

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
October 19, 2017, 9:00 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
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 - d. Public Comments
8. **DELEGATIONS**
 - a. Lake and Peninsula Borough
 - b. LSAC
 - c. Student--Josh Clark, District Student Government President
 - d. Principal/Teacher
 1. Attendance Challenge with Caitlin Keith
9. **REPORTS**
 - a. School Board Committee Reports
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 - k. Counseling Report 78
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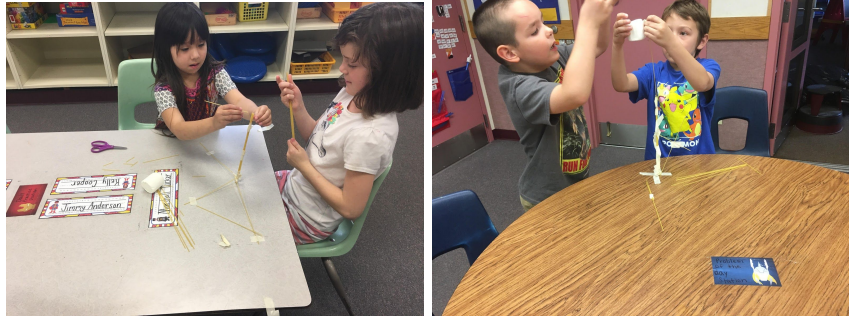
10. UNFINISHED BUSINESS	
a. Board Policy Updates--2nd Reading	83
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11. NEW BUSINESS	
a. CTE Governing Board Nomination	
12. EXECUTIVE SESSION	
a. Department of Retirement and Benefits Audit	
b. Finance and Personnel	
13. PERSONNEL	
a. Certified Staff Contract Approval	
b. Resignations	
14. MISCELLANEOUS	
15. FUTURE AGENDA ITEMS AND MEETING DATE	
a. November Teleconference	
December 7--Anchorage	
16. ADJOURNMENT	

Site Report – Chignik Bay– September, 2017

To: Superintendent Ty Mase
and LPSD School Board Members

From: Elisabeth Ludwig, Head Teacher

Outstanding Activities and Events



Personnel

Xana McArthur has been hired as our Preschool teacher and Nathan McArthur is rocking out his first year as a teacher for LPSD.

Standards Based System/Curriculum Progress

Students are progressing with rigorous lessons from their teachers. Currently being covered are life science standards and government standards.

Technology Progress

We are loving our new iPads!

Facility Update

Our school truck is in bad condition and currently unsafe to drive. It will not shift properly and will not go into park.

LSAC Activity

LSAC met for their first meeting on September 7th. Contact Kasie Luke for LSAC Minutes.

Volunteer Report

No volunteer activity

Professional Development

Professional Development was used to better understand PowerSchool and to prepare for AIMSweb.

Pupil Attendance

We have had an unusual amount of absences this month due to students flying out of town for various doctors appointments.

Student and Staff Safety

Students and staff participated in school safety discussions, a fire drill and an internet safety course. Students were also reminded to wear shoes at all times. We are also keeping an eye on mental and social safety as well with self regulation and use of various classroom and fidget outlets depending on individual student needs.

Subsistence Calendar

Students and staff are hard at work to make the most of our shortened year. Students have noticed the increase in rigor in the classroom as well as raised expectations. They have risen to the challenge and are achieving so much!

Site Report – Chignik Lake – September 2017

To: Superintendent Ty Mase and LPSD School Board Members	From: Rob Fagerquist/Head Teacher
Outstanding Activities and Events	
<p>We began the year with a potluck get together. We had a good turnout and our student government chipped in with the purchase of two “Welcome Back” cakes. We had visits this month from Paulene Manning for Restraint Training, Jon Ludwig for technology updates and maintenance, and the BBAHC dental team. Four of our kids went to Cross Country and acquitted themselves very well, with two athletes coming in 7th and 8th in the girls run, and one 7th in the boys run. Our other runner didn’t fare as well as her teammates in the race, but it’s understandable as she lost valuable training time as she was attending CTE in Naknek – a very rewarding experience for this graduating senior.</p>	
Personnel	
<p>Many of our personnel from last year are returning to their former positions. Rob Fagerquist and Barbra Donachy remain in their positions as middle school/high school generalist and elementary teacher, respectively. Matthew Stark continues as an online reading teacher as well as IT support, with the added new role of SPED teacher for our site. Nina Garner is also coming back as our support aide, instructional aide, and preschool teacher. Tanya Garner will continue our SPED aide, another holdover from last year, with Brenda King as her backup. Ted Shangin Jr. will take on the roles of P.E. aide and Night Gym attendant, as well as Cross Country coach. Inez O’Domin stays on as our cook, and Shalene O’Domin is our custodian once again.</p>	
Standards Based System/Curriculum Progress	
<p>We have noted that reading comprehension is a stumbling block for many of our students, the repercussions of which cross many other subjects. Last year we added a ½ hour Reading Intervention block after lunch for 6-12th grade. This year we’ve expanded it to one hour and have added writing. As we don’t have a lot of time to spare, we are using every opportunity to cross multiple standards/subjects with each project.</p>	
Technology Progress	
<p>All technology is working well. We’ve had one of our older laptops break, but have replaced it.</p>	
Facility Update	
<p>So far, no problems with the facility. We have a maintenance request in for our phones. As all the teachers are upstairs in the school, and the school phone is downstairs, there was a problem with missed calls (the upstairs phones stubbornly refuse to ring). The temporary remedy is to use a personal cell phone for all telephonic communications, until the ringer situation can be resolved.</p>	
LSAC Activity	
<p>LSAC meeting was held on September 25th. The school calendar was discussed, as was the need for outstanding attendance and adherence to school and district policy this school year. The Breakfast Program was introduced as well – all agreed it is a great idea.</p>	
Volunteer Report	
<p>Student government volunteered to help organize our Back to School potluck – a great success. Jack Donachy has been volunteering in the elementary classroom, about an hour per week. He also led our middle & high schoolers on a nature science walk to the nearby creek in order to witness a female salmon digging her redd.</p>	

Professional Development
Nothing to report at this time.
Pupil Attendance
Unfortunately, we've had a few students with spotty attendance so far. Also, to add to our attendance woes, two families have left the village for extended trips, probably to last three weeks or more.
Student and Staff Safety
No safety concerns at this time. All students have passed the internet safety class. Restraint training has gone a long way in curtailing possible injuries to staff and students alike. We have rehearsed and implemented safe rooms to address concerns over possible
Subsistence Calendar
We began the year running and haven't stopped. Online classes began the second day, and the kids have been attentive and conscientious in their work. Attendance and on-time-ness has been stressed, and so far (with the notable exceptions listed above) most of our students have gotten the message.
Other
Nothing else to report

Site Report – School Site – Month, Year

To: Superintendent Ty Mase and LPSD School Board Members	From: Nancy Mills, Head Teacher
Outstanding Activities and Events	
Anna Cramer attended CTE Coding and brought back some excellent information to share with her classmates.	
Personnel	
Staff are starting off the school year with a good mix of rigor and excitement.	
Standards Based System/Curriculum Progress	
Students are progressing through their standards.	
Technology Progress	
Phew! What a learning curve with all of the new programs this year! They have been a challenge but I think we will find them much more helpful than older processes used.	
Facility Update	
So far now leaks!	
LSAC Activity	
See attached minutes	
Volunteer Report	
No volunteers yet this school year.	
Professional Development	
Professional Development has been interesting and helpful in learning new programs thus far.	
Pupil Attendance	
Pupil Attendance is strong.	
Student and Staff Safety	
Staying safe! We held our monthly fire drill.	
Subsistence Calendar	
Lagoon loves it so far! We are starting off the year with intensity and the students are very willing. There are a few things left undone due to time constraints (décor-wise) that still need to be completed, but overall we are happy with the subsistence calendar.	
Other	

Site Report – Perryville School – September, 2017

**To: Superintendent Ty Mase
and LPSD School Board Members**

From: Joe Ward, Principal

Outstanding Activities and Events

The upper elementary and lower elementary classes led by Mrs. Dalberg and Mrs. Ward are collaborating on Friday afternoons for intensive classes and group activities across the curriculum. They have completed activities for STEM, Spelling and Vocabulary development.

The upper elementary worked together with the secondary class to do a joint art project on Friday, 9/8/17.

Mrs. Ward is leading a basketball camp for 2nd - 6th grades each Saturday 1-3 PM. Students work on ball handling, shooting and passing drills. They finish up by dividing up to play a game. We plan to have a big game on 11/2/17 inviting parents and the community to come and watch. A priority for the camp is learning to follow instructions.

On Friday, 9/15/17, Mr. Williams and Mr. Ward met with parents of students who are in 8th -12th grades to discuss college/career readiness. We reviewed the national college/career readiness indicators and the minimum Accuplacer scores that the University of Alaska system requires for students to reach or exceed in order to take credit bearing classes. In conclusion, it was emphasized that a student who is interested in college and some careers must complete high level courses in order to be prepared for the challenges they will face.

Mr. and Mrs. Ward led the Cross Country team practices. A qualifying race was held on 9/26. All 5 students who were on the team qualified to travel. Unfortunately, weather did not cooperate and our team was not able to attend the regional meet at Naknek.

Mrs. Dalberg and Mr. Ward served as coaches for Perryville's First Lego League Robotics team practice. The theme for this year's competition is Hydro Dynamics. We viewed First Lego League's videos for the robotics challenge and project challenge and began building pieces that are placed on the robotics playing field. The team must build and design a robot to complete tasks in the robotics challenge to score points. In the project challenge, the team will do research on a problem related to people's use of water. They will strive to develop an innovative solution using technology. At the competition, they will make a live presentation of the problem they have identified and their solution to a group of judges. The judges will score the presentation on teamwork, creativity, practicality and the innovative nature of their solution. It is expected that students will complete science, writing and technology standards as they prepare for the competition. The Perryville student government purchased the registration and robotics kits so that the team may take part in this competition.

Personnel

Bernard Williams began his first year teaching here in Perryville this fall. He is working with 6 students in 8th - 12th grades.

Maryellen Dalberg transferred to Perryville from Nondalton. She is leading the 4th - 6th grade class. She has 9 students.

Melissa Ward is leading 3 kindergartners and 1 second grader in our lower elementary class. In addition to helping coach the Cross Country team, Mrs. Ward has also volunteered to be the student government advisor this year.

Dora Shangin does not remember exactly how many years that she has worked in different roles at the school, but she is sure that is more than 30. She will be working as a classroom aide this year.

Bertha Skonberg is carrying a number of responsibilities this year as PE/SPED/Indian Ed./Classroom Aide. Audrey O'Domin-Kosbruk (she married JR this summer) is beginning her 13th year as preschool aide. Her youngest daughter will be in her class as a 3 year old.

Kennisha Shangin is starting her second year as cook.

Gerald Kosbruk has been our custodian for decades and will continue to serve in that role.

Technology Progress

Jon Ludwig came to Perryville 9/6-8 updating network hardware and existing computers, delivering ipads and new student computers, connecting existing Smartboards to Apple TV units. He also changed the network password to ensure that we have only authorized use of our network.

Facility Update

A new dryer was received to replace one in teacher housing that was no longer working correctly.

LSAC Activity

Perryville's LSAC did not meet in September.

Pupil Attendance

Perryville has maintained an average enrollment during the month of September of 19, K12 students. We had 2 students who enrolled on day 1 and left for Anchorage on day 2. Without those two transient students, our percentage present was 96.5%. With the transient students absences counted, it was 91.2%.

Subsistence Calendar

The primary strategy for intensifying instruction being used at Perryville is having the certified teachers work with small groups during their class's PE time. Mrs. Ward works with 3 students from the secondary class and Mrs. Dalberg works with 2 leaving Mr. Williams a small group of 2. The beginning focus of these small groups has been to work on filling holes in students' knowledge so that they may pass end level assessments for the levels they were trying to complete last year. While the groups continue to work toward that goal, they are adding writing assignments and other work that the students need.



Kindergartner Kylie Kosbruk shows off her monster she made while learning the “m” sound.



Analise Kosbruk (4th) and Janette Kalmakoff (5th) measure ingredients to study cross linked polymers (slime) as a model of the properties of liquids.



(Left to Right) Mrs. Dalberg, Clifford Phillips (4th), Alec Phillips (2nd), Jazzell Kosbruk (6th) and Ignatius Kosbruk (4th) are exploring the properties of slime.



5th grader, Janette Kalmakoff shows that hands on learning is fun!



2nd - 6th grade are having a blast at Mrs. Ward's basketball camp. (Yes, I know I could have said that they were having a ball, but Melissa said that was too corny).



Sallena and Kylie Kosbruk are working with Mrs. Shangin and Ms. Skonberg to make thumbprint apple trees to celebrate the letter, "a."



Mrs. Ward is kicking off a joint STEM lesson with the upper elementary. (Starting with Mrs. Ward and moving right) Mrs. Ward, Analise Kosbruk (4th), Jazzell Kosbruk (6th), Alec Phillips (2nd), Clifford Phillips (4th), Devin Kosbruk (6th), Ty Kosbruk (5th) Janette Kalmakoff (5th), Sharlise Yagie (6th) and Destiny Nusbaum (5th).



2nd Grader, Alec Phillips III learned to cut fish this summer. Here, he is helping his dad and uncles cut a net full of humpies after school.

Site Report – Meshik School– September, 2017

To: Superintendent Ty Mase
and LPSD School Board Members

From: Kasie Luke - Principal

Outstanding Activities and Events



Ms. B's Science with Aide Mr. Zimmerman



Cross Country Coach Ms. Chrissy & Runners + CTE students



Ms. Katie's Class did Science Projects: Lena



Ms. Chrissy's class did Native Tribes Projects

Personnel

Ms. B, Ms. Chrissy, and Mrs. Zimmerman (Katie) are back for another year!

Ms. Holly has returned as Cook for another year

Melody Trefon was hired as Custodian

Ms. Kari Welch is our PreSchool teacher - 4 preschoolers this year!

Mr. Richard Zimmerman is covering all of our Aide hours

We are striving to hire another full time teacher as we had an influx of 8 new students (27 total) and our current 3 teacher site needs support.

Standards Based System/Curriculum Progress

Students are progressing with rigorous lessons from their teachers.

Technology Progress

Reading Counts and Google Hangouts apps for iPads have been made available

We are working to ensure our elementary students receiving online tutoring have a laptop to use
Facility Update
We had issues with the Red Bus front right tire to start the year. Maintenance has been notified. Everything running smoothly so far in school.
LSAC Activity
LSAC met for their first meeting on Wednesday, September 13th. Attached are LSAC Minutes.
Volunteer Report
Kiana Active the Village Office ICWA advocate will be at school from 11:15am - 1:10pm when she can to support staff and help students.
Professional Development
Professional Development was used to better understand PowerSchool and to prepare for AIMSweb. We appreciate Site Based PD weeks for staff meetings to take place.
Pupil Attendance
Students participated in the attendance challenge by making a video for Igiugig School (see our Facebook page for the link) "We can do it!"
Student and Staff Safety
Students and staff participated in school safety discussions, a fire drill, an internet safety course as well as CPI Training (appropriate restraint training supported by LPSD) Staff are developing protocol for violent acts by students where all children are safe and know the appropriate action to take when such violence takes place. Students were also reminded to wear shoes at all times. We are also keeping an eye on mental and social safety as well with self regulation and use of various classroom and fidget outlets depending on individual student needs.
Subsistence Calendar
The school year began with heavy work loads on the head teacher and staff at Meshik School with the influx of students, business office/systemic changes, as well as with the transition of Educate to PowerSchool. September proved to be a challenge, but they are a fantastic team and are making it all work.

Pilot Point School

Outstanding Activities/Events: We had three students travel for XC this month and they all did a wonderful job. We also had Mr. Fisher come visit our school and do a fish printing activity with the students. The kids loved making the fish prints and they are all now working on writings to accompany their artwork.

Personnel: We welcomed Amber Ho, our new MS/HS teacher, this month. She is joining us all the way from New York and is settling in nicely with the school. We also hired Mary West to be our new preschool teacher and Warren Mokolke to be our new Aide.

SBS/Curriculum: Curriculum has been off to a good start. Amber is an excellent addition to our team and is doing a lot with her online math class, as well as working on math with the other students in our school. The elementary students have been busy writing “expert books” and teaching us all about their favorite topics, like donuts and monster trucks.

Technology: After some initial hiccups with adjusting to all of the new technology, we are settling in to using all of the new equipment. The iPad cases and keyboards just arrived, so we are excited to start using those.

Facility Update: The school is in great shape. Al Evanoff worked to repair the damage to the gym that occurred last year and it looks fantastic. We are still waiting to get our school vehicles fixed, as they’ve both been broken since early in the 16-17 school year. We are hoping they get fixed soon!

LSAC Activity: We had a good turnout for our first LSAC meeting of the year. We have two open seats and will be electing new members for the seats in October. LSAC and the school staff have planned our first potluck for the first Friday in October and we are working on some fundraising ideas.

Volunteer Report: N/A

Professional Development: Amber and I both attended the PD online at the beginning of the month, as well as the PowerSchool training that Jim hosted recently. Amber attended a secondary social studies training and has been participating in Bill Cornell’s class. I hosted an elementary social studies training and enjoyed getting to collaborate with my

colleagues. Cody has been working with Paulene on training for his work as a special education aide and he also started attending UAA to pursue his teaching certificate.

Pupil Attendance: Attendance has been mostly good this month.

Student and Staff Safety: Sadly, the maintenance department decided to condemn our playground this month. The students and community have been very sad about this, but the playground had become unsafe because of damage caused by the elements.

Subsistence Calendar: The year is off to a quick start! Attendance has been good, which is a good sign that everyone is in town and ready to be back in school. Everyone has had positive comments about the changes.

Other: N/A



Site Report – Nondalton School – September, 2017

**To: Superintendent Ty Mase
and LPSD School Board Members**

From: Moon McCarley, Principal

Outstanding Activities and Events

Our school year started with a visit from Ty Mase and Jerry Covey. Dr. Covey led stakeholders in a series of sessions to build a school/community partnership. It was a very productive day that ended with a commitment from everyone to move forward and work together in the best interest of Nondalton students.

On Thursday, September 7th the school hosted an Open House for community members.

Thursday, September 28th the Brain Games Club sponsored Family Game Night. The event was well attended. Everyone had a lot of fun.

Sisters have a great time at family game night >



Personnel

Returning Staff:

Cassie Broschious – Primary

Emily Mulcahy – Secondary Social Studies and Language Arts

Caitlin Keith – Secondary Math and Science

Paige Norman – Special Education

Nin Wilson – Special Education Assistant

Betty Wilson – Special Education Assistant

Nancy Hobson – Special Education Assistant

Gary Alexie – Custodian

Clarence Delkittie – Custodian

Dian Alexie – Cook

New Staff

Yuzhun Evanoff – PE

Scott Studie – Upper Elementary

Moon McCarley – Principal

Standards Based System/Curriculum Progress



Everyone jumped into instruction and learning. Standards and levels are already being passed by Nondalton students.

Kindergarteners can often be seen wearing crowns displaying the letter of the day. Just today I was told “We already passed Q!”

The upper elementary class is brushing up on their math fluency, writing narratives, and comparing and contrasting Native American groups.

< An upper elementary student prepares to demonstrate the use of a tool her grandfather made.

The secondary classes are reading *To Kill a Mockingbird*, learning about Eastern Civilization, and much more. Interactive notebooks are a focus.

Technology Progress

Elementary students and teachers are making good use of the new, student and teacher ipads. Secure charging stations have been installed in each classroom and a variety of software is being utilized.

Here, Miss Cassie shows a kinder student how to use the OZMO >



The move to PowerSchool has created a lot of challenges for teachers. Recording scores and keeping track of standards has become very time consuming. Hopefully this will improve as the system is more customized to our unique system.

Facility Update

The maintenance department continues to support Nondalton School in any way needed. Tim McDermott and Carl spent time making sure the the school’s back up water system is operational. Should there be issues with city water, the school can be transferred to its own well. This will provide enough water for basic necessities with no interruption to instructional services.

After two fuel deliveries, equaling 4000 gallons, the school and housing tanks are full and ready for winter. Ronne Richter visited at the end of the month to support the custodial staff. He corrected countless large and small issues.

LSAC Activity

Members of the Nondalton LSAC have been unable to meet during the month of September. However, a meeting is scheduled for the first week in October. Currently, one seat is open. The date of the election is TBD. Members of the committee are feeling very positive about the year and are ready to actively support Nondalton School.

Volunteer Report

Yuzhun Evenoff has been a great asset to Nondalton School. He regularly joins us during lunch and school wide SSR. His positive energy and rapport with students is a positive contribution to Nondalton School. Nondalton School alum Nathan Alexie spent several days volunteering in the kitchen. Everyone was glad to see him back and he was a tremendous help!

Professional Development

Most professional development for the month of September was done through distance delivery. The staff was able to collaborate and help each other learn more about how to use PowerSchool during that session.

Pupil Attendance

Nondalton School is celebrating perfect attendance in a variety of ways this year. A monthly assembly will be held to recognize perfect attendance, Warrior of the Week, and Student of the Month. In addition, students with perfect attendance for the month are invited to a celebration. The celebration for September was a pizza party with open gym time. Fifteen students were invited. Everyone is looking forward to being on the guest list in October!

Student and Staff Safety

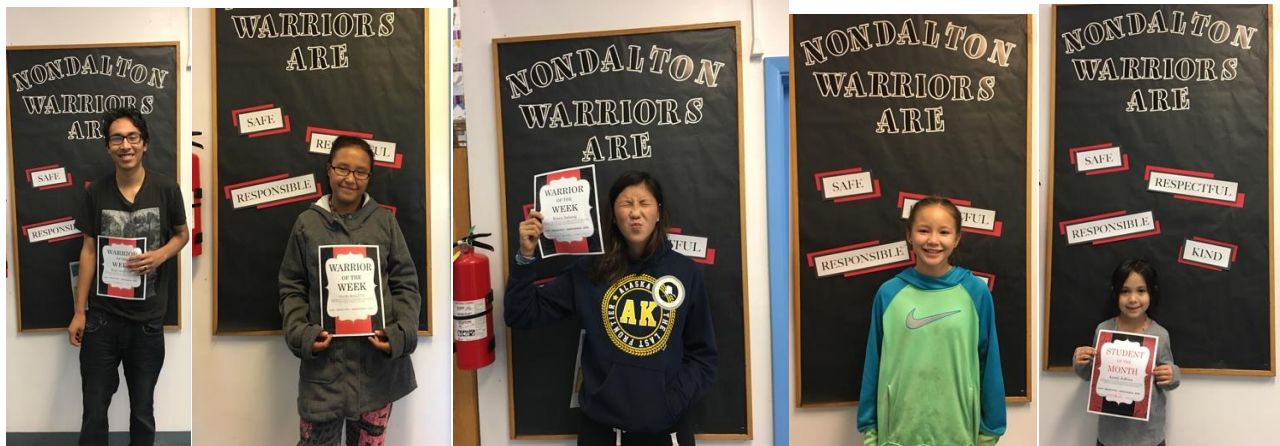
Being Safe, Respectful, Responsible, and Kind are the 4 guiding principles of Nondalton School. Safety is emphasized in a variety of ways. Currently two areas of focus are older students being good role models of safe choices and everyone being AWARE OF YOUR SURROUNDINGS. With the support of district maintenance staff there are no facilities issues that pose a safety threat to staff, or students.

Subsistence Calendar

Staff and students were off to a running start on the first day of school. Teachers put a lot of effort into being prepared to start with rigorous instruction on the very first day. All classroom teachers are doing intervention instruction with small groups during the time their own class is in PE. Students and teachers are getting a lot out of this time.

Other

Each week, a Nondalton student is recognized as the Warrior of the Week. This student has been a good example of being Safe, Respectful, Responsible, and Kind throughout the week. The Student of the Month title is awarded to the student who has been an outstanding role model for the month.



Igiugig School Monthly Site Report

To: Ty Mase, Superintendent
From: Tate Gooden, Head Teacher IGI
Date: 9/30/17

Notable Events: Back to school fish fry potluck and Repatriation Ceremony kicked off on September 13th. King Salmon, Red Salmon, and Northern Pike were coated and deep fried Louisiana style. Add in the riches of tater salad, slaw, baked beans making quite the spread! Kirk Johnson, Director of the Smithsonian National Museum of Natural History, gave an outstanding presentation on his passions and pursuits while giving the audience the background history of Kvichak anthropology.



Personnel: Charlie Gifford has joined the Staff. Igiugig is grateful for his experience and wise counsel. He will be primarily working with the Elementary students. He has over 30 years experience being a teacher and principal in Missouri, Kansas, and most recently Anaktuvik Pass.

SBS/Curriculum Progress: Middle School and HS students took home standards sheets for their levels in EM, CA, TE to discuss standards that may have been addressed over the summer during jobs, fishing, vacations, etc. Students then led Parent Teacher Conferences to discuss progress in SBS and their graduation maps.

Technology Progress: Of the 12 laptops in the HS room, only 4 will connect to the Apple TV.

Facility Update: Carl arrived and fixed plumbing leaks under teacher housing. All systems go.

LSAC: Meeting held on September 7th. Minutes attached.

Volunteer Report: Thanks to our Battle Book Coaches! Stacy Hill, AlexAnna Salmon, Alicia Zackar, Christina Salmon-Bringinghurst, and Jeff Bringinghurst. We practice once a week for 30 minutes.

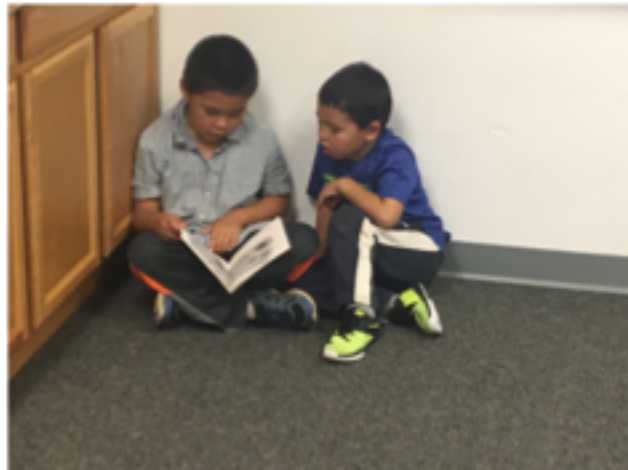
Trips Planned: No trips planned at this time.

Pupil Attendance: Attendance rate not available from Power School. We have 18 students enrolled K-12. We have 1 PK student.

Subsistence Calendar: Igiugig School will take comments on the Subsistence Calendar at the next LSAC.

"What makes people smart, curious, alert, observant, competent, confident, resourceful, persistent - in the broadest and best sense, intelligent- is not having access to more and more learning places, resources, and specialists, but being able in their lives to do a wide variety of interesting things that matter, things that challenge their ingenuity, skill, and judgement, and that make an obvious difference in their lives and the lives of people around them." -John Holt

Site Report – Kokhanok School – September, 2017



**To: Superintendent Ty Mase
and LPSD School Board Members**

**From: Name, Position
Jerry Fisher, Principal**

Outstanding Activities and Events

In science/math class students made apple sauce and juice. These students have also been generating math problems based on their use of apples and their products. Efftekia has created a game based on the Harry Potter books to help create some healthy competition in the school.

Personnel

We have two new teachers in Kokhanok this year: Dana Wolff and Morgan Murray. Cara has taken over special education. I am proud to say that all of our classified staff have returned.

Standards Based System/Curriculum Progress

The teachers are doing their best to make their lessons culturally relevant for our students.

Technology Progress

The new Ipads have been a successful addition to our school. The students have used them in different classes and have been enjoying what they can do.

Facility Update

The facility is in good repair. We have been having trouble with one of the refrigerators; it keeps freezing everything. Ron has had to take care of a few other small maintenance issues.

LSAC Activity

Did not hold a formal LSAC meeting. I met with the LSAC president and we talked about setting up a meeting next month.

Volunteer Report

Irene has volunteered a couple hours everyday to help in the office in addition to her normal duties. She is a tremendous help at the school. Nick Wassillie has also volunteered at the school for a couple hours for night gym. (I would like to see if the City of Kokhanok would be able to fund some of these extra "volunteering" hours. He has been volunteering his time for so long that it is really no longer thought of as volunteering)

Professional Development

Our Professional development has been centered around Learning about PowerSchool, Ivisions, site planning, and staff relations/team building.

Pupil Attendance

We have been having fairly good attendance; however, we have had a few students go home sick for a few days this month.

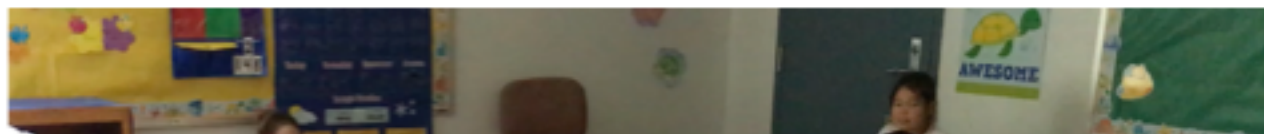
Student and Staff Safety

Students safety this month has been focused around Internet safety.

Subsistence Calendar

The year has been progressing very well. Students have been eager and ready to learn. I would also say that our attendance is higher for the first couple weeks of school. Our Aims web and SRI scores indicate little to no drop in scores; most students achieved higher scores on their SRI compared to the end of last year.

Other





Site Report – School Site – October, 2017

To: Superintendent Ty Mase and LPSD School Board Members	From: Ed Lester, Principal
Outstanding Activities and Events	
Moose tallow making and moose calling	
Personnel	
At this time we have no change in personnel	
Standards Based System/Curriculum Progress	
Mrs. Cornell and Miss Wright have done a great job setting up grad plan templates to work with students to move the standards based system.	
Technology Progress	
Technology has been great. iPads in the lower levels have been used to help enhance technology.	
Facility Update	
Tim M has been extremely responsive for the needs of our site facility. The repairs made over the last two summers have helped with the sewer and water issues. We have a newly refurbished itinerant house and are so thankful!	
LSAC Activity	
Newhalen LSAC had elections. Anna Lamont won to remain on the LSAC. Next meeting is scheduled for October.	
Volunteer Report	
Newhalen school is working with NIYAC Booster Club to fund different activities for the youth of Iliamna and Newhalen.	
Professional Development	
Newhalen staff will be attending the upcoming District Wide Inservice held in Naknek to participate in District provided professional development.	
Pupil Attendance	
Pupil Attendance has been very good this year with our “Being Present for Paws” we are encouraging students to be at school everyday, on time, ready to learn. Each week they have perfect attendance, they earn a paw print sticker.	
Student and Staff Safety	

During morning assembly, we have touched on the importance of being careful when you are out as we are losing daylight. Be aware of your surroundings and situations.

Subsistence Calendar

With the subsistence calendar we had fewer absences at the beginning of the year. Usually families are still traveling at the end of August. As a school we have also worked with the local stakeholders to move some of our activities outside of the school day.

Other

Community back to School night

Site Report – Tanalian Lynx – September, 2017

To: Superintendent Ty Mase
and LPSD School Board Members

From: Nate Davis, Principal

Outstanding Activities and Events

- Student Council 17-18: President Caleb Alsworth, VP Wyatt Duerksen, Secretary Nick Smith, Co-Treasurers Katie McGee (Aiyanna Lorentzen) and Coleson Voran, Senior Rep Aeryn Zimmerman, and Junior Rep Trevor McGee.
- Artist Michael Anderson: joined us for two days to show his art and to inspire our students to research our underwater Lake Clark critters so that he can construct a ceramic wall-hanging for our school to be installed Fall 2018.



- XC Running: We are so proud of our Lynx XC Running team and Coach Heidi Wilder. The girls finished 1st and 3rd at Regionals and our boys finished 1st, 2nd, 3rd, and 5th. The top three in each race went on to compete at State, finishing: Callen Davis (5th), Taylor Davis (15), Coleson Voran (39), Malea Voran (19), and Katelyn Johnson (108) at the Alaska State Championships.

Personnel
<ul style="list-style-type: none"> We were very blessed to have all teachers return from last year. We are so proud of two of our teachers who are working on their master's degrees this year! Two aides resigned to work at other jobs and another is on maternity leave. We had good applicants and were happy to welcome Kristine Alsworth, Jessyka Nahdee, Lelya Alsworth, and Ormun Nay as special education aides!
Standards Based System/Curriculum Progress
<ul style="list-style-type: none"> Our teachers worked extra hard this year to ensure that all groups are standards-based. We are taking particular notice to increase our PEAKs proficient levels from about 50% to about 65%.
Technology Progress
<ul style="list-style-type: none"> Port Alsworth is in good shape with Internet access and laptops for students. Our next goal is to get parts and training so that we can stream our home sports events to spectators back home.
Facility Update
<ul style="list-style-type: none"> The facility is in good shape. Improvements were made this summer, cleaning up the grounds and adding log curbing. We still need to clean up the grounds better and hope to have a storage/shop area added once Tanalian Electric Coop vacates the grounds. TEC is well on their way to constructing new generation housing on adjoining property.
LSAC Activity
<ul style="list-style-type: none"> PTA LSAC continues to meet monthly and remains supportive of school programs. See LSAC minutes for full detail.
Volunteer Report
<ul style="list-style-type: none"> We appreciate our LSAC and Booster Club always helping. We also had a Samaritan's Purse doctor and his wife spend several hours organizing our library in early September.
Professional Development
<ul style="list-style-type: none"> Professional Development Tuesdays, led by LPSD, have been beneficial to our staff. Onsite days were used to best group students, aides, and teachers according to student needs demonstrated by data. Teachers still need more training to make Powerschool efficient for them.
Pupil Attendance
Student and Staff Safety
<ul style="list-style-type: none"> We sent a long notice home to parents via email and Facebook, reminding them of traffic, animal, airplane, supervision, and darkness safety tips.
Subsistence Calendar
<ul style="list-style-type: none"> Under our Subsistence Calendar this year, PTA is more focused on academic learning, is spending more time on computer software building skills, and is using our full day more effectively, reducing our time on breaks.
Other

The Lake and Peninsula School District
Regular Local School Advisory Committee
Date: Sep. 12, 2017
Location: Chignik Lagoon

1. Call to Order

LSAC Vice President, Colleen Jones called the regular meeting of Chignik Lagoon LSAC to order, at 4:05PM at the Chignik Lagoon School in Chignik Lagoon, Alaska.

2. Roll Call of LSAC Members

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

3. Introduction of Staff, Students, and Visitors

Joe Ward, Sean Carr, Sara Erickson, Nancy Anderson, Anna Cramer, Isabella Erickson, Michelle Anderson, Jeremy Anderson, Oscar Mills, Jolene Peterson

4. Approval of Agenda

A. MOTION: Moved by: Shanda, Seconded by: Sean

5. Previous Minutes

A. MOTION: Moved by: Sean, Seconded by: Shanda

6. New Business

A. Graduation: DISCUSSION: Anna Cramer and Isabella Erickson are the Lagoon's two graduating seniors this year. By next LSAC meeting they need to decide on a possible theme for their ceremony, this will include a possible schedule and the girls need to decide if they want to include the students who are graduating into Kindergarten, Middle School and High School. They will be given the Stumps catalog to look through for ideas. Michelle Anderson was asked if the Village Council would be able to donate to the graduation budget. She said that they could make that work. Usually it is a donation of \$500.00. The Village Clinic was asked if they would still be willing to order the cake, Christina said she would ask. The girls need to decide if they wanted a video slideshow, and they needed to consider who would be in charge of putting them together. Usually they are the length of one song for each graduate.

B. School Trip: DISCUSSION: The Student Government is planning to do an all school in state trip around Fur Rondy time at the end of February beginning of March. Sara and Nancy will meet together on Wednesday's to prepare the proposal to be submitted to the school board in October. They will have to include a timeline, schedule, tentative budget, and signed parent permission. The numbers of attendees does not have to be firm until later on. The trip should be about one week, the extra floating days will be tacked onto the end of the trip so that we all have a little break

after the trip. Sara and Nancy may ask for more help as the process of planning goes on. Sara will include information about the school trip in the weekly newsletter.

C. College and Career Ready: DISCUSSION: Joe Ward discussed the district move to have graduates from our district earn a stamp on their diplomas, College Ready, Career Ready or a combination of both. Ty Mase wants to align our standards to the national standards. To earn a college ready stamp students would have to meet academic standards and go above the minimum requirements, they would have to have ACT scores, and also perform community service. For the career ready stamp the students would have to meet attendance requirements, community service, an industrial credit, attend CTE's and have workplace experience.

D. Preschool: Discussion: Joe Ward said that the first day of preschool will be Oct 2, 2017. September 25-29 will be AGS testing. Our preschool aid will have 10 hours per week, because we have less than three preschoolers. Most sites do 2 hours a day, with a 15 minute planning per day four days a week.

E. Other: Discussion: The district qualified for a Community Nutrition Grant, all of the students in the district will have a free breakfast and free lunch. Breakfast will run from 8:05-8:20 every day.

7. Future Agenda Items:

- A. Next Meeting: October 11, 2017**
- B. Graduation**
- C. School Trip**
- D. LSAC Elections**

8. Adjournment

Moved by: Colleen Jones **Seconded** by: Samantha Jones, to adjourn at 4:45pm.

DISCUSSION: NONE **VOTE:** Approved

**PASSED AND APPROVED THIS 13th Day of SEPTEMBER 2017
BY THE CHIGNIK LAGOON LOCAL SCHOOL ADVISORY COMMITTEE**

CHIGNIK LAKE LSAC MEETING MINUTES
September 25, 2017

TIME CALLED TO ORDER: 4:17 P.M. by Clinton Boskofsky

ROLL CALL: Clinton Boskofsky, Ted Shangin Jr., Nina Garner

VISITORS: Barbra Donachy, Rob Fagerquist

APPROVAL OF AGENDA: Unanimous approval

APPROVAL OF PREVIOUS MINUTES: Unanimous approval

REPORTS: Rob Fagerquist reported 10 students in middle/high school. At this early point of the year there is not much to discuss; things are proceeding normally. State testing results were reviewed and plans for the future in our shortened school year were considered.

Barbra Donachy reported 9 students in K-5. All is well in the elementary classroom.

Nina Garner reported that the preschool will have 2 students beginning the week of October 2nd.

NEW BUSINESS: CALENDAR: The 2017-2018 school calendar was presented to the LSAC. Upcoming events, such as Halloween, Thanksgiving, as well as Parent-Teacher conferences and Teacher In-service were discussed and planned. Halloween celebrations are to be held on the evening of October 31st (a Tuesday) from 5-7PM. Letters stressing attendance and adherence to school and district policies from Joe Ward and Ty Mase were presented and discussed.

BREAKFAST PROGRAM: The particulars of the Breakfast Program were presented and discussed. All agree this is a great plan.

NEXT ELECTIONS: Next elections are to be held in March of next year (2018). A discussion began as to moving all elections to March (two seats are up, one in October and another November of 2018) for easier voting was begun, but it was decided to wait for more members of the LSAC to be present before officially altering the terms of office for the two seats in question.

NEXT MEETING: Next meeting scheduled for October 16th, 2017

DISMISSAL: Meeting dismissed at 5:48 P.M.

LSAC
Chignik Bay
Date: September 7, 2017

Call to Order: Minnie 6:06

Roll Call: Minnie Skonberg, ^{here} Ilane Ashby, ^{here} Alana Anderson ^{here}

Welcome visitors: Elisabeth, Nate, Kasie

Staffing:

- Open positions Phys Ed, Preschool, Night gym
- Nate & Xana! ✓ 😊

New Business

~~Email contact list~~ call Minnie, Ilane > Alana (FB)

Elections for LSAC seats Minnie is up, Amy maybe, Peter maybe

School Accounts → attachment.

Jamboree! Jan. 18-20 → Can an individual sell anything in the school for their own gain?

Enthusiasm!

← BOB: Battle of the Books

Concerns regarding Candice + Brendan

Calendar

← Kasie's next visit

→ ASAP decide on supplies

Meeting

- dance
- games

Ilane gone 10-15th

Thursdays?

Reach out when I'm around (Kasie) next before inservice + first week in Oct.

Comments

Ilane 1st
Alana 2nd

← Adjournment

Shop:

- space to use for community
- use of equipment
- requirements for use

Photographers:

Sept. 19+20 - Flyer

Next Meeting:

- Jamboree
- LSAC numbers

* Kasie - find end of Ilane > Alana's terms.

Plans for sub?

- Night gym hours? can we have 10?

Christmas + Halloween

Student Accounts

Jenny Myhand <jmyhand@lpsd.com>
Kasie Luke <kluke@lpsd.com>

Thu, Aug 24, 2017 at 4:19 PM

Once your feet are under you as a principal, I'd be grateful if you'd consider with the BAY families whether they feel it's important/necessary for the school to maintain 4 separate student accounts:

- Student Gov: End of Year Balance - \$2,337.63
- Elementary: \$80.25
- High School: \$411
- Music: \$123.58

Chignik Bay Student Account Total # 2852.46

Questions: Pete #?

→ Parents offering to give food, Sandy list of supplies for snacks, volunteer to give groceries

→ Kasu will get list from Sandy

If the families are in agreement, they could simplify down to 2 accounts and do something like Port Heiden, and maintain a student government account and a student activities account.

Anyway, it's not major deal, but it might be nice to have 2 to maintain instead of several inactive accounts. (The bottom 3 had no activity last year.) If the change is something they're on board for, it would be necessary to have it in the LSAC minutes (especially for the community account-music) and/or to have student/parent signatures authorizing the consolidation/change.

Thanks!

Jenny Myhand
Accountant/Scholarship Administrator
Lake & Peninsula School District
PO Box 498, 101 Jensen Drive
King Salmon, AK 99613
Work Phone: 907-246-4280 option 6, extension 307
Cell Phone: 907-469-0551
Departmental Fax: 907-246-4473
lpsd.com

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The Lake and Peninsula School District
Regular Local School Advisory Committee Meeting
Date 9/13/17 Time 4:39pm
Meshik School, Port Heiden, Alaska

CALL TO ORDER

The Regular Meeting of the Port Heiden LSAC was called to order by Billie at 4:39pm.

ROLL CALL OF LSAC MEMBERS

Toni Christensen Pres. here Billie Schraffenberger VP here Charlie O'Domin here
Jaclyn Christensen Sec. here Miranda Lind here

INTRODUCTION OF VISITORS Tim, Kasin, Richard, Katu, John, Chrissy (during Staff report)

APPROVAL OF AGENDA

MOTION: Moved Miranda, Seconded Charlie to approve Agenda as presented.

DISCUSSION:

VOTE:

APPROVAL OF PREVIOUS MINUTES None

MOTION: Moved _____, Seconded _____ to approved minutes as presented.

DISCUSSION:

VOTE:

OLD BUSINESS

None - first 2017-2018 school year meeting

→ **Box Tops Reminder!**
(Katu BoxTops)
Student Government:
no leader paid

NEW BUSINESS

1. Registration Potluck - Thursday, Sept. 14 6pm Billie Flouride
2. Student numbers 22 + 4 preschool + bus run eliminated
3. New member of team: Mr. Z!
4. Tardy to school/Open Campus - 1st warning, 2nd revoked / open campus revoke
5. Calendar: XC travel Sept. 21st, 22nd, 23rd King Salmon
CTE travel (Ashlyn, Lydia, Tasha) Sept. 17th - 23rd
In Service Oct. 18-20 - early out?
Christmas Potluck + ASL song & featured student artwork + cookie exchange
+ cake walk

HEAD TEACHER/PRINCIPAL REPORT

KB in class: teacher accolades + positions open: custodial, night gym
TEACHER REPORTS - Christmas cards + service project

Katu: class fundown, who she has in class, Chrissy who she has, ipads, sign language

STUDENT REPORT - LiveSchool - Tim: counseling Richard: muntivize positives

FUTURE AGENDA ITEMS AND SET MEETING DATE (Reach out to Toni)

AFN/Arctic Turn grant 17 and under → Standards to tie in John/Charlie
New generators + waste heat

ADJOURNMENT

MOTION: Moved Billie, Seconded Charlie to adjourn at 5:18 (Tim) possibly GCI Fiber
Optic cable in next couple years

PASSED AND APPROVED THIS 13th DAY OF Sept., 2017 BY THE LOCAL SCHOOL ADVISORY COMMITTEE.

Igiugig LSAC Meeting 09/07/17

Call to Order at 3:37 PM

Roll Call of Members: Karl, Ida, and Tanya present. Sandy, Taty, Kaylee, Kiara, Tate, Charlie, Aj, Fewnia, AlexAnna.

Approval of Agenda – Ida motions, Tanya 2nd.

Student Gov. Report

Movie Night Sign Up – Kaylee reported that SG is in the process of paying bills. Will have an account balance next LSAC. Kaylee handed around a sign up calendar for Movie Night.

Statistician's Corner

-XC Coach – Tate shared runners' data on 5K courses completed this year.

Old/New Business –

Boats from SOF? – Nama – nobody knows

Power Outage Day Exercise – Discussion concerning going without electricity for a day.

Graphing Calculators – Looking for an extra. Tate is looking for an extra graphing calculator. Karl thinks he has two.

Calendar

9/11 – 9/15 Jerry Fisher in IGI

9/13 – Back to School Fish Fry (Filet Donations)

9/14 – Repatriation Ceremony

9/17 – NFC Begins 9/21 NFC begins for Big Mtn. Wonkers

9/18 – 9/22 P/STC -?

9/18 – Paige Norman arrives (SPED)

9/21 – 9/23 XC Meet Naknek

9/25 – Dan "The Man" Bandel Photography

9/27 – Big Mtn. Trek

Teacher Reports

- Charlie's Report – Charlie demonstrated some basket weaving that his class is doing to help inspire students. He is having a great start to the year...waiting for the other shoe to fall.
- Aj's Report – enjoying Writing and SS with HS and Art and Interventions with Elementary.
- Tate's Report – reported on the calendar. Working with Aj to align Reading and Writing Standards to SS projects. Gave details on student SICH Projects. Prophetically reported on PEAK assessment results.

Big Board Report – Stacy reported on the audio conference where they discussed PEAK Assessment results.

Future Agenda Items - None

Set Next Meeting Date – October 10th, 330.

For the Good of the Order – Meeting Participants played a Back to school Kahoot.

Adjournment – 4:28 PM

LSAC Minutes
Tanalian School
Tuesday, October 10th, 2017
7:00 PM

I. Call to Order: 7:08 by President, Carlon Voran

II. Roll Call: Carlon Voran, Andy Smith, Dennis Fowler, Leo Fowler, Sarah Wardell, Patty Nabinger, Kathleen VanDusen, Nicole Metzgar, Mathew Grossman, Shane Mullins

III. Election of Seats: Seat B and Seat E up for election. Andy Smith was the only candidate for Seat B and was voted to remain in that position. Andrea McGee and Leo Fowler both ran for Seat E and Andrea was voted to remain in that position with Leo as the alternate.

IV. Election of Officers: Dennis motioned to keep the same officers and Sarah Seconded. Carlon Voran – President, Andy Smith – Vice President, Andrea McGee – Secretary, Sarah Wardell – Committee Member, Dennis Fowler – Committee Member, Leo Fowler – Alternate.

V. Approval of Minutes: Andy Smith moved to approve minutes from September meeting and Sarah seconded. All committee members were in favor.

VI. Communications:

A. Principal's Report: No site report due to Nate's absence. Patty covered a few topics from last time as follow-up.

1. Student Safety: It is difficult to see kids in the dark morning walking to school and reemphasized that students need to have lights on vehicles or wear reflectors.

2. Computer care – Students should not be bringing home computers unless parents have signed a permission form. Our school has the highest rate of damaged computers in the district. Only high school students taking online classes should be taking computers home.

3. Facility Care- Discussion about where students and school staff should park vehicles. ATV's and motorcycles can be parked in designated space in front of building. Cars/trucks parked on the side of building next to the gym and leave the front of the building open for visitors.

4. Cross Country – Callen Davis took 1st in state 1A division and 5th in 2A and 3A. Taylor Davis was 2nd in 1A and 15th in 2A. Coleson Voran was 5th in 1A and 29th in 2A. Malea Voran was 1st in women 1A.

5. Child Find will take place from 10/23 – 10/25. Rosemary would like to have a health fair in the gym with games and prizes for the kids. This will focus on a specific area of health on October 24.

6. Attendance: Did not have a report on attendance contest. It is important that students are at school this week for the official count.
7. New teacher aides have been hired – Krissi Alsworth and Lelya Alsworth replace Amny Rose. Jessica and Ormun filling in for Carrie. Pam Twitchell subbing for Sherri Davis until next week.
8. Preschool received a grant to increase days from 3 to 4 per week.
9. CTEs – Vocational training – 1 student attended. There will be opportunities to learn heavy equipment, ETT training and renewable energy.
10. Volleyball games this weekend at PTA against Newhalen and Aniak.
11. Music – Patty Alsworth is working on a holiday program with the students.
12. In-service dates are October 18-22.
13. Speech meet November 8.

B. Teachers' Reports:

Kathleen VanDusen— 13 kids on case load. She is exiting one student and gaining another student.

Nicole Metzgar – Awesome!

Matthew Grossman – Everything is good.

C. Correspondence: Students have applications for ACT and SAT and need to be mailed by November. CTE applications are due Monday.

D. Maintenance Report: Duplex is progressing quickly. Hope to have closed in before the snow falls. Insurance appraiser came and said we needed an exit sign in the pantry.

E. Technology Report: Internet has been slow at times. Continue to be aware of students bringing computers home.

F. Student Government Report: Harvest Fest will be October 21. Students have been making calls and writing letters to businesses to sell or renew banners for school gym.

G. Public Comments: Lisa Rivas, school cook, will be on maternity leave after break. Hannah Herrmann will take her position.

VII. Old Business: Power School training for parents. Teacher's are still learning but will know more after in-service.

Tuesday will be an early release day due to teachers leaving for in-service.

VIII. New Business: Patty Alsworth is retiring from school board after 32 years. Discussed recognizing her service and contribute to a gift at the regional volleyball jamboree.

IX. Adjournment: 7:59 motion by Leo Fowler, Seconded by Dennis Fowler. All in favor.

Respectfully Submitted,
Sarah Wardell

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* : Child Advocacy

Resolution Number (staff generated) :

Title: PROMOTING STUDENT TRANSPORTATION SAFETY PROGRAMS

Resolution :

AASB recognizes that our children are "Alaska's Most Valuable Resource." Accidental and preventable deaths caused by unsafe transportation practices have been plaguing the state, especially in rural school districts. AASB urges local school districts to adopt Student Transportation Safety Standards to include:

- helmet use on ATV or snowmachines
- lifejacket use on boats
- weather appropriate clothing for all modes of transportation
- student choice to fly, or not, depending on weather circumstances

School districts should also consider safe travel practices and the adoption of standards for students being bussed, or flying, to or from school activities.

Rationale :

AASB's core resolutions currently address tobacco use, drug use, FAS, online porn and violence, HIV, sexual abuse, and suicide prevention. Addressing helmet and life jacket use, along with ground and air travel safety measures, would seem to coincide with these topics above, taking it one step further in protecting our students.

Proposed by : Lake and Peninsula School District School Board

Date Submitted (M/D/YY) : 09/06/17



Don MacKinnon Excellence in Education Award

2018 Nomination Form

1. **Nominee:** Patty Alsworth
2. **Home Address:** PO Box 1 The Farm, Port Alsworth, AK 99653
3. **Dates of School Board Membership:** 1986 to present
4. **Description of nominee's unusual contribution(s) to education at the local and/or state level: (board service, committees, support of local control, negotiations, publications, statewide activities, legislation, policy development and support, promotion of child-centered activities, voting record, promotion of education, support for collegial educational functions, etc.)**



Patty and her husband Glen with a few of their grandkids...

Patty Alsworth has been on the Lake and Peninsula School District Board for over 30 years and we believe her energy and passion for helping kids has increased with each passing year. She has influenced the lives of our students, staff, and community members as well as Lake and Peninsula School District in such a positive way; she has truly had a tremendous impact on our region. It gives us great pleasure to nominate Patty for the Don MacKinnon Excellence in Education Award.

Patty has been the backbone of our school board and brings a historical perspective that keeps us consistent in our decisions and direction. She has held many different offices and has sat on countless committees. But most importantly, Patty has always represented the entire district and is constantly aware of, and reminding us of, the diverse student population that we serve.

Patty is also a bucket filler as you will see from the statements below.

Alaska Superintendents Association

234 Gold St. • Juneau, AK 99801-1101

Phone: (907) 586-9702 / (800) 478-9702 • Fax: (907) 586-5879



“Patty has been a rock-solid board member for LPSD since 1986. She has been there to guide us through the creation of our Borough, the advent of new technology (from word processors to the iPad Pro), the building of new schools, the creation of our Standards Based System, the implementation of NCLB, the implementation of ESSA, the Pebble Mine controversies, and numerous superintendents. Through good times and bad, Patty has been there for LPSD. I now find myself working closely with Patty and constantly learning from her breadth of experience, wisdom, and guidance. She is without a doubt a keystone for our board and our district.” – Ty Mase, LPSD Superintendent

“I can think of no other board member in Alaska more deserving to be singled out for their devotion and excellence. Currently vice-president of LPSB and chair of the scholarship committee, Patty has devoted more than 30 years of service to the board. A founding resident of the village of Port Alsworth on Lake Clark, Patty has raised 5 children and is grandmother to 24. Her long and devoted service on the school board is just one example of her lifelong commitment to improving the lives and prospects of children, not just in her own community, but across a vast region of Southwest Alaska.” - Bryce Edgmon, Speaker of the House

“Miss Patty entered the position of school board member, with the intent to make herself aware of what was going on in our schools. Many times she attended teacher in-services to meet the teachers, and make herself available to talk and listen to them. She attended training sessions, so that she could learn about the curriculum. She let all employees know that she was there to listen and learn.

Miss Patty, many times over the years, has visited communities to hear their concerns about the education of their children. She listens, while gracefully informs the people, regarding the task of a School Board member, which is to be a good representative of each and every community and their children. She has listened to angry communities, unhappy parents, students, and school employees and has always responded and worked toward solving problems with fairness and equality as a School Board member. Over the years, as times have changed, difficult decisions have had to be made. But the commitment to maintain what is best for the students even in the face of diminishing funding is always her priority.

Because of her position, Miss Patty has never been able to work in our schools as a paid employee. However, she has spent countless hours as a volunteer. While I was head teacher at Port Alsworth, Miss Patty would volunteer to copy materials for me, she would put kits, and programs together, she would teach music and art and many other tasks. Over the years, she has continued to volunteer, sewing book bags to hang on all the student chairs, sew costumes for play performances, listen to students read, or tutor struggling students. This just names a few of the volunteer projects Miss Patty has performed. She has continued to teach music to students and has taken several choirs to state competitions.

Miss Patty’s loyalty and commitment to the children, communities and employees of the Lake and Peninsula School District, go far beyond what I would think might be considered a great School Board Representative. I can’t imagine anyone who is more deserving of this award.” - Linda Richter, LPSD Head Teacher and 30+ year veteran of the district

“One of the biggest weaknesses of regional board representation is that the needs of the home community unduly affect the board member’s support of the whole. I commend Ms. Alsworth for her willingness to ensure equity for all students in district activity. She consistently championed the cause of students from Perryville to Nondalton. In sum, Patty Alsworth has helped guide enormous change for all of LPSD. The

Alaska Superintendents Association

234 Gold St. • Juneau, AK 99801-1101

Phone: (907) 586-9702 / (800) 478-9702 • Fax: (907) 586-5879



District would not be where it is today with a less effective board member representing her region.” – Steve Atwater, UAF School of Education

Patty Alsworth has not only been a School Board Member for more than thirty years, but she has been the benevolent well-loved matriarch for our whole community and school. She raised her five children in LPSD, adopted a child from Africa, has opened her home numerous times to Alaskan children in need, and has volunteered in our school to provide choral music to our children. Because of years in Miss Patty's music programs, our high school students are talented and inspired enough to perform in a performance choir. During the school year, they earn performances and awards around the region, including Superior Ratings in the Alaska State Solo & Ensemble Music Festival. During the summer, the choir sings each week to wounded veterans in Samaritan's Purse's Operation Heal Our Patriots program to refresh our veterans and to heal their marriages. Thank you to Patty Alsworth! - Nate Davis, Tanalian Principal

“Patty is the type of board member that most superintendents dream of having on their board. Simply put, Lake and Peninsula is a better district because of her!” –Bill Hill, BBBSD Superintendent

- 5. Please be sure the nominee will be able to attend the ASA Fall Conference Awards Banquet on Friday, September 22nd in Seward, Alaska.**

8-23-17

Signature of Nominator

Date

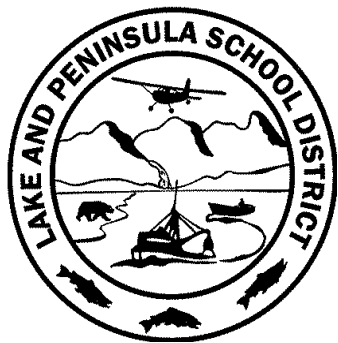
PO Box 498 King Salmon, AK 99613

District Address

Please submit the completed nomination form to:

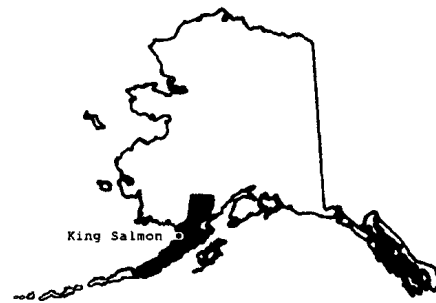
**John Conwell, Committee Chair
Unalaska City School District
jconwell@ucsd.net**

Deadline: September 1, 2017



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



9-6-17

Dear Parent,

You will soon be receiving the results of the new PEAKS Assessment that was administered last spring to each student in grades 3-10. You will receive your child's results in Math, Language Arts, and Science, plus an explanation guide for your review.

PEAKS is a newly developed assessment that sets high expectations for Alaskan students. While the educational system in LPSD remains one of high quality, the way we are now being evaluated has changed drastically, i.e, the rigor has increased. To put it bluntly, we are not happy with our overall test scores and the fact that many of our academically sound students did not perform well on this assessment. While we don't believe the PEAKS assessment is a true reflection of who we are, we are making no excuses. We are not satisfied with our scores and there is much work to do. This is work your school district and teachers are ready and excited to engage in.

On the bright side, last year was our base year and we have no place to go but up. I can guarantee you that we will do everything in our power to get these scores up to where we know they should be! Please join us in supporting LPSD's students, teachers, and schools as we implement our new calendar and push for greater student achievement. Without a doubt, parent/guardian participation will be key to our success!

Please speak with your school's principal, or give me a call, if you have questions or concerns regarding the assessment.

Sincerely,

Ty Mase



September 8, 2017

Hello LPSD,

Well, our PEAK scores are now public. It has also been made public that we are going to do whatever we can to increase these scores and student achievement in general. We have crunched the data and I believe the most revealing piece is our level data. Out of the 178 students that were tested as of April 1, only 11% had completed the level in which they were tested. Many were close to completion, but on the flip side, many were not and they were assessed on content that they had never seen before. Simply put, we need to emphasize student pacing and do whatever we can to bring those lagging students up to their appropriate level. While we are self-paced and some students will learn a bit more slowly, 11% is not a number we can live with. Left alone, students will procrastinate and fall behind. It is our job as educators to push as hard as we can and be cheerleaders for completing levels.

We know that this will not happen overnight or even this school year, but we need to start the journey now. The district will do what we can to help with student teachers, online tutors, online resources, and onsite tutors. As I said in my parent letter, “this is work your school district and teachers are excited to engage in.”

I look forward to working alongside you as begin yet another climb for students! Ty

We have done this before:

LPSD Benchmark (proficient or advanced) Student Comparison										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% benchmark in Math	33%	35%	46%	49%	58%	67%	68%	73%	67%	81%
% benchmark in Reading	55%	61%	68%	66%	67%	76%	71%	81%	71%	75%
% benchmark in Writing	46%	54%	51%	56%	62%	67%	70%	74%	72%	75%

AND we can do it again...

2017 PEAK Results

Language Arts

State-Wide Proficiency Rate: 38.3%

Lake and Peninsula Proficiency Rate: 28.5%

Math

State-Wide Proficiency Rate: 31.7%

Lake and Peninsula Proficiency Rate: 21.4%

School Site	Language Arts	Math
Newhalen	19% Prof. Rate	19% Prof. Rate
Nondalton	17% Prof. Rate	11% Prof. Rate
Lakeview	100% Prof. Rate	0% Prof. Rate
Kokhanok	27% Prof. Rate	27% Prof. Rate
Chignik Lake	9% Prof. Rate	0% Prof. Rate
Chignik Lagoon	29% Prof. Rate	14% Prof. Rate
Chignik Bay	25% Prof. Rate	0% Prof. Rate
Levelock	14% Prof. Rate	0% Prof. Rate
Port Alsworth	56% Prof. Rate	51% Prof. Rate
Pilot Point	11% Prof. Rate	0% Prof. Rate
Perryville	21% Prof. Rate	14% Prof. Rate
Port Heiden	17% Prof. Rate	25% Prof. Rate
Igiugig	50% Prof. Rate	25% Prof. Rate

Rates of Chronic Absenteeism¹ by School²
2015-2016 School Year

District	School	Count of students enrolled for at least 10 days ³	Count of chronically absent students ⁴	Percentage of students who were chronically absent
<i>Statewide</i>		<i>127,313</i>	<i>33,620</i>	<i>26.4%</i>
Alaska Gateway	Dot Lake School	16	4	25.0%
Alaska Gateway	Eagle Community School	18	3	16.7%
Alaska Gateway	Mentasta Lake School	34	9	26.5%
Alaska Gateway	Tanacross School	16	9	56.3%
Alaska Gateway	Tetlin School	31	20	64.5%
Alaska Gateway	Tok School	177	50	28.2%
Alaska Gateway	Walter Northway School	54	9	16.7%
Aleutian Region	Adak School	21	10	47.6%
Aleutian Region	Yakov E. Netsvetov School	14	2	14.3%
Aleutians East	Akutan School	16	7	43.8%
Aleutians East	False Pass School	12	5	41.7%
Aleutians East	King Cove School	95	45	47.4%
Aleutians East	Sand Point School	109	35	32.1%
Anchorage	Abbott Loop Elementary	386	58	15.0%
Anchorage	Airport Heights Elementary	373	77	20.6%
Anchorage	Alaska Native Cultural Charter School	323	70	21.7%
Anchorage	Alaska State School for Deaf and Hard of Hearing	34	7	20.6%
Anchorage	Alpenglow Elementary	621	47	7.6%
Anchorage	Aquarian Charter School	378	33	8.7%
Anchorage	Aurora Elementary	263	10	3.8%
Anchorage	Avail School ⁵	147	103	70.1%
Anchorage	Bartlett High School	1,678	639	38.1%
Anchorage	Baxter Elementary	407	53	13.0%
Anchorage	Bayshore Elementary	498	53	10.6%
Anchorage	Bear Valley Elementary	416	37	8.9%
Anchorage	Benson Secondary/S.E.A.R.C.H. ⁵	464	373	80.4%
Anchorage	Birchwood ABC Elementary	354	36	10.2%
Anchorage	Bowman Elementary	546	65	11.9%
Anchorage	Campbell Elementary	393	63	16.0%
Anchorage	Central Middle School of Science	496	136	27.4%
Anchorage	Chester Valley Elementary	285	54	18.9%
Anchorage	Chinook Elementary	552	79	14.3%
Anchorage	Chugach Optional Elementary	265	34	12.8%
Anchorage	Chugiak Elementary	486	48	9.9%
Anchorage	Chugiak High School	1,156	287	24.8%
Anchorage	Clark Middle School	1,075	349	32.5%
Anchorage	College Gate Elementary	394	64	16.2%
Anchorage	Creekside Park Elementary	497	118	23.7%
Anchorage	Crossroads School ⁵	44	39	88.6%
Anchorage	Denali Montessori Elementary	439	72	16.4%
Anchorage	Dimond High School	1,812	481	26.5%
Anchorage	Eagle Academy Charter School	182	10	5.5%
Anchorage	Eagle River Elementary	445	57	12.8%
Anchorage	Eagle River High School	932	136	14.6%
Anchorage	East High School	2,416	924	38.2%
Anchorage	Fairview Elementary	489	138	28.2%
Anchorage	Fire Lake Elementary	361	51	14.1%
Anchorage	Girdwood School	200	38	19.0%
Anchorage	Gladys Wood Elementary	441	73	16.6%
Anchorage	Goldenview Middle School	726	136	18.7%
Anchorage	Government Hill Elementary	493	65	13.2%
Anchorage	Gruening Middle School	641	75	11.7%
Anchorage	Hanshaw Middle School	827	173	20.9%
Anchorage	Highland Academy Charter	183	61	33.3%
Anchorage	Homestead Elementary	350	34	9.7%

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Anchorage	Huffman Elementary	389	40	10.3%
Anchorage	Inlet View Elementary	252	41	16.3%
Anchorage	Kasuun Elementary	412	55	13.3%
Anchorage	Kincaid Elementary	582	86	14.8%
Anchorage	Klatt Elementary	448	52	11.6%
Anchorage	Lake Hood Elementary	394	61	15.5%
Anchorage	Lake Otis Elementary	495	118	23.8%
Anchorage	Mears Middle School	841	169	20.1%
Anchorage	Mirror Lake Middle School	668	117	17.5%
Anchorage	Mountain View Elementary	389	112	28.8%
Anchorage	Mt. Spurr Elementary	363	23	6.3%
Anchorage	Muldoon Elementary	497	103	20.7%
Anchorage	Nicholas J. Begich Middle School	1,147	298	26.0%
Anchorage	North Star Elementary	524	103	19.7%
Anchorage	Northern Lights ABC K-8 School	634	46	7.3%
Anchorage	Northwood ABC	376	80	21.3%
Anchorage	Nunaka Valley Elementary	257	35	13.6%
Anchorage	Ocean View Elementary	453	75	16.6%
Anchorage	O'Malley Elementary	348	45	12.9%
Anchorage	Orion Elementary School	372	15	4.0%
Anchorage	Polaris K-12 School	481	47	9.8%
Anchorage	Ptarmigan Elementary	436	96	22.0%
Anchorage	Rabbit Creek Elementary	479	34	7.1%
Anchorage	Ravenwood Elementary	452	39	8.6%
Anchorage	Rilke Schule Charter School	478	14	2.9%
Anchorage	Rogers Park Elementary	586	65	11.1%
Anchorage	Romig Middle School	792	166	21.0%
Anchorage	Russian Jack Elementary	402	80	19.9%
Anchorage	S.A.V.E. High School ⁵	318	202	63.5%
Anchorage	Sand Lake Elementary	681	58	8.5%
Anchorage	Scenic Park Elementary	421	57	13.5%
Anchorage	Service High School	1,816	518	28.5%
Anchorage	South Anchorage High School	1,577	387	24.5%
Anchorage	Spring Hill Elementary	414	65	15.7%
Anchorage	Steller Secondary School	295	49	16.6%
Anchorage	Susitna Elementary	505	100	19.8%
Anchorage	Taku Elementary	441	97	22.0%
Anchorage	Trailside Elementary	433	32	7.4%
Anchorage	Tudor Elementary	373	79	21.2%
Anchorage	Turnagain Elementary	448	64	14.3%
Anchorage	Ursa Major Elementary	444	28	6.3%
Anchorage	Ursa Minor Elementary	388	16	4.1%
Anchorage	Wendler Middle School	507	123	24.3%
Anchorage	West High School	2,065	802	38.8%
Anchorage	Whaley School	851	226	26.6%
Anchorage	William Tyson Elementary	522	147	28.2%
Anchorage	Williwaw Elementary	409	66	16.1%
Anchorage	Willow Crest Elementary	479	87	18.2%
Anchorage	Winterberry School	284	36	12.7%
Anchorage	Wonder Park Elementary	458	124	27.1%
Annette Island	Charles R. Leask Sr. Middle School	63	1	1.6%
Annette Island	Metlakatla High School	91	34	37.4%
Annette Island	Richard Johnson Elementary	163	12	7.4%
Bering Strait	Aniguiin School	107	15	14.0%
Bering Strait	Anthony A. Andrews School	170	49	28.8%

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<i>Statewide</i>		<i>127,313</i>	<i>33,620</i>	<i>26.4%</i>
Bering Strait	Brevig Mission School	133	44	33.1%
Bering Strait	Diomedea School	24	1	4.2%
Bering Strait	Gambell School	182	116	63.7%
Bering Strait	Hogarth Kingeekuk Sr. Memorial School	236	147	62.3%
Bering Strait	James C. Isabell School	74	13	17.6%
Bering Strait	Koyuk-Malimiut School	108	24	22.2%
Bering Strait	Martin L. Olson School	47	10	21.3%
Bering Strait	Shaktoolik School	84	13	15.5%
Bering Strait	Shishmaref School	214	64	29.9%
Bering Strait	Tukurngailnguq School	188	82	43.6%
Bering Strait	Unalakleet School	177	28	15.8%
Bering Strait	Wales School	36	18	50.0%
Bering Strait	White Mountain School	52	4	7.7%
Bristol Bay	Bristol Bay Middle/High School	67	9	13.4%
Bristol Bay	Naknek Elementary	62	10	16.1%
Chatham	Angoon School	77	13	16.9%
Chatham	Gustavus School	82	22	26.8%
Chatham	Klukwan School	18	2	11.1%
Chatham	Tenakee Springs School	5	0	0.0%
Chugach	Chenega Bay School	12	5	41.7%
Chugach	Tatitlek Community School	18	4	22.2%
Chugach	Whittier Community School	41	11	26.8%
Copper River	Glennallen Elementary	156	76	48.7%
Copper River	Glennallen Jr/Sr High School	154	59	38.3%
Copper River	Kenny Lake School	80	31	38.8%
Copper River	Slana School	21	13	61.9%
Cordova	Cordova Jr/Sr High School	180	59	32.8%
Cordova	Mt. Eccles Elementary	191	67	35.1%
Craig	Craig Elementary	143	40	28.0%
Craig	Craig High School	73	4	5.5%
Craig	Craig Middle School	75	19	25.3%
Delta/Greely	Delta Junction Elementary	344	109	31.7%
Delta/Greely	Delta Junior/Senior High School	377	114	30.2%
Delta/Greely	Gerstle River School	27	10	37.0%
Delta/Greely	New Horizons High School ⁵	16	10	62.5%
Denali	Anderson School	38	9	23.7%
Denali	Cantwell School	18	8	44.4%
Denali	Tri-Valley School	186	58	31.2%
Dillingham	Dillingham Elementary	230	53	23.0%
Dillingham	Dillingham Middle/High School	262	81	30.9%
Fairbanks North Star	Alternative Learning Systems ⁵	218	58	26.6%
Fairbanks North Star	Anderson Elementary	261	39	14.9%
Fairbanks North Star	Anne Wien Elementary	423	103	24.3%
Fairbanks North Star	Arctic Light Elementary	650	90	13.8%
Fairbanks North Star	Badger Road Elementary	539	126	23.4%
Fairbanks North Star	Barnette Magnet School	428	38	8.9%
Fairbanks North Star	Ben Eielson Jr/Sr High School	368	83	22.6%
Fairbanks North Star	Chinook Montessori Charter School	153	12	7.8%
Fairbanks North Star	Crawford Elementary	315	37	11.7%
Fairbanks North Star	Denali Elementary	424	118	27.8%
Fairbanks North Star	Effie Kokrine Charter School	197	89	45.2%
Fairbanks North Star	Hunter Elementary	418	128	30.6%
Fairbanks North Star	Hutchison High School	424	134	31.6%
Fairbanks North Star	Joy Elementary	430	121	28.1%
Fairbanks North Star	Ladd Elementary	559	78	14.0%

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Fairbanks North Star	Lathrop High School	1,191	493	41.4%
Fairbanks North Star	Nordale Elementary	369	86	23.3%
Fairbanks North Star	North Pole Elementary	539	104	19.3%
Fairbanks North Star	North Pole High School	799	340	42.6%
Fairbanks North Star	North Pole Middle School	704	159	22.6%
Fairbanks North Star	Pearl Creek Elementary	516	117	22.7%
Fairbanks North Star	Randy Smith Middle School	344	74	21.5%
Fairbanks North Star	Ryan Middle School	402	145	36.1%
Fairbanks North Star	Salcha Elementary	87	11	12.6%
Fairbanks North Star	Star of the North Secondary School	279	180	64.5%
Fairbanks North Star	Tanana Middle School	531	118	22.2%
Fairbanks North Star	Ticasuk Brown Elementary	549	140	25.5%
Fairbanks North Star	Two Rivers School	108	29	26.9%
Fairbanks North Star	University Park Elementary	538	118	21.9%
Fairbanks North Star	Weller Elementary	498	99	19.9%
Fairbanks North Star	West Valley High School	1,108	411	37.1%
Fairbanks North Star	Woodriver Elementary	508	129	25.4%
Galena	Galena Interior Learning Academy (GILA)	260	24	9.2%
Galena	Sidney C. Huntington Elementary	47	0	0.0%
Galena	Sidney C. Huntington Jr/Sr High School	52	3	5.8%
Haines	Haines Elementary	192	66	34.4%
Haines	Haines High School	87	21	24.1%
Hoonah	Hoonah Elementary	69	17	24.6%
Hoonah	Hoonah Jr/Sr High School	60	8	13.3%
Hydaburg	Hydaburg School	85	33	38.8%
Iditarod Area	Blackwell School	16	10	62.5%
Iditarod Area	David Louis Memorial School	46	11	23.9%
Iditarod Area	Holy Cross School	40	0	0.0%
Iditarod Area	Innoko River School	18	7	38.9%
Iditarod Area	McGrath School	57	19	33.3%
Iditarod Area	Takotna Community School	16	5	31.3%
Iditarod Area	Top of the Kuskokwim School	18	15	83.3%
Juneau	Auke Bay Elementary	391	64	16.4%
Juneau	Dzantik'i Heeni Middle School	493	101	20.5%
Juneau	Floyd Dryden Middle School	513	86	16.8%
Juneau	Gastineau Elementary	293	51	17.4%
Juneau	Glacier Valley Elementary	408	72	17.6%
Juneau	Harborview Elementary	393	88	22.4%
Juneau	Juneau Community Charter School	79	22	27.8%
Juneau	Juneau-Douglas High School	658	98	14.9%
Juneau	Mendenhall River Community School	327	38	11.6%
Juneau	Riverbend Elementary	302	61	20.2%
Juneau	Thunder Mountain High School	742	133	17.9%
Juneau	Yaakoosge Daakahidi Alt. H.S. ⁵	187	77	41.2%
Kake	Kake Elementary & High School	111	24	21.6%
Kashunamiut	Chevak School	355	162	45.6%
Kenai Peninsula	Aurora Borealis Charter School	184	15	8.2%
Kenai Peninsula	Chapman School	114	29	25.4%
Kenai Peninsula	Cooper Landing School	20	6	30.0%
Kenai Peninsula	Fireweed Academy	101	30	29.7%
Kenai Peninsula	Homer Flex School ⁵	47	37	78.7%
Kenai Peninsula	Homer High School	383	95	24.8%
Kenai Peninsula	Homer Middle School	198	52	26.3%
Kenai Peninsula	Hope School	17	2	11.8%
Kenai Peninsula	Kachemak Selo School	49	17	34.7%

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Kenai Peninsula	Kaleidoscope School of Arts & Science	259	52	20.1%
Kenai Peninsula	Kalifornsky Beach Elementary	452	116	25.7%
Kenai Peninsula	Kenai Alternative High School ⁵	106	84	79.2%
Kenai Peninsula	Kenai Central High School	543	215	39.6%
Kenai Peninsula	Kenai Middle School	398	116	29.1%
Kenai Peninsula	McNeil Canyon Elementary	126	50	39.7%
Kenai Peninsula	Moose Pass School	18	7	38.9%
Kenai Peninsula	Mt. View Elementary	498	162	32.5%
Kenai Peninsula	Nanwalek School	80	35	43.8%
Kenai Peninsula	Nikiski Middle/Senior High School	406	119	29.3%
Kenai Peninsula	Nikiski North Star Elementary	387	108	27.9%
Kenai Peninsula	Nikolaevsk School	70	17	24.3%
Kenai Peninsula	Ninilchik School	148	48	32.4%
Kenai Peninsula	Paul Banks Elementary	195	52	26.7%
Kenai Peninsula	Port Graham School	28	8	28.6%
Kenai Peninsula	Razdolna School	83	40	48.2%
Kenai Peninsula	Redoubt Elementary	377	94	24.9%
Kenai Peninsula	River City Academy	92	51	55.4%
Kenai Peninsula	Seward High School	191	83	43.5%
Kenai Peninsula	Seward Middle School	155	43	27.7%
Kenai Peninsula	Skyview Middle School	442	136	30.8%
Kenai Peninsula	Soldotna Elementary	341	93	27.3%
Kenai Peninsula	Soldotna High School	606	230	38.0%
Kenai Peninsula	Soldotna Montessori Charter School	163	38	23.3%
Kenai Peninsula	Sterling Elementary	252	75	29.8%
Kenai Peninsula	Susan B English School	51	27	52.9%
Kenai Peninsula	Tebughna School	41	27	65.9%
Kenai Peninsula	Tustumena Elementary	194	52	26.8%
Kenai Peninsula	Voznesenka School	104	70	67.3%
Kenai Peninsula	West Homer Elementary	257	50	19.5%
Kenai Peninsula	William H. Seward Elementary School	306	82	26.8%
Ketchikan Gateway	Fawn Mountain Elementary	273	68	24.9%
Ketchikan Gateway	Houghtaling Elementary	361	78	21.6%
Ketchikan Gateway	Ketchikan Charter School	207	29	14.0%
Ketchikan Gateway	Ketchikan High School	638	157	24.6%
Ketchikan Gateway	Point Higgins School	265	36	13.6%
Ketchikan Gateway	Revilla Jr/Sr High School ⁵	165	85	51.5%
Ketchikan Gateway	Schoenbar Middle School	271	60	22.1%
Ketchikan Gateway	Tongass School of Arts and Sciences Charter School	168	41	24.4%
Klawock	Klawock City School	121	35	28.9%
Kodiak Island	Akhiok School	27	3	11.1%
Kodiak Island	Chiniak School	24	7	29.2%
Kodiak Island	Danger Bay School	17	0	0.0%
Kodiak Island	East Elementary	296	48	16.2%
Kodiak Island	Karluk School	7	0	0.0%
Kodiak Island	Kodiak High School	710	149	21.0%
Kodiak Island	Kodiak Middle School	453	79	17.4%
Kodiak Island	Larsen Bay School	17	5	29.4%
Kodiak Island	Main Elementary	269	56	20.8%
Kodiak Island	North Star Elementary	259	48	18.5%
Kodiak Island	Old Harbor School	41	7	17.1%
Kodiak Island	Ouzinkie School	32	3	9.4%
Kodiak Island	Peterson Elementary	268	32	11.9%
Kodiak Island	Port Lions School	19	9	47.4%
Kuspuk	Aniak Jr/Sr High School	60	24	40.0%

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Kuspuk	Auntie Mary Nicoli Elementary	87	31	35.6%
Kuspuk	Crow Village Sam School	26	14	53.8%
Kuspuk	George Morgan Sr. H.S.	58	37	63.8%
Kuspuk	Gusty Michael School	14	0	0.0%
Kuspuk	Jack Egnaty Sr. School	17	8	47.1%
Kuspuk	Johnnie John Sr. School	20	11	55.0%
Kuspuk	Joseph S. & Olinga Gregory Elementary	45	29	64.4%
Kuspuk	Zackar Levi Elementary	46	21	45.7%
Lake and Peninsula	Chignik Bay School	16	4	25.0%
Lake and Peninsula	Chignik Lagoon School	12	0	0.0%
Lake and Peninsula	Chignik Lake School	13	4	30.8%
Lake and Peninsula	Igiugig School	21	3	14.3%
Lake and Peninsula	Kokhanok School	29	10	34.5%
Lake and Peninsula	Levelock School	28	4	14.3%
Lake and Peninsula	Meshik School	20	7	35.0%
Lake and Peninsula	Newhalen School	58	17	29.3%
Lake and Peninsula	Nondalton School	36	12	33.3%
Lake and Peninsula	Perryville School	27	6	22.2%
Lake and Peninsula	Pilot Point School	14	11	78.6%
Lake and Peninsula	Tanalian School	66	6	9.1%
Lower Kuskokwim	Akiuk Memorial School	87	13	14.9%
Lower Kuskokwim	Akula Elitnaurvik School	121	39	32.2%
Lower Kuskokwim	Anna Tobeluk Memorial School	222	117	52.7%
Lower Kuskokwim	Arviq School	17	6	35.3%
Lower Kuskokwim	Ayagina'ar Elitnaurvik	186	95	51.1%
Lower Kuskokwim	Ayaprun Elitnaurvik	180	35	19.4%
Lower Kuskokwim	Ayaprun School	139	41	29.5%
Lower Kuskokwim	Bethel Regional High School	587	200	34.1%
Lower Kuskokwim	Chaputnguak School	170	79	46.5%
Lower Kuskokwim	Chief Paul Memorial School	223	67	30.0%
Lower Kuskokwim	Eek School	109	31	28.4%
Lower Kuskokwim	Gladys Jung Elementary	366	81	22.1%
Lower Kuskokwim	Joann A. Alexie Memorial School	123	73	59.3%
Lower Kuskokwim	Ket'acik/Aapalluk Memorial School	281	61	21.7%
Lower Kuskokwim	Kuinerrarmiut Elitnaurviat	252	88	34.9%
Lower Kuskokwim	Kuskokwim Learning Academy ⁵	159	58	36.5%
Lower Kuskokwim	Kwigillingok School	128	32	25.0%
Lower Kuskokwim	Lewis Angapak Memorial School	160	73	45.6%
Lower Kuskokwim	Mikelnguut Elitnaurviat	264	101	38.3%
Lower Kuskokwim	Negtemiut Elitnaurviat School	84	35	41.7%
Lower Kuskokwim	Nelson Island Area School	203	84	41.4%
Lower Kuskokwim	Nuniwarmiut School	51	0	0.0%
Lower Kuskokwim	Paul T. Albert Memorial School	128	52	40.6%
Lower Kuskokwim	Qugcuun Memorial School	17	9	52.9%
Lower Kuskokwim	Rocky Mountain School	57	25	43.9%
Lower Kuskokwim	William Miller Memorial School	107	53	49.5%
Lower Kuskokwim	Z. John Williams Memorial School	170	60	35.3%
Lower Yukon	Alakanuk School	241	95	39.4%
Lower Yukon	Emmonak School	249	153	61.4%
Lower Yukon	Hooper Bay School	471	309	65.6%
Lower Yukon	Kotlik School	208	123	59.1%
Lower Yukon	Marshall School	153	94	61.4%
Lower Yukon	Mountain Village School	260	172	66.2%
Lower Yukon	Pilot Station School	208	129	62.0%
Lower Yukon	Russian Mission School	136	69	50.7%

Rates of Chronic Absenteeism¹ by School²
2015-2016 School Year

District	School	Count of students enrolled for at least 10 days ³	Count of chronically absent students ⁴	Percentage of students who were chronically absent
<i>Statewide</i>		<i>127,313</i>	<i>33,620</i>	<i>26.4%</i>
Lower Yukon	Scammon Bay School	250	116	46.4%
Lower Yukon	Sheldon Point School	69	47	68.1%
Matanuska-Susitna	Academy Charter School	244	29	11.9%
Matanuska-Susitna	American Charter Academy	204	7	3.4%
Matanuska-Susitna	Beryozova School	21	9	42.9%
Matanuska-Susitna	Big Lake Elementary	499	160	32.1%
Matanuska-Susitna	Burchell High School ⁵	451	362	80.3%
Matanuska-Susitna	Butte Elementary	303	53	17.5%
Matanuska-Susitna	Colony High School	1,204	254	21.1%
Matanuska-Susitna	Colony Middle School	775	129	16.6%
Matanuska-Susitna	Cottonwood Creek Elementary	546	96	17.6%
Matanuska-Susitna	Finger Lake Elementary	341	73	21.4%
Matanuska-Susitna	Fronteras Charter School	253	36	14.2%
Matanuska-Susitna	Glacier View School	34	2	5.9%
Matanuska-Susitna	Goose Bay Elementary	527	165	31.3%
Matanuska-Susitna	Houston High School	450	212	47.1%
Matanuska-Susitna	Houston Middle School	345	127	36.8%
Matanuska-Susitna	Iditarod Elementary	382	84	22.0%
Matanuska-Susitna	John Shaw Elementary	448	115	25.7%
Matanuska-Susitna	Knik Elementary School	554	108	19.5%
Matanuska-Susitna	Larson Elementary	423	65	15.4%
Matanuska-Susitna	Mat-Su Career & Tech Ed High School	559	53	9.5%
Matanuska-Susitna	Mat-Su Day School	128	28	21.9%
Matanuska-Susitna	Meadow Lakes Elementary	495	150	30.3%
Matanuska-Susitna	Midnight Sun Family Learning Center	191	15	7.9%
Matanuska-Susitna	Palmer High School	858	269	31.4%
Matanuska-Susitna	Palmer Middle School	667	147	22.0%
Matanuska-Susitna	Pioneer Peak Elementary	460	86	18.7%
Matanuska-Susitna	Sherrod Elementary	494	84	17.0%
Matanuska-Susitna	Snowshoe Elementary	486	92	18.9%
Matanuska-Susitna	Susitna Valley High	203	60	29.6%
Matanuska-Susitna	Sutton Elementary	59	18	30.5%
Matanuska-Susitna	Swanson Elementary	455	82	18.0%
Matanuska-Susitna	Talkeetna Elementary	123	37	30.1%
Matanuska-Susitna	Tanaina Elementary	395	82	20.8%
Matanuska-Susitna	Teeland Middle School	781	141	18.1%
Matanuska-Susitna	Trapper Creek Elementary	25	10	40.0%
Matanuska-Susitna	Valley Pathways ⁵	286	227	79.4%
Matanuska-Susitna	Wasilla High School	1,172	392	33.4%
Matanuska-Susitna	Wasilla Middle School	585	138	23.6%
Matanuska-Susitna	Willow Elementary	161	61	37.9%
Mount Edgecumbe	Mt. Edgecumbe High School	433	13	3.0%
Nenana	Nenana City School	222	121	54.5%
Nome	Anvil City Science Academy	62	5	8.1%
Nome	Nome Elementary	423	138	32.6%
Nome	Nome-Beltz Jr/Sr High	304	118	38.8%
North Slope	Alak School	169	87	51.5%
North Slope	Barrow High School	247	108	43.7%
North Slope	Eben Hopson Middle School	252	134	53.2%
North Slope	Fred Ipalook Elementary	579	325	56.1%
North Slope	Harold Kaveolook School	63	25	39.7%
North Slope	Kali School	80	16	20.0%
North Slope	Kiita Learning Community ⁵	68	65	95.6%
North Slope	Meade River School	79	56	70.9%
North Slope	Nuiqsut Trapper School	115	90	78.3%

Rates of Chronic Absenteeism¹ by School²
2015-2016 School Year

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North Slope	Nunamiut School	89	48	53.9%
North Slope	Tikigaq School	228	149	65.4%
Northwest Arctic	Ambler School	93	55	59.1%
Northwest Arctic	Aqqaluk High/Noorvik Elementary	206	107	51.9%
Northwest Arctic	Buckland School	179	70	39.1%
Northwest Arctic	Davis-Ramoth School	301	225	74.8%
Northwest Arctic	Deering School	42	11	26.2%
Northwest Arctic	June Nelson Elementary	394	154	39.1%
Northwest Arctic	Kiana School	134	87	64.9%
Northwest Arctic	Kobuk School	51	21	41.2%
Northwest Arctic	Kotzebue Middle/High School	372	176	47.3%
Northwest Arctic	McQueen School	146	54	37.0%
Northwest Arctic	Napaaqtugmiut School	190	70	36.8%
Northwest Arctic	Shungnak School	94	52	55.3%
Pelican	Pelican School	14	11	78.6%
Petersburg	Mitkof Middle School	106	21	19.8%
Petersburg	Petersburg High School	151	4	2.6%
Petersburg	Rae C. Stedman Elementary	232	55	23.7%
Pribilof	St George School	10	3	30.0%
Pribilof	St Paul School	63	17	27.0%
Saint Mary's	Saint Mary's School	215	71	33.0%
Sitka	Baranof Elementary	213	46	21.6%
Sitka	Blatchley Middle School	290	63	21.7%
Sitka	Keet Gooshi Heen Elementary	427	64	15.0%
Sitka	Pacific High School ⁵	51	27	52.9%
Sitka	Sitka High School	404	158	39.1%
Skagway	Skagway School	122	37	30.3%
Southeast Island	Barry Craig Stewart Kasaan School	12	6	50.0%
Southeast Island	Hollis School	18	9	50.0%
Southeast Island	Howard Valentine Coffman Cove School	13	7	53.8%
Southeast Island	Hyder School	14	8	57.1%
Southeast Island	Naukati School	16	8	50.0%
Southeast Island	Port Alexander School	12	8	66.7%
Southeast Island	Port Protection School	13	3	23.1%
Southeast Island	Thorne Bay School	76	19	25.0%
Southeast Island	Whale Pass School	10	2	20.0%
Southwest Region	Aleknagik School	28	12	42.9%
Southwest Region	Chief Ivan Blunka School	139	41	29.5%
Southwest Region	Koliganek School	57	18	31.6%
Southwest Region	Manokotak School	133	34	25.6%
Southwest Region	Togiak School	234	130	55.6%
Southwest Region	Twin Hills School	24	6	25.0%
Southwest Region	William "Sonny" Nelson School	21	13	61.9%
Tanana	Maudrey J. Sommer School	43	15	34.9%
Unalaska	Eagle's View Elementary School	213	69	32.4%
Unalaska	Unalaska Jr/Sr High School	188	21	11.2%
Valdez	George H. Gilson Middle School	151	31	20.5%
Valdez	Hermon Hutchens Elementary	321	64	19.9%
Valdez	Valdez High School	187	42	22.5%
Wrangell	Evergreen Elementary	135	20	14.8%
Wrangell	Stikine Middle School	70	12	17.1%
Wrangell	Wrangell High School	94	26	27.7%
Yakutat	Yakutat School	83	23	27.7%
Yukon Flats	Arctic Village School	35	12	34.3%
Yukon Flats	Circle School	19	1	5.3%

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<i>Statewide</i>		<i>127,313</i>	<i>33,620</i>	<i>26.4%</i>
Yukon Flats	Cruikshank School	15	3	20.0%
Yukon Flats	Fort Yukon School	125	35	28.0%
Yukon Flats	John Fredson School	61	25	41.0%
Yukon Flats	Tsuk Taih School	14	2	14.3%
Yukon-Koyukuk	Allakaket School	34	28	82.4%
Yukon-Koyukuk	Andrew K. Demoski School	51	16	31.4%
Yukon-Koyukuk	Ella B. Verneti School	17	1	5.9%
Yukon-Koyukuk	Gladys Dart School	15	0	0.0%
Yukon-Koyukuk	Jimmy Huntington School	101	30	29.7%
Yukon-Koyukuk	Johnny Oldman School	13	8	61.5%
Yukon-Koyukuk	Kaltag School	19	11	57.9%
Yukon-Koyukuk	Merrelaine A Kangas School	34	9	26.5%
Yukon-Koyukuk	Minto School	52	28	53.8%
Yupiiit	Akiachak School	234	170	72.6%
Yupiiit	Akiak School	132	68	51.5%
Yupiiit	Tuluksak School	147	103	70.1%

Notes

¹It is important to note that the definition of chronic absenteeism was devised specifically for use in this table. The State Board of Education & Early Development has not yet adopted an official definition of chronic absenteeism. The method used for this table, though, closely mirrors a new federal requirement to report chronic absenteeism beginning following the 2016-2017 school year.

²Correspondence schools and youth facilities were excluded from this analysis because the unique characteristics of these student populations would skew the results.

³The student count includes any student enrolled for at least 10 days at a specific school during the 2015-2016 school year. Because chronic absenteeism is calculated at the school level, any student with 10 days of enrollment at multiple schools would be included in the statewide count multiple times.

⁴A chronically absent student is a student who was absent from school for at least 10 percent of the school days in which the student was enrolled.

⁵These 15 schools have been identified as alternative schools as defined in 4 AAC 06.899(24) for the purposes of school accountability.



Date: October 6, 2017
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report – October 2017

Tutors: With our PEAK scores coming in lower than anticipated and last Spring's teacher recruiting being a challenge, we budgeted for eight (8) instructional tutors for the Spring of 2018. Pat Manning and myself will head out next week on a whirlwind tour hitting close to ten universities. We hope to fill all of our positions with candidates that are serious about staying and making a career in LPSD. We are also looking at close to a half dozen student teachers this spring from UA and MT.

Experiencing Out: With our new calendar we hope to give more credit to our students for rich and meaningful life experiences. We have obtained some great materials from NSBSD and are excited to begin compiling some of our own. To begin with, we are looking at credit for commercial fishing and cultural activities that take part in the summer months.

Play Grounds: Unfortunately, during a Stop Loss Inspection by APEI (Alaska Public Entity Insurance) the Pilot Point, Port Heiden and Chignik Lake playgrounds were identified as unsafe for our children and were recommended to be torn down. While the cost of tearing down and disposing of three playgrounds is enough in and of itself, we are faced with trying to find funds to purchase and install new equipment. Rough estimates put a new playground (nothing fancy) at around \$60,000 shipped and installed (x3 = \$180,000).

Pedro Bay School: The Borough Manager, Nathan Hill, has been working with Pedro Bay (Corporation and Village Council) trying to devise a plan for village use of the school building. It is likely that the district will be asked to sub-lease the Pedro Bay School in the near future (action item). Again, the Borough is taking the lead with these negotiations since they "own" the school.

Grants: After a dry spell, this Fall was very good to us when it comes to Federal grants. We were awarded a Subsistence Calendar Grant, which will support summer activities in all of our villages as well as enhance some of the cultural experience-based options for our students.

The CHILD grant is in partnership with Chugach and will pay for our preschool program for the next four (4) years! This will allow LPSD to, as promised, contribute to the Preschool

Endowment Fund created by the Borough. If the Borough continues to contribute, along with LPSD, we should have over one million dollars in this fund by the end of the grant period. This will sustain preschool for the better part of a decade!

Student Safety and Well Being: Our resolution on student safety has been submitted to AASB. You should also see Student and Staff Safety as a reporting topic on site reports. Lastly, our writing prompt committee will be looking at revamping junior and senior prompts to focus on Student Safety and Well-Being with multiple topics identified by the Board.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
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October 5, 2017

To: Lake and Peninsula School Board
From: Tim McDermott

Re: Maintenance Report

In addition to the routine summer cleaning, grass cutting, and light maintenance at the school sites, progress on this past summer projects is as follows:

- The remodel of housing unit Newhalen(4) is nearly finished. The last remaining item is the installation of the mini-blinds that arrived onsite this week. This was a complete remodel including new windows, flooring, trim, fixtures, and furniture resulting in a new 2-bedroom, one bath, pet-free unit being utilized at this time for transient and itinerant support. At the same time preparation of Newhalen(5) was completed for new occupancy.
- The bids that came in off of the engineering design for distribution and infrastructure upgrades to the Newhalen water system were prohibitive. The necessary work was accomplished in-house with the scope including new wiring between the well and well controls, new waterlines and heat trace serving the 4-plex and principal's house, upgrade of distribution plumbing including the addition of necessary valves and pressure tank replacement. Special thanks to George

Hornburger for the generous donation of equipment and resources, including his own personal time, in the necessary excavation and backfill involved in this project.

- Public water service was restored to the Nondalton School. Replacement of two recirculation pumps on the school end of the system should reduce the reoccurrence of freeze up.
- The construction of the Port Alsworth Duplex II is progressing with Congdon Construction doing the work. The septic system has been installed, the footings have been poured and the framing of the foundation is underway.
- The Chignik Lagoon Recovery Heat Upgrades were completed with the addition of plumbing, controls, and programming that measure and regulate the recovery heat exchange between the diesel generators and the electric boiler from the hydro project and the school buildings.

Once again the Maintenance Department would like to thank Kennisha Shangin, Ralph Phillips, Victoria Tague, and Justine Kosbruk from Perryville, Clinton Boskofsky from Chignik Lake, Al Evanoff from Pilot Point, Leonard Cobb and Leonard Cobb Jr. from Kokhanok, and Steve and Kainalu Nolan from Nondalton for their proprietary care and ownership of the LPSD facilities over the summer.

Moving forward to this school term, Maintenance would like to thank the administration and staff at the sites, the students, and the communities in advance for assuming a greater degree of operational awareness and communication. This increasing perception and responsibility is essential for Maintenance and Operations to be successful in this era of reduced funding and declining resources.

Date: October 6, 2017
To: LPSD School Board Members
From: Bill Cornell
Re: Curriculum and CTE: August-October 2017

August-September Professional Development:

August Inservice was delivered online this year, with teachers meeting in person at their sites and logging on to district-wide BlackBoard Collaborate sessions throughout the week. We had a few focuses during the week: site based collaboration and planning sessions focusing on instruction in the Subsistence Calendar; professional development and training related to PowerSchool and BlackBoard Collaborate; and ongoing professional development focusing on Self Regulation.

One of the main take-aways for me with this inservice was the heightened focus on instruction as we enter our first year under the Subsistence Calendar. I think everyone is tightening their belt and approaching their instruction with an eye toward keeping focused, and making efficient use of time.

Tuesday Professional Development- We have been meeting on Tuesdays from 4:00-5:00 for professional development meetings. This is a shift from previous years, due to the change brought about by the Subsistence Calendar, and the move away from Friday early release time. This has led to our professional development being more to-the-point, and focused. Topics have included PowerTeacher Pro, content and site-based collaboration sessions, AIMSweb training, and AKCIS training to help students become career or college ready.

Curriculum:

Reading Committee- We will be pulling our Reading Committee together throughout this year to look at our reading program. This will include determining a new core resource for teaching lower levels; our current resource has been in use for over a decade. They will also be looking at our end-of-level assessments, and creating a guide to our reading program for new and veteran teachers to use while we shift to a new core resource.

Culture Committee- The Subsistence Calendar has brought about a number of questions regarding our Cultural Awareness standards, including whether or not our local cultures are best reflected in the standards, and how students could “experience out” of a level if they have spent their summer at a fish camp, commercial fishing, or traveling abroad. We will be looking at our Cultural Awareness standards to ensure that there is a balance between exploring local and world cultures, and develop a system for students to be able to experience out of levels based on their cultural experiences.

Writing Prompt Committee- During October Inservice, our Writing Prompt Committee will meet to discuss possible Level Writing Prompts that will allow students to explore specific student wellness and safety topics.

Distance Classes:

We currently have over 60 students taking LPSD distance reading and math classes in Levels 6-10. As our distance learning options evolve, it will be important to explore the best options for our students. Currently, there are a number of online learning options

that could help our program become even more efficient and productive, and we will be exploring these throughout the year.

CTE

I am excited to include this here as part of my Curriculum report! Session I, held from September 18-22, was a big success. Classes included Commercial Fishing, Coding, Intro to Aviation Careers, and Intro to Healthcare Professions. There were also evening sessions that focused on employability and job readiness skills.

Our next session will be November 1-6, with classes to include Heavy Equipment Operator training, Home Energy Basics, Intro to Nautical Skills, Medical Terminology, and Emergency Trauma/First Responder Training. This is an incredibly relevant program and we thank you for your support!

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

Technology Report October 2017

There have been some big technology updates this fall that you should be aware of. To be ready for day one and not hamper teacher/student readiness for the start of academics, the technology department made site visits to all schools the week before students arrived. During those visits we replaced some network hardware, delivered new devices for staff & students, and provided some hands on training for teachers. Details of the new student devices are below:

Laptop Refresh

We have refreshed the laptops for high school students. Each student in “grades” 9-12 received a new MacBook Air. The laptops they had been using were put into circulation to increase the number of available middle school laptops. Any extra laptops will be used as spares in the event of breakage, spares for extra students who may enroll, and as laptops for the distance tutoring program. Each year as seniors graduate those laptops will roll into the pool of middle school devices and help to refresh that collection of computers.

K-5 iPad 1:1

We purchased iPads for every student K - 5, and 13” iPad Pros for each elementary teacher. We are also going to purchase iPad Pros for each middle/high school teacher who has an interest and received training from the technology department this fall. To go along with the iPads we purchased and installed Apple TVs in elementary classrooms. Apple TV is a small computer like device that, among other things, allows students and staff to wireless share their screens with the projector. This is great for teachers demonstrating concepts for students, but is also a great tool for students to share their work with the class.

PowerSchool

Our implementation of PowerSchool is ongoing. This is a very robust piece of software that can keep track of a lot of data for us. All staff and students are in the system as are the district standards. Teachers use this tool to keep track of student attendance as well as student progress through the levels and standards. We are slowly expanding the scope of how we will use this tool (tracking discipline and attendance issues; performance on local, state and national assessments; storing records such as Indian ED 506 forms, etc.)

Activities Report 10/17

Cross Country:

Cross country was a great success for LPSD. At the Sockeye Conference meet LPSD qualified 6 out of the 6 berths to the state cross country meet. Our students did an amazing job at the state race

Name, School and State Placement

Callen Davis PTA 1A Boys State Champion

Taylor Davis PTA 1A Boys State Runner-up

Coleson Voran PTA

Malea Voran PTA 1A Girls State Champion

Faith Clark NEW

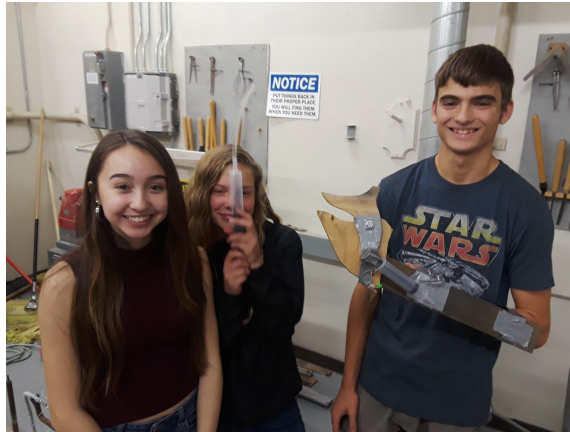
Katelyn Johnson PTA



Jr High 2nd and 3rd Place runners

STEM Activity

On Friday September 22nd UAA held a STEM competition for LPSD and BBBSD students at Bristol Bay school. Students studied hydraulics during their morning sessions. Afterwards students worked in small multi school & age teams to build a hydraulic machines. UAA with Dr. Mueller's leadership did a wonderful job holding this event.





Volleyball

Volleyball season is getting ready to start up we are looking forward to an exciting district volleyball tournament in Port Alsworth.

For safety we are traveling on Monday and returning on Thursday. This will give us a day or two for weather issues.

Date: October 6, 2017
To: LPSD School Board
From: Laura Hylton, Business Manager
RE: October Board Report

AHFC Duplex Project

Site work is underway on the duplex, foundation and framing this week and they plan to have the building dried in with the exception of siding by the end of the month. Work will continue through the fall on electrical, plumbing and mechanical.

Food Service

Sites are getting up to speed on the new rules and tasks related to the breakfast and lunch changes this year and for the most part the new program is going smoothly. We are experiencing delays and issues in the south with bypass mail and air carrier failure to move freight. We changed carriers this week for produce to insure produce makes it to schools before it spoils. Bypass mail issues are under review with the vender to correct the issues with delivery.

Update

iVisions implementation continues with many small tweaks and additions. Overall, the conversion is coming along and major systems are working well. Prior year data for 1099's, tax year, ACA reporting and comparative data will be added throughout the year. Building reports and budget information are an ongoing process within the software. Personnel records, contracts and evaluation are being developed and tested. Staff training is ongoing and one-on-one assistance will be provided at inservice. This conversion was a giant step in reducing our paper use, software programs, faxing, mailing and emailing of data.

Transition, I am settled into my new office and can be reached at 907 373-1144 or via my cell.

Financial report attached.

Lake and Peninsula School District

100 Board Report

From Date: 7/1/2017

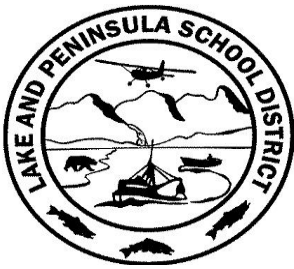
To Date: 10/31/2017

Fiscal Year: 2017-2018

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.100.000.000	Undesignated	\$5,005,939.00	\$481,439.76	\$481,439.76	\$4,524,499.24	\$2,440,718.29	\$2,083,780.95	41.63%
100.000.200.000.000	Undesignated	\$1,299,120.00	\$116,084.44	\$116,084.44	\$1,183,035.56	\$694,585.09	\$488,450.47	37.60%
100.000.300.000.000	Undesignated	\$3,277,468.00	\$299,657.80	\$299,657.80	\$2,977,810.20	\$2,195,545.08	\$782,265.12	23.87%
100.000.400.000.000	Undesignated	\$770,000.00	\$82,922.80	\$82,922.80	\$687,077.20	\$518,431.53	\$168,645.67	21.90%
100.000.500.000.000	Undesignated	\$1,251,189.00	\$333,639.19	\$333,639.19	\$917,549.81	\$487,463.64	\$430,086.17	34.37%
100.000.600.000.000	Undesignated	\$2,417,538.00	\$631,641.86	\$631,641.86	\$1,785,896.14	\$1,007,484.11	\$778,412.03	32.20%
100.000.700.000.000	Undesignated	\$413,959.00	\$10,928.73	\$10,928.73	\$403,030.27	\$42,916.50	\$360,113.77	86.99%
100.000.900.000.000	Undesignated	\$340,000.00	\$0.00	\$0.00	\$340,000.00	\$0.00	\$340,000.00	100.00%
Grand Total:		\$14,775,213.00	\$1,956,314.58	\$1,956,314.58	\$12,818,898.42	\$7,387,144.24	\$5,431,754.18	36.76%

End of Report



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
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Phone (907) 246-4280 / Fax (907) 246-4473



To: Board of Education
Lake and Peninsula School District

October 3, 2017

From: Marjorie Waggoner
Special Education Director (Contractor)

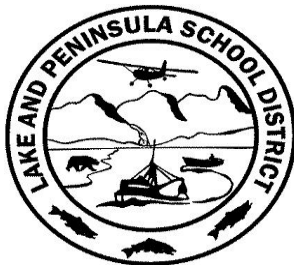
Re: Special Education Report

Special Education Staffing:

We had a few changes in our special education teacher staff this year. Two of our previous teachers moved on to new endeavors. Fortunately, we were able to fill our vacancies in special education with LPSD regular education teachers with special education certificates. The transfer of these teachers into our special education team has resulted in a strong special education team.

Cara Pellegrino	Special Education Teacher	Kokhanok
Paulene Manning	Special Education Teacher	Perryville, Pilot Point, Levelock
Paige Norman	Special Education Teacher	Nondalton, Igiugig
Katie Zimmerman	Special Education Teacher	Port Heiden
Nancy Mills	Special Education Teacher	Chignik Lagoon
Marcie Lester	Special Education Teacher	Newhalen
Kathy Van Dusen	Special Education Teacher	Port Alsworth
Kitza Durkop	Special Education Teacher	Chignik Bay
Matthew Stark	Special Education Teacher	Chignik Lake

We are also fortunate to have an outstanding team of related service providers. These professionals support our special education program by assessing students, recommending individualized programs, and working with our teachers and paraprofessionals to deliver related services such as speech therapy, physical therapy, occupational therapy, and psychoeducational services.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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Kaye Lawson	Occupational Therapist	Districtwide
Deb Fortune	Speech Pathologist	South Schools, LEV, IGI
Meghan Reardon	Speech Pathologist	KOK, NEW, NON
Elizabeth Hanson	School Psychologist	Districtwide
Melissa Shaw	Physical Therapist	Districtwide

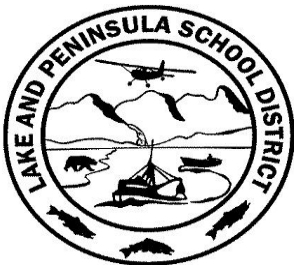
This year we contracted with a tele-therapy company, Therapy .Com to provide direct speech services to our speech students in Port Alsworth. Principal Nate Davis reports that these services are working out well and providing our students with quality speech therapy and our para educators with excellent training. With the success of this service delivery model, as we look to the future, we may want to consider using tele-therapy in other school sites.

Special Education Enrollment:

As of the October 23, 2015 count date LPSD had 72 students receiving special education services across the district. These students are being served in the following disability categories:

The preliminary special education student count at the beginning of this school year is 74 students. Teachers are still in the process of completing paperwork on a few students to accept and amend IEPs from other in-state districts to reflect services in LPSD. We will have a firm number to report after count date, October 27.

At this point in time the district is planning to claim 4 students as requiring intensive services for the 2017/18 school year. All of the students were previously verified by the state. Two students who were previously counted as receiving intensive services have left the district; one student aged out and another moved to a different school district.



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



Special Education Professional Development and In-service:

The special education teachers will participate in professional development October 18-21, 2017. In addition to participating with regular education teachers in the LPSD/BBBSD in-service, several training sessions are specifically designed for them including: training on the WIAT (an individually administered achievement test) using iPads instead of paper and pencil to administer and score; training on Power School, the new web based program used to generate and manage special education documents that was adopted last school year. Time will also be provided for individual consultation with special education teachers who wish to discuss specific topics.

Ongoing training on the district adopted Crisis Prevention Model (CPI) is being provided site by site by our district trainer, Paulene Manning. Our goal is to have all appropriate staff trained by the end of this school year. Paulene has already trained extensively and every site has trained personnel at this point in time.

I continue to enjoy my work with Lake and Peninsula School District and appreciate the leadership in the district.

October 2017 School Board Assessment Report

Scholastic Reading Inventory (SRI) & Aimsweb Universal Screening

- As a result of the shortened school year, the Fall Benchmark assessment window for both SRI and Aimsweb was scheduled for September 18-22. Administering both assessments within one week appeared to go smoothly for both students and teachers.

Required Statewide Assessments

- Glenda Egli will continue as the District Test Coordinator, overseeing all required State Assessment preparations, administration & reporting.
- Jim Dube & Sam Rigby will continue as the District Technology Coordinators, overseeing technology preparations at each site.

PEAKS

- Spring 2017 PEAKS Assessment Data has been distributed to parents/guardians.
- District Test Coordinator and Technology Coordinator webinars were hosted by the State DEED to launch preparation for the 2018 PEAKS Assessment.
- The PEAKS will be the same except for a few minor tweaks based on school district input after the 2017 assessment
- ESEA requires one assessment in grades 9th-12th. Approved by the State School Board, 9th grade will be the highest grade tested for ELA and Math.
- The Alaska Science Assessment will still be administered to grades 4, 8 & 10.
- PEAKS State-wide assessment window is scheduled for Mar. 26 to Apr. 27
- PEAKS LPSD assessment window is scheduled for Apr. 9-13(6th-10th) and Apr. 16-20(3rd-5th). Flexibility will be allowed based on site-by-site needs.

Dynamic Learning Maps (DLM)

- The DLM Alternate Assessments for students with significant cognitive disabilities for ELA, Math and, Science will be the same as 2017.
- Paige Norman in Nondalton will continue as the Lead Alternate Assessment Coordinator
- DLM Assessment window is scheduled for Mar. 21 to May 6. Sites will work to complete this assessment earlier, rather than later during the assessment window.

Kindergarten Developmental Profile

- Administered to all Kindergarten students and any 1st grade students who did not complete the Developmental Profile last year.
- Teachers have been gathering observation data over a 4 week period to determine Kindergarten Readiness in social/emotional, language/cognitive, etc.
- Data to be entered prior to November 1, 2017.

Preschool Program-Sept. 2017

- Preschool Training was conducted via distance using Blackboard Collaborate on Sept. 20-22. Participants were able to work through minor technology glitches to make for a successful training.
- AGS assessments were administered and results shared with parents in late September, early October.
- First student contact day for preschoolers was Monday, October 2nd.
- Preschool populations range from 1 to 15 students at each site.
- All preschool teaching positions are currently filled allowing for a preschool program at all 12 school sites.
 - Audrey O'Domin(PVL)
 - Rosanna McArthur(BAY)
 - Elaina McCormick(LAG)
 - Nina Garner(LAK)
 - Kari Welch(PTH)
 - Mary West(PIP)
 - April Apokadak(LEV)
 - Tanya Salmon(IGI)
 - Brittany Rush(KHK)
 - Sarah Armstrong(NEW)
 - Ada Trefon(NON)
 - Alison Fowler(PTA)

Cultural Heritage Improving Learning and Development =CHILd-Starting October 1

- Chugach School District was awarded a 4 year Indian Education grant that was applied for in the Spring of 2016, partnering with Lake & Peninsula, and Bristol Bay
- The CHILd Grant will provide...
 - Increase in funded preschool hours for each site
 - A .5 District Coordinator position-currently held by Glenda Egli
 - Professional development for Preschool Teachers and Grant Coordinators.
 - Development of Cultural Thematic Units
 - Development of Culturally relevant dramatic play centers
 - Purchase of 18 Alaska book titles for each year of the grant

2017-2018 Counseling Quick Reference Guide

Tim Welch

W: 907-837-2210
twelch@lpsd.com

Counseling Service Sites:

Levelock, Pilot Point, Meshik, Chignik Bay,
Chignik Lake, Chignik Lagoon, Perryville

Racquel Wright

W:907-571-1221
rwright@lpsd.com

Counseling Service Sites:

Port Alsworth, Nondalton, Newhalen, Igiugig,
Kokhanok

What do counselors actually do?

We are student and teacher advocates for 100% of our district population. Services we provide: cyber lessons via Skype, Blackboard, Google Hangouts, in-person lessons, career and college planning, self-regulation strategies, personal/social and behavioral counseling services, crisis intervention team members, and employability. We also have other roles that are outside our counseling duties.

What to Expect this Year:

September-October: Senior Meetings

Counselors meeting with all Seniors via distance or in person to go over "Grad Plan", Goals, Post Secondary Information/Plan

September 11th-December 18th- Too Good For Violence Lessons

*Kindergarten - 8th grade: Too Good For Violence (7 lessons, 30 mins each, prerecorded)
(Teachers fill out a quick survey after each lesson for data collection)*

September 11th-May 1st-Employability Lessons

Weekly Employability lessons via Blackboard, **Not Mandatory**

Racquel: Levels 7 and 8

Tim: Levels 9 and 10

March-April Safer, Smarter Kids Lessons

Lauren's Kid's; Safer, Smarter Kids Lessons Live with prerecorded option (5 lessons; all Students reached)

How to Refer a Student to a Counselor:

-Fill out [Referral Form](#) (Click on Link or also found on LPSD Intranet)

-Use this form to refer a student to the counselors for personal, social, emotional, academic questions or concerns.

Resources:

[Counseling Webpage](http://www.lpsd.com/counseling.html)- www.lpsd.com/counseling.html

LPSD Counseling APP



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School Startup

The school year is off to a good start. Our new hires have adjusted well, learning the ins and outs of the standards-based system. Many of them are teaching our on-line classes. Recognition should be given to the veteran teachers, principals, and our curriculum director for getting everyone up to speed.

Adjustments

Meshik School has seen an increase in their student population. We have hired a young man from Pennsylvania (Noah Ream) to help with the additional students. He is certified in Elementary Education.

We have posted a position for Perryville School as the individual hired for the secondary classroom did not meet certified requirements and is currently on classified status.

Recruiting Trip

The week after in-service Ty Mase and myself will travel to Pennsylvania to recruit tutors for the upcoming semester. We will be looking for eight tutors to work with our students in the spring.

Certified Contract Adjustments 2017-18

Cassandra Broschious	\$53,424 to \$55,727	lane change BA to BA + 18
Emily Mulcahy	\$49,739 to \$52,042	lane change BA to BA + 18
Adam Meade	\$46,055 to \$52,055	head teacher pay
Jordan Pufka	\$29,706 to \$59,411	move ½ time to full time

Certified Contract Approval 2017-18

Noah Ream	\$36,147.82
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Shining Star Nominations
Fall 2017

Name	Location	Reason	Nominator
Ed Lester	NEW	Principal Lester is always thinking of how we can best serve our students. His behind the scenes work at Newhalen School often goes unrecognized and he deserves some kudos for what he does on a daily basis. Thanks, Ed! :)	Kate Cornell
Hal Neumann	DO	Hal has done an incredible amount of work this fall, getting PowerSchool up and running, on top of managing transfer students and transcripts. I can't imagine our district running as smooth as it does without his dedicated, hard work. Thank you, Hal!!	Bill Cornell
Billie Schraffenberger	PTH	She is entirely dedicated to supporting the students, staff, and community of Port Heiden. She shows up to all of the events and works tirelessly to ensure their success. She donates her time, food, skills, and resources to making great things happen in this village. She is compassionate, kind, and much more than a parent, auntie, or health aide. She is a friend and support to all she meets. Port Heiden is lucky to have her around!	Kirsten Buckmaster
Jim Dube	DO	Getting PowerSchool up and running has been a huge lift, and Jim has been the behind-the-scenes guy doing a lot of the lifting. Jim has also worked hard to guide staff as we learn more about PS, as well as tweak the program to best meet our needs. We would not be as far along without Jim's dedication and hard work!	Bill Cornell
Matthew Stark	LAK	There is a lot of behind the scenes work that is done with LPSD's Distance Program, from managing PowerSchool Learning, to making sure that Collaborate sessions are set up, to working with distance teachers on online teaching strategies. Mathew's expertise in these areas is crucial to the running of the Distance Program. Thank you, Matthew, for all you do!	Bill Cornell
Tim McDermott	DO	Tim McDermott is a shining star because he always makes the needs of our students his first priority. Facilities play such an important role in the success	Moon McCarley

Shining Star Nominations
Fall 2017

		of our schools. Tim completely understands that. He works tirelessly to make sure that everything is running smoothly. And, he does all of this no matter how limited the resources. Thank you Tim for your dedication to our students, schools, and communities!	
Billy Anderson	BAY	Because of a malfunction with plane landing at Chignik Bay, by chance I was able to meet Billy Anderson and experience first hand what a kind-hearted, helpful man he is. Another man from Perryville and myself ended up having to stay unexpectedly overnight at the Bay. Billy hauled us to and from the airport several times, made sure we were fed, provided us with food and drinks of our choice and made sure we each had a place to rest our heads. He took pizza and a soda back to the stranded pilot. He volunteered to offload all the freight on the plane and hauled it to a safe place where freeze could stay frozen, chill could stay chilled, and rain did not pelt the boxes of freight to be transported to other villages. Something tells me that the kindness I was part of today is a normal part of Billy's life. I wanted to nominate Billy as a community member and STAR and to let him know that he is appreciated by this LPSD staff member... and probably many others that have had an opportunity to associate with him. Thanks Billy!	Paulene Manning
Barbra Donachy	LAK	Barbra facilitated a professional development sharing session focusing on elementary science strategies. Thank you for your time and for sharing your strategies! Your students are lucky to have you.	Kate Cornell
Matthew Grossman	PTA	Matthew facilitated a professional development sharing session focusing on upper level social studies. Thank you for sharing your ideas and keeping the conversation going! Your students are lucky to have you.	Kate Cornell
Hannah Middleton	PIP	Hannah facilitated a professional development sharing session focusing on elementary level social studies. Thank you for sharing your ideas and keeping the conversation going! Your students are lucky to have you.	Kate Cornell
Jon Brunn	NEW	Jon facilitated a professional development sharing session focusing on upper level science strategies. Thank you for sharing your ideas and keeping the conversation going! Your students are lucky to have you.	Kate Cornell

Shining Star Nominations
Fall 2017

Ronne Richter	KOK	Ronne provides invaluable knowledge and support to every person he comes in contact with. When he visits a site he works constantly to get through any work orders that exist. However, he doesn't stop there. He finds and corrects other issues no one else has noticed. He never limits his efforts to maintenance issues. If there is anything else that needs to be done, he does it, happily. It is not unusual to see Mr. Richter helping a student understand a complex concept while he finishes his own maintenance paperwork. Ronne Richter is an incredibly valuable asset to each site he visits, and all of LPSD.	Moon McCarley

SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specified below. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved applicable standards on state assessments;
3. the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:
 - Economically disadvantaged students
 - Students with limited English proficiency
 - Students with disabilities
 - African-Americans
 - Alaska Natives and American Indians
 - Students of two or more races
 - Asians or Pacific Islanders
 - Hispanics
 - Whites
 - Males
 - Females
 - Migrants
 - Not migrant students
4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;
6. a comparison between the performance score for the district and the performance score for the state as a whole;

Philosophy-Goals-Objectives and Comprehensive Plans

7. the number and percentage of students not tested;

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(b)

8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
17. other indicators of school performance selected by the district or required by state regulation; and
18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(c)

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
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Revised 3/2017

CERTIFICATED STAFF DEVELOPMENT

BP 4131(a)

Note: Under state law, 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 by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district 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). 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. 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.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, 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.

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

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.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

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 12.397 Mandatory training requirements

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Revised 3/2017

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.5 – Nondiscrimination)
(cf. 5145.5 – Harassment)
(cf. 5145.7 – Sexual Harassment)

SCHOOL DISCIPLINE AND SAFETY (continued)

- (cf. 5147 – Dropout prevention)*
- (cf. 6159- Individualized Education Program)*
- (cf. 6164.2 – Guidance and Counseling Services)*
- (cf. 6164.4 – Child Find)*
- (cf. 6164.5 – Student Study Teams)*
- (cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district’s school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

- (cf. 5142.3 – Restraint and Seclusion)*

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district’s student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district’s discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

- (cf. 9310 – Policy Manual)*
- (cf. 9311 – School Board Policies)*
- (cf. 9313 – Administrative Regulations)*

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

Legal Reference:

UNITED STATES CODE

*20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
Every Student Succeeds Act, PL 114-95 (2015)*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program
14.33.210 Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children
20 AAC 10.020 Code of ethics and teaching standards*

Revised 3/2017

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(a)

Note: The Every Student Succeeds Act (ESSA) amended the federal McKinney-Vento Homeless Assistance Act. The primary purpose of the law is to provide continuity and necessary services to homeless students so they can achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all programs for which they are eligible: Head Start, Title I, special education, bilingual, free and reduced price meals, etc. The amendments require that districts, under most circumstances, either allow a homeless child to continue to attend his or her “school of origin,” or allow the student’s parent to choose another school – the one the student would attend based on current living arrangements, or the one the student is eligible for under open enrollment plans, as examples.

Note: Title I of the ESSA also includes new obligations for school districts to children in foster care. School districts are to collaborate with the State or local child welfare agency to designate a point of contact and to develop and implement written procedures governing transportation to maintain children in foster care in their school of origin when in their best interest, for the duration of the time in foster care. Further information regarding these obligations is contained in USDOE and USDHHS Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care, dated June 23, 2016 and AS 47.10.080.

HOMELESS CHILDREN

The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school. Special attention will be given to ensuring the enrollment and attendance of homeless youth not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Homeless students will not be segregated in a separate school or in a separate program within a school.

(cf. 5111 – Admission)
(cf. 5112.1 – Exemptions from Attendance)
(cf. 5112.2 – Exclusions from Attendance)

Homeless Student Liaison

Note: The ESSA requires districts to designate a homeless student liaison to perform various services to meet the needs of homeless youth and their families. Specifically, the liaison must: (a) Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support, (b) ensure that unaccompanied homeless students are enrolled in school, have opportunities to meet the same challenging State academic standards as other students, and are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid, and (c) ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied homeless students, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. In addition, LEA liaisons who receive appropriate training may affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(b)

The [Superintendent/Chief School Administrator] shall designate at least one staff person to serve as the Homeless Student Liaison to fulfill the duties set forth in law. The Liaison shall work to identify homeless children and facilitate each homeless child’s access to and success in school. The Liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school, with the opportunity to meet the same high academic standard as other students; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student’s records; provide information and give referrals on services and opportunities, including assistance with status verifications for federal student aid applications; provide public notice of educational rights for homeless students in locations frequented by homeless youth and their families; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The Liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school.

Homeless Student Defined

Note: Homeless student is defined in the Every Student Succeeds Act. Districts must ensure that all students who fall within the federal definition are served by the policy.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

School Enrollment and Attendance

Note: For purposes of the enrollment procedures below, “school of origin” is defined in ESSA as the school the student attended at the time of becoming homeless including preschools. If the student became homeless at a time when the student was not in school, including summer break, the last school attended shall be the school of origin. When a student completes the final grade level served by the school of origin, the designated receiving school at the next grade level is the school of origin.

The District, in consultation with the child’s parent or guardian, will consider the best interest of the child in determining whether the child should be enrolled in the school of origin or the current neighborhood school. The District presumes that keeping a homeless student in the school of origin is in the student’s best interest unless doing so is contrary to the request of the student’s parent or guardian, or (in the case of an unaccompanied youth) the youth. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing, except when contrary to the wishes of the parent or guardian. Instead of remaining in the school of origin, parents or guardians of homeless

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(c)

students may request enrollment in the school in which attendance area the student is actually living, or other schools.

(cf. 5116 – School Attendance Boundaries)

(cf. 5117 – Interdistrict Attendance)

The school selected shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information.

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

The District must provide a written explanation, including a statement regarding the right to appeal, to the homeless student’s parent or guardian, or the homeless student if unaccompanied, if the District sends the student to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection, the student shall immediately be admitted to the school in which enrollment is sought by the parent or guardian or by the youth if unaccompanied, pending resolution of the dispute. The child, parent or guardian shall be referred to the Homeless Student Liaison, who will carry out the dispute resolution process as expeditiously as possible.

Transportation

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the [Superintendent/Chief School Administrator].

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents. Information about a homeless student’s living situation is an education record and shall not be deemed to be directory information.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(d)

CHILDREN AND YOUTH IN FOSTER CARE

Note: AS 47.10.080 provides for continuity in the educational services of foster youth who are moved from one setting to another. Specifically, in cases where the Department of Health and Social Services transfers a child to a new placement setting in the same municipality and connected by road to the student's current school, and it is reasonable and in the child's best educational interests, the department shall immediately, and in advance of the transfer if possible, coordinate with the current school to ensure the child is permitted to continue in attendance through the end of the school term. The department shall consult with the school district regarding the child's best interests, but the school district may not override the department's decision to allow a child to remain in the current school through the end of the school term.

The [Superintendent/Chief School Administrator] will designate a District point of contact regarding children in foster care in order to facilitate communication and cooperation with child welfare agencies.

School Enrollment and Attendance

The District recognizes that educational stability is critical for all students and particularly for children in foster care. Accordingly, educational disruption should be minimized for children with changing foster care placements by maintaining foster children in their schools of origin for the remainder of the school term, unless it is determined to be in their best interest to change schools.

The school of origin is the school in which a child is enrolled at the time of placement in foster care or when foster care placement changes. In determining whether it is in a child's best interest to remain in his or her school of origin, the District should take into consideration all factors relating to a child's best interest, including the appropriateness of the current educational setting and proximity of placement.

Districts should coordinate with State and local child welfare agencies when a foster child is transferred from one placement setting to another to ensure the child is permitted to attend their school of origin through the end of the school term when reasonable to do so and in the child's best educational interest.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(e)

Transportation

Note: AS 47.10.080 provides that if federal funds and school district transportation funds are not available to pay for the cost of transportation for the child, DHSS shall pay the costs of transporting the child to school.

In the event that it is in the best interest of the foster youth to attend their school of origin, transportation to and from that school may be provided through coordination with State or local child welfare agencies. This coordination shall address transportation to their school of origin in a prompt and cost effective manner.

Legal Reference:

UNITED STATES CODE

*McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431, et seq.
Elementary and Secondary Education Act, 20 U.S.C. § 1112(c)(5), as amended by Every Student Succeeds Act.*

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

FEDERAL REGISTER

McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81 No. 52, Department of Education (March 17, 2016).

ALASKA STATUTES

AS 47.10.080 Judgments and Orders.

Revised 3/2017

Alaska Trip Proposal

(Student can be contacted at the number 1 (907) 444-4060 at any time during this trip.)



By the Chignik Lagoon Students and Teachers

Anna Cramer	Joe Ward
Isabella Erickson	Nancy Mills
Meghan Jones	Sara Erickson
Dustin Erickson	
Katie Jones	
Etelani Tupuola	
Tatiana Anderson	
Gilanna Tupuola	
Madison Carr	
Savannah Carr	


Question 1

Who is providing this information?


The Chignik Lagoon students and teachers are providing this information about our trip to Anchorage, AK during Fur Rendezvous.

Question 2

Has a letter of support by the principal been submitted? (Provide a copy.)



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



LPSD Board of Education
PO Box 498
King Salmon, AK 99613

Dear Board Members,

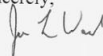
Please accept this letter as a statement of support for the trip being proposed by the Chignik Lagoon School Student Government and staff. I believe that the trip should be approved because of the cooperative relationship Chignik Lagoon School has developed with parents and the community, the reputation that the school has for working on completing standards in previous trips, and the current focus and commitment the planners have in addressing standards across the curriculum.

Chignik Lagoon School has worked very hard to maintain a positive, mutually-supportive relationship with parents and the community at large. This relationship has led to effective collaboration with the village council in a number of projects and trips. It is reflected in the commitment of each family to have at least one parent to accompany their children who are travelling. You can be sure that the school and village will work to ensure that this trip is an excellent learning experience for all.

Chignik Lagoon School has taken trips in the past that demonstrate its commitment to taking every advantage of the learning opportunities available to address standards that students need to complete. Their commitment to learning the use of trips to facilitate it has been demonstrated multiple times.

The staff, students and parents involved in the planning of this proposed trip have searched diligently to include several activities that will give the students opportunities for learning across the curriculum.

While this proposed trip does take place during the school year, it takes full advantage of a unique, Alaskan event. The planning has been thoughtful with a concern for meeting the learning needs of each student involved. I strongly encourage you to approve the trip being proposed by Chignik Lagoon School.

Sincerely,

Joe L. Ward
Chignik Lagoon Principal
jward@lpsd.com
(907) 845-4004

Chignik Bay • Chignik Lagoon • Chignik Lake • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock Newhalen
• Nondalton • Pedro Bay • Perryville • Pilot Point • Port Alsworth • Port Heiden

Rev 1/2010

Question 3

*What is the purpose of the field trip and how does the proposed travel support the curriculum?
Submit lesson plan for field trip activity.*

The main purpose of this field trip is to extend the science and social studies curriculum and provide real world examples for what we are learning in class. The students will see the animals that they have learned about at the Anchorage Zoo. They will work with dry ice and liquid nitrogen during one visit to the Anchorage Museum. The other visit to the museum will allow them to examine real objects that tell about Alaskan history. At the Alaska Aviation Museum, they will experiment with airplane designs and learn how the differences in structure change how they fly.

The secondary purpose of this field trip is to extend Cultural Awareness and Employability. The students will be in Anchorage for the Fur Rendezvous Winter Festival. They will go to the native art market and see the Iditarod race start. They will see fine art at the Anchorage Museum and hear the Anchorage symphony. For employability standards, the students will go swimming, bowling, ice skating, and skiing/snowboarding/snowshoeing at Alyeska. This will expose them to many ways that they can exercise and stay healthy in childhood and into their adulthood as well.

Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
Feb. 25	26 Leave to Anchorage	27 Anchorage Museum – Cold Carnival Bowling	28 Anchorage Zoo Extreme Fun Center Swimming	Mar. 1 Anchorage Museum – A Moment in Time Putters Wild Ice Sculpture park	2 Anchorage Aviation Museum Native Arts Market Ice Skating	3 Iditarod Start Swimming Symphony
4 Alyeska	5 Leave to Lagoon	6	7	8	9	10

Tuesday 27th

10:00-1:30 Anchorage Museum

Science (**SC** 00.06.01, 00.15.01 01.06.01, 01.15.01, 02.06.01, 02.15.01, 03.06.01, 03.15.01, 04.06.01, 04.15.01, 05.04.01, 05.18.01, 06.06.01, 06.18.01, 07.01.01, 07.01.02, 07.03.01, 07.05.01, 07.06.01, 07.18.01, 07.20.01.02,

08.01.01, 08.01.02, 08.05.01, 08.06.01, 08.18.01, 08.20.01, 09.04.01, 09.09.01, 09.17.01, 09.20.01, 10.01.01, 10.04.01, 10.17.01, 10.20.01, 11.05.01, 11.18.01; **SS**.08.02.01, 08.02.03, 08.02.09)

Get cool, and delve into the science of cold and its impact on innovation in Alaska. Explore temperature, energy, and the phases of matter through observation and hands-on lab activities with dry ice and liquid nitrogen. Through a guided exploration at the Smithsonian Arctic Studies Center, learn about the inventive, resourceful ways in which the Alaska Native peoples survive and thrive in extreme cold. Includes: museum educator-led gallery experience, museum educator-led activity, and teacher-led exploration in the Discovery Center.

2:00-4:00 Rondy Carnival

(**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, **CA**.07.01.02, 07.01.03)

Students will attend the Fur Rondy carnival.

7:00 – 9:00 Bowling

Employability (**EM** 04.01.07, 05.01.07, 06.01.04, 06.01.05, 06.01.06, 06.01.12, 07.01.11, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.13, 08.01.08, 08.01.09, 08.01.10, 08.01.11, 09.01.11, 10.01.05, 10.01.06, 10.01.07)

Students will form teams and bowl at Center Bowl.

Wednesday 28th

10:15-12:15 Anchorage Zoo

Science (**SC** 00.08.01, 00.08.02, 01.08.01, 01.08.02, 02.08.01, 02.08.02, 03.08.01, 03.08.02, 04.08.01, 04.09.02, 05.09.01, 05.09.02, 06.09.01, 06.09.02, 07.01.01, 07.10.01, 07.10.02, 08.01.01, 08.03.01, 08.09.01, 08.09.02, 08.10.01, 8.10.02, 09.01.01, 09.07.01, 09.09.02, 10.01.01, 10.07.01, 10.07.02, 10.08.03, 11.09.02); Employability (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

Adventures in Churchill: Explore polar bears with zookeeper Christin Groth as she shares her visit to the polar bear capital of the world! Zoo School programs include an engaging classroom presentation with hands-on biofacts, and a visit to see the zoo's bears in action! Then a self-guided tour of the other exhibits.

2:00-4:00 Extreme Fun Center (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

7:00 – 8:30 Swimming

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will be swimming and engaging in various water activities.

Thursday 1st

10:00-1:30 Anchorage Museum

Social Studies (**SS** 01.03.01, 02.03.01, 03.01.02, 03.02.02, 03.03.01, 08.02.01, 08.08.02, 08.02.03, 08.02.04, 08.02.05, 08.02.06, 08.02.07, 08.02.08, 08.02.09, 08.02.10, 08.02.11, 08.02.12, 08.02.13, 08.02.14, 08.02.15, 08.02.16, 08.02.17, 10.04.05); Cultural Awareness (**CA** 04.01.02, 05.01.02, 06.01.02, 07.01.02, 08.01.01, 08.01.02, 09.01.02, 09.01.03, 10.01.01, 11.01.01)

Venture into the past of Alaska and get glimpses at important moments in the history of this place. Through a guided gallery experience, examine objects that hold stories that tell parts of Alaska's history. Explore what maps tell us about past and present through an engaging game. Then, experience creative representations of Alaska through time by artists in the museum's new Art of the North galleries. Includes: museum educator-led gallery experience, museum educator-led activity, teacher-led exploration in Art of the North Galleries, and teacher-led exploration in the Discovery Center.

3:00-4:00 Putters Wild

Employability (**EM** 04.01.07, 05.01.07, 06.01.12, 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will play miniature golf.

7:00 – 8:00 Ice Sculpture park

Employability (**EM** 04.01.07, 05.01.07, 06.01.12, 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)
Culture Awareness (**CA** 04.01.06, 05.01.04, 06.01.03, 07.01.05, 07.05.01, 09.01.01, 09.01.02, 10.01.02, 11.01.01)

Students will walk through the Fur Rondy ice sculpture park.

Friday 2nd

10:00-11:30 Alaska Aviation Museum

Science (**SC** 00.01.01, 00.01.02, 00.02.01, 00.03.01, 01.01.02, 01.01.02, 01.02.01, 01.03.01, 01.07.01, 02.01.01, 02.01.02, 02.02.01, 02.03.01, 02.07.01, 03.01.01, 03.01.02, 03.02.01, 03.03.01, 03.07.01, 04.01.01, 04.01.02, 04.02.01, 04.03.01, 04.07.01, 04.15.01, 05.01.01, 05.01.02, 05.02.01, 05.03.01, 05.07.01,

00.06.01, 00.06.02, 00.06.01, 00.06.01, 06.07.01, 06.16.01, 07.01.01, 07.01.02, 07.02.01, 07.07.01, 07.07.02, 07.17.01, 07.16.01, 07.19.01, 07.20.01, 08.01.01, 08.01.02, 08.02.01, 08.03.01, 08.07.01, 08.15.01, 08.16.01, 08.16.02, 08.17.01, 08.19.01, 08.20.01, 09.01.01, 09.01.02, 09.02.01, 09.03.01, 09.06.01, 09.06.02, 09.14.01, 09.15.01, 09.16.01, 09.19.01, 09.20.01, 10.01.01, 10.01.02, 10.02.01, 10.03.01, 10.06.01, 10.15.01, 10.16.01, 10.17.01, 10.18.01, 10.20.01, 10.21.01, 11.01.01, 11.01.02, 11.02.01, 11.03.01, 11.07.01, 11.15.01, 11.16.01, 11.17.01, 11.18.01)

Science of Flight- Students experiment with different shapes to create a successful aircraft. Class covers scientific method/engineering design, four forces of flight, and axis of flight. Docent-led Tour: Docent tours of the museum are 45 minutes, cover the history of Alaska through aircraft, include interactive elements, and are appropriate for all grade levels.

1:00-3:00 Native Arts Market

Cultural Awareness (**CA** 04.01.06, 05.01.04, 06.01.03, 07.01.03, 07.01.04, 07.05.01, 09.01.01, 09.01.02, 10.01.01, 10.01.02) Employability (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

Students will look at the art made by local artists in the Fur Rondy Native Arts Market.

6:00-7:00 Ice Skating

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will ice skate at the Fur Rondy Family Skate on Westchester Lagoon.

Saturday 3rd

10:00-12:00 Iditarod Start

Social Studies (**SS** 03.02.02, 08.02.01, 08.02.03); Cultural Awareness (**CA**.05.01.01, 05.01.02, 06.01.01, 06.01.02, 07.01.02, 09.01.03); Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will attend the ceremonial opening of the Iditarod race.

2:00-4:00 Swimming

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will be swimming and engaging in various water activities.

8:00-10:00 Anchorage Symphony Orchestra

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07); Cultural Awareness (**CA**.04.01.03, 05.01.03, 05.01.04, 06.01.03, 06.01.05, 08.01.02, 08.01.04, 10.01.02, 11.01.01)

Shades of Passion: Fusing the verve of Brazilian music with the lyrical themes of J.S. Bach is concert opener, Villa-Lobos' festive Bachianas Brasileiras No. 4. Scriabin's aptly titled Poem of Ecstasy delivers on themes of passion, love, and creativity. Hailed by Downbeat Magazine for her "scintillating plays of light and subtle colors," ASO harpist Megan Bledsoe Ward performs Concerto for Harp and Orchestra by preeminent Canadian composer R. Murray Schafer. What better closer than Ravel's intense and rhythmic Boléro!

Sunday 4th

1:00-4:00 Alyeska

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will choose between skiing, snowboarding, and snowshoeing at Alyeska Resort. Those who choose skiing and snowboarding will receive 2 hour lessons on their sport.

Question 4

Is this activity open to all students? If not, how will students be selected?

This trip will be available to all students enrolled in the Chignik Lagoon School.

Question 5

What is the anticipated daily schedule for students who will be involved? (Provide a schedule of all activities for each day, of the proposed field trip.)

Monday, February 26

12:00-2:00 Flight to Anchorage
3:00 Check into hotel
5:00 Dinner
7:00-9:00 Swim or rest
10:00 Lights out

Tuesday, February 27

8:00 Wake up and breakfast
9:15 Travel to Anchorage Museum
10:00-1:30 Anchorage Museum - Cold presentation and eat lunch at Muse. restaurant
2:00-4:00 Rhondy Carnival
5:00 Dinner
7:00-9:00 Bowling at Center Bowl
10:00 Lights out

Wednesday, February 28

8:00 Wake up and breakfast
9:30 Travel to Anchorage Zoo
10:15-12:15 Anchorage Zoo - Polar bear presentation
12:30 Lunch at Zoo
2:00-4:00 Extreme Fun Center in Wasilla
5:00 Dinner
7:00-8:30 Swimming at hotel
10:00 Lights out

Thursday, March 1

8:00 Wake up and breakfast
9:15 Travel to Anchorage Museum
10:00-1:30 Anchorage Museum - A Moment in Time presentation and lunch at Muse.
3:00-4:00 Miniature golf at Putter's Wild
5:00 Dinner
7:00-8:00 Walk through Fur Rondy ice sculpture park
10:00 Lights out

Friday, March 2

8:00 Wake up and breakfast
9:15 Travel to Alaska Aviation Museum
10:00-11:30 Alaska Aviation Museum - Science of Flight
12:00 Lunch at the Diamond Center
1:00-3:00 Walk around Native Arts Market
5:00 Dinner
6:00-7:00 Ice Skating and Fur Rondy family skate

Saturday, March 3

8:00 Wake up and breakfast
9:00 Travel to downtown Anchorage
10:00-12:00 Watch Iditarod start
1:00 Lunch
2:00-4:00 Swimming at hotel
5:00 Dinner
6:00 Get dressed for Symphony
7:00 Travel to Symphony
8:00-10:00 Anchorage Symphony Orchestra - Shades of Passion
11:30 Lights out

Sunday, March 4

10:00 Wake up and breakfast/lunch
11:00 Travel to Alyeska and organize lessons and rentals
1:00-4:00 Alyeska - ski, snowboard, or snowshoe
5:00 Dinner in Girdwood
6:00 Travel to hotel and pack
10:00 Lights out

Monday, March 5

8:00 Wake up and breakfast
10:00 Flight from Anchorage to Chignik Lagoon

Question 6

*What specific arrangements have been made for student housing while on the field trip?
(Provide names, locations and contact phone numbers.)*

Arrangements have been made at Homewood Suites at 101 West 48th Avenue, Anchorage, Alaska, 99503, USA with the phone number 1-907-762-7000.

Question 7

What arrangements, have been made to assure the safe passage and transport from the district to the point of disembarkation?

The students will fly to Anchorage, AK on an airlines that is contracted with the school district to fly student for other activities. These airlines have been specially selected to ensure our safety.

Question 8

What are the hours of intended travel between the district and the point of disembarkation?

It takes about 2 hours to fly from Chignik Lagoon to Anchorage, AK.

Question 9

What specific lodging arrangements have been made for students, chaperones, and drivers if the anticipated departure or return times are between 10p.m. and 8a.m?

Since this is a direct rural Alaskan flight, the airlines that have been chosen will only fly from 8am to 10pm.

Question 10

Have commitment forms been secured and signed by chaperones which obligate them to remain alcohol and drug-free during the field trip? All certificated staff, parents, non-certificated staff, volunteers) chaperones are expected to follow standards as stated on the commitment forms.

Once this trip has been approved by the school board, the chaperones will be chosen with input from both the local LSAC and the staff. Chaperones will not be allowed to travel without a signed C14a form. Those forms will be submitted to our principal, Mr. Ward before we travel.

Question 11

Have certificates of insurance regarding health insurance coverage during the field trip been secured? (Trip approval requires insurance for out-of-country & out-of-state travel.)

Monday, October 02, 2017
Rhonda Gregorio, Health Aide
Chignik Lagoon Clinic
PO Box 25
Chignik Lagoon, AK 99565

To whom it may concern:

The following students are beneficiaries of Indian Health Services and receive health insurance:

Isabella Erickson
Dustin Erickson
Meghan Jones
Katie Jones
Etelani Tupuola
Gillana Tupuola
Tatianna Anderson-Martin
Madison Carr
Savannah Carr

Thank you,


Rhonda Gregorio



Alaska Electrical Trust Funds

PENSION FUND - HEALTH AND WELFARE FUND - LEGAL FUND
701 E Tudor Suite 200 • Anchorage, AK 99503
(907) 278-1246 • (800) 478-1248 • Fax: (907) 278-7576
www.aetf.com



9/07/17

JOHN E JONES
PO BOX 56
CHIGNIK LAGOON AK 99565-0056

xxx-978

CERTIFICATE OF GROUP PLAN COVERAGE

* IMPORTANT - This certificate provides evidence of your prior health coverage. You may need to furnish this certificate if you become eligible under a group health plan that excludes coverage for certain medical conditions that you have before you enroll. This certificate may need to be provided if medical advice, care, diagnosis, or treatment was recommended or received for the condition within the 6-month period prior to your enrollment in the new plan. If you become covered under another group health plan, check with the plan administrator to see if you need to provide this certificate. You may also need this certificate to buy, for yourself or your family, an insurance policy that does not exclude coverage for medical conditions that are present before you enroll.

The most recent 24-month period is shown below. Any letter or number in the column below a specific month indicates eligibility for that calendar month, unless an individual dependent has an enrollment or termination date indicated which would eliminate some months of eligibility.

For further information call the telephone number above.

	Sep	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan	Dec	Nov	Oct
Coverage	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>16</u>	<u>16</u>	<u>16</u>
	500	500	500	500	500	500	500	500	500	500	500	500

	Sep	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan	Dec	Nov	Oct
Coverage	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>15</u>	<u>15</u>	<u>15</u>
	500	500	500	500	500	500	500	500	500	500	500	500

Dependent Name	Soc. Sec. No.	Enroll	Term
JONES, SAMANTHA J	xxx-xx-6002	1-01-08	
CRAMER, ANNA M	xxx-xx-0135	1-01-08	
JONES, MEGHAN C	xxx-xx-9087	6-05-16	
JONES, KATIE A	xxx-xx-0908	6-05-16	





Meritain Health
1405 Xenium Lane North, Suite 140
Minneapolis MN 55441

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

Explanation of Benefits

RETAIN FOR TAX PURPOSES
THIS IS NOT A BILL

J58B (20,578) 1 of 2



Forwarding Service Requested

*****ALL FOR AADC 795
20578 3 AB 0-403
SAMANTHA JONES
PO BOX 56
CYGNEX LAGOON AK 99565-0056

Customer Service Information

Need help understanding your benefits? Contact Us.

CLAIMS CUSTOMER SERVICE
952-546-0062 800-808-2009

Group Name: LAKE & PENINSULA SCHOOL DIST
Group #: AK042
Division: 001
Draft Ref #:
Insured: SAMANTHA JONES
Insured ID: 8318184446
Patient: ANNA M CRAMER
Patient Acct #: 345802A-KCL-40000
Prepared On: 08/25/2017 By: SY3
Benefit Year: 2017 Claim: Medical
Provider: RICHARD ASHER
Provider TIN: 920044965

Claim #: TCY9661
Patient: ANNA M CRAMER

Provider: RICHARD ASHER
Patient #: 345802A-KCL-40000

Treatment Date	Procedure / Revenue Code	Billed Amount	Provider Discount	Ineligible Amount	Reason Code	Applied to Deductible	Applied to CoPay	Paid At	Other Payment	Payment Amount	Patient's Responsibility
08/14/17-08/14/17	89384 /	\$279.00	\$0.00	\$279.00	s	\$0.00	\$0.00	0%	\$0.00	\$0.00	\$279.00
Column Totals		\$279.00	\$0.00	\$279.00		\$0.00	\$0.00		\$0.00	\$0.00	\$279.00

Patient's Responsibility: \$279.00

Other Insurance Credits \$0.00
Total Payment Amount \$0.00

Accumulators

Description	Satisfied	Claim Year
Family Deductible	\$156.38 of \$300.00	2017
Individual Deductible	\$56.38 of \$100.00	2017

Please Contact Us At:

- According to our records AK ELECTRICAL HEALTH AND WELFA is the primary carrier for this patient. Their statement of payment or denial is required for these services in order to determine benefits available under this plan due to the Coordination of Benefits provision. Please forward their statement to us along with a copy of this EOB. Failure to provide this will result in the non-payment of this claim.
- Provider discount through AETNA PPO. Patient not responsible for this amount.

ENROLLEES: You can view eligibility, benefit information and claim status online at your convenience! To gain access, logon to www.mymeritain.com.

This document contains important information that you should retain for your records. This claim was processed in accordance with the group health plan described in your Summary Plan Description (SPD). If your claim was denied (in whole or in part), the decision to deny your claim was based on the Medical Benefits and/or Plan Exclusion section(s) of the Plan because the benefits requested are not covered by the Plan and this document serves as notice of an adverse benefit determination. (Please refer to the reason(s) provided for additional information.)

If you think this determination was made in error, you have the right to appeal (see the back of this page for information about your appeal rights). If you are enrolled in an ERISA-governed plan and your appeal is denied and all levels of review have been exhausted, you have the right to bring a civil action under ERISA 502(a). (To determine whether your health plan is an ERISA-governed plan, please refer to your SPD.)



Merrain Health
1405 Xenium Lane North, Suite 140
Minneapolis MN 55441

BY TELEPHONE
ONLY FOR

J588 [20,578] 2 of 2

Reference Info

Enrollee: SAMANTHA JONES
Group #: AK042



Important Information about Your Appeal Rights

What if I need help understanding this denial? Contact us at the customer service number located on the front of this notice if you need assistance understanding this notice or our decision to deny you a service or coverage.

What if I don't agree with this decision? You have a right to appeal any decision not to provide or pay for an item or service (in whole or in part).

How do I file an appeal? You or your authorized representative has the right to an appeal within 180 days of the date you receive a denial. If you decide to appeal this claim, your appeal (including any additional information you would like to provide) should be sent in writing to Attn: Appeal Department, Merrain Health, P. O. Box 41980, Minneapolis, MN 55441-0970 or to the address outlined in your SPD. See also the "Other resources to help you" section of this form for assistance filing a request for an appeal.

What if my situation is urgent? If your situation meets the definition of urgent under the law, your review will generally be conducted within 48 hours. Generally, an urgent situation is one in which your health may be in serious jeopardy or, in the opinion of your physician, you may experience pain that cannot be adequately controlled while you wait for a decision on your appeal. If you believe your situation is urgent, you may request an expedited appeal by following the instructions above for filing an internal appeal or you may contact us at the customer service number located on the front of this notice.

Who may file an appeal? You or someone you name to act for you (your authorized representative) may file an appeal. You can appoint an authorized representative by requesting an Appointment of Authorized Representative form at www.merrain.com.

Can I provide additional information about my claim? If your claim was denied and you have been offered the opportunity to provide additional information to have your claim reconsidered (as identified on the front of this notice), you have 50 days from the date of this notice to provide the additional information.

Can I request copies of information relevant to my claim? Yes, upon written request, you may request copies (free of charge) of all relevant documents, information and records and to send us your comments in writing. You may also request (in writing) a copy of any internal rule, guideline or protocol that was relied upon in processing your claim, including an explanation of the scientific or clinical judgment that was applied to any claim that was denied based on a medical necessity, experimental treatment or similar exclusion or limit contained in the Plan. If you think a coding error may have caused this claim to be denied, you have the right to have billing and diagnosis codes sent to you, as well. You can request copies of this information by contacting us at the customer service number located on the front of this notice.

What happens next? If you appeal, we will review our decision and provide you with a written determination, and we will process the appeal in accordance with your Plan document and the Department of Labor regulations (if applicable).

What additional rights do I have if I am enrolled in a non-grandfathered health plan as determined under the Patient Protection and Affordable Care Act? If your Plan is not a "grandfathered plan" as determined by the Plan Administrator and communicated to you in writing (e.g., in the Summary Plan Document or "SPD"), and if we continue to deny the payment, coverage, or service requested or you do not receive a timely decision, you may be able to request an external review of your claim by an independent third party, who will review the denial and issue a final decision. You also may request a simultaneous external review of any urgent care appeal you may file without exhausting the internal appeals process. This paragraph does not apply to "grandfathered" plans (as stated in your SPD). For more information on how to file a request for an external review with the Plan contact the customer service number located on the front of this EOB. A request for an external review must be requested no later than four months after the date of receipt of this notice. You also may direct questions regarding the status of your health plan to your plan administrator or by contacting us at the customer service number located on the front of this notice.

Other resources to help you: For questions about your rights, this notice, or for assistance, you can contact the Employee Benefits Security Administration at 1-866-444-EBSA (3272). Additionally, a consumer assistance program can help you file your appeal. One way to locate an office of health insurance consumer assistance or ombudsman is to contact your local U.S. Department of Labor Office and/or your State insurance regulatory agency. The U.S. Department of Labor has a website that identifies states that have established a consumer assistance program. For an up to date listing of each state with a consumer assistance program visit www.dol.gov/ebsa/health_reform, or contact us at the customer service number located on the front of this notice.

Question 12

What procedures are in place for responding to emergencies in the following categories:

- A. Serious accidents*
- B. Illness/hospitalization*
- C. Robberies/muggings*
- D. Serious losses of personal property*
- E. Death or injury of a family member at home*

A. Serious Accidents

Under occurrence of any items below, we will 1) contact medical assistance, 2) Notify parents, and 3) Notify District Office.

- I. Broken bones - First, we have some definitions of the skeletal system and what types of injuries the bones may encompass, so that if needed a student may look over to be able to know how to determine the injury.
 - A joint is a connection between two bones that allows both movement and support. There are many types of joints, including hinge joints, such as the elbow joint; and ball-and- socket joints, such as the hip.
 - Tendons are cords of tissue that attach muscles to bones, such as the Achilles tendon.
 - Cartilage is also dense connective tissue that acts as a shock absorber between bones.
 - A dislocation is an injury to a joint in which the ligaments may be torn, and one of the bone ends is dislodged from its normal position. The shoulder, elbow, finger, hip, and ankle are commonly dislocated.
 - A sprain is an injury to a joint that is usually caused by the twisting or stretching of the joint beyond its normal range. This may result in an injury to the ligaments.
 - A deformity is when an arm or a leg may lie in an unnatural position or be angulated where there is no joint.
 - Pain and tenderness is usually localized at the site of the break. The sensitive parts can be located by gently pressing along the bone with the tip of one finger.
 - Some swelling is almost always present with fractures. The swelling is usually a result of hemorrhage which occurs immediately after the injury. Occasionally, it may be from increased fluid in the tissues (edema), which may not become obvious for several hours. Bleeding associated with a fracture occurs when major blood vessels in the bone and in the soft tissue and muscle near the fracture site are damaged
 - A person who has had a severe leg or arm injury usually guards the injured part and will not attempt to walk or use the arm or leg and will have an inability to use the extremity.
 - With an open fracture, bone fragments may protrude through the skin or be seen in the wound.

- The victim can sometimes feel a sensation when the broken ends the bone rub together. This sign, of course, should not intentionally be sought because it only increases the pain for the person.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED ARM:

Find a large piece of square cloth, and fold in half diagonally to create a triangle. Then, lay arm in center and tie the ends around the person's neck. Take to hospital.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED LEG:

Car Accidents -If you see a car accident, call 911. Make sure you do not move the patients and do not crowd like a gawking pedestrian.

Serious cuts (AKA Hemorrhaging)- There are two types of hemorrhaging: external hemorrhaging and internal hemorrhaging. External hemorrhaging can be arterial, venous, or capillary. Arterial bleeding is the most critical of external hemorrhaging. It his most characterized by spurting, bright red blood. (If wound is deep in a fleshy part of the body, such as your thigh area, you may not see the blood spurting) The quantity of blood from this wound will be great, and it's color bright red. It must be controlled immediately because large quantities of blood may be lost quickly. This can be fatal for a person. Venous bleeding is characterized by flowing, dark red blood. Venous bleeding can also be fatal if not controlled quickly. Internal hemorrhaging can be arterial, venous or capillary in origin. It is probably the most complicated type of hemorrhage because it is difficult to detect and very difficult to control without advanced intervention. A severe blow or blunt trauma can cause internal hemorrhaging.

HOW TO RECOGNIZE HEMORRHAGING

External hemorrhaging can be detected by the blood flow you may see. Internal hemorrhaging signs are pain, swelling and discoloration at the site of injury.

CONTROLLING HEMORRHAGING

Direct pressure, elevation, and pressure points control external hemorrhaging.

Direct pressure - applying a cloth or pressure to the laceration or wound will helps two things. Keeps the wound from contamination and further chances of infection, and aids in the coagulation of blood.

Pressure points - applying pressure to a major artery that supplies the blood flow to the area will slow the blood flow to the injured area. This may help greatly.

- II. Shock is defined as the failure of the circulatory system to maintain sufficient blood flow to the tissues.

TYPES OF SHOCK

1. Hypovolemic shock caused by
 - a. Loss of blood or plasma
 - b. Loss of fluid due to vomiting, diarrhea, excessive urination, prolonged illness, or burns.
2. Neurogenic shock caused by
 - a. muscles in the blood vessels are temporarily or permanently paralyzed. The vessels expand and the available blood is unable to fill the enlarged vessels. This causes inadequate circulation which then in turn causes shock.

3. Psychogenic shock caused by .
 - a. simple fainting - sudden reaction of the nervous system to fear, bad or good news, or other problems. The blood vessels suddenly dilate and the brain is temporarily without oxygen. This causes fainting. Most cases however, are self-correcting, the person falls to the ground and gravity restores blood flow to the brain. You should remember though, that they might have hurt their head from the fall.
4. Cardiogenic shock caused by
 - a. Inadequate pumping action of the heart- the heart moves blood through the vessels, a reduction in pumping ability causes a reduced amount of blood to flow through the system and results in cardiogenic shock.
5. Septic shock
 - a. overwhelming bacterial infections - usually a person will go to get treated before it gets this bad.
6. Anaphylactic shock caused by
 - a. severe allergic reaction - medication, certain foods, or insect stings. This type of shock can range in severity from discomfort to fatal airway obstructions. Any allergic reaction should be taken se_riously.

SIGNS AND SYMPTOMS OF SHOCK

Confusion

Dizziness

Nausea

Thirst

Dilated pupils (with severe shock)

Treatment: (for mostly Hypovolemic shock but will work for others as well)

1. Ensure adequate airway and breathing
2. Control hemorrhage
3. Reassure and calm the person
4. Have him/her lie down and elevate his feet approximately 12 inches
5. Keep him/her warm but not hot
6. Give nothing by mouth
7. Avoid rough handling

- III. FOREIGN BODIES or particles present in the eye are a common problem and are often located under the upper eyelid. Any foreign body in the eye irritates and causes tears. Tears may wash the particle from the eye, so there would be no need for aid. However, if the tears do not wash the particle out, follow this procedure:

Clasp the upper eyelashes between the thumb and first finger of one hand and, pulling gently, roll the lid back. Instruct the person to look downward. If the object is located, remove it with a tip of a clean handkerchief or a sterile cotton swab that has been made wet with saline or sterile water. Sometimes, the object may be embedded in the eye. In this case, do not try to remove,

and take the person to the hospital. This calls for a doctor. Also, you will need to cover the patient's eyes to avoid further movement or irritation.

CHEMICAL BURNS of the eyes are the next most common type of injury. They are usually caused by a type of chemical splashing into

HEAT BURNS often result from fire or other intense heat. Usually the person receives more injury to the eyelid than to the eye itself. As you would do with any burn, cover the eyes with sterile dressing, and transport the patient to a medical facility.

LIGHT BURNS usually injure the sensory cells of the eyes. This may be a temporary or permanent injury. Some possible causes are arc welding, snow, light reflection, and gazing at the sun during an eclipse. This type of injury is extremely painful. The rescuer should cover both eyes and have the person lie down and remain still.

LACERATION of the eyeball itself can result in blindness because of the loss of vitreous fluid. The most important determination is whether it is an actual laceration of the eyeball or a laceration of the eyelid. If it is the eyeball, make sure you avoid applying excess pressure that may cause additional fluid loss. If it is just the eyeball, pressure dressing

EXTRUDING EYEBALLS are eyeballs that have been removed from the socket. Do not push the eyeball back into the socket. The extruding eyeball should be shielded by a cone, paper cup, or another type of protection against pressure from the bandages applied. Both eyes should be covered and the person transported to the hospital. A little note...Someone who comes upon another person who seems to be hurt in the eye. will think that it is an eye problem. In actuality a lot of the time it is a head injury, which do not necessarily involve injury to the eye:

- One pupil is larger than the other
- The eyes are turned in different directions
- One eye does not move
- The white of an eye is bright red due to internal hemorrhage
- The person's eyelids are black and blue
- One eye protrudes farther than the other

IV. BURNS

Burns can be disfiguring and deadly, or may be nothing more than an annoyance. Proper management of a burn victim may relieve pain, promote recovery, and save a life. Thermal, or heat, burns are the most common type of burns. Radiation burns can be caused by solar or nuclear radiation. Chemical burns are caused by acids and alkalis and are common, especially in industry. Electrical burns deserve special consideration because they frequently cause extensive internal tissue destruction with little visible damage to the skin. This type of burns is of the epidermis, or the topmost layer of skin. A superficial burn is characterized by reddening of the skin that may be quite intense. A sunburn or a mild scald is an example of a superficial PARTIAL-THICKNESS BURNS

These burns involve both the epidermis and the dermis (second layer of skin) - It is characterized by a deep reddening and blistering. The burn reaches capillaries which then in turn ooze plasma, which raises the top layer of skin and turns into a blister. Even though this is deeper than the superficial burn, can still heal itself when treated with reasonable care.

Point to Recognize: Burns that are entirely partial-thickness cause little scarring and usually do not require skin grafts. However, if a large amount of a person's body is affected, they may be very ill and present a serious problem requiring intensive therapy in the hospital.

FULL-THICKNESS BURNS

These are burns involving the epidermis, the dermis and the subcutaneous tissue (The third layer of skin before the muscles), and sometimes include muscle and bone. The wound can heal itself by contracture, or drawing the undamaged skin together to cover the damaged area.

The part that has been destroyed cannot be replaced except by dense scar formation.

CRITICAL AND SEVERE BURNS

People with critical burns should be taken to a burn center for treatment, if possible. The following burns should be classed as critical and severe:

1. partial-thickness burns covering more than 30% of the body surface.
2. Full-thickness burns covering more than 10% of the body surface.
3. Burns complicated by respiratory problems, major soft tissue injuries, fractures, and or preexisting medical conditions (such as diabetes)
4. Electrical burns.
5. Burns of the face, hands, feet or genitalia.
7. Burns encompassing an entire body part in a circle. This is circumferential burning of the chest, leg, arm, etc.

MODERATE BURNS

People with moderate burns should be treated in a hospital and possibly referred to a burn center. These include the following burn classifications.

1. Partial-thickness burns involving 2% to 30% of the body surface.
2. Full-thickness burns less than 10% of the body surface.
3. Superficial burns greater than 30% of the body surface.

MINOR BURNS

Minor burns include the following:

1. Partial-thickness burns of less than 2% of the body surface.
2. Full-thickness burns of less than 2% of the body surface.
3. Superficial burns of less than 20% of the body surface, excluding the face: hands, feet and genitals.

TREATMENT OF BURNS

Thermal and electrical burns

1. Eliminate source of heat
2. Cover the area with warm dressings
3. Wrap with loose bulky dressings.
4. Moderate to severe go to hospital or call ambulance.
1. Immediately wash with water for at least 15-20 minutes prior to transport.

NOTE: Some hazardous chemicals react violently to water. If substance is a powder, then brush off to be safe. Once all is brushed off, use plenty of water.

Bibliography

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B. Illness/Hospitalization

If a student gets sick they will follow the list below:

*Wash your hands

*Drink lots of water

*Eat healthy food

If any students get sick and require hospitalization, contact parents and the district office. If sickness occurs while on the road, students will contact the nearest help by cell phone. If severe, the student may have to return home.

If an injury requiring hospitalization occurs during this trip, parents and district office will be notified. If accident occurs on the road where any form of medical service is unavailable, the

students will call the closest hospital via cell phone and call for help. If able, the remaining passengers will escort the injured party to the hospital. The cell phone will be used to prepare the hospital for their arrival. If a hospital is close and the injured party is immobile, 911 or the closest hospital will be called to send an ambulance. A list of all hospitals anywhere near our scheduled plan will be present in the glove compartment of the van at all times.

Alaska Regional Hospital

2801 Debarr Rd, Anchorage, Alaska 99508
(907) 276-1131

Providence Alaska Medical Ctr.

3200 Providence Dr, Anchorage, Alaska 99508
(907) 562-2211

Alaska Native Medical Center

4315 Diplomacy Dr., Anchorage, Alaska 99508
(907) 729-1600

Mat-Su Regional Medical Center

2500 South Woodworth Loop, Palmer, Alaska 99645
(907) 861-6000

C. Robbery and Muggings

If or when mugging or robbery happens, the first priority is to calm everyone down, make sure no one is hurt and if so get him or her the proper attention they need. Second is to write down everything everybody knows about the situation. Third go to the police and inform them what happened. Fourth is to inform the district office and family.

D. Serious loss of personal property

If something is lost or stolen then that person will call the police. If the police are notified, a follow-up call to the district office and to parents will occur. If any items are stolen that are necessary for the trip, student government will have backup funds and replace items necessary within financial reason.

E. Death or Injury of a family member at home

The student will be notified on the trip, and if it is serious, the student will fly home. Students can be contacted using cell phone number 1 (907) 444-4060.

Question 13

What are the planned responses related to serious violation of rules during the field trip? Detail the specific rules and consequences related to the following:

- A. Theft and larceny*
- B. Sexual misconduct*
- C. Alcohol/drug use*
- D. Repeated curfew violations*
- E. Disorderly conduct or failure to cooperate*
- F. Abandoning the group or being absent for scheduled activities*

A. Theft and Larceny

Rule: Do not steal anything from anybody at anytime during this trip. The definition for stealing is to take something without consent from the owner.

Consequences: If not followed, the consequences will be to be sent home after dealing with the authorities. If this infraction occurs, police, central office, and parents will be notified. Student will be sent home at parents expense.

B. Sexual Misconduct

Rules

- No display of affection
- Holding hands
- Kissing
- Back rubs/massages
- No improper behavior
- Respect other's space
- No sexual harassment
- Verbal
- Physical

Consequences: District Office will be notified and student will be sent home at parent's expense.

C. Alcohol/Drug Use

There can be no alcohol or drug use on the road trip. That also includes beer and wine. By the law you have to be twenty-one or older to use these things. Also, parents and District Office will be notified, ASAP!

Consequences: If rule C is broken, district office will be notified and then student will have to be sent home, and the parents will have to pay.

D. Repeated Curfew Violations

Curfew Time: 10:00. If second infraction occurs, district office will be notified and student will be sent home at parent's expenses.

E. Disorderly Conduct or Refusal to Cooperate

Rule: The chaperones are responsible for each student, therefore the students must comply with chaperones requests.

Consequences: The first offense will be met with a warning. If second infraction occurs, central office will be notified and student will be sent home at parent's expenses.

F. Abandoning the group or being absent for scheduled Activities

Rule:

- Always know where your group is going
- Always know what time it is
- Always tell someone where you are going
- Keep a schedule of all your activities and don't leave the group
- Use Buddy System

Consequences: The student will get a hard warning the first time; the second time you will be sent home the parents will pay your flight back home. They will also apologize to the Chaperones and the district office.

Question 14

What is the overall budget for this proposed field trip?

Homewood Suites	3465
Flight	13,000
Food	2800
Rental car	600
Alyeska	800
Anchorage Museum cold	50
Anchorage Museum moment	50
Aviation Museum	0
Anchorage zoo	150
Bowling	280
Extreme Fun Center	857.5
Putters Wild	170
Symphony	780
Ice skating	35
Total	23037.5

Question 15

How is the travel program to be funded?

This travel program will be funded by the Chignik Lagoon Student Government. The student government has been raising money for the last 5 years and has \$20,185.07 currently in the account.

Question 16

Will students be required to fundraise?

The Chignik Lagoon Student Government has already raised most of the funds to pay for the costs of this trip. We will continue to raise money throughout the school year as we have done for the last 5 years.

Question 17

What amount of out-of-pocket expenses will the individual family be required to pay?

There will be no required out of pocket expenses for students and required certified chaperones to travel. If parents wish to accompany their children as chaperones, they will be required to pay for airfare.

Question 18

What provisions are being made for students who cannot afford to participate in this trip?

All students will be able to afford to participate in this trip because we will be using student government funds.

Question 19

List all district employees who will be traveling on this field trip.

The district employees that will be traveling for this trip will be Sara Erickson, Nancy Mills, and Samantha Jones.

Question 20

How will the personnel expenses for substitutes be paid?

Substitutes will not be needed because all students will be traveling on this trip.

Question 21

Is there reimbursement to the sponsors or chaperones? If so, how much? How will costs for sponsors and chaperones be covered?

There will be no need for reimbursements.

Question 22

Number of days student has been absent from school before this trip? (Provide for each student.)

Savannah Carr - 3

Katie Jones - 2

All other students have no absences as of Monday October 9, 2017.

Question 23

What is the total number of days absent, including trip, for each student? (Provide for each student.)

Please see question twenty two (22) for the answer to this question because the trip is covering many standards and will be considered class time.

Question 24

How many days will students be absent from school for this trip?

The students will not be absent for this trip because the trip is covering many standards (see lesson plan in Question 3) and will be during school days.

Question 25

What is the entire length of this trip? (indicate the number of days or weeks)

This trip will be 8 days in total, 2 travel days and 6 educational days.

C13b Non-District Sponsored Out of District Travel Request

Question 1

What is the purpose of the trip? How does this trip support instruction? Has it been tied to standards?

Please see question 3 of the previous pages.

Question 2

Please list the names of chaperones and students wishing to attend this trip. Are all students listed eligible to travel?

These are the anticipated students and chaperones:

Gilanna Tupuola
Etelani Tupuola
Jolene Tupuola
Madison Carr
Savannah Carr
Christina Anderson
Tatianna Anderson
Nancy Anderson
Katie Jones
Meghan Jones
Anna Cramer
Samantha Jones
Henry Erickson
Isabella Erickson
Sara Erickson

Question 3

Has principal and LSAC approval been secured for this trip?

Yes, LSAC has been involved in the planning of this trip. Please see the attached letter from our principal, Mr. Ward.

Question 4

How were students selected for this trip?

Please see question 4 of the previous pages.

Question 5

Please provide an anticipated daily schedule.

Please see question 5 of the previous pages.

Question 6

What arrangements have been made to house students (provide location and contact #)

Please see question 6 of the previous pages.

Question 7

What arrangements have been made to assure the safe passage of students to and from this event (please attach travel forms)

Please see question 7 of the previous pages.

Question 8

What procedures are in place for responding to emergencies (illness, robberies, death or injury of a family member)?

Please see question 12 of the previous pages.

Question 9

How will serious violation of the rules be handled (theft, sexual misconduct, alcohol/tobacco/drug use, curfew violations, failure to cooperate, abandoning the group)?

Please see question 13 of the previous pages.

Question 10

How is the travel to be funded? What is the expected cost of this trip?

Please see question 14 and 15 of the previous pages.

Question 11

What arrangements have been made to cover the classes of certified staff members?

Please see question 20 of the previous pages.

Question 12

How many days will students be absent from school for this trip?

Please see question 22 of the previous pages.