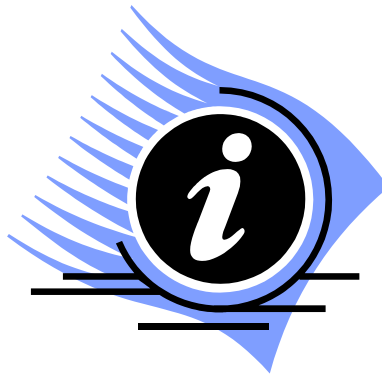


General Information Items for the Board of Education



Melissa Linton
April 23, 2012
I Generation Tool – Solution Tree
Career Development Grant Report

Technology tools used in the classroom effectively can show teachers and students how to build the bridge to be more efficient learners. During this workshop we reviewed essential skills students need to be successful in the 21st century. These skills include: information management, communication, problem solving, and persuasion. These are the life skills students need to be productive in our world today. Without a good teacher, the technology tools are worthless.

Effective teaching needs to exist before technology can “save the day” or “entertain” students in today’s classrooms. Our presenter was clear in his message - Technology is effective when it supports or enhances instructional practices that work. Technology helps to adapt older models of effective instruction by enabling students to participate in their learning rather than being in the audience. For example, students are brought up-to-date information in the here and now. Information can be interactive and visual stimulating. The immediacy of using technology tools invites students to explore the content quickly and deeply if given the parameters in which to do so. Teachers who implement technology tools can assist differentiation efforts on all levels (remedial to advanced). Students today are not “sit and get” students rather, they want to actively participate and engage with the work in their classroom.

We spent a fair amount of time exploring how communication skills can be learned and honed using technology tools. Teachers can build conversations for learning using a variety of online tools such as blogs, voice threads, Wiki spaces, and Diigo. These tools, if used appropriately and with teacher supervision can foster collaborative dialogue situations that would not typically happen in a classroom setting. Teacher who explicitly train students to use these tools with practice teach students participate in respectful structured conversations with full participation. Those students who don’t typically raise their hand have an opportunity to contribute and feel a part of the learning. The presenter referred to these processes as social learning.

Managing the vast amount of information today is an essential enduring skill. Students today need to know how to sort through and critically survey the information they read and interact with in order to make good judgments and decisions. Through a variety of settings within the school day, and then reaching into the home, teachers can begin to expose students to tools that will help them muddle through information overload and be able to pick and choose good information worth studying and learning. Our presenter modeled several strategies and tools to help us do exactly this. Flipboard, RSS Reader tools, Google Reader amongst other applications are now making it easier for students and adults to manage the information bombarding us every day.

At the end of the workshop, our presenter asked us to develop a plan focusing on one tool to explore for the following YEAR! His advice was to hone a one tool each year and

explore how that tool could be used to enhance or replace a strategy already being used. For example, Diigo – a tool I would like to begin using with our staff, is an information management site that would collect all the articles and websites teachers share with each other in emails. Not only could we categorize our resources, but we can also make fluid comments to each other about the fine points of the article and why we chose to share it. Over time, K-Beach Staff would have a comprehensive catalog with comments on articles we think are important. My next question to him was if I could share with with OneNote for my School Portfolio – he said he would get back to me...

All in all, the workshop was enlightening and I have several new ideas to present to the staff. Rolling them out is tricky, keeping in mind that one tool at a time is important. I am hopeful with continuous work and practice, I will hone my skills so that I can share with my staff and thus the staff with the students.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: **Borough Assembly Action**

Date: **May 8, 2012**

Item Number:

Administrator: **Dave Jones, Assistant Superintendent** *Dave Jones*

Attachments: **KPB Assembly Packet Information Pertaining to KPBSD**

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

BACKGROUND INFORMATION

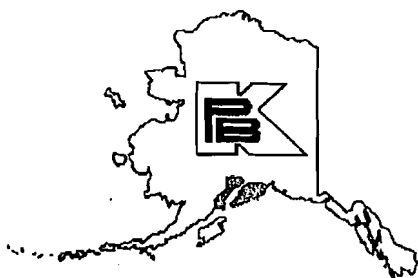
Attached is information pertaining to, or affecting, the School District which will be presented at the May 15, 2012 Borough Assembly meeting:

- Authorization to award contract for Sterling Elementary re-roof to Rain Proof Roofing
- Authorization to award contract for Nikiski Middle/High School re-roof to Earhart Roofing Company
- Authorization to award contract for Seward Elementary School re-roof and Seward High School re-roof to Earhart Roofing Company
- Authorization to award contract for Chapman School re-roof to G&S Management Services, LLC
- Authorization to award contract for Homer Middle School re-roof and Paul Banks Elementary School re-roof to Rain Proof Roofing
- Request for waiver of formal bidding for purchase of light poles and fixtures for Seward High School parking lot upgrade from Crescent Electric
- Ordinance 2012-19, appropriating funds for Fiscal Year 2013
- Resolution 2012-044, determining the amount to be provided from local sources for school purposes during Fiscal Year 2013
- Ordinance 2012-19-01, accepting and appropriating \$1,100,000 from the State of Alaska for the Homer High School athletic facilities construction project

ADMINISTRATIVE RECOMMENDATION

For your information.

NOTE; MAYOR'S MAY 15, 2012 LAY DOWN MEMO REGARDING RESOLUTION 2012-044 ALSO INCLUDED.



KENAI PENINSULA BOROUGH

144 North Binkley St. Soldotna, Alaska 99669-7520
Toll-Free within the Borough 1-800-478-4441
Phone 907-714-2150 • Fax 907-714-2377
www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MAYOR'S REPORT TO THE ASSEMBLY

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

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

DATE: May 15, 2012

Assembly Requests/ Response

None

Agreements and Contracts

- a. Authorization to Award Contract for Sterling Elementary Re-Roof to Rain Proof Roofing
- b. Authorization to Award Contract for Nikiski Middle/High School Re-Roof to Earhart Roofing Company
- c. Authorization to Award Contract for Seward Elementary School Re-Roof and Seward High School Re-Roof to Earhart Roofing Company
- d. Authorization to Award Contract for Central Peninsula Landfill and Homer Baler Facility Baler Wire Purchase to Pacific Wire Group
- e. Authorization to Award Contract for Chapman School Re-Roof to G&S Management Services, LLC
- f. Authorization to Award Contract for the Purchase of Engine-Generator Sets to Cummins NW, LLC
- g. Authorization to Award Contract for Homer Transfer Building to Steiners North Star Construction, Inc.
- h. Authorization to Award Contract for Homer Middle School Re-Roof and Paul Banks Elementary School Re-Roof to Rain Proof Roofing
- i. Request for Waiver of Formal Bidding for Purchase of Light Poles and Fixtures for Seward High School Parking Lot Upgrade from Crescent Electric

Other

- a. Spruce Bark Beetle Monthly Status Report April, 2012



KENAI PENINSULA BOROUGH

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www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Officer *mf*

FROM: Kevin Lyon, Capital Projects Director *KL*

DATE: April 16, 2012

SUBJECT: Authorization to Award Contract for Sterling Elementary School Re-Roof

The Purchasing and Contracting Office formally solicited and received bids for the Sterling Elementary School Re-Roof. Bid packets were released on March 13, 2012 and the Invitation to Bid was advertised in the Peninsula Clarion and the Anchorage Daily News on March 13, and March 18, 2012.

The project consists of demolition and re-roofing per plans and specifications with Contractor's option BUR System with mineral cap sheet. The existing Sterling Elementary School roof is 18,303 sq. ft.

On the due date of April 5, 2012 five (5) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$448,000.00 was submitted by Rain Proof Roofing, Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 401.71120.11SCH.49101.

for *Paul Ostth*
Mike Navarre, Mayor

4/19/12
Date

RECEIVED

APR 16 2012

**KPB
FINANCE ADMINISTRATION**

**FINANCE DEPARTMENT
FUNDS VERIFIED**

ACT # 401.71120.11SCH.49101 (\$448,000.00)

BY: *CLW* DATE: *4/17/12*

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

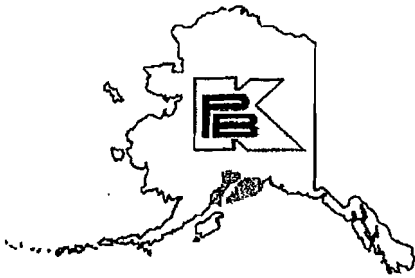
BID TAB FOR: ITB12-044 Sterling Elementary School Re-Roof

CONTRACTOR	BASE BID
Interior Alaska Roofing	\$518,187.00
Silver Bow Construction	\$922,000.00
G&S Management	\$561,380.00
Rain Proof Roofing	\$448,000.00
AMES 1	\$569,300.00
Engineers Estimate	\$647,000.00

DUE DATE: April 5, 2012 @24:00 PM

KPB OFFICIAL:


Mark Fowler, Purchasing & Contracting Officer



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www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Mark Fowler, Purchasing & Contracting Officer *MF*
FROM: Kevin Lyon, Capital Projects Director *KL*
DATE: April 16, 2012
SUBJECT: Authorization to Award Contract for Nikiski Middle/High School Re-Roof

The Purchasing and Contracting Office formally solicited and received bids for the Nikiski Middle/High School Re-Roof. Bid packets were released on March 9, 2012 and the Invitation to Bid was advertised in the Peninsula Clarion and the Anchorage Daily News on March 9, and March 18, 2012.

The project consists of demolition and re-roofing per plans and specifications with Contractor's option BUR System with mineral cap sheet. The existing Nikiski Middle/High School roof is a 94,300 sq. ft. IRMA-EPDM roofing system.

On the due date of April 4, 2012 two (2) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$2,109,000.00 was submitted by Earhart Roofing, Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 401.71082.11SCH.49101.

for Paul Oster
Mike Navarre, Mayor

4/19/12
Date

RECEIVED

APR 16 2012

KPB
FINANCE ADMINISTRATION

FINANCE DEPARTMENT
FUNDS VERIFIED

ACT # 401.71082.11SCH.49101 (\$2,109,000.00)

BY: CSW DATE: 4/17/12

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

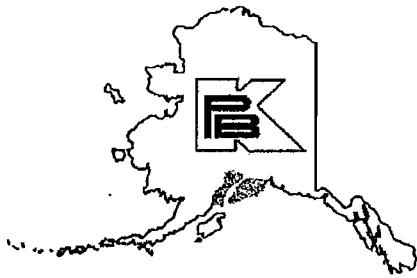
BID TAB FOR: ITB12-037 Nikiski High/Middle School Re-Roof

CONTRACTOR	BASE BID
Rain Proof Roofing	\$2,131,000.00
Earhart Roofing	\$2,109,000.00
Engineers Estimate	\$3,500,000.00

DUE DATE: April 4, 2012 @ 4:00 PM

KPB OFFICIAL: 

Mark Fowler, Purchasing & Contracting Officer



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**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Officer *[Signature]*

FROM: Kevin Lyon, Capital Projects Director *[Signature]*

DATE: April 16, 2012

SUBJECT: Authorization to Award Contract for Seward Elementary School Re-Roof and Seward High School Re-Roof

The Purchasing and Contracting Office formally solicited and received bids for the Seward Elementary School Re-Roof and Seward High School Re-Roof. Bid packets were released on March 9, 2012 and the Invitation to Bid was advertised in the Peninsula Clarion on March 9, and March 18, 2012, the Anchorage Daily News on March 12, and March 18, 2012, and the Seward Phoenix Log on March 15, 2012.

The project consists of demolition and re-roofing per plans and specifications with Contractor's option BUR System with mineral cap sheet. Existing Seward Elementary School re-roof is a 50,600 sq. ft. IRMA-EPDM roofing system. Existing Seward High School roof is a 56,400 sq. ft. smooth BUR roofing system.

On the due date of April 4, 2012 three (3) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$2,189,000.00 was submitted by Earhart Roofing Company, Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 401.75010.11SCH.49101 and 401.75020.11SCH.49101.

for *[Signature]*
Mike Navarre, Mayor

4/19/12
Date

RECEIVED

APR 16 2012

**KPB
FINANCE ADMINISTRATION**

**FINANCE DEPARTMENT
FUNDS VERIFIED**

ACT # 401.75010.11SCH.49101 (\$1,045,000.00) and
401.75020.11SCH.49101 (\$1,144,000.00)

BY: *[Signature]*

DATE: *4/17/12*

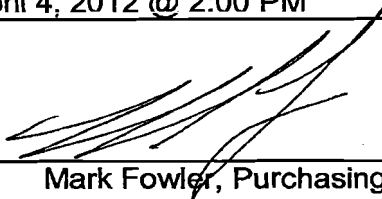
**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

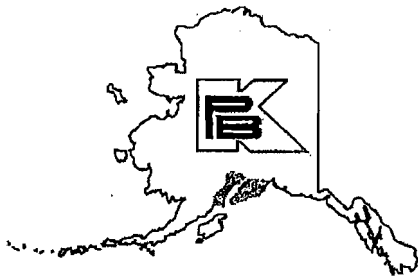
BID TAB FOR: ITB12-036 Seward Elementary School & Seward High School Re-Roof

CONTRACTOR	BASE BID
Rain Proof Roofing	\$3,460,000.00
Earhart Roofing	\$2,189,000.00
E/P Roofing	\$2,471,300.00
Engineers Estimate	\$3,000,000.00

DUE DATE: April 4, 2012 @ 2:00 PM

KPB OFFICIAL:


Mark Fowler, Purchasing & Contracting Officer



KENAI PENINSULA BOROUGH

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**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor
THRU: Mark Fowler, Purchasing & Contracting Officer
FROM: Kevin Lyon, Capital Projects Director
DATE: April 23, 2012
SUBJECT: Authorization to Award Contract for Chapman School Re-Roof

The Purchasing and Contracting Office formally solicited and received bids for the Chapman School Re-Roof. Bid packets were released on March 19, 2012 and the Invitation to Bid was advertised in the Peninsula Clarion and the Anchorage Daily News on March 19, and March 25, 2012 and in the Homer News on March 22, 2012.

The project consists of demolition and re-roofing per plans and specifications with Contractor's option BUR System with mineral cap sheet. The existing Chapman School roof is 22,563 sq. ft.

On the due date of April 10, 2012 four (4) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$613,177.00 was submitted by G&S Management Services, LLC, Anchorage, Alaska.

Your approval for this bid award is hereby requested. Funding for this project is in account number 401.71010.11SCH.49101.

for Paul Oster
Mike Navarre, Mayor

4/25/12
Date

RECEIVED

APR 23 2012

**KPB
FINANCE ADMINISTRATION**

**FINANCE DEPARTMENT
FUNDS VERIFIED**

ACT # 401.71010.11SCH.49101 (\$613,177.00)

BY: pc DATE: 4/23/12
E. Chapin

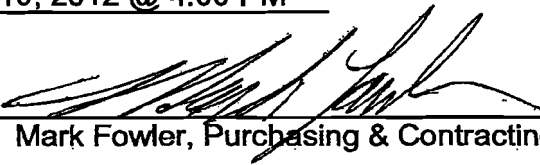
**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB12-045 Chapman School Re-Roof

CONTRACTOR	BASE BID
AMES 1	\$658,711.00
Interior Alaska Roofing	\$697,450.00
G&S Management	\$613,177.00
Rain Proof Roofing	\$674,000.00
Engineers Estimate	
\$715,000.00	

DUE DATE: April 10, 2012 @ 4:00 PM

KPB OFFICIAL:



Mark Fowler, Purchasing & Contracting Officer



KENAI PENINSULA BOROUGH

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**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Officer *[Signature]*

FROM: Kevin Lyon, Capital Projects Director *[Signature]*

DATE: April 27, 2012

SUBJECT: Authorization to Award Contract for Homer Middle School Re-Roof and Paul Banks Elementary School Re-Roof

RECEIVED

APR 27 2012

KPB
FINANCE DEPT ACCOUNTING

The Purchasing and Contracting Office formally solicited and received bids for the Homer Middle School Re-Roof and Paul Banks Elementary School Re-Roof. Bid packets were released on March 19, 2012 and the Invitation to Bid was advertised in the Peninsula Clarion and the Anchorage Daily News on March 18, and March 25, 2012, and the Homer News on March 22, 2012.

The project consists of demolition and re-roofing per plans and specifications with Contractor's option BUR System with mineral cap sheet. The existing Homer Middle School roof is 18,275 sq. ft. and the existing Paul Banks Elementary School roof is 22,189 sq. ft.

On the due date of April 10, 2012 five (5) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$1,233,000.00 was submitted by Rain Proof Roofing, Anchorage, AK.

Your approval for this bid award is hereby requested. Funding for this project is in account number 401.72030.11SCH.49101 and 401.72040.11SCH.49101.

[Signature: Mike Navarre]
Mike Navarre, Mayor

[Signature: 5/1/12]
Date

**FINANCE DEPARTMENT
FUNDS VERIFIED**

**ACT # 401.72030.11SCH.49101 (\$521,600.00) and
401.72040.11SCH.49101 (\$711,400.00)**

BY: *[Signature: pc]* **DATE:** *[Signature: 4/30/12]*
[Signature: C. Chapp]

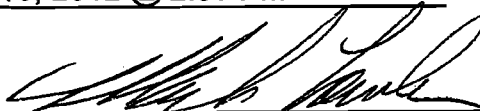
**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB12-047 Homer Middle School & Paul Banks Elementary School Re-Roof

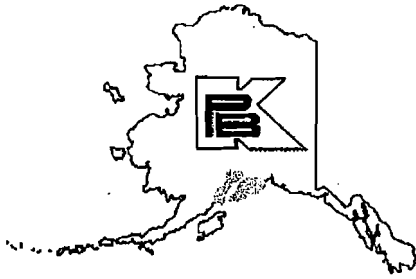
CONTRACTOR	BASE BID
Rain Proof Roofing	\$1,233,000.00
G&S Management	\$1,238,800.00
E/P Roofing	Non-Responsive
Interior Alaska Roofing	\$1,235,316.00
AMES 1	Withdrawn
Engineers Estimate	
\$1,479,874.00	

DUE DATE: April 10, 2012 @ 2:00 PM

KPB OFFICIAL:



Mark Fowler, Purchasing & Contracting Officer



KENAI PENINSULA BOROUGH

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

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

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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Mike Navarre, Borough Mayor

THRU: Mark Fowler, Purchasing & Contracting Director
Dave Tressler, Maintenance Department Director

FROM: Ryan Marquis, Supply Specialist

DATE: April 26, 2012

SUBJECT: Request for Waiver of Formal Bidding – Light Poles and Fixtures for Seward High School Parking Lot Upgrade

This memo is to request that the waiving of formal bidding procedures, per KPB Code 5.28.300, be considered for the following reasons:

A request for quotes was issued April 16, 2012 to electrical supply vendors within Alaska. The marketplace for this request was easily identifiable and a total purchase price of approximately \$15,000 was expected. Five quotes were received, as follows:

Crescent	\$16,310.00
North Coast Electric	\$17,326.50
Brown's Electric	\$17,668.00
Stusser	\$18,850.00
Grainger	\$21,009.90

We request that the purchase of these materials be awarded to Crescent Electric, of Kenai, for a not-to-exceed amount of \$16,310.00.

All expenditures for this project will be charged to account 400.75020.07716.42310.

Mike Navarre
Mike Navarre, Mayor

5/3/12
Date

RECEIVED

MAY 02 2012

KPB
FINANCE ADMINISTRATION

FINANCE DEPARTMENT
FUNDS VERIFIED

ACT # 400-75020-07716-42310 \$16,310.00

BY: *pc* DATE: *5/2/12*

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

**KENAI PENINSULA BOROUGH
ORDINANCE 2012-19**

AN ORDINANCE APPROPRIATING FUNDS FOR FISCAL YEAR 2013

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

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

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

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

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

1 School Revenue 1,050,000

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

4 A. Local Effort \$34,306,586

5 B. Maintenance 7,038,861

6 C. School District Utilities 81,145

7 D. School District Insurance 1,884,254

8 E. School District Audit 60,000

9 F. Custodial Services 129,154

10 Total Local Contribution per AS 14.17.410 \$ 43,500,000

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

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

20 Nikiski Fire Service Area \$4,093,126

21 Bear Creek Fire Service Area 382,011

22 Anchor Point Fire and Emergency Medical Service Area 579,093

23 Central Emergency Service Area 7,921,471

24 Central Peninsula Emergency Medical Service Area 8,716

25 Kachemak Emergency Service Area 907,770

26 Seward Bear Creek Flood Service Area 263,597

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gary Knopp, Assembly President

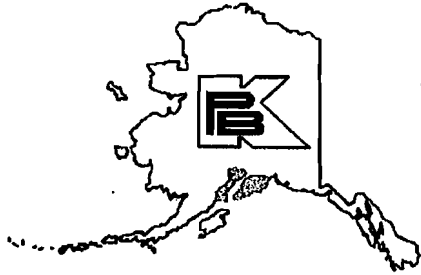
ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

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

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

www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

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

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

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

DATE: April 18, 2012

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

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

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

Introduced by:

Mayor

Date:

05/15/12

Action:

Vote:

**KENAI PENINSULA BOROUGH
RESOLUTION 2012-044**

**A RESOLUTION DETERMINING THE AMOUNT TO BE PROVIDED FROM LOCAL
SOURCES FOR SCHOOL PURPOSES DURING FISCAL YEAR 2013**

WHEREAS, in accordance with Alaska Statute 14.14.060(c) and KPB 5.04.021 the school board shall submit the school budget to the assembly for approval of the total amount; and

WHEREAS, the assembly must determine the total amount of money to be made available from local sources for school purposes and must furnish to the school board a statement of the sum to be made available within 30 days of receipt of the budget; and

WHEREAS, the borough is proposing that school funding from local sources for FY2013 be \$43,500,000;

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

SECTION 1. That the Assembly approves a total education budget for the Fiscal Year July 1, 2012 to June 30, 2013 as follows:

A. School District Operations	\$ 152,473,351
B. Borough Maintenance	7,038,861
C. School District Utilities	81,145
D. Insurance	1,884,254
E. Audit	60,000
F. Custodial Services	<u>129,154</u>
Total education budget	<u>\$161,666,765</u>

Note: Item (A) is budgeted and controlled by the Board of Education. Items (B) through (F) are budgeted and controlled by the Assembly as in-kind services.

SECTION 2. That \$43,500,000 shall be made available from local sources to fund school district operations for Fiscal Year 2013 as follows:

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

TOTAL LOCAL FUNDING PER AS 14.17.410 **\$43,500,000**

SECTION 3. That an ordinance appropriating funds specified in items (A) through (F) will be enacted prior to June 30, 2012

SECTION 4. That a copy of this resolution will be sent to the President of the Board of Education upon its adoption.

SECTION 5. That this resolution takes effect immediately upon its adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 15TH DAY OF MAY, 2012.

Gary Knopp, Assembly President

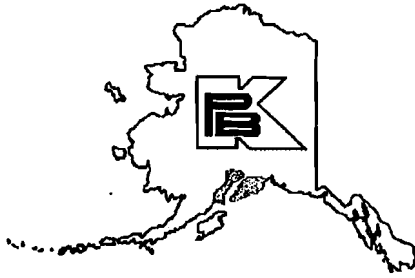
ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

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

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

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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

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

THRU: Mike Navarre, Mayor *MN*

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

DATE: May 3, 2012

SUBJECT: Resolution 2012-044, determining the amount to be provided from local sources for school purposes during FY2013 and approving the Kenai Peninsula Borough School District FY 2013 budget

The attached resolution approves the total Kenai Peninsula Borough School District FY2013 budget and confirms the amount from local sources that will be provided to fund the FY2013 school budget. The amount provided from local sources is \$43,500,000.

The assembly is required to determine the amount of funding to be made available from local sources within 30 days of receipt of the school district budget. AS 14.14.060. If the assembly does not furnish the school board with a statement of the sum to be made available within the specified 30 day period the amount requested in the budget is automatically approved. The school district budget was presented to the assembly on April 17, 2012. The assembly may take action on the attached resolution any time within the 30-day time period.

The FY2013 school district proposed budget is \$161,666,765.

FINANCE DEPARTMENT FUNDS VERIFIED	
Pending Assembly approval of FY2013 Budget	
Acct. No. _____	
Amount <u>43,500,000.⁰⁰</u>	
By: <u>pc</u>	Date: <u>5/1/12</u>

Introduced by: Mayor
Date: 05/15/12
Hearing: 06/19/12
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2012-19-01**

**AN ORDINANCE ACCEPTING AND APPROPRIATING \$1,100,000 FROM THE
STATE OF ALASKA FOR THE HOMER HIGH SCHOOL ATHLETIC FACILITIES
CONSTRUCTION PROJECT**

1 **WHEREAS,** the Borough requested funding to replace the Homer High School Track (Project)
2 in the Borough's 2012 legislative priorities; and

3 **WHEREAS,** Senate Bill 160, which appropriated funding to the Borough for the Project, was
4 passed by the State Legislature and signed by the Governor on _____; and

5 **WHEREAS,** the Alaska Department of Commerce, Community and Economic Development
6 ("DCCED") will provide to the borough the grant award in the amount of
7 \$1,100,000 for the Project; and

8 **WHEREAS,** it is in the best interest of the Borough to accept the grant funds;

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

11 **SECTION 1.** That the mayor is authorized to accept a grant from the Alaska Department of
12 Commerce, Community and Economic Development in the amount of \$1,100,000
13 for the Homer High School Athletic Facilities, and is authorized to execute a grant
14 agreement and any other documents deemed necessary to accept and expend the
15 grant and to fulfill the intents and purposes of this ordinance.

1 **SECTION 2.** That grant funds in the amount of \$1,100,000 are appropriated to account no.
2 400.72010.12TRC.49999.

3 **SECTION 3.** That due to the nature of this Project the appropriation of these funds shall not
4 expire at the end of any particular fiscal year.

5 **SECTION 4.** This ordinance shall become effective July 1, 2012.

6 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS ***
7 **DAY OF * 2012.**

Gary Knopp, Assembly President

ATTEST:

Johni Blankenship, Borough Clerk

Yes:

No:

Absent:

KENAI PENINSULA BOROUGH

Capital Projects

MEMORANDUM

MIKE NAVARRE
BOROUGH MAYOR

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

THRU: Mike Navarre, Borough Mayor

FROM: Craig Chapman, Director of Finance *CC*
Brenda Ahlberg, Community & Fiscal Projects Manager
Kevin Lyon, Capital Projects Director *KL*

DATE: May 3, 2012

SUBJECT: Ordinance 2012-19-01, Accepting and Appropriating \$1,100,000 from the State of Alaska for the Homer High School Athletic Facilities Construction Project

The Homer High School track was constructed in 1985 and has not been resurfaced in 26 years. In 2008 Homer High school canceled the "Homer Invitational Meet" due to the lack of participants willing to compete on the degraded track. Since that time no competitive meets have been held at the facility. On October 13, 2011, the Homer High School track was closed at the recommendation of borough Risk Management Committee due to safety concerns. This project has been set as a priority so that access to the track can resume as soon as possible.

On April 3, 2012 the Assembly passed Ordinance 2011-19-78, providing funding for the Homer High School track design in anticipation of legislative funding for construction of the project. The funding for this project is included in Senate Bill 160, which has passed the legislature and is awaiting the Governor's signature.

In order to meet the goal of project completion this year and in consideration of the weather and temperatures necessary for track replacement, time is of the essence. To maintain a successful project schedule, the project will go to bid in mid May with a bid opening on June 21, 2012. The construction contract is scheduled for award, contingent on funding, on July 2, 2012. If weather conditions cooperate and the schedule is maintained, the track will be ready for use in mid to late September.

Passage of this ordinance is contingent on the Governor signing SB160 without vetoing the funding for project.

Kevin Lyon, Capital Projects Director, shall be the project manager for the grant funds. The performance period ends June 30, 2017.

FINANCE DEPARTMENT
FUNDS VERIFIED

Acct. No. N/A

CONTINGENT UPON GRANT AWARD

Amount _____

By: pc Date: 5/3/12

Navarre, Mike

From: Ahlberg, Brenda
Sent: Thursday, May 03, 2012 9:01 AM
To: Pierce, Nancy A (CED)
Cc: Navarre, Mike; Ostrander, Paul; Chapman, Craig; Thompson, Colette; Lyon, Kevin
Subject: RE: SB160 - Homer Athletic Facilities Request

Good morning all
Ms Nancy has responded to my request for the Homer track. Please keep her response for your records.

Thanka for your response Nancy. Have a great day all. ☺B

Sent from my Alaska Communications Android

-----Original message-----

From: "Pierce, Nancy A (CED)" <nancy.pierce@alaska.gov>
To: "Ahlberg, Brenda" <bahlberg@borough.kenai.ak.us>
Sent: Thu, May 3, 2012 16:35:18 GMT+00:00
Subject: RE: SB160

Good morning Brenda,

I verified with my supervisor that we do not have a letter of "intent to award" other than the letter that we send out, after the Governor signs the bill, notifying grantees that a grant has been awarded to them. But as soon as the Governor signs the bill that is your assurance that a grant included in the bill has been awarded and you are free to start all procedures connected to the project even before we send out the letter of award.

Below is the website where you can track the bill. Just type in SB 160 in the search box, click on Full Text, and at this time you would click on the PDF of the last one that says "Await Transmit Gov". Other versions will be posted as the Governor processes the bill.

<http://www.legis.state.ak.us/basis/start.asp>

If you have any other questions please let me know.

Thank you!

Nancy

Nancy Pierce, Grants Administrator II

Dept of Commerce, Community and Economic Development
Div of Community and Regional Affairs Grants Section
PO Box 110809
Juneau, AK 99811
Ph: 907-465-2023
Fax: 907-465-5867

From: Ahlberg, Brenda [mailto:bahlberg@borough.kenai.ak.us]
Sent: Wednesday, May 02, 2012 4:18 PM
To: Pierce, Nancy A (CED)
Subject: SB160

Hello Nancy

The borough will be introducing an ordinance to accept and appropriate the legislative funds for the Homer Athletic Facilities project at the May 15th meeting.

Is it possible to get a letter of "intent to award" from DCCED as a support document? I realize that your department cannot obligate or act until the Governor signs the act and OMB has completed their processes. However, has DCCED verified pending awards for munis after the act became law? A

form of verification would be greatly appreciated. Thanks for your guidance in this matter. 🌐B

Sent from my Alaska Communications Android



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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

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

FROM: Mike Navarre, Mayor *MN*

DATE: May 15, 2012

SUBJECT: Resolution 2012-044,

The Alaska Legislature made significant changes in education funding during the recently completed legislative session, affecting both the minimum local contribution required and maximum local contribution allowed for funding education.

The original request from the KPBSD would have resulted in nearly a \$2.6 million cushion remaining between the maximum amount allowed under the statutory cap and the original funding requested by the KPBSD for FY13. During the last days of this past legislative session, the Alaska Legislature made a number of changes to the Foundation Formula. The changes *reduced* the minimum local contribution required and *increased* the amount of the State contribution by an equal amount. The changes also decreased the maximum local contribution allowed by approximately \$2.6 million.

Resolution 2012-044 as originally submitted would have provided funding to the School District of \$43,500,000. The administration is now requesting that borough funding be reduced to \$43,000,000. With this minor reduction in funding, the remaining cushion available under the statutory cap will be just less than \$1.5 million.

The general fund balance for the KPBSD has increased over the last several years while the KPB general fund balance has declined, effectively resulting in a transfer from the KPB fund balance to the KPBSD fund balance.

I believe this adjustment is the responsible course of action at this time, recognizing that the KPB Assembly may increase the contribution should it be necessary at any time during the course of the fiscal year.


KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Testimony Submitted to the Commissioner's Office in the Department of Education and Early Development		
Date:	May 10, 2012	Item Number:	N/A
Administrator:	Steve Atwater, Ph.D. Superintendent of Schools 		
Attachments:			

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

BACKGROUND INFORMATION

The following testimony was submitted to the Commissioner's Office in the Department of Education and Early Development using the online submission process:

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) to comment on the proposed changes to 4 AAC 04.140, 150, 180, new standards in English language arts and mathematics for public school students. KPBSD applauds the Department for proposing the revisions and supports the adoption of the new standards. However, this support is contingent upon the state adopting a new assessment system that can be easily correlated with those assessment systems that are developed for the Common Core Standards.

There has been a lot of debate on whether the proposed Alaska Standards are sufficient for our students or whether it makes more sense to adopt the Common Core. After reviewing the two sets of standards, KPBSD is not concerned that there is enough difference between the two to warrant a continuation of this debate. From our vantage, the concern is that the assessment of the Alaska Standards must allow Alaska's students to be compared with their peers across the country. KPBSD encourages the Department to ensure that this will occur.

After reviewing the new standards, it is clear that they are an improvement from those that are currently in place. An example of improvement is the separation between narrative and informational text in the English Language Arts standards. This is a necessary change that will facilitate instruction that is more purposeful. KPBSD thanks the Department for making necessary improvements like this.

KPBSD appreciates the long review/comment period on this regulation change. Further, it thanks the Department for sending a representative to our district office to review the standards. Thank you for your continued dedication to improving education for all of Alaska's students.

ADMINISTRATIVE RECOMMENDATION

N/A



SEWARD IDITAROD TRAIL BLAZERS, INC.



Steve Atwater, Ph.D.

Superintendent of Schools

148 North Binkley Street

Soldotna, Alaska 99669

May 11, 2012

Dear Dr. Atwater;

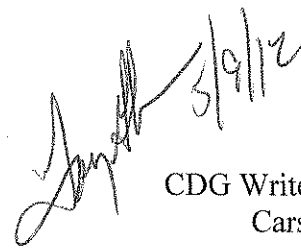
On behalf of the Seward Iditarod Trail Blazers, I'd like to thank Seward Elementary Principal David Kingsland for his support and participation in the May 3rd Iditarod Centennial Monument dedication Ceremony here in Seward.

His enthusiasm for teacher Marylynn Barnwell's suggestion that the entire school student population attend this historic event was greatly appreciated. To everyone's enjoyment, the pupils sang "The Alaska Flag Song" and "The Iditarod Trail Song" under the direction of Mr. Kyle Schneider.

We are privileged to live in a community with such a generous and all-inclusive spirit.

Yours truly,

Linda Sewall for the Seward Iditarod Trail Blazers



CDG Write-Up
Carstens

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

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

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

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

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

May 10, 2012

To K.P.B.S.D. School Board,

As a very involved parent and substitute teacher at Redoubt Elementary School for the past eight years, I have seen enormous positive changes in students this 2011-2012 school year thanks to Lisa Schmitter. Lisa Schmitter is not just an elementary school counselor, she is a crucial asset in our school and in our students' lives.

Her position in our school is invaluable! Mrs. Schmitter, better known as Mrs. Lisa with the students, puts her heart, passion, knowledge and sweat into her work. I have seen her numerous times positively helping students open up and talk about various issues in a non-threatening caring way. Whether Mrs. Lisa is in a large classroom setting, working with a small group, or counseling students individually, her charm, passion, warmth, and true understanding of encouraging students to open up and confront their fears is miraculous! Students are drawn to her. I have seen this first hand. Mrs. Lisa knows how to make the students feel comfortable, safe, loved, worthy, and confident.

Mrs. Lisa not only communicates well with the students, but she also takes the time and effort to send weekly news letters home. She offers great advice for parents and informs families what she taught that week at Redoubt Elementary.

Keeping Mrs. Lisa Schmitter's position as an elementary school counselor at Redoubt Elementary needs to be an essential priority. To lose her would be horrific.

Sincerely,

Teresa Fiebelkorn



P.O. Box 1342

Soldotna, Alaska 99669

907-260-3631

**Career Development 2012
Leadership 3.0 Symposium
Learning Without Boundaries
Collaboratively produced by ACSA, CUE & TICAL
19-21 Apr 2012
San Mateo, CA
Pete Swanson, Principal
McNeil Canyon Elementary School**

This year I was able to use my career development grant to attend the 5th annual Leadership 3.0 Symposium. This was my second opportunity to attend this annual conference. It provided a great opportunity to meet colleagues from around our nation who are successfully using technology to educate their students and lead their sites.

I selected this conference because of the leadership focus of the presenters with a strong background of educational technology. I also was interested in continuing to cultivate connections with other educators outside of Alaska to give me some fresh perspective and cross pollination of ideas.

The theme for the conference was, "Learning Without Boundaries." The keynote speakers were excellent choices for promoting this theme. Alan November started the conference with challenging what's possible with our current technology capacity. He encouraged us to think about how we are preparing our students to be successful. Particularly, he challenged us to think about making the leap from memorization to application. He argued that in our quest to be prepared for the tests, students have been given all kinds of information to store away but no real opportunity to apply that knowledge to a real problem or in creating a solution. Steve Dembo followed on Saturday with a high energy presentation that challenged us to get over the mode of protecting our students from the Internet and fully embrace that they truly are Digital Natives. Like Hall Davidson, Steve also works for Discovery Education. Steve would be a good choice to follow up with our district after the taste we got with Hall. His inclusive and excited style of

delivery might just provide the impetus for some more of our folks to get on board the instructional technology train.

Between these special keynotes I was able to attend several program sessions dealing with specific educational uses of technology. Some of those uses that are being extensively applied across the curriculums by educators at all levels are the Web 2.0 tools. These are free tools, available to anyone with web access and they continue to have extensive possibilities for applications in education. The incredible tools that are available just at the Google site are a tremendous resource that is just waiting to be used instructionally. One session that I attended was facilitated by the directors of TiCal and they showed many of the different google docs that they have created for administrators to use in the course of doing their work. I also came away from some of these program sessions thinking that we really have a long way to go in terms of true integration of these tools. We are making some good progress though. This is especially true when I review that just four years ago when I went to my first CUE conference in 2008 we did not even have access to the Google tools.

When the conference ended I felt encouraged by the ideas and the discussion that had occurred. It also challenged me again to think beyond my local area of responsibility and to somehow work for change that will affect our district. Our district is blessed with a great technological infrastructure but we still desperately need to increase our capacity for the integration of technology. I was also pleased with what I had learned and excited to share those ideas, which I think indicates a successful experience. Many thanks to all of the individuals in our district that support on going professional development for educators and make it possible for me to attend these kinds of high quality programs!

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Exhibits Revisions

Date: May 22, 2012

Item Number:

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments:

E 5128 Alaska Performance Scholarship Appeal Form	2
E 6145.22 (1) A Parent's Guide to Concussion in Sports	4
E 6145.22 (2) ASAA Parent and Student Acknowledgement and Consent	10
E 6145.22 (3) ASAA Release for Student to Resume Participating Following a Concussion	11
E 6145.22 (4) ASAA School/Medical Concussion Care Plan	12
E 9000 (b) Administrator Selection Process Protocol	15

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

BACKGROUND INFORMATION

E 5128 Alaska Performance Scholarship Appeal Form

This form was recommended by AASB as an addition to our new policy.

E 6145.22 (1-4) Concussion Exhibits

These forms are recommended by the AASB as additions to their newly recommended policy. We need to have them adopted prior to the start of sports season in July.

E 9000 (b) Administrator Selection Process Protocol

A replacement of Donna Peterson's name and email address with Steve Atwater's.

ADMINISTRATIVE RECOMMENDATION



ALASKA PERFORMANCE SCHOLARSHIP (APS)

Appeal Form for Public School Students

AS 14.03.113. District determination of scholarship eligibility.

A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

The following information is required for the school district to evaluate your appeal of the district's determination of eligibility for the APS scholarship. Complete this form and return it to your school district. Please print to ensure information is legible.

Last Name _____ First Name _____ M.I. _____ DOB _____

Permanent Mailing Address _____ City _____ State _____

Zip _____ Home Phone _____ Cell Phone _____

Email _____

Did you meet the minimum test scores of: ACT 21, SAT 1450, or WorkKeys Level 5? Yes _____ No _____

My ACT score is _____ My SAT score is _____ My WorkKeys score is _____ My GPA is _____

Did you meet the course requirements? (Please review the Alaska Performance Scholarship eligibility criteria found on the next page of this form.) Yes _____ No _____

Provide a concise statement identifying the reasons supporting a reversal or modification of the school district's eligibility determination. **Note:** Failure to meet APS requirements for reasons other than those allowed for under the statutes and regulations governing the APS does not entitle the applicant to a reversal or modification of eligibility. You may use a separate sheet of paper.

Provide documents, papers, or other materials that support a reversal or modification of the district's eligibility determination. This must include:

- An official ACT and/or SAT score report
- WorkKeys score (if taken outside of the school district)
- An official high school transcript

Student Signature _____ Date _____

If you are **unable** to contact your school district office, you may contact:

Shari Paul, APS Program Coordinator
Alaska Department of Education & Early Development
P.O. Box 110500 Juneau, Alaska 99811-0500
Phone: 907.465.6535
shari.paul@alaska.gov



Alaska Performance Scholarship Eligibility Criteria

The Alaska Performance Scholarship is available to state residents who graduate from an Alaska high school (public, private, or home school), in or after 2011, who:

1. Complete a rigorous high school curriculum; and
2. Achieve required grade point averages (GPA); and
3. Achieve minimum college or career readiness test scores; and
4. Attend an eligible program at an institution located in Alaska; and
5. File a FAFSA by June 30th.

Curriculum Requirements by Year of Graduation

Graduation in 2012

Math and Science Option

All Scholarship Levels	Scholarship Levels 2 and 3
4 units math	3 units math and 4 units science
4 units science	OR
4 units language arts	4 units math and 3 units science
4 units social studies ¹	AND
	4 units language arts
	4 units social studies ¹

Social Studies and Language Option

All Scholarship Levels	Scholarship Levels 2 and 3
4 units language arts	4 units language arts
4 units social studies	4 units social studies
2 units of the same world language ²	1 unit world language ²
3 units math	3 units math
3 units science	3 units science

Graduation in 2013 and 2014

Math and Science Option

All Scholarship Levels
4 units math
4 units science
4 units language arts
4 units social studies ¹

Social Studies and Language Option

All Scholarship Levels
4 units language arts
4 units social studies
2 units of the same world language ²
3 units math
3 units science

GPA and Test Score Requirements by Scholarship Level

Level 1 Up to \$4,755 per year

Collegiate & CTE ³ Award

high school GPA 3.5
ACT score of 25 or higher; or
SAT score of 1680 or higher;

Or

CTE ³ Award only

high school GPA 3.5
WorkKeys score of 5 in Math, Reading,
and Locating Information

Level 2 Up to \$3,566 per year

Collegiate & CTE ³ Award

high school GPA 3.0
ACT score of 23 or higher; or
SAT score of 1560 or higher;

Or

CTE ³ Award only

high school GPA 3.0
WorkKeys score of 5 in Math, Reading,
and Locating Information

Level 3 Up to \$2,378 per year

Collegiate & CTE ³ Award

high school GPA 2.5
ACT score of 21 or higher; or
SAT score of 1450 or higher;

Or

CTE ³ Award only

high school GPA 2.5
WorkKeys score of 5 in Math, Reading,
and Locating Information

For more information go to APS.alaska.gov

¹ Students electing the Math and Science Option may substitute a unit of foreign language, Alaska Native language, or American Sign Language, fine arts, or cultural heritage for one unit of social studies.

² For the purposes of APS eligibility American Sign, Alaska Native and foreign languages are all considered world languages.

³ A student may become eligible for a collegiate award or a career and technical education (CTE) award at varying levels. A student cannot receive both awards simultaneously. By qualifying with ACT and/or SAT scores, a student will be eligible to pursue either a collegiate or career and technical program. If qualifying solely with WorkKeys scores, a student will only be eligible for the CTE award. The CTE award can be used for attendance in a career and technical education certificate program, but not for a degree program. Either award can be used for an approved certificate program.

National Federation of State
High School Associations



A Parent's Guide to Concussion in Sports

What is a concussion?

- A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

Concussion Facts

- It is estimated that over 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System)
- Concussions occur most frequently in football, but girl's lacrosse, girl's soccer, boy's lacrosse, wrestling and girl's basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms which interfere with school, work, and social life.
- An athlete should not return to sports while still having symptoms from a concussion as they are at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

What are the signs and symptoms of a concussion?

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or stunned	Headache
Is confused about what to do	Nausea
Forgets plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or fuzzy vision
Moves clumsily	Sensitivity to light or noise
Answers questions slowly	Feeling sluggish
Loses consciousness	Feeling foggy or groggy
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit	Confusion
Can't recall events after hit	

What should I do if I think my child has had a concussion?

If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, you must be aware of the signs and symptoms of a concussion and if you are suspicious, then your child must stop playing:

When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health care professional who is familiar with sports concussions. You should call your child's physician and explain what has happened and follow your physician's instructions. If your child is vomiting, has a severe headache, is having difficulty staying awake or answering simple questions he or she should be taken to the emergency department immediately.

When can an athlete return to play following a concussion?

After suffering a concussion, **no athlete should return to play or practice on that same day.** Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns over athletes returning to play too quickly have led state lawmakers in both Oregon and Washington to pass laws stating that **no player shall return to play following a concussion on that same day and the athlete must be cleared by an appropriate health-care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by health care professional knowledgeable in the care of sports concussions he or she should proceed with activity in a step-wise fashion to allow the brain to re-adjust to exertion. On average the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by their health care provider.

How can a concussion affect schoolwork?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases it is best to lessen the athlete's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or perhaps a longer period of time, if needed. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What can I do?

- Both you and your child should learn to recognize the “Signs and Symptoms” of concussion as listed above.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season’s sports.

Other Frequently Asked Questions

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

Athletes who are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return to play decisions are carefully made. No athlete should return-to-sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing.

Is a “CAT scan” or MRI needed to diagnose a concussion?

Diagnostic testing, which includes CT (“CAT”) and MRI scans, are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g. skull fracture, bleeding, swelling), they are not normally utilized, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms

lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases symptoms may last for several weeks, or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no "magic number" of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as how the injury happened and length of symptoms following the concussion, are very important and must be considered when assessing an athlete's risk for further and potentially more serious concussions. The decision to "retire" from sports is a decision best reached following a complete evaluation by your child's primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I've read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of "chronic encephalopathy" in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time we have very little knowledge of the long-term effects of concussions which happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or shear force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to very carefully manage each concussion.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

If you have any further questions regarding concussions in high school athletes or want to know how to find a concussion specialist in your area please contact Michael C. Koester, MD, ATC and Chair of the NFHS Sports Medicine Advisory Committee at michael.koester@slocumcenter.com.

April 2010

ASAA Parent and Student Acknowledgement and Consent

The _____ School District requires that each athlete and each athlete's parent/guardian, receive a copy of its guide entitled "A Parents Guide to Concussion in Sports". This guide sets forth a description of the nature and risks of Concussion.

Parents and athletes should review the Guide, discuss it at home, and direct any questions to the coach, school nurse, or activities principal.

Parents and athletes need to annually acknowledge receipt of "A Parents Guide to Concussion in Sports", and understand its contents.

Student/Parent/Guardian Acknowledgement (required for all athletes)

I acknowledge that I have received a copy of "A Parents Guide to Concussion in Sports", and understand its contents.

Student Signature

Print Name

Date of Birth

Date

Parent/Guardian signature is required for all athletes under 18 years of age. If 18 or older, the athlete must sign below consent.

Parent/Guardian Signature

Print Name

Date

ASAA Release for Student to Resume Participation Following a Concussion

Note to Medical Providers

Only those medical providers, as defined in **AS 14.30.142**, may determine when an athlete is eligible to return to athletic and academic participation following a concussion or suspected concussion. The medical provider must attest in writing that they meet the minimum qualifications set by law. 1) If an athlete is removed from activity because of suspected concussion, but is found **not to have a concussion**, then appropriate return to play is determined by the health care provider. 2) National medical organizations recommend and school districts require **that ALL Student Athletes with a concussion successfully complete a supervised, progressive, incremental physical and cognitive exertion program** prior to resuming full athletic activities. This program does not begin until after all symptoms of the concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in the program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and risk of sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then re-initiated at the previous step.

Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.

- **If no return of symptoms, then:**

Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, Etc).

- Trial half day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.

- Trial full day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day school. Regular homework assignments. No testing.

- **If no return of symptoms, then:**

Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).

- Full day school. Regular homework. Regular testing.

- **If no return of symptoms, then:**

Day 5 - Return to Practice for **NON CONTACT Limited Participation**.

- **If no return of symptoms, then:**

Day 6 - Return to Full Practice WITH CONTACT.

- **If no return of symptoms, then:**

Day 7 - Return to Competition

Student Athlete's Name

Date of Concussion

Date of Birth

School

Cleared to return following completion of graduated return to play program ☐ Cleared ☐ Not Cleared

I certify that I am a Medical Provider authorized under AS 14.30.142 to evaluate, manage, and determine return to play for an athlete with a concussion. Furthermore, I certify that I have followed ASAA's concussion return to play criteria.

Signed

Print Name

Date

Added 3/2012

AASB POLICY REFERENCE MANUAL

3/12

ASAA School/Medical Concussion Care Plan

Patient Name: _____	
DOB: _____	Age: _____
Date: _____	ID/MR# _____
Date of Injury: _____	

You have been diagnosed with a concussion (also known as a mild traumatic brain injury). This personal plan is based on your symptoms and is designed to help speed your recovery. Your careful attention to it can also prevent further injury.

Rest is the key. You should not participate in any high risk activities (e.g., sports, physical education (PE), riding a bike, etc.) if you still have any of the symptoms below. It is important to limit activities that require a lot of thinking or concentration (homework, job-related activities), as this can also make your symptoms worse. If you no longer have any symptoms and believe that your concentration and thinking are back to normal, you can slowly and carefully return to your daily activities. Children and teenagers will need help from their parents, teachers, coaches, or athletic trainers to help monitor their recovery and return to activities.

Today the following symptoms are present (circle or check). <input type="checkbox"/> No reported symptoms				
Physical	Thinking	Emotional	Sleep	
Headaches	Sensitivity to light	Feeling mentally foggy	Irritability	Drowsiness
Nausea	Sensitivity to noise	Problems concentrating	Sadness	Sleeping more than usual
Fatigue	Numbness/Tingling	Problems remembering	Feeling more emotional	Sleeping less than usual
Visual problems	Vomiting	Feeling more slowed down	Nervousness	Trouble falling asleep
Balance Problems	Dizziness			

RED FLAGS: Call your doctor or go to your emergency department if you suddenly experience any of the following			
Headaches that worsen	Look very drowsy, can't be awakened	Can't recognize people or places	Unusual behavior change
Seizures	Repeated vomiting	Increasing confusion	Increasing irritability
Neck pain	Slurred speech	Weakness or numbness in arms or legs	Loss of consciousness

ASAA School/Medical Concussion Care Plan Continued

RETURNING TO DAILY ACTIVITIES

1. Get lots of rest. Be sure to get enough sleep at night- no late nights. Keep the same bedtime weekdays and weekends.
2. Take daytime naps or rest breaks when you feel tired or fatigued.
3. Limit physical activity as well as activities that require a lot of thinking or concentration. These activities can make symptoms worse. • Physical activity includes PE, sports practices, weight-training, running, exercising, heavy lifting, etc. • Thinking and concentration activities (e.g., homework, classwork load, job-related activity).
4. Drink lots of fluids and eat carbohydrates or protein to maintain appropriate blood sugar levels.
5. As symptoms decrease, you may begin to gradually return to your daily activities. If symptoms worsen or return, lessen your activities, then try again to increase your activities gradually.
6. During recovery, it is normal to feel frustrated and sad when you do not feel right and you can't be as active as usual.
7. Repeated evaluation of your symptoms is recommended to help guide recovery.

RETURNING TO SPORTS

1. **You should NEVER return to play if you still have ANY symptoms** - (Be sure that you do not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration.)
2. Be sure that the PE teacher, coach, and/or athletic trainer are aware of your injury and symptoms.
3. It is normal to feel frustrated, sad and even angry because you cannot return to sports right away. With any injury, a full recovery will reduce the chances of getting hurt again. It is better to miss one or two games than the whole season.

The following are recommended at the present time:

- ☐ Do not return to PE class at this time
- ☐ Return to PE class
- ☐ Do not return to sports practices/games at this time
- ☐ Gradual return to sports practices under the supervision of an appropriate health care provider (e.g., athletic trainer, coach, or physical education teacher).
 - Return to play should occur in gradual steps beginning with aerobic exercise only to increase your heart rate (e.g., stationary cycle); moving to increasing your heart rate with movement (e.g., running); then adding controlled contact if appropriate; and finally return to sports competition.
 - Pay careful attention to your symptoms and your thinking and concentration skills at each stage of activity. Move to the next level of activity only if you do not experience any symptoms at the each level. If your symptoms return, let your health care provider know, return to the first level, and restart the program gradually.

ASAA School/Medical Concussion Care Plan Continued

GRADUAL RETURN TO PLAY PLAN

Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.

- **If no return of symptoms, then:**

Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, Etc).

- Trial half day school. No homework. Not tests.

- **If no return of symptoms, then:**

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.

- Trial full day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day school. Regular homework assignments. No testing.

- **If no return of symptoms, then:**

Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).

- Full day school. Regular homework. Regular testing.

- **If no return of symptoms, then:**

Day 5 - Return to Practice for **NON CONTACT Limited Participation.**

- **If no return of symptoms, then:**

Day 6 - Return to Full Practice WITH CONTACT.

- **If no return of symptoms, then:**

Day 7 - Return to Competition

This referral plan is based on today's evaluation:

____ Return to this office. Date/Time _____

____ Refer to: Neurosurgery ____ Neurology ____ Sports Medicine ____ Physiatrist ____ Other _____

____ Refer for neuropsychological testing

____ Other _____

ASAA School/Medical Concussion Care Plan completed by:

Signature _____ Print Name _____ Date _____

Added 3/2012

AASB POLICY REFERENCE MANUAL
3/12

Role of Board and Members

ADMINISTRATOR SELECTION PROCESS PROTOCOL

Selection of a Site Administrator

Contact Information:

~~Donna Peterson, Superintendent~~ Steve Atwater
~~dpeterson@kpbsd.k12.ak.us~~ satwater@kpbsd.k12.ak.us
FAX; 907-262-9132 • Phone: 907-714-8888

Process

1. Administrator resigns/retires, position opens.
2. Meeting held with staff, site council, PTA/PTO, public to discuss timeline input gathering and process.
 - Contact Person selected at site _____.
3. Input due regarding characteristics, priorities and possible questions by:

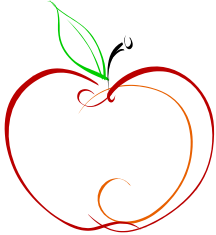
 - Site Councils, groups, individuals email or fax input to superintendent.
4. Role in recruitment.
5. Files reviewed, pre-screened at District level using information from site.
6. Interviews scheduled at site _____.
 - Audience has opportunity for written input on each candidate.
 - Set slate of questions.
 - Internal candidates equal to external.
 - Names public once interviews begin.
 - Telephone interviews.
7. Role in reference checks.
8. Superintendent makes selection, opportunity for input at Board meeting.
 - Board acts on recommendation (action item).
 - If internal candidate already under contract, Board notified (public comment).
9. Assistant principal vacancies will have modified process.
 - Pre-feedback step condensed.
 - Greater involvement of principal.
10. Regional administrator and shared administrator vacancies will have modified process.

| Updated ~~6/08~~ 6/12

Golden Apple Award

Ms. Nancy Kleine

May 24, 2012



Ms. Kleine typifies the work ethic and moral fiber that the Kenai Peninsula Borough School District strives to instill in all of our students and educators. Ms. Kleine is an outstanding educator who exemplifies the ability to build relationships with students and others. As evidence, she is able to inspire and motivate students to achieve and reach their potential. She is particularly skilled at motivating at-risk and drop-out students to regain their confidence and desire to earn a high school diploma. Many of these students are from the Kenai Youth Facility, treatment centers, and are homeless. Further evidence of her success is receiving a standing ovation from her students at graduation who thank her for her dedication to inspire them to achieve and earn a KPBSD high school diploma. Many students come back years later and thank her for what she has done for them.

Ms. Kleine is an exemplary educator and distinguished teacher leader. Some highlights above and beyond the important responsibilities of educators in KPBSD include: facilitating the accreditation process for Connections Homeschool Program, and teaching a quarter long research based Understanding and Supporting At-Risk Students class to the Connections staff. She is the 504 coordinator, Professional Development liaison, Secondary Advisory team chair, and member of the Drop-out Prevention and Credit Recovery Committee. Ms. Kleine has provided an alternative to out of school suspension for students, taught community-based Drug, Alcohol Prevention and Parenting classes, has been an adjunct instructor for the University of Alaska, and is a member of the Children's Advocacy Coalition of Homer, Alaska. She facilitates the daily administrative functions for Homer Connections. Ms. Kleine is a leader and a friend to staff members, administrators, and students.

The Kenai Peninsula Borough School District Board of Education is proud to recognize Ms. Nancy Kleine for her dedication to the students, parents, and staff at Connections Homeschool Program, and for her years of service in the Kenai Peninsula Borough School District.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Discipline Data

Date: May 24, 2011

Item Number:

Administrator: Sean Dusek, Assistant Superintendent *Sean Dusek*

Attachments: KPBSD Discipline Data 2005-2012 – 4th Quarter

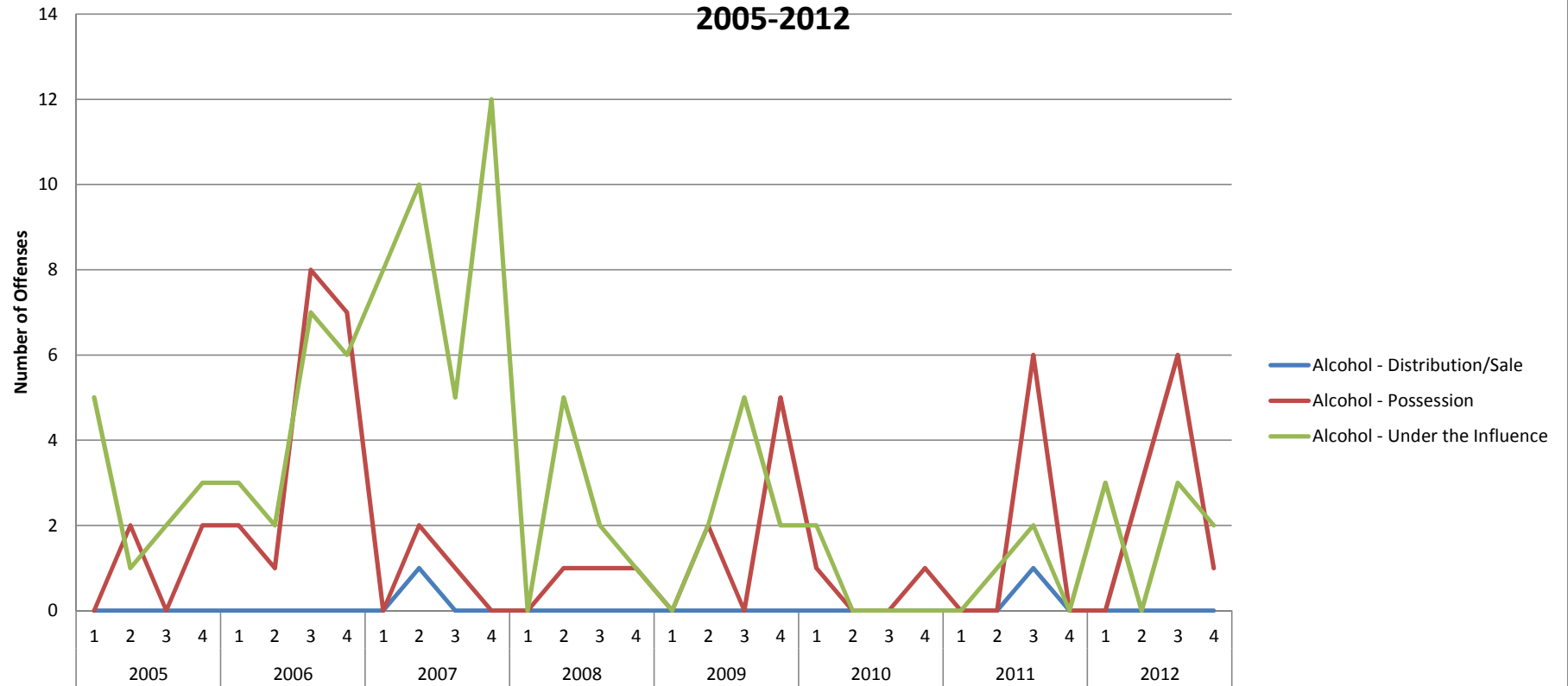
☐ Action Needed ☐ For Discussion ☒ Information ☐ Other: _____

BACKGROUND INFORMATION

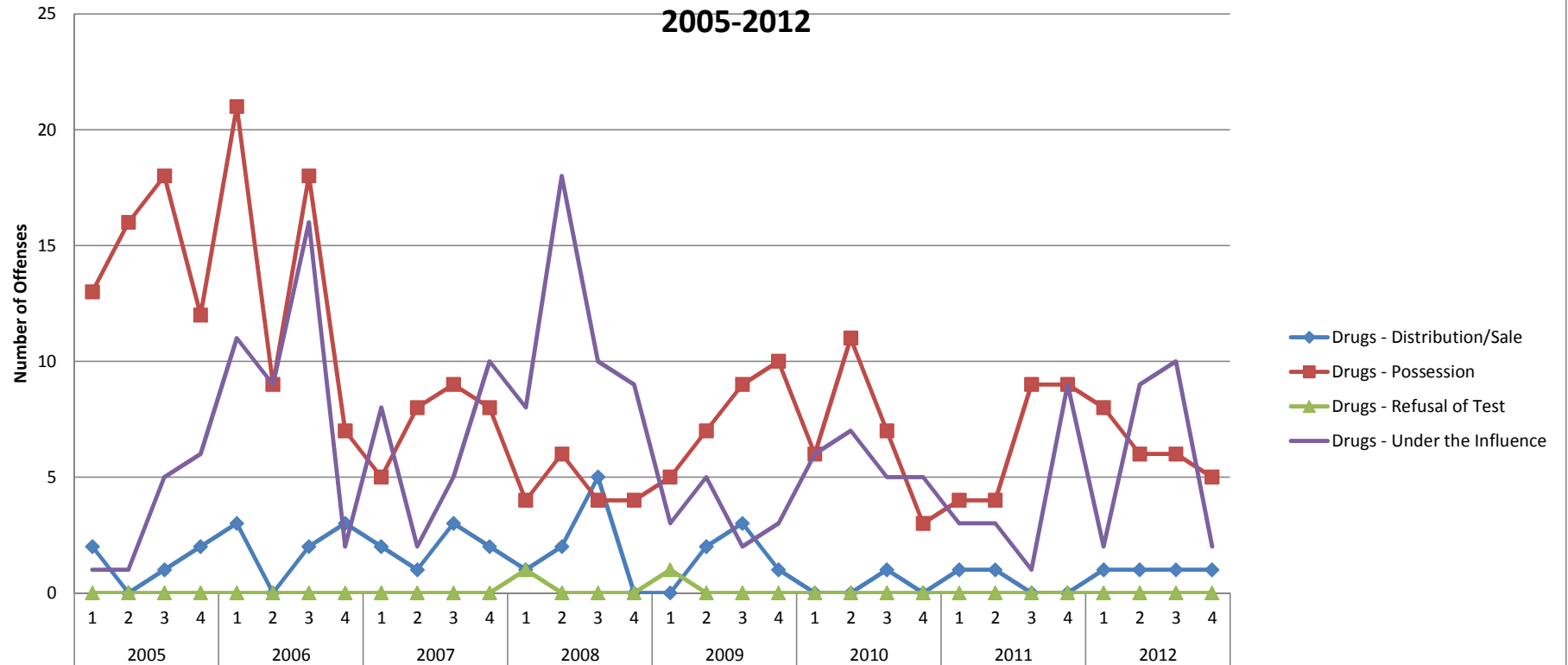
Attached is the updated discipline report for the years 2005-2012. This report contains the 2011-12 Fourth Quarter.

ADMINISTRATIVE RECOMMENDATION

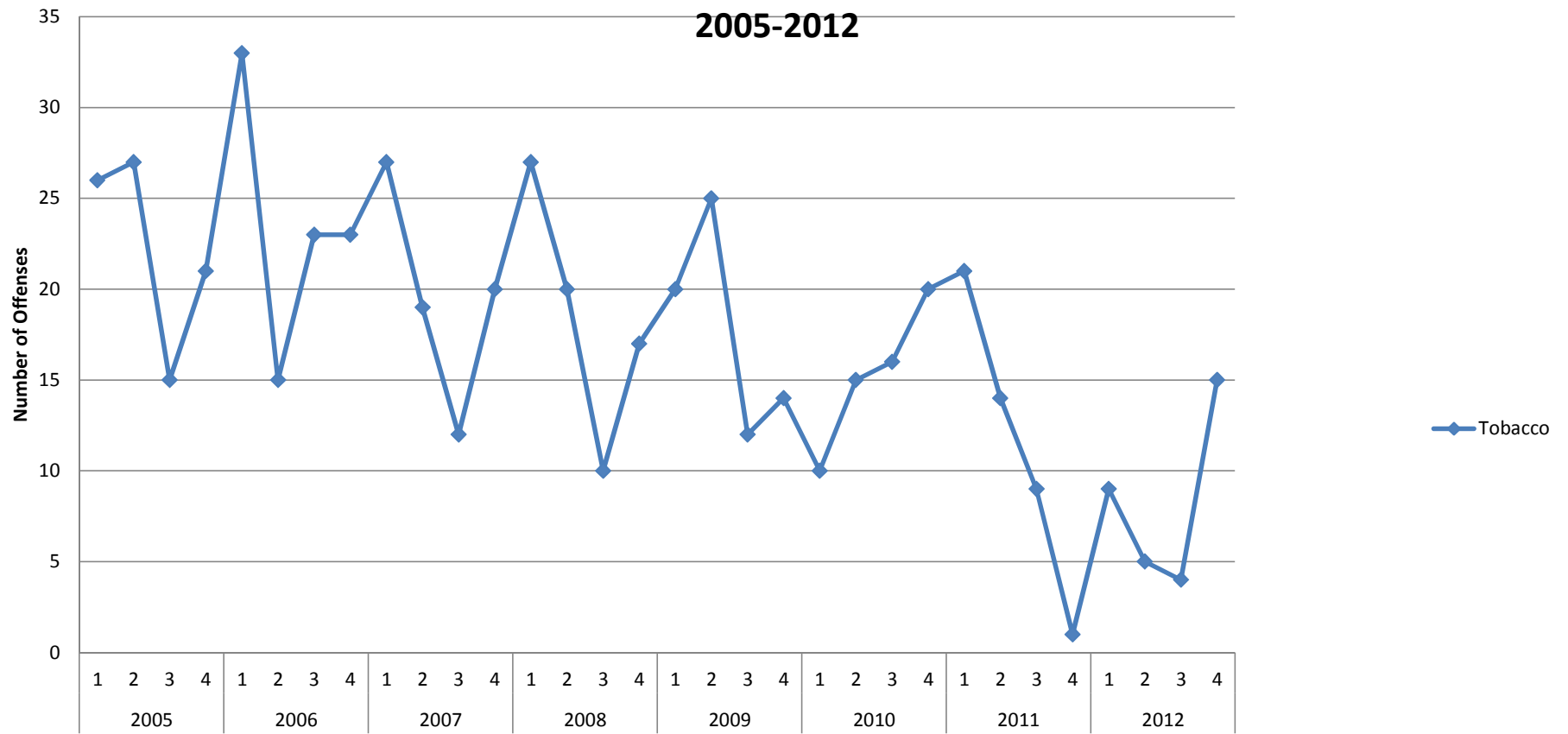
Alcohol Offenses 2005-2012



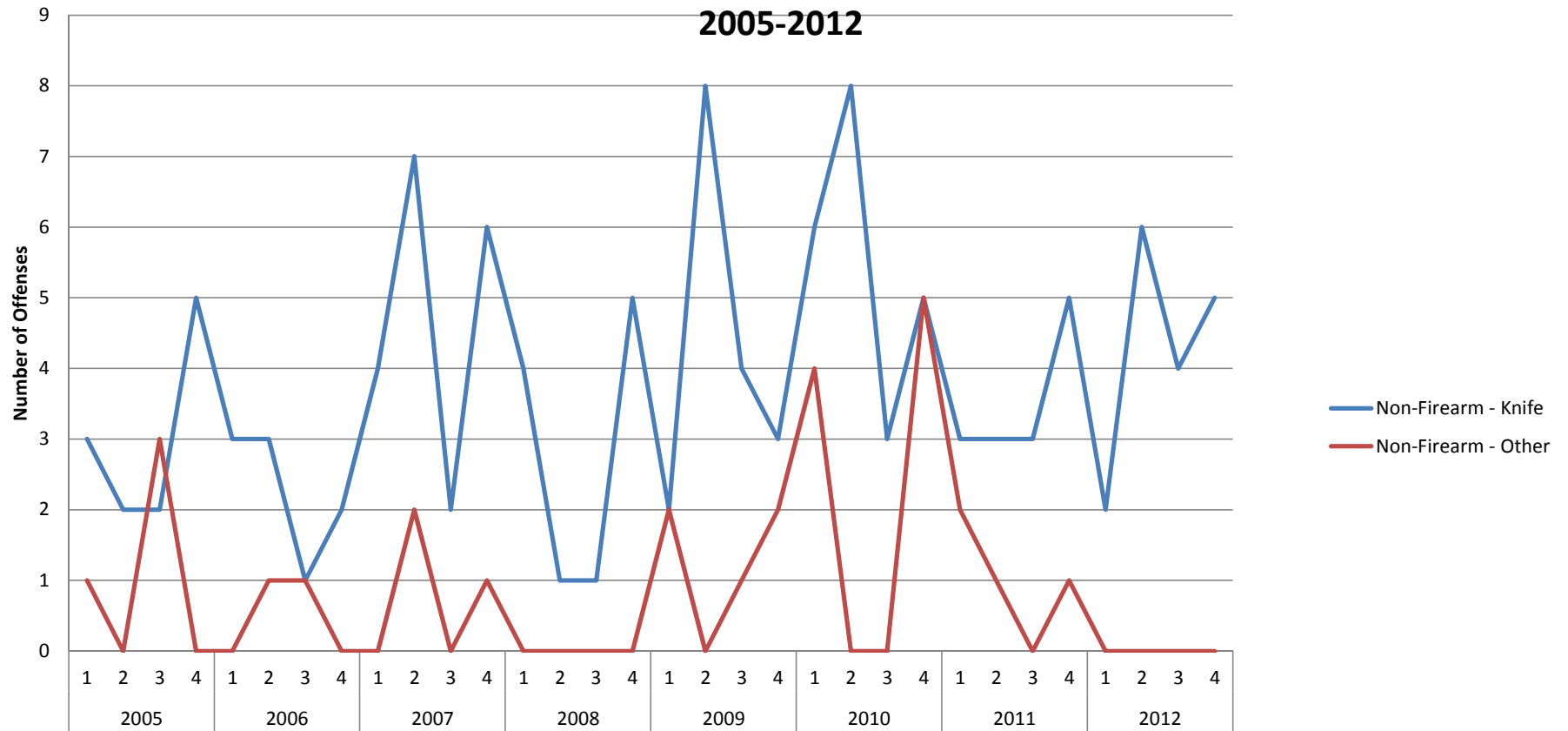
Drug Offenses 2005-2012



Tobacco Offenses 2005-2012



Weapons Offenses 2005-2012





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SCHOOL BOARD COMMUNICATION

Title:	Administrator Change in Assignment		
Date:	June 4, 2012	Item Number:	
Administrator:	Tim Peterson, Human Resources Dave Jones, Assistant Superintendent  		
Attachments:	Resume		

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

BACKGROUND INFORMATION

Name	From	To
Michael Hanson	Assistant Principal, Mt. View Elementary School	K-12 Intervention Coordinator/Hope School Administrator

Michael Leeanne Hanson

Education

Master's in Educational Leadership from Capella University

Bachelor of Science in Elementary Education, July 1991 Minor in Social Studies from Central Methodist University

Certification

State of Alaska Type B Principal Pre K – 12 effective to 6/2015

State of Alaska Elementary Education Type A Regular Classroom Teacher

Endorsement: Grades 1-8 Effective to 7/24/2011 **Highly Qualified** Elementary K-6

Teaching/Work Experience

Assistant Principal 2011-2012 Mountain View Elementary, Kenai Peninsula Borough School District, Kenai, Alaska:

Mountain View is a school with 465 students and approximately 40 teachers. I shared responsibilities for student discipline, teacher evaluations, staff collaboration, hiring of staff and teachers, and overall school improvement. I worked extensively with our Title I, Intervention and Special Education programs. Led manifestation determination meetings as well as coordinated 504 meetings.

- Coordinated and Led I-TEAM
- Site Council
- School Budgets
- Collaboration
- 504 Coordinator
- Data collection and evaluation
- Provided training:
 - ✓ Aimsweb
 - ✓ Edperformance
 - ✓ RTI

Intervention and District Test Coordinator 2010-2011 Kenai Peninsula Borough School District

As the Intervention and District Test Coordinator for the 44 schools educating close to 10,000 students, I coached and facilitated training for school I-Teams and interventionists. Coordinated all district testing and provided support to schools during Aimsweb and Edperformance windows. Developed and facilitated trainings for district assessments. Managed Aimsweb and Edperformance for the individual schools in the district. Gathered and analyzed data for district and individual schools. Supported principals in understanding and utilizing data to its fullest extent. Collaborated with state entities to ensure fidelity in testing and state regulations.

- Coordinated Testing Program for District with 44 Schools
- Provided training:
 - ✓ District Testing Dashboard
 - ✓ District Intervention Database
 - ✓ Aimsweb
 - ✓ Edperformance
 - ✓ RTI
 - ✓ District-wide testing
- Proficient in Discovery Student Information System
- Administered Staff Development for District RTI process and testing
- Managed:
 - ✓ District Aimsweb and Edperformance Programs
 - ✓ Workkeys Internet testing for all secondary schools
- Technology Skills:
 - ✓ Microsoft applications, including Excel and SQL

Response to Intervention Coach 2010 Kenai Peninsula Borough School District

Coached and provided training to school I-teams and school-based interventionists in 22 different schools to provide more consistency in the RTI process throughout the district.

- Provided Intervention Coaching for 44 Schools
- Supported 22 interventionists at specific sites
- Developed RTI manual for District
- Developed Reading Intervention Matrix for District
- Supported School I-Teams
- Participated in Assistant Principal Leadership Development program

Elementary Teacher/Advisor 2007-2009 Connections Homeschool Program Kenai Peninsula Borough School District. Worked with parents who homeschool to provide curriculum and educational support K-8. As an advisor I, conducted workshops for teachers and parents, coordinated special education SBA testing, wrote 504 plans, coordinated student activities, served on the site-council, and served as the staff development liaison.

- Coordinated Special Education Testing Program
- Facilitated Staff Development
- Provided Parent Workshops
- Attended Quality Learning in Education
- Used Quality Processes in a meeting I planned and facilitated in creating a Vision for school with parent and community input.

Staff Development Coach 2005 – 2007 Kenai Peninsula Borough School District

As a coach, I developed and conducted in-services, supported teachers with new professional development, offered after school workshops on core and intervention programs, educated teachers about RTI, served on I-Teams, and used the Cognitive Coaching model along with Charlotte Danielson's Framework with teachers to encourage more reflection and self-directedness in their teaching.

- Facilitated Numerous Professional Development Trainings
 - ✓ Charlotte Danielson's Frameworks
 - ✓ Aimsweb
 - ✓ Houghton Mifflin Reading program
 - ✓ Curriculum Mapping
 - ✓ Professional Learning Communities
 - ✓ CBAM – Concerns Based Adoption Model
 - ✓ Six Trait Writing
 - ✓ Teacher Leader Workshop
- Developed District Curriculum
 - ✓ Reading
 - ✓ Mathematics
- Coaching
 - ✓ Used Cognitive Coaching
 - ✓ Utilized Charlotte Danielson's Frameworks
 - ✓ Administered informal observations including pre and post conferences using the Frameworks
- Attended and implemented:
 - ✓ Summit-Learning by Doing: Bringing Professional Learning Communities to Life
 - ✓ Team Teaching Workshop
 - ✓ Math Solutions
 - ✓ Mentoring Matters
- District Published Curriculum Resources
 - ✓ Houghton Mifflin Year-at-a-glance
 - ✓ Aimsweb resources

Project GRAD Coach Ninilchik, Alaska 2004– 2005

Project GRAD is a K-12 school reform program. A Project GRAD school implements a new reading, math, and classroom management program. As a coach I provided support, in-services, and classroom expertise to the K-12 teachers at Ninilchik Elementary/High School. Collaborated with administrators, faculty and staff, and Project GRAD personnel to ensure that implementation and prescribed activities were carried out in accordance with the goals of the school and Project GRAD.

- Provided Parent Workshops
 - ✓ Homework help
 - ✓ Self-Reliant kids
- College Day- Over 15 community Presenters
- Used Cognitive Coaching
- Facilitated training in Move it Math –Hands on math program

Project GRAD Coach Nikolaevsk, Alaska 2004 Project GRAD Kenai Peninsula, Alaska

- Used Cognitive Coaching
- Facilitated training and support for CMCD – Consistency Management and Cooperative Discipline

Substitute Teaching 2001-2003 Kenai Peninsula Borough School District

Elementary Teacher 1993-1998 Hydaburg City School, Hydaburg, Alaska: Taught children grades 2 – 4 in regular and multiage settings. Trained extensively for multiage classrooms. Conducted teacher in-services and parent trainings in multiage techniques for the school district.

- Strategies
 - ✓ Whole Language
 - ✓ Model Writing
 - ✓ Guided Reading
 - ✓ Familiar with Highly Effective Teaching
 - ✓ Familiar with Lifelong guidelines and Lifeskills
- Materials/Resources/Specialized Training
 - ✓ Spalding- Writing Road to Reading
 - ✓ Multi-age classrooms
 - ✓ Nancy Norman Math Training
 - ✓ Master Gardener
 - ✓ Project Learning Tree

Educable Mentally Handicapped and Learning Disabled Teacher 1992-1993 Daniel Boone Elementary Warren County R-III School District Warrenton, Missouri: Taught children grades K-3. Caseload included Downs-syndrome, Autistic, and Severely Learning Disabled children. Administered specific tests to determine the eligibility of students to enter special programs. Maintained and updated special education files. Developed (IEP's) individual education plans. Met with teachers and parents to implement plans. Attended and facilitated training for Autistic children.

Assistant Teacher 1991-1992 Warrenton Jr. High School, Warren County R-III School District Warrenton, Missouri: Assisted teacher in a behavior disorder classroom grades 7-10. Worked on behavior modification and scholastic responsibilities. Directed self-contained students through all aspects of Jr. High subjects.

Grants/Awards/Scholarships

Choir Scholarship Central Methodist College

Nutritional Grant For Grow Lab

Hall of Sponsors Scholarship recipient, Central Methodist College 1987-1991

Personal Interests

Music, singing, cooking, theatre, reading and traveling


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SCHOOL BOARD COMMUNICATION

Title:	Student Transportation and Driver Safety		
Date:	May 21, 2012	Item Number:	General Information
Administrator:	Steve Atwater, Ph.D.  Superintendent of Schools		
Attachments:	None		

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

BACKGROUND INFORMATION

Earlier this year you heard from a First Student driver who expressed concerns for some of the public's lack of regard for driving regulations while in the vicinity of a school bus. In response to this I requested that First Student have its drivers conduct an observational survey to record traffic violations while they were operating a bus. Thanks to Nan Spooner for coordinating this. The survey was completed from April 16-20; the results are listed below.

It is clear that we need to increase the awareness for safe driving while in the vicinity of a school bus. I plan to meet with city police officers and state troopers to gather support for an informational campaign on driving safety and school buses. Communications Specialist Erkeneff and I will be working on this during the summer.

Infraction	Number of times observed
Runs stop sign/lights	40
Passing Bus with Ambers on	75
Passing Bus on right	1
Passing Buses when loading /unloading in school zones	2
Speeding on school grounds or school zones	21
Obscene gestures/language to driver W/ kids onboard	1
Any of the above while texting or on cell phones	12