

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

REGULAR SCHOOL BOARD MEETING: October 2, 2000 - 7:30 p.m. at the **Seward High School, Seward, AK.**

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

Work Sessions

9:00 a.m. Student Expulsion #1
10:00 a.m. Student Expulsion #2
11:00 a.m. Student Expulsion #3
3:00 p.m. Spring Creek Correctional Center
School Visit
4:30 p.m. Seward High School Facility

A-G-E-N-D-A

1. Opening Activities
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[September 11, 2000](#)
2. School Reports
 - a. Spring Creek Correctional School – Mr. Fleming (*this will be held on site at 3:00 p.m.*)
3. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
4. Hearing of Delegations
5. Communications and Petitions
6. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A.
7. Awards and Presentations
 - a. Karen Lechner, Seward High School Kitchen Manager
8. Superintendent's Report
9. Reports
 - a. Board Reports
10. Action Items
 - a. Consent Agenda

- (1) Approval of [Primary Sponsor of Gaming Permits](#)
- (2) Approval of [Leave of Absence Request-Support](#)
- (3) Approval of [New Teacher Assignment](#)
- (4) Approval of [Long-Term Substitute Teacher Contract](#)
- (5) Approval of Early Graduation Requests

Instruction

- b. Approval of Student Expulsion #1
- c. Approval of Student Expulsion #2
- d. Approval of Student Expulsion #3

Superintendent

- e. Approval of [BB 9400, Board Self-Evaluation](#)
- f. Approval of [Nomination for AASB School Board Member of the Year](#)
- g. Approval of [Nomination for AASB School Board of the Year](#)

11. First Reading of Policy Revisions

12. Public Presentations

13. Board Comments

14. Executive Session

15. Adjourn

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 N. Binkley Street
Soldotna, AK 99669

September 11, 2000

SCHOOL BOARD MEMBERS:

Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

STAFF PRESENT:

Dr. Donna Peterson, Superintendent of Schools
Mr. Patrick Hickey, Assistant Superintendent, Operations and Business Management
Dr. Ed McLain, Assistant Superintendent, Instruction
Mr. Todd Syverson, Assistant Superintendent, Human Resources

OTHERS PRESENT:

Mrs. Sylvia Reynolds	Mrs. Elaine Larson
Mr. Sean Dusek	Mr. Buck George
Mrs. Sharon Moock	Ms. Barb Vogel
Mr. Phil Morin	Mr. Dave McCard
Mr. Red Smith	Ms. Reneé Henderson
Mr. Lance Peterson	

Others present not identified.

CALL TO ORDER:

Ms. Germano called the meeting to order at 7:33 p.m.

PLEDGE OF ALLEGIANCE:

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

ROLL CALL:

Ms. Deborah Germano	Present
Mrs. Debra Mullins	Present
Mrs. Susan Larned	Present
Mrs. Sammy Crawford	Present
Mrs. Mari-Anne Gross	Present
Dr. Nels Anderson	Present
Mr. Mike Chenault	Present

APPROVAL OF AGENDA:

The agenda was approved as written.

APPROVAL OF MINUTES:

The School Board Minutes of August 21, 2000, were approved as printed.

SCHOOL REPORTS:

Ms. Sylvia Reynolds, Soldotna High principal, introduced her son, Micah Reynolds; Mr. Sean Dusek, assistant principal; and Ms. Sharon Moock, activities director. She gave a Power Point presentation highlighting student achievements and awards and student academics. She reported on the Discovery Class for students who were not successful at the middle school and Reconnecting Youth II for students who are involved with Central Peninsula Counseling Services. She reported on ACT, High School Qualifying Exam, and CAT scores. She noted that math computation scores are down at both Soldotna High and throughout the District; and she noted that as a result, calculators will be used less. She noted that 33 percent of the students at Soldotna High School who took the High School Qualifying Exam passed all three areas. Mrs. Reynolds explained that study skills are being taught by all teachers beginning with a pretest to determine each student's level.

SCHOOL REPORTS (continued):

She announced that the new Dell computers have arrived and are set up and that the transition is going smoothly. She explained that the homework hotline, Alaska Standards, e-mail, grade reports, teacher academic plans, school calendar, and web casts of specific student activities are available on the school web site. Mrs. Reynolds announced that the school offers a student activity card and a senior citizen activity card for \$10, which allows yearlong access to school athletic activities. She reported that each month the Soldotna Rotary Club members have lunch at the school to recognize the "Student of the Month". She reported that students at the high school operate the concession stand at the Soldotna Sports Center and that it has been a success. Mrs. Reynolds recounted a story concerning an intensive needs student who spoke for the first time last year and credited the school special services staff for the student's accomplishment. She reported that student remediation is available through the After the Bell Program and PEP Program.

Mrs. Reynolds reported that Soldotna High School has a strong athletic program and that "Coach of the Year" awards were given for volleyball and hockey and that the hockey team also received recognition for being all-academic. She thanked the school custodians for installing countertops and brackets for the new computer lab. She commended the student leadership class for addressing problems such as student parking, unaccompanied children at the homecoming bon fire and other matters. She concluded by announcing that a sailing curriculum is being developed for possible implementation during the summer of 2002; student assistance for the High School Qualifying Exam will be offered on the new web site; and a community musical will be produced by the school, which will include Soldotna Elementary, Redoubt Elementary and Soldotna Middle Schools.

PUBLIC PRESENTATIONS:

Mr. Sherman (Red) Smith, Cooper Landing resident, described a section of the Sterling Highway and Bean Creek Road near Cooper Landing Elementary School that is scheduled to be improved and paved. He stated that the intersection of Bean Creek Road and Sterling highway needs to be made safe. He asked the Board to pass a resolution supporting the construction of a single intersection as safely as can reasonably be accomplished. He told the Board that Senator Torgerson will speak with Commissioner Perkins regarding the improvements. He stated that he has provided information to the commissioner of education and the governor. He asked the Board to understand that it is an opportunity to make the school and community a safer place. Mr. Hickey distributed a map of the area.

COMMUNICATIONS AND PETITIONS: Dr. Peterson reported that she received four communications: an invitation for the School Board student representative to attend the AASB Student Leadership Institution, a letter from AASB asking the Board to appoint a child/youth advocate, a package containing the District High School Qualifying Exam results, and a letter from the Department of Education and Early Development accepting the District FY01 operating budget.

SUPERINTENDENT'S REPORT: Dr. Peterson reported that school is off to a great start. She stated that she has received word that the Department of Education and Early Development has approved the District bond projects. She announced that the District received a certificate of excellence in financial reporting from the International Association of School Business Officials. She reported that *Sports Illustrated* will be coming to the District to produce a photo essay on football in Alaska.

SUPERINTENDENT'S REPORT
(continued): Mr. Hickey stated that thanks to a herculean effort by the business office staff, the FY01 budget represents the first submission for international accreditation.

CONSENT AGENDA: Items presented on the Consent Agenda were Revisions to AR 6153, School-Sponsored Trips, New Teacher Assignments, Leave of Absence Requests–Support, Resignations, Early Graduation Request, and Tentative Nontenure Teacher Assignments.

AR 6153, School-Sponsored Trips: Mr. Hickey recommended the Board approve a revision to AR 6153, School-Sponsored Trips. He explained that the change would raise the insurance requirement for owners of commercial boats and planes who provide transportation to students from \$300,000 to \$1,000,000.

New Teacher Assignments: Mr. Syverson recommended the Board approve teacher assignments for the 2000-2001 school year for Barbara Njaa, (temporary) reading specialist, Nikiski Middle/High; Mary Ellen Purcell, QUEST, Homer area; Cynthia Romberg, QUEST, Redoubt Elementary; and Jean Slankard, special education/resource, Spring Creek School.

Leave of Absence Requests–Support: Mr. Syverson recommended the Board approve leave of absence requests from Juliana Martishev, bilingual instructor, Kachemak Selo; and Effimia Litvin, bilingual instructor, Kachemak Selo.

Resignations: Mr. Syverson recommended the Board approve resignations from Dr. Donald Boehmer, director, Special Services; and Dr. Ed McLain, assistant superintendent, Instruction.

Early Graduation Request: Dr. Ed McLain recommended the Board approve an early graduation request from a Seward Middle/High School student.

Tentative Nontenure Teacher Assignments: Mr. Syverson recommended the Board approve a tentative nontenured teacher assignment for Mark Fraad, districtwide Career Pathways specialist, Alternative Education; Kristy Schmelzenbach, Gear Up (temporary) reading specialist, Kenai Middle School; and Virginia Bucher, (temporary) reading specialist, Homer High/Homer Middle.

ACTION Mrs. Mullins moved the Board approve Consent Agenda Items Numbers 1 through 6. Mrs. Crawford seconded.

Dr. Anderson asked whether the additional insurance would be a burden on the local industry. Mr. Hickey replied that he spoke to personnel at Rainbow Connections who stated that \$1,000,000 was the amount of their liability limits. He stated he wasn't sure if the new liability amount was standard coverage among businesses but that the Borough risk manager felt it was necessary.

Motion carried unanimously.

AR 1330, Community Use of Auditorium: Mr. Hickey recommended the Board approve revisions to AR 1330 that would revise the District auditorium fee schedule in Category I and increase the fees in Category II and Category III. Ms. Germano noted that the item was tabled at the February 7, 2000 meeting and therefore does not allow for public testimony.

ACTION Mrs. Crawford moved the Board remove revisions to AR 1330, Community Use of Auditorium, from the table. Dr. Anderson seconded.

AR 1330, Community Use of Auditorium
(continued):

Motion carried unanimously.

ACTION Mrs. Mullins moved the Board suspend the rules for the purpose of public discussion with a limit of 15 minutes. Dr. Anderson seconded.

Motion carried unanimously.

Ms. Germano notified the public that the Board will take testimony for 15 minutes and asked that comments be limited to 3 minutes each.

Mr. Hickey suggested that a task force be established to further examine and discuss changes to AR 1330.

Vergine Hedberg, dance studio owner, stated that she was overwhelmed by the prices recommended in the revisions to AR 1330. She stated that she cannot afford to pay the cost of student performances in the auditorium. She stated that in the past, she has paid \$1200 to \$1400; but if the fees double, she cannot afford it and does not feel that she can ask parents to pay for it either. She explained that parents want to see their children perform and that part of the dance studio fees include the cost of student performances. She stated that she produces quality dancers, but if they cannot perform, they will not excel. She asked the Board to think twice before raising the price for the use of the District auditoriums.

Mrs. Rosemary Bird, Kenai Middle School choral teacher, stated that for the past four years she has had to pay for the use of the KCHS auditorium. She stated that in the beginning, the charges covered custodial overtime and the use of the piano, which totaled approximately \$80 to \$130 each performance. She stated that last year she paid \$800 but did not have enough money to pay the rest of what was owed. She stated that she does not want the students to be forced to fund raise for the opportunity to perform. She explained that students already pay class fees to participate in choir and that all fund raising now goes towards the opportunity to sing.

Ms. Trena Richardson, K-Beach Elementary principal, stated that she is concerned that there is not enough space at the elementary school to perform a musical. She told the Board that she cannot seat all of the students and their parents in the school gymnasium. She stated that the school already pays for student transportation to the auditorium and that with tightened budgets, most of the fund raising is being put towards other efforts than the rental of a facility that was, in her opinion, built for all schools in the community. She expressed concern regarding Mr. Hickey's comparison of the music programs to charging for athletics because the students participating in athletics are participating by choice but the music program is a part of the regular curriculum. She asked the Board to reconsider the recommendation to raise the fees for the use of the District auditoriums.

AR 1330, Community Use of Auditorium
(continued):

Ms. Carol Ford, Kenai Performers director, explained that the reason the community doesn't have more theater and other artistic expression is because the theaters are too expensive. She reported that in 85 percent of the shows she has directed over the past 20 years, she has had to find a place to rehearse and perform. She said the community doesn't value the ability to share what it means to be human. She stated that she directed *Fiddler on the Roof*, which made a lot of money because it touched peoples' hearts in a way that can only be done with art. She stated that if space were available, theaters would pay for themselves. She asked the Board to consider how important it is for the community to have access to express their artistic talents.

Ms. Lane Means, Kenai Peninsula College instructor, told the Board that without art programs, children's hearts and souls will die. She stated that everything that is done in life is related to the arts. She added that schools that are highly successful throughout the nation have successful art programs. She thanked Mr. Griffin and his staff for their extra help with the college performance of *Jazz Iz*. She reported that *Jazz Iz* performances have included high school students so they could learn from older experienced dancers. She stated that three-fifths of the *Jazz Iz* budget went towards the use of the theater, and as a result, the group was not able to perform last year. She urged the Board to put people who are qualified artists from elementary through high school on the task force. She concluded by stating that when the arts suffer, so does the community, the state and the country.

Mr. Dan Thornton, Peninsula Grace Brethren Church pastor, stated that the church has had a great relationship with Mr. Griffin and his staff. He explained that the church has used the KCHS theater for Christmas and Easter productions. He stated that he applauds the idea of a task force because he feels that there is an answer. He reported that the cost of a past Christmas program was over \$5,000, which paid wages. He stated that the church has used the theaters enough that they have trained men and women in the congregation to operate the equipment, which has helped save money. He suggested that community volunteers be trained to operate the theater equipment under Mr. Griffin's direction. He noted that there is a need and a desire to use the auditoriums, but there are very few facilities.

Mr. Phil Morin, Nikiski Middle/High teacher, asked the Board whether he will have the support necessary to produce an upcoming dance show. Ms. Germano explained that no action has been taken on the proposed revisions to AR 1330. Mr. Hickey stated that there is no intent on the part of the administration to change the rules in the middle of the year. He stated that the District will offer the same level of support and that commitments have been made to the community and buildings. He suggested that unless the Board approves changes to AR 1330, Mr. Morin should proceed in the same manner as last year. Mr. Morin stated that last year there was an extra technician at Nikiski Middle/High, but this year the position was eliminated.

AR 1330, Community Use of Auditorium
(continued):

Mr. Gordon Griffin, theater director, stated that it was very difficult to receive an e-mail from Rosemary Bird stating that she had given all of the money earned to pay for theater fees. Mr. Griffin stated that he may be the biggest part of the theater use problem and if so, he is sorry. He stated that the theater problems have compounded over a 20-year period but could be solved through the appointment of a task force. He asked the Board to consider all of the problems that the \$50,000 deficit has solved as well as what it has done for everyone concerned (elementary schools and the community). He stated that the theater staff has done a fantastic job and succeeded at every level and provided good community, elementary and high school access to theaters, but the costs have become unmanageable.

Mr. Hickey recommended that the proposed revisions to AR 1330 be defeated and that a task force be created to solve the deficit issues of the theater. He explained that the deficit problem that has been building over twenty-years can be resolved by reasonable people.

Ms. Gross stated that she is in favor of the use of the auditoriums by the schools and added that she hoped the task force can come up with a reasonable cost to the schools and community. She stated that she would like to see the theaters used every night and that she has faith in the task force.

Ms. Mullins expressed appreciation for the opportunity to discuss the theater issue during a worksession earlier in the day. She stated that she will vote no on the proposal so that the task force can return a more suitable version for the schools and community. She stated she is interested in knowing who will be chosen for the task force. She stated that she would like to have the task force membership include community members who use the District theaters.

Ms. Germano thanked those present for the input expressed regarding revisions to AR 1330. She stated that she and other Board members have learned a lot about school productions and theater use. She stated that the Board needs to do what they can to support school performance activities. She noted that each person who spoke testified from the performance viewpoint and she would like to hear about the technical aspect of school performances and how students can learn by being involved.

Motion unanimously failed.

AASB Resolution 2.7, Funding for the
High School Qualifying Examination:

Dr. Peterson read changes to AASB Resolution 2.7, Funding for the High School Qualifying Exam which were made during the August 21 Board worksession. After the word "support" in the first sentence, the Board added "directly incorporating into the foundation formula."

ACTION

Mr. Chenault moved the Board approve revisions to AASB Resolution 2.7, Funding for the High School Qualifying Exam. Mrs. Mullins seconded.

Motion carried unanimously.

Proposed AASB Resolution, Support of
Accountability for Home-Schooled
Students:

Dr. Peterson reported that during the August 21 worksession, the Board suggested a resolution be written to address accountability for home-schooled students.

Proposed AASB Resolution, Support of
Accountability for Home-Schooled
Students (continued):

ACTION

Mrs. Gross moved the Board approve the proposed AASB resolution supporting accountability for home-schooled students. Mrs. Larned seconded.

Motion carried unanimously.

FIRST READING OF POLICY
REVISIONS:

The Board heard a first reading of BB 9400, Board Self-Evaluation. Dr. Peterson recommended the Board approve the AASB model.

BOARD COMMENTS:

Mr. Chenault thanked the audience for their attendance. He thanked Mrs. Reynolds for the Soldotna High presentation.

Mrs. Crawford thanked Soldotna High for their outstanding and professional technical presentation and the public for expressing their concerns.

Mrs. Gross stated that she appreciated the people who came to speak regarding the theater issue. She reminded the Board of a time when much was accomplished through volunteers and suggested that parents be taught to operate the theater equipment and that students and audiences be asked to clean up and put away after each performance.

Mrs. Larned stated that she was interested in the Soldotna High School statistics and the concession stand being operated in cooperation with the Sports Center and City of Soldotna. She stated that it is a program that has worked well especially because it includes all students. She added that she is pleased that the program has continued to be a success. She stated that she supports the idea of a task force to work on a resolution to the theater problems and is anxious that it begin soon.

Mrs. Mullins thanked Mrs. Reynolds for the school report. She stated that she also enjoyed a previous Soldotna High School report when the Board was invited into the classrooms. She expressed appreciation for the work of the school staff. She called the Board's attention to the resignations of Dr. McLain and Dr. Boehmer and thanked Dr. McLain for his hard work. She stated that she appreciated the input regarding the community theater and added that she hoped the public will contact Mr. Hickey to express their concerns. She stated that she was pleased that the Board suspended the rules and gave the public an opportunity to express their opinions regarding the theater recommendations.

Ms. Germano acknowledged Dr. McLain's resignation and noted that he will complete the 2000-2001 school year. She announced that Mrs. Mullins will be the Board's KPSAA representative and that Mrs. Larned will be the AASB Youth Advocate provided she is reelected.

ADJOURN: At 8:53 p.m., Dr. Anderson moved the School Board Meeting be adjourned. Mrs. Larned seconded.

Motion carried unanimously.

Respectfully submitted,

Ms. Deborah Germano, President

Mrs. Susan Larned, Clerk

The Minutes of September 11, 2000,
have not been approved as of
September 13, 2000.

September 26, 2000

MEMORANDUM

TO: Board of Education

FROM: Patrick Hickey, Assistant Superintendent
Operations and Business Management

SUBJECT: GAMING PERMITS - DESIGNATING PRIMARY AND ALTERNATE
MEMBER

Several of our schools hold raffles to raise funds for their activities. In order to be in compliance with the law, it is necessary for the school to have a gaming permit if they are to sell raffle tickets.

The law requires that a primary member and an alternate member be appointed to be responsible for the proper operation and reporting requirements under the law.

The attached resolution appoints the primary and alternate members for each of the respective schools desiring to have a gaming permit.

ds
Attachment

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

RESOLUTION 00-01-7

GAMING PERMIT: PRIMARY MEMBER IN CHARGE OF GAMING

Pursuant to the requirements of AS 05.15.112 and 15ACC 105.210 regarding the appointment and duties of the Primary and Alternate Member in Charge of Gaming, the Board of Education of the Kenai Peninsula Borough at a meeting held at Seward, Alaska on October 2, 2000, proposed the following resolution:

BE IT RESOLVED by the Board of Education of the Kenai Peninsula Borough that the following were appointed as Primary Member and Alternate Member in Charge of Gaming.

School	Administrator	Primary Member	Secondary Member
Voznesenka	Ray Hillman	Elaine Chalup	Laura Norton
Nanwalek	Maurice Glenn	Maurice Glenn	Pauline Demas
Homer Charter School	Christine Abrahamson	Christine Abrahamson	Carol Aderhold
E.L. Bartlett	Fred Colvin	Fred Colvin	Lisa Hall
Kenai Central High School	Sam Stewart	Sam Stewart	William Overturf
Moose Pass School	Ralph Steeves	Ralph Steeves	Melanie Schilling
Sears Elementary	Mick Wykis	Mick Wykis	Karen Mahurin
Susan B. English School	Steve Jones	Steve Jones	Sandra Geagel
Nikolaevsk	Carlton Kuhns	Carlton Kuhns	Dunia Martushev
West Homer Elementary	Rick Ladd	Roderick Ladd, Jr.	Jean Calhoun
Nikiski Middle/High School	Robin Williams	Lassie Nelson	Robin Williams
Soldotna High School	Sylvia Reynolds	Sharon Mook	Kim Hiler
Homer High School	Ron Keffer	Cynthia Farrens	Beverly Hunter-Gillaspie
Port Graham	Wayne Young	Wayne Young	Olga Fomin
K-Beach Elementary	Trena Richardson	Trena Richardson	Debbie Tressler
Chapman Elementary	Gregg Wilbanks	Gregg Wilbanks	Debbie Poindexter
McNeil Canyon Elementary	Pete Swanson	Pete Swanson	Laura Sheldon
North Star Elementary	Sue Liebner	Sue Liebner	Kyle Gauthier
Seward Middle/High School	Malcolm Fleming	Sharon Ackerson	Malcolm Fleming
Skyview High School	John Pothast	John Pothast	Allan Miller
Tustumena Elementary	Ken Halverson	Ken Halverson	Judy Johnson
Redoubt Elementary	Ken Meacham	Carmen Stepl	Beth Hickey
Ninilchik	Michael Wetherbee	Michael Wetherbee	Janet Clark
Aurora Borealis Charter School	Larry Nauta	Anita LeDoux	Sandra Udelhoven-Taylor

Deborah Germano, President
Kenai Peninsula Borough School District
Board of Education

ATTEST: _____
Sally Tachick
Notary Public, State of Alaska
My Commission Expires 07/25/01

October 2, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Request for an Unpaid Leave of Absence /Support -Item - 10a (2)

It is recommended the following request for an unpaid leave of absence be approved effective October 1, 2000 and continuing through August 7, 2001:

Guyline Rogers

Custodian I

West Homer Elementary

October 2, 2000

TO: Board of Education
FROM: Todd Syverson, Assistant Superintendent, Human Resources
SUBJECT: Approval of Teacher Assignment/2000-01 Item – 10a (3)

It is recommended that the following teacher assignment be approved for the 2000-01 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Anchorage, AK	Laura Bruck	BA	Sheldon Jackson College (Sitka, AK)	Secondary Ed.	English	1 AK	Full time English at Susan B. English School

October 2, 2000

TO: Board of Education
FROM: Todd Syverson, Assistant Superintendent, Human Resources
SUBJECT: Approval of Substitute Teacher Contracts - Item 10a (4)

The Administration recommends the following substitute teacher contracts be approved:

Mary Bailey	Speech Therapist	Sears Elementary
Cindy Weeks	Science/Health	Soldotna Middle

Memorandum

DATE: August 28, 2000
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D.
Superintendent of Schools
RE: BB 9400, Board Self-Evaluation

As we continue the “housekeeping” task of updating the Policy Manual to more closely reflect the AASB model, I recommend approval of the attached Board Bylaw. The exhibit is based on AASB board standards.

Bylaws of the Board

BB 9400

BOARD SELF-EVALUATION

Effective, and efficient and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards meeting board standards and its stated goals and objectives, the Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the year's evaluation.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success in meeting board standards, goals and objectives as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

(cf. 9230 – Orientation)

(cf. 9240 – Board Development)

**AASB POLICY REFERENCE MANUAL
ADOPTED: _____**

E 9400(a)

BOARD SELF ASSESSMENT

Based on AASB Board Standards

VISION – The Board creates a shared vision to enhance student achievement.

<i>4- Outstanding</i>	<i>3-Effective</i>	<i>2-Needs Improvement</i>	<i>1-Ineffective</i>
1.1 The Board creates a dynamic shared vision for education that reflects student needs and community priorities.			
(a)	The Board encourages community/staff involvement in setting a vision or mission statement, to insure a broad sense of ownership	The Board has developed a vision or mission statement, but has not included outside involvement in the process	The Board has not established a vision or mission statement for the district
1.2 The Board keeps the district and community focused on educating students			
(a)	The Board frequently refers to the district's vision/mission statement when communicating with the staff and community	The Board rarely refers to the district's vision/mission statement when communicating publicly	The Board never refers to the district's vision/mission statement publicly

(b)	The Board typically asks the question “Is It Good for Kids?” during discussions and before voting on issues	The Board holds intelligent debate during discussions but doesn’t often discuss what actual effects of their decisions might be on kids	The Board’s deliberations tend to focus more on adult issues and concerns and kids are rarely mentioned in concrete terms
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E 9400(b)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
1.3 The Board demonstrates its strong commitment to vision by using the shared vision to guide decision making			
(a)	The Board regularly refers to the vision/mission statement as a guide when planning, making decisions or evaluating district operations and budget	The vision/mission of the district is occasionally referred to in planning, decision-making and evaluating operations	Planning, decisions and evaluation of operations by the Board is reactionary, with no reference to the vision or mission

BOARD SELF ASSESSMENT

Based on AASB Board Standards

STRUCTURE – The Board provides an organizational structure that supports the vision for student achievement.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.			
(a)	Policies and procedures have been established that provide for effective, efficient participation by stakeholders.	Stakeholder participation is solicited as management decisions are made, but policies and procedures have not been established to clearly describe how that participation will occur.	The Board and/or administration usually make major management decisions in the absence of stakeholder participation.

E 9400(c)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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(b)	The Board has established policy that defines their role and <u>appropriate</u> participation in decision-making about students, curriculum, finances, staffing and facilities.	The Board participates in decisions in some of the various areas, but without clear policy or definition of their appropriate role.	The Board does not participate in the decision-making process, but only reacts to recommendations... or participates inappropriately.
2.2 Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.			
(a)	The Board establishes policies that require planning on a regular basis and planning actually occurs annually.	Board policies may be in place, but regular planning does not occur.	No board policy on planning exists and no system is in place for regular planning.
(b)	The Board annually engages in setting district goals and objectives through an established planning process that includes staff and community input.	The Board engages in planning occasionally, but without much involvement from staff or community.	The Board has no regular schedule for planning and never invites participation by staff or community.
(c)	Evaluation and revision of district action plans supporting the goals are based on measurable information related to student achievement and standards.	District action plans are revised, but student achievement data is not a routine part of the process.	District action plans are not revised on a regular basis.
2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.			

E 9400(d)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 – Ineffective</i>
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(a)	The Board accommodates appropriate participation to offer advice on the establishment, review and revision of district standards.	Instructional standards have been established for the district, but Board has not included participation from the broader community, including business and industry.	No district-specific standards have been established; district defers to minimum state standards.
(b)	The Board makes instructional resource (budget, staffing) decisions based on instructional needs.	The Board does not routinely make reference to instruction standards or needs when making budget decisions.	The Board approves a budget based on what was spent the prior year.
2.4 Board acts to ensure vision and structure comply with legal requirements.			
(a)	Board conducts annual policy review and revision to insure that district policies are aligned with changes to federal and state statutes and regulations and district standards.	Board updates individual policies when presented with a problem or issue that indicates it is necessary but has no procedure for comprehensive review of policy.	Regular policy review is not a board priority and rarely occurs.
(b)	The Board expects reasonable use of legal opinions prior to making decisions with legal implications.	The practice of requesting legal opinions may be excessive or sporadic, resulting in unnecessary legal fees or legal exposure.	The Board routinely makes decisions without considering the need for legal counsel.
2.5 Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.			
(a)	The Board invests in staff development clearly tied to district vision of skills students will need in the future.	Board budgets a set amount for staff development, without requirements or assurance that it is tied to district vision, goals or objectives.	Board finds it difficult to make staff development a priority because of budget constraints or other considerations.

E 9400(e)

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
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(b)	The Board has established policy that insures continual curriculum review through a regular review cycle and appropriate participation by stakeholders.	Curriculum review is not addressed in policy and only occurs when the administration initiates it.	Regular curriculum review is not a board/district priority and has not been addressed in recent years.
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BOARD SELF ASSESSMENT

Based on AASB Board Standards

ACCOUNTABILITY – The Board measures district performance toward accomplishing the vision and reports the results to the public.

<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.			
(a)	Board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.	Assessments are reviewed, but there is little discussion related to the district	Assessments are provided but are not relevant to the district
(b)	Board receives a variety of reports on student progress linked directly to the vision for student achievement.	Assessments are simply used to identify needs.	Assessment are not used to identify needs nor or they linked to the district vision.
3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.			
(a)	Board has established policies and procedures for routine evaluation of superintendent that are rigorously followed.	The board policy for evaluating the superintendent exists, but is seldom followed	There is no policy or practice of superintendent evaluation

E 9400(f)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
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(b)	Written performance expectations for the superintendent and the board are developed and communicated to the community.	Expectations are sometimes developed but seldom communicated.	Expectations are not identified for either the board or the superintendent.
(c)	Board solicits public opinion regarding its performance toward achieving performance expectations.	An effort is made to solicit public opinion on board performance.	No effort is made to solicit public opinion on board performance.
(d)	Board routinely carries out self-evaluations and set goals for improvement.	Board seldom completes or makes use of board self- evaluations	There is no systematic approach to board self-evaluation.
3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.			
(a)	Board seeks input on evaluation of plans' progress and effectiveness.	Board seldom seeks input.	No input is requested.
(b)	Board ensures a variety of indicators are used for evaluations.	Indicators are not used	Plans are not evaluated.
(c)	Board establishes review process that allows and supports reasoned decision making based on sound information.	Information is not used for decision making	No review process is developed or implemented.
3.4 Board uses an understandable format to periodically report district performance to the public.			

E 9400(g)

	<i>4 – Outstanding</i>	<i>3 – Effective</i>	<i>2 – Needs Improvement</i>	<i>1 Ineffective</i>
(a)	Board insists all reports are written and presented in a way that is understandable and useful to the public.	Reports often lack structure and are seldom presented in written form.	Reports are seldom presented to the board or the public.	

(b)	Board hosts informal opportunities for public to discuss all district performance issues.	Public has little opportunity to formally address the board regarding student achievement.	Public has no opportunity to discuss student achievement.
(c)	Board routinely provides the public with information regarding district finances and budget.	Board provides financial information only when requested.	Public is not provided with information about district finances and budget.

BOARD SELF ASSESSMENT

Based on AASB Board Standards

ADVOCACY – The Board champions the vision.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.1 The Board leads in celebrating the achievements of students and accomplishments of others that contribute to education.			
(a)	Board has established policy to ensure individuals and groups are meaningfully recognized for accomplishments.	Recognition occurs occasionally in the district but is not identified as board policy.	The board has no policy on recognition and recognition activities rarely occur.
(b)	Board recognizes students and others as part of their regularly scheduled meeting activities.	Recognition of students and others occurs at the school level but not at the board level.	Recognition of students and others is not a routine occurrence for the board.

E 9400(h)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
4.2 The Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.			
(a)	The Board has adopted policies that encourage parent involvement with their children and the school in a variety of meaningful ways.	Board encourages parent involvement but it is not reflected in board policy statements.	Parent involvement is not a major consideration in business handled by the board.

(b)	The Board promotes "asset" framework with school staff, community and students.	Board has an awareness of the asset framework, but has not taken an active role in promoting it in the schools or community.	Board either is unaware of the asset framework or does not consider it a school concern.
4.3 The Board establishes partnerships with individuals, groups and organizations to promote educational opportunities for all students.			
(a)	Board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.	Board relies solely on staff at the school level to establish partnerships that bring community individuals and other groups into contact with the schools.	Board is not aware of any partnerships occurring in the district or its schools.
(b)	Board identifies community resources that help provide basic academic and enrichment activities that will extend learning opportunities for students.	Community resources are utilized but the Board is not involved in causing that to happen.	Board is not aware of community resources being used in the schools.

E 9400(i)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
4.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.			
(a)	Board routinely provides information to students, staff and community about the school board's role and its regular activities.	Board occasionally provides information to the public about board actions at board meetings.	Board does not communicate information about its role, activities or decisions to the public in any planned way.
(b)	Board invites community members to participate in committees and task forces that assist in board decision making.	Board is open to public opinion but does not solicit input in any organized fashion.	Board conducts its business without considering effective ways to gain public opinion or participation.

4.5 The Board is proactive in identifying and addressing issues that affect the education of students.			
(a)	Board studies and discusses educational trends and issues that may impact student achievement.	Board deals with them as they occur, but doesn't provide time or opportunity for looking at the larger educational environment.	Board tends to be reactive, and deals mainly with crisis or items that have to be handled immediately.
(b)	Board takes an active leadership role in representing student educational interests and needs to local and state government.	Board occasionally participates in legislative lobbying, but doesn't have a defined strategy for effective representation.	Board deals with local issues as needed, but doesn't take an active role in representing student needs to local or state policy makers.

E 9400(j)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(c)	Board makes effective use of the media and other public information opportunities to represent student interests.	Board occasionally uses media and other opportunities but has no comprehensive public communications plan.	Board makes no focused effort to communicate with the public.

Board Self Assessment

Based on AASB Board Standards

CONDUCT AND ETHICS – The Board and its individual members conduct district business in a fair, respectful and responsible manner.

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.			
(a)	Board members understand the significance of their role as models for students and representatives of the community and act accordingly.	The board's conduct is sometimes embarrassing to the district.	The board often fails to act in a civil manner to each other or the public.

(b)	Board members support decisions of majority after honoring each member's individual right to express opposing views and state their convictions, and to disagree without being disagreeable.	Individual board members sometimes work against the majority decision of the board.	Board members do not have an opportunity to express their opposing views, or if given that opportunity, work against the majority decision.
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E 9400(k)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(c)	Board makes decisions as a group, only at properly called meetings and recognizes that individual members have no authority to take individual action.	Individual members overstep their authority and make requests that should best be made by the board as a whole.	The board does not understand or accept the authority of the whole.
(d)	Board and superintendent understand and respect each other's area of responsibility and work together in a spirit of mutual trust and confidence.	Some members do not understand, or do not accept their governance role, which leads to a breakdown of trust.	The board does not fulfill its governance role.
(e)	Board seeks and receives timely recommendations from the superintendent.	Recommendations are sometimes expected without sufficient time for their development.	Recommendations are often not asked for or expected or sufficient time is not allowed or their development.
(f)	Board communicates directly with the superintendent without bringing surprises to the board meeting.	Board members sometimes wait until the meeting to communicate.	There is no systematic approach to communication between board members and the superintendent.
(g)	Board understands and adheres to the Open Meetings Act, and observes the confidentiality of executive sessions.	Individual members sometimes fail to act within the constraints of the Open Meetings Act or fail to hold the confidentiality of executive sessions.	The Board consistently flaunts the Open Meetings Act or fails to hold the confidentiality of executive sessions.
(h)	The meeting agenda proactively address the boards attention on the districts vision and goals.	The agenda occasionally reflects issues linked with the districts vision and goals.	The agenda is reactive and does not support the districts vision or goals.

(i)	Regular meeting attendance is the norm for all board members.	Quorum is usually met but often without the full board in attendance.	Meeting attendance is not a priority; often hard to get a quorum present.
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E 9400(l)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 - Needs Improvement</i>	<i>1 - Ineffective</i>
(j)	The board comes to the meeting prepared to contribute to the discussion in a meaningful manner.	Individual members sometimes come to the meeting unprepared to conduct the business of the board.	The first sound heard at the meeting is the ripping open of board packets.
(k)	There is opportunity for appropriate public participation at board meetings.	Public participation is not defined by the board and is regulated based on the issues being discussed.	Public participation at board meetings is either not structured by the board or is not permitted to occur.
(l)	The board directs complaints concerning the schools through appropriate channels and does not attempt to address the problem.	Individual members sometimes attempt to address complaints themselves.	The board usurps the administrative chain of command on a regular basis.
5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.			
(a)	Board participates in annual board development activities to develop their governance skills.	Some board members participate in development activities.	The board seldom participates in development activities.
(b)	Individual board members report the results of those activities to other board members and community during board meetings.	The board occasionally hears reports from members who attend development activities.	The board does not schedule time to make reports about development activities.
(c)	Board members attend and fully participate in all board development functions paid for by district funds.	Members attend the sessions but seldom participate actively.	The board seldom attends sessions for which they have been registered.

E 9400(m)

<i>4 - Outstanding</i>	<i>3 - Effective</i>	<i>2 – Needs Improvement</i>	<i>1 - Ineffective</i>
(d)	Board takes responsibility for orientation of all new members.	The board does not participate in the orientation of new members.	There is no orientation program for new members.
5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.			
(a)	The budget for all board expenditures is easily identifiable and open to public scrutiny.	Expenditures are not grouped within one area of the budget.	There is no specific category for board activities in the budget.
(b)	All board expenditures are compared against "IS IT GOOD FOR KIDS" criteria.	The board does not link its activities to student achievement.	No rationale is given for board expenditures.

Memorandum

DATE: September 26, 2000
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D.
RE: Nomination for AASB Outstanding School Board Member
of the Year

The AASB Outstanding School Board Member Award requires formal school board action prior to submission to AASB by the October 16, 2000. Upon Board approval, we will submit Mari Anne Gross as the Board's nominee for the award.

During the last week, I have worked with Mari-Anne on the first draft of the application form. The application will be available on e-mail for your input and suggestions and we will have hard copies at the meeting in case there is extra time to review.

Mari-Anne is truly deserving of this honor.

Memorandum

DATE: September 26, 2000
TO: Members, Board of Education
FROM: Donna Peterson, Ed.D.
RE: Nomination for AASB Outstanding School Board of the Year

The AASB Outstanding School Board requires formal school board action prior to submission to AASB by the October 16, 2000. Upon Board approval, we will be submit the Kenai Peninsula Borough School District Board of Education as a nominee for the award.

During the last week, I have worked with Debra Mullins on the first draft of the application form. The application will be available on e-mail for your input and suggestions and we will have hard copies at the meeting in case there is extra time to review.

The exciting thing about applying for awards such as this is the opportunity to reflect and celebrate positive contributions that make a terrific difference in the community and in the lives of students. Keep up the good work.