

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular School Board Meeting AGENDA
January 12, 2017, 10:00 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-
 - b. Check Registers-
7. **COMMUNICATIONS**
 - a. Site Reports 3
 - b. Correspondence 21
 - c. Public Comments
8. **DELEGATIONS**
 - a. Lake and Peninsula Borough
 - b. LSAC
 - c. Student
 - d. Principal/Teacher
9. **REPORTS**
 - a. School Board Committee Reports
 - b. Superintendent's Report 22
 - c. Facilities/Maintenance Report
 - d. Curriculum Report
 - e. Technology Report
 - f. Activities Report
 - g. Financial Report 26
 - h. Special Education Report
 - i. Assessment Report
 - j. Personnel
 - k. Shining Stars
10. **UNFINISHED BUSINESS**
 - a. Board Policy Updates--2nd Read 28
11. **NEW BUSINESS**
 - a. Indian Policy and Procedure Change 41

- 12. **PERSONNEL**
- 13. **MISCELLANEOUS**
- 14. **FUTURE AGENDA ITEMS AND MEETING DATE**
 - a. February 8th-9th
 - March 9th Teleconference
 - April 20th during AA Meet
- 15. **ADJOURNMENT**

Monthly Site Report

Site: Meshik School..... **To:** Kate Cornell
Month: December **From:** Kirsten Buckmaster

OUTSTANDING ACTIVITIES OR EVENTS:

The students performed Christmas songs and starred in their very own film rendition of the 12 Days of Christmas. Mr. Welch really helped put together a great little video and we look forward to seeing more of his work.

PERSONNEL:

There will be vacancies for the bus driver and custodial positions in January.

PERSONAL/SOCIAL/HEALTH:

A short, severe cold worked its way through some of the students. Most of the staff were able to escape the wrath.

STANDARDS BASED SYSTEM:

The standards based system is alive and well. Some of our students will be moving up to the next level before Christmas.

CURRICULUM PROGRESS:

Miss Walker has been hosting STEM (science, technology, engineering, and mathematics) Fridays for the entire school. The older students are paired up with the younger students and the kids are given a challenge to build or complete some task. These have been wildly successful and the students really came through on the Boat Building Challenge and the Cargo Drop.

TECHNOLOGY PROGRESS:

We are grateful to have the migrant ed and preschool ipads. We have recently enjoyed using the apps Kahoot! And GetEpic! Each of these has helped with student engagement and motivation. Students are also learning basic computer skills and coding.

FACILITY UPDATE:

We continue to monitor the water quality closely and hope for a solution that is affordable, meets regulations, and is aesthetically pleasing.

Monthly Site Report

Site: Meshik School..... **To:** Kate Cornell
Month: December **From:** Kirsten Buckmaster

LSAC ACTIVITY:

Port Heiden LSAC did not hold a meeting in December.

VOLUNTEER REPORT:

There are no volunteer activities to report.

TRIPS PLANNED:

None to date.

PUPIL ATTENDANCE:

Two of our students are absent on extended vacation, but other than that attendance has been good.

(NEW) EARLY RELEASE NOTES:

Early release has been spent in trainings and in activities to get the school year up and running. Powerschool training was well received by our distance teachers.

OTHER:



Monthly Site Report

Site: Meshik School..... **To:** Kate Cornell
Month: December **From:** *Kirsten Buckmaster*

Learned about computer programming with Hour of Code! We love coding



Chignik Bay School December 2016 Site Report

TO: Ty Mase, Superintendent
FROM: John Koutsky, Head Teacher
DATE: December 16, 2016

LSAC ACTIVITY: No meeting this month.

OUTSTANDING ACTIVITIES OR EVENTS:

- The student Government had a Spaghetti Feed and a Breakfast Brunch. They used the money to buy new athletic uniforms.



- Our Christmas program brought us around the world to Russia, Sweden, and Hawaii. We played Ukuleles, told stories, sang songs, and ate dessert.



FACILITY UPDATE:

- The internet is still functioning on an acceptable level.
- This month Ron came and fixed the fire sprinkler system after a cold spell.



EARLY RELEASE AGENDA NOTES:

- This month, early release was dedicated to, keeping Educate up to date, Power School, inventories, and AIMS.

ENROLLMENT:

- We currently have 14 students enrolled + 1 Pre-school student.

SCHOOL TRIP:

- No school trips planned at this time.

PERSONNEL

- Jon and Elisabeth ran off to get married.
- We have the greatest support staff on the planet.
- John and Lori regrettably went bye, bye.....



-
-
-
-
- Merry Christmas

December Site Report
To: Kate Cornell
From: Hannah Middleton

Pilot Point School

Enrollment: We currently have thirteen K-12 students and three preschool students enrolled at Pilot Point School.

Attendance: Attendance has still been fairly low this month. Travel and illness have both contributed to our low numbers. We are working with families to improve attendance, and the local clinic donated extra sanitizing supplies to us to help keep the students healthy.

Facility Update: The school building has been in good shape. Both of the school vehicles are currently still broken and we are waiting for parts to be sent out to the site.

Personnel: The PE position at Pilot Point School is currently open, but we have a substitute currently in that position who would like to become permanent. We hope to hire him officially after break.

LSAC Activity: LSAC met on December 5, 2016. The members met to discuss the Christmas Potluck and Holiday Performance, as well as the ongoing food drive. We collected a good amount of food for the food drive and our older students worked on employability standards by distributing the goods to families in need.

Outstanding Activities or Events: Our biggest event this month was our Holiday Potluck & Performance that took place on December 14th. The students prepared poems and songs to recite for their performance. They created their own costumes and helped design the set and decorate the gym in the days leading up to the event. After their performance, which was a hit, we had a community potluck. We had a huge turnout for the event and it was a great time. Also, the village and city offices donated money to the school this month for us to buy presents for all of the students. Each student was able to go home with something special for the holiday season!

Curriculum: This month we focused heavily on wrapping up content before leaving for break. Many students met goals by finishing topics and/or levels. It was a busy couple of weeks!

Professional Development: Mellisa attended a training for online teachers to assist with the transition to Power School after break. I worked on compiling relevant resources for the LPSD Wiki. As a whole-staff we worked on planning the Christmas Potluck, organizing the food drive, and student progress monitoring.



Site Report

OUTSTANDING ACTIVITIES OR EVENTS: This short month was mostly dedicated to tying up loose ends and catching up on (or resubmitting) schoolwork. We started a “Reading Boot Camp” for all students in an effort to boost reading comprehension. Though only a half hour a day, we have already seen indications of a positive trend towards better command and greater enjoyment of reading. We also put on a holiday program for the parents and community called “Chignik Lake’s Got Talent”. Our students displayed their talents in writing, acting, and dancing. A 4H club representative will be in the village over the Christmas break to see if we can get enough interest among the kids to get a local club going.

PERSONNEL: Personnel are doing well.

STANDARDS BASED SYSTEM: The students are progressing through the common core standards. Several students have passed levels already in math, social studies, employability, and technology.

TECHNOLOGY PROGRESS: Technology is working fairly well.

FACILITY UPDATE: The facility is in good order.

LSAC ACTIVITY: The LSAC did not meet this month. Several members were out of the village for a portion of the month and a time could not be found that would be agreeable to all.

VOLUNTEER REPORT: No volunteer activity this month.

TRIPS PLANNED: No trips planned for the remainder of 2016.

PUPIL ATTENDANCE: Pupil attendance is fair.

Monthly Site Report

Site: Chignik Lagoon

Month: December

To: Kate Cornell

From: Nancy Anderson Mills
Head Teacher

OUTSTANDING ACTIVITIES OR EVENTS:

The students of Chignik Lagoon indulged in culture week the week before winter break. Nancy taught her class to sew fur mittens, a skill she learned at inservice, and passed onto her students.

The elementary students studied weather and asked several “weather experts” from the community to come in for an interview. See the picture below.



PERSONNEL:

Nancy is going to work with adults and children who are interested over winter break to sew fur hats and mittens. This might help bring unity back into our community.

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 with the fall storms. There are several rooms in the school that have tin cans on standby to catch the drips.

LSAC ACTIVITY:

No LSAC activity this month.

VOLUNTEER REPORT:

No volunteers this month.

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. CLVC has plans to contact Perryville regarding their new pool build and funding resources.

PUPIL ATTENDANCE

Pupil attendance remains strong.

Site Report – Levelock – December 2016

To:
Ty Mase, Superintendent
LPSD School Board

From:
Moon McCarley, Head Teach

OUTSTANDING ACTIVITIES OR EVENTS:

The annual Christmas play was a huge success. The audience was treated to poetry, singing, and a class made music video. Community members helped with accompaniment, decorating, and planning. The performances were followed by a dessert potluck and community gift exchange.



Everyone participated in “Spirit Week,” planned by student government officers.

The themes were:

Pajama Day

Crazy Hair/Hat Day

Formal Day

Twin Day

Nerd Day

PERSONNEL:

John McDermott will be leaving to pursue new opportunities in Colorado.

Levelock students and staff are grateful for all of his hard work.



PERSONAL/SOCIAL/HEALTH:

The character focus for December is CARING.

Here is a picture of Mr. Studie and his primary class getting a Christmas tree for everyone.



STANDARDS BASED SYSTEM and CURRICULUM PROGRESS

Staff and students found many fun ways to cover the standards during this short month. The entire school participated in a STEM themed project of building “gingerbread” houses.



TECHNOLOGY PROGRESS:

Nothing new to report.

FACILITY UPDATE:

Everything is working well.

LSAC ACTIVITY:

The December LSAC meeting was preemptively canceled because there was no quorum.

TRIPS PLANNED:

No trips are planned at this time.

PUPIL ATTENDANCE:

Our core group of students continue to be attending school with smiles and enthusiasm.

EARLY RELEASE NOTES:

Focus has been on preparing for the transition to Power School.

**Nondalton School
Monthly Site Report-December**

To: Ty Mase, Superintendent
From: Jerry Fisher, Principal
Date: December 16, 2016

Nondalton school is happy to report the following:

ENROLLMENT:

We currently have 26 students enrolled, and 6 Pre-school students.

We had a new student enroll on the 12th.

OUTSTANDING EVENTS

The school held a community Christmas Program on the 14th. Each class made a skit/play and sang a couple of songs for the community.

Student Government has been opening the student store during night gym. Mrs Dalberg reports that the students have been working very hard and doing a good job volunteering their time.

Friday Professional development:

Google session/ cyber counseling
Aimsweb session
Sight based for educate/ Aimsweb
Units of study/cleaning



LSAC

We did Held LSAC Elections on the 12th. Ada Trefon was elected to seat D, Dian Alexie was elected to seat E, and Janell Kakaruk was elected to seat C.

FACILITY:

The facility has been running well these last few weeks. We haven't had any issues that needed attention. Fred put in a new oil trap and pipes in the kitchen, and conducted general maintenance checks.

TRIPS PLANNED:

No Trips planned.

All of the photos this month were taken during the Christmas program.

Kokhanok School

DECEMBER Site Report
TO: Ty Mase, Superintendent
FROM: Linda Richter, HeadTeacher
DATE: December 15, 2016



PUPIL ATTENDANCE:

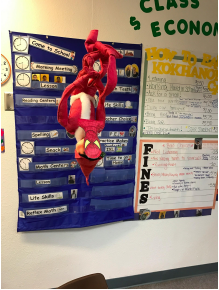
- P3/P4: 8 students;
- K-12: 31 students;
- TOTAL: 39 Students

Alex in the Kitchen! Rollin' Rolls



Making Soup

PERSONNEL



- Georgann Bixler will be leaving us on December 15. She will be missed by all.
- Kaye Lawson did a quick visit and evaluation of her students
- We appreciated Nate's second visit this year. He stayed an extra day, allowing more relaxed visits and problem solving time

VOLUNTEER REPORT:

- Nick Wassillie, volunteers many hours keeping the gym open for community night gym activities.
- Irene Wilson volunteers 2+ hours, every day as the secretary.

Mischief Elf

OUTSTANDING ACTIVITIES OR EVENTS:

- Saturday School-December 10th- make-up for school closure in November due to a water outage
- Mischief Elf has returned, leaving messes throughout the school daily.
- Christmas program--Students performed "Frosty the Snowman" and there was a good bit of singing by everyone.
- Christmas Bazaar-December 10th-2:00-4:00 PM



Jordan's oldest brother, a PA state trooper, skypes with level 8 SS students to clarify our questions about police and civilian rights.

PERSONAL/SOCIAL/HEALTH:

- Judith Hollander-Public Health Nurse came to the school to do a presentation to students and parents about "THE GERMS AROUND US"- TB information

STANDARDS-BASED SYSTEM:

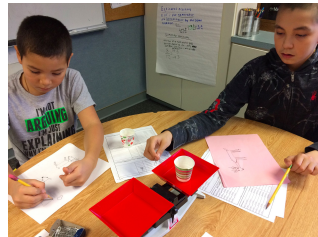
- Teachers continue to work hard to progress through the standards

Gunnar-Workin on the OSMO



FACILITY UPDATE:

- Carl and Isaac did some mechanic-ing on the back-up generator-now we don't have to hold our breath if the city power goes out.



SCHOOL TRIP:

- No plans are presently being made for a school trip.

TECHNOLOGY PROGRESS:

- Miss Kelsey's students are really enjoying the new OSMOS!

CURRICULUM PROGRESS:

- Concern about resources for Robotics Standards

Science Experiment--What flavor gum has the most sugar?



EARLY RELEASE AGENDA NOTES:

- Distance teachers trained in powerschool
- All others worked on wiki
- Scheduling and planning intervention blocks
- All teachers have been working on updating Educate

Girls Ensemble--Teya, Efftikia, Dellana, Kira, Larissa, Emily



Frosty the Snowman



LSAC ACTIVITY: Met December 12, 2016

- Primary discussion Christmas Program-to be held December 14th-Kudos to Georgann Bixler for coordinating and organizing
- Discussed providing input to the School Board in the decision for 2017-18 Christmas Break dates--take into consideration the Village traditions, and not start so early.
- Review Mission Statement-will take to the Council for discussion and input

Perryville School December Site Report

Submitted to the Lake and Peninsula District School Board via Kate Cornell

Principal: Joe Ward

Outstanding Activities or Events

Perryville students, 4th-8th grade, participated in the first round of the Lego League Robotics competition on December 2nd. To compete the team first had to assemble the parts of the playing board and build and program the robot. They also had to prepare a presentation based on the theme, Animal Allies: Using Technology to Help Animals.

In this presentation, the team had to find a real problem that animals face and then apply a technological solution to it. Judges look to see how teams incorporate creativity, research and teamwork in their presentations.

The competition also has a core values phase in which teams demonstrate teamwork and a league term, gracious professionalism. Gracious professionalism is the understanding that while each individual seeks to do his or her best, doing so also means that one seeks to help others to do their best as well.

In the robotics challenge, the team activates the robot that they have built and programmed to move on the playing board to complete various tasks in order to score as many points as possible. There were three rounds in the robotics challenge. The Perryville team made adjustments in between each round so that they were able to earn all of the points for which they had programmed the robot without any touch penalties for picking up the robot while it is out in the playing area.

The team competed against 16 other teams from across the state of Alaska in a virtual competition sponsored by GCI. While the Perryville team showed a lot of improvement by the end of the competition, the team from Anatumik Pass won first place and advanced to the state tournament.

The Christmas program that was scheduled to be held on Dec. 15, has been postponed due to illness. So many students and staff have been out as we have been trying to prepare, it was decided to move the celebration to Jan. 5, just before Orthodox Christmas.

Personnel

Perryville School is celebrating the birth of Piper Noel Vardas-Doane, the newborn daughter of secondary teacher Andrew and Kassie Vardas-Doane. Piper was born on December 3rd, near Sacramento, CA. Perryville School looks forward to meeting Piper when she returns with her mom, dad, and sister, Kaydri in January.

Facility

Solar powered security lights were installed on the east end of teacher housing. The lights are activated by a motion sensor. They light up a part of the boardwalk that has been very dark in the winter mornings. The lights allow those using the boardwalk to see icy spots or any other problem on it.

Graduation Plans

Junior, Justine Kosbruk, is close to completing the minimum requirements for graduation. She plans to graduate this coming May.

Attendance

Perryville students maintained an 88% attendance rate during December.

LSAC MEETING MINUTES
Monday, December 12, 16

Roll Call: PEDUCA ANDREW, BRITTANY RUSH, JANESSA WOODS, MARLENE NIELSEN, AND LAURA ANDREW

Introduction of visitors: JEREMY WATSON, GEORGANN BIXLER, and MEAGAN REARDEN

Staff Present: LINDA RICHTOR, KELSEY WHITE, CARA PELLEGRINO, KYLIE AMATUZZI, AND JORDAN PUFKA

Meeting Called to order @ 3:50

Approval of Agenda: Marlene Nielsen

Approval of previous minutes: PEDUCIA ANDREW

Additional items: none

Reports:

1. Student Government

- a. Student signed contract if dip below 5 people, will close
 - i. 4 now left. They are doing well with only 4. Jordan and Cara will stick to it with 4 members.
 - ii. Marlene Nielsen wants more students to be involved in student government because this participation can be prep them for important duties such as local politics for our village

2. Enrollment

- a. 31 total students
- b. 8 in preschool

3. Gym Supplies

- a. All supplies have come
- b. Still are waiting on gym uniforms to arrival

4. Christmas Program

- a. Wednesday, December 14 at 6:30 is the program time
- b. Student Teacher Georgann is running this program

5. Christmas Break

- a. **LSAC and Kokhanok community members want the The Lake and Peninsula School District to consider changing next years Christmas Break times because these dates do not allow for our students to practice Russian Orthodox Christmas. By having an early Christmas Break does not allow our students to fully indulge in the customs that locals and surrounding villages hold dear to them.**
 - i. **LSAC and Kokhanok Community have suggested that 2017-18 Christmas Break be held no earlier than December 20th because of traditional customs that are practiced region wide.**
 - ii. **LSAC mentioned possibly having Kokhanok Community members write letters in hopes of changing next years Christmas Break times.**

New Business

- 1. **Marlene Nielsen will meet with Mrs. Richtor to discuss cultural week that is being funded by Kokhanok Village Council.**
- 2. **Mission Statement**
 - a. Ty Maze is asking LSAC for input on L.P.S.D.'s mission statement
 - i. Linda provided a website to go to look over mission statement

- ii. Jordan reports that school district should consider to provide more training opportunities that will allow the teachers to properly teach technology standards, which LSAC supports her will this statement.

3. District Office Correspondence

- a. District Wide Enrollment
- b. District wide attendance
 - i. Kokhanok's attendance drops after PFD's are granted.
 - ii. 88.08 % attendance for Kokhanok

4. Principal's/HT/Teachers Report

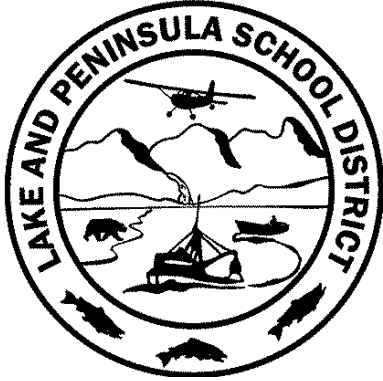
- a. Brittany- student count is at 8 it will be 9 after Christmas Break
- b. Cara-k-1 for reading. K, 1,2 for math. Better student to teacher ratio, progress is being made
- c. Kelsey- Students wrote thank you letters for classroom osmos. Osmos are being used for teaching purposes in Ms. White's class; students love them.
- d. Jesse- not present
- e. Jordan- Pufka's hometown is donating and sending winter gear for students of Kokhanok. She made L.P.S.D. k-12, along with adult journals from writing pieces for her graduate class.
- f. Kylie- is happy with the lower level changes. Now teaching a level 1 group. They are making excellent progress.
- g. Linda- Goergann leaving December 15. Will be getting another student teacher along with a tutor.

Community Concerns: Marlene wants to organize the library. She is willing to start the cleaning process during Christmas Break. She also shared with staff and LSAC that school aged children were playing on unsafe ice. Linda did mention this during the morning meeting to all students. She reminded them of safety.

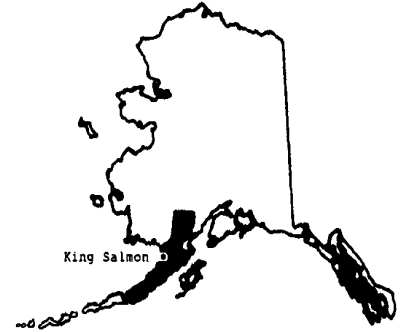
Next meeting is on Monday, January 16, 2017

Meeting Adjourned @ 4:57
By Peducia Andrew
Seconded by Janessa Woods

Minutes recorded and typed by Brittany Rush



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



December 13, 2016

Dear Newhalen Student Government,

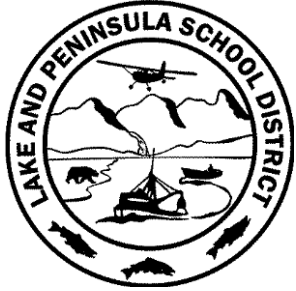
I would like to thank you for your recent letter concerning your student store, or lack thereof, in Newhalen. While the letter was addressed to the School Board, our chain of command dictates that communications go through the principal, then the Superintendent, and then the Board. Hence, my replying to you instead of the Board.

Your letter states good reasons for a student store in Newhalen. What I would like to ask of you, our future leaders, is to not just dwell on the "why we should have something," but to give us the "how we think it can be accomplished." Be problem solvers, give us a plan, tell us how it can be done. While funds are tight and the gym expansion is way over budget, there will not be a lot of money for this, but we can help with space and a bit of labor if it is not too extensive, or expensive. You will have to get creative.

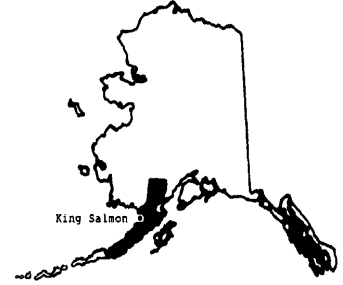
I look forward to hearing back from you on your plans for a student store. I encourage you to work with your principal and also Tim McDermott (maintenance) on what is possible and what will have to be done. Good luck!

Sincerely,

Ty Mase
Superintendent



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: January 9, 2017
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report - January 2017

Budget Season

It is already that time of year; we are starting to talk budget. We are looking at staffing, our expenditures, possible grants, and the needs of the district. At the same time, we are trying to stay focused as rumblings of cuts and consolidation are starting to come out of Juneau.

Without severe cuts from the Legislature and sustained funding from our Borough, our situation is much the same – holding steady with a little help from our reserves and the Educational Endowment Fund. We are again choosing to dip into our reserves before cutting staff and essential programs that make us who we are and provide a great education for our students. So what's left to cut? If we get hit with a substantial financial blow, we will be forced to look at:

- *A reduction in certified staff
- *Eliminating the tutor program
- *Cutting preschool
- *Discontinuing the hot lunch program
- *Reducing or eliminating student activities

There are no easy decisions here as these are each essential to the success and well-being of our students, but unfortunately, this is what is next. It is my hope that we can avoid any and all of these possible cuts by being fiscally conservative and working with neighboring districts to save money.

I also want to mention what "holding steady" looks like. It is a district trying to maintain on flat funding as the cost of business continually rises. Energy costs, medical benefits, travel, shipping, salaries, etc. will all continue to escalate as we try to maintain our mode of operation. Weathered buildings, tired vehicles, leaky roofs, unappealing playgrounds, etc. are going to become more common.

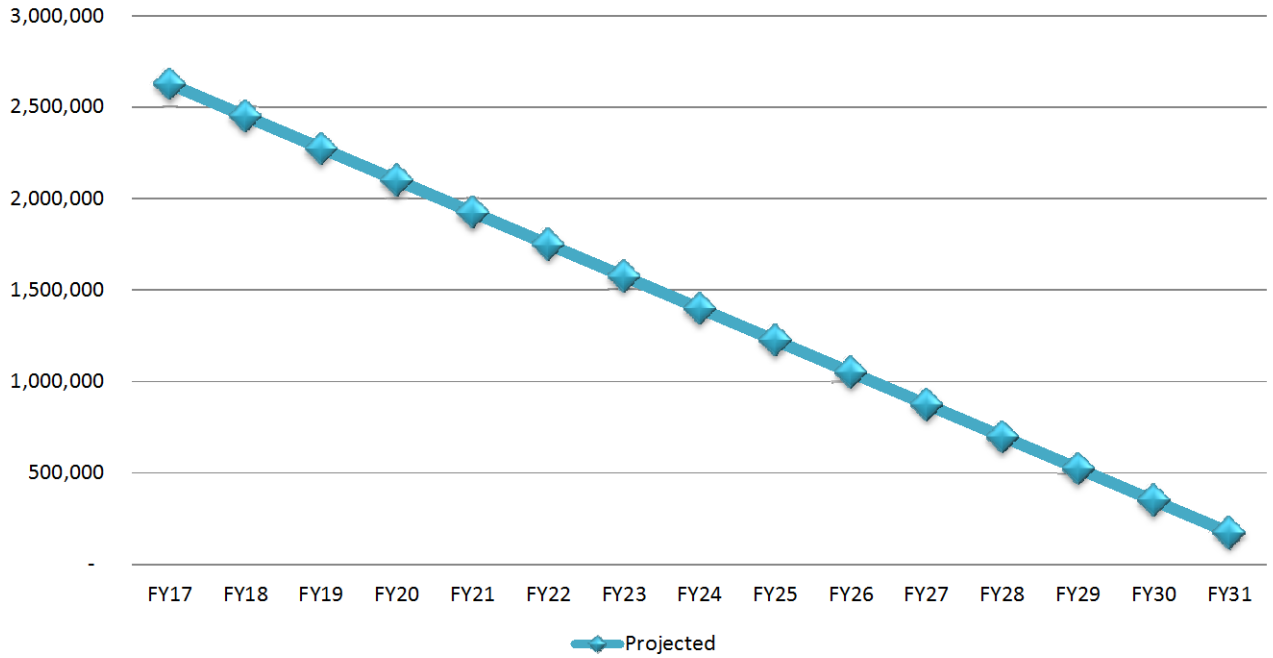
An example of this would be the leaking roof in Chignik Lagoon. This continually comes up on site reports (as it should) and we have discussed the situation as a group numerous times. In talking with our Maintenance Director, we continue to chase the problem with inexpensive fixes that seem to work temporarily, but don't hold. The real solution is a new roof (there are other sites in the same

situation). However, with no monies coming out of the State for capital improvement projects, the burden of the new roof would fall on the district and most likely cost hundreds of thousands of dollars.

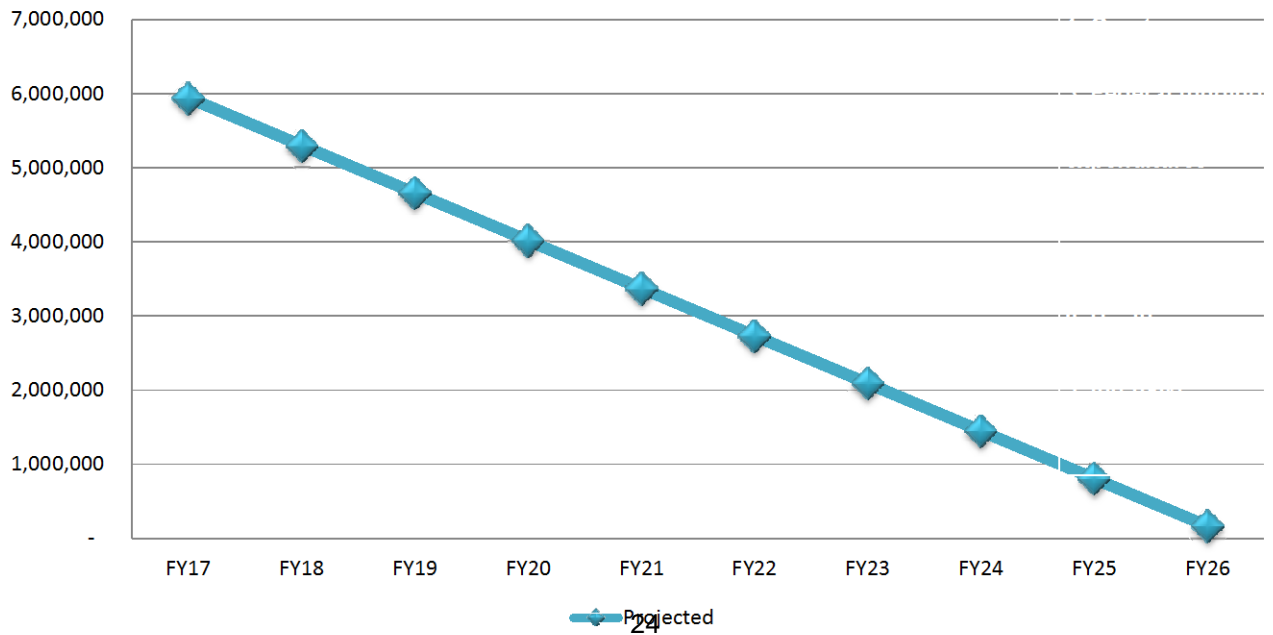
To close, we are experiencing tough economic times and need to work together to weather this storm. Again, we have the reserves and backing from our Borough while many other districts do not – we are extremely fortunate! We need to continuously explain to staff, students and community members that times have changed and we are in a different place economically. We also, as district leaders, need to make sure that our limited funds go exactly where they are most needed and will have the most impact on student learning.

Our projected, and somewhat optimistic, fund balance life can be seen on the following page.

**LPSD Unreserved Fund Balance
Projected Life 16 years
Est. annual \$175,132 for School District**



**Education Endowment Fund
Projected Life 10.25 years
Est. annual \$642,000 for School District**



Date: January 10, 2017
 To: LPSD School Board
 From: Laura Hylton, Business Manager
 RE: January Board Report

Bond Projects

	Budget	Beginning Balance	YTD	TOTAL	Budget Balance
District Wide Energy Efficiencies	1,800,000	1,800,000.00	-	1,800,000.00	-
Port Alsworth School	13,979,000	13,372,020.63	57,670.58	13,429,691.21	549,308.79
Newhalen Gym	4,221,000	4,083,217.34	223,887.68	4,307,105.02	(86,105.02)
Total	20,000,000	19,255,237.97	281,558.26	19,536,796.23	463,203.77

Port Alsworth closeout documents have been filed with DEED and are pending redirection information before final close out is completed. Information on the overages and improvement projects has been submitted to DEED and we will work closely with them to determine if the project will be split into two projects or if DEED will revise the scope of the original project to include the other improvements completed.

Redirection of the remaining funds will be done through an amendment to the Energy Efficiency project agreement once both Port Alsworth and Newhalen projects are closed out with DEED.

Financial report attached.

DATE - 1/10/17
 TIME - 14:14:35
 PROG - GNL.570
 REPT - 100 BOARD RPT

LAKE AND PENINSULA SCHOOL DISTRICT
 MONTHLY GENERAL FUND FUNCTION SUMMARY
 January 31, 2017

ACCOUNT NUMBER / TITLE	BUDGET	EXPENDED YEAR TO DATE	CURRENT ENCUMBRANCE	UNENCUMBERED BALANCE	% EXPENDED & ENCUMBERED
FUND 100 GENERAL FUND					
100.XXX.10X.XXX.XXX INSTRUCTION	5,244,783.00	1,794,053.00	2,722,423.97	728,306.03	86.11 %
100.XXX.20X.XXX.XXX SPECIAL EDUCATION	1,073,331.00	417,642.81	578,874.12	76,814.07	92.84 %
100.XXX.22X.XXX.XXX SPED SUPPORT SERVICES	145,700.00	27,769.65	.00	117,930.35	19.06 %
100.XXX.30X.XXX.XXX SUPPORT SERVICES PUPILS	105,632.00	21,277.60	38,209.08	46,145.32	56.32 %
100.XXX.35X.XXX.XXX SUPPORT SERVICES INST	2,873,840.00	1,182,849.53	418,866.55	1,272,123.92	55.73 %
100.XXX.40X.XXX.XXX SCHOOL ADMINISTRATION	684,250.00	231,822.28	348,029.46	104,398.26	84.74 %
100.XXX.45X.XXX.XXX SCHOOL ADMIN SUPPORT	57,747.00	32,197.92	23,441.94	2,107.14	96.35 %
100.XXX.51X.XXX.XXX DISTRICT ADMINISTRATION	744,739.00	351,986.76	274,011.46	118,740.78	84.06 %
100.XXX.55X.XXX.XXX ADMIN SUPPORT SERVICES	620,725.00	339,161.85	272,783.37	8,779.78	98.59 %
100.XXX.60X.XXX.XXX OPERATION AND MAINT	2,581,819.00	1,651,231.01	389,765.19	540,822.80	79.05 %
100.XXX.70X.XXX.XXX PUPIL ACTIVITIES	467,922.00	142,979.70	126,418.73	198,523.57	57.57 %
100.XXX.76X.XXX.XXX PUPIL TRANSPORTATION	.00	464.91	.00	464.91-	9999.99 %
100.XXX.79X.XXX.XXX FOOD SERVICES	.00	4,177.37	.00	4,177.37-	9999.99 %
100.XXX.88X.XXX.XXX CONTRUCTION	.00	.00	.00	.00	.00 %
100.XXX.90X.XXX.XXX TRANSFERS OUT/(IN)	400,000.00	.00	400,000.00	.00	100.00 %
100.XXX.XXX.XXX.XXX GENERAL FUND	15,000,488.00	6,197,614.39	5,592,823.87	3,210,049.74	78.60 %
REPORT TOTAL	15,000,488.00	6,197,614.39	5,592,823.87	3,210,049.74	78.60 %

BP/AR/E 5128: Alaska Performance Scholarship Programs

The notes and text of the policy and AR were updated to reflect the repeal of the 4 AAC 43.035, which provided for a grace period and waiver of curriculum requirements for the APS program, and the addition of 4 AAC 43.045, which provides a process for students to request a scholarship eligibility extension. Substantial changes were made to the policy to update the curriculum requirements for students to qualify for all scholarship levels.

BP/AR 6114: Crisis Response Plan

The policy language has been updated to reflect the requirement that employees be trained on crisis response within two years of being hired. Grammatical and formatting corrections have also been made to the notes and policy language.

BP 6142.2: AIDS Instruction

The introductory note and legal reference section have been updated to refer to and cite the federal Every Student Succeeds Act. The introductory note has also been revised to more accurately identify the limitations on the use of federal funds with regard to components of a district's sex education program, including AIDS prevention education. The text of the policy contains numerous revisions to more accurately reflect current views and understanding of AIDS and HIV prevention. Specific requirements that limit school district discretion and flexibility have been removed, including language identifying which staff members will provide AIDS and HIV education.

BP/AR/E 6171: Title I Programs

The policy language has been revised to reflect the requirements of the federal ESSA that focuses on the use of federal funds to increase student achievement on state academic standards. The notes and the legal reference section have been updated to reflect ESSA rather than NCLB. The AR has been revised, and its title changed, to "Parent and Family Engagement in Title I Programs." The ESSA has expanded the focus of parent involvement to whole family engagement in helping to increase student outcomes. The Exhibit's title has also changed to "Notice to Parents Required by Every Student Succeeds Act" to reflect the federal change from NCLB. Despite this, for the 2016-17 school year, federal notices to be given to parents are based on the NCLB requirements. However, certain notices are not required for the 2016-17 school year, including notice that a student is not taught by a highly qualified teacher. The Exhibit has removed notices that are not required for the 2016-17 school year, and has amended accountability notices to reflect the NCLB waiver. While that waiver expires in August 2016, Alaska will still implement school improvement plans and interventions for schools designated as priority or focus schools, and notice should be given to parents accordingly.

BP 1331: Memorial Policy

This new optional policy may be adopted at a district's discretion. The purpose of the policy is to provide guidance on permanent and temporary memorials to deceased students/staff. Districts may choose to adopt the policy, which limits student/staff memorials to avoid inconsistent treatment of individual students/staff, disruption to memorials when school buildings or grounds are renovated, concerns about space availability and maintenance of memorials, and concerns about how a memorial may impact students at risk of suicide. The policy provides alternative language giving districts the option of 1) prohibiting all school memorials, or 2) allowing some temporary school memorials with guidance on the content, type and duration. If districts choose to adopt this policy, formal adoption is required.

Note: School districts must take certain steps to implement the Alaska Performance Scholarship Program. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student's permanent record. The record must then be forwarded to the Department of Education and Early Development.

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average ("GPA") requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student's permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 – Challenging Student Records)

Note: Effective June 6, 2015, the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035(repealed); 4 AAC 43.045 (extensions of eligibility period).

The Alaska Department of Education and Early Development may extend a student's scholarship eligibility period beyond six years after the date of the student's graduation from high school.

Legal Reference (see next page)

Students

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128(b)

Legal Reference:

ALASKA STATUTES

14.03.113 District determination of scholarship eligibility

14.43.810-.849 Alaska Performance Scholarship Program

ALASKA ADMINISTRATIVE CODE

4 AAC 43.010-.900 Alaska Performance Scholarship Program

Revised 3/2016

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills. New employees must be trained within his or her first two years of employment. Ongoing training must be in compliance with BP 4131 –Staff Development.

Principals and site administrators shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

The district crisis response plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

(cf. 4131 – Staff Development)

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.

- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DROP command during an earthquake.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct fire fighting efforts until regular fire fighting personnel take over.

- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
 - e. Disburse supplies and equipment as needed.
 - f. Conserve usable water supplies.
- 4. The school secretary shall:**
- a. Report a fire or disaster to the appropriate authorities.
 - b. Assist the principal as needed.
 - c. Provide for the safety of essential school records and documents.
- 5. The secretarial staff shall man telephones, monitor radio emergency broadcasts, assist the school nurse as needed, and act as messengers and carriers when so directed.**
- 6. The school nurse shall:**
- a. Administer first aid.
 - b. Supervise the administration of first aid.
 - c. Organize first aid and medical supplies.

Revised 3/2016

Note: The following optional policy should be revised or deleted to reflect district philosophy and needs.

Notes: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

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

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Instruction

AIDS INSTRUCTION

BP 6142.2(b)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act
(P.L. 114-95 December 10, 2015)*

Revised 3/2016

TITLE I PROGRAMS

BP 6171(a)

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 *et seq.*), as amended by the Every Student Succeeds Act of 2015 (P.L. 114-95-). Title I recipients must have a policy of parent and family engagement and a policy ensuring equal provision of staff and materials among schools.

The Board recognizes the importance of a program of instruction that is well-rounded to meet the academic needs of all students. Instructional and other strategies intended to strengthen academic programs and improve conditions for learning will be identified and implemented.

Federal program funds shall be used to ensure that all students receive a high-quality education and to close the achievement gap between those students who meet, and those who do not meet, challenging academic standards. Students who may be at risk for academic failure will be identified. Title I programs shall provide additional educational assistance to individual students that need help in meeting academic standards. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and monitor changes in student performance.

(cf. 6190 - Evaluation of the Instructional Program)

Note: Every Student Succeeds Act requires each district receiving Title I funds to “develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.” 20 U.S.C. § 6318(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent and family engagement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The Superintendent or designee shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district’s expectations for parent and family engagement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

TITLE I PROGRAMS (continued)

BP 6171(b)

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

Note: The following paragraph is mandatory for each district receiving Title I funds.

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:

UNITED STATES CODE

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301–6514, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Revised 3/2016

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. School districts may wish to adopt this policy limiting student/staff memorials to avoid inconsistent treatment between particular deceased students or staff, disruption to memorials when school building or grounds are renovated, space availability and maintenance of memorials, and concerns about how a memorial may impact students at risk of suicide.

The School Board recognizes that the loss of a member of the school community has a great impact on students, staff, and families. Furthermore, the School Board recognizes that decisions made about memorials immediately after traumatic events may not take into full consideration the potential impacts for students, staff, and community members. The purpose of this policy is to assist staff, students and families impacted by a death by providing guidelines for decision-making regarding memorials and memorializing activities. “Memorials” mean objects or activities meant to remember an event or deceased person(s).

The focus of a school is to support students in their learning. This may necessarily include support for students and staff who are grieving a loss of a member of the school community. Memorials, though, can be an ongoing reminder of a traumatic event and can be impossible for students to avoid when located on school property.

Note: Following are optional provisions providing alternative language for school districts as to permanent and temporary memorials. Option 1 prohibits all permanent and temporary memorials. This option provides a clear directive for families of students/staff and avoids many of the potential problems with school memorials outlined in the note above, but may be considered harsh by families of the deceased. Option 2 provides that districts may allow temporary memorials to deceased students/staff, but provides guidance on the content, type and duration. While Option 2 provides districts more flexibility, it does not avoid all concerns identified in the note above. If Option 2 is adopted, it should be applied in an even-handed manner.

[Option 1] Therefore, school buildings and grounds shall not be used for permanent or temporary memorials. Additionally, the district does not authorize public memorial activities during the school day or during school-sponsored activities. The district recommends that gifts and recognitions in memory of an individual be in the form of student scholarships, or donations in the name of the deceased.

(cf. 1330 – Use of School Facilities)

[Option 2] Therefore, permanent memorials for deceased students or staff shall be limited in form to perpetual awards, scholarships or collections of books or items of historical or educational significance. Temporary school-wide memorials for deceased students or staff may include plaques or other displays which shall contain “in memory of,” or similar language, and the deceased individual’s name, date of birth and date of death. Memorials shall be limited to one per loss. Temporary memorials shall be removed from display at the end of the school year in which the death occurred and given to the family of the deceased.

MEMORIAL POLICY
(continued)

This policy will guide decisions moving forward from the date of first adoption and will not impact previous memorials. The guidelines regarding memorials will be kept in each building and in the office of the superintendent. Persons who have questions, comments or concerns should contact the Superintendent or designee.

Added 3/2016

**Indian Policies and Procedures
For Compliance with 34 CFR 222.94**

The purpose of these procedures is to ensure maximum participation in the district's programs by Native village Corporations, Regional corporations and parents of Indian children residing on Indian Lands in compliance with 34 CFR Chapter II Part 222.94 (9/13/2016 Edition).

I. 222.94(a)1

The District will upon completion, disseminate by mail, social media, email if available to Village Corporations, Village Councils, Native Corporation Officials, and local school advisory committees (LSAC) within the district and send home with students to parents a summary copy of its Impact Aid application, any plans for implementation or elimination of educational programs and any evaluation of educational programs assisted with funds provided under Impact Aid. All parties will be informed that complete copies of the application, plans for implementation or elimination of educational programs and any evaluations of education programs assisted with funds provided under Impact Aid are available upon written request and are also available for review at all schools.

The District upon considering either the implementation or elimination of an educational program will instruct the LSAC to request public comments on the program change as an agenda item. Village councils, Native Corporations and parents, will be notified by public notice of the comment being requested and meeting time and date for school board action on the elimination or implementing of an educational program. All comments from LSACs, parents and Indian officials will be heard and reviewed by the Regional School Board prior to the board action.

II. 222.94(a)2

The district provides Village Councils, Native Corporations, and parents of Indian students the opportunity to make recommendations and present their views concerning the needs of their children, the ways they can assist their children to realize the benefits to be derived from the educational programs assisted with Impact Aid monies; and their overall views on the District's educational programs including its educational operations, parental participation, and Indian Policies and Procedures through the following methods. Annually all parties above are invited to attend LSAC meetings with the specific agenda item being the request for recommendations, views, comments and concerns on the above indicated areas.

In addition, throughout the year parents, village councils, and native corporations are invited and encouraged to attend LSAC meetings to express their views. Meetings are scheduled by the local LSAC's at a time and place which allows each community to ensure maximum participate. Notices are publically posted in each community.

All minutes of the LSAC meetings are reviewed by the Regional School Board.

Annually, the Regional School Board will place upon the agenda and post public notice for parents and individually notify village corporations and native corporations of the Board's request for public comment on the items outlined above. Regional School Board agendas, packets and minutes are available via the Districts public board

III. 222.94(a)3

The District has established LSACs at all school sites to assist the District in planning and development of educational programs. The District will annually invite Native Corporations, Village Councils, and parents of Indian Children to regularly attend these monthly committee meetings in order that they can actively assist in the planning and development of educational programs and activities assisted with funds provided by Impact Aid.

The District will ensure the opportunity for tribal officials and parents to comment on the participation on an equal basis in the educational program by annually posting notice that a local school advisory committee meeting (LSAC) will be held with this issue being on the agenda and requesting interested parties to attend. In addition Village Native Corporations and parents will be informed of the District's interest in having interested persons attend local school advisory committee meetings and Regional School Board meetings to provide input on the participation of Indian children on an equal basis in the educational program.

E 6174.1

A needs assessment instrument is used along with results of district wide testing to help determine the cultural and educational needs of the students. In addition, comments gathered at LSAC meetings will be reviewed by the staff and Regional School Board

IV. 222.94(a)4

Upon review of the annual assessment and input from village councils, Native Corporations and parents, the superintendent will recommend a plan and timeline to the Regional School Board for modification of the education program if it is deemed that a modification is necessary to allow Indian children to participate on an equal basis. The Regional School Board will review and act upon the Superintendents recommendation at the next regularly called meeting of the Regional School Board. Native Corporations and Village Councils will be notified and public notice will be posted that a plan and timeline for modification of the educational program, in order that Indian Children can participate on an equal basis, will be considered at the board meeting and that public comment is requested and encouraged.

The District upon completion of the input received annually, will review the input and any assessment of the effectiveness of the input provided by native groups or parents and provide to the Regional School Board a list of policy and procedural changes which would be required. The Board will instruct the Superintendent to develop policy and procedural changes that it deems necessary.

Any change in policy and or procedure will follow the District policy requiring public input and review by the LSACs and two readings prior to action at a regularly scheduled board meeting.

V. 222.94(a)5

The District will upon receipt of comments and recommendations made by tribes or parents of Indian Children, respond at least annually in writing and disseminate the response to the tribes and parents of Indian Children and Local School Advisory Committees prior to the annual submission of the Impact Aid Application and Indian Policies and Procedures.

VI. 222.94(a)6

The District will provide a copy of the Indian Policy and Procedure annually to the village councils, Native Corporations via mail and email if available.

Laura Hylton
Impact Aid Representative

Indian Policies and Procedures Reviewed and Approved by LPSD School Board 1/12/2017

Contract Offers

AKN

Dube	James	Director of Technology
Egli	Glenda	Teacher
Hylton	Laura	Business Manager
Luke	Kasie	Counselor
Manning	James	Asst. Superintendent
Manning	Paulene	Teacher
Mase	Ty	Superintendent
McDermott	Timothy	Maintenance
Myhand	Jenny	Accountant

BAY

Ludwig	Elisabeth	Head Teach
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IGI

Edmonson	Stacey	Teacher
Gooden	Audra	Teacher
Gooden	Tate	Head Teacher

KOK

Amatuzzi	Kylie	Teacher
Davis	Jesse	1/2 Time Teacher
Pellegrino	Cara	Teacher
Pufka	Jordan	1/2 Time Teacher
Richter	Linda	Teacher
White	Kelsey	Teacher

LAG

Erickson	Sara	Teacher
Mills	Nancy	Teacher

LAK

Donachy	Barbra	Teacher
Fagerquist	Robert	Head Teacher
Stark	Matthew	Technology/Teacher

LEV

McCarley	Moon	Head Teacher
Studie	Timothy	Teacher
Tinney	Levi	Teacher

NEW

Anelon	Staci	Teacher
Armstrong	Sarah	Teacher
Brunn	Jonathan	Teacher
Brunn	Shelby	Teacher
Cornell	Kate	Teacher
Cornell	William	Dean of Students/Curriculum
Fink	Stephen	Teacher
Janti	Mary	Teacher
Lester	Marcie	Teacher
Lester	Paul	Principal
Rigby	Sam	Technology
Wright	Racquel	Counselor

NON

Broschious	Casandra	Teacher
Dalberg	Maryellen	Teacher
Fisher	Jerry	Principal
Keith	Caitlin	Teacher
Norman	Paige	Teacher

PIP

Follette	Mellisa	Teacher
Middleton	Hannah	Head Teacher

PTA

Brown	Asha	Teacher
Davis	John	Principal
Grossmann	Matthew	Teacher
Hummel	Branden	Teacher
Metzgar	Cameron	Teacher
Metzgar	Nicole	Teacher
Van Dusen	Kathleen	Teacher
Wells	Abigail	Teacher

PTH

Buckmaster	Kirsten	Head Teacher
Hall	Christine	Teacher
Walker	Mary	Teacher
Welch	Timothy	Counselor

PVL

Manning	Marli	Teacher
Doane	Andrew	Teacher
Ward	Joe	Principal
Ward	Melissa	Teacher

Resignations

Koutsky	John
Koutsky	Lori