representation of the following:

- Principal
- Teachers (2)
- Support Staff (1)
- Parents (3)
- Non-parent community members (1)
- Student – Secondary schools (1-4)
- Elementary School (optional)

School councils may elect to expand their membership providing the proportionate representation of all groups (except the principal in one-administrator schools) remains the same.



## **Council Composition** (continued):

In the absence of proportional membership in any of the representative groups, after a reasonable and documented effort has been made to enlist participation, the remaining members shall constitute a duly formed council and may conduct their business according to appropriately developed bylaws of the school-based decision-making council.

In schools of less than 100 students and at KPBSD program sites (Connections, Kenai Youth Facility, Kenai Alternative, Homer Flex, Spring Creek, etc.), a request can be made to the Superintendent to consider a substitute process for gathering information and assisting with site decisions.

Charter Schools are exempt from the requirement for site councils as their Academic Policy Committee (APC) serves as the decision-making body representing parents.

## **Council Selection**

**Principal:** selected by virtue of his/her position and shall have the responsibility to guide the council in developing an organizational structure for conducting the council's business.

**Employees (teachers and support staff):** eligible staff must be assigned to the school for more than 50% of their daily schedule. Itinerant teachers will be considered members of their home-based school.

**Parents:** eligible parents must have a child in the school during the period of elected service. The system for election is defined in the bylaws of school council. Recognized parent groups should be represented on the school council.

**Non-parent community member:** elected by the seated members of the council following a nomination process conducted by the principal, in accordance with the school council bylaws.

**Student(s):** elected through a process defined at the school level, in accordance with the school council bylaws.

Elected school council members may stand for re-election if they continue to meet the requirements of the position. Council members shall not be district Board of Education members. Parent and non-parent community members shall not be employees of the District assigned in any capacity (except short term substitute) to the school of their representation.



## **Parameters and Functions:**

School councils shall conduct their business in compliance with the following:

- Alaska Statutes
- Alaska Department of Education and Early Development Regulations
- Board of Education Policies
- Federal Laws and Regulations related to education
- Negotiated Agreements and Associated Variances
- School District Administrative Regulations and Rules (i.e. enrollment, calendar, transportation, fiscal services, purchasing, environmental requirements [OSHA, AHERA], staffing formulas, curriculum, assessments)
- Contracts with suppliers and vendors
- Budgetary limitations
- Student Activity Association requirements
- Limitations defined by Board of Education action or administrative mandates

## **Bylaws:**

All school councils shall operate under bylaws adopted by the council and filed with the Superintendent. School council decisions will be made by consensus as defined in the council bylaws. All meetings are to be advertised, held publicly in accordance with the open meetings act, and minutes posted and/or distributed to the school population. Bylaws should specifically address the following elements:

- School mission statement
- Composition of the school council and terms of service
- Officers
- Agenda sitting
- Meeting frequency, date, and time
  - (A minimum of four meetings is required per year)
- Minutes
  - (Copies sent to the Superintendent after each meeting)
- Process for revision of bylaws
- Process for Community input/participation in council work
  - (See attached Exhibit for sample form)
- Self-evaluation to be completed annually
  - (District identified process submitted to the Board of Education – see attached exhibit)



## **General Operation:**

The principal remains the sole administrator of the school and will operate the school within the normal constraints of the district, including working with the school council. When districts and schools establish school councils that foster involvement focused on improving student achievement, all children benefit. To that end, input from school councils will be considered on decisions affecting school improvement plans such as:

- In-service plans
- School staffing patterns
- Curricular initiatives/projects/courses
- Capital improvement and maintenance project needs
- Co-curricular activities
- School policies
- School budget
- Scheduling
- Preferred qualifications/characteristics for staff hires

## **Selection of School Administrator:**

When a vacancy at a school site for the principal/principal teacher becomes known, the Superintendent will consult with the School Council. The Council will provide the Superintendent with input regarding selection qualifications for candidates. Additionally, opportunities will also be provided for individual community or school members to provide information regarding preferred qualifications/characteristics that they would like candidates to possess. If an opening is determined, the Superintendent will cause the position to be advertised, will receive applications, screen and evaluate materials and conduct interviews. When possible, interviews will be open to the public to observe and will be conducted at the school with written opportunities for evaluation available to those observing. The Superintendent will make the selection, subject to approval by the Board of Education.

## **Waiver Process:**

School councils that conclude their work in improving student performance is impeded or frustrated by the existence of a policy or regulation may petition for a waiver from the requirements. Written requests are submitted for consideration by the Superintendent. Waivers of policy and regulation must meet the following criteria:



## **Waiver Process** (continued):

1. Identify the specific policy, regulation, or requirement, which the council wishes to have waived.
2. Describe the manner in which the policy, regulation, or requirement impedes the improvement of student achievement in that setting.
3. Detail the manner in which the council anticipates accomplishing the intent of the policy, regulation, or requirement for which the waiver is sought.

The curriculum of the district is, by statute and policy, defined by the Board of Education. Departure from the prescribed curriculum will require approval consistent with the Board of Education regulation BP 6141.

## **District Support:**

District office personnel will collect, interpret, and provide student performance data to the local school. The school councils will use this data as they review and assure alignment between school development plans/school council activities and the focus on improvement of student learning.

In addition, district office personnel will use their specialties to assist school councils in operations and training, particularly in the following areas:

- Operational rules for school councils
- Conflict resolution
- Effective meetings
- Consensus building
- Techniques for active listening
- Goal setting processes, implementation plans, and assessment processes
- School council committees – to maximize involvement from constituencies
- Team building
- Assessing community attitudes
- Writing/updating bylaws



Kenai Peninsula Borough School District  
Site Council Annual Evaluation Form  
**Due to Superintendent by June 1.**

**School:**

**Meeting dates and approximate attendance for this school year:**

**What steps did the council take towards achieving the school goal(s)?**

**Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.**

**List other significant topics discussed during site council meetings this year.**

**Is there an area where your council could benefit from additional training or information?**

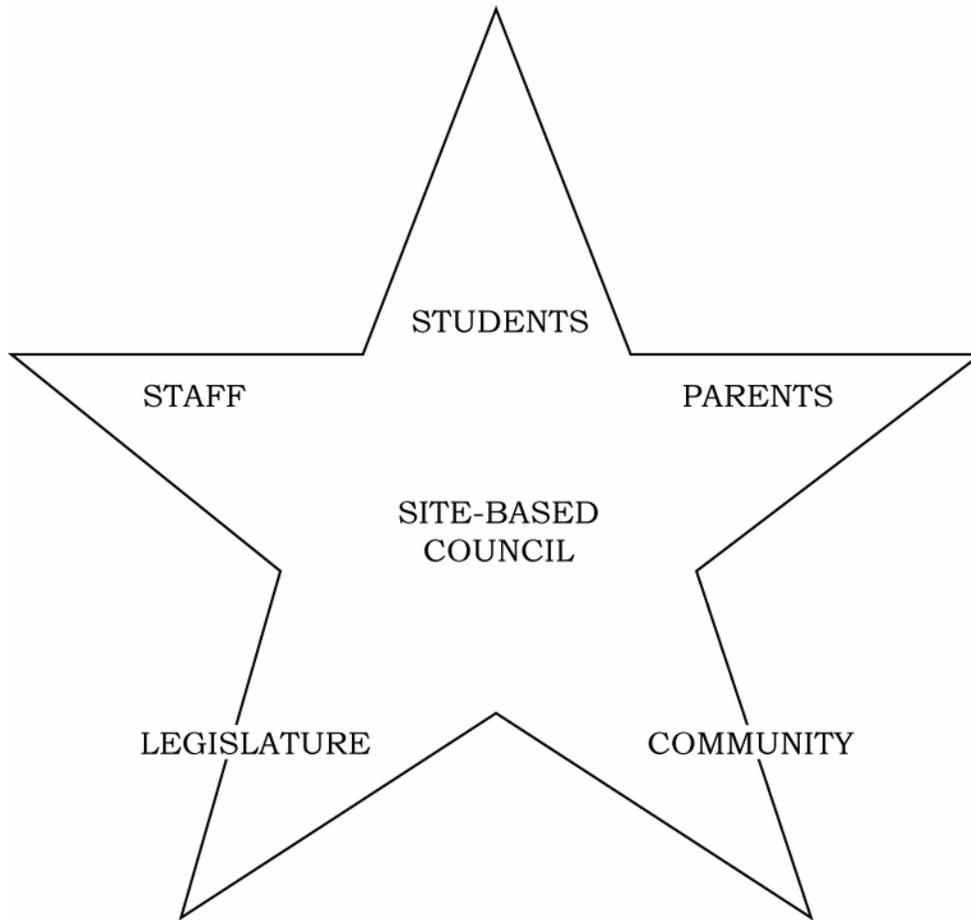
**General Comments**

Note: This form will be included in an information packet for Board of Education members.



**KPBSD SITE-BASED IMPROVEMENT COUNCILS**

*Dedicated to the Continued Delivery of Quality Education for all Students*



Date: \_\_\_\_\_

Concern: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

Proposed Result: \_\_\_\_\_

\_\_\_\_\_

Please submit this form to the school office in an envelope marked "Site-Based Council." If you wish to have a personal response, please complete the information below:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

