

Stakeholder Input Report for

***Kenai Peninsula
Borough School
District***

Soldotna, Alaska

submitted by



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MCPHERSON *MJ* JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

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Kenai Peninsula Borough School District District Stakeholders Report, December 2020

Executive Summary.

Outlined below is an Executive Summary of the major themes expressed by the participants on the online survey. The final section of the report consists of responses by individuals who completed the online survey.

1. Tell us the good things about your community:

- Our communities are in a beautiful setting
- We have great recreational opportunities, hunting, fishing, trail running, snow sports, etc.
- We have a diverse and supportive community
- There are strong and positive cultural influences on our schools
- We are resilient and care for each other
- People are friendly, caring, helpful and tight knit
- People build strong interpersonal relationships
- This is a great place to raise kids

2. Tell us the good things about your school district:

- We have dedicated, high quality staff
- Our teachers and administrators are caring and committed to the students
- The personalized learning program works well for our students
- Our schools have a strong commitment to the Arts
- Our class sizes are small, and we have great students
- Our schools are caring places, and they do a great job with remote learning
- The staff listens to parents and works hard to help resolve concerns and problems

3. What are the issues the incoming superintendent should be aware of as he/she comes into the district?

- There is a need to address a zero-tolerance policy and look toward a restorative justice culture
- Issues of racial and gender disparity need to be addressed
- Misinformation has caused distrust and must be resolved
- While a strength, the unique differences between the schools and communities does not allow for a “one size fits all” approach
- The communities have strong differences on how the District should address the impact of COVID 19. Sports, attendance, etc.
- Some communities lack internet and the tools to communicate which hinders the ability of students to remotely attend classes and do their work.
- The new superintendent will need to rebuild trust among all stakeholders
- The next superintendent must address the discord between the staff and administration
- Parents want the new superintendent to listen to their concerns actively and regularly
- With strong feelings on both sides of current issues, both sides need to feel heard and respected.

4. What characteristics should the new superintendent have to be successful?

- The ability to hold difficult conversations
- They must be a community builder
- A focus upon data
- Transparent, highly visible in all communities
- A listener who seeks to understand before acting
- A collaborative leader
- Credible, honest, and a good communicator
- A visionary who can communicate the vision
- A leader who can accept constructive criticism
- Patient and steadfast
- Someone who displays caring, concern and understanding
- A passionate educator who connects with kids
- A people person
- One who has the ability to manage dozens of schools spread across a huge area
- The ability to meet people where they are on controversial issues and strong beliefs
- Not a micromanager, one who allows staff to be creative in their problem solving

*Survey Monkey Results for Kenai Peninsula Borough School District
November 2020*

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

158 Responses

Administrators

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Beautiful area with unlimited outdoor recreational activities.
- The communities are diverse in terms of socio economic backgrounds and experiences.
- We are weird, in a good way.
- Very supportive of their neighborhood school(McNeil Canyon). Strong local identity of being East Enders, see themselves differently than being from Homer. Still have connection with original founding families that were instrumental in having school built in early 1980's.
- Our community has a strong voice.
- a. Community Involvement b. Philanthropy c. Beautiful place to live and visit
- School pride, a rich school tradition that sets us apart from other communities nearby, supportive parents, sweet kids, amazing caring staff
- Small yet big enough to support all we need. Parents for the most part are very supportive of education.
- Our community is small and well-connected. Community members by and large have similar values, beliefs, and expectations when it comes to education. Except for unique circumstances, constituents trust the school to make the best educational decisions for their children.
- Strong cultural influence on school functions, great location against Kachemak Bay, many families who care about their children's education, Russian Language

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Many wonderful, caring teachers and administrators that care deeply about the success of all students.
- Individualized attention. Focus on SEL and personalized learning. Empowering students with control over THEIR education.
- Small learning communities responsive to individual learners and their families.
- Strong long term commitment to the Arts integrated in educational program. Veteran staff with high level of commitment to school success and community. Excellent student success as they continue 7-12 grades at Homer schools. Great after school skating and skiing programs.
- Our school community is about kindness and values the whole child, especially the social emotional learning of our children. We are not always in the top 35 of test scores, however, we create citizens who can work with other people and be kind.

- a. High performing schools b. Integrated and cooperative activities within the schools c. The feeder pattern for Homer Proper d. Collegiality among administrators e. Partnerships with Businesses and Educational Resources
- Beautiful campus, superb facilities, collaborative staff, growth mindset, fully engaged in PL, open to new and innovative ideas, superb intervention program, second to none elective teachers
- Elementary School is fabulous, great staff, great students and parents.
- I greatly appreciate the pre-K through 12 setting of our schools. Many of our staff enjoy the privilege of watching our students grow from the early stages of language acquisition to the graduation stage as young adults. Another impressive aspect of our village schools is that all of our students are bilingual with a strong reliance in both Russian and English.
- Strong teacher and support staff ethics, great students in terms of behavior and personality, Russian language support, cultural values support

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- District is still in a "zero tolerance" vs. "restorative culture" mindset. District struggles to face issues dealing with racial disparity and LGBTQ+ issues. Budget issues as related to the Alaska State Legislature cuts.
- Like much of the country, the KPBSD is very divided. Misinformation is rampant. Not only in the community in general, but within the ranks of the district.
- Unique differences between school sites and communities. This is one of the district's greatest strengths, but one of its biggest challenges too.
- Morale in school/district staff is low, related to current Covid situation and perceived poor district leadership. Recent programs (Personalized Learning, ELA adoption, and Professional Development) seem disconnected from the realities of budget issues and student success..
- It seems there is a poor perception of public education at this point. There is a need to provide an image that validates parents and the community's feelings while standing strong with schools.
- a. Depth of Knowledge and Experience of Administration b. Diversity of Schools c. Climate and Culture of District Office- Inner workings of Departments
- Staff contention surrounding negotiated agreements and taking a work action strike (last school year, but the iron is still hot), a lot of brand new directors and leaders at the district office, budget deficit, extremely diverse district that offers a cross-section of Alaska (road, fly-in, remote villages), Russian and Native Alaskan Influences, this district tries hard to be approachable with the community (no ivory tower)
- We are very diverse communities, there are a few loud people in our community, however, they don't speak for everyone.
- Directly relating to our school it is important for an incoming superintendent to know that our unique schools come with unique needs, meaning one size fits all practices are seldom what's best and it goes against all aspects of the Personalized Learning approach our district is implementing.
- Lack of internet access and effective communication tools significantly hinders equitable access to quality education when compared to other school sites in the district, strong cultural values and parent's desire to be heard despite communication barriers

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Open to supporting a restorative culture shift within our district. Open to encouraging tough discussions and growth around things like racial disparities and LGBTQ+ issues. Candidate and candidate's family must be open to all Alaska has to offer, (the good AND more challenging) including dark, short winter days, cold and snowy conditions, limited resources of smaller communities, etc.
- Community builder. Focused on facts, data, peer reviewed science, best practices. Focus on SEL, personalized learning, and equity of services for all students regardless of the size of the school. regardless which ,
- Flexibility, willingness to listen and collaborate with stakeholders,
- Transparent, Visible, Listener. Able to make the hard decisions and still handle that in a personal manner (personal meeting with staff when their jobs are being cut).
- A credible persona, an open communicator, an efficient manager
- a. Ability to support principals and staff in villages b. Ability to create a strong leadership team c. Ability to make timely decisions d. Ability to earn and maintain respect from ALL stakeholders e. Fiscally responsible and creative
- must be an expert with personalized learning, priority given to social and emotional expertise, demonstrated success with budget and finance solutions, leads from the front and owns their decisions, proactive instead of reactive, down to earth and approachable, accessible to the community (I miss the coffee with the sup. events), has pride in the State of Alaska and the KPBSD
- Comfortable getting out into the communities, communicate clearly, make tough decisions, know that at times one sizes does fit all and at other times it doesn't.
- Required attributes for a superintendent in our district include a person with a calm demeanor, a clear communication style, a person who is inherently honest, and a person who has an undeniable passion for the education of students from all walks of life.
- Willingness to adjust district decisions and direction to meet the unique needs of an Old Believer Russian community, desires to collaborate directly with Old Believer Russian communities via Site Councils, on-site meetings, willing to communicate directly with administration

Where do you currently reside?

- Central Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Eastern Peninsula area
- Southern Peninsula area
- Southern Peninsula area

Classified Staff

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It is an active and involved community. There are many outlets and opportunities to get in the mix.
- Everyone knows Everyone, people work together for the greater good
- My Kenai community is resilient, supportive and caring.
- Being new to this area of Alaska, I have been met with open arms. People have been more than kind to me.
- Small, caring, beautiful.
- Seward is a small community but it has a big heart. People willingly and gladly help each other out when help is needed.
- Almost everyone is very neighborly-willing to help friends, family, and strangers who need help. We are a tight-knit and welcoming community.
- We are a small tight knit community, family is very important. The incoming Superintendent should be familiar with Alaska and all it has to offer, not try to change us into a "Big City Feel".
- strong in the arts, beautiful mountain views and beaches to walk on. Mountain trails not far from home, good hospital and medical facilities, generous community members.
- Small town feel with amenities.
- It's a beautiful and a coziest place on Earth. People are open hearted and opinionated.
- Close knit, and close to nature - if you like biking, hiking, camping, fishing, snow machining or hunting, this is the place for you. Small and resilient.
- Small, inclusive, diverse
- Good parent involvement and students with respect and school spirit is high. Good staff and interaction with community businesses
- small, caring, neighborly, helpful, caring
- We have strong, meaningful interpersonal relationships. People genuinely care about others. I think most of us recognize we all have a common interest in living here and protecting this place and the people in it.
- The outdoor activities available. The variety of types of activities available both indoor and outdoor compared to the size of our community.
- The Kenai Peninsula is a vast area, comprised of many small communities. The communities have many different traits. We have growing communities with many services, such as Soldotna, Kenai and Homer. We also have communities that have retained their cultural heritage such as Nanwalek, Tyonek and some of Old Believer Russian villages.
- Our community is so great at coming together in times of need and in ways that help make Homer an even better place to live.
- The community is small, yet has a feeling of being larger. It encompasses miles of highway and many towns. We have everything that we need and the ability to drive to Anchorage for anything that is not available locally.
- We have a lot of positive activities for children. We have great libraries and library programs. I also love our small businesses.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Great leadership, Families first, Communication is key

- Our schools have great potential. The students are capable and moldable and I think they have realized how fortunate they are to be able to attend school in person.
- Our school gives lots of positives to ALL students throughout the day.
- Class sizes usually around 22-27, caring qualified, professional staff.
- The 3 Seward schools have staff that are very caring. The majority of staff have been with the schools greater than 5yrs+. Staff are also highly qualified and want the students to succeed.
- The teachers and staff members are fabulous. They always go the extra mile for their students.
- We have 42 schools all with unique characteristics. The incoming Superintendent needs to celebrate their uniqueness while having similar policies and goals for each.
- highly educated teachers, kind and hard working. Strong community support for schools.
- We have caring and attentive staff. Our office staff, teachers, custodial and students nutrition are there to support and encourage our students.
- The schools in our area provide pretty good education while maintaining a sense of personal freedom to express our thoughts.
- We are small and multi age. We have great facilities for our size (a shop, large gym, weight room, dark room, science lab, etc.). Our community really supports our school.
- Great sense of community Staff grows as family Staff care
- Understanding and supportive administration and staff and respectful students full of school spirit. Parent involvement is appreciated
- Our teachers are dedicated to providing quality education despite a feeling of little support from district office.
- involved in the community, excellent teachers and support staff, understanding, compassionate, highly qualified
- Most teachers and staff really give their all for their students. Our district also seems to have more support and resources for the special education population when compared to the lower 48.
- The teachers genuinely care about the students and do their best to assist them in a multitude of ways.
- Our schools are community-oriented. We have generations of folks that have gone to our schools and now serve at our schools. We are community-minded. We want the best for our children.
- Despite the current season of remote schooling that we are in, our teachers and staff are doing a great job. In a normal year, the schools that my kids attend are outstanding! We are anxious for that to return.
- The schools are smaller and most of the staff, kids and administrators know each other by name.
- Our school (K-Beach Elem.), is a very positive school. We have administrators who truly care about the students and staff. They have done a wonderful job during the pandemic. I feel safe at our school and I appreciate how our staff recognize students for good behavior.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- This is pretty clear but, whether warranted or not, the district as a whole has lost a lot of credit and respect with many in the general community. Part of their job will be to rebuild that trust, respect, and relationship through the way they lead and the way they

communicate. That will be a challenge for whoever takes the role. There are many students struggling in this district even prior to COVID, and many families who are always on the fringe. It will take an individual dedicated to those individuals.

- That we need leadership that puts families first. That believes schools are built for students, not for staff,
- They should be aware that we are doing a dis-service to our student body when we conform to the status quo. The high school is not engaging the students and reforms need to be made in that area. It is time to try something new. It feels like you have to drag the kids (even high flyers) across the finish line because it is not meeting their needs.
- Teacher benefits dwindling
- The schools are diverse in size and culture. The needs can be very diverse as well. Each region deserves equal attention of their needs regardless of size or area. Covid will still be the biggest challenge for this superintendent. I feel the budget also will be an issue due to Covid's effect on lessening student numbers for the district overall.
- Please hear the voices of your parents and community members, and give them a say in decisions.
- We have had quite a bit of turnover in the past several years, we would like a Superintendent who plans on staying for 3-5 years.
- Health care on the peninsula is expensive.
- Substitute shortage in all areas of the school.
- People here don't like to be told what to do. We care about our children's education and want to see it being way above average. We take pride in our state and want to stay unique.
- Hope is very isolated even though it is on the road system. Our weather patterns tend to be pretty different, sometimes causing days of being stuck in town. It can be difficult to attract teachers to our school because we don't have very many amenities and housing can be really challenging. Many of our students are at or below the poverty line.
- There are very vocal, anti KPBSD community members and parents on social media groups... -earthquakes, wildfires, pandemics, strikes.. -very diverse schools: Vos, Nanwalek.. -how the school climates have changed within each building due to C-19 - S.E.L. And emotional status of students because of C-19/remote learning - superintendents should know which schools have strong, pro-active admin -Connections enrollment vs. average individual school enrollment trends and FUNDING. -moving K-Beach 6th graders to SMS and consolidating Tustumena w/K-Beach (???) -attracting and keeping new teachers -THE NEED FOR QUALIFIED, competent I.N. Teachers. -how NECESSARY the intervention teachers are
- Times of stress and lesson plans keep changing as in school or remote goes back and forth. Staff and students both have difficult roles in this time of unsure situations
- There is a deep US vs THEM mentality when it comes to unionized and administrative staff. This divide seems to only grow, and hurts our district. I believe this is the biggest threat to the integrity of our organization.
- diversity of cultures, inclusivity especially regarding Special Education, ALL students are important!
- There's an incredible amount of diversity between each region and school in this district. Therefore there is a thin line of balance when implementing district wide policies verses individual school based policies.

- There are many typical issues associated with Alaska in our district. Including alcoholism, domestic violence, teenage pregnancy, suicide, winter teen car accidents.
- We love our communities here on the Peninsula. We believe that the families on the Peninsula come first. We are a diverse population here on the Peninsula. Our communities are not densely populated like Anchorage or the Mat-Su. We need to approach issues here with a fresh set of eyes.
- Parents are currently feeling frustrated and unheard by the district. Despite survey, email, and public comment feedback, a large percentage of parents are feeling like the district is making choices for their students that don't meet the needs that parents have shared.
- We have a diverse communities, people can be very vocal regarding issues, especially when it comes to their kids. It can be very close knit, but very divisive at times. We are facing tough budgets and tough COVID challenges in the very near future.
- How the budget will be affected due to Covid-19. Also, the lack of school counselors.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- The new Superintendent should have a commitment to this community; as long as the school board is happy with their performance a candidate should be envisioning taking a leadership role for, for example, 5 years. Quick turnover is not healthy for the staff or the community (again, if the Superintendent is performing satisfactorily). The new Superintendent should be engaged and familiar with all roles and functions of the District, including classified roles and staff/programs that deal with targeted populations. The new Superintendent should be willing and able to hold school Administrators accountable for creating positive and supportive school cultures and climates where all demographics of students are heard and valued, and developing and implementing strong and proven social-emotional learning supports. The new Superintendent should be interested in not allowing “the ways things have always been,” but in leading “the way things should be.” To critically think about the way different departments operate and the barriers that may exist within those department to providing the best possible supports to our students and families. The new Superintendent should want to build into the community, to be honest in the assessment of where we are, and to be able to communicate that to our stakeholders.
- We need some one who puts the needs of students above all else. Who isn't afraid to try new things to reach kids. Who LISTENS to students and parents when big things happen.
- We need a revolutionary. Someone that is ready to take chances and do what is necessary to light up our kids desire to learn and achieve. Our district has been trailing along for too long. Kids are able to make a change, adults are holding them back. Please push the adults out of the way.
- Communication in all parts of the district
- The superintendent needs to have a clear vision of the Covid mitigation plans and be able to make hard decisions that maybe unpopular but will prioritize the health and safety of staff and students during this pandemic.
- Up to date on latest technology/learning platforms, relatable, experienced, great communicator, honest, and hard working.
- The ability to receive input and constructive criticism from the Directors, staff and community. Should know KPBSD and its many diverse communities. They should be familiar with the Alaskan weather.
- friendly, love people/children!, hard working, open minded team player

- They will need the ability to interact with all staff levels and listen to all staff with their concerns and needs at our local schools.
- Listen to the community, come up with creative solutions, care not only for challenged students but also for those who want to strive, be open minded about charter schools and alternative forms of education, love outdoors, and be brave to go against the crowd.
- A working knowledge of rural Alaskan life. Flexibility with multi age/grade schools/classrooms where solutions may differ from solutions for larger schools. Appreciation and knowledge of Alaska Native and Russian Orthodox cultures.
- Patient Diehard Understanding Through Steadfast
- Be able to be flexible and understanding of new requirements and work load due to the every changing class room environments. Be compassionate with frustrated parents and support at home
- There is a balance between a strictly professional demeanor and one that displays caring and understanding. I think the new superintendent should be able to negotiate with the union while also displaying a fundamental caring for the staff that operate under the union.
- passionate about teaching, friendly, great rapport with students, employees and families, involved in the community, compassionate, positive motivator, negotiator, strong team leader but willing to listen and find solutions!
- Optimism, flexibility, personally relateable, pragmatic
- The ability to listen to a number of very varied opinions and position. To comprehend and understand all of those positions and not take sides in complicated sensitive manners.
- Community-oriented. Someone that has been in our community for years and desires to be a part of our community for years to come.
- Be present, aware of all walks of life within the district, and make sure your choices and responses reflect your understanding of the community's needs.
- They will need to show patience, listen, act and not waiver after making a decision. Stick with it and don't give in to the pressure of the local vocal.
- I would appreciate a superintendent who shows compassion and can help provide students resources for mental health. I feel like this will be very important, especially since students have been struggling due to the pandemic. I appreciate the focus on social/emotional learning.

Where do you currently reside?

- Central Peninsula area
- Central Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Southern Peninsula area
- Eastern Peninsula area
- Central Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Central Peninsula area
- Other
- Central Peninsula area

- Central Peninsula area
- Southern Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Central Peninsula area

Community Members

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- What I love about the community of Razdolna is its ability to survive through tough times and still be able to hold on to our beliefs and way of life and come out even stronger.
- Seward is a small community that values our children, school, teachers and staff. Our children are our most important resource.
- Has “heart”. Many parents who are engaged in children’s’ education.
- Our community is a good size. It is small enough to have the small town vibe and people still care about each other but large enough to have great things to do like Tsalteshi Trails, the Kenai Fine Arts Center, the Trimvirate, Orca theater, good restaurants, libraries, Wednesday market, etc.
- The citizens of Homer are very supportive of public education.
- Conservative. Willing to help others.
- Our community still has the ability to resist the Left. We do not want Planned Parenthood or an LGBTQ curriculum in our schools.
- People here either are extremely kind and giving, or say things that you wonder if that really came out of their mouth, let alone they thought it. Alaska’s people are as diverse as the State, and a person needs to know this and be prepared.
- That we are a tight knit group who supports each other and helps out in any way we can!!
- Excellent Education – K-12 as well as KPC, UA, UAF and Avtec. Wonderful parks and out door activities available for every age group.
- The geographic and ethnic diversity of the KPBSD is challenging yet so rewarding for students and teachers who become lifelong learners from our district.
- Great place to raise children. Lots of outdoor activities and family friendly events. We care about each other.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- I love how the staff listen to the parents concerns and tries to help out any way they can regarding education.
- Our schools are inclusive and want to be the best for each individual. The staff works hard to reach everyone where they are and help them grow and improve.
- High quality, dedicated teachers.
- The teachers really care about their students.
- Our schools have quality facilities, teachers and administration.
- Before covid- small class size. Great teachers.
- Girls in girls’ sports and boys in boys’ sports. Keep it that way.
- The schools here are in trouble. Bottom line. The schools have headed steadily downhill and not recovered. Money is now making recovery even more challenging. There are some good people in the buildings, and they don’t have much of a chance due to poor leadership. The good leaders end up leaving, though some can be found in the smaller and remote spots, and they are generally longer-term.
- That we are a tight knit group who supports each other and helps out in any way we can!! The teachers and campus administrators ARE professionals who put EVERYTHING they

have for our students. They police their own to encourage and support well trained professionals, they do NOT need to be babysat like they are juvenile delinquents!!

- Interaction with teachers vary as to the course of study – so many opportunities – math, music, science and the arts.
- The unique Caring for the Kenai curriculum is one of the best programs for kids to learn problem solving and creative thinking skills.
- They provide a good pathway for students wanting to get post secondary education or being prepared for the job market.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The superintendent should listen to the parents concerns about schooling and realize that what may work for one school isn't necessarily something that will work for another. Every community is unique in its own way.
- Each school is very different. Rules that try to "even out" don't really work.
- Politically divided District communities which affects education policies; some policy-makers who do not keep personal values out of "professional" sphere which affects the education.
- With the hospital, the courthouse, KPC, engineers, electricians (HEA), we have many well educated families who value our school system. However, we also have many families that truly don't value education at all. During the last teacher contract negotiations there was little support for teachers and changes in their healthcare. It often seems the public wants schools available at their convenience and not as an educational service. Another fencers is that the school board lacks long term vision. So the Superintendent will need to have vision.
- Difficult fiscal conditions exist in KBP due to COVID related drop in sales tax revenue used to fund education.
- No more lockdowns and keeping kids out of school. Teachers unions should NOT be as powerful as they are. The kids should come first.
- The new Supt should resist the so-called "Progressive Agenda". It is utter Leftist indoctrination. It is anti-human. Also the wholesale buying into the Covid Hype has destroyed educational continuity and social cohesiveness.
- The District talks and behaves like they are the center of the State and community. The community is really not interested and generally rolls it's eyes when the school comes up as a discussion. The "community discussion" groups yield low attendance. Lower than anything else I see happening in the community. Why bother? They're going to do what they want to do. The District is interested in its own agenda and present as "we are the experts...you listen". Many of the leaders have obtained their leadership education through University of Alaska, Anchorage (UAA). This being a program that lost accreditation and was poor to begin with. This District is "allergic" to hiring well trained leaders to combine with locally trained leaders. I believe the local people fear they will be "found out" for minimal training and so hire only from within. Several leaders have "mail order" degrees. I've read the papers they've written to get these degrees and they are marginal in quality. The personalities involved are micro-managers. I no longer work for them, but working for this District was difficult. I had to learn not to share what I knew and just follow. I've worked districts in other states and also in other places in Alaska. KPBSD functions differently from any I've ever been in. I loved my job in all places except KPBSD. I became very tired of hearing...and yes, I quote..."Oh, it's so

tiring being the leaders for the State all the time". Yet, when exposed elsewhere, other places are much farther ahead. It's become inbred and provincial here. When he was the superintendent, we actually did have one of the best Districts in the nation. There is nepotism in this District. Admin supervising husbands or wives. I've had several people tell me that, before the HR person was changed several years ago, the SpEd Manager husband would say, "well...go complain to HR and see where that gets you".

- That our District office only promotes from within. When an administrator cannot cut it on the campus level, they are promoted to the District Office!! Hence the lack of curriculum provided to the teachers and campuses by the district, and the continual stream of bring in & throw out curriculum paid for by this district! Our district would rather pay the Lawyer millions rather than working in good faith with the teachers and staff on pay, healthcare and other issues. We need someone who talks to and interacts with teachers and staff! The teachers have a union, but they should not NEED one to interact with a KPBSD super.
- We are a diverse and large district the challenge will be to connect with all of the communities.
- No matter where you have served before or how qualified and skillful you may be, there is no other district like KPBSD and there will be a steep learning curve if you are not from here.
- Understand the important relationship between KPBSD and Kenai Peninsula College. We partner in many ways and we all benefit.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- A traditional person that cares about the schooling of children and not someone that will leave students behind because of a virus with a 99.98 percent survival rate. Someone that leaves decisions regarding the health of the children up to the parents and doesn't require vaccines. Thank you!
- Likes kids! Good communication skills. Knows how to be direct and not afraid of hard conversations. Works with local school to find solutions.
- Strong professional, compassionate, mediating, prioritizing, delegating and listening skills. Emphasizes student-centered decision-making. Sense of humor. Congenial. Regularly visits schools throughout district. Has long-term vision.
- Loves the outdoors (really loves it not just say they do when asked) and has this in their resume - like they canoed the Yukon River or they XC ski in Utah or they hiked the PCT or they fly fish year round.
- As the old adage goes: Listen twice as much as you talk. Good people leadership skills are a must.
- Willing to listen to different viewpoints. Have some common sense.
- Skills are not as important as philosophy. The greatest asset of an administrator lies in making good hiring choices.
- Patience. Good listener. Not vindictive and willing to grow according to District AND COMMUNITY interests and needs. I mean, really works with the community and doesn't just talk about how they do this. Understands Alaska and this District's diversity of needs. Actually capable of working with others in the various professions that make up a school district rather than modify into submission.
- Have CLASSROOM experience, have principal experience, BUT, someone who is NOT a District Office lifer! Someone KNOWS the people of the community or at least

Alaska!!! Someone who will take in teacher AND community input!! Someone who can take the lead and/or stand to provide solid information and direction without a continual stream of confusion and multiple choices that mean nothing!

- The new superintendent should be a people person and willing to be active in the community.
- Diversity of educational experience, patience, public relations skills and willingness to make a long term commitment to our community.
- Being able to manage 35 schools spread out across an area the size of a small state and three you can't drive to. Listen to your constituents and be patient.

Where do you currently reside?

- Southern Peninsula area
- Eastern Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Central Peninsula area
- Central Peninsula area
- Central Peninsula area
- Central Peninsula area
- Central Peninsula area
- Central Peninsula area

KPBSD Alumni

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- The people are kind, unpretentious, authentic, generous. The area is beautiful - Tsalteshi trails, the beach, the Kenai River, the Wildlife refuge - it's a great place to live.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Great kids and teachers.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- We need to indigenize our curriculum to reflect true history, local knowledge, and place names. Need to challenge our students - perhaps bring back quest programming.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Able to meet people where they're at/ communicate with people of all backgrounds (no pointy headed ivory tower elitists, please). Strong leader. Able to make tough decisions. Be supportive of administrative staff without micromanaging. Respectful. Kind. Honest. Not another old, white dude (if possible). Creative.

Where do you currently reside?

- Central Peninsula area

Other

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Trail running mecca, philanthropic spirit, seaside mountains, fishing, heavy industrial industries, improving art and music scene.
- Nice small community with a few big box stores for convenience.
- Volunteers run this community. People keep their politics to themselves. Active community organizations. Lots of hiking, skiing and photography opportunities.
- Quiet, private, accessible; small town feel with most of the conveniences.
- Friendly, caring; very helpful - there's so much to learn when one comes in to this area related to things to do, places to go, ways to do things - and established customs!
- Homer area is diverse with many distinct cultures and communities. There are many activities- athletics, arts, college classes, and beautiful places to enjoy natural views and landscapes.
- Close-knit, family oriented.
- For a small community, Homer and the surrounding schools have an incredible amount of resources and support. There is opportunities for amazing outdoor exploration.
- We have world class fishing, amazing scenery, rivers, lakes, several beaches, hikes, a great trail system for riding bikes and skiing/running, small but big enough , on the road sytem but rural.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Amazing teachers, support staff, and administration!
- Uses volunteers so students also learn to build mentors which is a life skill. Reading is emphasized in early grades giving student underpinnings to be lifelong learners
- Amazing teachers, nice trail systems and facilities, good extracurricular activities that engage community
- As a substitute school nurse, I have been in several different schools on the peninsula. Administrators and office staff have been wonderful to work with. Teachers are helpful and caring. It's a pleasure to be a part!
- The Homer areas schools reflect the diversity of the communities, and represent a multitude of cultural practices and traditions.
- Close-knit, family oriented. Generational enrollment. Everyone knows everyone. Teamwork.
- We have highly skilled teachers, who are passionate about their work.
- Our schools are integral to our community and it's long term success. The schools are often close knit communities of families and local teachers that give each community gathering points and jobs.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Partisanship growing more extreme, diversity of opinion and discussion not as welcome. Lack of affordable family housing is killing our school population.
- The community is politically diverse but overall is very conservative. This leads to some tension in the community. There is very little racial diversity in the community.
- Threat to small schools Need for extra curricular activities Some parents are taking their students to other schools
- Principals and teachers need more active guidance and feedback from district office; please provide strong, decisive leadership. Our regular operations were dismantled by COVID; this is a great opportunity to prune, streamline, refine, and rebuild with a foundation in research-based best practices. If leadership provides clear expectations early, and consistent reinforcement of best practices frequently, teachers will rise to the occasion. We must win back the hearts of families who have lost faith in our district.
- There is a great difference in cultures represented by the children who attend our schools on the peninsula. Each child is so very important! As are their parents. Even the home school ones! One size does not fit all - but open communication is so very important.
- The unique diversity of the Homer area can also represent political and cultural differences that can impact relations.
- Unique and defined differences in ALL of the communities. Hard to give same direction to all communities.
- There are a wide range of school sizes and a diversity of unique needs. The next superintendent will need to learn the different needs and challenges of rural schools vs. big schools.
- Our district has had a tumultuous couple years, starting with a near-strike and huge wildfires last year, and now a pandemic. Our district is, unfortunately, facing an enormous budget shortage with no easy solution, which will force a superintendent to address issues like school closures and combinations and letting staff of all levels go over the next several years. There is bound to be uncomfortable push back on all of these issues and we need a superintendent who can navigate those with grace and goodwill.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- The new superintendent should want and apply for the position.
- Liaison, communicator, un-biased investigator, initiative, fairness, involved and aiming to improve efficacy of all 42 schools.
- The ability to sell a budget that is in the best interest of students to community leaders and taxpayers that are fiscally conservative.
- Community oriented..active beyond school Flexible.....community requires it Ability to cultivate parents
- Determined, innovative, hard-working, collaborative, strategic, analytical, well-informed, motivated, driven to make evidenced-based decisions, willing to listen to stakeholders, holds administrators and teachers accountable, uses evaluation tools effectively to promote growth
- Skills: listening well, realizing great ideas sometimes come from the smallest of voices. Qualities: Patience, being approachable, being available within reason, honesty

- An excellent, ethical leader and communicator. Someone who is confident in making the right decisions for the district and school communities, while accounting for the unique needs of each school and the borough as a whole. It's a tough job, but the right person can be successful and impactful for the betterment of the district.
- Strong, team player, solid decision-maker, LISTENER, current
- Be a strong decision maker. Pick a qualified and responsive leadership team. Communicate clearly to all staff and provide support. Understand Alaskan Social issues (poverty, substance abuse, domestic violence).
- A superintendent needs to have a calm personality, common sense, be able to work with a variety of stakeholders, and be a liason between the school system and the community and borough. This superintendent will need to make particularly difficult choices that will include pandemic response, rebuilding after the pandemic is over, and the enormous budget shortfall. A superintendent should have knowledge of how best to steer the overall district and find ways to provide the best education possible to our widespread students. Our new superindent should, I think, concentrate on bringing our students back up to speed and filling in FOUNDATIONAL academic skills that were lost or are behind because of the pandemic. We may need a paradigm shift in the way we educate, and small group instruction and our intervention process will be key to bolstering many of our students who receive less than optimal instruction during the pandemic time. We need to take them back to basics and make sure they've mastered those before pushing ahead conceptually.

Where do you currently reside?

- Central Peninsula area
- Eastern Peninsula area
- Other
- Eastern Peninsula area
- Eastern Peninsula area
- Central Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area
- Southern Peninsula area
- Central Peninsula area

Parent or Guardian

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- We consider our school as remote because of the specific kind of school we are, though we are accessible by road. We are located in a community with a 100% old-believer student enrollment, quite different from other schools, so that requires a different approach to the way things should be done here.
- Small, close knit, family. We know every member, adult, down to the youngest child. Remote community. Independent.
- Our village is one mile long. Everyone is related. The village started by parents and 8 sons. Now everyone is a cousin to each other. Everyone have the same mind set for the children.
- Razdolna - small, remote community, fiercely independent.
- supportive businesses and parents.
- its similar to the midwests climate. everythings more expensive. people keep to themselves.
- The community is very proud of being Alaskan and very resilient.
- We have a strong social support system, are family oriented, and strong belief system.
- Nature! Hardiness and adventure! Open-mindedness! A connection to current events around the world, despite the distance from most large cities.
- Our community is a tight knit group, this is a small community even though it is the most traveled or vacationed spot in Alaska during the Summer, we know each other very well. So if your from a big city, you are not going to like it here.
- Our close knit community cares. Our kids come first whether one knows that child or not.
- I love that our community listens to each other, works collaboratively and tries to do the best for EVERYONE!!
- The fact that there IS a community. Seward cares and looks after its own. When someone in the community passes away, has a fire or suffers a trauma, it ripples throughout the residents and we collectively look for ways to help those affected.
- Student oriented
- The people are friendly and polite and there is fun things to do
- We value quality education & respect alternative career paths
- I'd rather be honest, and hope the district does as well. That's what got us into this mess. Although the area is beautiful, the people in the community are horrible, and very stupid. Major groupthink going on.
- This is tough, because with the COVID fiasco, I am not seeing a lot of good happening.
- Mountains, rivers and the ocean, long term residents, small towns, interesting people
- We are a small town that will stand behind people that listen and really care about our children's well being (their mental health as well as their physical heath).
- Helpful neighbors, community events, love of the outdoors, strong art community.
- Small town, close nit community.
- Our community draws people who love the outdoors with our myriad of trails, public cabins, and oceanic adventures.
- Great place to raise a family. Friendly people and amazing outdoor adventures!
- People are very friendly and very helpful
- Our community is one that supports children attending school in person.
- The community is very involved in the athletic programs at the school.

- People aren't afraid to speak their minds. They are very considerate of their own feelings.
- Beautiful place to live. Small town feel, engaged community.
- Smaller population
- Open schools to students now!
- Access to nature, bookstore, libraries, gardening clubs, hiking and cross country skiing trails, kayaking, berry picking, music in the park, morel picking, beaches, local theatre, community orchestra and choir, local artists, a few good resources for foodies (Lucy's, The Flats, Addie Camp, decent Thai food), brew pubs, Kenai Community College
- Tight knit, looks out for its own.
- We have a giving and caring community. People really help each other out. We have lots of community events that are well attended and looked forward to.
- Excellent teachers and parents who care about their community and the people in it.
- The people and businesses in Anchor Point support and help each other when they see someone in need.
- Since were a small community everyone wants to support your kids even if they don't know you. We have quite a few things to help kids stay safe if they were open right now.
- We have the infinite outdoor recreation capabilities. We have pockets of dedicated groups that are committed to making outdoor recreation accessible to all. We are afforded lots of choices in which to raise our children.
- Innovative Playground for Alaska Beautiful Fishing People look out for each other when in need, generous
- Alaskans are always willing to help one another.
- Our community is a community that supports are schools and teachers. We come together despite are differences to do what is best for kids.
- Small community where many know each other, supportive community in times of turmoil and distress. Our community is like having that neighbor you can fall back on if you need a helping hand, or share a celebration when there is success and joy.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- America prides itself in its freedom of religion/cultural practices, etc. The good thing about our school is that our students (being Old Believers) ALL can equally relate to what is expected of them, socially and spiritually. That requires a Superintendent who can work with our school and not LUMP us into a "one size fits all" program. Unfortunately, the current superintendent shows ZERO interest in working with our specific needs.
- Small, walking distance throughout the village, want to be considered remote.
- Very remote. Almost like a private school. Kids come home for lunch. Walking distance from home.
- We are on the road system, but most of our students live in the one mile radius of our school. Therefore we want to be considered a remote school.
- Kenai Central embraces all learners, all kids, and we have an amazing middle school as well!! Our elementary schools here prepare our students to be lifelong learners!
- the staff members are generally nice. schools are maintained.
- The schools make an effort to include parents in the educational process.
- The school stands up and supports parents needs and values, we celebrate diversity and cultural differences, we are students first.

- passion for education, individualized/tailored learning plans, genuine care for school families, excellent extracurricular/"outside of the box" learning opportunities like ski/skate clubs, chess, beach cleanup, and the salmon project
- We have the best schools in Alaska right here in the Kenai. Our Principals and Teacher's care greatly, and are the reason we keep our kids in public school.
- Our teachers are amazing. MOST are there for that reason-to teach. They truly care for the well being of our kids.
- I love that our school asks parents opinions on issues and REALLY listens.
- The teachers, hands down. I have never met more caring, committed people working so hard for my child. They involve me in their curriculum and I feel like part of a team in educating my child. Whether its ideas or problems, I text my son's kindergarten teacher several times a week and always receive a quick response and support.
- They are good when they are open
- My Grandson and granddaughter loved their time at KMM and now KCHS. the staff in both schools are great.
- They celebrate the arts, sports AND academics
- Soldotna Montessori is a waste of taxpayer money. It is NOT a Montessori school and the leadership is horrible. Further, they discriminate. The new superintendent will need to address liars and incompetence. Which is more important - keeping a warm body to educate our children, or actually letting those people go, and finding the resources to hire good people, with basic ethical standards who are good people. See from where they draw from hiring. We need new, good teachers.
- There are some quality teachers among the masses.
- Students at KPBSD have historically had the highest test scores.
- The teachers, principals and staff truly care about the students.
- After school programs (like skiing and archery), STEM projects, musical programs, school spirit days, spit light student, interaction between grades (reading buddies, computer buddies, etc), teamwork among teachers, means for families to be involved in the school community.
- Dedicated staff and parents.
- Our principal has an impossible job covering two schools, but make it work. Our high end kids still have AP and college classes, and our struggling students have a huge support network.
- We have such an amazing school. The best thing is our principal. He is one of the best principals I have ever worked with.
- Nothing at the moment as they are huge empty buildings!!
- Some teachers work very hard to secure a quality education for our students.
- The schools I've dealt with all cultivate a sense of community. This can be good.and bad.
- Teachers really care.
- Kids have grown up together
- Aurora borealis charter school is among the top in the state.
- Schools are small enough that meaningful relationships can be formed, consensus can be worked towards, and adaptations can be made more easily. Most schools are working towards PBIS, school-wide SEL, and personalized learning.
- The teachers are fantastic. The individual schools truly care for the children.
- Our schools really care about their students. There are individuals who strive to make every child's experience as positive as possible.

- Redoubt El. has a great staff. We hope to return once the School district stops jerking around the kids. All kids should be in school and not at home pretending to be learning remotely
- Chapman has high academic expectations for its students and is very supportive in them meeting their goals. The enrollment there continues to expand.
- Homer teachers care about their students and know most of them by their first name. More like a supportive family than a school. Here for them both mentally and emotionally- care about their well being not just grades.
- Our schools have dedicated staff members. No one comes to teach in Alaska just for a job. Or at least no one stays long as a teacher in Alaska if they weren't dedicated. So whoever you have left, their commitment is pretty beyond question. Our schools are pretty diverse. We have the unique fortune of not really having "affluent" areas so every school demographic is pretty mixed. Every school houses students from every region of the socio-economic spectrum.
- Flexibility
- The staff are very caring about the students.
- Our school goes above and beyond for our students.
- Core teacher groups that offer consistency for our students, positive support.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- First, the current Superintendent should step down immediately, being that our needs were NEVER met. But, in the event of having to wait until the next selection process, the NEW Superintendent must understand this very simple fact: "One size fits all" is a horrible way to run a School Borough. Every school is unique in its own way, especially the Old Believer schools. We NEVER ask for special treatment, but we do require that our differences from the general population be noted and dealt with on a case by case basis, depending on the subject. I don't want to get too deep into specifics at the moment (feel free to contact me for further discussion) but one example is the shutting down of our remote school. We are one, very big, close family here in the community. We can easily keep our school doors open without mask requirements. There are ways. You just need to communicate with us. The solution is a no brainer.
- Want more individualized plans that each school is asking for. Parental input in the schools rules and decisions. Parents voices being heard.
- To understand our beliefs and wishes of what not to bring into our school. Not to make decisions as all the school district. But more of each and every school individually.
- In these times of the pandemic, some communities and schools want more individualized plans and more control over what the rules are, especially issues like masks and vaccinations.
- This is a large district geographically, and that can be a struggle.
- the district office thinks they are better than the common employees. Generally pretty sneaky people work up there. they are not known for telling the truth at job fairs.
- There is a lack of uniformity and consistency between district departments and schools. Each seems to have its own corporate culture--don't dare confuse them!
- The small schools are just as if not more so important than the big schools because we know our students best.

- the interesting cultural diversity element of Russian communities while still being a predominantly white American town, student access to things that he/she might take for granted in another state (electricity, running water, internet).
- Like I said, if your from a large community please don't come here. You will not like it.
- The lack of listening the board does. Most are no longer parents of school aged children's me are not thinking of the students, but rather the the fact that they are "board members"
- That we have very diverse schools and needs.
- The remote learning needs refinement so that the kids are getting needed time with the teachers. My son is a bit behind on reading skills and though I work with him, I'm not a teacher and don't know how best to reach him. Also, the kids need to be back in school. Regardless of community spread. We are halfway through the kindergarten year and my son has been at school in person learning for a month. Out of the last 4. Its such a critical year (kindergarten) to foster good reading and writing skills, I worry a LOT whether he's getting the needed support and instruction when he's not with his teachers. Speech therapy also needs to be quickened and streamlined to encourage early access for young children. My son has been waiting for weeks for an evaluation, he hasn't even seen the therapist or started working on his speech.
- That school districts like to actually educate students
- My grandkids want to be in school. They are struggling with depression.
- We need stable in-person schooling. From everything I hear, this is critical to retain students
- Lawsuits. Liars. Incompetence. School board members that are really, really stupid - a school board and district that does not make any effort to ensure the mission and vision of the district are implemented for each child. a district that is unethical in their proceedings, causing the district to be sued, so easily; many egregious violations of due process because many staff have been hired from 'inside' and they do not know what they are doing; rude teachers and staff; groupthink galore; district administration and school board that directly put people in harm's way;
- Connections Homeschoolers are district students, too! What works in Seward doesn't necessarily work in Homer, or Nanwalek, or Soldotna!
- We have too many leaders that do not have principal experience. We also have too many leaders who do not have any outside district experiences. Practices and procedures are a little bit dated here.
- She/he should be aware of the importance of involving families in school as volunteers, resources, activities. Also, our schools need teachers and the buildings need maintenance and I our financial security as a district is less than ideal. Good luck.
- COVID has caused quite a bit of discontent among parents. You can't please everyone but please, try not to make rushed decisions.
- No funding for curricula. Our secondary ELA curriculum hasn't had new material since 2012. Teachers are taking photos of old textbooks while they teach virtually during the pandemic. Expect no financial support.
- Parents want our schools open. We want our kids in the classrooms. Our teachers want their kids in their classrooms.
- We need better quality special ed teachers.
- #1 priority should be getting kids back in school. Parents with jobs have had to quit to be able to stay home and become teachers. Stop the madness and allow kids to return to school!!

- Our schools lack discipline. Students have tantrums, swear, and disrupt regular classrooms. They even curse at teachers. We need to safeguard our classrooms from such behaviors.
- Be prepared to constantly be publicly berated, abused, and devalued. People here (or at least the loudest ones) don't seem to value teachers much. They like to point out how much money we spend on education and allegedly get nothing out of school funding. But, that all slips away when there's a pandemic, then those loudest ones want teachers back in school so bad they're OK with teachers possibly dying (or at the very least becoming seriously ill) as long as their kids can get an in-person education.
- A vocal minority of our community are over-politicized and under-educated, and no matter what you do.....they won't be pleased.
- Lack of funds for education. Keep small schools open
- Charter schools are an asset to this school district and should be treated as such. School shut downs are failing our students and families.
- First, the district will need to work hard to rebuild the trust of parents and the community following COVID closures. Gather stakeholder feedback, develop a product that meets market demand, and conduct quality control to make sure the quality promised is provided. Do not over promise and under deliver! The district will need to make a clear, transparent plan early if they plan to win parents back from private school, IDEA, or other non-district programs (e.g. homeschool parents can start to spend their allotment for the 2021-2022 school year on July 1st, 2021, so many families will make up their minds before then). Actively seek stakeholder feedback throughout the year and fully investigate concerns. Parents will continue to abandon the school district if their concerns are dismissed without being addressed. Second, teachers need specific, uniform direction about how to address the divergent needs of students after COVID. Teachers need advance training and planning for how to effectively conduct pre-assessments (e.g. using MAPS or survey level assessment) and how to address the broad needs of students (e.g. a 3rd grade teacher may need to address instructional needs at the 1st through 5th grade levels). Provide teachers with clear expectations and a positive example so they know how to navigate these uncharted waters. Continually re-teach expectations and document feedback at the building level. Monitor individual schools and hold them accountable for following best practices, including constructive feedback for administrators. Require evidence that best practices are in place. Teachers need consistent messaging and support, which is often absent at the building level. Please send strong guidance from district office and expect school administrators to enforce it (do not leave messaging up to school principals). Finally, please require religious groups to meet outside public school buildings (e.g. students can get a bus pass from a parent to get dropped off at a church). People are free to practice whatever religion they choose, but do not allow students to be pressured to participate in religious activities at school.
- That the children come first! That the teachers deserve fair pay and treatment. That there is very little patience left for the bickering and cheap shots of negotiations.
- There is some animosity between Kenai High School and SoHi. Kenai is seen as a lesser school and not deserving of the same things as SoHi. This tension is YEARS old and our previous Superintendents have not advocated for the smaller school. I would love to see a new person in charge with NO bias who treated ALL schools fairly.
- Do not close the field use permits for outdoor activities due to a flu. Children need these activities for their mental and physical health

- There has been a big disconnect between what goes on outside of the central peninsula. Time and again policies and procedures are put in place to benefit central peninsula schools but are then required throughout the district. This cookie cutter mentality lacks the vision of each school's individual needs and dynamics. It would benefit the district to have regional leadership that advocates and creates policies for their area. Small schools are definitely under represented and their needs are often times dismissed or downplayed.
- Kids should get to go to school- more kids are hurting themselves due to online school vs the actual virus. This is ridiculous!
- Our community is generally not supportive of funding for public education. This is an uphill battle that will require a superintendent that is able to convince our community to be sympathetic to our cause. We are generally a community that likes to cut off our noses to spite our faces so in a way, we need a superintendent that is as charismatic as a politician yet as trustworthy as the Dalai Lama.
- Support for students Class size Instruction Student in need Social Emotional Learning Innovation and Technology
- Lack of diversity amongst staff. Embracing equality. Funding for positions. How students of lower socio economic status are being affected by school closures and how discriminatory the process of grading is to them.
- It is diverse and covers a huge area.
- In this period of time with we are divided with teachers and staff that are overwhelmed with how to deal with the affects that COVID has brought into all aspects of our lives. We have many parents and teachers split on "do we go back to school?" "Do we stay remote?" While this is a new area for the whole world in the last 100 years each day is a day for new understanding. We need for our students and staff some level of consistency, common ground, communication to ensure our students/kids are getting the education they deserve, and that there is support for parents and staff alike to help deal with work schedules, and the emotional well being of trying to figure out what each day brings for them as parents, teachers, and students. Communication downfalls, mental health of staff, students, families, and the question of "what will next week look like?" every Friday afternoon.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- If the new Superintendent doesn't understand the importance of our diversity differences, lifestyles, location, values, etc., he/she doesn't qualify. Our school is one of 3 other Old Believer schools here, East of Homer. Liberal ideology is NOT in line with our religiously conservative ways. Common Core and other similar ideas are also not acceptable. There will be a huuuuge pushback against destructive agendas against our beliefs. We have come a long way to be free of any type of destructive agendas against our community's principles. We will fight til the end.
- We need and want someone who is willing to compromise and listen to each school, individually,
- To listen and understand we are not for technology. We are more for the kids to learn about hands on to survive every day living. Building, fishing, growing, filing out papers,etc..... Just plain listen
- We need someone that is willing to compromise and listen to each school as an individual entity, especially in the more remote areas.

- willingness to support all schools, work well with the board and site council folks, be engaged in what schools are doing, communicate
- Personable. reasonable. someone that cares for the staff in the schools, and the kids also.
- There are strong departments and weak departments, making it difficult to navigate communication as a parent. There is a strong sense of status and entitlement with the high paying slope jobs--this trickles down to my student in the classroom. Slope parents exercise their muscle to influence the district even when it is not for the good of all students.
- To know the value and importance of face to face instruction
- We need a liaison and a mediator. We need a person who can bring together many schools of thought and many polarized (and polarizing) opinions/personalities. We need someone who can repeat back what they've heard/seen/learned and develop action plans regarding, immediately.
- We need a superintendent that takes to heart what our community feels, believes, and values. We are not interested in a politician, we do not want anyone who think they need to bring the same values and principles from their old school or state to OUR's. You need to fit in with us, and our culture, not the other way around.
- The superintendent NEEDS to listen. Listen to the parents and the students. We are the ones that are dealing with education now. NOT the board members.
- The ability to adapt and shift plans is of course essential, especially now. But more importantly someone who can remain clear headed and detached from the hysteria of so many would be an invaluable source of calm, clear leadership for our children and their families.
- One who wants to educate children. Seems to be a rare trait
- Respect alternative goals (rather than k-12 as just a means to college) & mindful of good quality of life, especially access & understanding of our environment & the industries, animals, and subsistence lifestyles that depend on it.
- We must find someone who can move us back to critical thinking for our high school graduates. If this year has taught us anything, it is that we are failing at education, and developing critical thinkers.
 1. Competence. - knowledgeable in theories, philosophies, and laws in education; have to know the policies and procedures, why they are there, and why they are important, and ensure they are followed by all
 2. Leadership - it's education; something that is incredibly valuable to any community. A good leader does not capitulate to staff, but sets high standards, and makes sure those standards are followed by all; they are not afraid to enforce consequences; they are not micromanagers, but they lean in instead of look the other way.
 3. Integrity - someone who cannot be influenced by insiders; who will be swift and consistent in terms of abuse and bullying from other administrators and teachers who act in any way less than professional.
 4. Capable of valuing, using, and understanding best practices in education, and making sure those practices are being implemented, and not just done on paper
 5. They are passionate about education and like to learn themselves.
 6. Longevity at their last job; and well-recommended by their last job;
 7. Community building is important, but right now, the district educators and administrators need to be cleaned out and cleaned up. Community building can come later.
- Patience. Rural experience. A willingness to do things "out-of-the box". Thick skin.
- A person that has build up and ran a successful company. Someone that can balance budgets and cut the fat out of the budget. Business management is important.

- Bring new information, ideas, talents, methods, procedures, and stronger more decisive leadership. We need someone with experience, someone with teaching experience, principal experience, and lower 48 experience.
- A good candidate would be willing to listen to and act on the ideas and concerns of the parents and employees.
- Common sense. The ability to accept blame and criticism. She/he should be able to trust the Principals to do what's right for their schools (i.e. not a micromanager).
- Open minded, and approachable.
- She/he must be progressive.
- Fiscally creative, good listener, available, outdoorsy,
- Needs to be adaptable and needs to be willing to listen to parents and students about concerns/problems
- Common sense.
- We need a leader who believes in accountability and discipline in our schools. Other students are negatively impacted by the kids who cannot control themselves. We need to find a better way to educate students with behavioral problems without disrupting the education of all students.
- It would be nice if they were from Alaska. I believe we are the only district in AK with both on and off the road schools. Alaska is unique with it's
- Must value teachers. Must be flexible and willing to learn that our community is unique. Must be willing to make difficult decisions based on research, best practices and sound science, while extending branches to community members to whom those sources of information are immediately sus because they don't value or understand them.
- Put education first. Keep good teachers teaching.
- I want a superintendent that can balance a budget and keep costs down. Also want a superintendent that keeps schools OPEN!
- Perceptive, detail-oriented, collaborative, knowledgeable, decisive, transparent, unifying, assertive, provides clear expectations and follows through, holds administrators accountable
- The ability to be fair, and put the kids first and foremost.
- The superintendent needs to be confident in decision making and not let opinions sway his/her judgement. He/She needs to be a good communicator who sticks with their decisions and communicates them CLEARLY to all schools and does not make exceptions. Communication to Staff and the community is imperative.
- The new superintendent needs to have a clear vision of where our district is heading, they need to develop a plan that incorporates school needs/input vs. a the top down approach that has become the norm of district. This candidate needs to be able to have sincere and open communication between principals and directors and needs to take an active role in leading us, especially at this time.
- Listening to all communities getting to know each school & what they offer to thier students and what they lack or where they need more help.
- As mentioned before, we need an honest and charismatic (while rare traits, I don't believe they are mutually exclusive) leader who is decisive yet knows how to adapt when a plan is not working anymore.
- Ability to see the big picture - create a vision and mission that is coherent, sustainable and manageable and focused on students Friendly, trustworthy, equitable Unbiased

Actively listens Seeks input from all stakeholders before making decisions Regulates emotions and behaviors in a respectful manner Sees outside the box

- A background in working with diverse students and staff, both racially and economically. The ability to have a dimensional view on a subject rather than a one-sided view.
- Leadership skills are important. We need a leader that people want to follow. We need someone that will hire great people and support them to be the best educator, admin, support staff possible. We need someone that is invested in this community.
- Must have strong communication skills, have great mediation skills in working towards new goals that may require compromise, understand and appreciate the small yet diverse district, and Alaskan values and Traditions. Show leadership, and be a team player on every level from our students and staff up to Administration.

Where do you currently reside?

- Southern Peninsula area
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Students

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- I live in Soldotna. It is very nice because it's a pretty close-knit place. There are lots of good local businesses and lots of different people (mainly in terms of income).
- This community is small and supportive, we value greatly value our sports and education. As Alaskans, we enjoy the outdoors and community events.
- The community of Soldotna might be small, but we have some of the most compassionate, driven residents you will ever meet. Everyone is invested in each other's success and we work together to put on incredible events, fundraisers, and activities. Soldotna's small businesses are our foundation, so we look to shop local and support our neighbors in their entrepreneurial endeavors. Most importantly, we enthusiastically welcome newcomers with open arms!

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Our schools vary in size throughout the district. There are lots of dedicated and compassionate teachers at these schools. For the most part, the schools also do their best to meet everyone's needs.
- Sports, musicals, and any extra curricular activity are great things about our schools. It allows you to make friends and feel whole as a school. It brings happiness and teaches us so many life skills.
- The schools in Soldotna dedicate large amounts of effort and funding towards ensuring the best possible chances of success for each of their students. The community is also extremely supportive of school events and fundraisers that help to make learning an unforgettable experience.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Funding. Our schools are very old and need serious updating. Teachers. There have been lots of issues with contracts over the years and if such issue arises again, teacher input needs to be respected.
- We want to be back in school, even during the red. We are tired of being educated through a screen.
- Under recent constraints, there remains a continuous debate on how to regulate schooling under the restrictions of Covid-19. Also, the suicide rate within schools, especially in Soldotna, has significantly increased in the past few years. The issue will need to be addressed from an administrative standpoint in the near future.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Passionate about education, able to mitigate conflict, and able to work with a diverse array of schools, teachers, and students.
- The new superintendent needs to hear everyone's thoughts and do what he thinks is best for everyone.
- The new superintendent will need to be extremely diligent in balancing the needs of students, parents, administrators, and staff. It is imperative that they not only listen to the concerns of members of the district, but act upon those concerns in a manner that offers compromise on all fronts. They should lead with integrity, and be open to the ideas of others.

Where do you currently reside?

- Central Peninsula area
- Central Peninsula area
- Central Peninsula area

Teachers

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Believe in kids, Strong Community traditions in all communities.
- Caring teachers, wonderful recreation opportunities, beautiful area, great parent involvement
- People tend to come together to help each other.
- Our community loves freedom, I don't think I realized how much until recently. It values hard work and integrity. Our community loves the outdoors. Fishing
- Close-knit community with citizens who are quick to help another; lots of community events (music in the park, Christmas comes to Kenai, holiday parades, Progress Days, Wednesday Market, etc.).
- We have a beautiful community. The central peninsula has the Kenai River running through it, and it provides so many opportunities for recreation. Hiking, fishing, camping, cross-country skiing, and biking are some of my favorite past times. We have wonderful small businesses like restaurants, book stores, and boutiques that make our town great. The Kenai Peninsula is a close-knit community.
- Homer is a creative and caring community. These traits make this a great place to live and work, and are qualities that impact the opportunities and experiences available to community members. Generosity abounds and helps to ensure a feeling of connectedness and safety.
- Fabulous outdoor recreation in all seasons, the river provide fishing an recreation, hiking and skiing trails, near by ocean adventures, dozens of lakes. The people are the biggest draw, small town connections, friendly and helpful
- I have seen our community go the extra mile to help those in need.
- Quite religious, primarily Christian but respectful and accommodating to religious views and practices. Supportive and involved in community outreach and services. Many very successful non-profit organizations. Many financial and service donations from individuals and businesses. Low crime rate, centrally located conveniences yet spread out enough to feel a bit rural. With wild outdoor adventures surrounding, it earns the title of "Alaska's Playground"!
- Our communities are diverse and spread over a wide geographical area.
- We have a small well-knit community. However the opportunities for fun and simple way of life is around for almost everyone's Pleasures. Local shopping, Local trails and river, Beach settings, wooded acres, Mountainous retreats. All of those allow for many wildlife viewing, some hunting, & lots of fishing here.
- Our community supports our students through donations and helping with activities. They are there for our students. We love the outdoors and the students love to share what they do hunting/fishing/camping/skiing. Our community asks the tough questions and we have to be sure that we have the right responses. We trust the people that tell us the facts, not a lot of fluff.
- Great outdoor recreation options for all ranges of interests and skill levels.
- This is a very free thinking, common sense and liberty based community.
- Many opportunities for outdoor recreation, family centered community
- I live in a tight-knit community when it comes to neighbors pitching in and helping one another, yet a respectful community when it comes to independent thought and personal space.

- Outdoor activities events community
- I will tell you about our community of Homer. We have an amazing community of artists, musicians, and crafters. The food in our restaurants is impressively worldly and delicious for such a small town. We have great skiing, fishing, and outdoor recreational opportunities. Most importantly, the community strongly supports the schools. Each of our public schools have strong parent groups.
- The community is family oriented, so that makes the schools nice places to be.
- Caring, Great Schools, Great Staff, Places and things to do. Activities to get involved with and support.
- We live in a beautiful river community that has so many great natural resources. Everyone knows everyone.
- We have a vibrant and thriving arts community we are many KPBSD students, teachers and staff participate as artists, musicians, actors, etc. The school district's arts programs give many of these participants their start.
- Good hiking trails.
- A beautiful and quiet location, the Peninsula has an abundance of outdoor opportunities. The schools are outstanding!
- Great outdoor recreation
- Always steps up to help.
- Not crowded, good housing prices (land for money), clean and natural environment. Lots of outdoor recreation.
- It is a caring community.
- People are kind. Nature is everywhere and beautiful.
- Although very diverse in our views, we want to be proud of our community and families. Our schools are a hub and a central piece of both of those.
- It's small and family-based with many fun outdoor activities to participate in.
- traditional values, cultural efficacy, and community partnerships
- The town is involved in many worthwhile organizations. The arts and outdoor activities are supported by many.
- Even though we are a large school district demographically, we are tightly knit in each individual town. Each area has a different feel and vibe to it making it individual and diverse. Each community offers different strengths and talents.
- Small local schools,
- Overall, our community is filled with caring people! We live in one of the most beautiful places on earth.
- Our community can really come together to help each other in a crisis. It is spread out, but has a small town feel. You can be as connected with your neighbors as you'd like. Plus, there's great coffee!!
- Rather independant and thinkers. Value education.
- The water system, council members, public school and people who help others.
- The Seward and Staff community is supportive. Everyone here is out to help one another under any means necessary. I love how relaxed the environment. I moved from Texas over the summer to work here and never in my 4 years of teaching have I been called a professional as many times as I have. I love how I am trusted to implement my curriculum without being micromanaged and I feel that kind of freedom really promotes the ability to thrive in my field.
- Homer is a community that supports education.

- Small community where the school is the central community center in town.
- Community minded, others centered, not covid fearful
- It is a small community.
- There are opportunities for art, outdoor recreation, service to community, continuing education, theater, and other fun activities.
- We have great local candidates who know the state and the diverse communities within our geographically large district.
- The community comes together in times of crisis. If someone is displaced from their home due to fire or other means, the community quickly rallies together to provide for that family. We have a large quantity of small business owners that maintain our small-town feel despite the increasing population.
- Strong culture of arts, collaboration, activism, small business support.
- lovely setting with lots of opportunity to be involved in nature, theater, the arts, church, sports, etc.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- staff with diverse interests, in depth student teams in wide range of activities, Strong partnerships with businesses and universities for reaching common goal for learners.
- parent involvement, especially during the pandemic. Parents have been able and willing to help support learning at home
- Teachers collaborate to do good things for kids. We have highly skilled educators.
- Most of the teachers I know want schools to open and stay open.
- Very dedicated EDUCATORS and paraprofessionals at our schools; staff build meaningful relationships with students and families; school programs and activities meant to engage students; safe and effective learning environments.
- Our schools are very student-centered. Every school I have worked at or visited strives to put students first, and to meet the needs of every student. One of the great things about living in such a beautiful place is that we can use our community resources to help educate our students. Students dissect salmon, visit tide pools, go river rafting, and care of local streams (just to name a few activities).
- The freedom to teach, free of mandated curriculum, allows Fireweed Academy to use student interest and passion to drive engagement and successful learning. The success of project-based, experiential and constructivist methods show through in our alum, evidences by the fact that many of the Homer High School valedictorians had their foundation in learning built through these methodologies at Fireweed.
- Our schools are connected communities and a family feel.
- The staff are amazing! We are so thankful for staff who go out of their way to encourage and challenge our students.
- I love Nikiski North Star Elementary. The teachers I work with are amazing. Actually, the whole entire staff is amazing. They are loving and caring and want to provide the very best education to children.
- Truly dedicated teachers and administration daily prove commitment to profession and each individual student! I'm surrounded by staff like myself who sacrifice and voluntarily donate personally above and beyond any expectation or job description to meet needs of student. Each school takes pride in building a tight family atmosphere of support,

inclusion, and acceptance. Highly professional practices are constantly updated to keep pace with ever increasing technology needs and individual challenges.

- Our schools are filled with committed professionals (certified and classified) who work many hours above and beyond the contract day. For the most part, we love our communities and we love our children.
- Most of our schools are very well rounded and educated providing many opportunities for kids to do Sports and afterschool activities.
- Our school assistant principal was just nominated as the Alaska Assistant Principal of the year. We have a finalist from Counselor of the Year, and a Paraprofessional of the year. We have teachers that believe in data driven instruction, project oriented, and we focus on the emotional well-being of students. Our school is outstanding in teaching students healthy activities such as how to swim, bike, and ski. We are a family, by the end of the first week of school our administrative secretaries can identify, name, and tell you the history of every student that walks into our school. We are a model school.
- Top notch teaching staff and administration.
- The schools here on the Kenai truly care about the students and create a great environment for teaching and learning.
- Student centered learning, competency based education at some schools, quality educators
- We have a low teacher: student ratio with high parent involvement.
- positive environments amazing staff dedicated to students
- -Creative teaching -Teachers teach to the whole child, not canned curriculum -Higher order thinking is encouraged
- Families care about the neighborhood schools.
- Staff, children, location
- My school has a wonderful principal and staff. We encourage each other and work together.
- Students receive a top-notch education and are loved by their teachers and administrators.
- Quality teachers.
- Every school strives to create learning environments that meet the needs of every student! The staff are dedicated to their jobs.
- Hands-on Science, community partnerships, AP/advanced electives, collaboration with college in high school
- They have the best interests of students in mind.
- Staff really care about kids. Hometown/small town feel when it comes to problem solving. Community needs are weighed highly.
- Great principal
- Kids come first. Not as political as the larger school districts
- We like our teachers. They get along and are supportive of each other and their students.
- Every student is known by staff, we have high-quality educational staff, sports programs, and activities for students to participate in.
- personalized learning, STEM/ cultural activities, amazing, dedicated educators and staff
- The staff is caring and highly qualified. They care about teaching the whole of a child and not just focus on the academics. I am so glad that sports, the visual arts and other art forms are appreciated and supported in our District.

- Schools develop their own community. Students become very close with each other along with their families. Many students remain with the same group of friends all the way through high school.
- Great principal, and teachers who really care about their students and families
- I can only speak of my school which gives kids hands on learning, lots of study trips and community connections, opportunities for social action, and really fosters life- long learning!
- Each school is so unique. They all have adapted to best meet the needs of their demographics.
- Diverse and work with all types of cultures from Native, to Old Believers, to mainstream.
- The teachers, support staff, students and parents who support their children's education.
- I'm in Seward and my school is very growth oriented. We promote the well being of the emotional and social aspects of a child before worrying about content first. Our foundation is building relationships with the students and with that amazing things seem to happen. I'm really proud to work in the school that I do and because of the support, wellness, and flexibility I am able to give my 110% every day.
- Our schools have a strong history and foundation.
- Small class sizes, extra curricular is a plus, high parent involvement
- Extreme community minded, arts are hugely important, we think out of the box, we are not afraid of covid and want our kids AT school in person and student focused
- Teachers work hard to deliver the curriculum (even with remote learning) to all our students.
- Schools care deeply about the children and families they serve. School personnel go over and above to serve the community by volunteering many hours and personal dollars to provide positive experiences for students and families in the school setting.
- Our leaders in our schools are aware of local uniqueness and community diversity.
- Our teachers care about the success of students. Our teachers know that social-emotional well-being and positive relationships must come before academic excellence can be achieved. Our teachers make data-drive decisions for their students and adjust instructional practices to meet their needs.
- Amazing caring teachers, strong tech resources, all three schools (Seward) close together geographically which can be leveraged for collaboration/sharing of resources.
- Nice facilities; good staff

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- School funding is always going to be an issue. Taxpayers on the Peninsula are stingy. We really want great teachers but with Alaska's retirement system, cost of living, and stingy taxpayers make it difficult to attract and keep them. How do we stay competitive so we get the best? Viewpoints regarding education seem to be more varied outside of the Central Peninsula area. You will be most successful if you get that we really are three or more "local education areas" in the district. What makes Soldotna happy may not make the rest of the district thrilled. We are definitely not one-size-fits-all. COVID-19 repercussions for educating on the Kenai are going to be bigger challenge than the pandemic. KP residents are worn out and hurt, distrustful of district administration.
- Community divided over school operations in pandemic times, community tensions regarding budgets and staffing contracts, staffs passionate about students, staff with many tremendous untapped talents. .
- There are many stakeholders involved in a quality education. A good superintendent will LISTEN to all who have an interest in supporting a quality education for our kids.
- People are divided politically. You'll never make everyone happy.
- kids come first. That's not a slogan but a way of life. You need to be honest and ethical. You need to lead with courage and do the right thing, not the political thing. Schools in other areas have been open all year long. We have largely been closed and parents are fed up.
- Parents have WAY too much power in this district. I believe it is important for people to be heard and have a time and place to express their concerns, yet parental concerns and complaints tend to take the forefront, while supporting educators and support staff take a backseat. Take care of your teachers! We need support.
- Our district is struggling to balance our budget. I believe this is our greatest cause of conflict. Another issue is the recruitment and retention of quality teachers.
- The budget for education in Alaska need a champion, and the KPBSD needs vocal representation to be certain that quality education is available to each of our students. Hopefully, history will not repeat itself as contract negotiations loom on the horizon. The need to be open, thoughtfully communicative and transparent in this process seems of paramount importance.
- Disconnect between central office and teachers, difficult negotiations leave teacher feeling under valued. The teachers are lowest paid with the highest insurance resulting in a steady drain of talent. Poor state retirement and low pay makes it difficult to attract and retain young teachers. Community members are also feeling unheard and disrespected of recent covid closures.
- We are a vastly complex district. We have village schools with very small populations and high schools with several hundred students. What works in area in the peninsula may not work in another. Maintain standards while being flexible is a key issue.
- There are a lot of families that are struggling with their own sets of issues. It may be drugs, parents in prison, no running water, divorce, domestic abuse, etc. I think it is important to reach out especially to these families.
- Widely diverse customs, environments, facilities, demographics, needs... Financial challenges are a constant balance while awaiting State actions, current needs, enrollment irregularities... Parents are generally very supportive.
- Due to current politics, our diverse communities have become polarized. It's essential that a new leader comes in with the mindset to reunited us.

- Recovering from COVID-19 Measures. Helping with National standards and PD that is needed for ever-changing classroom(s) and Instructional Delivery. I also think Technology should and could be addressed. Many of our students are from various ethnic and cultural backgrounds.
- There is a great number of teachers reaching retirement age, how will you support new teachers coming into the district?
- Meeting the technology needs of all students when we are in remote learning.
- We have had a lot of turn over in the district office. In particular the superintendent position. It seems as if the superintendents just want to complete their final three years and retire with the highest benefits possible. It would be great to see someone who wants to be more long term.
- Parents are struggling to connect with the district right now, from the near strike last year, to the COVID issues this year, the relationships with their children's teachers are strong but there seems to be a disconnect between parents and the district.
- A lack of testing in Alaska over several years has erased accountability for students and schools. To a certain extent, high expectations are difficult to maintain because of that.
- Wide variety of schools and communities
- There is a need for relationship building between district office and staff after several years of difficult situations--first ugly contract negotiations, then a superintendent turn-over, and finally Covid and school closures.
- There is a need for consistency amongst building administration. Each school is independent - great - but, there should be some consistency in expectations from district office. Encourage building leadership teams, PLC's or something to encourage collegial growth and collaboration within schools. There is this weird feeling that admins don't like meetings... Everything feels like it's just a hoop to jump through or a checklist item rather than a meeting that means something. Staff meetings can be really effective.
- That staff who have been here a long time has a great knowledge of history, things that have worked well, things that have not worked. They are the backbone of the district. Their ideas are positive, and take into account all stakeholders. They have taken classes, taught classes, have taken the "new" staff under their wings, are supportive of the school and district.
- Teachers and staff at local schools are not treated the same as KPBSD district employees. The district needs to bring back the value and respect that teachers deserve.
- Teachers are exhausted! The anger and frustration of having back to back contract negotiations has been exacerbated by the pandemic, and many are wanting out of the profession ASAP!
- Student apathy.
- It is a very large district with multiple schools that are very distinct in nature. It is always challenging to make sure there is consistency across the district.
- The COVID plan needs to be adjusted for 2021-22, with safety and personalized learning in mind. Parents and teacher need to be provided with clear expectations proactively so they have the summer to plan. August is too late to announce expectations. Many parents and teachers have lost faith/trust in the district. How will you rebuild trust? Building administrators need clear expectations, guidance and monitoring informed by direct observation and feedback from stakeholders. Every parent/staff member/student should be invited to provide administrator feedback. Please promote high expectations and rigor (for students, parents, teachers, and administrators). I have worked with very

good and very poor building administrators; please be able to tell the difference and do something to help poor administrators improve/move on. Teachers need time to personalize learning, but can't if there are too many other demands (teachers can do a few things well or many things poorly, but there are only so many hours in a day).

- Widely diverse schools, one of the lowest districts on pay scale, one of the highest employee insurance cost districts, fractured relationship between central office and school employees.
- There is need for a superintendent that is willing to take hard (could be unpopular) stances on issues. Waffling or waiting until last second to distribute/decide important information to staff or community makes us all look bad. Weak stances or vague stances on current issues lead to everyone second guessing or stressing about what decision might come next. Weak or late decision or policy making give the impression of randomness to staff and community. We should see the superintendents opinion/press release first and not last after flurries of emails from everyone underneath them instead.
- Every school is very different
- We have to fight for funding. It seems that there's been a lot of turnover at central office these past few years.
- It is that leaders lead from the top down. No sense in holding others accountable for what you will not do. Communicate with ALL LEVELS of staffing and families. Hold others accountable - especially the school board. There does not seem to be communication between administrative building and the teachers who are actually doing the work. DO NOT CHOOSE programming, curriculum, staffing changes etc without ASKING for input from those that must act on the change.
- It's a very diverse district with a variety of schools and communities. We recently almost had a strike from both the teachers and support staff unions. Many staff members don't feel as though the district is looking out for them.
- Bringing the district back from COVID-19 fatigue; budget issues
- That each school has its own challenges. That it is important to listen to the staff to get a clear understanding of what is going on in each school and what their individual needs are. Changes need to be made with input from the staff to help each community reach their full potential and not just demand one strategy for all.
- Our communities and schools are very established in their unique family connections with developed methods of teaching and activities. Therefore, change is not easy. Although our district strives to always update and use the best practices, sometimes refining what is already in place works better. We are a varied and diverse district and not every implementation works at every school.
- We need to keep the good teachers we have
- Some things that could be improved upon are... Relationship with union Special education services ELL ways to support families in crisis (especially after this pandemic)
- Relationships between district office and staff members are very strained right now. There have been a couple of difficult years, with contract negotiations, and then pandemic. A lot of decisions are made and teachers, who are the experts in the classroom, have rarely been given the option to give any input.
- diverseness of our communities and the geography of how far the KPBSD reaches, over water, villages, cities.
- The community is more hands on and don't like their children using too much technology education.

- I have noticed 3 separate issues within my time here, irresponsibly spent funding, the lack of transparency among all stakeholders, and the voices of teachers that are slowly falling silent. I came into my position having had an interview with the risks of my ability to continue to work after a year tacked on. I had intended on working in Alaska the day I graduated with my B.A. in Art Education in Texas. I was told in my interview for the job that the first program cut always is the arts. If the student population declines then I have no job security. I wanted to work here so badly that I decided to take this risk and while I am extremely happy to work here, it is a weight that bears down on my mind. Why is a town like Seward, where art galleries line up and down the street, is there no security for an art teacher? I wanted to be here so badly that I even took a pay reduction, I have pushed forward COVID safe community projects, and my technological ability, which is extremely beneficial during this time, has supported the school I work with. It was upon realizing that we spent \$700 on machines to sanitize the school that is hardly used, money is going to useless projects and programs that only benefit the few. Listening to the custodial staff, sports programs, and so much more has made me realize that I COULD have job security if money was spent properly. I think a teacher that builds strong relationships with students and has skills that heavily benefit a school and curriculum outweighs funds that weren't spent wisely. While I've only been here a year...I am no expert on these matters, but these are the conclusions that I have made in my short time. Transparency: No one asked for a pandemic, but here we are making it through a year that has the stress level and workload (understatement) of every teacher's first year teaching. We currently live in a time where it is hard not to make anything political and it is filling not only the minds of teachers but the voices at our schools. We are in a lose, lose situation here. Think about it... If schools stay open, you have worries of not only the teachers union, but also run the risk of lawsuits, teachers leaving, families leaving, but also families staying. If schools close, you have worries of, guess what? The same that are listed above, plus an increased workload on your administration and staff, then add the declining mental well being of students (I have referred 5 for help thus far in the past 5+ weeks of being remote) and don't forget about the constant changes that families are dealing with. It's as if a plan changes every 3 or so weeks. I currently released a live document that teachers can edit as needed, but also allow the parents to view what our schedules are. Why was this something not considered in the beginning? I feel a huge problem-solver here would be to have a solid plan, stick to it, but also for each community (I can only speak for Seward) to add transparency. Parents are ill-informed and I feel that if we kept them thoroughly informed then it would solve some of the issues we are facing here. Lastly, the voice of the Teachers... An example; we are currently in a position where we had to fill out a survey to decide not only how to open our schools at 50 percent capacity, but with a schedule that would increase our workload more so than if we were remote or at our normal bell schedule (with families that chose to be remote remaining remote). We are barely making it by as it is. When I finally feel like I have made it to the surface of this vast ocean that I call work for a breath of air, it takes less than a day for someone to drag me back under the water. I'm an advocate for opening the schools, but there must be consideration of what position that puts teachers in. There needs to be consideration of where the line needs to be drawn. How far is pushing your teachers too far? How do we get kids engaged with public schooling again? We are losing our at-risk kids as we remain remote, how do we get them back without upsetting stakeholders that don't think it's safe to return? We need to look at all angles and perspectives before making a move. This situation shows a lack

of consideration for each community. They are not all the same, especially with a school district near if not the size of West Virginia. We didn't have ample time to prepare for this, to begin with. The first two weeks of school spent in my community was to create a mitigation plan. This coming from a teacher that just traveled here, didn't get access to curriculums until week 1 (when mitigation planning took priority) and had poor introduction training to the computer programs that were used here. I was able to pick everything up and have it under control after the 1st month of working here, but I can only imagine how teachers feel that aren't equipped to quickly learn technology or programs involved here in teaching. I was warned as to what I was going to be up against, but I can't speak for everyone. I was willing to take it on because I thrive with challenges, but I have to think from different perspectives because not everyone is like myself. In conclusion, I will say that I love it here. These factors will not keep me from fighting to stay here and give the career that I love waking up to every day my absolute best, but there is a lot to be fixed and always a problem to be solved. A co-worker of mine said not long ago, "We all are tools in a toolbox, but we are equipped to handle different projects and situations." I believe she is correct and perhaps we could utilize this philosophy in problem-solving not only the issues I have stated above but issues that any stakeholder is to have with this district.

- The fiscal state of Alaska jumps out as a concern. I also think the repercussions of Covid will be a concern. More specific to our district at the high school level, I am concerned about funneling kids with means into community colleges, which creates inequity and undermines high school programs.
- Online learning....making sure everyone has access. Make the standards higher for online learning. People tune out as if on vacation.
- Financial mess, lack of district leadership, too many PD personnel, changing curriculums too often without training teachers,
- Continuing to keep our schools closed (when private schools such as CIA) is dramatically impacting our students' academic success.
- Alaska offers the worst teacher retirement in the country and this school district offers one of the lowest teacher salaries in the state. There is a lot of teacher turnover. Collective Bargaining seems to stall at every corner and health care is the most expensive in the country (maybe even the world.) Alaska's political climate does not value education and is constantly threatening to cut the budget.
- Don't reinvent the wheel. Listen to needs of educators and parents unique to each community. Please make priority social emotional needs that are forefront during this pandemic.
- Our community has a high population of low-socioeconomic families/students. Many families also face the tragedies of addiction and domestic violence.
- Too much on everyone's plates (teachers, admin, everyone). Huge division on perspectives about what's important (like personalized learning initiative). Some "old school" folks and some folks yearning for progressive education shifts. And gosh, it's Alaska - each small community has its own culture, yet our district covers a ton of small communities!
- diversity of schools. Territorialism of brick and mortar vs charter vs homeschool, without equal support or explanation from the district. IE, uninformed staff within certain structures talking about things regarding the others, incorrectly, and the district does not correct the misinformation and misconceptions to staff or the public. All should be treated equally and regarded with equal esteem. Any misinformation and

misconceptions should be immediately and consistently corrected, and the district should make an effort to continue to disseminate information regarding all three in order to waylay future misinformation.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Dr. Atwater has been my favorite of the four superintendents I've taught under. So whatever his good qualities were that made that impression on me, the next person should have those. I will let the leadership team infer what I mean because I don't remember the specifics anymore. Engage in politics with a smile, seek solutions instead of placing blame. Enjoy winter. Brave to travel to all sites all the year around. Loves progressive use of technology
- Out in the field (classrooms, school events, community functions), frequent all staff communications. Attend community events. Make connections with people! Utilize all employees to develop the district and work toward meeting district mission and long term plan.
- Good listener, approachable, a "teacher's" leader as well as a cheerleader for what is best for students and families.
- Patience, common sense, an understanding of "Alaska time"
- Honesty. Integrity. Hard work.
- Strong leadership skills; professional communication; have a firm grasp on what is going on inside the district office AND in schools; be equally supportive of staff and parents; congenial; preferably not someone from the Kenai Peninsula - time for a change.
- I think a superintendent who can think critically and objectively is very important. We need someone who can (themselves or with the help of others) overhaul how our district is managed and run. I would like to see someone who has experience in the classroom, but also experience running a larger business-like model. It's important to have someone who can relate to staff, students, and community stakeholders, but can also make hard decisions.
- Leading by example is one of the greatest skills a leader can possess, and empathy, active listening and thoughtful decision-making are characteristics that I believe should be practiced with fidelity by our new superintendent.
- Willing to be innovative, in solutions Consistent implementation of long term vision to avoid investment in time and energy that is abandoned early and replaced with yet another
- If at all possible - the candidate should be from either the Kenai Peninsula, rural Alaska, or another rural school district in the northern lower 48. We have unique challenges here with weather, vastly different school populations, and distance between schools. This understanding is difficult to learn on top of learning about 44 schools.
- Always be kind. Truly listen to the people in our community. Listen to what teachers need, what parents need, and most of all what kids need. If you want to know about the real needs of kids, ask a teacher.
- Ability to positively motivate fellow staff (team leader). Constructive approach to dealing with public (speaking). Resourceful in functioning on limited budget while addressing critical needs. Practical experience addressing emergencies (natural disasters, financial, epidemic, etc). Genuine interest in supporting staff and students!
- A good listener, open minded, collaborative, and thoughtful. We need a new candidate that will make good decisions for the entire district and not just the most vocal.

- I think that being responsive to the needs of the District and the communities that are within our district. I also think that Flexibility with growth in areas are needed.
- Not afraid to take risks or make a commitment, be a good listener, follow-through with school board goals, listen and be a good manager, communicate effectively, be data driven.
- Open and approachable. Welcomes input from staff and the wiliness to listen.
- The ability to make decisions and stand by their decisions. Also, the ability to communicate with families, staff and the school board.
- willing to work with and listen to teachers, rely on the strengths of your admin leaders, Don't come in with an agenda before you get to know the community.
- Alaska is a "whole 'nother country." Any norms or mores that you have experienced in the lower 48 no longer apply.
- flexible, knowledgeable understanding, leadership
- -positive -relationship building -can lead from within and through empowerment rather than a top down model -is willing to be creative in problem solving
- Be willing to have tough conversations. There is a lot of fear amongst staff about funding and budgets. Help bring peace. Question 5 is limiting. You need to say Certified educator rather than just teacher- then you will include all of the specialists in the district.
- Listen to everyone. Not get wrapped up in the "girlie" things. Friendly, Kind, Respectful of all ideas, work as a team / team player, get information out to staff before parents hear about it. Can listen with an open mind. Notice who is doing things that are for personal gain only, not for the best interest of staff, students, parents.
- The superintendent should value teachers and not use them as a scapegoat for district decisions. They should use all information to make big decisions.
- Approachable, humble, creative, open minded, progressive.
- Be a past teacher.
- The superintendent needs to be able to communicate very effectively and should be very familiar with this district. They must be calm, positive, rational and thick skinned!
- Values rigor and has high expectations. Knows about best practices and communicates these in the form of clear expectations to teachers/admin. Prioritizes high-quality instruction over implementation of new programs. Visits schools and classrooms unannounced to see what is really going on (not just pre-scheduled visits where a "performance" can be provided to impress the superintendent). Regularly invites feedback from all stakeholders. Unifies admin/staff around common expectations. Collects authentic and objective evidence of student/school/admin performance to inform constructive feedback.
- Improve relationships between employees and district together, stop treating the employees like we're the bad guys. Be able to stand up to school board against high dollar learning plans where much of the district is ahead of those sent in to do the training.
- Open minded, organized, leader willing to lead the charge and not leave it up to lower entities on the food chain. Someone able to provide guidance to all underneath them. No figureheads. There is no one size fits all plan, however many times it feels like there is no plan at the very top. Someone who has what they want to do for us laid out in achievable format. Clear cut goals coming in to this job.
- Compassion
- Firstly, I think we need to support local applicants as much as possible. We don't have to worry about that person leaving Alaska after a year or two. It would be important to have

a candidate that has experience working with all population of kids and teachers (our communities across the water have different needs than those of us on the road). It would be nice to have a superintendent that is present.

- A superintendent should be willing and able to absorb the job responsibilities of at least one director level position into his/her own. They should also be willing to reorganize central office job assignments so each assistant superintendent position absorbs one director level position for a total net change of minus 3 directors at the district office level.
- Teaching experience, in the classroom. If the school board already has the person chosen... NO! Start clean. It is not fair to the community for the school board to hand pick their choice.
- Don't come in with your own agenda. Get to know the district and do your best to listen, learn and care about all the employees that make this an amazing place to work.
- A leader who is mindful of the diversity of our communities; and who is committed to being fair/ transparent among all stakeholders.
- In order to be a good leader he or she needs to be a good listener, caring, a good debater and communicator, compassionate, a well trained facilitator, and well informed before making any decisions.
- I believe the superintendent should possess the ability to listen to the teachers skillfully. Teachers are on the "frontline". The community of families here can speak very loudly. However, until a person is in the building and actually teaching/observing the school, sometimes what parents want is not always the best teaching/learning for students. Also, concerning the pandemic we are currently facing, the superintendent should also be able to make a decision based upon the well-being of teachers and students, even if it not the "popular vote" of the community of parents.
- Good people skills and a desire to not try to change things that are working great already
- Willingness to be creative Putting money into training staff, not buying programs that never get used Multi- tasker (we have VERY diverse schools, all spread out) Open communication with the communities (also very diverse) Supporter of teaching the WHOLE child- arts, sports, community involvement, social/ emotional health should all be developed!
- They need to be willing to listen to others and compromise. They also need to have a very thick skin, our community is not always the most understanding or kind.
- One who would like to keep the personalized learning moving forward, but one who understands that the commitment for this is hard on staff, and decisions need to be made from the bottom up, not top down, because too many decisions made from top down do not consider every school and how different they are from each other.
- He needs to understand diverse backgrounds of people in the community and respect their tradition. Also find solutions that will work with the people in the community.
- Now, more than ever, we need someone that can think outside of the box and utilize problem solving capabilities. We need someone who is transparent, capable of making decisions that are best for ALL stake holders, and designs a system that can be changed with the changing times.
- Number one: communication-the ability to listen and the ability to communicate a vision. Number two: an experienced educator.
- Fundraiser, knowledgeable on current educational practices, diplomatic

- Integrity, willing to do the hard things, shows up in schools, STRONG and fair leadership, can think out of the box has a strong emphasis in the arts, Alaskan
- They should be able to work closely with teachers and administrators on what is best for their schools.
- The Superintendent will have to balance competing interests (as noted above). He or she should have a clear vision on how to provide the best education for students with the least amount of support from the State of Alaska and a community that does not value teachers.
- Experience within this unique district; ability to listen well; ability to work as a team member; ability to lead with respect for all participants without the "I" ego. Ability to see big picture, establish procedures, lead respectfully.
- A superintendent should be willing to listen to the voices of parents, students, and teachers. The superintendent should be able to communicate with others in a timely and effective manner. A superintendent should support and value the well-being of their staff so the staff can meet the diverse needs of their students.
- Strong leader - sounds silly but really - someone willing to collect info, make smart decisions and then DO IT - leaders need to take action looking through a big picture lens, not wait for everyone to agree because that won't happen. But they need to listen first... decisions should be logical, methodical, informed... and visionary - the world is changing quickly and money, people and resources should be looked at with a long runway in mind.
- open to input from all three educational entities: brick and mortar, charter, and home school equally support all three education entities and parents consider the actual needs, not wants, of the three equally

Where do you currently reside?

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