

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular School Board Meeting AGENDA
April 14, 2016, 8:30 AM

Agenda

1. CALL TO ORDER	
2. PLEDGE OF ALLEGIANCE	
3. ROLL CALL	
4. INTRODUCTION OF VISITORS	
5. ORDERING OF AGENDA	
6. APPROVAL OF CONSENT AGENDA	
a. Previous Minutes-	3
b. Check Registers-	
7. COMMUNICATIONS	
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b. LSAC Minutes	22
c. Correspondence	30
d. Public Comments	
e. Other	
8. DELEGATIONS	
a. Lake and Peninsula Borough	
b. LSAC	
c. Student-NEW (Skype of Gym) 9:00am	
d. Principal/Teacher	
9. REPORTS	
a. School Board Committee Reports	35
b. Superintendent's Report	49
c. Facilities/Maintenance Report	51
d. Curriculum Report	54
e. Technology Report	56
f. Activities Report	57
g. Financial Report	58
h. Special Education Report	
i. Assessment Report	69
j. Federal Programs Report	
k. Personnel	73
l. Shining Stars	75
m. Other	83

- 10. **UNFINISHED BUSINESS**
- 11. **EXECUTIVE SESSION**
- 12. **NEW BUSINESS**
 - a. FY17 Budget-2nd Read 84
 - b. Igiugig Waiver Request
 - c. Board Policies-2nd Read/Adopt 93
 - d. Grant Summary-Approval 142
- 13. **PERSONNEL**
 - a. Contract Approvals:
 - Barbara Donachy LAK/Elementary
 - Moon McCarley LEV/Elementary
 - Scott Studie LEV/Elementary
 - Stephen Fink (offered) NEW/Lang. Arts, SS
 - Marli Manning PVL/Lang. Arts, SC
 - Andrew Vardas-Doane PVL/Math, SS
 - Hannah Middleton PIP/Elementary
 - Mellisa Follette PIP/Elementary
 - Chrissy Hall PTH/Elementary
 - Josh Rankin (offered) PTH Upper Elementary
 - Racquel Wright North Area/ Counselor
 - b. Contract Adjustments:
 - c. Resignations
- 14. **MISCELLANEOUS**
- 15. **FUTURE AGENDA ITEMS AND MEETING DATE**
 - a. Future Meeting -
- 16. **ADJOURNMENT**

**The Lake and Peninsula School District
Regular School Board Meeting Minutes**

*Jan. 26, 2016
King Salmon-9AM*

1. CALL TO ORDER

Board President Gerda Kosbruk called the Regular Meeting of the Lake and Peninsula School Board to order at 9:01 AM.

2. PLEDGE OF ALLEGIANCE-Recited

- a) **OATH OF OFFICE**-Gerda Kosbruk and Harry Ricci recited oaths of office.
- b) **ELECTION OF OFFICERS**-

Motion: current officers maintain positions-Gerda/President, Patty/Vice President, Stacy/Clerk; moved Evanoff, second Nanalook

Vote: voice vote; all in favor; motion passed

Discussion: None

3. ROLL CALL

Roll Call: Patty Alsworth, Stacy Hill, Shannon Johnson-Nanalook, Sue Evanoff, Harry Ricci, Austin Shangin (Teleconference), Gerda Kosbruk

4. INTRODUCTION OF VISITORS

Margie Olympic/Newhalen LSAC Member, Ty Mase/Superintendent, Laura Hylton/Business Manager, Amber Kresl/Information Officer, Pat Manning/Human Resources, Jim Dube/Federal Programs

5. ORDERING OF AGENDA

Motion: to approve agenda as presented; moved Evanoff, second Hill

Vote: voice vote; all in favor; motion passed

6. APPROVAL OF CONSENT AGENDA ITEMS

- a. **Previous Minutes:**

Motion: to approve DEC. 10th minutes; moved Hill, second Nanalook

Vote: voice vote; all in favor; motion passed

- b. **Check Registers:**

Motion: to approve (12.10.15-1.20.16) check registers/Payroll: 40511-40566, Direct Deposits: 15515-15841, General: 94287-94449, Direct Deposits: 871-973; moved Nanalook, second Hill.

Vote: voice vote; all in favor; motion passed

7. COMMUNICATIONS

- a. **Site Reports-**

Discussion: Board questioned facility updates. Mase commented on concerns. Ricci appreciates inclusion of student populations on site reports.

- b. **LSAC Minutes-** No comments.

- c. **CTE Grant Approval-Alaska Community Foundation-**Board appreciates the support for our students and this beneficial program.

- d. **Correspondence-**

1. **Newhalen Housing Memo**-Mase discussed the memo. Kosbruk questioned the construction process. Nanalook-Johnson questioned the timeframe for summer construction. Hylton also spoke to the project.
 2. **BBNC Letter**-Mase spoke to the letter. Board expressed appreciation for the support.
 3. **Legislative Letter**-Mase discussed his letter to Bryce. Nanalook-Johnson would like the letter sent to more members of the Legislature. Much discussion was had regarding the upcoming Juneau Fly-in.
- e. **Public Comments**-Margie Olympic- Newhalen LSAC member
1. **School Calendar**: Newhalen LSAC has requested to have more control regarding the calendar of the next school year. She also mentioned the 3-week winter break is too long. Mase and Manning spoke to the concerns and stated that they will re-evaluate and bring calendar options to the Board at the next meeting.
 2. **Marijuana Policy**: Olympic expressed interest in LPSD's current policies in regard to drug testing employees. Mase addressed the concerns. Alsworth would like an addition regarding electronic cigarettes be added to the policy.
 3. **School Board Meetings**: Olympic expressed to the Board the importance for having meetings in multiple communities throughout the year. Board discussed the cost of traveling and budget issues.
 4. **School Breakfasts**: Olympic expressed the need for school breakfast program. Hylton discussed the breakfast program already in place at most LPSD school sites.
 5. **Bilingual Programs**: Olympic questioned the implementation of language programs. Mase discussed the current clubs funds and how they are utilized in some sites. Alsworth addressed those with passions for teaching language, to volunteer within the schools.
- f. **Other**-None

Break-10:58 AM

Motion: to begin break; moved Hill, second Ricci

Back-11:15 AM

Motion: to re-enter the meeting; moved Nanalook, second Ricci

8. DELEGATIONS

- a. **Lake and Peninsula Borough**-None
- b. **LSAC Representative**-Olympic shared from recent NEW LSAC meeting.
- c. **Student Report**-Board has requested that a rotation for presentations start for future meetings.
- d. **Principal/Head Teacher**-None

9. REPORTS-

- a. **School Board Committee Reports**-Alsworth spoke to the upcoming LJMS.
- b. **Superintendent's Report**-Mase presented his included report.
Discussion: Much discussion regarding the facility upgrades of NEW and PTA.

- c. **Facilities/Maintenance Report-** See included report.
Discussion: Ricci would like to commend the efforts by maintenance during the KOK situation.
- d. **Curriculum Report-** See included report.
 - a. **Discussion:** Mase spoke to the amount of tutor support from universities. Kosbruk and Mase spoke to progress with integration of UAA students.
- e. **Technology Report-** Jim Dube demonstrated electronic textbooks and iPad Pro capabilities.
Discussion: Dube presented the cost effectiveness of such a shift in technology and curriculum purchases. No decisions were made, demonstration was just an introduction to the possibilities.
- f. **Activities Report-**None.
Discussion: Board spoke to the important need for delayed KOK jamboree.
- g. **Financial Report-** Hylton spoke to her included report.
Discussion: Kosbruk addressed the number of participants in the new insurance plans and Hylton responded.
- h. **Special Education Report-**None.
- i. **Assessment-**See included report.
- j. **Federal Programs-**Dube spoke to his included report.
Discussion: Hill asked about the Perkins allocations and Dube responded.
- k. **Personnel-** Manning presented his included report.
- l. **Shining Stars-**See included list.
- m. **Other-**
 - a. **Preschool-**See included report.

Lunch-12:10 PM

Motion: to begin lunch; moved Alsworth, second Hill

Back-12:28 PM

Motion: to re-enter the meeting; moved Nanalook, second Evanoff

10. UNFINISHED BUISINESS-None

a. **Board Polices-**Adoption

Motion: to adopt policies-BP/AR 1312.4, BP 3540, 3541, 4158, 4258, 4358; moved Evanoff, second Nanalook.

Vote: voice vote; all in favor; motion passed

11. EXECUTIVE SESSION-Superintendent Evaluation

Executive Session-12:35 PM

Motion: to enter executive session; moved Nanalook, second Hill

Out of Executive Session-1:20 PM

Motion: to re-enter the meeting; moved Ricci, second Hill

12. NEW BUSINESS-None

13. PERSONNEL

a. **Certified Contract Approval-**See included FY17 contract offers.

b. Certified Contract Adjustment

c. Resignations-Lindsey Shangin (PVL) & Derek Luke (NEW)

d. Other-None

Motion: to approve contract list; moved Alsworth, second Hill

Discussion: None

Vote: Roll Call; Alsworth/Yes, Ricci/Yes, Hill/Yes, Shangin/Yes, Evanoff/Yes, Nanalook/Yes, Kosbruk/Yes; motion passed

12. MISCELLANEOUS-None

14. FUTURE AGENDA ITEMS AND MEETING DATE

Meeting Date-TBD

15. ADJOURNMENT-1:30 PM

Motion: to adjourn the meeting; move Hill, second Nanalook

Discussion: None

Vote: voice vote; all in favor; motion passed

PASSED AND APPROVED THIS ____ DAY OF _____, 2016
BY THE LAKE AND PENINSULA SCHOOL BOARD.

Board President

Board Clerk

Monthly Site Report

Site: Meshik School.....**To:** Amber Kresl
Month: March.....**From:** Kirsten Buckmaster

OUTSTANDING ACTIVITIES OR EVENTS:

We participated in March Madness this month at Meshik School. Students engaged in various competitions including Iditarod and fun games and activities. We celebrated Dr. Seuss's birthday and even had a pajama day. Students also enjoyed a visit from Fish and Wildlife. It is always exciting to learn from visitors. The community also celebrated carnival at the beginning of March.

PERSONNEL:

We are still waiting to know who will round out the staff for next year.

PERSONAL/SOCIAL/HEALTH:

The students are excited to have more outdoor recesses as we get nicer weather.

CURRICULUM PROGRESS:

Our 2 graduating students have nearly completed all of their requirements. They have worked hard to complete everything prior to going on our field trip. The younger students are nearing completion of several levels. It is always fun to see the year wrap up.

TECHNOLOGY PROGRESS:

We have been waiting for a student computer since January and have had troubles with another student computer. The student laptops are wearing out, but we are able to share and get by.

FACILITY UPDATE:

The city power went down several times this month allowing us to do some quality testing of our generator. We now know that it is in prime working order.

LSAC ACTIVITY:

Port Heiden LSAC did not hold a meeting in March.

VOLUNTEER REPORT:

We have not had any volunteers in the school this month.

TRIPS PLANNED:

Monthly Site Report

Site: Meshik School.....**To:** Amber Kresl

Month: March **From:** Kirsten Buckmaster

The student government made enough money at carnival to cover the rest of the expenses for the east coast trip. We are very excited to leave after the AA meet.

PUPIL ATTENDANCE:

Attendance was great in March although we do have a lot of tardy students.

(NEW) EARLY RELEASE NOTES:

Early release has been spent updating educate and working on school-wide student learning projects as well as district-wide training focusing on content area instruction. It was too bad that we spent time doing AMP trainings only to have it cancelled, but there is definitely a silver lining.

OTHER:

Arts and Crafts club is still very popular with the younger students. Every Friday afternoon the older students time skin-sewing, making ulus, carving, and candlemaking.



Monthly Site Report

Site: Meshik School.....**To:** Amber Kresl
Month: March.....**From:** Kirsten Buckmaster



Monthly Site Report

Site: Chignik Lagoon

Month: March

To: Amber Kresl

From: Nancy Anderson
Head Teacher

OUTSTANDING ACTIVITIES OR EVENTS:

The Lagoon students have been busy getting ready for the AA Meet: science fair project, speeches, and practicing a skit for the talent show.

PERSONNEL:

Personnel are doing well.

STANDARDS BASED SYSTEM:

The students are progressing nicely through the common core standards.

TECHNOLOGY PROGRESS:

Technology is working well.

FACILITY UPDATE:

The roof continues to leak.

LSAC ACTIVITY:

The LSAC met this month to discuss the school calendar, fund raisers, summer library hours, and snack sign-up during state testing.

VOLUNTEER REPORT:

Shanda Billadeau has been an avid volunteer in the school.

TRIPS PLANNED:

The students of Chignik Lagoon School are looking forward a few years and are tossing around ideas for a school trip, but are also looking at building a swimming pool in conjunction with CLVC (see LSAC minutes).

PUPIL ATTENDANCE

Pupil attendance is strong.

Tanalian School at Port Alsworth

March 2016 Site Report

TO: LPSD School Board
Superintendent Ty Mase
Tanalian LSAC

FROM SITE ADMINISTRATOR: Nate Davis, Principal

DATE: March 31, 2016

OUTSTANDING ACTIVITIES OR EVENTS:

- We just completed our school-wide Science Fair, complete with hypothesis, experiments, conclusions, display board, presentation, and Q/A.



- This year's Tanalian Spelling Bee Champion is 6th grader Zoe Smith, followed closely by Kaia Beebe. Zoe went to the State Spelling Bee and finished 28th out of 142 champion spellers!
- This year's Tanalian Geography Bee Champion is 7th grader Katie McGee. She not only won the school bee, but also scored in the top 100 for all of Alaska to be invited to the Alaska State Geography Bee.
- In the Percent for Art program with construction monies, the Tanalian School Art Committee reviewed proposals from about 15 professional artists with the intent to choose 3-5 artists to work with our students to produce major artwork for the new school next year.

LSAC ACTIVITY:

- Finalists for new school artwork will be chosen at the April LSAC meeting where they will also review the Calendar for next year.
- LSAC is working with the Port Alsworth Improvement Corporation to define a Community Schools program in the summer. PAIC meets this week to decide on the proposal and will work to agree on a MOA with LPSD.

PERSONNEL:

- Tanalian is blessed to have all of our teachers sign contracts for another school year 16-17. We have a talented, optimistic team, working hard for student learning and character-building.
- Teacher Aide Brandey Voran led the school in a great celebration of Pi Day on 3/14, complete with math studies surrounding pi, fun costume, and lots of delicious pies.



Miss Brandey with her 3.1415926535 8979323... hat

PERSONAL/SOCIAL/HEALTH:

- In Loving Memory of Bill Trefon, laid to rest at his Chai Point home, with many family members and friends attending. Bill and Martha have had many children and grandchildren and great grandchildren attending LPSD.



Awesome free-lance drawing "Just for Fun" by 4th grader, Brandon Chmiel
 Zoe reminds us that reading is more important than breathing.

STANDARDS-BASED SYSTEM:

- Almost all of our students are on track to make at least a year's worth of progress in all of their subject standards.
- All 7 seniors are on track to graduate May 10.

TECHNOLOGY PROGRESS:

- AMP technology appeared to be at the ready, but the AMP was cancelled for the year on April 1, by the Alaska State Department of Education and Early Development after multiple technology issues in the whole system.

CURRICULUM PROGRESS:

- Teachers continue great hands-on teaching, this month with Middle School ELA submitting entries to name the next Alaska Ferry and the Science Fair, involving the whole school and a huge variety of student-choice projects.

FACILITY UPDATE:

- Another glycol leak discovered, reported, and repaired, but all else is going well and fully enjoyed.
- Beginning work to find large rocks or logs to build out curbs to protect the building from vehicle bumps and to protect vehicles and people from roof snow slides.

TRIPS PLANNED:

- Our high school choir submitted an audition tape, hoping to be chosen to compete at the state musical festival at UAA in May.

VOLUNTEER REPORT:

- Thank you to all our Banners for Kids sponsors. *We can't fly without you! You are the wind beneath our wings.*
- We appreciate the Smith and McGee families for footing the bill to bring their children (our students) to State competitions.

PUPIL ATTENDANCE: *More attendance = more learning!*

- February: 97.46%
- March: 89.59%

PROFESSIONAL DEVELOPMENT:

- 3/4: Site-based Teacher's meeting; 3/11: Site-Based Training; 3/18: Spring Break; 3/25: AMP Training

Nondalton School Monthly Site Report March, 2016

TO: Ty Mase, Superintendent
FROM: Maryellen Dalberg, Acting Head Teacher
DATE: 3/31/16

OUTSTANDING ACTIVITIES OR EVENTS:

- Students and teachers are preparing for AMP testing in the next two weeks.
- Students 7th grade and up are excited about the AA Meet.
- The school participated in a Respect Walk around the village on Thursday, March 31
- Parent Teacher Conferences were held on March 23 and 24

LSAC ACTIVITY:

- The March 17 meeting was held as scheduled. See attached minutes.

PERSONNEL:

- There is currently an opening for Night Gym aide.

PERSONAL/SOCIAL/HEALTH:

- Ed and Cal are greatly missed while medical appointments keep them in Anchorage.

STANDARDS BASED SYSTEM:

- Student snapshots have been updated to reflect Common Core requirements. Instruction and student classroom assignments are set to meet student levels and educational need.

TECHNOLOGY PROGRESS:

- There are currently no technology issues disrupting service.

CURRICULUM PROGRESS:

- Students are grouped by subject and level. Interventions are in place for identified students.

FACILITY UPDATE:

- The building is in generally good condition, there are no major facility issues.

ATTENDANCE:

- Nondalton currently has 32 students enrolled in grades K-12.

Chignik Bay School March

Site Report

TO: Ty Mase, Superintendent
FROM: Jerry Fisher, Head Teacher
DATE: March 29, 2016

LSAC ACTIVITY: LSAC meeting this month primarily discussed graduation, next year's staffing, and community service projects for students.

OUTSTANDING ACTIVITIES OR EVENTS:



Elementary science class
Mr. K. had the students make bullroarers for a lesson on sound.

FACILITY UPDATE:

- Isaac stopped in for a couple of days and worked on a few small issues with the building.



Elementary
Finishing up Easter projects

ENROLLMENT:

We have 12 students enrolled +1 Pre-school. Our Intent to enroll forms are in; at the moment we have 11 students signed up for next year!

SCHOOL TRIP:

- Brianna Tidwell and Warren Ashby participated in the CTE program. They said they had a good time and felt they learned a lot while there.
- Next month we will be visiting Newhalen for the AA meet. The students are all looking forward to going.

PERSONNEL

- Kitza Stopped in for a site visit.

EARLY RELEASE AGENDA NOTES:

- This month we worked on site issues, AMP testing and end level writing prompts.

Perryville School Monthly Site Report

To: Ty Mase, Superintendent
From: Lindsey Shangin, Head Teacher PVL

Date: 03/29/2016

March is over and summer is in sight!

Outstanding Activities or Events: We were fortunate enough to host the 2016 basketball district tournament! It was quite the grand event! Many thanks to all the volunteers, employees, and community members who made this event so special and run smoothly. We are very proud of our Eagles, as they received first place! Many thanks to Austin Shangin and the Native Village of Perryville for purchasing a brand new score board. This truly shows the commitment and dedicated partnership the NVOP and Perryville School has. Thank you to all teams and coaches for their positivity, helpfulness, and great sportsmanship!

LSAC Activity: We will continue to express the need of an LSAC here in Perryville.

Curriculum and Technology: We have high hopes for state testing coming up soon! Many thanks to Glenda and Sam for all their hard work in making sure that testing runs smoothly.

Personal/Staff/Health: We are sad to see our tutor, Victoria Deluca, go. She has been a valuable asset to Perryville School and we know she will soar wherever her adventures take her next. Good Luck Victoria!

Facility/Maintenance: Everything seems to be up and running smoothly!

Eagle Population: We have 26 Eagles attending.

Early Release Notes: Preparing for state testing has consumed most of our early release time. We feel that we are as prepared as can be and look to success from the students. We have also used what time we have had to wrap up third quarter.

Monthly Site Report
Site: Pilot Point
Month: March

To: Ty Mase, Superintendent

From: Laura Morris
Date: March 31, 2016

Outstanding Activities or Events:

Sophia Abyo and Ms. Morris are starting a crochet class after school. Several students have expressed interest in learning the craft, and we are hoping to have the assistance of Mrs. Wise. Mrs. Wise has made numerous items, which residents absolutely loved, for the Christmas party. The purse she made for the Christmas gift exchange was really nice and the students love the hats she has created for the community. The students will start with something small like a potholder.

The students had a fantastic time at the Pilot Point Carnival. The students played games and enjoyed the delicious food, cooked by Sue and Al Evanoff. The hairdresser, Meg West, was here and several of the students are sporting new hairstyles. They look so cute!

LSAC and the Teachers supported an egg hunt and there was a breakfast buffet afterwards. Once again our hat goes off to Steve Kramer, for all of his help in the kitchen! The teachers stuffed 180 eggs with money, toys and candy. Each student was also given an Easter Bag with a chocolate bunny and other treats. I think the students really enjoyed the egg hunt.

Student Government: There still hasn't been any activity for Student Government.

Personal/Social/Health:

The community has faced a very strong cold and flu bug this month. Many of the students have been out of school for numerous days. Even the parents who have been unfortunate to come down with the bug

have admitted that it is extremely strong, and difficult to get rid of. We hope to see the last of it soon.

Technology Progress:

Some of the students have started their brochure on Publisher. They have many great community experiences to post on the brochure and it is nice to see pride in their community. They wanted to highlight the fun things they do in Pilot Point. Students will also begin practicing for the recording of their poetry readings. The students will pick their favorite poem, recite and record on a DVD. Other students are currently working on two blogs. One blog is a personal account of the student and the other is a blog on Alaska.

Facility Update:

We have had a recent visitor to the school that took up residence in the corner of the classroom. Although the ermine was beautiful, he was quite aggressive. After several attempts to have him exit, Ben Brown was finally successful.

LSAC:

March 7, 2016

1630

Call to Order at 1707

Roll Call: Lori Ann Abyo, Breanna Griechen, Steve Kramer, Tabitha Holm, and Debbie Matson.

Reports:

Principal-NA

Teachers-Ben Brown and Laura Morris

Student Rep-NA

New Business: Remind community about Impact Aid.

Old Business: Easter plans. Planning the Easter Bruch.

Date and Time of next meeting: 1630 on April 4, 2016

Volunteer Report:

We are sad to say that April 10th will be the last day of Steve Kramer's services. He has been such a great volunteer with the bus service and book club that we will surely miss him.

Trips Planned:

There aren't any trips planned at this time.

Pupil Attendance:

Pupil attendance has been down this month, due mostly to illness.

Professional Development:

Professional development included classes on Distance Education, AMP Familiarization and Administering; and site specific for Educate. The Distance Education involved how to motivate students to be active participants with an emphasis on dialogue. This was a very positive approach to an extremely interesting difficulty for the distance classes. The AMP Professional Development classes included review of the testing process, rules of testing, testing administering, and security of testing.



Costal hunting visors made with Ms. Jurasek

Levelock Site Report

From: Catherine Pusch- Principal/Teacher

3-31-16

Outstanding Events and Activities

Our Student teacher Ms. Jeannie Jurasek taught full time for most of the month of May. She did a wonderful job with our K-3rd grade class. Students ran businesses, learned about weather and simulated earthquakes with Ms. Jurasek's help. Thank you for all your hard work!



Ms. Jurasek and students selling cupcakes as a part of a social studies unit



Ms. Jurasek and Ms. Kiewe



Attendance

There are 25 students currently enrolled prek-12th. We had one student transfer out and one student transfer in this month.

Standards Based System

All students are working in LPSD levels in all subject areas. Consistent progress is being made. Aimsweb progress monitoring is being done twice a month.

Curriculum Progress

Teachers are moving forward with curriculum in all areas. Students are in interventions as needed.

Technology Progress

We are fully prepared for the upcoming AMP tests, thanks to Jim Dube for coming out and getting us ready.

Personal/ Social/ Health

No health concerns in March.

Personnel

All positions are now filled.



Ms. Jurasek uses jello to demonstrate what happens in and earthquake

Facility Update

Our custodial staff is doing a great job keeping the building in good shape. There are a few minors repairs that are being addressed .

LSAC Activity

The LSAC met in the middle of March. We discussed staffing changes for next year as well as end of the year plans

Volunteer Report

We did not have any events or volunteers in March.

Early Release Notes

- March 4- Site based- Preview to end of the year procedures and educate update
- March 11- Writing meeting and Power School demo
- March 18- Spring Break
- March 25- Amp Training
- March 31- Site based- Educate and the end of the year



Ms. Jurasek using crackers and frosting to teach plate tectonics.

Trips Planned

Our student government is beginning to plan a trip for the end of the school year.

KOKHANOK SCHOOL

March Site Report

TO: Ty Mase, Superintendent

FROM: Nate Davis-Principal

Linda Richter-HT

DATE: March 31, 2016



St. Pats Masks



Marian Wassillie

PUPIL ATTENDANCE:

February 81.21%

March 84.70%

Ptarmigan Dance



PeeWee BB



Minute-to-Win-it!



Paper Airplane Contest



Largest Eskimo Bingo Game Ever

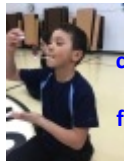
OUTSTANDING ACTIVITIES OR EVENTS:

- Kokhanok is known for its carnival, which around the lake area becomes a favorite March happening. Kokhanok staff, while pushing for minimal interruptions in the academic program, offered support and creative planning to integrate our standards while offering carnival support. Once again, Kokhanok Carnival was a huge success!
- Marian Wassillie visited the week of March 7-11 to teach the students the Ptarmigan Dance.
- March 14-15 were much needed, Spring Break days.
- March 18th-Kadin's Birthday- We had Lunch on the beach. Kadin loved picnics.
- March's birthday celebration was held on the 25th, many delicious snacks, minute-to-win-it-games and much laughter, set the tone for the weekend send off.
- Each week **Star Students** are selected to participate in a math cooking class with Mrs. Richter. These students are chosen based on their efforts to:

- follow **instructions** in class
- show **quality** academic effort
- practicing **peer teamwork** in the classroom
- efforts toward shaping negative habits into **positive practices**



Lucia & Rayden stacking dice

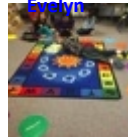


Birthday celebration -Lined up for goodies



Star Students making no-bake cookies!

St. Pat's Story with Evelyn



TRIPS PLANNED:

- We have had limited discussions at this time, as our focus has been academics.

CURRICULUM PROGRESS:

- Teachers asking about when new tests will be in place for reading standards, as the current test does not reflect the common core standards.

PROFESSIONAL DEVELOPMENT:

- staff continues to work on intervention management to meet individual needs of the students.
- AMP test preparation took a considerable amount of PD time.

St. Pat's Frazy and Alex



Gunnar, Lori, Star Students



Science Fair Project

FACILITY UPDATE:

- Kokhanok Carnival Committee used the school building for its Carnival March 11-13. The building was left in excellent condition.

VOLUNTEER REPORT:

- Irene Wilson, secretary and Nick Wassillie night gym supervisor. continue to volunteer
- Jeremy Watson, Ben Peterson, have volunteered many hours during carnival and school happenings.



Measuring in Ms Kelsey's Math class



LSAC ACTIVITY:

- No meeting this month.

PERSONNEL:

- In March we held a certified/classified staff meeting to discuss practices that we could put in place to better serve the needs of the students. Each staff member was asked to share thoughts and concerns that might make their job easier.
- Ms. Kylie has scheduled an 8:30 Monday morning meeting, each week, with all paraprofessionals to address any problems or happenings for the coming week.
- Megan Richter has been outstanding**-there is not enough space to list all of the support she has given to our students and staff.

Star Students making bread!



Beach Picnic on Kadin's Birthday



Newhalen School September Site Report

TO: Ty Mase, Superintendent

FROM: Ed Lester, Principal

DATE: 4/8/1

OUTSTANDING ACTIVITIES OR EVENTS:

Newhalen School hosted the girls regional basketball tournament March 9-12. The Communities of Newhalen and Iliamna did a wonderful job hosting this event. On March 24th we held our annual choose respect walk.

LSAC ACTIVITY: LSAC has been very active providing feedback and direction for the school. The last LSAC meeting was spent planning the calendar for the upcoming school year.

PERSONNEL: We are holding steady with all current staff. We welcomed David Kelly (Student Teacher) and Heather Brower (Tutor) to our Newhalen team for the spring semester. They will both be departing at the end of April.

PERSONAL/SOCIAL/HEALTH:

Newhalen students are gearing up for the end of the school year. Students are wrapping up service projects and many other long running projects such as salmon in the classroom.

CURRICULUM PROGRESS:

Online tutoring along with our online supplemental curriculum has been in supporting our students academic growth.

VOLUNTEER REPORT:

We are working with UAA to provide some professional development for our staff. We are very thankful for UAA volunteering to do the training.

PUPIL ATTENDANCE:

We continue to focus on attendance. Last week we had our quarterly attendance assembly. We had many parents with us to celebrate some great attendance.

FACILITY UPDATE:

We continue to work towards wrapping up our gym project while continuing to look towards the future as to how we can improve our facility. Coach Bobs Court was dedicated on February 11th.

EARLY RELEASE AGENDA NOTES:

We have been participating in the district online professional development. These have been good for teach development and supporting best practice.



The Lake and Peninsula School District
Regular Local School Advisory Committee
Date: Mar 29, 2016
Location: Chignik Lagoon

1. Call to Order

LSAC President Delissa McCormick called the regular meeting of Chignik Lagoon LSAC to order, at 4:08PM at the Chignik Lagoon School in Chignik Lagoon, Alaska.

2. Roll Call of LSAC Members

President: Delissa McCormick , Vice President: Colleen Jones, Members: Shanda Billadeau, Christine Anderson, Secretary: Samantha Jones

3. Introduction of Staff, Students, and Visitors

Nancy Anderson, Sean Carr, Sara Erickson, Anna Cramer, Meghan Jones

4. Approval of Agenda

A. MOTION: Moved by: Shanda Billadeau Seconded by: Colleen Jones

DISCUSSION: None **VOTE:** Approved

5. Previous Minutes

A. MOTION: Moved by: Shanda Billadeau Seconded by: Colleen Jones

DISCUSSION: None **VOTE:** Approved

6. New Business

A. 2016-2017 Calendar: DISCUSSION: Three of the five floating days will be used to add onto the end of Winter break, Jan. 4-6, we will return to school on the 9th of Jan. The other two floating days will be Mar 3rd, and Mar 6th. Mar 7th will be a teacher in-service.

B. Fundraiser: DISCUSSION: A decision has been made to hold off planning for a school trip for one year, to give Michelle L. time to find possible grants/funds to help build a community pool. If grants/funds are not found we will begin planning a school trip in 2018. Shanda has offered to help out in the school store for the summer. Days will be Monday, Wednesday, and Fridays, and well be run for 1 hour on those days. Sam and Sara will decide if they want to help by Friday, Apr. 8th. Katie, Dustin and Nancy will start the Costco order while the other kids are at the AA meet. A requisition request will be submitted to DO before the end of the school year. Shanda did a pizza fundraiser with her kids, which was a big success. All of the kids seemed interested in doing another fundraiser. She has offered to supervise fundraisers. Brunch idea was tossed around. There will be a Mexican Themed Potluck and Silent Auction on May 7th. The school newsletter will request donated

hand made items to be auctioned off at the potluck. Christina suggested we do doughnuts, like Krispy Kreme.

C. Testing Snack Sign Up: DISCUSSION: Tuesday, Wednesday and Thursday next week will be testing. Please make healthy snacks for about 12 kids.

D. Library: DISCUSSION: This summer the library will be open for 1 hour, beginning July 5th through the 29th. There will be a summer reading program for 1 hour and then 1 hour for library or gym. The Nancy will request funds from Migrant Education to help employ someone for the reading program. Shanda has been entering books, keeping track of book, and sending out return slips monthly. All of the kids have been very good at returning books. Apr. 25 will be the stop renting books for the school year. So Shanda can get the library ready for the summer.

7. Future Agenda Items:

A. Next Meeting: Apr 25, 2016

B. Fundraisers

C. End of School Year Plans

8. Adjournment

Moved by: Delissa McCormick **Seconded** by: Samantha Jones, to adjourn at 5:03PM.

DISCUSSION: NONE **VOTE:** Approved

**PASSED AND APPROVED THIS 29th Day of March 2016
BY THE CHIGNIK LAGOON LOCAL SCHOOL ADVISORY COMMITTEE**

Meeting Minutes
Nondalton LSAC
Regular Meeting, March 17, 2016

1. Call to Order: 5:08 p.m.
2. Establish a Quorum:
Members present: Betty Wilson, Michelle Wilson, William Evanoff,
and Kristy Jeffries
3. Staff Present: Maryellen Dalberg, Cassie Broschious, Paige Norman, Emily
Mulcahy and Caitlyn Keith
4. Students Present: Wade Delkittie and Nathan Alexie
5. Approval of minutes from last meeting: motion – Michelle Wilson,
second – William Evanoff
6. Approval of Agenda: motion – Kristy Jeffries, second – Michelle Wilson
7. Old Business:
Culture Week –
 - a) replacing kuspuku with Dena'ina hood making on the schedule.
May move kuspuku over to the community building.
 - b) Friday of culture week is Russian Orthodox Good Friday.
Students will be attending church in the afternoon. It was
suggested that the Potluck be held on Thursday evening and Friday
morning reserved for finishing projects
 - c) LSAC would like the culture week student groupings mixed with
elementary and high school students in each group
8. New Business:
9. Principal Report:
 - a) School vacation day on Monday, March 21
 - b) Parent Teacher Conferences are scheduled for Wednesday and
Thursday, March 23 and 24
 - c) Dennis and Miranda will be leaving on Sunday, March 20 to attend
CTE in King Salmon
10. Student Report: Wade reported that Student Government was doing well.
Saturday the coffee shop will be serving coffee, hot chocolate and
cinnamon rolls. Student Government is also selling items at Bingo
11. Next meeting: April 19, 2016 at 5:00 p.m.
12. Adjournment: 5:20 p.m., motion – William Evanoff, second – Michelle Wilson

LSAC Chignik Bay School

3/10/2016

Call to Order: 6:01 PM

Roll Call of Members: Ilane Ashby-Here, Monica Anderson-Here, Alana Anderson-Here, Minnie Skonberg-Here

Welcome Visitors: Lori, John, Jerry, Kirilana, Kitza

Approval of Agenda: Ilane-Motioned, Minnie-Second

Approval of Previous Minutes from October Meeting: Ilane-Motioned, Alana-Second

Old Business:

Graduation- Will be May 14th. The students have received their cap and gowns. There will be no guest speaker. There will be a potluck following the ceremony and awards given to the students. There will also be a little Kindergarten graduation as well, with 2 students.

Basketball - Was held in Perryville and Warren and Dakota participated. Warren was able to work with other teams and help them. Warren received a Sportsmanship award. Chignik Bay didn't place very well, but Warren had a good time helping the other teams.

Fish and Game - Park Ranger Sara Wolman from Alaska Peninsula and Bechar of National Wildlife Refuges came and taught the kids about migrating birds. The kids were able to draw pictures of birds and submit them for the calendar. They might be coming back sometime at the end of this month of the beginning of next month to work on erosion.

Battle of the Books - Kaeloni and Brendan participated in the Battle of the Books. Between both of them they will have read about 15 books. Feb. 3rd is the day of the competition. They placed 2nd out of 7 schools between 3rd and 4th graders. They will receive a plaque for making it to the finals and getting second place.

Artist on School - There has been no discussion about this anymore.

New Business:

School Next Year— Lori, John and Jerry will not be back next year. JJ has resigned her position at the school. The job might be posted for anyone to apply or they will just use a sub to fill in. District has 15 open positions this year.

Comments-

Earth Day- Having the kids do a clean-up around the school grounds. Also start looking into to doing something next year with the kids to do more clean-ups. Finding projects for the kids to do around the community.

Calendar- Next meeting April 19, 2016

End of School Year - Making plans for the kids to have a picnic and do some awards at that time.

Adjournment: 6:35 PM Ilane-Motioned, Alana-Second

Igiugig LSAC Meeting: 03/04/16

Call to Order by Ida Nelson at 2:12

Roll Call of Members: Ida Nelson, present, Tanya Salmon, present, Karl Hill, present

Staff Present: Tate Gooden, AJ Gooden, Stacy Edmundson, Kylee Amatuzzi

Community Present: Alexanna Salmon, Jeff Bringham, Donovan Hobson, Greg Zackar, Rennae Zackar, Stacy Hill

Approval of Agenda: Motion made by KH to approve agenda, 2nd by TS

Student Gov't Report: Sim and Tia not back from PVL to make report

HS Presentations: Doll, Taty, and Fewnia also not back from PVL to present

Old Business: None

New Business: IVC is taking care of BBAHC share of night gym funding since Igiugig is now w/ SouthCentral. Future funding will be brought up in next SCF meeting.

Calendar: Parent / Teacher Conferences 3/3, 3/8, 3/9; Dolly Ann taking ACT's 3/10; Tanya in ANC 3/20 – 3/26

Teacher Reports:

- Tanya: Working with AJ on Preschool to Kindergarten transition. Had Dr. Seuss week, great fun for all.
- Stacey E: Has been using SS as a base for teaching Language Arts and Math. Kids have been enthusiastic about units on Slavery and highlights of the 50 States
- AJ: Lots of work with cell organelles for the Intermediates. Writing and performing their own organelle rap. Constructed models as well. Primaries are doing really well with Yupik. Older kids serving as mentors. There's an open invitation to stop in the school and let a primary read to you. The more the better.
- Tate: Kudos to Terek and his job with the basketball team. Fewnia won the free-throw contest. Kids won Sportsmanship award. Presentation on the book Brain Rules will be done at next LSAC. Satisfies part of the the non-fiction strand of HS language arts. Next book will be Fallen Angels.

Board Report: No board meeting since last LSAC

Distance Education Presentation by Ty:

Current Events – Planning to combine Becharoff, CTE, and X-Country for a sort of fall AA meet. Working on a grant to keep CTE going. Desperately holding on to pre-school.

Working on a seed fund in case other funding dries up. Turnover for next year the biggest ever. Wrote a grant to buy iPad Pros. District spends \$45K in consumables that the iPads could help eliminate. District adopting a self-regulation program to help level out our kids? The budget is in big trouble, but a big thank you to the Borough for saving us.

Video showing what the distance program looks like on screen.

Ty explains that issue was brought to the board because of inconsistent participation of teachers in the program.

JB asks why a successful school in a successful community has been told no to a reasonable compromise.

Ty is concerned with Igi School's current rigor according to AIMSweb Data. Not sure the job share worked in our favor.

Point made that AIMSweb does not look the same as normal because of recent influx of five new students.

Ty says if we opt out of distance he wants to make sure we have our ducks in a row. If we have IEP students, what's the plan there? Igiugig has a vision, but in that vision we have to pay attention to data.

Parent has concern about her kids not doing well with distance, not being informed about this switch, not being standards based anymore.

Ty says he's here now, kids not doing well is something we're going to have to look at, admittedly not standard's based.

Part of Christina's letter read. What happens if I as a parent decide not to let my children participate in distance? Ty has no answer for that.

Part of the reason teachers don't want to teach distance is because they are so visible to the rest of the district. They are stepping in and stepping out of distance w/o having staff and community discussions about why and what they want to do, and the district is trying to curtail some of that.

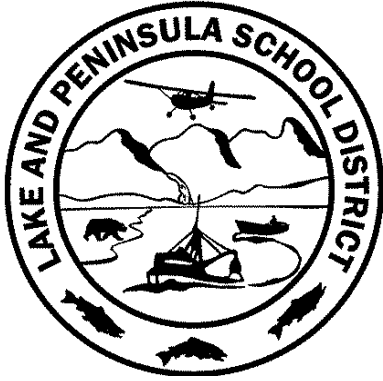
Discussion continues on about validity of AIMSweb. Whether it's a good measure of success. Community agrees that they will present at the April board meeting.

Future Agenda Items: None

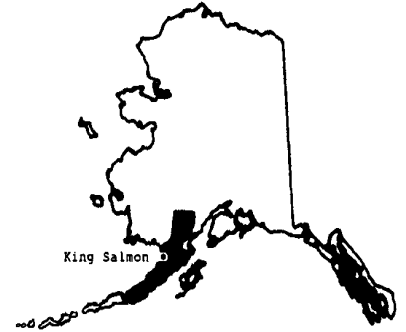
For the Good of the Order: None

Set Next Meeting Date: 4/19/16

Adjournment: 4:12



THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907)
246-4473



March 3, 2016

Greetings Lake and Pen Parents and Community Members,

With May swiftly approaching, the district has become consumed with the budget process. Unfortunately with each passing year, balancing our budget continues to become more difficult as we begin to see our savings dwindling away. Thankfully, however, we have the Lake and Peninsula Borough behind us.

This time last year, we were looking at an approximate deficit in the range of \$700,000. Drastic cuts to people and programs could have been a direct result. With this information at hand, our Borough strengthened support and increased its local contribution by \$600,000 a year. With the depleting cost of fish and Borough's revenues, this action was no small feat. Without this increased support, our Board would have been forced to look at reducing staff and cutting programs, such as preschool, hot lunch and student activities. Our district is very fortunate to have an understanding Borough to help maintain these important programs (many do not).

Once again, we are struggling to balance our budget. As we all know, the cost of doing business in our region continues to become more expensive. A little known fact is that over 85% of our budget is spent on personnel and facilities (utilities alone is budgeted at over 3 million next year). We will do everything we can to become more efficient, while at the same time, offering the very best educational experience to our students.

Attached is a list of the many cost savings measures that the district has taken over the last several years; and there are undoubtedly more to come. We encourage community input on possible efficiencies and cost savings measures. Our Board is focused on doing everything possible to protect our classrooms, in addition to keeping students in LPSD.

Sincerely,

Ty Mase, Superintendent

COST SAVINGS MEASURES

- ✘ Recovery heat agreements with power utilities reduces fuel usage
- ✘ Tazimina hydro plant excess power agreement \$0.12 power for electric boilers reduces fuel usage and keeps the cost of power low (2 schools)
- ✘ Reduction of staff – classified, certified and administrative
- ✘ Energy efficiency upgrades at all sites
- ✘ No unauthorized summer use of school vehicles.
- ✘ For profit agencies that rent our extra teacher housing, they will be charged the federal per diem rate for housing and not our district subsidized rate.
- ✘ Secretarial hours have been adjusted to match district policy. While secretarial hours have been cut, individuals have been offered hours in other areas.
- ✘ Classified hours in general have been reviewed and adjusted.
- ✘ Principals have taken on the extra duty of kitchen inspections. This will save the district in excess of 10,000 in travel and per diem costs.
- ✘ District Pen - Our last quote for District Pen printing was \$18 a copy. Future Pen's will be posted to the web in a PDF format.
- ✘ Cut funding for Graduation Speakers
- ✘ Nonrefundable pet deposits implemented
- ✘ Garbage Service at the DO discontinued
- ✘ Bus service at some villages discontinued
- ✘ Cut back on preschool hours
- ✘ Graduations – limited travel this past year by district reps
- ✘ Subs – trying to sub locally
- ✘ All OT approved by Supt.
- ✘ An effort to go “Paperless” district-wide
- ✘ Copy machine maint. – reduce and use multifunction printers
- ✘ Reduction in Electricity use
- ✘ Admin supply budget cut
- ✘ Cut reading coach positions
- ✘ Out of State professional development cut (unless grant funded)
- ✘ School to Life / Anchorage House cut
- ✘ Excel Summer Camp cut
- ✘ District-wide leadership to counselors
- ✘ Volleyball Jamborees cut to 1
- ✘ Reduced night gym hours
- ✘ Significantly cut back on summer maintenance and cleaning
- ✘ Close / turn off buildings for the months of June and July (saves \$50,000+)
- ✘ Migrating to High Deductible Health Care Savings Plan
- ✘ Travel position cut at DO
- ✘ Library monies eliminated
- ✘ Site budgets drastically cut
- ✘ All travel has been scrutinized, limited and then put out to bid
- ✘ CTE use of bid process has saved approximately \$10,000 a phase
- ✘ Maintenance budget cut
- ✘ Curriculum moved from administration to a teaching position

- ✘ Cultural Grant program cut
- ✘ LPSD logo wear cut
- ✘ Discontinued elevator maintenance
- ✘ Full time SPED Director replaced with contractual position (70 days)
- ✘ DO custodial combined with Shipping and Receiving position
- ✘ Janitorial site budgets cut
- ✘ Discontinued funding for Becharof Science Camp
- ✘ August Inservice Discontinued (unless grant funded)
- ✘ Inservices moved into BBBHS – sleeping on air mats cut housing costs
- ✘ Clubs program cut – limited to 2 clubs per site
- ✘ Underutilized online resources / programs cut
- ✘ NYO students now need to meet qualifying distances to go to State
- ✘ New curriculum purchases have been reduced significantly. Online resources utilized.
- ✘ Shared Federal Programs Position w/ Bristol Bay
- ✘ Reduced Superintendent travel
- ✘ Increased collaboration with Bristol Bay (job, cost and resource sharing)
- ✘ Professional development has been delivered by using Blackboard Collaborate (online delivery)

SOUTHWEST ALASKA CAREER AND TECHNICAL EDUCATION PROGRAM

Bristol Bay Region school districts working together to enrich the lives of our students.

**King Salmon, Alaska 99613
Phone (907) 246-4280 / 246-4225**

December 14, 2015

Jason Metrokin
CEO Bristol Bay Native Corporation
11 West 16th Avenue, Suite 400
Anchorage, AK 99501

Dear Jason,

Bristol Bay Native Corporation's continued support of the Southwest Alaska Career and Technical Education (CTE) program is making a difference in Southwest Alaska. BBNC's contributions over the last 5 years have impacted the lives of hundreds of young adults from across the Bristol Bay region, helping prepare them to be successful as young adults in the workforce or in post-secondary education.

District leadership from SWRSD, LPSD and BBBSD are contemplating a fiscally challenged future and a pressing conversation focuses on the sustainability of our CTE program. Most recently, we have turned to Alaska's Educational Tax Credit program, in conjunction with the possibility of working with BBNC to leverage funds as an additional avenue of support. We would like the opportunity to discuss whether or not the Education Tax Credit could be advantageous for BBNC and how it could support our CTE program, which currently serves high school students from three school districts in Bristol Bay. We would appreciate the opportunity to explore this possibility with you at your convenience

On behalf of the children of Bristol Borough Bay School District, the Lake and Peninsula School District and the Southwest Region School District, we would like to thank BBNC for your generosity and consideration.

Respectfully,

Bill Hill
Superintendent
Bristol Bay Borough School District



Ty Mase
Superintendent
Lake and Pen School District



Dave Piazza
Superintendent
Southwest Region School District



ASSOCIATION OF ALASKA SCHOOL BOARDS COMMENTARY

February 2016 Vol. XLVIII, No. 1



Timi Tullis
Director of
Board Development
and Field
Services

The Art of Board Meetings

Do you feel as a school board member you are doing one of three things: preparing for, attending, or following up on a meeting? Board members dedicate a lot of their time to meetings. You have meetings for decision-making, problem-solving, planning and evaluating!

Our recommended Board Bylaw on meetings states: *“Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska’s Open Meetings Act.”*

If you or your board are struggling with your meeting, here are a few tips to improve upon your meeting.

1. It is *vital*ly important that the board adopt a yearly calendar with dates and times for

continued on page 5

School Funding: From Lawsuit to Legislature

After surviving a major legal challenge, Alaska’s K-12 public schools braced for a political fight over funding as the state Legislature convened in January amid steeply lower revenue from oil production.

The session’s start on Jan. 19 came just two weeks after the Alaska Supreme Court overturned a court ruling that threw into question the ability of local governments to contribute to their community schools. Ruling in a lawsuit brought by the Ketchikan Gateway Borough Assembly, the high court upheld the constitutionality of the required local contribution in state law.

“AASB and the Alaska Superintendent’s Association are pleased with the Alaska Supreme Court ruling regarding school funding. By recognizing that state and local governments share responsibility for local schools, the Supreme Court wisely avoided further complicating the difficult fiscal challenges faced by the Alaska Legislature, school districts, and communities,” the organizations said in a joint statement after the high court ruling on Jan. 8.

Some \$228 million in local contributions to education were at stake following a ruling by a lower court judge that the annual payments violate a constitutional prohibition on dedicated taxes. The Supreme Court stayed that ruling in July, heard oral arguments in the case in September and issued a 4-0 ruling that the required local contribution “is the most recent iteration of a longstanding state-local cooperative program...for funding Alaska’s public schools. Accordingly...the required local contribution is not a ‘state tax or license’ within the meaning of the dedicated fund clause.”

The opinion, written by Justice Joel H. Bolger, was joined by Justice Peter J. Maassen. Separate concurring opinions were written by Chief Justice Craig Stowers and Justice Daniel Winfree, who said they believed the required local contribution may violate the education clause of the constitution (Article VII, Sec. 1), which requires the state to establish and maintain a public school system. But the issue was not raised as part of the Ketchikan lawsuit.

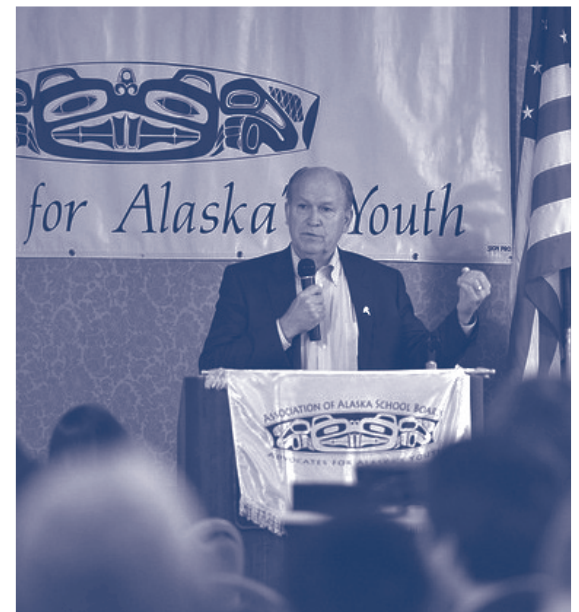
AASB and ASA joined the litigation as friends of the court, filing briefs in support of the State of Alaska.

While the lawsuit was argued over the past year, the Legislature sponsored studies examining the K-12 funding formula, teacher salaries and benefits, and the costs of school construction. The results of those studies were largely neutral, although consultants Augenblick, Palaich & Associates of Denver, Colo., recommended boosting funding to stimulate academic gains among some student populations.

In the meantime, the spot price of Alaska North Slope crude oil on the West Coast plunged from \$64 a barrel in June to \$28 in January, accelerating a budget deficit estimated at \$3.5 billion in the current year and next. Two national agencies downgraded Alaska’s bond rating for the first time in decades and said further lowering could happen if the Legislature failed to respond to Gov. Bill Walker’s plan to fill the deficit.

In his State of the State address on Jan. 21, Walker outlined his administration’s focus during its first year and his plan to use budget cuts, tax increases and revenue from the Alaska Permanent Fund to

continued on page 3



Gov. Bill Walker speaks to the AASB Legislative Fly-in on Feb. 7. The governor addressed his plans for bridging a large state budget deficit.



TIFFANY JACKSON

FROM *the* PRESIDENT

The Association was recently invited to participate in a preview of the Governor's fiscal plan in December of 2015. During the preview of the plan on December 7th, we were informed of the governor's intention to include

Taking a Longer View

the \$50 increase to the BSA. What was not clear was how all the other elements of the plan would impact education. We now know, following the plan's debut, about early education funds being zeroed out and other cuts, which will impact education.

It's easy to be upset about these cuts, and disagree about some of the components in the fiscal plan. However, upon further reflection and in consideration of the AASB's recent membership action, which passed a resolution supporting a sustainable fiscal plan in November, it's also encouraging to see steps being made in this direction.

So, where do we go from here? As school board members, we must be the active advocate and the positive voice for public education in the State of Alaska. Let your legislators know how the important decisions they'll be making in Juneau will be impacting your district. Educate yourself on how new legislation will be impacting your district. Share the successes you've had in your district, the successes of your students, and what innovative things you've done to make the most of what you've got.

The Legislative Fly-in and Youth Advocacy Institute, scheduled for February 6th-9th,

is one event I've always found useful for my own district in continuing the conversation with our legislators. I encourage you to check it out if you can, to make the most of your time in Juneau and at the capital, and to work at developing positive relationships when possible with your legislators.

The Fly-in is not the end of our conversation about education needs and priorities; it's merely one leg of the legislative marathon. We must be prepared to be the positive voice and constant, committed advocate for education over the long haul.

Improving Outcomes for Native Students

Every three years the AASB Board of Directors spend a day revising their Board Goals. During the July 2015 Board of Directors meeting the Board participated in that process and with minor wording changes re-approved the existing four goals. Those goals are:

- Strengthen the positive political influence of AASB at the local, state, and national level.
- Support local school boards in engaging parents, families, and their communities in shaping and enriching the education of all Alaska's children.
- Empower school boards to innovate in order to personalize learning, ensure achievement and prepare Alaska's children and youth for a rapidly changing world.
- Sustain the association by strengthening AASB's capacity to provide board development, preparing board members for effective governance.

As a part of the goal setting process the board looked at several data points relating to student achievement and well being. After reviewing the data it clearly showed that our Alaska Native students had the greatest needs relative to student achievement. After considerable discussion every AASB board member concluded that AASB had a moral responsibility to

work with local school boards to increase student achievement in our Native Alaska students. The goal the Board settled on is:

- Empower our boards to increase the academic success of Alaska Native students and increase graduation rates of Alaska Native students who are grounded in their cultural identity with the ability to successfully pursue their goals.

Both the AASB staff as well as the Board committee have been working on the objectives and action steps to create a plan to move forward on this goal. We have been reaching out to Native organizations and leaders to gain input on the best ways to move forward with this goal. The Board was adamant that this was not to be a short term push but rather a long term strategy to make a permanent and positive impact on the lives of our Native students.

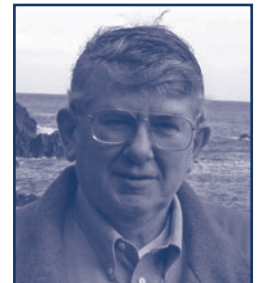
As we began to look to other states for ideas on how we might work with districts on this goal we learned that Native American students across the nation tended to rank at or near the bottom on standardized test scores in all states. Rather than discourage us it created resolve among the Board and staff that Alaska needs to tackle this issue with vigor. If we can make a difference with our children perhaps we will have a model that could be

replicated in other states. This is not a "pipe dream." For those who have been around for several years you'll remember that AASB was the first school board association to initiate community engagement as an association goal. It's now imbedded in our state through Alaska ICE (Initiative for Community Engagement) and has been adopted throughout the United States by other school board associations. Why can't the same thing happen with increased student achievement for Native American students?

We are working on several levels to educate school board members on the need to concentrate on increasing student achievement for American Indians and Alaska Native students.

1. At the annual conference in November we had Denise Juneau as a general session speaker to kick off our efforts. She inspired us with her efforts as Montana's Superintendent of Public Instruction to increase graduation rates through Graduation Matters Montana with an emphasis on Native Americans.

2. We want to increase awareness of the need to create educational equity for Native American students. One way we've determined is to increase the membership numbers in the National School Boards Association (NSBA) American Indian Alaska



NORM WOOTEN

FROM *the* EXECUTIVE DIRECTOR

Native Caucus. The NSBA Board of Directors has a designated seat for an African American and a Hispanic member based in large part on the membership numbers of their respective caucus. We would like to increase the membership numbers for the American Indian Alaska Native Caucus to a point where we might petition NSBA to create a designated seat for an AIAN Caucus member. I would encourage every Alaskan school board member to become a caucus member. You do not have to be an Alaskan Native to be a member of the caucus. The only requirement is to be interested in the education of Alaska Natives. A caucus application can be downloaded here: <https://www.nsba.org/file/nsba-council-caucus-membership-enrollment-form-2014doc-0>

As the Board continues to refine this goal we will keep you posted on their efforts.



Cass Pook

Pook fills AASB Seat

Cass Pook of the Sitka School Board has been selected to fill a vacancy on the AASB Board of Directors. Pook previously served a three-year term on the non-profit agency board, from 2012-15.

Longtime member and former AASB President Sunni Hilts resigned from the Kenai Peninsula Borough School Board and the AASB Board in November. Following her departure, the AASB Board selected Pook to fill the seat for the remaining 10 months of Hilts' term. It will be open again in November, 2016.

March 8 Deadline for June Nelson

The Association of Alaska School Boards is sponsoring the 25th Annual June Nelson Memorial Scholarship Award Competition, named in honor of the late June Nelson, longtime school board member from Kotzebue. June contributed much to the cause of education, and will be remembered for her outstanding service on behalf of Alaska's children.

This 2015-16 school year, AASB will award ten graduating seniors each with a \$1,200 scholarship to apply toward their post-secondary education. The scholarship may be applied toward the student's choice

of a business, trade, or college institution.

The essay topic is: What is something you have done or have seen done in your school that has promoted kindness and respect towards all students?

In addition to the essay, students must submit:

- A copy of high school transcript with cumulative GPA.
- Acceptance letter from a business, trade or college institution. (If you haven't been formally accepted, you may send

your application package to AASB without the acceptance letter, but don't forget to send it ASAP or by March 8, 2016.)

- Two (2) letters of recommendation (one from a community member and one from a teacher).
- SAT or ACT Scores.
- Completed student involvement form.

Competition application forms are located at: <http://aasb.org/2016-june-nelson-memorial-scholarship/>

Lawsuit to Legislature from page 1

bring spending and revenue closer to a balance.

"None of the pieces of the plan are politically popular," he said. "What my team and I strived to do was ensure the process was inclusive and that the final package was fair...I have said many times that this plan is written in pencil, not pen. There will be much discussion, debate and criticism over the next few months. I welcome that debate. The only unacceptable option is to do nothing.

"I want to emphasize that if we implement the New Sustainable Alaska Plan in its entirety, we will still be the only state that pays an annual dividend to every qualifying resident. Alaska will have the second lowest individual tax burden in the nation. We will still be able to grow our savings. We will be able to provide essential state

services like education, transportation and public safety. And we will have the financial means to invest in the economic growth of our state."

On education, he said: "Even in these challenging times, Alaska's students are a source of optimism and confidence. Their enthusiasm for tomorrow is not diminished by today's oil prices. State education leaders are developing a sustainable plan for Alaska's public education system based on input from Alaskans statewide.

"Their strategic plan to ensure quality instruction and improved academic achievement for all Alaska students is comprised of three priorities: empower local control of education; modernize the state's educational system; and ensure high-quality educators for Alaska's children. My adminis-

tration remains committed to maintaining and continuously improving a comprehensive, quality public education system regardless of our economic challenges."

A resolution adopted by AASB members at the 2015 Annual Conference urges the Legislature to adopt a long-term fiscal plan that is "strategic, sustainable and realistic, providing a framework for balancing budgets while adequately funding public education."

Similar resolutions have been adopted by School Boards in Anchorage and the Fairbanks North Star Borough. (See other AASB Board priority issues for the 2016 session below).

37 The regular session is scheduled to run until April 19. AASB has membership advocacy fly-ins on Feb. 6-9 and March 19-22.

CALENDAR

FEBRUARY

6-9	AASB Legislative Fly In & Youth Advocacy Institute
TBD	AASA National Conference - Houston, TX.
20-23	ASA Fly-In, TBD, Juneau

MARCH

18	June Nelson Memorial Scholarship Committee Juneau
19	AASB Board of Directors Meeting - Juneau
19-22	AASB Spring Academy/Legislative Fly-in Juneau

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AASB Board Outlines Priority for 2016

The AASB Board of Directors selected four priority education issues for emphasis in 2016. The headings for those issues are grouped below with member-approved resolutions that address concerns statewide:

Priority Issue #1: Raising Expectations for All

Sustained, Reliable and Adequate State Fiscal Plan

The sustainability, reliability and adequacy of Alaska's funding for public education are of highest concern to AASB. We urge the Legislature to develop a state fiscal plan, to provide a long-term approach to funding the costs of public education and other services upon which Alaska's students and families depend. (See *Resolve 2.1*)

Urging Adequate, Equitable and Predictable Funding of Public Education

AASB believes that adequate funding should include the following: state funding of the TRS-PERS retirement liability; an increase to the Base Student Allocation; recognition of the need to keep pupil-teacher ratios to a level in line with research-based best practices; career and technical education. (See *Resolves 2.2 and 2.47*)

Funding for Internet Services

Digital literacy is a fundamental skill in the 21st century; equitable Internet access will allow all students to develop this skill. (See *Resolves 2.11 and 2.43*)

Priority Issue #2: Honoring Local Control

Urging the State to Maintain the 10-student Minimum ADM for Funding

AASB urges the Alaska Legislature to maintain the present minimum student count of ten (10) students as the minimum school size and base level of funding for a school building. For schools that fall below the minimum number of students, AASB urges the Legislature to provide funding for up to two years before a district is required

to close a school. Those schools would be funded for up to two years at the following percentage of the amount that would be funded if the school had 10 students: Seven (7) students = 70% funding; eight (8) students = 80% funding; nine (9) students = 90% funding. (See *Resolves 2.34 and 2.46*)

Priority Issue #3: Investing in Alaska's Future

Addressing the Teacher, Specialist and Administrator Shortage

AASB urges the Legislature, the State Board of Education, and the University of Alaska to address the severe



shortage of teachers, specialists and administrators in Alaska. Suggested strategies may include: salary, benefit and housing incentives, loan forgiveness, alternative routes to certification, rehire of retired teachers and administrators, mentoring programs, reducing redundant paperwork. AASB also encourages local school districts to develop programs to encourage Native students to choose education as a field of student and to make every effort to foster the hiring and retention of Native teachers and aides. (See *Resolves 4.3 and 4.5 and Belief Statement B.17*)

Early Childhood Education

All children should have rich learning opportunities during the formative early childhood years. AASB supports

and encourages districts and/or communities to develop early childhood programs, which include parent and family involvement. (See *Belief Statement B.18*)

Priority Issue #4: Increasing Relevancy

Alternative Pathways to Certify Highly Qualified & Effective Teachers

AASB encourages the Department of Education & Early Development to develop alternative pathways for teachers to be highly qualified and effective in multiple subject areas, to qualify vocational/career technology teachers to provide core academic credit, and to recognize an indigenous teacher certification track that will use Native/indigenous knowledge systems and pedagogy as a base for training teachers able to more effectively teach Native students. (See *Resolve 4.11*)

Supporting Regional Career and Technical Education Centers

AASB supports funding regional career and technical education centers, both new and pre-existing, to support the goals of public education. (See *Resolve 5.8*)

Promoting Student Success

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness. (See *Resolve 3.2*)

Suicide Prevention, Education and Treatment Efforts

AASB supports funding for statewide suicide prevention efforts, including a program to bring professional mental health counselors on-site to visit schools or support school-based counseling programs. (See *Resolve 3.8*)

Art of Board Meetings from page 1

their regularly scheduled meetings, the earlier in the year the better. If you plan the year out then it makes it easier for everyone to schedule their lives. It also helps to add your board retreat to do your self assessment as well as annual events that you want to ensure are scheduled.

2. Ensure that the entire board is aware of the **importance of doing their homework** before the meeting and come prepared for discussion.

3. **Be sure to post all meetings so the public is notified. Each regular meetings should be posted five days prior to the meeting.** It's also important to post work sessions or board retreats. Make sure you post when folks from the board team will be going to trainings together, even when it is out of town. Though the open meetings act does not specify five days to post a meeting, the law does require "reasonable notice." For consistency, post your meetings in the same manner and same place - EVERY time.

4. If any board members call into the meeting make sure that all votes are taken by roll call.

5. Carefully watch the number of times your board goes into **executive session**. Remember there are only four subjects that the board may discuss in an executive session, they are:

- matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the school district,
- subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
- matters which by law, municipal charter, or ordinance are required to be confidential; or
- matters involving consideration of government records that by law are not subject to public disclosure.

Remember the Board may not take action in an executive session, except to give direction to an attorney or labor negotia-

tor regarding the handling of a specific legal matter or pending labor negotiations. All other action of the Board must be made in a regular open meeting.

6. The chair should help **move the meeting along** and while allowing for all individuals to talk, must ensure that they keep the group on track by limiting aimless discussions. There is a fine balance between focused discussions and 'bird walking'.

7. Ensure that the room is in an arrangement that **all members can see each other** as well as the superintendent, while also allowing the audience to view the work of the board.

8. The chair needs to make sure that the **discussion is focused on the issues included on the agenda**, and that other issues are NOT discussed but rather added to a list for possible addition to future agendas.

9. **"Is it good for kids?"** Ask yourself this question as each vote is called! **Stay focused on students.** A school board's function is to take care of the needs of students - not adults. When boards begin focus-

ing on adults and their problems the needs of students quickly get lost and everyone's attention turns to adults and their issues.

10. An effective board uses **Parliamentary Procedure** to ensure that all voices at the table are heard so be sure it is used to keep the meeting orderly. At least one person at the table should be versed in the Robert's Rules.

11. Remember it is a **school board meeting held in public** NOT a meeting for the public to take over. Though you want to make sure you include the voice of the audience make sure it is done as your policies state. A spirit of mutual respect and teamwork should be demonstrated by all involved.

12. Lastly, all the work you do will be viewed by those in attendance. You send a loud and clear message to your community by the way you interact at the board table. Be respectful of each other and the administration, and ask yourselves at the end of the meeting: "Was a **spirit of mutual respect** and teamwork demonstrated by all involved?"

BOOK REVIEW: Presidents, Congress and Public Schools

By Jack Jennings, Harvard University Press, 272 pages

I will self confess that the title of the book did not inspire me to immediately delve into it and I approached it with trepidation thinking it was going to be a "dry read." However, I found it to be captivating and one I would recommend to any school board member or educator.

The author, Jack Jennings, served as legal counsel and staff director for the U.S. House of Representatives Committee on Education and Labor for twenty-seven years. He was directly responsible for House action on the original ESEA along with any revisions and was the chief House negotiator with the Senate for passage of the legislation.

Mr. Jennings gives an interesting explanation of the long

term effects of the passage of ESEA. The U.S. Constitution does not give the federal government a role in the delivery of public education leaving that responsibility to individual states. ESEA, however, places the federal government directly in the business of local public education by providing funds through entitlement programs, mainly Title I.

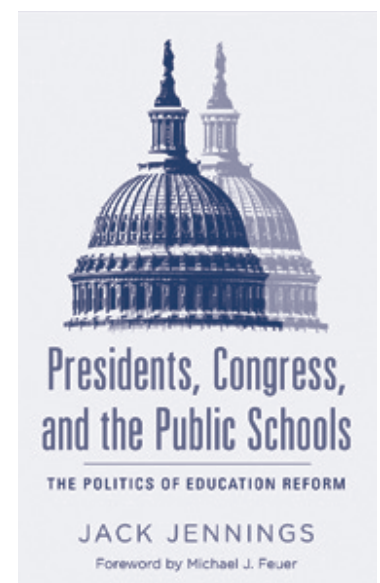
The book addresses the history of all the major federal education legislation including:

Passage of the Elementary and Secondary Education Act (ESEA);
Anti-Busing Amendment;
Bilingual Education Act;
School desegregation;
Title IX;
Section 504 of the Rehabilitation Act;

Equal Education Opportunity Act;
Establishment of the U.S. Department of Education;
Equal Access Act;
Americans with Disabilities Act;
American Recovery and Reinvestment Act.

This book is a good primer for anyone involved with or interested in education. Perhaps it would be a good book to provide to new school board members to give them an understanding of the "third funding leg" of school finance.

We hope to make the book review a regular feature of the Commentary. Any school board member, superintendent, educator or AASB staff member is invited to submit a review for consideration. The only criteria is that it



have some connection to education or young people lives. Submissions can be made to jgreely@aasb.org.

--Norm Wooten



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School Climate & Connectedness Survey

ALASKA NATIVE LANGUAGES GO DIGITAL

How Digital Publishing Empowers Teachers, Connects Native Students To Their Culture, and Supercharges Language Immersion Programs

by Steve Nelson

During the final days of the 2014 session, the Alaska Legislature enacted House Bill 216, which designated twenty Alaska Native languages as official languages of the state.

In addition to English, Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unanga, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian are now officially recognized Alaska languages.

This legislative action was profoundly significant to the Alaska Native population.

Language Revitalization

All languages are fluid and ever-changing, requiring new speakers to perpetuate their evolution. It is estimated that some Alaska languages have fewer than 100 fluent speakers left, most elderly, placing them at risk of being lost. This

urgency has sparked statewide efforts to preserve Native languages and make them more accessible to younger generations.

Each of Alaska's indigenous languages are direct reflections of the people who speak them, and serve as a kind of verbal encyclopedia of regional information. Words, phrasing and descriptive nuances convey a depth of knowledge about the area where a language is spoken, as well as the collective experiences of those who have inhabited it for many generations.

As a Native elder once told me, "Our language IS our culture."

Regional stories and legends, passed orally from adults to youth, were designed to teach important lessons about cultural traditions, beliefs, and survival skills. In this way, indigenous languages have long played an important role in the education of Alaska Native children.



Chevak teachers use an iPad to gather content for a digital book.



In-service workshop participants learn to use digital publishing tools to make instructional materials that incorporate Cup'ik text and spoken language.



Chevak teachers work on book projects during a digital publishing in-service workshop.

Connecting Students To Their Culture

Today, school-based strategies, including Native language immersion programs, are increasingly being utilized to strengthen connections between Native youth and their culture, to help improve their academic success and well-being.

New digital publishing tools have put the power to integrate Native languages into curriculum in the hands of classroom teachers, allowing them to create materials that can effectively engage today's generation of technologically adept learners.

Language Immersion, Chevak Style

One example of a successful language immersion effort is underway at Chevak school in Kashunamiut school district. Over the past few years, AASB's Consortium for Digital Learning has worked intensively with the district to

facilitate the production of interactive digital materials to support their elementary-level Cup'ik language immersion program.

To date, fifteen Cup'ik language digital story books featuring interactive multimedia elements have been created and are available free online. Another digital book based on the local story, Arnaq Tunucillek-Illu (The Young Lady and the Loon), is currently in production. Making these books has been a collaborative effort between the school leadership, students, teachers, AASB, and an app developer.

With 15 Cup'ik language digital books completed, the focus of Kashunamiut's immersion program has turned to building self-sufficiency among the teaching staff. So far this year CDL has delivered four days of inservice workshops to over 20 Chevak school teachers on how to produce interactive books and classroom materials that incorporate written

and spoken Cup'ik language.

Workshop topics have included digital book pre-production, design, layout, integration of multimedia elements, and audio/video production techniques. Mastering these skills are enabling Chevak teachers to produce instructional materials that can deliver powerful and engaging new learning experiences to their Cup'ik immersion students.

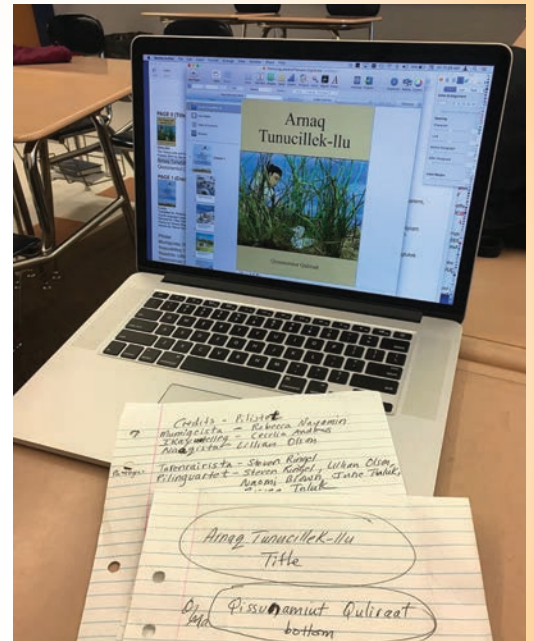
Empowering Teachers

The Kashunamiut teaching staff now has the ability to create their own classroom materials that include Cup'ik language text and audio, as well as incorporate digital publishing into student assignments, and involve family and community members in the digital book creation process.

Some teacher-initiated projects currently



A team of Cup'ik speakers work on translating part of the Arnaq Tunucillek-Illu book for digital publication.



Transcribing the story from spoken Cup'ik, to written, to digital text.

underway include interactive Cup'ik word books for young immersion program students, illustrated local legends, and an atlas that documents the geography and history of the Chevak area as told by local residents.

The district IT department is providing high-level project support to the teaching staff, furnishing laptops, iPads, technology assistance, and configuring the school network to facilitate book file storage and sharing. Once produced, all digital instructional content will be archived on a school server and accessible over the network for access by staff and students.

Making A Spoken Language Digital

Accurately transcribing a traditional story that until recently had only been passed on orally, requires a dedicated team of fluent speakers. As a non-speaker of Cup'ik, it was a fascinating process to observe.

For the production of the Arnaq Tunucillek-Illu (The Young Lady and the Loon), translating the oral story to text and audio for the digital book required the participation of a Cup'ik linguist, an elder fluent in Cup'ik, a narrator fluent in Cup'ik, and a focus group of five Cup'ik speakers to review the final text for precision and correctness.

Spirited debate ensued about the nuances of specific words. Books containing written Cup'ik language were consulted for usage guidance. Phone calls were made. Eventually, consensus was reached.

The responsibility for ensuring that the digital book text accurately conveys the spirit and meaning of the story was taken very seriously by each team member. This complex review process placed the weight of an entire culture on the participants' shoulders. Being on the front lines of transitioning their ancestral language from oral to written form required getting it right, not just for themselves, but for the benefit of previous, current and future generations of Cup'ik people.

Improving Student Success

A stated goal of the Association of Alaska School Boards is empowering local boards to increase the academic success and graduation rates of Alaska Native students.

AASB supports language revitalization efforts, and believe that grounding Alaska Native students in their cultural identity, and offering culturally responsive personalized learning, teaching practices, and school environments for Alaska Native students, are important elements of success.

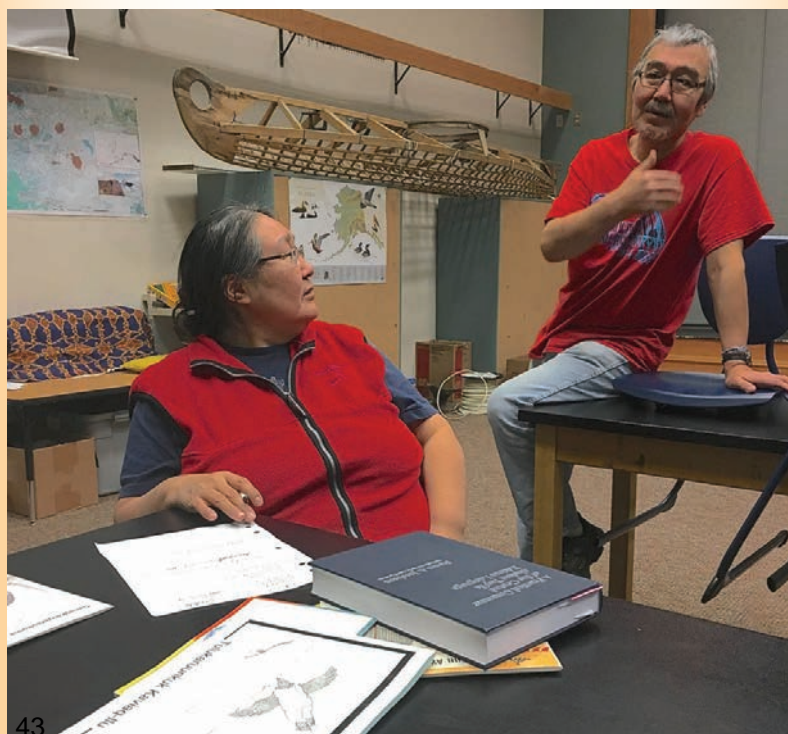
We actively work to assist local school boards in understanding their role in creating learning environments that are conducive to the learning styles of Alaska Native students in the various regions and diverse cultures of our state.

Interested in digital publishing in-service workshops?

Please contact us for details and scheduling information:
Bob Whicker: rwhicker@asb.org Steve Nelson: snelson@asb.org



A team of Cup'ik speakers work on translating part of the Arnaq Tunucillek-Illu book for digital publication.



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Deciding on the best words to use for the book's title.

MOVING FORWARD: The Role of Digital Learning in a Modern School System



Dr. Robert Whicker
Director of Consortium for Digital Learning

As debate heats up on how Alaska's budget situation will affect education delivery and policy, keeping a firm grasp on what is most important for our children during the next school year would be helpful to remember.

Each year, students have one opportunity to learn at the grade level dictated by their age. In other words, you're only in 3rd grade once. During that year, important age-appropriate learning concepts are introduced, providing the best opportunity for learning, then and only then. After that, the curriculum moves on, with or without you.

Solutions to meet fiscal and policy challenges should consider the vital connections, relationships, and safe, caring learning environments that help students make the most of each year of their K-12 education. Human connections between teachers, adults and other students who share and support each other during this learning time are the most meaningful. It's also about creating learning environments within institutions that are safe, caring, and compassionate while presenting relevant, challenging and inspiring learning opportunities for all.

Innovation will be key in crafting solutions to present day challenges. The Association of Alaska School Boards defines innovation as any opportunity, methodology or technique that facilitates a more personalized learning environment, resulting in a positive effect on student achievement. Meaningful innovation will not be found in just one answer, such as technology or online learning, but in a combination of effective strategies that affect student achievement.

Personalizing learning brings these vital connections to bear. Personalized learning environments can encompass a variety of strategies that help learners take control of managing their own learning.

The emphasis here is on personalized learning systems. Qualities that provide enhanced

learning in all subjects come as hands-on activities: pacing, using multiple senses, repetition, visualization, simulations, real-life experiences, and the list goes on. To personalize learning for 28 students, 28 variations may be necessary. Systems require common elements that can be used to provide a personalized learning experience for each student, while still being applicable to a system-wide approach. Technology and digital learning are essential elements to meet these demands.

Digital learning originates in the classroom and shifts to any-time, any-where learning. It may, or may not, include online classes. True digital learning is dependent on teachers understanding how technology fits within all the curricular activities they do, and bringing appropriate technologies into that learning experience. The power of digital learning is realized when a teacher designs a learning activity of relevance and rigor, knows the level of technology use that is appropriate, can integrate that technology to its best advantage, and utilizes the technology to generate an exemplary outcome in the end.

The use of broadband greatly expands the kinds of opportunity needed in our 21st century and greatly enhances digital learning. It does not "make or break" digital learning. In fact, teachers from Alaska who teach in a device-per-child learning environment are presenting at national conferences on how to effectively use technology in teaching subjects such as math without Internet access, even when they have access to adequate bandwidth.

The implementation of digital learning into a learning model expands possibilities. Some districts are combining classroom digital learning, online learning, flexible scheduling, real-life/real-world experiences, and leveraging private sector partnerships with great success. As a result, student engagement, achievement, opportunity, and success are being realized.

Two major components must be present to modernize our Alaska's education system to a model in which all students benefit from a personalized approach: access to technology, and a well-educated, well-trained teacher workforce who know how to utilize digital tools to effectively educate students.

Student access to technology has improved over time. Today, every school district in our state has some students using district-purchased personal devices for learning. Unfortunately, this group comprises less than 20% of our entire student population. As a state, we're still operating in two worlds: analog vs. digital. This 'digital divide' creates inequities and increases district costs to provide both forms of learning materials. Expanding access to personalized devices for all students creates a more equitable system, dramatically reduces learning materials costs, and opens many new learning opportunities.

High quality teachers for this kind of learning environment must have knowledge of instructional technology integration. Alaska's higher education systems are slowly recognizing that they must include high-access learning environments for their pre-service students, if those students are going to become effective teachers in our schools. For instance, the University of Alaska Fairbanks now requires a personal laptop and tablet for all of their education majors, a critically important step.

However, many of Alaska's teachers arrive from the Lower 48 without adequate professional development in how to integrate technology into their learning activities. Acknowledgement and support from state leaders to help districts move teachers into higher levels of technology adoption would expedite the transition of our education system to a digital learning model. Partners in both the private and public sectors are already working together to make this type of training available at an affordable cost.

Without state support for a shift in education delivery and structure, infrastructure, hardware and services ends up costing individual districts more than it should. Those districts that prioritize this shift still are scraping together funding for programs. These programs work, serve as a future model, and bring long-term value and sustainability. Prioritizing the development of a statewide system of support will bring economy of scale, equity in student experience, and expanded opportunities.

And it may be the last shot next year's third graders have at a 3rd grade education.

Sharing Your Story



TIFFANY JACKSON

FROM *the* PRESIDENT

What an exciting time of year with spring just around the corner, the weather getting warmer, and daylight getting longer! I'm sure most of you have been watching the action of the legislature with bated breath; waiting to see how the work they're doing now will impact the work we have to do in our districts. It can get

discouraging sometimes to see what's going on, anticipating some of the cuts coming down the line. As always, I encourage you all to do what you do best, share your story. Let your legislators know what's going on in your district, and how you're providing your students a quality education with the resources you have.

Something which gets referred to frequently when we talk about providing education in the face of budget cuts is utilizing technology to help fill some of the gaps created by budget cuts. Now, there are some districts in Alaska who are doing some amazing things with technology. Chevak's expansion of the digital books in Cup'ik, and Kodiak's literacy programs utilization of robots are two excellent

examples! However, there are also districts which have experienced difficulty in implementing technology and recognizing some of the highly anticipated gains technology promised.

Bandwidth access continues to be an issue for many of our schools. Cost to implement technology and increasing bandwidth to adequately utilize various technologies is an issue. Not properly planning how technology is going to be utilized or training teachers on how to effectively implement technology in the classroom can negate some of the benefits technology offers. Technology can be a great tool, but there are some hurdles we need to overcome in order to implement it effectively.

I encourage you all, if you haven't already, to educate yourselves on what the technology challenges and benefits your district may be facing. When you're talking with your legislators and advocating for you districts (notice I didn't say if, we all need to be advocates for our students), let your legislators know what your reality is in your district. If you have challenges, share those. If you have successes which have increased student learning and success, share those too! Just be sure to know what your story is, especially in this environment where some may be asking us to cut costs by relying more on technology.

The Road to Better Endings

I must confess I find change to be discomfiting and at times even frightening. We toss out phrases like "think outside the box" and "move outside your comfort zone". But even though the "rut" may be a safe place to stay, the world we now live in has removed that option. I recall when I was a small business owner I was truly one month away from insolvency every month. I found myself always looking for a competitive edge to make my company more attractive and a better deal for bidders. Today's businesses are no different. How many times have you dialed a help line and spoken with someone with a foreign accent? I can't help but think, "another job moved out of the U.S." Our vocabularies have new words that didn't exist fifty years ago – "downsize" and "outsource" or "right size" and the connotation of them all denotes change.

Nowhere is it truer than in our world of school boards. Change is all around us and it seems as if we cannot change quickly enough. In this fast-paced atmosphere of education it is frightening to consider that we may make the wrong choice. Remember the "whole reading vs. phonics" debate or "new math vs. traditional"? This is reminiscent of one of my favorite poems.

The Road Not Taken

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.*



NORM WOOTEN

FROM *the* EXECUTIVE DIRECTOR

With the fiscal situation in Alaska school boards must be willing to change. Whether that is finding efficiencies, sharing services, or yes, even reducing services we cannot do business as usual. It is inevitable that our districts will look different – but we must be diligent in ensuring that as we determine what road to take, in a variation on the words of Robert Frost, it must make a difference in the lives of our students. A good difference!

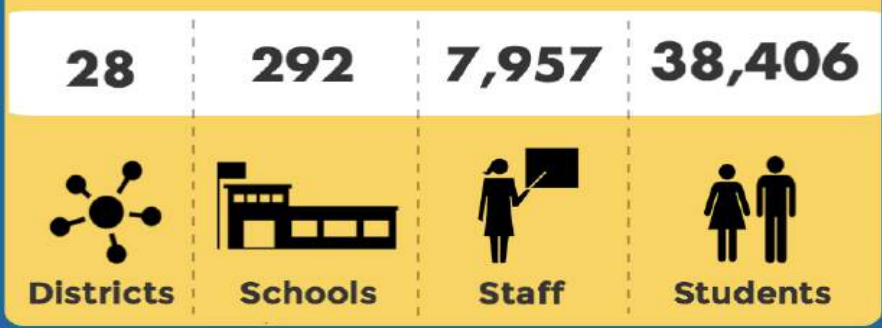
School Climate and Connectedness Survey



The School Climate and Connectedness Survey (SCCS) is a voluntary statewide survey taken by students and staff since 2006, developed by the American Institutes for Research (AIR) in partnership with AASB. It measures positive school climate, how connected students feel to adults and peers, social and emotional learning (SEL), and observed risk behaviors at school or school events.

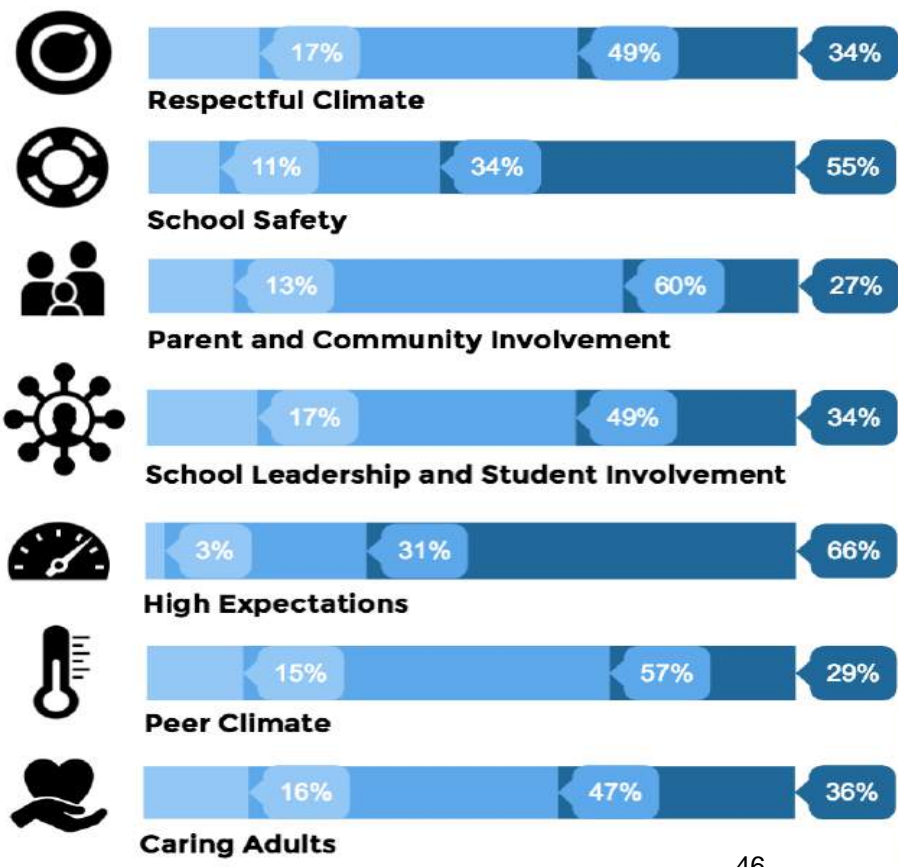


Survey Participants



2015 Statewide Highlights

- A positive school climate linked to academic performance: Strong relationships between school climate and student rates of meeting standards on the Alaska Measures of Progress (AMP).
- The higher a school's climate ratings, the fewer student risk behaviors reported at school or school events.
- Increase in social & emotional learning (SEL) student ratings from 2010 to 2015.
- First year results for grade 3-5 younger student survey.



Student Results Grades 5/6-12 Survey

From 2010-2015:

- Significant declines in School Safety, Parent and Community Involvement, and School Leadership and Student Involvement.
- Modest improvement in Peer Climate.
- Ratings in other areas remained relatively stable.





Respectful Climate



School Safety



Parent and Community Involvement



School Leadership



Student Involvement



Staff Attitudes

Staff Results

From 2010-2015:

- Increase in School Safety, School Leadership and Student Involvement.
- Decrease in Respectful Climate, Parent and Community Involvement, and Staff Attitudes
- Student Involvement remained stable.

- Agree/Strongly Agree
- Agree Some/Disagree Some
- Disagree/Strongly Disagree

Select Findings



I feel safe at school



Adults in the community support this school

Observed Student Risk Behaviors



Student Results Grades 3-4/5 Survey

94%



I feel safe at school

98%



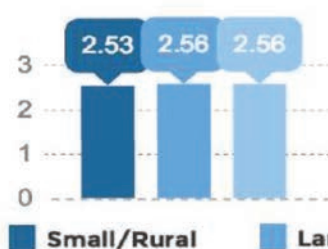
The adults at this school believe that all students can do good work

94%

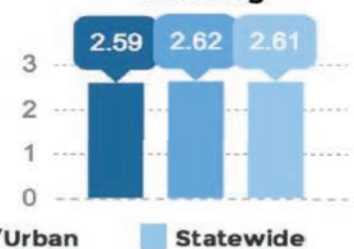


Students here treat me with respect

Caring Others



Social Emotional Learning



2015 Alaska School Climate & Connectedness Survey Results Summary
For more information on this survey, contact Jenni Lefing at jlefling@asb.org or 907-463-1660.

ASSOCIATION OF ALASKA SCHOOL BOARDS



Calendar

MARCH

18	June Nelson Memorial Scholarship Committee - <i>Juneau</i>
19	AASB Board of Directors Meeting <i>Juneau</i>
19-22	AASB Spring Academy/ Legislative Fly-in - <i>Juneau</i>

APRIL

6	NSBA Executive Directors' Liaison Committee <i>Boston, MA</i>
7	NSBA Executive Directors' Leadership Development Committee – <i>Boston, MA</i>
7	NSBA Executive Directors' Conference Institute <i>Boston, MA</i>
9-11	NSBA Annual Conference <i>Boston, MA</i>
18	Legislative Sessions Ends
TBD	Teacher Job Fair - <i>Anchorage</i>

Officers

Tiffany Jackson President	Aleutians East	383-8433
Peter Hoepfner President-Elect	Cordova	424-3140
Mike Swain Secretary/ Treasurer	Bristol Bay	246-3560
Andi Story Past-President	Juneau	723-4198

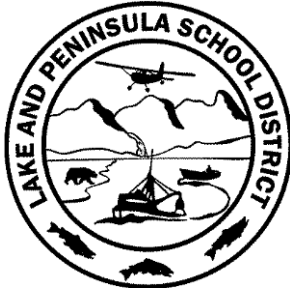
Directors

Charlene Arneson	Chugach	522-7400
Ignatius Chayalkun	Kashunamiut	858-7090
Clarence Daniel	Lower Kuskokwim	545-2314
Debby Edwardson	North Slope	852-3746
Sue Hull	Fairbanks	479-5729
Dana Mock	Delta/Greely	750-1004
Kathleen Plunkett	Anchorage	230-0881
Tammy Fowler Pound	Unalaska	581-1463
Angie Washington	Northwest Arctic	442-2547
Sarah Welton	Mat-Su	376-8577

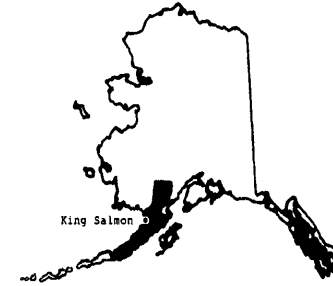
Staff

Norm Wooten	Executive Director
Timi Tullis	Director of Board Development and Field Services
Lori Grassgreen	Director of Alaska ICE
Bob Whicker	Director of Consortium for Digital Learning
Lon Garrison	Coordinator of School Improvement
John Greely	Chief Editor
Diana Miller	Business Manager
Steve Nelson	Public Information Coordinator, Project Coordinator
Jenni Lefing	SCCS Program Manager, Community Engagement Educator
Mark Calvert	Community Engagement Educator
Heather Coulehan	Community Engagement Educator
Ryan Aguilar	Executive Administrative Assistant, Communications Specialist
June Johnson	Accountant
Laurie Miller	Administrative Assistant

Association of Alaska School Boards, 1111 West 9th St., Juneau, Alaska 99801-1510 Tel: (907) 463-1660 FAX: (907) 586-2995. The Association of Alaska School Boards is a not-for-profit organization whose primary mission is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance. AASB represents school boards' interests before the legislature, state agencies, Congress and other state and national regulatory bodies. Founded in 1954. Commentary is published monthly by the Association of Alaska School Boards, Norm Wooten, Executive Director. Articles or suggestions should be sent to John Greely, Chief Editor, AASB 1111 West 9th St., Juneau, Alaska 99801. For change of address write to AASB or call 907-463-1660.



THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-
4473



Date: April 14, 2016
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report - April 2016

Looking Forward

With our State and district's financial futures in question, it would be easy to become stagnant and simply wait for what is going to happen next. However, we have been on an incredible upward journey and we still have a long way to go. Our staff and students continue to push forward and we as a governing body and administration have to figure out a way to support them.

Looking towards next year we are excited to have many innovative initiatives / events slated:

Katmai Inservice – Through our counseling grant, we are excited to kick next year off with an all-staff inservice at the Katmai Lodge on the Alagnak River. Last year, we sorely missed out on the great benefits of bringing our staff together before the school year to focus on each and every child. We are looking forward to starting off the 2016/2017 school year with the excitement and energy that comes with bringing our staff together.

Self-Regulation – Most often students' shortfalls and disruptive behaviors overshadow their strengths and abilities. Rather than helping to fix the behaviors, the norm is to keep pointing them out. We envision a new norm in LPSD that equips staff and students with knowledge and tools to deal with possible shortcomings. The realization and ability of staff and students to self regulate and stay in the "calm, alert and learning" mode more often, is essential.

Fall AA Meet – In the past we have sent a group to Becharof Science Camp, a group to the Fall CTE phase and yet another large group to a X-Country jamboree. For the same money, or less, we propose to bring all of these programs together in September and offer a Fall AA Meet of sorts. Our students will not only be able to compete in the X-Country qualifier, they will also be exposed to many great classes with CTE instructors, Fish and Wildlife biologists (pending) and UAA education students and professors.

New Staff Induction – We are excited to expand our new staff induction into a 3 credit semester-long offering. We have struggled in the past to train our teachers in our standards based system, our unique culture and how to prosper in Lake and Pen in a couple of days. Bill Cornell will serve as the adjunct professor for this course and plans to bring many guest instructors and speakers into the fold of the course.

Grants – We have applied or are applying for, a large one-to-one technology grant, a CTE Wells Fargo Grant, a Federal Preschool Grant and a Federal CTE College and Career Readiness Grant. We are excited about these prospects and the extra income and innovation that they could bring to our district.

In addition, our counseling team continues to push forward with our cyber-counseling grant. This is a very exciting, cutting edge project. To round out their team Racquel Wright has recently been hired as our North Area Counselor and will be joining the team this week for grant meetings in AKN and the career fair in Newhalen.

CTE – While this program is now 5 years old, it is still exciting to watch it evolve with each passing year. Next year we plan to have the ability to house our students at Bristol Bay, redirecting housing monies back into the program thus making it more sustainable. We are also looking at expanding our course offerings and developing an advisory board.

BBBSD Partnership – Again, even though this has been in place several years, we are looking forward to expanding our partnership in order to work smarter for kids. We will continue to work together in the areas of student activities, technology, Federal Programs, Professional Development, etc...

50

Wiki – We have never had success with launching an instructional wiki but our staff continues to ask for such a resource. Our plan this time around is to populate the site in a more comprehensive, individualized approach, instead of the shotgun style of approach used in the past. In the end, it is our hope that this will be a clearinghouse for quality, vetted lessons and resources that teachers from across the district can share and use.

Tutors – We cut back on this program this year in order to save money. This spring we found ourselves with 15 openings and being forced to select educators and determine the right “fit” after a short 30-minute interview. This, along with the cost of our recruiting efforts, simply does not make sense. For the 2016/17 school year, it is our plan to revitalize this program instead of joining the masses in the spring recruitment season.

The “War Room” – Next school year we plan to transform our back office/conference room into a data rich meeting space where we will have our monthly administrative meetings with principals. Each month we will look (district-wide) at each student’s academic data, self-regulation initiatives, Educate reporting, and other classroom initiatives. As an instructional leadership team, we can then help guide school sites in better meeting the individual needs of our students.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-4473



April 8, 2016

To: Lake & Peninsula School Board
From: Tim McDermott

Re: Maintenance Report

As the end of this school year approaches, Maintenance is defining the needs for spring and summer. The available time frame and resources are being assessed and a tentative schedule is pending. As much maintenance as possible will be executed during the remainder of this school term, however the operations are projected to continue throughout the summer all the way up until the start of the 16-17 term in August.

While the scope of work is being approached conservatively, there are basic needs that must occur this summer in preparation for the coming year. Due to staff changes, housing units at most of our sites are going to have to be prepared for new occupants. The work will be performed with as much consideration for value added effort as possible in regard to local hire, school cleaning, exterior painting, boardwalks, and grounds care.

Identified projects, in addition to the normal operations of cleaning and repair(s) are as follows:

Chignik Lagoon – Recovery heat plumbing and controls.
Roof leak repair and flashing replacement on school building.

Newhalen – Work will continue on additions to the Newhalen Gym Expansion project that include sewer upgrades and site drainage issues. While this work is being performed by the contractor there will be a necessary level of supervision and support from the School District.

Igiugig – Repair of leak on NE side of school building.
Heat in preschool classroom.

Kokhanok – Carpet replacement in three classrooms.

Port Alsworth – Ventilation retrofit for 2008 duplex.
Three window(s) remain to be replaced at 3 bedroom house as a continuation of last summer's project.

Perryville – Some District participation is likely going to be necessary this summer as the Village of Perryville moves forward with the new power plant project.

Every effort will be made to scope and schedule this work to maximum efficiency and minimum timeframe. Initial planning is projected to schedule up to two weeks at each site. Some of this work will occur concurrently.

Date: April 8, 2016
To: LPSD School Board Members
From: Bill Cornell
Re: Curriculum February-April, 2016

Curriculum:

The WIKI is progressing well. Technology, Social Studies, and Cultural Awareness are populated, with Science and Employability to follow. With recent professional development focusing on the WIKI, it is my hope that teachers will start adding the resources they have compiled. Matthew Stark and I will also be working on posting more resources throughout the spring. I am excited that the WIKI is getting off the ground; it is fluid, open-source, and paperless, all of which save money, and place ownership more easily into the hands of teachers and students.

We will be renewing ALEKS, IXL, and Compass Learning for next year. These programs have proven to be a good fit for us, and see a lot of use. These resources allow us to more easily differentiate in our classrooms, and stay true to our standards-based system.

Professional Development:

Professional development sessions in February, March, and the first part of April have included training on accessing and adding content to the WIKI, engaging students in online classes, PowerSchool, AMP training, mandatory blood borne pathogen training, writing prompt alignment and inter-rater reliability, content area collaboration sessions, cyber counseling, as well as site-based sessions. We have been busy!

It's hard to believe, but we only have a few early release Fridays left. We will wrap up the year by focusing some time on developing and populating the WIKI with resources, having one more cyber counseling session, and one last Danielson training session. This last session will help teachers reflect on the year, and think about goals for next year.

Looking Forward:

New Teacher Induction is shaping up, as is August In-service. Most new teachers will arrive in Anchorage on August 6, and after a day and a half of getting essentials out of the way, will head to King Salmon for two days of New Teacher Induction. If you're in King Salmon on August 8-9, make sure to stop by and meet the new crew.

New Teacher Induction will be followed by August In-service at Katmai Lodge. We will be taking a serious look at data driven instruction, self-regulation and cyber

counseling, as well as many of the usual topics we need to cover to get the year up and running.

We will be offering a course for credit to our new teachers that will encompass most of their first year with us. It's our hope that the assignments involved in this induction course will acquaint new teachers with LPSD's standards based system, encourage the implementation of data driven instruction, as well as looking at the cultural aspects of our district and region. I think this will be a great way to introduce our teachers to LPSD, as well as allow them to earn college credit for doing so. It should be a win-win.

Professional development will take on a new twist next year as well, at least for one early release day per month. Something we always value in our classrooms is differentiation. This allows students to get the one-on-one attention they deserve, and it allows them to learn at different rates, and in different areas. Bringing this differentiated approach to professional development will hopefully do the same. Through a structured process, teachers will be able to identify an area they would like to grow in, and devote one early release day per month for doing so. I think the learning that will come from this will be not just enriching for individual teachers, but also for their students.

As always, feel free to contact me at 571-1211, or via email at bcornell@lpsd.com, if you have any curriculum related questions. Thank you for your time.

Technology Report April 2016

There aren't any big updates for federal programs, but I'd like to share a few technology related items with you.

Distance Learning Platform Change: We will be switching from Blackboard Collaborate to Adobe Connect for our distance learning software. Blackboard is good software and works well, but it does not support mobile devices to the extent that Connect does. We will also recognize some cost savings with Adobe's product.

Student Information System: We are having conversations with PowerSchool about switching to them for our student information system. PowerSchool is the most widely used SIS across the country, and the majority of districts in Alaska use it, but we want to make sure it's a good fit with our standards & performance based education model. We've had a demo of their product, and we in turn showed them how we use ours (Educate). We should hear back from them soon about how the kinds of things we do with student grading would be done in PowerSchool. If we switch to PowerSchool we will save countless hours in preparing state reports and information will be more readily accessible to those that need it.

RUS-DLT Grant: In early March we submitted an application for a Rural Utilities Service Distance Learning & Telemedicine grant. The grant would have helped us refresh computers and network equipment across the district. Unfortunately we found out today that we were not successful with this application. I would like to try again next year; in the meantime we will be discussing what we can do to refresh some of our hardware for this fall.

Monthly Activity Report
LPSD
Month: April, 2016

To: Amber Kresl
From: Ed Lester
Date: 4/8/2016

Basketball:

The basketball season ended last month for the four ASAA teams in LPSD. Port Alsworth and Newhalen boys and girls teams did wonderful jobs this year representing LPSD throughout the region. As district teams we won some academic and sportsmanship awards which are what we always strive for character and education.

The mix three also wrapped up at the beginning of March with an outstanding tournament hosted by the community of Perryville. The village in preparation and support of this event ordered a new scoreboard for the school. -Thank you to the community for such a great event.

AA Meet:

This years AA meet will be done in partnership with UAA. Lessons will be put together and delivered by teachers working towards there masters degree at UAA. This has been a great partnership the last two years and I am very excited to see it continue to grow. We also have guest from Bristol Bay school and Southwest Region School district who will be in attendance. We are looking forward to a busy and exciting week 4/11-15.

NYO:

The state qualifying will happen next week during the AA meet.

Date: April 8, 2016
 To: LPSD School Board
 From: Laura Hylton, Business Manager
 RE: Board Report

Projects

	Budget	Beginning Balance	YTD	TOTAL	Budget Balance
District Wide Energy Efficiencies	1,800,000	1,795,585.93	4,414.07	1,800,000.00	-
Port Alsworth School	13,979,000	12,110,625.59	1,229,641.10	13,340,266.69	638,733.31
Newhalen Gym	4,221,000	1,787,326.33	2,012,870.37	3,800,196.70	420,803.30
Total	20,000,000	15,693,537.85	3,246,925.54	18,940,463.39	1,059,536.61

Legislative & Budget

The legislature has several interesting bills SB207 and SB209 and their amendments would increase TRS and PERS rates from 12.56% to 22% for TRS and 22% to 26.5% for PERS incrementally starting in FY17 until FY20, there would be an allowance to add \$33.7 million to school funding through FY21. A summary of the TRS bill is attached as presented to Senate Finance on April 7, prepared by Legislative Finance.

SB209 appears to be dead for this legislative session the fight is still on for SB209, with an amendment proposed increasing the fund balance percentage districts are allowed to carry above the current 10% to set money aside for future years TRS contribution, although there is no discussion of where districts are expected to find funds to set aside.

We will see if legislators ram this legislation through or take some time to study the issues.

Attachments:

Financial Report

DATE - 4/08/16
 TIME - 15:48:36
 PROG - GNL.570
 REPT - 100 BOARD RPT

LAKE AND PENINSULA SCHOOL DISTRICT
 MONTHLY GENERAL FUND FUNCTION SUMMARY

April 30, 2016

ACCOUNT NUMBER / TITLE	BUDGET	EXPENDED YEAR TO DATE	CURRENT ENCUMBERANCE	UNENCUMBERED BALANCE	% EXPENDED & ENCUMBERED

FUND 100 GENERAL FUND					
100.XXX.10X.XXX.XXX INSTRUCTION	5,304,934.00	3,152,176.79	1,379,327.66	773,429.55	85.42 %
100.XXX.20X.XXX.XXX SPECIAL EDUCATION	927,473.00	583,882.08	247,888.61	95,702.31	89.68 %
100.XXX.22X.XXX.XXX SPED SUPPORT SERVICES	137,700.00	63,555.43	.00	74,144.57	46.15 %
100.XXX.30X.XXX.XXX SUPPORT SERVICES PUPILS	231,278.00	172,376.64	47,591.02	11,310.34	95.11 %
100.XXX.35X.XXX.XXX SUPPORT SERVICES INST	2,499,182.00	1,478,361.79	173,383.77	847,436.44	66.09 %
100.XXX.40X.XXX.XXX SCHOOL ADMINISTRATION	754,856.00	439,864.41	284,737.85	30,253.74	95.99 %
100.XXX.45X.XXX.XXX SCHOOL ADMIN SUPPORT	55,975.00	54,023.57	.00	1,951.43	96.51 %
100.XXX.51X.XXX.XXX DISTRICT ADMINISTRATION	626,414.00	476,427.56	62,191.77	87,794.67	85.98 %
100.XXX.55X.XXX.XXX ADMIN SUPPORT SERVICES	529,184.00	472,801.78	89,092.67	32,710.45-	106.18 %
100.XXX.60X.XXX.XXX OPERATION AND MAINT	2,792,293.00	2,264,190.65	139,682.77	388,419.58	86.09 %
100.XXX.70X.XXX.XXX PUPIL ACTIVITIES	465,427.00	353,324.92	69,311.57	42,790.51	90.81 %
100.XXX.76X.XXX.XXX PUPIL TRANSPORTAION	.00	1,843.72	.00	1,843.72-	9999.99 %
100.XXX.79X.XXX.XXX FOOD SERVICES	.00	20,049.85	.00	20,049.85-	9999.99 %
100.XXX.88X.XXX.XXX CONTRUCTION	.00	1,017.37	.00	1,017.37-	9999.99 %
100.XXX.90X.XXX.XXX TRANSFERS OUT/(IN)	500,000.00	100,000.00	400,000.00	.00	100.00 %

100.XXX.XXX.XXX.XXX GENERAL FUND	14,824,716.00	9,633,896.56	2,893,207.69	2,297,611.75	84.50 %

REPORT TOTAL	14,824,716.00	9,633,896.56	2,893,207.69	2,297,611.75	84.50 %

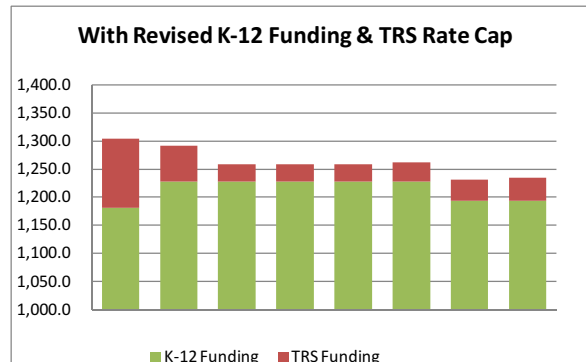
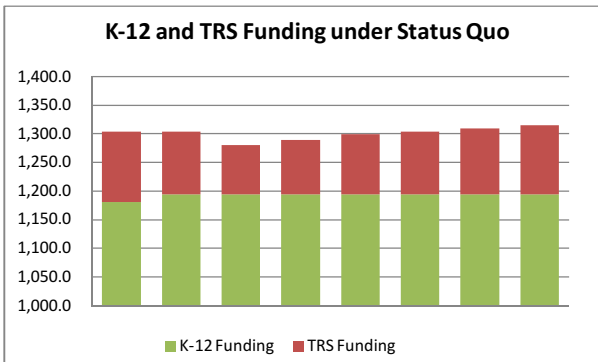
Impact of Increasing the Cap on TRS Employer Contribution Rates and of Additional K-12 Formula Funding under SB 207

(\$millions except BSA in actual \$)

1	TRS Rate	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
2	FY17 Rate Cap	12.56%	12.56%						
3	Increase in Rate Cap		6.44%	1.00%	1.00%	1.00%	0.00%	0.00%	0.00%
4	New Rate Cap	12.56%	19.00%	20.00%	21.00%	22.00%	22.00%	22.00%	22.00%

5	State TRS Assistance	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
6	Baseline Projections (Buck 4/16)	122.8	110.2	86.2	95.7	105.2	110.2	115.5	121.1
7	Under SB 207 (Buck 4/16)	122.8	63.5	31.0	31.4	31.4	34.5	37.8	41.3
8	Change in State Assistance	-	(46.6)	(55.2)	(64.2)	(73.7)	(75.7)	(77.7)	(79.8)

9	Impact on Schools	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
10	TRS Costs to Absorb		(46.6)	(55.2)	(64.2)	(73.7)	(75.7)	(77.7)	(79.8)
11	Additional Formula Funding (Fiscal Note)		33.7	33.7	33.7	33.7	33.7	-	-
12	Net Impact		(12.9)	(21.5)	(30.5)	(40.0)	(42.0)	(77.7)	(79.8)
13	Net Funding Level	1,181.1	1,181.1	1,172.5	1,163.5	1,154.0	1,152.0	1,116.3	1,114.2
14	Equivalent BSA Reduction (from FY17)		\$ (50)	\$ (83)	\$ (117)	\$ (154)	\$ (162)	\$ (299)	\$ (307)
15	Percent Reduction from FY17		-1.1%	-1.8%	-2.6%	-3.4%	-3.5%	-6.5%	-6.7%
16	Funding Difference from FY16		-	(9)	(18)	(27)	(29)	(65)	(67)
17	Percent Reduction from FY16		0.0%	-0.7%	-1.5%	-2.3%	-2.5%	-5.5%	-5.7%



Note: A \$33.7 million increase in Basic Need will increase allowable local contributions by about \$7.8 million.

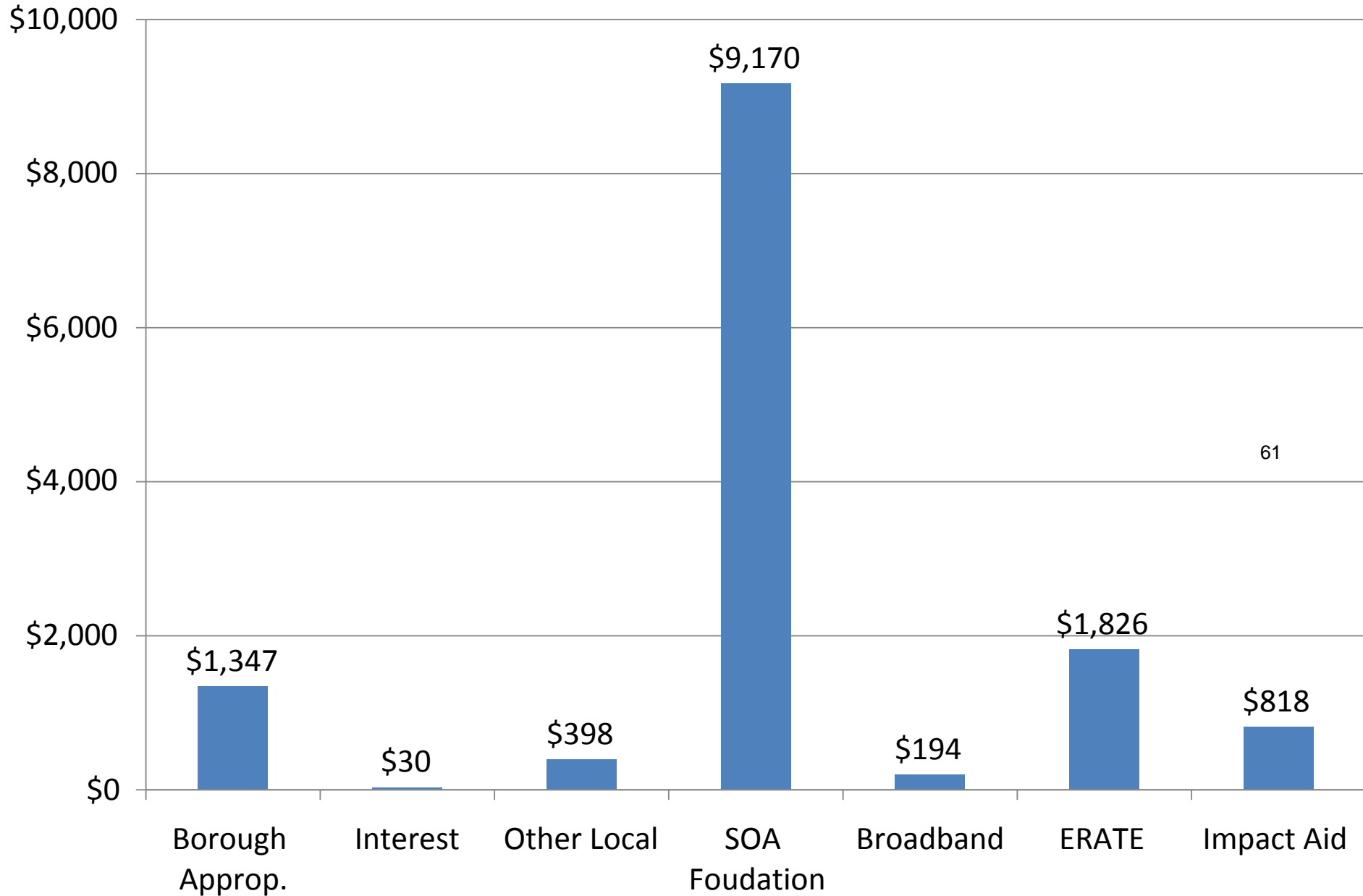
Note: Fiscal notes appropriate about \$2.8 million to the University, SESA, SERCC, AVTEC and DEED to offset the cost of TRS rate increases.

Neither the costs absorbed by those agencies nor the appropriations to them are shown above.

Note: Formula increases and TRS rate increases are not allocated to school districts identically.

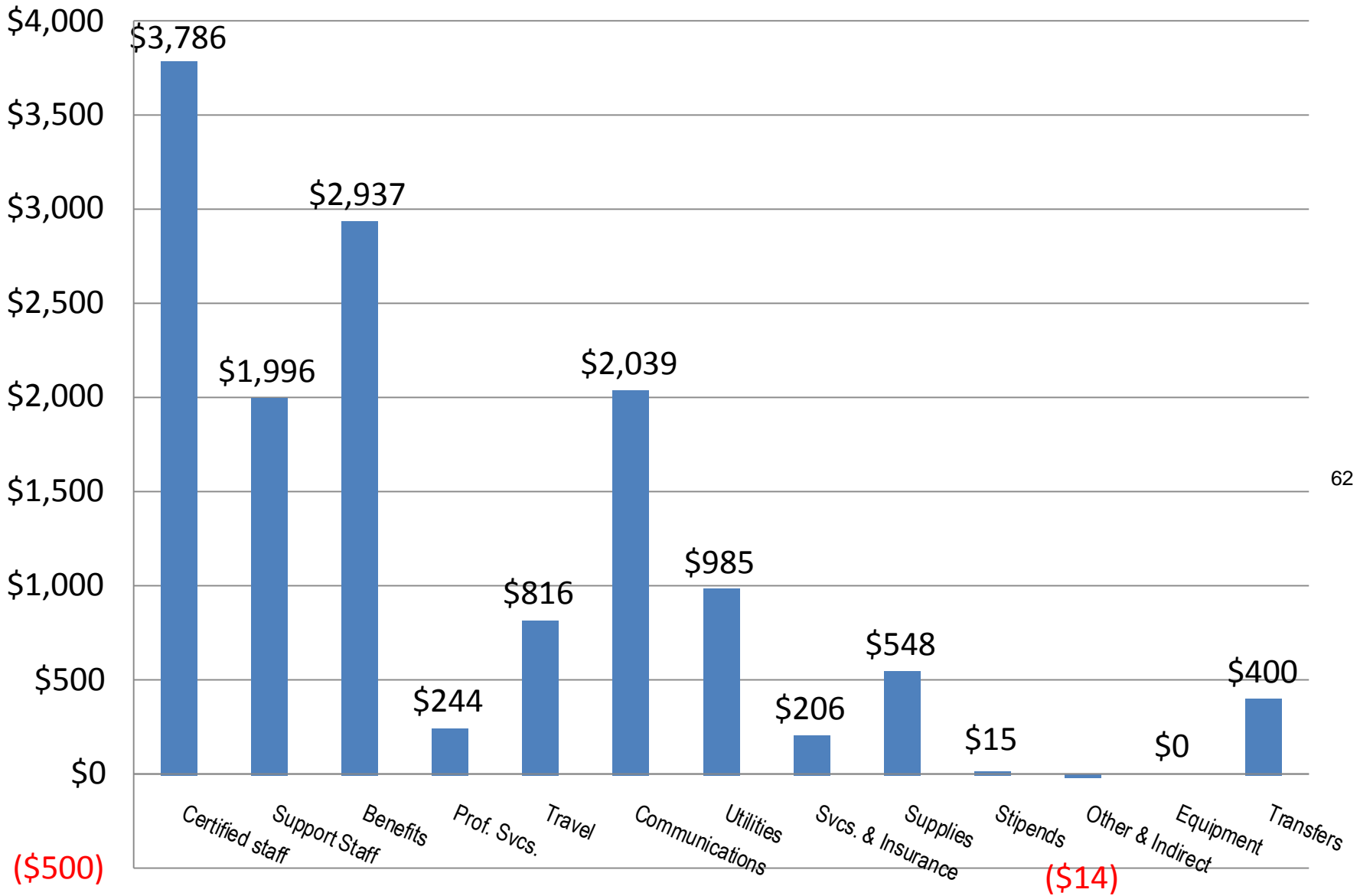
Projected FY2017 School District Revenue

(figures in thousands) Projected Total = \$13,783,603

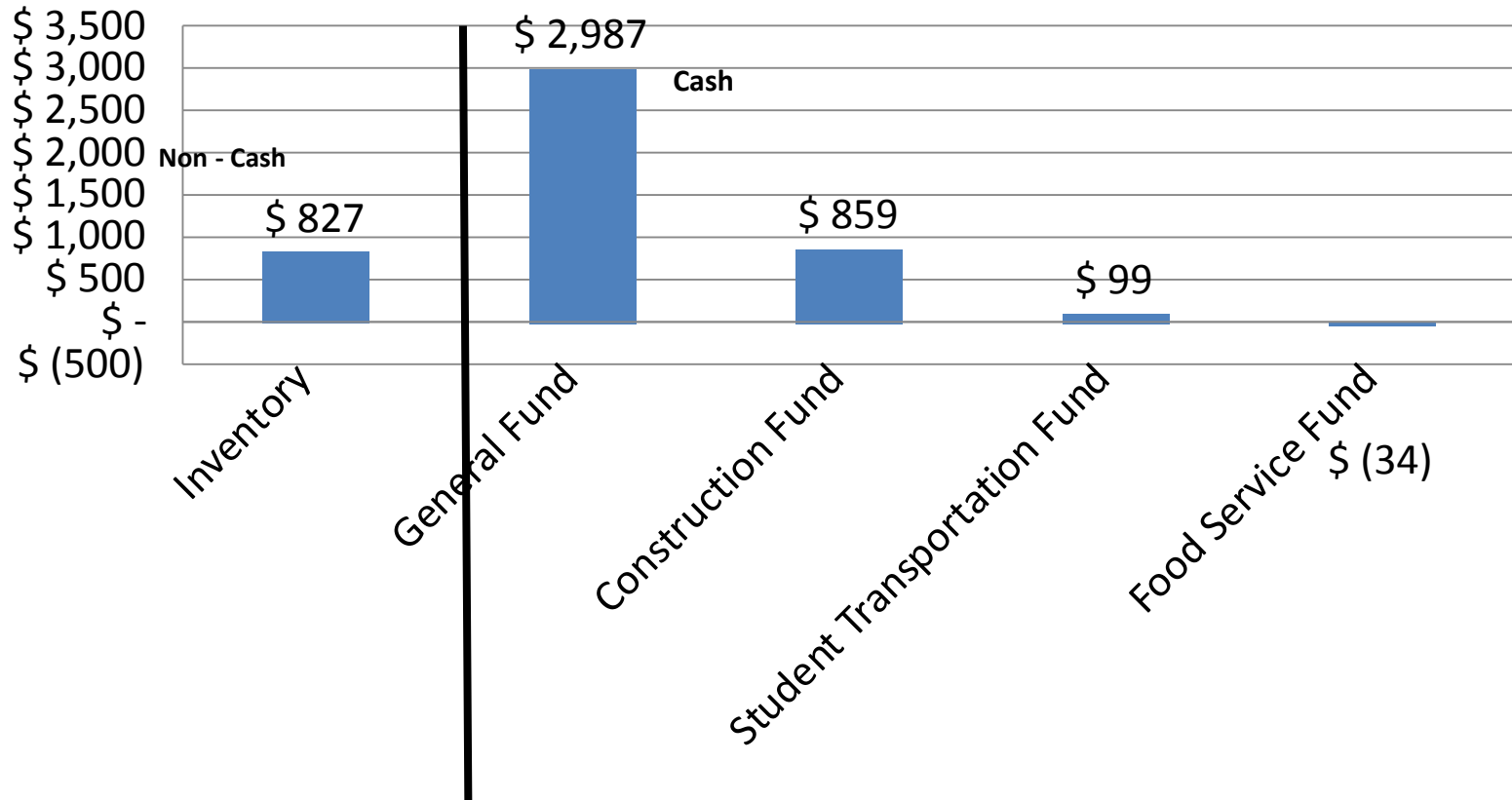


Projected FY2017 District Expenditures

(figures in thousands) Projected Total = \$13,958,735

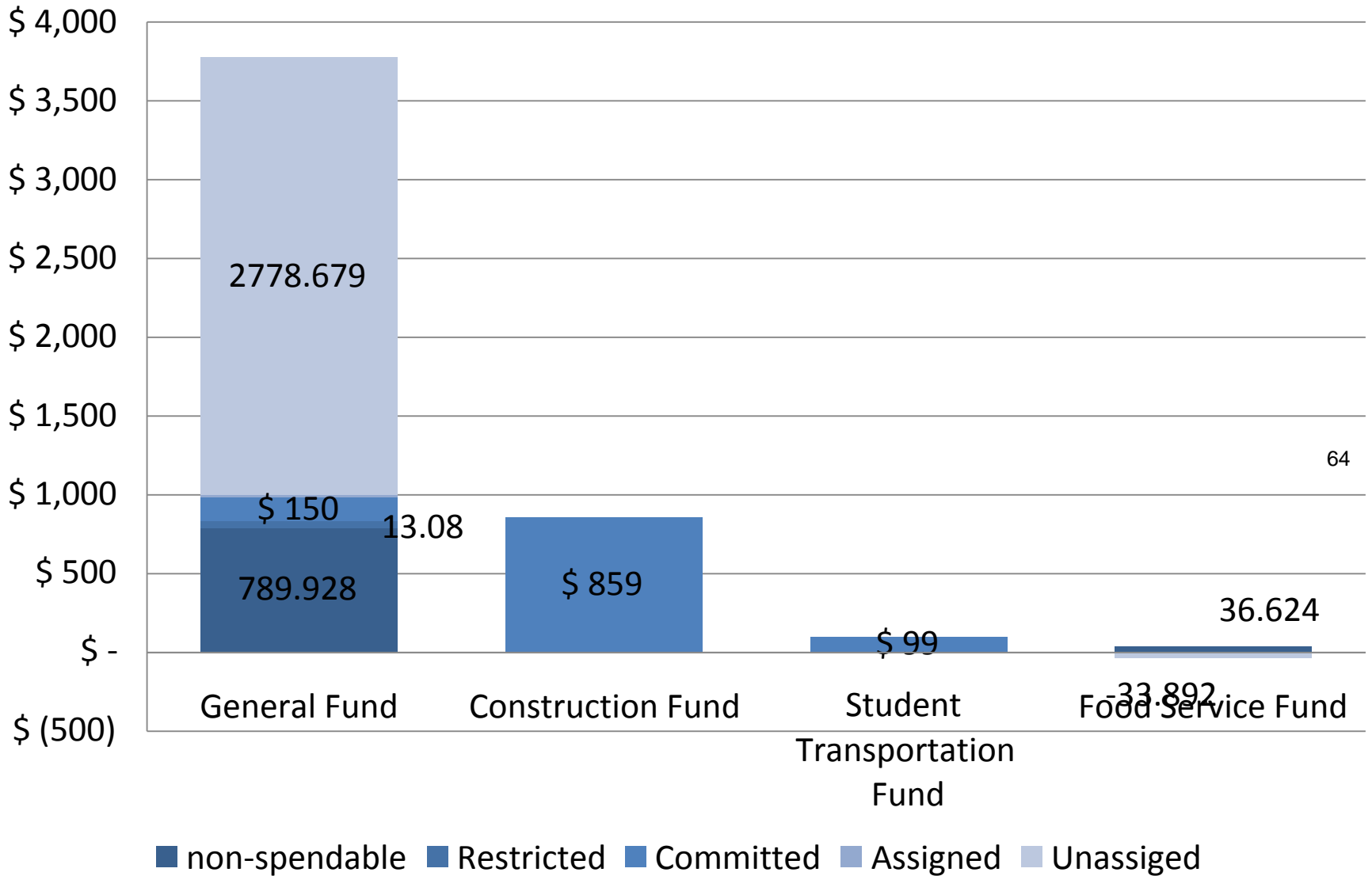


FY2015 District Fund Balance
(figures in thousands)
Total, all funds \$4,738,330



District Fund Balance (figures in thousands)

Total, all funds \$4,738,823



Projected FY 2017 Budget

- Revenue: \$13,783,603
- Expenditures: \$13,958,735
- Projected Deficit: \$175,132

Notes

For legibility,

- PERS and TRS on-behalf payments are not included in revenue or expense
- Revenue and expense include the Broadband Assistance Grant, LPSD will have to cover the grant amount to maintain current internet bandwidth if removed by the legislature
- Erate revenue is dedicated and directly offsets the expense to support internet and phones

State Budget Unknowns

- Governor's budget includes a \$50 increase to the base student allocation – extremely unlikely
- Governor's amended budget includes the Broadband Assistance Grant money at 80% of FY16 amount, \$194,225
- Legislators are considering discontinuing the PERS and TRS on-behalf payments as the education cut – PERS would increase from 22% to 26.14% of salaries and TRS would increase from 12.56% to 22% - the 4 bills around this only the TRS is still alive

SB207, TRS Rate Increase

Revenue						
Revenue Increase (BSA @ \$5,930)		\$ 81,541	\$ 81,541	\$ 81,541	\$ 81,541	\$ 81,541
Eligible Certified						
Eligible Certified			6.44%	7.44%	8.44%	9.44%
TRS %						
TRS %		<u>12.56%</u>	<u>19.00%</u>	<u>20.00%</u>	<u>21.00%</u>	<u>22.00%</u>
Salaries	\$ 3,995,328					68
Total TRS	\$ 501,813	\$ -	\$ 759,112	\$ 799,066	\$ 839,019	\$ 878,972
Expense Increase						
Expense Increase		\$ -	\$ 759,112	\$ 799,066	\$ 839,019	\$ 878,972
Net Difference						
Net Difference		\$ 81,541	\$(677,571)	\$(717,525)	\$(757,478)	\$(797,431)

April 2016 School Board Assessment Report

Scholastic Reading Inventory (SRI)

- End of the year assessment window is scheduled for April 25-29.

Aimsweb Universal Screening

- The Spring Benchmark is scheduled for May 1-13.

Alaska Measures of Progress (AMP)

- 2016 Spring AMP assessments cancelled state-wide
- See *2016 AMP Cancellation Rationale*

College and Career Readiness Assessments (CCRA)

- Administration of all CCRA(*SAT, ACT, WorkKeys*) assessments are complete.

Rationale and Events Related to the Cancellation of the AMP, DLM, and Science Assessments

Rationale

Minimal confidence in the validity of the results or the technical quality of the assessment

- continued disruption and uncertainty resulting in a lack of standardized administration of the assessment
- an unknown number of testers experienced multiple interruptions to testing
- multiple, apparently widespread anomalies in the functionality of the test
- severe negative impact on the motivation of students to perform well on the assessment
- students repeating stages or sections of the test

Continued disruption to

- students' learning
- teachers' instruction, planning, and ability to work with students productively
- principals' and superintendents' ability to arrange schedules, staffing, and determine how best to proceed

Sequence of Events

Tuesday 3/29

Prior to the interruption, EED received multiple emails and calls regarding anomalies in the functioning of the test including:

- Blank screens on questions
- Skipping items (e.g., # 14, 15, 16, 33, 34)
- When the KITE Client was in use the sound on the device was not working
- KITE accommodation tool of text-to-speech was not functioning
- Educator Portal monitoring feature not functioning

10:30 am EED received multiple calls and emails from districts experiencing error messages while using the KITE testing engine; the AMP service desk was unavailable (message stated that the offices were closed).

EED contacted staff at AAI, who did not know the cause of the problem at that time.

EED emailed all district testing staff that the problem appeared to be statewide, that the vendor had been contacted, and that more information would be available as soon as possible.

Within ten minutes AAI informed EED that a construction accident severed the fiber optic cable to the University of Kansas campus. All Internet was down.

EED emailed all district testing staff with the information and suspended testing for the day.

EED consulted with AAI in the afternoon. Repairs to the cable were underway. The decision was made to suspend testing until Thursday to ensure that the system would be fully functional before Alaska resumed testing.

5:00 pm EED emailed all district testing staff to inform them of suspending testing on Wednesday and the plan to resume on Thursday.

EED continued to hear reports from districts regarding anomalies occurring prior to the interruption.

Wednesday 3/30

Morning: additional information was provided to DTCs regarding

- procedures for restarting the assessments on Thursday
- what students would see when they logged back into the assessment

The KITE system was up and some districts consulted EED regarding the possibility of testing. EED's recommendation was to wait because we could not guarantee that the system was fully functional.

EED contacted AAI for updates; AAI informed EED that the cable had been repaired. It was determined that Alaska was set to resume testing on Thursday.

EED emailed districts to proceed with testing on Thursday.

Thursday 3/31

7:30 am EED received several reports from DTCs that Educator Portal (KITE) was not functioning properly

EED contacted AAI; the cause was unknown

8:00 am The KITE system was up again

Districts began testing.

11:00 widespread errors occurred again; EED contacted AAI

11:30 EED asked districts to pause testing and that we would provide an update before 1:00 pm

1:00 AAI informed EED that the cable was not fully repaired, but patched; the patch was unable to withstand the load required

EED advised districts to pause all testing until further notice.

EED continued to receive notification from districts of the previously noted anomalies as well as the additional anomalies of

- students being placed in the wrong section
- students previously answered questions not being saved
- students skipping stages or sections

Interim Commissioner McCauley contacted superintendents, the SBOE chair, and issued a press release to suspend testing until further notice.

Friday 4/1

EED advised districts to not continue testing because there was no guarantee that the system was functioning properly.

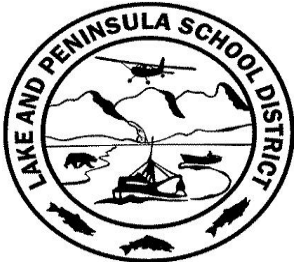
EED contacted districts experiencing the most testing anomalies to gather evidence that the cause was not that the KITE system had been installed incorrectly.

12:30 pm EED met with AAI for an update. The cable repairs had been completed and the cable was now expected to be able to bear the full load required. AAI was planning to do load testing and other quality assurance checks over the weekend.

AAI was unable to provide information regarding the other testing anomalies.

Dr. McCauley contacted multiple superintendents to discuss the situation.

4:30 pm EED determined that it was in the best interest of Alaska to cancel AMP, Alaska Science, DLM, and Alternate Science.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-4473



April 8, 2016

To: Board of Education
Lake and Peninsula School Board

From: Pat Manning

Re: Personnel Report

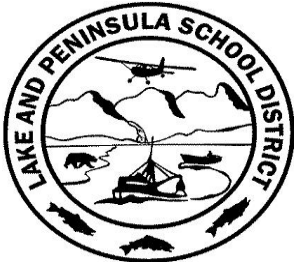
New Staff for FY17

Barbra Donachy	Chignik Lake	Elementary
Moon McCarley	Levelock	Elementary
Scott Studie	Levelock	Elementary
Stephen Fink(offered)	New Halen	Lang Arts/Soc St
Marli Manning	Perryville	Lang Arts/Sci
Andrew Vardas-Doane	Perryville	Soc St/Math
Hannah Middleton	Pilot Point	Elementary
Mellisa Follette	Pilot Point	Elementary
Chrissy Hall	Port Heiden	Elementary
Josh Rankin (offered)	Port Heiden	Upper Elementary
Racquel Wright (offered)	North Area	Counselor

Hiring:

Kasie Luke and myself traveled to Idaho and Utah and visited two universities as well as attending the UAEE Job Fair. This fair included candidates from Idaho, Utah, Wyoming, and Nevada. We picked up two teachers during this recruiting trip.

Ty Mase, Kasie Luke, Amber Kresl, and myself traveled to Pennsylvania. We attended two job fairs and visited two other universities. We recruited a teacher and a counselor during this trip and have two more candidates that we are currently vetting.



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We were fortunate to pick up a few veterans from around the state. We started with 14 openings and are very close to filling every position.

During this process it has reinforced the importance of our tutoring program. Due to the loss of our grant funds we cut back on the number of tutors for this year. Because of that we were required to spend resources on recruiting efforts this spring. This requires us to hire teachers based on limited contact instead of having a four-month period in which we find those that best suit our needs as a district.

Next year we have budgeted to double the number of tutors we bring to the district. This should alleviate the problems we encountered this year and provide us with a good base from which to hire.

Resignations:

Amber Kresl
Cal Cox
Ed Cox
Cathy Pusch
Alanna Kiewe
Derek Luke
Jennifer Leete
Christian Meneskie
Laura Morris
Ben Brown
Julie Burger

February & March 2016
Shining Stars

<p>Nina Kemppe Alaska Community Foundation *Anchorage</p>	<p>I would like to nominate Ms. Nina Kemppe of the Alaska Community Foundation to the school board for a Shining Star for her/their support of the Bristol Bay Regional CTE Program. The Alaska Community Foundation has chosen to support our continued joint efforts with Bristol Bay and SW Regional School District to offer CTE courses to our students by awarding the program a \$30,000 grant through the Lake & Pen School District.</p>	<p>Jenny Myhand</p>
<p>Matthew Stark Online Programs *Chignik Lake</p>	<p>We would like to commend your efforts with facilitating the 2016 Battle of the Books! Each year you rally the troops and lead this event. In addition, we would like to recognize your willingness to share the event with all communities through a variety of online avenues so that others may also take part. Your devotion of time and energy to making this wonderful event a possibility is greatly appreciated by all! You truly are a star!</p>	<p>Amber Kresl</p>
<p>Newhalen School Kokhanok School Chignik Lagoon School Chignik Bay School Nondalton School Tanalian School Igiugig School</p>	<p>We would like to commend your efforts for participating in the 2016 Battle of the Books! A devotion of time and energy was displayed throughout your battles. Your ability to represent the school district with respect and great sportsmanship was appreciated by all! You continue to amaze us with your talents! Keep up the good work!</p>	<p>Amber Kresl</p>
<p>Oleana Petla Bristol Bay Housing Authority *Dillingham</p>	<p>Oleana Petla has been, and continues to be, very helpful to LPSD in the completion of the Impact Aid application. Each year she spends a good deal of time researching properties in an effort to help LPSD apply for Impact Aid funding. I have been so grateful for her willingness to help with this project annually and would like to recognize the contribution of her time!</p>	<p>Jenny Myhand</p>
<p>Scott Houk Bureau of Indian Affairs 3601 C Street, S. 100 Anchorage, AK 99503</p>	<p>Scott Houk of the BIA has been, and continues to be, very helpful to LPSD in the completion of the Impact Aid application. Each year he spends a good deal of time researching properties in an effort to help LPSD apply for Impact Aid funding. I have been so grateful for his willingness to help with this project annually and would like to recognize the contribution of his time!</p>	<p>Jenny Myhand</p>

<p>Jeremy Jones & The Hornberger Family</p> <p>Newhalen</p>	<p>The Hornberger-Jones family continues to support LPSD students with a generous Jennifer E. Hornberger Jones Memorial Scholarship. Their family has again pledged to award a \$1,000 award to a graduating Lake & Pen student in recognition of Jennifer's advocacy of continued education.</p>	<p>Jenny Myhand</p>
<p>Kokhanok School & Village of Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "The Kokhanok School and village put on a great Basketball Jamboree. Thank you so much for your generous hospitality, splendid T-Shirts, great concessions, and student store. It was awesome to see the whole school partnering with the village. Students ran student sales and helped in numerous other ways. Teachers were up early and out late supporting kids. Classified staff were everywhere before, during, and after the school day prepping, making school happen, cleaning, and cheering. Village volunteers were everywhere, too. Running the clock, keeping score, refereeing the games, cooking incredible meals. Kokhanok rocks! Thank you so much!"</p>	<p>Nate Davis</p>
<p>Nicholas Mike</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "We played 28 games in two days during the Kokhanok jamboree and Nicholas Mike refereed every one of them, I think. What a fantastic volunteer investing in the students of LPSD. He stepped up to the plate on Game 1, reffed until about 10pm each night, and then showed, bright and early, for the first games at 8:30am. Without a complaint, he worked every game faithfully and fairly. The more games he reffed, the more encouraging he became to both players and officials, bringing many a smile to the scorekeepers and sometimes to the fans. "Foul on #10 Little Bug, with the block!" on a No-See-Um player, for example. Thank you, Nicholas Mike for your dedication of time and energy for the success of this event!"</p>	<p>*</p>
<p>Trefin Mike</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "Trefin Mike was the basketball official for almost all of the games of the recent Basketball Jamboree where we played 28 games in two days. He stepped up to volunteer in the first game and just kept a going. I imagine he ran about 20 miles a day as the kids played almost non-stop. He was steady and fair and worked hard to give the kids a great tournament. We couldn't have done it without you, Trefin! Thank you so much!"</p>	<p>*</p>

<p>Ona Wassillie</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Ona Wassillie was a real Warlord at the LPSD Basketball Jamboree. She dedicated many hours to working the scorebook for a dozen or more games and so, with day 2 going late into the evening. The Root Beer Floats kept us awake. She showed up on time and worked hard to give the kids a great tournament. With very brief half-time periods and pre-game warm-ups, she rarely even got to stand up during a several hour shift. Thank you, Ona; you are awesome!!</p>	<p>*</p>
<p>Isaiah & Kate Mike</p> <p>* Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Isaiah and Kate Mike were quite a team at the recent Basketball Jamboree. Their teamwork was displayed on the scorebook and the score clock for more than a dozen games in two days. Isaiah even jumped in and reffed a game or two to provide others a much needed break. Their love for kids and basketball and their knowledge of game rules really helped give the games an official feel and ramped up the professionalism. We couldn't have done it without you guys! Thank you so much!!</p>	<p>*</p>
<p>Greg Wassillie</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Greg Wassillie, a great basketball player, used his talents to help younger players develop. Though new to him, he jumped in to referee a few basketball games and did a great job! This type of hard work and selflessness shines brightly to schoolchildren who admire him as a strong young leader of Kokhanok. Whether reffing, pushing a broom to make the court safer, or cheering from the stands, Greg Wassillie added much to this Jamboree and we really appreciate him!”</p>	<p>*</p>
<p>Matrona Eknaty</p> <p>*Kokhanok</p>	<p>Matrona Eknaty is a great example of a selfless hard worker. She is an inspiration to others as she faithfully cooks for Kokhanok School every day. Then, when the Basketball Jamboree comes along, she really gets after it and cooks for 80+ people in two shifts. Meal after meal, she produced tons of tasty food, delivered it on time, and cleaned up afterwards. We couldn't have done it without you, Matrona. You are the best! Thank you so much! We really appreciate you!</p>	<p>*</p>
<p>Shirley Nielsen</p>	<p>We would like to share this thoughtful message from Principal Nate Davis.</p>	<p>*</p>

<p>* Kokhanok</p>	<p>"Shirley Nielsen is a great example of a servant leader. Not only is she President of the LSAC, constantly supporting the staff and students of the school, but she also jumped in during the Basketball Jamboree to cook delicious meal after delicious meal for 80+ athletes and coaches. She is ever cheerful and always supportive to these kids. In fact, she was so caught up in the Kokhanok overtime win that when she turned back to finish up dinner she said, "My legs are so shaky, I don't know if I can finish dinner!" But, of course, she finished it and every one loved it. She is so proud of Kokhanok students. Thanks for all you do, Shirley!!"</p>	
<p>Janessa Woods *Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "Janessa Woods' participation at the LPSD Jamboree was a sight to see! Of course, she was faithfully helping teachers and students as an aide all day long, but you may not have noticed that she had the early shift and was putting together beautiful and tasty breakfasts for 80+ people every morning... long before others were stirring. Everyone loved the breakfasts and there was always plenty that the masses were able to eat on all morning! And then, when she wasn't doing those things, she was almost always helping somewhere else! Thank you, Janessa, for your faithful service! You inspire hard work and service in our children!"</p>	<p>*</p>
<p>Linda Richter Head Teacher *Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "Linda Richter led her staff and volunteers to do amazing things at the recent Basketball Jamboree! Not only did the whole team pull off an amazing feat of grace and hospitality, but also she was serving right alongside! One minute I'd see her in the kitchen helping the cooks, then I'd see her in her office meeting with a student and parent, then she'd be back in the gym checking on progress, then in her office monitoring an online tutoring session, then back in the gym setting up for lunch, then off to meet with a staff member, then visiting with an elder, then cleaning up from a meal... all this from at least 7am to 10pm each day. Thank you, Linda, for your service! Thank you for directing such a fabulous event for kids. And most of all, thank you for your continued dedication of time and energy to doing great things for our students!"</p>	<p>*</p>
<p>Bill Cornell Curriculum Director</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. "Bill Cornell was a big help at our recent LPSD Basketball Jamboree!"</p>	<p>*</p>

*Newhalen	Whether helping early or late with the kitchen, covering game supervision, training teachers, entertaining and inspiring others with his wild Alaska outdoor stories, or taking the late night student supervision, Bill was ever present and a huge part of the success of the Jamboree. Thank you, Bill, for being there. Your support was greatly appreciated by all!"	
Kasie Pletcher South Counselor *Port Heiden	We would like to share this thoughtful message from Principal Nate Davis. "Kasie Luke has played a great role in the healing of Kokhanok. She was there less than 24 hours after our tragic loss of Kadin Mann. She held many individual sessions for both students and adults, co-led a great healing and visionary activity for our group of older students, and was just present and available for several days. Then, a couple of weeks later, she returned to Kokhanok for the Jamboree and was able to continue her counseling and care as well as help the school with other unrelated counseling concerns. In addition, we discovered her helping the Jamboree through service in a variety of other ways. Thank you, Kasie!!"	*
Tim Welch Cyber-Counselor *Port Heiden	We would like to share this thoughtful message from Principal Nate Davis. "Tim has been a great help in the healing of Kokhanok. Working together with his colleague, he was on site less than 24 hours after our tragic loss of Kadin Mann. He listened and counseled and met with both students and adults during his time. Then, about two weeks later, he was back to Kokhanok for the Jamboree and continued meeting with people and just being available to help in a variety of ways. Thank you, Tim! Great to have you on board!"	*
Jesse Davis Teacher *Kokhanok	We would like to share this thoughtful message from Principal Nate Davis. "Jesse was a great help at our recent LPSD Jamboree. Not only was he teaching his regular schedule, doing his best to successfully create a great learning day for students when their energy was high because of all the basketball and guests, but he was there both before and after helping out in a variety of ways-- especially early to help get breakfast out. Throughout the day we could catch him almost anytime lifting, carrying, or moving stuff for folks. Whatever it took, he was there. Great teamwork with Kokhanok staff and volunteers! Thank you, Jesse!"	*
Moses Mike	We would like to share this thoughtful message from Principal Nate Davis.	*

<p>Coach</p> <p>*Kokhanok</p>	<p>“Coach "Mo" had a busy week during the Jamboree and it was great to see him Shine in all that he did. He was helping people all the time-- always there at just the right time to carry a load or move a table. He was first in line every time an athlete showed signs of injury on the court. He would literally run to the freezer to get ice for an opponent. He recruited his relatives to run the clock and book and to referee. Oh, and by the way, he was the Kokhanok basketball coach, too. Starting with only two boys in December, he was able to recruit a girl who had never played to join the team, so Kokhanok could have a full team of three. He is so proud of those players, as he should be, as they displayed great improvement, great sportsmanship, and great tenacity to finish 5-2 in front of their home crowd. Thank you, Coach Mo! You made sure it was an awesome Jamboree!”</p>	
<p>Leonard Cobb Custodian</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Leonard was a huge support during the recent LPSD Basketball Jamboree! He always does a great job cleaning and keeping the school looking sharp, especially with an additional 50 people living in the building and dozens of spectators, his job multiplied exponentially during the event. Throughout the day, Leonard just kept quietly cleaning floors, emptying trash, cleaning bathrooms, classrooms, hallways, and keeping paper products supplied. This gave the whole event a first-class feel and inspired others to help keep it clean, too. With quick turnarounds from meals to games in the gym, Leonard was hard-pressed to keep up, but he did a great job. Thank you, Leonard! We appreciate you!”</p>	*
<p>Irene Wilson</p> <p>*Kokhanok</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Throughout the year, Irene Wilson runs the whole school anyway, being a huge support to Head Teacher Linda Richter and I. She was even better at the Jamboree! Not only did she keep us all organized and heading in the right direction, she kept Kokhanok community members in the know every time the Kokhanok team was ready to play. Thank you, Irene, for all your help, often unseen, that means so much to us and helped make the Jamboree such a fun place to be!”</p>	*
<p>Jordan Pufka Teacher</p>	<p>We would like to share this thoughtful message from Principal Nate Davis. “Jordan Pufka not only taught her regular schedule, giving students a great education during the school day during the Jamboree, but as the student</p>	*

*Kokhanok	council advisor, she also played several crucial roles in preparing for the Jamboree. And, as soon as she was out of class she could be found running the student store with students. Thanks to the generosity of the Kokhanok fans, they did a thriving business that kept her more than busy... and on Tuesday night she somehow also squeezed in her 3-hour college class as she seeks more knowledge and skills to help her students even more! Thank you, Jordan, for all your hard work! Great Jamboree!”	
Kelsey White Teacher *Kokhanok	We would like to share this thoughtful message from Principal Nate Davis. “Kelsey White was a great help during our recent LPSD Basketball Jamboree. During the school day, she gave her students the best education she could design. And then, on either end, she could be found helping out in a variety of ways-- wherever needed, with a smile on her face and a purpose in her step. Specifically, she handled a huge Subway order from Anchorage and all the sales in Kokhanok, the T-shirt sales, and the perfectly timed, mouth-watering root beer floats. Thank you, Kelsey, for all you do to make Kokhanok a great place to be!”	*
Bertha Skonberg *Perryville	We would like to share this thoughtful message from Principal Joe Ward. He would like to recognize and commend your efforts during the recent basketball jamboree. In a time of need, you stepped up and devoted valuable time to the tournament by helping the kitchen staff to feed the guests. You handled the task with care and excellence. Your willingness was a huge contribution to making the tournament a success! Most of all, thank you for your continued dedication of time and energy to doing great things for our students!	Joe Ward
Dora Shangin *Perryville	We would like to share this thoughtful message from Principal Joe Ward. Mr. Ward would like to recognize and commend your efforts during the recent basketball jamboree. In a time of need, you stepped up and devoted valuable time to the tournament by helping the kitchen staff to feed the guests. You handled the task with patience and excellence to make a special experience for the student athletes. Your willingness was a huge contribution to making the tournament a success! Most of all, thank you for your continued dedication of time and energy to doing great things for our students!	*

<p>Gerald Kosbruk Austin Shangin</p> <p>*Perryville Village Council</p>	<p>We would like to share this thoughtful message from Principal Joe Ward. The Perryville Village Council provided tremendous support throughout the District Basketball Tournament. We would like to comment your efforts with providing crucial assistance during the community service project and assisting with transportation between the airfield and the school. The arrangement to provide an experienced emergency medical worker to be in the village during the tournament in case his services were needed was extremely thoughtful. In addition to the above, we send special thanks for your generously provided new scoreboard for the gym. This greatly assisted with our ability to keep score efficiently. The leadership of the Perryville Village Council was a huge part of the success of district tournament!</p>	
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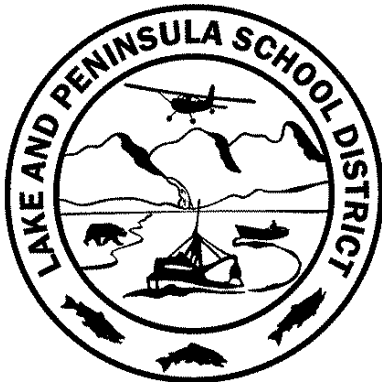
April FAMILY Grant & Preschool Report

Fathers and Mothers Impact Learning Years=FAMILY

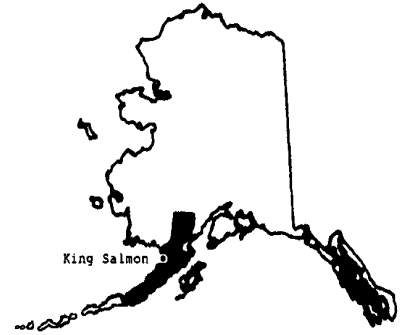
- FAMILY Grant opportunities continue to be provided to families with preschool age children at 11 of our school sites (PVL, BAY, LAG, LAK, PTH, LEV, IGI, KHK, NEW, NON, PTA). PIP has a vacancy notice posted.
- FAMILY Kits are introduced to parents and made available for checkout.
 - February-Upper & Lowercase Letters
 - March-Kinetic Sand
 - April-Gears
 - May-Yoga
- AGS assessments will be administered in April and results shared in April or the beginning of May.

Preschool

- SESA provided grant funding for preschool training in King Salmon on Friday, March 25th. Mary Aery shared information on Social/ Emotional & Self-Regulation skills. Each site was provided with a set of Alaskan Social /Emotional card to incorporate in their daily routines.
- Preschool teachers worked in small groups to create a lesson plan for a week that incorporated the introduction and use of the cards into their daily schedule. It was exciting to observe their use of Reading Street, Numbers Plus, SPARKS and other curriculum resources in their planning
- Participants included Audrey O'Domin-PVL, Elaina Peterson-LAG, Nina Garner-LAK, April Apokedak-LEV, Brittany Rush-KHK, Sarah Armstrong-NEW, Paige Norman-NON & Alison Fowler-PTA(*via Facetime*)
- Preschool is in session at PVL, BAY, LAG, LAK, PTH, LEV, IGI, KHK, NEW & PTA. NON and PIP preschool positions remain vacant.
- Alana Anderson resigned as the Preschool/FAMILY Coordinator at Chignik Bay. Dannica Anderson has been hired to take her place.
- Final day for preschool is April 29



THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
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**Lake and Peninsula School District
FY2017 Projected Budget
July 1, 2016 through June 30, 2017**

Submitted for First Reading – March 10, 2016

Based upon the current available information, estimating State Foundation Revenue and Impact Aid entitlements, overall FY2017 revenue projections (including teacher housing) are as follows:

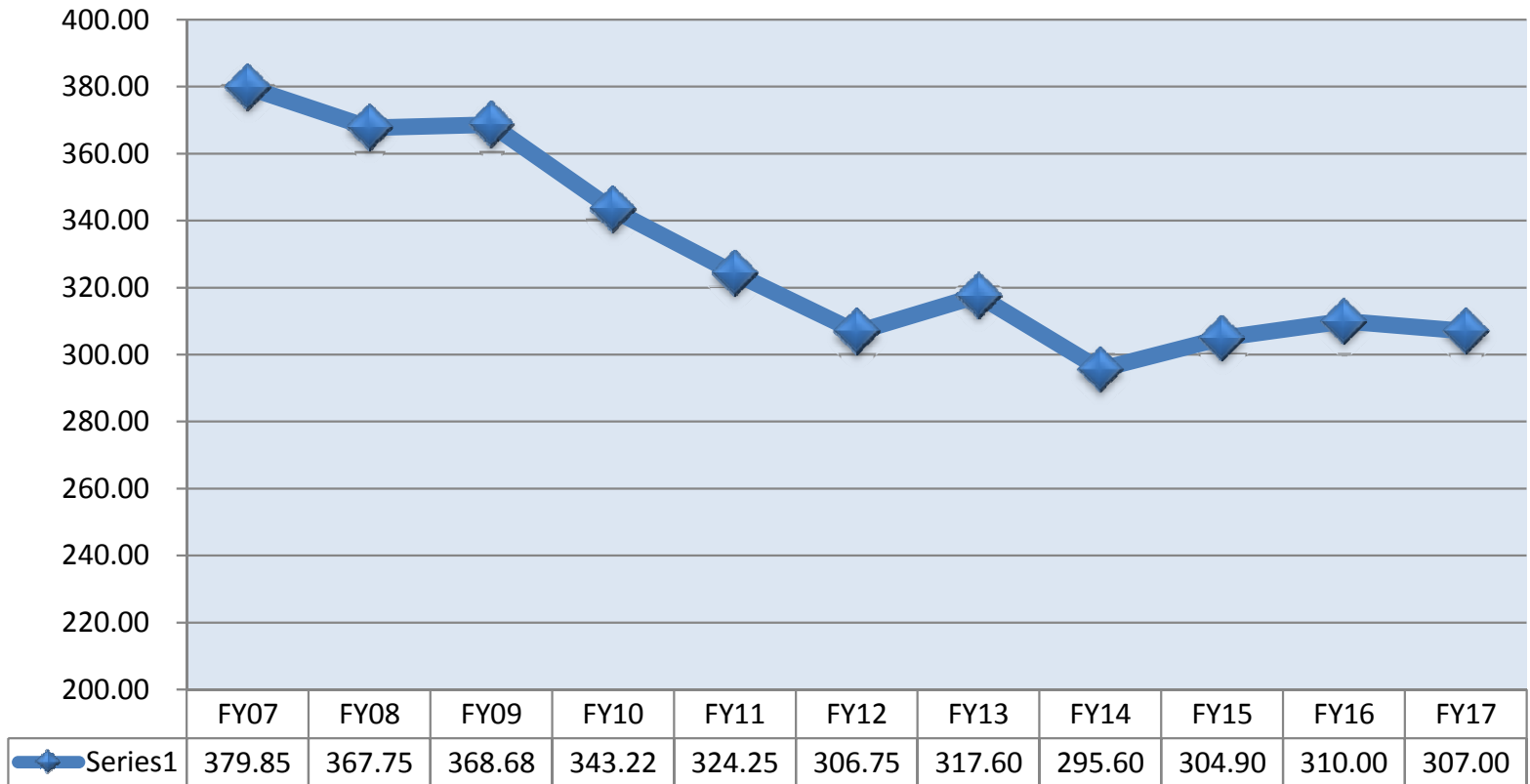
Borough Appropriation	1,347,423
Local Revenue	428,133
State Foundation	9,169,986
State Broadband Support	194,225
TRS On Behalf of	622,766
PERS On Behalf of	75,151
Federal Sources	2,643,836
Fund Balance	<u>175,132</u>
Total	\$14,656,652

The School District has prepared a projected expenditure budget in the amount of \$14,656,652 in anticipated expenditures and transfers. The budget provides expenditures in the instruction categories of 69.8%. The District requested and received a waiver of the statutory provision that 70% of the general fund budget (excluding transfers) for all school districts be spent on instructional categories.

Due to SB53, the State is contributing directly to the retirement system an amount equal to the difference between our actuarially set contribution rate and the actual set by SB53 for FY2017. For LPSD the TRS is 29.27% vs. 12.56% and for the PERS 27.19% vs. 22%. The revenue amounts listed above for on behalf of contributions reflect management’s estimate of this contribution. The estimated expenses are recorded in this budget by function.

The Alaska State Board of Education adopted a new Chart of Accounts for Alaska School Districts which was effective July 1, 2002. This may limit the usefulness of the historical information for comparison. This reclassification does not represent any change in actual programs but simply a re-ordering of expenditures in some of the functional categories.

LPSD Foundation Average Daily Membership October Count



THE LAKE AND PENINSULA SCHOOL DISTRICT
FY2012- FY2017 BUDGET INFORMATION

<u>DESCRIPTION</u>	<u>AUDITED FY12</u>	<u>AUDITED FY13</u>	<u>AUDITED FY14</u>	<u>AUDITED FY15</u>	<u>Revised FY16</u>	<u>Projected FY17</u>
GENERAL INSTRUCTION	\$5,260,878	\$5,383,215	\$5,232,774	\$10,675,174	\$5,304,934	\$5,064,596
SPECIAL EDUCATION	\$962,442	\$975,113	\$1,078,238	\$1,751,198	\$927,473	\$891,322
SPECIAL ED-SUPPORT SERV.	\$129,048	\$139,046	\$95,474	\$172,362	\$137,700	\$197,728
SUPPORT SERVICES-PUPILS	\$109,219	\$281,290	\$271,834	\$672,619	\$231,278	\$124,630
SUPPORT SERV.-INSTRUCTION	\$1,434,166	\$1,489,774	\$1,472,857	\$2,171,993	\$2,499,182	\$2,983,663
SCHOOL ADMINISTRATION	\$771,709	\$888,011	\$910,475	\$1,911,680	\$754,856	\$694,469
SCHOOL ADMIN SUPPORT	\$63,607	\$59,965	\$55,489	\$69,839	\$55,975	\$57,747
BOARD & ADMINISTRATION	\$613,139	\$582,816	\$489,346	\$1,033,101	\$626,414	\$633,433
DISTRICT ADMIN SUPPORT SERV.	\$530,479	\$441,180	\$557,458	\$642,475	\$529,184	\$532,295
OPERATION AND MAINTENANCE OF PI	\$3,099,812	\$2,951,994	\$2,987,665	\$3,188,717	\$2,792,293	\$2,604,974
PUPIL ACTIVITIES	\$415,597	\$459,275	\$444,735	\$575,125	\$465,427	\$471,795
TRANSFERS	\$1,387,565	\$983,446	\$960,087	\$460,000	\$500,000	\$400,000
TOTAL BUDGETED	\$14,777,661	\$14,635,125	\$14,556,432	\$23,324,283	\$14,824,716	\$14,656,652

THE LAKE AND PENINSULA SCHOOL DISTRICT
BUDGET INFORMATION

DESCRIPTION	Revised FY16	Projected FY17	Difference
BOROUGH APPROPRIATION	\$1,347,423	\$1,347,423	\$0
INTEREST	\$30,000	\$30,000	\$0
OTHER LOCAL	\$431,617	\$398,133	(\$33,484)
STATE FOUNDATION	\$9,170,755	\$9,169,986	(\$769)
OTHER STATE	\$242,781	\$194,225	(\$48,556)
OTHER STATE - RETIRE OB TRS	\$659,801	\$622,766	(\$37,035)
OTHER STATE - RETIRE OB PERS	\$92,729	\$75,151	(\$17,578)
ERATE REVENUE	\$1,526,641	\$1,825,935	\$299,294
FED FUNDS DIRECT	\$1,285,122	\$817,901	(\$467,221)
TOTAL	\$14,786,869	\$14,481,520	(\$305,349)
TOTAL BUDGETED EXPENDITURES	\$14,786,869	\$14,481,520	(\$305,349)

Fund Balance 175,132

Total Budget \$14,656,652

THE LAKE AND PENINSULA SCHOOL DISTRICT
BUDGET INFORMATION

DESCRIPTION	Revised FY16	Projected FY17	Difference
GENERAL INSTRUCTION			
CERTIFICATED SALARIES	\$2,265,070	\$2,210,000	(\$55,070)
NON-CERTIFICATED	\$373,600	\$488,000	\$114,400
EMPLOYEE BENEFITS	\$967,772	\$1,056,100	\$88,328
PERS OB	\$14,742	\$10,230	(\$4,512)
TRS OB	\$398,568	\$332,381	(\$66,187)
HOUSING SUBSIDY	\$300,300	\$300,300	\$0
TRAVEL ALLOWANCE	\$29,700	\$29,000	(\$700)
PROF AND TECH SERVICES	\$90,000	\$25,000	(\$65,000)
STAFF TRAVEL	\$60,000	\$60,000	\$0
STUDENT TRAVEL	\$140,000	\$90,000	(\$50,000)
COMMUNICATIONS	\$388,777	\$218,895	(\$169,882)
PURCHASED SERV AND INSURANCE	\$0	\$0	\$0
SUPPLIES & MATERIALS	\$274,405	\$242,690	(\$31,715)
TUITION AND STIPENDS	\$0	\$0	\$0
OTHER AND INDIRECT COSTS	\$2,000	\$2,000	\$0
EQUIPMENT	\$0	\$0	\$0
TOTAL GENERAL INSTRUCTION	\$5,304,934	\$5,064,596	(\$240,338)
SPECIAL EDUCATION			
CERTIFICATED SALARIES	\$336,800	\$294,600	(\$42,200)
NON-CERTIFICATED	\$221,800	\$249,300	\$27,500
EMPLOYEE BENEFITS	\$181,700	\$197,000	\$15,300
PERS OB	\$6,939	\$5,585	(\$1,354)
TRS OB	\$70,234	\$51,237	(\$18,997)
HOUSING SUBSIDY	\$52,500	\$52,500	\$0
TRAVEL ALLOWANCE	\$2,500	\$2,000	(\$500)
STAFF TRAVEL	\$50,000	\$35,000	(\$15,000)
SUPPLIES & MATERIALS	\$5,000	\$4,100	(\$900)
OTHER AND INDIRECT COSTS	\$0	\$0	\$0
TOTAL SPECIAL EDUCATION	\$927,473	\$891,322	(\$36,151)
SPECIAL ED-SUPPORT SERV.			
CERTIFICATED SALARIES	\$0	\$36,844	\$36,844
EMPLOYEE BENEFITS	\$0	\$10,900	\$10,900
TRS OB	\$0	\$10,784	\$10,784
TRAVEL ALLOWANCE	\$0	\$500	\$500
PROF AND TECH SERVICES	\$133,500	\$133,500	\$0
STAFF TRAVEL	\$4,000	\$5,000	\$1,000
COMMUNICATION	\$200	\$200	\$0
SUPPLIES & MATERIALS	\$0	\$0	\$0
TOTAL SPECIAL ED-SUPPORT SERV.	\$137,700	\$197,728	\$60,028
SUPPORT SERVICES-PUPILS			
CERTIFICATED SALARIES	\$107,570	\$35,107	(\$72,463)
NON-CERTIFICATED	\$20,000	\$0	(\$20,000)
EMPLOYEE BENEFITS	\$21,277	\$17,324	(\$3,953)
PERS OB	\$9,473	\$8,748	(\$725)
TRS OB	\$26,935	\$29,851	\$2,916
HOUSING SUBSIDY	\$26,250	\$21,000	(\$5,250)
TRAVEL ALLOWANCE	\$2,073	\$2,500	\$427
STAFF TRAVEL	\$15,000	\$10,000	(\$5,000)
STUDENT TRAVEL	\$2,500	\$0	(\$2,500)
COMMUNICATIONS	\$100	\$100	\$0
SUPPLIES & MATERIALS	\$100	\$0	(\$100)
TOTAL SUPPORT SERVICES-PUPILS	\$231,278	\$124,630	(\$106,648)
SUPPORT SERV.-INSTRUCTION			

THE LAKE AND PENINSULA SCHOOL DISTRICT
BUDGET INFORMATION

DESCRIPTION	Revised FY16	Projected FY17	Difference
CERTIFICATED SALARIES	\$377,300	\$505,061	\$127,761
NON-CERTIFICATED	\$151,600	\$155,600	\$4,000
EMPLOYEE BENEFITS	\$186,061	\$241,400	\$55,339
PERS OB	\$15,176	\$9,343	(\$5,833)
TRS OB	\$50,404	\$88,839	\$38,435
HOUSING SUBSIDY	\$32,500	\$31,500	(\$1,000)
TRAVEL ALLOWANCE	\$9,500	\$9,500	\$0
PROF AND TECH SERVICES	\$5,500	\$0	(\$5,500)
STAFF TRAVEL	\$90,000	\$90,000	\$0
COMMUNICATIONS	\$1,526,641	\$1,807,920	\$281,279
SUPPLIES & MATERIALS	\$50,000	\$40,000	(\$10,000)
OTHER AND INDIRECT COSTS	\$4,500	\$4,500	\$0
TOTAL SUPPORT SERV.-INSTRUCTION	\$2,499,182	\$2,983,663	\$484,481
SCHOOL ADMINISTRATION			
CERTIFICATED SALARIES	\$456,000	\$404,182	(\$51,818)
EMPLOYEE BENEFITS	\$147,700	\$143,350	(\$4,350)
TRS OB	\$82,456	\$62,487	(\$19,969)
HOUSING SUBSIDY	\$21,000	\$36,750	\$15,750
TRAVEL ALLOWANCE	\$2,500	\$2,500	\$0
STAFF TRAVEL	\$40,000	\$40,000	\$0
SUPPLIES & MATERIALS	\$1,200	\$1,200	\$0
OTHER AND INDIRECT COSTS	\$4,000	\$4,000	\$0
TOTAL SCHOOL ADMINISTRATION	\$754,856	\$694,469	(\$60,387)
SCHOOL ADMIN SUPPORT			
NON-CERTIFICATED	\$34,250	\$35,411	\$1,161
EMPLOYEE BENEFITS	\$17,100	\$17,700	\$600
PERS OB	\$1,125	\$1,136	\$11
COMMUNICATIONS	\$3,000	\$3,000	\$0
SUPPLIES & MATERIALS	\$500	\$500	\$0
TOTAL SCHOOL ADMIN SUPPORT	\$55,975	\$57,747	\$1,772
BOARD & ADMINISTRATION			
CERTIFICATED SALARIES	\$200,072	\$207,786	\$7,714
NON-CERTIFICATED	\$0	\$0	\$0
EMPLOYEE BENEFITS	\$268,494	\$258,620	(\$9,874)
PERS OB	\$0	\$432	\$432
TRS OB	\$22,648	\$32,995	\$10,347
TRAVEL ALLOWANCE	\$1,000	\$1,400	\$400
PROF AND TECH SERVICES	\$20,000	\$18,000	(\$2,000)
STAFF TRAVEL	\$60,000	\$60,000	\$0
COMMUNICATIONS	\$8,500	\$8,500	\$0
PURCHASED SERV AND INSURANCE	\$3,700	\$3,700	\$0
SUPPLIES & MATERIALS	\$15,000	\$15,000	\$0
TUITION AND STIPENDS	\$15,000	\$15,000	\$0
OTHER AND INDIRECT COSTS	\$12,000	\$12,000	\$0
TOTAL BOARD & ADMINISTRATION	\$626,414	\$633,433	\$7,019
DISTRICT ADMIN SUPPORT SERV.			
NON-CERTIFICATED	\$312,800	\$322,790	\$9,990
EMPLOYEE BENEFITS	\$137,500	\$140,600	\$3,100
PERS OB	\$14,372	\$12,705	(\$1,667)
TRAVEL ALLOWANCE	\$3,500	\$3,500	\$0
PROF AND TECH SERVICES	\$30,700	\$30,000	(\$700)
STAFF TRAVEL	\$15,000	\$10,000	(\$5,000)
COMMUNICATIONS	\$600	\$600	\$0
PURCHASED SERV AND INSURANCE	\$4,500	\$4,500	\$0
PURCHASED SERV AND INSURANCE	\$35,600	\$35,600	\$0

THE LAKE AND PENINSULA SCHOOL DISTRICT
BUDGET INFORMATION

<u>DESCRIPTION</u>	Revised <u>FY16</u>	Projected <u>FY17</u>	Difference
SUPPLIES & MATERIALS	\$18,000	\$12,000	(\$6,000)
OTHER AND INDIRECT COSTS	(\$48,388)	(\$40,000)	\$8,388
EQUIPMENT	\$5,000	\$0	(\$5,000)
TOTAL DISTRICT ADMIN SUPPORT SERV.	\$529,184	\$532,295	\$3,111
MAINTENANCE			
NON-CERTIFICATED	\$747,312	\$708,205	(\$39,107)
EMPLOYEE BENEFITS	\$314,000	\$307,800	(\$6,200)
PERS OB	\$30,531	\$26,669	(\$3,862)
TRAVEL ALLOWANCE	\$500	\$500	\$0
PROF AND TECH SERVICES	\$37,000	\$37,000	\$0
STAFF TRAVEL	\$150,000	\$150,000	\$0
UTILITY SERVICES	\$80,000	\$65,000	(\$15,000)
UTILITY SERVICES	\$630,000	\$630,000	\$0
UTILITY SERVICES	\$405,000	\$290,000	(\$115,000)
PURCHASED SERV AND INSURANCE	\$27,800	\$20,000	(\$7,800)
PURCHASED SERV AND INSURANCE	\$140,350	\$140,000	(\$350)
SUPPLIES & MATERIALS	\$229,800	\$229,800	\$0
TOTAL OPERATION AND MAINTENANCE OF	\$2,792,293	\$2,604,974	(\$187,319)
PUPIL ACTIVITIES			
CERTIFICATED SALARIES	\$91,850	\$92,750	\$900
NON-CERTIFICATED	\$36,850	\$36,850	\$0
EMPLOYEE BENEFITS	\$50,700	\$52,600	\$1,900
PERS OB	\$371	\$303	(\$68)
TRS OB	\$8,556	\$14,192	\$5,636
STAFF TRAVEL	\$0	\$4,000	\$4,000
STUDENT TRAVEL	\$266,000	\$262,000	(\$4,000)
PURCHASED SERV AND INSURANCE	\$800	\$800	\$0
PURCHASED SERV AND INSURANCE	\$1,300	\$1,300	\$0
SUPPLIES & MATERIALS	\$3,000	\$3,000	\$0
OTHER AND INDIRECT COSTS	\$6,000	\$4,000	(\$2,000)
TOTAL PUPIL ACTIVITIES	\$465,427	\$471,795	\$6,368
TRANSFERS			
TRANSFER OTHER	\$500,000	\$400,000	(\$100,000)
TOTAL TRANSFERS	\$500,000	\$400,000	(\$100,000)
TOTAL BUDGETED EXPENDITURES	\$14,824,716	\$14,656,652	(\$168,064)

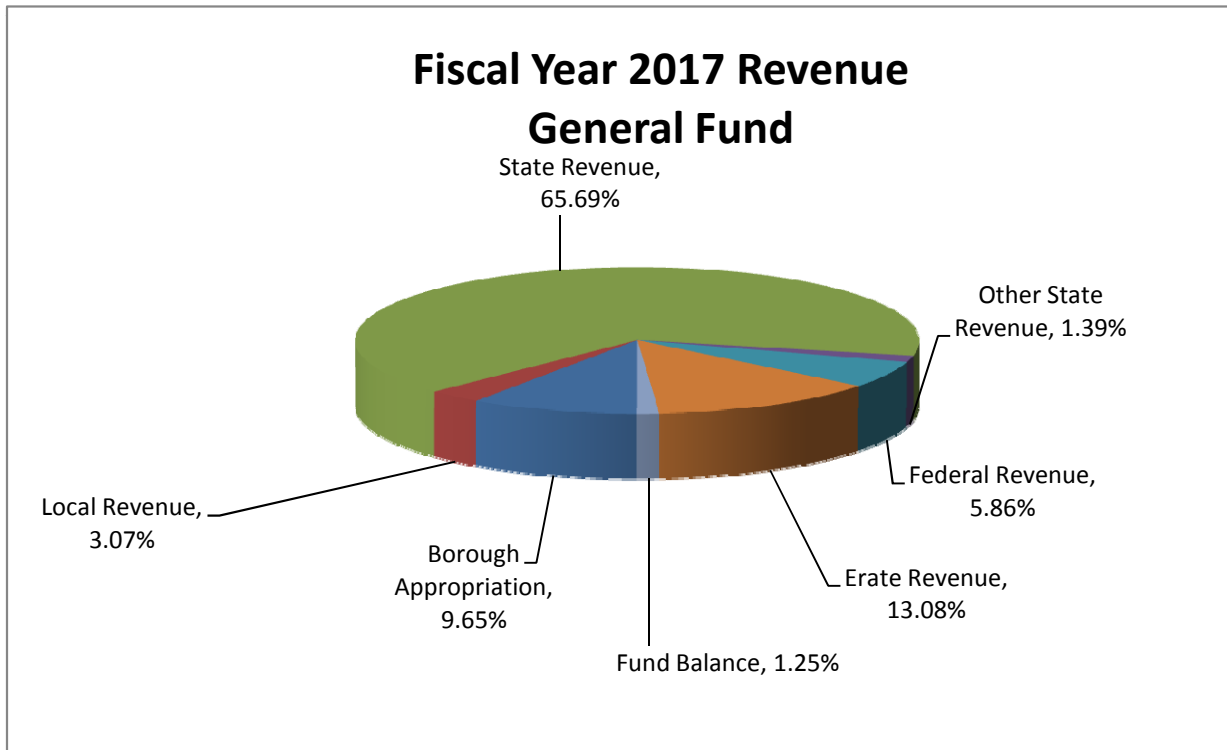
Lake and Peninsula Borough School District

General Fund FY17 Budget
Without PERS & TRS On-Behalf

Revenue

Borough Appropriation	\$ 1,347,423	9.65%
Local Revenue	428,133	3.07%
State Revenue	9,169,986	65.69%
Other State Revenue	194,225	1.39%
Federal Revenue	817,901	5.86%
Erate Revenue	1,825,935	13.08%
Fund Balance	175,132	1.25%
Total Revenue Budget	<u>\$ 13,958,735</u>	<u>100.00%</u>

As this chart illustrates, the primary source of funding for the Lake and Peninsula Borough School District is the State of Alaska. The Lake and Peninsula Borough funds the District's local contribution, through a funding appropriation. An amount comes from the federal government in the form of Impact Aid.

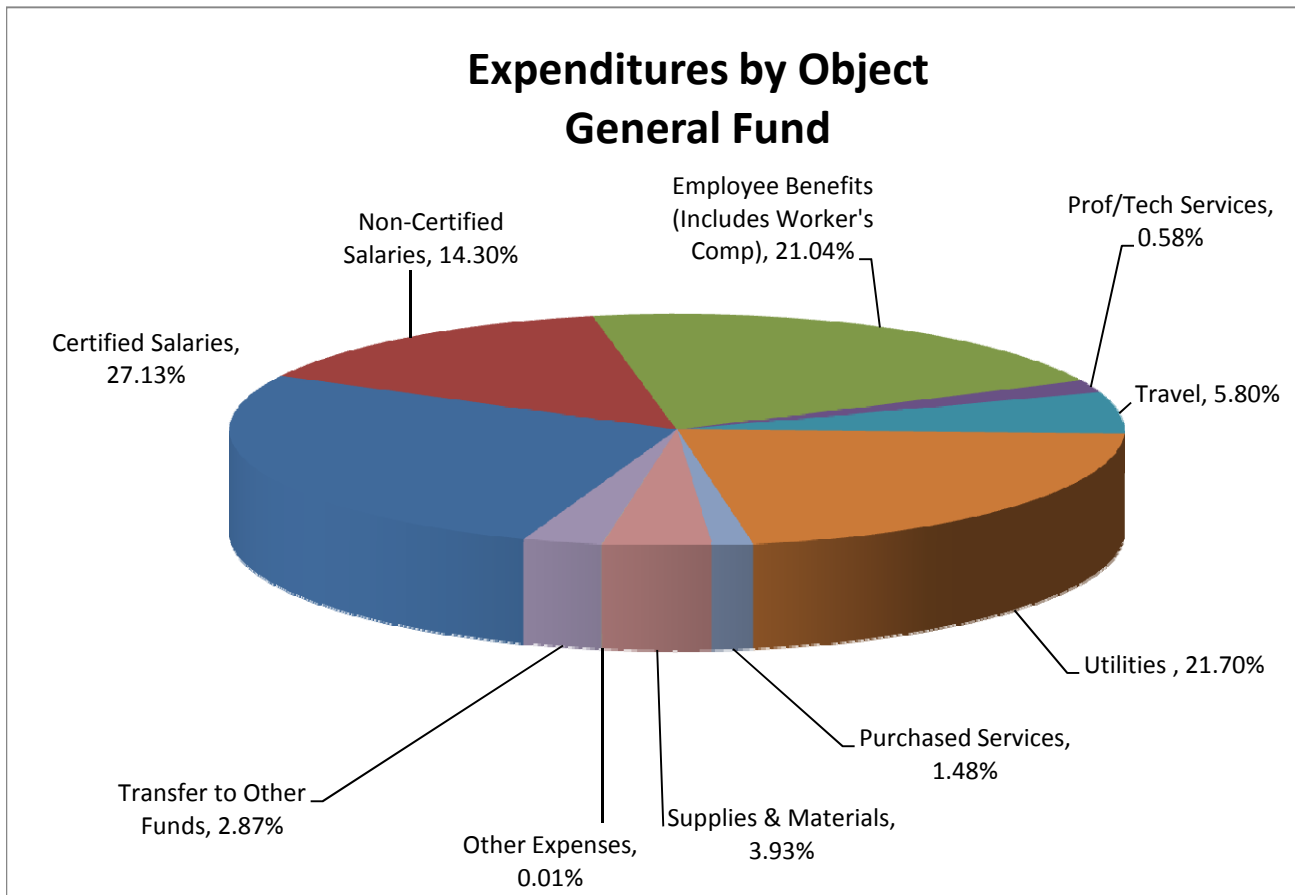


Lake and Peninsula Borough School District

General Fund FY17 Budget
Without PERS & TRS On-Behalf

Expenditures by Object

Certified Salaries	\$ 3,786,330	27.13%
Non-Certified Salaries	1,996,156	14.30%
Employee Benefits (Includes Worker's Comp)	2,936,844	21.04%
Professional/Technical Services	243,500	1.74%
Travel	816,000	5.80%
Utilities	3,024,215	21.70%
Purchased Services	205,900	1.48%
Supplies & Materials	548,290	3.93%
Other Expenses	1,500	0.01%
Transfer to Other Funds	400,000	2.87%
	<u>\$ 13,958,735</u>	<u>100.00%</u>



LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Food Service

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

This policy contains new language regarding the requirement to hire qualified food service personnel and to provide ongoing continuing education and training to food service staff. These qualifications are set forth in 2015 federal regulations adopted by the Department of Agriculture, Food and Nutrition Service.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

FOOD SERVICE

BP 3550(a)

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods and beverages available should be considered as carefully as other educational support materials.
3. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
4. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
5. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

FOOD SERVICE (continued)

BP 3550(b)

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel, taking into consideration professional standards required by law, and will provide continuing education and training in compliance with federal standards.

(cf. 4131 – Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

(cf. 6163.4 – School Gardens, Greenhouses and Farms)

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Recruitment and Selection

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Policy language and multiple notes were eliminated that referred to highly qualified teacher requirements of No Child Left Behind, which has been amended by the Every Student Succeeds Act. Changes were made to a note to reflect the additional requirement in AS 14.20.020 that in order for an individual to be eligible for a teacher certification, he or she must complete training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention. The legal reference section has been updated.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

CERTIFICATED PERSONNEL

BP 4111(a)

RECRUITMENT AND SELECTION

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be “highly qualified.” Rather, teachers should be fully licensed and endorsed in each subject they are teaching.

The district shall employ the most highly qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified teachers for all classrooms, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a teacher be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

CERTIFICATED PERSONNEL

BP 4111(b)

RECRUITMENT AND SELECTION (continued)

Note: The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

Before considering the hire of a certificated staff member who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.

(cf. 4112.8 - Employment of Relatives)

Note: AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4111.1/4211.1/4311.1 - Affirmative Action)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be selected or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board selects someone to fill the position. The School Board shall make the final decision on the selection of all employees.

Personnel

(cf. 6181 - Charter School)

CERTIFICATED PERSONNEL

BP 4111(c)

RECRUITMENT AND SELECTION (continued)

Note: AS 14.08.111 and AS 14.14.090 require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (regional school boards)

14.14.090 Additional duties

14.20.010 Teacher Certificate Required

14.20.022 Subject-matter expert limited teacher certificate

14.20.035 Evaluation of training and experience

14.20.100 Unlawful to require statement of religious or political affiliation

14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE

4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards

6 AAC 30.810 Employer records

6 AAC 30.840 Retention of records

UNITED STATES CODE

Every Child Succeeds Act, 20 U.S.C. 6301, et. Seq. (P.L. 114-95 December 10, 2015)

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Certified Staff Development

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Language in the policy related to highly qualified teachers has been eliminated to reflect the repeal of this provision previously contained in the No Child Left Behind Act. Minor grammatical changes have also been made to the policy. Changes were made to the introductory note and the legal references section to add school district's additional obligations to train employees on sexual abuse and sexual assault awareness and prevention, dating violence and abuse and suicide awareness and prevention, as outlined in AS 14.30.355, AS 14.30.356 and AS 14.30.362. Finally, cross-references were added to Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention (5141.41) and Suicide Prevention (5141.52) policies.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

CERTIFICATED STAFF DEVELOPMENT

Note: Staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed at a school receives all of the training not less than every two years and that all of the certificated staff employed at each school receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). Effective July 1, 2016, a school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students in grades 7 through 12. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

In order to respond directly to the needs of our students, staff development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.

Personnel

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

7. Access to professional literature on education issues.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Duties of school boards

14.16.020 Operation of state boarding schools

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.020 Requirements for issuance of certificate; fingerprints

14.20.680 Required alcohol and drug related disabilities training

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

14.30.362 Suicide awareness and prevention training

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Teacher Aides/Paraprofessionals

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

The policy language and notes have been updated to remove language referring to paraprofessional qualifications as required by No Child Left Behind Act. NCLB has been replaced with the Every Student Succeeds Act which no longer specifies federal qualifications for paraprofessionals working in Title I programs. The AR has also been updated to remove a requirement for NCLB reporting. Additional language changes have been made to the AR. The Exhibit is removed in its entirety. It reflects NCLB requirements and is no longer applicable.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(a)

Note: Under the Every Student Succeeds Act, NCLB's requirements establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision.

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

Legal Reference: (See next page)

TEACHER AIDES/PARAPROFESSIONALS (continued)

BP 4222(b)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, (P.L. 114-95 (December 10, 2015))

Revised 3/2016

Personnel

TEACHER AIDES/PARAPROFESSIONALS

AR 4222(a)

Note: The following sample regulation may be revised or deleted as desired

Paraprofessionals are auxiliary personnel who work directly with professional educators to assist them in discharging their professional duties. Instructional aides, tutors, noontime assistants, and various similar categories, both volunteer and paid, are included within the definition of paraprofessionals.

Purpose of the Paraprofessional Aide Programs -- Volunteer and Paid

Purposes of the paraprofessional aide programs are to:

1. assist teachers in providing more individualization and enrichment of instruction to their classes
2. relieve teachers of many nonteaching duties and tasks
3. build an understanding of school problems among citizens, thus stimulating widespread involvement in the total education process

Kinds of Services Provided

The kinds of services which paraprofessionals perform will vary according to local building site needs. Services generally fall into one or more of the following areas:

1. relieving the professional of clerical, noninstructional, house-keeping, and/or certain instructional tasks
2. assisting in classroom management
3. giving special aid to students with difficulties such as English as a second language, which may include acting as a translator
4. giving special aid to students with exceptional talents
5. enriching the curriculum in areas requiring special skills or unique experiences
6. providing instructional support services which may include one-on-one tutoring if scheduled at a time when the student wouldn't otherwise receive instruction from a teacher

TEACHER AIDES/PARAPROFESSIONALS (continued)

AR 4222(b)

Responsibilities of the Principal

The principal's responsibilities include:

1. responsibility for both volunteer and paid paraprofessional aide programs at his/her site
2. organization of the programs within the school
3. promotion of good staff-paraprofessional aide relationships
4. responsibility for evaluation of the paraprofessionals at his/her site

Responsibilities of the Teacher or Staff Person using a Paraprofessional

Responsibilities of staff using aides include the following:

1. become familiar with paraprofessional aide programs and their materials through orientation sessions
2. direct and supervise each aide
3. provide guidance for each aide
4. determine specific duties to be undertaken
5. work cooperatively with others in charge of the programs
6. implement the key pointers described in the handbooks for teachers and staff

Responsibilities of Paraprofessional Aides - Volunteer and Paid

Paraprofessionals are members of a professional team dedicated to working for the best interests of students. All members of the team are expected to be loyal, courteous, cooperative, industrious, dependable, and committed to the highest ethical standards.

TEACHER AIDES/PARAPROFESSIONALS (continued)

AR 4222(c)

Responsibility to the Student

Responsibility to the student imposes the following obligations:

1. assuring the school that any personal information about the student will remain confidential
2. enjoying the working relationships with students and valuing their achievements, however modest they may be

Responsibility to the Paraprofessional Programs

Responsibility to the program imposes the following obligations:

1. being able to accept differences in people, values, standards, goals, ambitions, and having respect for individual integrity
2. maintaining consistent and regular attendance
3. being reliable and flexible
4. having sufficient sense of organizational procedures to be able to accept discipline while working happily within the established structure and policies of the school
5. being willing to acquire skills needed to be of value to the school programs
6. discussing any specific problems with the supervising staff member or the principal
7. using discretion in commenting on school matters, including the performance of individual paraprofessionals or other school personnel

Responsibility to the School

The responsibility to the school imposes the following obligations:

1. recognition that the professional staff will specify the tasks aides will perform, the authority aides will be given, and the information and materials aides will use

TEACHER AIDES/PARAPROFESSIONALS (continued)

AR 4222(d)

2. understanding that regulations and procedures of the school are to be followed at all times

Responsibility to Self

Responsibility to self requires each paraprofessional to:

1. maintain positive attitudes
2. accept the responsibility to help all students develop positive self-esteem
3. be responsible for his/her own actions
4. know his/her role and be able to express what that role is to the community in a positive manner
5. maintain personal cleanliness
6. wear appropriate clothing (avoiding extremes)
7. use appropriate language
8. give full cooperation to the total school staff

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Classified Staff Development

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Both the legal reference section and the introductory note have been deleted as they referred to provisions of No Child Left Behind Act, which has been replaced with ESSA. The policy language has been amended to set forth additional goals that are furthered with a program of professional development for classified staff.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

CLASSIFIED STAFF DEVELOPMENT

BP 4231

The Superintendent or designee may approve professional development opportunities for classified staff to improve job skills, to improve instructional program, to provide training in areas mandated by law, to prepare for more responsible opportunities within the district, and to meet qualifications as established by federal and state law.

Such opportunities may include, but are not limited to, the following:

1. Visits to other schools and school districts.
2. Local and state conferences involving other classified personnel.
3. Training classes and workshops offered by private organizations or by the district, county or other appropriate agency.

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Graduation Ceremonies and Activities

Action Needed:

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

The second introductory note and policy language were updated to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. Language has also been added to the policy reflecting graduation participation for those students earning a certificate of completion or a certificate of attendance.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

GRADUATION CEREMONIES AND ACTIVITIES

Note: The following policy suggests various options which may be modified to reflect district practice except that the U.S. Supreme Court has ruled that graduation ceremonies may not include school-sponsored prayers.

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that a secondary student take a college and career readiness assessment before being issued a diploma is repealed.

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma or a certificate of completion. Students earning a certificate of attendance may also participate in graduation ceremonies.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 – Differential Requirements for Individuals with Exceptional Needs)

Note: The following optional paragraph may specify whatever number of uncompleted credits the School Board wishes to allow or may be deleted.

At the discretion of the Superintendent or designee, a student who is no more than ____ credits short of fulfilling district credit requirements may participate in graduation exercises without receiving his/her diploma. When the required credits have been earned, a diploma shall be sent to the student by mail.

Note: The following optional paragraph may be used to deny participation in graduation activities. School site rules should indicate what privileges may be denied for what reasons, and the means whereby students may appeal these decisions.

In accordance with school-site rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

(cf. 5144 - Discipline)

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.

Legal Reference:

ALASKA STATUTES

14.03.075 College and Career readiness assessment; retroactive issuance of diploma

14.03.090 Sectarian or denominational doctrines prohibited

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the No Child Left Behind Act of 2001, P.L. 107-110

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)

Lee v. Weisman, 505 U.S. 577 (1992)

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Health Examinations

Action Needed:

- Polic– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Updates were made to the introductory note, the text of the policy and the legal references section to reflect the repeal of portions of AS 14.30.070 and the entirety of AS 14.30.120, effective June 30, 2016. The repeal eliminates the requirement that school districts provide for or require each child in the district to have a physical and a vision and hearing screening upon entry into school or as soon as practical.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination and a vision and hearing screening examination upon entry into school and at regular intervals as determined by the school board. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of periodic health examinations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the School Board may offer physical examinations to students, including tests for vision and hearing.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.127 *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (2014)

20 U.S.C. §§ 1232g (2013)

20 U.S.C. §§ 1232h (2002)

29 U.S.C. § 794(a) (2002)

34 C.F.R. pt. 99 (2011)

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Child Abuse and Neglect

Action Needed:

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Updates were made to the introductory note and the text of this policy to reflect changes to AS 47.17.020 to include within the category of mandatory reporters of child abuse, volunteers who interact with students in a private or public school for more than four hours a week. Changes were also made to the text of the policy to specify when a volunteer athletic coach is defined as a mandatory reporter and when and how training must be provided to volunteers.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

CHILD ABUSE AND NEGLECT

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. AS 47.17.022. A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. AS 18.66.310 requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4131 – Staff Development).

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district. All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

Note: Many school employees may encounter child abuse and neglect. The following optional language expands the number of school employees offered training in child abuse recognition and reporting. It may be revised or deleted as desired.

In addition to the required training provided above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Note: Pursuant to AS 47.17.068, failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

Legal Reference (see next page):

Students

CHILD ABUSE AND NEGLECT

BP 5141.4(b)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

18.66.310 Continuing education for public employees, court system employees, and for prosecuting authorities

47.17.010-47.17.070 Child protection

Revised 3/2016

Note: The following sample regulation may be revised as needed to reflect district circumstances.

Duty to Report

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

Reporting Procedures

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee or volunteer may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee or volunteer is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

Legal Responsibility and Liability

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.
2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

Confidentiality

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Suicide Prevention

Action Needed:

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Updates were made to the notes and legal references section to add citations to AS 14.30.362, which effective July 1, 2016, requires suicide awareness and prevention training for specific school personnel. Minor changes were made to the text of the policy.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

SUICIDE PREVENTION

BP 5141.52(a)

Note: Effective July 1, 2016, AS 14.30.362 requires suicide awareness and prevention training for specific school personnel. AS 14.30.362 also provides civil immunity for districts and employees from a death or personal injury that results from an act or omission in providing or obtaining that training. The training provided or failure to provide training cannot be construed to impose a specific duty of care on any person.

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district shall make available suicide prevention training for each of these segments of the school community.

Parent/Guardian Awareness

Note: The following parent/guardian involvement paragraph will affect school principals' responsibilities.

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

Staff Awareness & Training

Note: Effective July 1, 2016, AS 14.30.362 requires districts to provide training on a schedule adopted by the Board on youth suicide awareness and prevention to the following staff: each teacher, administrator, counselor, and specialist who is employed by the district to provide services to students in grades 7-12. The training must be approved by the Commissioner of Education and provided to teachers at no cost. Training may be offered through videoconferencing or an individual program of study.

(cf. 4131- Staff Development)

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

Curriculum

The Board finds it appropriate that suicide prevention instruction be incorporated into the curriculum. This instruction shall help students:

Understand how feelings of depression and despair can lead to suicide.

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

Learn to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.

Identify community resources where teenagers can get crisis intervention help.

Peer Counseling

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

Legal Reference:

ALASKA STATUTES

14.30.362 Suicide awareness and prevention training

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: Nondiscrimination

Action Needed:

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

The introductory note and text of the policy were revised to include and reference federal guidance protecting from discrimination of transgender students. The legal references section was updated to include federal guidance and remove citations to state law and administrative code that are not relevant.

****NEW REGULATION****

The new AR provides guidelines for working with transgender students and employees. The AR provides a process to address the needs of transgender and gender nonconforming students and employees, guidance on official records, names and pronouns, access to gender segregated activities and areas, optional alternative language regarding access to sex-segregated school facilities, student intramural and interscholastic athletics, other gender-based activities, rules, policies and practices, dress code, student transitions and training and professional development.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual violence*. This guidance provides that “Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation.” *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

(cf. 0410 – Nondiscrimination)
(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 5145.7 – Sexual Harassment)

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

(cf. 6164.2- Guidance Services)

Legal Reference:

ALASKA STATUTES

14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 – 4 AAC 06.600 Prohibition of Gender or Race Discrimination

4 AAC 51.270 Equal opportunities

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

Revised 10/2015

TRANSGENDER STUDENTS AND EMPLOYEES

Note: The following language was adapted from Anchorage School District's Guidelines for Working with Transgender Students and Employees.

The purpose of these guidelines is: 1) to foster inclusive and welcoming learning and working environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression; 2) to facilitate compliance with local, state and federal laws that prohibit discrimination, harassment and bullying; 3) to provide professional information to school staff on transgender issues; and 4) to create safe and supportive learning and working environments.

For purposes of these guidelines, a transgender individual is an individual that consistently asserts a gender identity or gender expression at school or work that is different from the gender assigned at birth. This involves a consistent declaration of gender identity or expression over time, but does not require proof of a formal evaluation and diagnosis. Since individual circumstances, needs, programs, facilities and resources may differ, administrators and school staff are expected to consider the needs of the individual on a case-by-case basis.

The Process

The following process should be used to address the needs of transgender and gender nonconforming students and employees. In addition, this process is available for any student or employee personally *impacted* by the accommodation of a transgender student or colleague. For example, a student who is uncomfortable about sharing a restroom with a transgender student can request access to an alternative restroom.

- a. A transgender or gender nonconforming student or employee is encouraged to contact the site administrator to address any concerns or requests. Students may also contact their counselor, who will immediately notify and work with the principal. Parents/guardians of transgender students may also initiate contact with the principal.
- b. The principal or administrator will schedule a meeting to discuss the individual's needs and to develop a plan to address these needs. The plan should address, as appropriate, the name and pronoun desired by the student/employee, restroom and locker room use, participation in athletics, dress code, student/employee transition plans, if any, and other needs or requests of the student/employee.
- c. The plan should be developed by the principal or administrator, in consultation with the student or employee, and with others as deemed appropriate by the administrator and approved by the student or employee.

Note: If the student has an IEP or 504 Plan, or the employee has an accommodation plan, the provisions in these plans should be taken into consideration in developing a plan for addressing transgender issues.

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

- d. While medical documentation is not required, the school may request such documentation if helpful to develop an appropriate plan for the student or employee.
- e. If the parties are uncertain or disagree regarding elements to be included in the plan, the site administrator should consult with the appropriate district administration.
- f. Students may also use the Student Grievance Process, set forth in BP 1312.3, to address any transgender issue at school.
- g. A copy of the final plan should be maintained in the student's health file or the employee's unit file.
- h. District staff shall protect the privacy of transgender and gender nonconforming students and employees. All student and personnel information shall be kept strictly confidential as required by district policy and local, state or federal privacy laws.

Official Records

Mandatory permanent student and employee records will include the legal/birth name and legal/birth gender. On other school records or documents, the school will use the name and gender preferred by the student or employee. For example, student ID cards could use the student's preferred name.

Only upon receipt of a court order or other legal documentation should a student's or employee's official record be changed to reflect a change in legal/birth name or gender.

Names and Pronouns

Administrators and staff should respect the right of an individual to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required.

Transgender and gender nonconforming students/employees are encouraged to discuss how they want to be addressed in class, in the workplace, in correspondence to the home, or at conferences with the student's parent/guardian.

When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth, unless the student, parent, or guardian has specified otherwise.

Access to Gender-Segregated Activities and Areas

Note: On June 1, 2015, the U.S. Department of Labor, Occupational Safety and Health Administration, issued "A Guide to Restroom Access for Transgender Workers." The core principle of this guidance is that "[a]ll employees, including transgender employees, should have access to restrooms that correspond to their gender identity."

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

Schools may maintain separate restrooms and locker rooms for male and female students/employees. Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender. However, no student should be required to use such facilities because the student is transgender or gender nonconforming.

Note: Following are optional provisions providing alternative language for school districts as to access to sex-segregated school facilities. Option 1 does not define specific requirements or limitations for bathroom and locker room access. While providing for flexibility, Option 1 lacks specific requirements that may be useful to school staff. Option 2 utilizes OCR's best practices position that schools should not require transgender individuals to use sex-segregated facilities inconsistent with the individual's gender identity.

[Option 1] Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

[Option 2] Access should be allowed to restrooms and locker rooms based on the gender identity consistently expressed by the student or employee. Transgender individuals should not be required to use facilities that are inconsistent with their gender identity, nor should they be required to use single-user facilities. Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

Student Intramural and Interscholastic Athletics

All students will be permitted to participate in intramural sports in a manner consistent with their gender identity consistently expressed at school. Furthermore, all students will be permitted to participate in District-sponsored interscholastic athletics in a manner consistent with their gender identity. ASAA determines its own rules for interscholastic competitions.

- a. Notice to the School: The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the student's school registration records or state birth record, and that the student desires to participate in activities in a manner consistent with his/her gender identity.
- b. Eligibility to participate in a manner consistent with the student's gender identity will remain applicable for the duration of the student's participation and does not need to be renewed every sports season or school year. Throughout high school, a student may only assert a single gender or gender identity for athletic or intramural participation and may not switch between male and female activities. An exception

to this rule may be granted by the Superintendent in cases where the student's gender identity only becomes known or consistently asserted at some point during high school.

AR 5145.3(d)

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

- c. All communication among involved parties and any documentation shall be kept confidential, unless the student and family choose to reveal discussion or documentation.
- d. Should eligibility be denied because of concerns about whether a student's request to participate in a sports activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation through the Student Grievance Process, set forth in BP 1312.3.

Other Gender-Based Activities, Rules, Policies and Practices

Schools should regularly evaluate all gender-based activities, rules, policies, and practices and maintain only those that have a clear and sound pedagogical purpose.

Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Dress Code

Students and staff shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the district. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

Transition is the process in which a person goes from living and identifying as one gender to living and identifying as another. When a student transitions during the school year, the principal or designee will hold a meeting with the student and parent(s) to discuss their desires and concerns. The principal or designee should discuss the student's timeline for the transition process in order to support a safe and accepting environment at the school.

The principal will train other administrators and any staff that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

District administration should provide training to appropriate staff on their responsibilities under applicable laws and this regulation. Training should include the responsibility to prevent, identify and respond to bullying, harassment and discrimination. This includes treating transgender students and employees respectfully to foster a spirit of inclusion and to refrain from making disparaging comments or comments seeking gender conformity.

Added 11/2015

**LAKE AND PENINSULA SCHOOL DISTRICT BOARD POLICY MANUAL
07/12**

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: High School Graduation Requirements

Action Needed:

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Changes were made to the second introductory note, the text of the policy and the legal references section to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. This change in the law is effective for the 2016-17 school year; students graduating in the 2015-16 school year must still take the assessment as a condition of receiving a diploma.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

HIGH SCHOOL GRADUATION REQUIREMENTS

BP 6146.1(a)

Note: Transfer students who have earned 13 unit credits in another district may, at the district’s discretion, be excused from the district’s subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the secondary school competency examination and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student’s last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements.

<u>SUBJECT</u>	<u>UNITS OF CREDIT</u>	
LANGUAGE ARTS	4	
SOCIAL STUDIES	3*	
MATHEMATICS	2	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR BEFORE JUNE 30, 2017.
MATHEMATICS	3	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR AFTER JULY 1, 2017
SCIENCE	2	
HEALTH/PHYSICAL EDUCATION	1	
ELECTIVES	9	

*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student’s second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

- (cf. 5127 - Graduation Ceremonies and Activities)*
- (cf. 6164.2 - Guidance and Counseling Services)*
- (cf. 6146.3 - Competency Testing)*
- (cf. 6184 - Virtual/Online Courses)*

Legal Reference (see next page):

Instruction

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

BP 6146.1(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755 Statewide assessment program for students with disabilities

Revised 3/2016

LAKE & PENINSULA SCHOOL DISTRICT

Meeting Date: April 13, 2016

Board Agenda Item: College and Career Readiness Assessments

Action Needed:

- Policy – First Reading
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

Information:

~FY16-17 AASB Policy Updates~

Substantial changes were made to the introductory note and the text of the policy to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. This change in the law is effective for the 2016-17 school year; students graduating in the 2015-16 school year must still take the assessment as a condition of receiving a diploma. Revisions to the AR have been made to reflect amendments to 4 AAC 06.723 and 4 AAC 06.790. This includes changes to the waiver requirements to further define what constitutes rare or unusual circumstances beyond a student's control. Additionally, the AR now explains that "taking" a college and career readiness assessment means the student has completed the assessment and received a valid score.

Suggested Motion:

First Reading, no action required.

Second Reading (April 14th), approval needed.

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Reciprocity on Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)
(cf. 6162.5 - Standardized Testing)

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system
4 AAC 06.717 College and career readiness assessment
4 AAC 06.765 Test Security; Consequences of Breach
4 AAC 06.721 College and career readiness assessment waivers
4 AAC 06.775 Statewide assessment program for students with disabilities
4 AAC 06.790 Definitions

Revised 3/2016

Note: Regulations governing waivers are found at 4 AAC 06.721-.724.

Students are required to take a college and career readiness assessment, unless a waiver is approved. “Taking” this assessment means the student has received a valid score as reported by the assessment vendor. A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student’s expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

Procedures for Requesting A Waiver

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student’s year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student’s year of intended graduation may also be eligible for a waiver.

A student’s request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student’s initial enrollment date;

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)**

AR 6146.3(b)

2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent or legal guardian occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
4. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)**

AR 6146.3(c)

5. A significant and uncorrectable system error, including one or more of the following:
 - a. Completed exams are lost in transit between the school district and the testing vendor.
 - b. The student's school or district failed to administer the assessment on a scheduled administration date.
 - c. The student was unable to take an assessment or received an invalid score because of a technology failure.
 - d. The student received an invalid score because the assessment was improperly administered or test security requirements were violated.

School Board Action Approving or Denying A Waiver

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

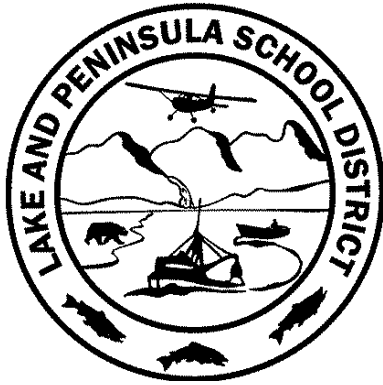
Note: The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

Revised 3/2016

Instruction



THE LAKE AND PENINSULA SCHOOL DISTRICT

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The following is a summary of the grant funding sources that support the operations of the District. The Lake and Peninsula School District plans to make application for grant funds for FY17 as outlined below.

Federal Grants Passed Through State of Alaska

Title I Consolidated Grant (ESEA/ No Child Left Behind)

FY17 anticipated award is lower than the amount received in FY16, though exact amounts are not yet available.

This grant consolidates applications for the following grants:

Grant Name	FY-16 Amt
Title I-A Improving Basic Programs	\$ 179,671
Title I-C Education of Migratory Children	\$ 91,935
Title II-A Teacher and Principal Training and Recruitment	\$ 59,361
Total	\$ 330,967

Planned program activities and uses include:

Title I-A Basic

Classroom teacher aides, 10% program director salary, professional development, highly qualified testing reimbursement

Title I-C Migrant

Tutor salaries, academic support, data interpretation, pre-k aide training, and supplies

Title II

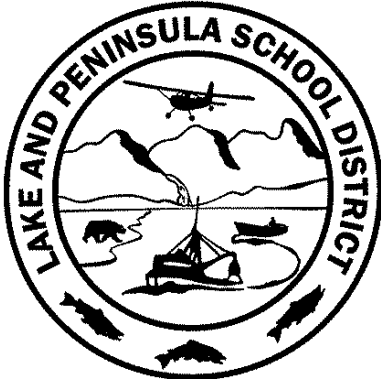
Class size reduction and/or teacher & principal training/recruitment

Title VI-B IDEA & Preschool Disabled 619

The FY17 funding is expected to be less than FY16 amounts. The award amount is subject to change by AKDOE. Awards are not final until after October student count. Funds are restricted to special education support services: speech pathologist, occupational therapist, psychological services, physical therapist, special education training/conferences for staff, and child find services.

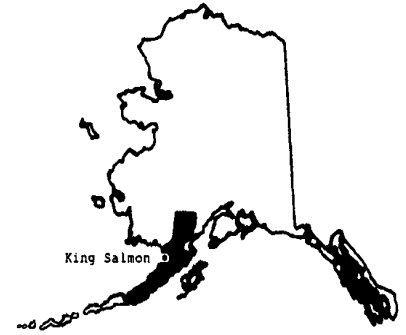
Below is the funding history for these combined grant awards:

FY-14	FY-15	FY-16
\$111,576	\$110,600	\$113,446



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School Lunch Programs

The District participates in the National School Lunch Program, administered for the USDA by the State of Alaska Department of Education and Early Development. Subsidies are for students who meet a low-income requirement. Prior amount of subsidy in funds and the value of donated commodities totals:

FY-13	\$ 148,670
FY-14	\$ 156,275
FY-15	\$ 137,354

Funding levels are expected to remain roughly the same for FY2017. Revenues and expenses for lunch programs are recorded in the food services fund.

2015-2020 Alaska Ntl Wildlife System Science & Culture Camps

King Salmon Fish and Wildlife invited LPSD to apply for the Science and Culture Camp funding for student travel to sustain the science camp opportunity for our students. LPSD has submitted an application for \$15,000 which was awarded and we continue to work with F&W services on future years.

State of Alaska Grants

Quality Schools Grant

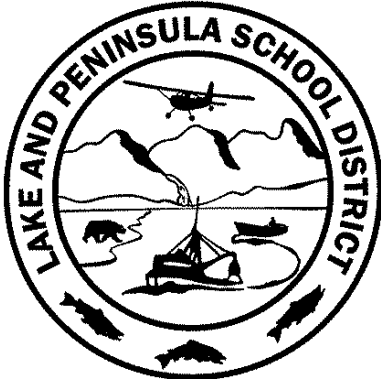
The Quality Schools grant is based on the actual OASIS average daily membership count in October multiplied by \$16.00. Funds are used to support common core implementation, revision of standards, assessments, rubrics, and implementation of changes into classrooms. The funding history for this grant award:

FY-15	FY-16
\$ 26,614	\$ 26,335

Pupil Transportation

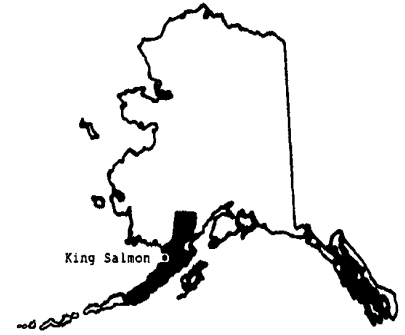
The State of Alaska provides pupil transportation on approved school bus routes. The grant amount is subject to annual appropriation by the legislature. Funding is based on per pupil amount multiplied by the ADM.

	ADM	Grant Amt.
FY-15	316.05	\$126,997
FY-16	308.60	\$130,846
	143	



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Fresh Fruits and Vegetable Program

LPSD applied and received funding for schools that qualified based on percentage of poverty ratings for fresh fruits and vegetable snack items. Funding is for students K-8 and LPSD provided vegetable trays and mixed fruit for the students. LPSD has applied for this grant again for FY 17.

Artists in School Grants

Schools individually may apply, with superintendent approval, for grants to support bringing artists into their schools to perform activities. Grants may range up to \$5,000 and require a match from the school.

Consortiums in Partnerships with Other Districts/Entities

Indian Demonstration Grant – Early Childhood/Preschool

In partnership with Chugach School District, LPSD is making application for a four-year grant and will be a sub-recipient if the grant is awarded. The amount requested will be determined by Chugach School District.

Federal Grants

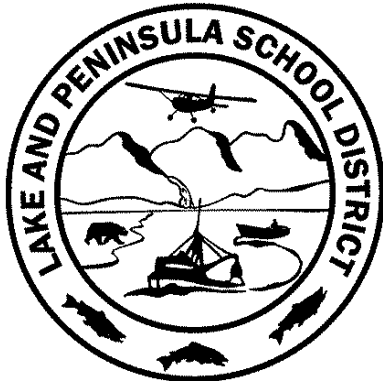
Impact Aid

Formerly PL874, these funds are provided by the Federal Government for pupils who reside on federal restricted property. Application is made in January for funds to be received the following year. Often, entitlement funds are not completely received until 10 years after application. There are no specific restrictions on the use of impact aid funds and therefore these funds are recorded in the general fund and used for general support of the District.

Title VII-Part A, Indian Education

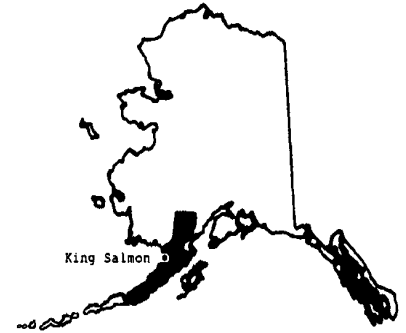
This entitlement provides direct Federal funds for use to support aides, student participation at AFN and AAMeets, and the coordination of the activities. Below is the funding history for this grant award:

FY-14	\$ 82,822
FY-15	\$ 92,343
FY-16	\$ 92,131



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Other Restricted Funds

E-Rate Program

The District participates in the Schools & Library Division of the Universal Service Administrative Company (USAC) program that provides subsidies for telecommunication and Internet service.

The requested funding subsidies for FY-2017 are:

	Funding Request	E-Rate Subsidy	LPSD Net Cost
Telecom	\$ 36,030	\$ 18,015	\$ 18,015
Internet	\$2,106,000	1,895,400	\$ 210,600
Total	\$2,142,030	\$1,913,415	\$ 228,615

Internet is requested at 10Mbps x 4Mbps at schools and District office.

Though these funds are restricted, the State of Alaska designates the district's general fund for recording revenues and expense. Prior year totals:

FY-14	\$ 580,442
FY-15	\$ 538,338
FY-16	\$ 1,526,611

Broadband Assistance Grant

The State Library provided funding in FY16 to increase bandwidth to 10Mbps x 4Mbps in the amount of \$242,781.

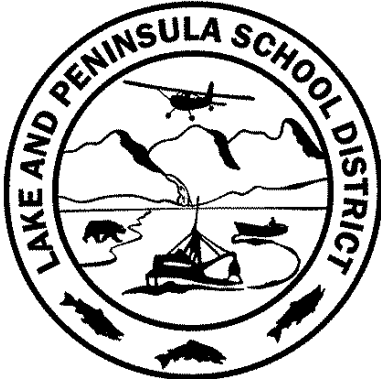
Application for FY17 will be made to the State Library with an expected level of funding of \$89,064 based on the Governor's Budget.

Career and Technical Education

Solicitation of donations for the program under the tax credit program for vocational education is ongoing. Donors to date are Lake and Peninsula Borough, Bristol Bay Native Corporation, Wells Fargo, and Bristol Bay School District. Cooperative programs partners are Bristol Bay School District.

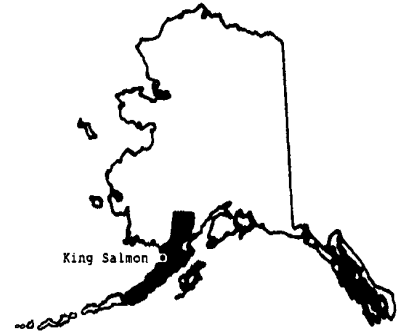
Alaska Community Foundation Grant

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LPSD applied for and received a grant in FY16 for \$30,000 to support Career and Technical Education in trades related to mining. It is a 18 month grant and will be used to support CTE program phases.