

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular School Board Meeting AGENDA
January 10, 2020, 10:00 AM

Agenda

1. CALL TO ORDER	
2. PLEDGE OF ALLEGIANCE	3
3. ROLL CALL	
4. INTRODUCTION OF VISITORS	
5. ORDERING OF AGENDA	
6. APPROVAL OF CONSENT AGENDA	
a. Previous Minutes	
b. Check Registers	4
7. COMMUNICATIONS	
a. Site Reports	5
b. LSAC Minutes	
c. Correspondence	8
d. Public Comments	
8. DELEGATIONS	
a. Lake and Peninsula Borough	
b. LSAC	
c. Student	
d. Principal/Teacher/Counselor	
9. REPORTS	
a. Committee Reports	
b. Superintendent's Report	21
c. Facilities/Maintenance Report	
d. Curriculum	
e. Technology Report	
f. Activities Report	
g. Financial Report	24
h. Special Education Report	
i. Assessment Report	
j. Early Childhood Report	
k. Personnel	26
l. Shining Stars	
10. OLD BUSINESS	
a. Small Schools	28

b. Board Policy Updates--3rd Reading	29
c. Board Policy Updates--2nd Reading	34
11. NEW BUSINESS	
a. Contract Approvals	
b. Transgender Policy--1st Reading	59
12. PERSONNEL	
a. Letters of Resignation	64
13. MISCELLANEOUS	
14. FUTURE AGENDA ITEMS AND MEETING DATE	
15. ADJOURNMENT	



JANUARY 10, 2020
School Board Meeting

PAYROLL

CHECK REGISTERS

11/27/2019 – 1/6/2020

41407 – 41424

GENERAL

CHECK REGISTERS

11/23/19 – 1/6/20

98244 – 98338

PAYROLL & GENERAL

Direct Deposits & Vendor Payments

11/26/19 – 1/6/20

Vouchers 1146 – 1189

To: Ty Mase, Superintendent K. Luke, Director of H.R.	From: R. Fagerquist, Head Teacher
--	--

First Semester Review/Report

Outstanding Activities and Events

From the start of the school year, we've been promoting our vision of a "Better Together" school environment. To this, we instituted a daily morning meeting where we all – students, teachers, staff - come together around the center circle of the gym and talk about the day to come. We end each meeting with a "Better Together" call-out. All of our whole-school activities have been branded with this motto – art projects, newsletters, community get-togethers, etc. This has had a noticeably positive effect, most evident in the praises of our parents/guardians. We've often heard that this year the students are showing elevated enthusiasm and engagement. Beyond the uptick in school spirit, our academics are humming along with many of our students tearing through their math classes and showing upward progress in their MAP testing. A short list of our activities this past semester include: a "Welcome to School – Better Together" hotdog and hamburger dinner; a whole-school nature walk and rock hunt; a t-shirt tie-dye team-builder; a Halloween Carnival with a haunted house and a cake walk; a Thanksgiving potluck and turkey shoot; a student government fundraiser hamburger fry with a community volleyball scrimmage; an after-hours live-stream of our hometown Perryville Eagles volleyball team at districts; a U.S.F&W.-led bird class and poster-making session; and a Christmas program with a dessert potluck and a visit from Santa. We've also had good participation in CTE courses and sent three of our high-schoolers to the Bristol Bay Youth Leadership Forum in Anchorage.

Personnel

All three teachers – Megan Maloney, Rob Fagerquist, and James Williams – completed college courses this semester while working diligently to provide the students with a high level of instruction. All three report satisfaction with the learning environment and the progress of their students.

The classified staff remains steady. Our cook, custodian, and preschool teacher all have their jobs down to a science and are self-sufficient. The challenge for the new year will be to find more effective ways to engage classroom aides in school processes. This may be achieved by adding more regular all-staff meetings, providing professional development, and expanding their duties where applicable.

Standards Based System/Curriculum Progress

At this point most students are progressing well. Math has been a particular bright spot, especially for the middle and high schoolers. Many are further along in their ALEKS progress than expected, and several are preparing for their end-levels. This is encouraging as math is an area where students may fall behind. At present, we have six students nearing graduation, and math is a limiting factor for several. That being said, if the juniors and seniors (especially) maintain their current trajectory, they should be on pace to graduate next year. Christian Meneskie deserves praise for providing a logical and easy to follow progression through the standards. Writing is another area of concern; only one of the high school seniors and two of the juniors are in their grade-appropriate writing level. However, with the writing projects provided by Marli Nikolaus in her online classes and on-site projects (coupled with science and social studies standards) we should be able to move our older students through the levels and keep the younger ones on track.

Technology Progress

Technology (mainly our internet connection) was a bit spotty at the start of the year, but has settled down quite a bit since. We haven't had to miss an online class due to connectivity issues since late September. Technology matters have otherwise been few and have been handled promptly by the tech support team.

Facility Update

Our facility is generally in good shape. No major issues have been encountered. There is a plan to move the library from an upstairs room to a ground level room as the present library floor seems to be showing signs of stress under the weight of the books (over eight thousand of them). LPSD maintenance staff have been efficient and responsive to our needs.

LSAC Activity

We have managed to have regular monthly meetings with our LSAC. At present, we have three members: Bertha Skonberg, Dana Phillips, and Sephora Trefon. The LSAC has been a vital asset in the planning and implementation processes of events and policies and have been very generous in providing material support for our activities, including donating pizza to the school for a "Teacher/Student Appreciation Day"

Volunteer Report

We have had good volunteerism from the community. Members of the community have led us in art projects, helped with cooking for our events, and

Professional Development

As noted previously, the three teachers are taking college classes in their "spare" time.

Pupil Attendance

Attendance has been strong. We had a small number of students out of the village for medical reasons, but otherwise everyone is showing up every day on time and ready to go.

Student and Staff Safety

No problems to report.

Subsistence Calendar

All is well, with the long summer break not seeming to have an impact on the educational progress of our students.

Other:

Site Report – Perryville School – Fall Semester, 2019

BBRCTE Newsletter

Bristol Bay Regional Career and Technical Education



BBRCTE Students get creative!

Art and creativity were mixed into a very intense week of hands on coursework in Dillingham, King Salmon, and Naknek

During Bristol Bay's Regional Career and Technical Education week students participated in a wide variety of coursework. BBRCTE offered 6 different courses in November and every course was completely full, most with waitlists! Students travelled to Dillingham to gain their Emergency Trauma Technician Certificate with local instructors David Milligan and Clint Reigh. They also were introduced to Health Care Careers with medical professional Dianna Boyd. In Naknek students were immersed in art, creativity, and technology as they went through a grueling week of building a sharp looking marketing plan during their marketing and graphic design course with Rebecca Wilke, owner of Cuvee marketing and Rebecca Turning, owner of Turning Heads Graphic Design. Welding Instructor Extraordinaire Nick Pop ran through the basics of welding while several returning students dove into aluminum skiff building. Chef Kai, Chef at the Mission Lodge in Aleknagik, travelled to the Bear Trail Lodge in King Salmon and spent a week focused on Culinary Arts. Additionally students "built" up their construction skills via NCCER Carpentry Level I hosted by SAVEC.



**Emergency
Trauma
Technician**



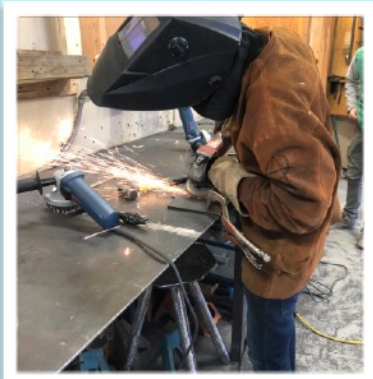
Culinary Arts



**Graphic Design
and Marketing**

EMERGENCY TRAUMA TECHNICIAN

Local Dillingham instructors David Milligan and Clint Reigh worked with a group of students interested in gaining skills to help out with emergency medical situations. Students went through the process of receiving their ETT certification, a Basic Life Support Card, 3 college credits during a fast paced and hands on week.



WELDING I

Due to the high demand for students to learn about welding we offered a second introductory course.

The class started out learning about all of the required safety gear that is necessary for welding. They then focused on different techniques that are used for striking up an arc with SMAW welding. The students then built up their welding skills by completing six different assigned welding joints. After spending a couple of days completing different welding joints, they moved on to learning about how the AWS (American Welding Society) plate welding certification test is set up. The students

then prepared and set up the welding test.

Some of the students finished the test and learned how the visual examination is carried out. If the students pass the visual part of the exam, they then move onto preparing their plates for the bend test. In addition to learning about stick welding students also used a plasma torch, chop saw, right angle grinder, horizontal bandsaw, and a hydraulic press.

While most of the students were learning about stick welding steel, there were also two Naknek students working on an aluminum, all welded, 18' jet boat. These students are building this boat from scratch. The boat has a V up in the bow and is flat at the stern. It has a tunnel in the hull and is being built for an outboard jet.

MARKETING AND GRAPHIC DESIGN

The Village Based Entrepreneur course, focused on Marketing and Graphic Design, was taught by two self-owned business entrepreneurs. The course helped students understand the relationship between marketing and branding to build and grow a business to attract customers. First, the students chose a Cannery-style business or a Lodge to use as the basis for their activities and to apply in their coursework. The first half of each class went over the basics of marketing, including how to figure out your target audience, what outlets should you market on (digital, print, and/or social media), the costs involved in advertising, how to do a SWOT analysis for their new company, and how to determine SMART goals which in turn related to their advertising purposes.



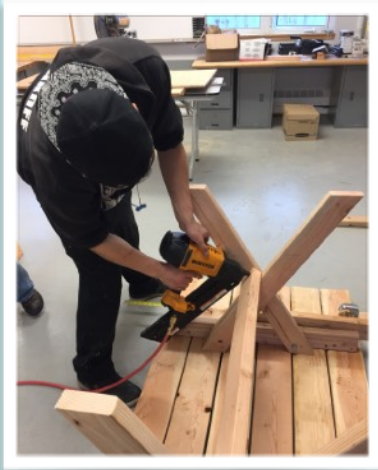
All of this closely ties into how you brand your company. Students then learned how to create the “mood” of their company which included their brand colors, fonts, logo and how to prepare files to go to print—all using Adobe software. They received the basics that any company should know when it comes to making your brand look good and ready for any reproduction on print or online medias; always keeping in mind their target audience which they previously identified. The class generally ended with a hands-on art project that incorporated the day’s design

lessons in a fun and relaxed environment, proving anyone can be creative in their own unique way!

The students learned even more on an exploration field trip to two local businesses. The business owners went over their tactics and strategies with the students, including the pros and cons of what they encountered when it came to both the marketing and design aspects of their business.

As a follow-up, the class was able to talk about the strengths, weaknesses, opportunities, and threats for each business. The final day the students were able to build a business plan for their company based on their cumulative learnings. They also proudly presented their mood boards, a sketch of their logo, and all of the creative pieces they worked on throughout the week to the class. Watch out for these future entrepreneurs because they already have a head start!

NCCER CONSTRUCTION

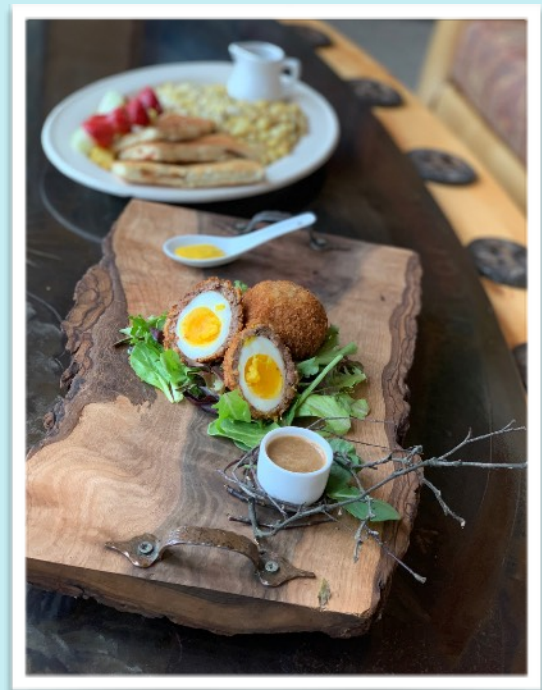


Southwest Alaska Vocational and Education Center provided an opportunity for several qualified high school students to join the adult education course focused on carpentry. During the week students followed coursework through the National Center for Construction Education and Research as they learned about building materials, fasteners and adhesives, hand and power tools, introduction to construction drawings, specifications and layout and floor systems. During the week students mixed classwork with hands on projects as they built a smokehouse, doghouse, and a picnic bench during the week.



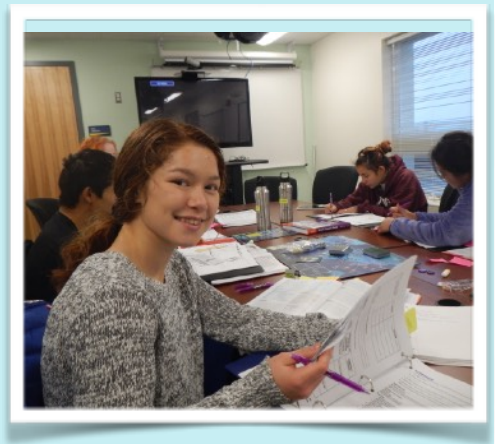
CULINARY ARTS

During the week Chef Ka'ainoa Ravey spent the week focusing on a broad overview of Culinary Arts. During the week students were able to create menus, learn about food safety, gain their commercial food handlers card, earn a college credit, and cook up some incredible dishes.



INTRO TO HEALTHCARE

Medical Professional Dianna Boyd lead a broad introduction to a variety of careers in healthcare. Students learned about career foundations, career pathways, ethics, and safety. The class introduced career opportunities that students can take advantage of locally and regionally including village health aide, dental hygienist, nurse, EMT or doctor. Through BBRCTE's partnership with AHEC, Students spent some classroom time and also some field trip time visiting BBAHC facilities in Dillingham while earning two college credits through the Bristol Bay Campus.



BODY BLAST CLASS WITH BRISTOL BAY FITNESS

Tana Grenda, owner of Bristol Bay Fitness in King Salmon, travelled to the gym in Naknek to teach the students about physical fitness and conditioning during the week. During the course students went through a fairly rigorous workout routine that incorporated a mix of strength training and aerobic fitness. As a sign of success, many students were groaning and moaning about multiple different sore muscle groups that were discovered the next morning. Thanks Tana for wearing out our students and teaching them some healthy life skills!

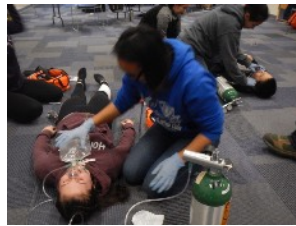


INSTRUCTORS SELECT CLASS MVP

Each CTE week there are several students who stand out either with natural talent, exceptional attitudes, or steadfast grit and determination to learn. Below are the class MVP selections:

ETT- Jessie Jones- Togiak

“Jessie Jones stands out as she was always early to class and ready to learn, participated in the skills and helped the other students as



needed, asked relevant questions, and always offered to help out when needed!” (David S Milligan-ETT instructor)

Welding- Wyatt Duerkson- Port Alsworth

“Wyatt Duerkson has been in my CTE welding class for two weeks. Wyatt is a really hard worker. Due to his hard work ethic, he is the farthest along with the welding certification test. He has already passed the test in the flat and horizontal position and now working on passing it in the vertical position. Wyatt has also put in extra time in addition to the CTE weeks. During the second CTE week, he also volunteered to work with me on a boat building project that I am working on at home. He is a quick learner, motivated, and a natural in a shop environment. He hopes to pursue a career in welding. With his hard work ethic, drive, and newly learned welding skills, I believe he will make an outstanding addition to the trade of welding.” (Nick Popp-Welding Instructor)



Graphic Design- Katie Mcgee- Port Alsworth

“Katie’s enthusiasm for the class was constantly shown by her attentiveness during lectures and excitement and participation in all hands-on design lessons. With a natural design instinct for color, composition, and beautifully hand-drawn typography, Katie shows great potential in any kind of avenues she chooses to pursue in the future. Katie was a joy to teach and mentor.” (Heather Turning-Owner of Turning Heads Designs)



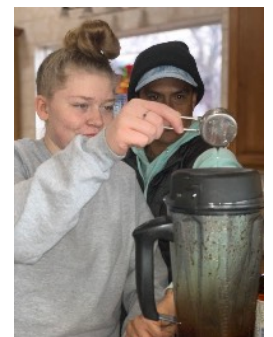
Marketing- Simeon Zackar- Igiugig



“Sim was a standout student and should be recognized for his quick ability to pick up on the marketing concepts taught in our class. His marketing plan for his coursework was well thought out, direct, and included all the tasks and exercises we learned throughout the week.” (Rebecca Wilkie, owner of Cuvee marketing)

Culinary Arts- Carly Eldridge- Naknek

“Carly was amazing! She was always eager to learn more, never afraid to volunteer to go first, and always jumping in to help! She will be great at anything she decides to do, and I hope



that she decides to become a Chef!” (Ka’ainoa Ravey- Mission Lodge Chef)

SAVE THE DATES

Phase III will take place from March 22nd-28th.

Phase IV will occur from April 20-24

Coursework for these two phases will include:

NCCER Core Construction- This course will be held in Valdez at Prince William Sound College. Students will take part in building a shed while receiving college credit and work towards their NCCER CORE certification. This course will be open to 20 participants and will be the first part in a series of courses including Residential Electrical, Residential Plumbing, and Carpentry.

BBNC Business week- Students will spend a week in the Bear Trail Lodge learning about Small Business and Entrepreneurship while going through a process of creating a small business proposal in teams of 6 students and 1 adult.

Professionalism in Healthcare- Students will be traveling to Anchorage where they will get to see a variety of career options in the healthcare field and hear a variety of perspectives on professionalism.

Wildland Firefighting- Students will participate in a strenuous week long course that will entail hands on stations geared towards preparing students to receive an interagency Red Card allowing them to work on a wildland firefighting crew. Students will need to be 18 to eligible to receive their red card but can complete this coursework prior to turning 18

Intro to Commercial Drone Piloting- Students will go through a mix of building drone piloting skills, learning about building, maintaining, and fixing drones, while building up classroom proficiency to be able to attempt the commercial drone pilots

FAA Certification. A portion of this class will also be focused on how drone technology can be used to benefit rural communities, as well as how not to use drones both ethically and legally.

AVTEC Intro to Nautical Careers- Part one of a two part series of maritime coursework. This course introduces students to the exciting and lucrative maritime industry field. The course focuses on maritime career awareness, chart navigation, safety of life at sea, time/speed/distance problems, nautical courtesy, basic rules of the road, knot tying, and the marlinspike. The second week will take place in Seward at AVTEC's Facility where the students will work towards USCG Merchant Mariners Credentials. Students must be 16 or older.

Drivers Education/Drivers licensing

Culinary Arts II- Practicum where students will get to see what it is like to work in a bustling lodge environment. During this course students will continue to build their skills in culinary arts with Chef Kai, and also receive a Barista certification through Anchorage Based Kaladi Brothers Coffee.

Welding II- Students will continue building skills with welding steel as they work towards AWS certifications.

ETT - This course will build skills for students to handle emergency medical situations and will be a pre-requisite for EMT I.

Home Energy Basics- This is the first of a series of 5 courses that are aimed towards occupational endorsement from UAF's Bristol Bay Campus focused on building skills and knowledge related to sustainable energy.





December 23, 2019

Lake & Peninsula Borough School District
PO Box 498
King Salmon, AK 99613

Dear Superintendent Mase:

Congratulations! Your project proposal has been selected for funding through a Comprehensive Literacy State Development (CLSD) grant. The grant award will be processed in early January. The amounts listed below include additional funding for professional development events and convenings designed by the department to support successful implementation of CLSD projects. Information specific to use of the additional funds will be communicated during grant orientation calls after the holiday break. Please note that funding amounts may be adjusted in the course of the appeals process.

District:	Lake & Peninsula Borough School District				
Year 1 (2019-2020)	Year 2 (2020-2021)	Year 3 (2021-2022)	Year 4 (2022-2023)	Year 5 (2023-2024)	TOTAL CLSD AWARD AMT:
\$ 107,702.93	\$ 185,895.70	\$ 185,895.70	\$ 185,895.70	\$ 185,895.70	\$ 851,285.74

As part of the requirements for receiving CLSD funds, the department is required to monitor each district to ensure that it is implementing its proposed project fully and effectively. Additional information and expectations will also be conveyed to subgrantees early next month. Meanwhile, please note that all subgrantee districts are required to attend the CLSD orientation convening at the Dena'ina Center in Anchorage on Monday, January 27, 2020.

For the time being, Content Specialist Brittney Bailey and I will serve as the department contacts for CLSD inquiries and support. Feel free to contact us with questions or for additional information at (Brittney) 907.265.6767 / brittney.bailey@alaska.gov, or (Tammy) 907.265.4583 / tamara.vanwyhe@alaska.gov. The team at DEED looks forward to working with your district to dramatically increase literacy achievement for Alaska's students through CLSD grant activities!

Sincerely,

Tamara L.C. Van Wyhe
Director of Innovation & Education Excellence



December 9, 2019

Mr. Bryce Edgmon
State Capital Building
120 East 4th Street
Juneau, AK 99801

Dear Speaker Edgmon,

I am writing in regards to Tribal Compacting and the work that has been done by the Assistant Commissioner of Education, Niki Tshibaka, and the State Board of Education's Sub Committee. First off, I would like to say that I am fully supportive of such a concept however I do have some questions and concerns. As a veteran Superintendent in Alaska, I have seen many initiatives come and go but I can't recall such a potentially impactful idea being pushed forward so quickly without district involvement or due diligence. The Child Welfare Compact was 23 years in the making, we should be just as diligent with this initiative.

I have specific concerns/questions with this initiative which I will address below but I am also concerned for the health and well-being of Lake and Peninsula School District. With one of our villages being targeted for tribal compacting during these fiscally challenging times, the idea of losing 20 students and a school site out of our funding formula, is very concerning. It seems inherent that monies will have to be cut from our already bare bones budget, negatively impacting the rest of the students in our district. I would hope that this is taken into consideration as the State moves forward with this concept.

Some of my specific concerns with Tribal Compacting and items to consider are...

➤ ***The Question of Nuts and Bolts?***

What about... Financial Reporting, Federal Reporting, Special Education, Federal Requirements/Programs, Accountability/Testing Requirements, E-rate/Technology Access, Local Funding Structure, State Funding, Federal Funding, Facilities/Existing District-Owned Resources, Insurance Requirements and Involvement in Programs and Activities (District and State)? The lift will be extremely heavy and prior to a tribe, village, or association going down this road, everyone involved should be well aware of what it all entails. While, on the surface, this concept may be very appealing to our tribes and

villages, there are many, many factors that have not been presented to, or understood by, all stakeholders.

➤ ***The Question of Legality?***

After a brief conversation with legal counsel it seems that there is a long legal road ahead of compacting. Many issues were discussed with most requiring statutory and/or constitutional change. Our understanding is that the Constitution identifies the Legislature as having the responsibility of education in Alaska and this responsibility can't simply be delegated.

➤ ***The Question of Politics?***

Many believe that the push for compacting is not necessarily in the best interest of rural students but rather a back-door way to achieve an educational voucher program. Could Tribal Compacting pave the way for privatized vouchers in the State of Alaska?

For something of this magnitude to happen, it must be planned carefully with a very clear road map provided. Right now, neither of these things are happening. Jumping head first into such a transition undermines the possibility of success for our students and is, quite simply, not best practice.

Respectfully,

A handwritten signature in black ink, consisting of a stylized 'T' followed by a long horizontal line that tapers to the right.

Ty Mase



LAKE AND PENINSULA SCHOOL DISTRICT



December 10, 2019

Dr. Michael Johnson, Commissioner
Alaska Dept. of Education and Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Johnson,

I am writing in regards to the conversations we have had in regards to Lake and Pen's Maintenance Program audit finding. To recap:

During our 2019 audit of the Maintenance Department it was determined that the District was deficient in reporting the measurement of recovery heat exchange. It has been the district's stance that the utilities are responsible to provide measurement and it shouldn't be the responsibility or a cost to the district to do so. At sites where this data is reported in the form of invoices, the District records it.

Further, the District engineering and installing waste heat monitors to give EED their monthly energy numbers is not only cost prohibitive (engineering, purchase, installation, air charters) but it also paves the way for the utilities to start charging us for recovery heat. Where monitors are in place, we pay fifty cents on the dollar for displaced waste heat. Where monitors are not in place we receive no-cost waste heat. So, what we have tried to explain is that the cost of installing recovery heat monitors is only the start, ultimately what is now a free resource in some villages, will start coming at a cost which is going to be tens of thousands of dollars. We currently have 9 sites producing recovery heat and only three measure and charge us for the BTU measurements.

Many villages understand that the district is a key partner in their generation facilities. We often provide land, infrastructure, maintenance and the ability for them to cool their generators by displacing their recovery heat. In some cases, the recovery heat has to be on continuously to cool the power plant so the heat we are receiving is often more than needed. Furthermore, if we monitor and are charged for this excess, it simply does not make sense.

To sum this up, right now we are fortunate to be receiving free heat from a number of our villages. We understand that with their financial situations, this will be short-lived. We have explained to your department that eight out of the nine sites where there is, or will be, recovery heat exchange have or are planning for BTU measurement. We ask that the burden of installing and measuring recovery heat not be put on the district. It is clearly the utility's responsibility to provide the measurement, and in most cases is being planned for with future renovations.

If the district is to take responsibility for this, it will be at a cost that we simply cannot afford. One would think that in this case we could apply under the CIP program for the project but instead we are labeled non-compliant and unable to apply for funds through the State. This simply does not make sense for LPSD, anything you can do for us would be much appreciated.

We discussed the fact that the intent of this statute wasn't necessarily meant to punish well-meaning districts or cost them substantial monies. We also discussed the possibility of changing the existing statute - Section 4 AAC 31.013 - [Effective until 11/28/2019] Preventive maintenance and facility management.

Specifically, the following section:

(2) an energy management plan that includes recording energy consumption for all utilities on a monthly basis for each building; for facilities constructed before December 15, 2004, a district may record energy consumption for utilities on a monthly basis when multiple buildings are served by one utility plant;

If the State simply added the following language it would help Lake and Pen School District and many others who are fortunate enough to receive no-cost waste heat from their local utilities.

(2) an energy management plan that includes recording energy consumption, which incurs cost, for all utilities on a monthly basis for each building; for facilities constructed before December 15, 2004, a district may record energy consumption for utilities on a monthly basis when multiple buildings are served by one utility plant;

On behalf of Lake and Peninsula School District, and my School Board I greatly appreciate your consideration and effort in this matter. Like you mentioned "accepting non-compliance" should not be an option and a more progressive approach would be to try to invoke change. Thank you for your help and we look forward to working with you.

Respectfully,



Ty Mase, Superintendent



Date: December 26, 2019
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report – December, 2019

2019 Fall Semester in Review

BBRCTE – While we couldn't be happier with our new Director, it was another challenging Fall for CTE. As we expand our course offerings and include more students, we are starting to feel the growing pains. Simply put, some students are not 100% ready for the rigor and structure of the program. We are working on our application process, with a close eye on what it takes to set our students up for success.

Lessons in the Lake – There were times this Fall when we had three different teaching openings (2 in the Lake and 1 in Kokhanok). This has never happened before and we were caught off guard at the severity of the teacher shortage. Lesson learned however, as we vow to stay ahead of the game and aggressively seek teachers. We also need to communicate with our sites the difficulty of late hires.

Nondalton Mix 3 – Congratulations go out to our LPSD Mix 3 Volleyball Champions!

Tanalian Volleyball - Congratulations go out to the reigning Mix-6 State Champions!

X-Country – It's only been a few years since LPSD revived X-Country (2009) and we have quickly become competitive at the State level. This year's LPSD State qualifiers from Port Alsworth and Newhalen represented the district well. We took 2nd in division 3, with 4 runners in the top twenty!

Newhalen School – As we struggle with count in several villages, Newhalen is on the rise. Right now, they have 75 students K-12, with 15 students in preschool. They will be graduating one senior and a projected 7 kinders will be coming in next year.

Literacy 365 Federal Grant – This was an unexpected surprise and one that should greatly strengthen our literacy and library endeavors. \$1.5 million over three years.

Preschool Grant – Amber Kresl’s diligence paid off with a nice \$100,000 State preschool grant being awarded to LPSD. The grant will focus on “designing an effective preschool learning environment (furniture), providing supports for inclusive classrooms, designing and implementing kinder transition plans, and professional development.”

Swivl Technology – We now have this technology at every school site and hope for full implementation very soon. Allowing administrators and other teachers to view classrooms from afar has a ton of possibilities for us.

Staffing – We have had two resignations in Nondalton this Fall and one in Kokhanok right before school started. Last year, we had one prior to school starting, one after the first quarter and a principal after the first semester. We are leaning heavily on our tutor program and looking for in-state educators to fill our positions with those with experience in Alaska and in our system.... Simply put, it is a different world than it was five years ago.

Graduations – We had two success stories this Fall, one a super (super) senior return and finish up his standards to graduate from Newhalen. The other, a Nondalton student pushed through and finished her standards a semester earlier. Congratulations to both of these LPSD graduates!

Levelock Wildfires – Wolf packs, volcanic eruptions, tsunamis, earth quakes, anthrax, -50 below weather, and now wildfires. We were fortunate that Levelock was spared this Fall and also fortunate to have such a resilient teaching staff!

Student Teachers / Tutors – Kasie Luke has diligently pursued the placement of student teachers and tutors at our school sites. While an extra set of hands in the classroom is invaluable, these young educators are our first pool to draw from when hiring for the coming year. This Fall we had 4 student teachers and we will have 2 this spring. 10 tutors have been hired and will be on the ground in AK very soon.

PEAK Success – A huge congratulations goes out to our PEAK movers and shakers!

Port Alsworth: LA 84.6%! MA 61.5%!

Nondalton: LA 46.2% (up from 23.1%)! MA 30.8% (up from 15.4%)!

Chignik Lake: LA 75%! MA 75%!

Tribal Compacting – We expect legislation this spring to come from the Governor that pushes for tribal compacting. We are watching closely and working closely with Bryce Edgmon as this idea moves forward

Literature Grant State – When it rains it pours! A huge thanks to all of those who helped write this grant, Moon M., Bill C., Kate C., Amber K., Jim D., etc. It was a team effort which was awarded with a \$850,000 (approx.) grant over the next five years. The grant will focus specifically on professional development in the area of early literacy.

Aileen Lester - Newhalen has held on to a wrestling program through local fundraising and this year their investment paid off. A huge congratulations goes out to freshman Malamute, Aileen Lester for her 2nd place finish at the State Championships!

Funding – While Governor announced, “No Cuts to Education,” we still need to be watching carefully as there are a lot of ways we could be hit financially without open cuts to education.

Online Educational Offerings - We have had some ups, downs and many learning opportunities, but so far, we feel confident that this program is in the best academic interest of our kiddos at the small sites.

To close, I have been doing this job for over a decade now and as I write this report I can't help to think that we are doing a pretty good job being progressive and hanging in there. With all the challenges, we still seem to be keeping the focus on kids and I feel firmly that we are offering a solid education in LPSD. As always, we will learn from our mistakes and continue to grow. LPSD continues to be a wonderful place to live, work and go to school... I look forward to the spring semester!

Date: January 7, 2020
To: LPSD School Board
From: Laura Hylton, Finance Director
RE: January Board Report

Food Service Audit

The Dept. of Education conducted an audit of our food service program in November and the program pasted with amazing scores. Only one finding and one upcoming review of our wellness plan required for the first time in 2020. The finding was related to our automated counting and claiming system, the previous auditor was not ready to rely on the system and gave guidance from that perspective. The current auditor reviewed the system and found it to be meeting all the requirements, this resulted in a minor change to how we process claims.

I am very happy with how this process went and want to recognize all the work that Theresa Wilson and Tammi Stroede do to keep the program viable and complete the audit process. They were both extremely busy this fall with all the extra audit work. Cooks, principals, head teachers and lunch count folks all contributed to a great program review. Thank you to everyone who had a part in this process! Nondalton, Levelock and Newhalen all had onsite reviews of their breakfast and lunch programs.

The corrections have been completed and the audit closed out.

Cash Management & Year End Health Claims

With the large volume of health claims in 2019 cash management has been a challenge this fall. Reimbursement for large claims takes 30-45 days to complete and most of the year payments are held until funds are received. At year end on 12/31/2019 the stoploss contract requires all claims to be funded and the reimbursements take 30-45 days to come in. At 12/31/19 claims that required funding exceeded \$1 million dollars. As a result, funds needed to be transferred from our investment account to cover the cash needs until reimbursement comes through.

General cash needs have been tight due to slow grant approvals and availability of those reimbursements. Late in December we finally cleared all the issues with DEED on our Title grants and reimbursements are expected in the next week or so. Impact Aid payments are expected sometime in January.

Federal Programs Audit

Our ESSA audit is the first week of February and likely slowed the process for grant approvals this year. We also have a new reviewer this year which increased the scrutiny and issues. Data files have been submitted and our review meetings will be conducted via distance in February, Newhalen and Port Heiden are the selected review sites for interviews.

Financial report attached.

Lake and Peninsula School District

100 Board Report
Fiscal Year: 2019-2020

From Date: 7/1/2019 To Date: 1/7/2020

Account Description	Account Number	GL Budget	YTD	Balance	Encumbrance	Balance	% Budget
Instruction	100.000.100.000.000	\$4,287,535.00	\$1,649,656.93	\$2,637,878.07	\$2,501,818.78	\$136,059.29	96.83%
Lake View Home School	100.000.140.000.000	\$0.00	\$10,858.67	-\$10,858.67	\$20,218.64	-\$31,077.31	#DIV/0!
CTE	100.000.160.000.000	\$256,310.00	\$140,935.70	\$115,374.30	\$87,653.52	\$27,720.78	89.18%
SPED direct instruction	100.000.200.000.000	\$1,261,126.00	\$411,185.48	\$849,940.52	\$699,018.91	\$150,921.61	88.03%
SPED special services	100.000.220.000.000	\$199,816.00	\$25,452.19	\$174,363.81	\$1,700.00	\$172,663.81	13.59%
Student Support	100.000.300.000.000	\$34,845.00	\$7,083.51	\$27,761.49	\$8,512.49	\$19,249.00	44.76%
Instructional Support	100.000.350.000.000	\$439,754.00	\$226,288.36	\$213,465.64	\$305,564.08	-\$92,098.44	120.94%
Instructional Technology	100.000.360.000.000	\$1,513,283.00	\$655,487.10	\$857,795.90	\$842,853.38	\$14,942.52	99.01%
School Admin - Principals	100.000.400.000.000	\$708,813.00	\$310,949.69	\$397,863.31	\$472,983.95	-\$75,120.64	110.60%
School Support - secretaries	100.000.450.000.000	\$133,197.00	\$30,351.54	\$102,845.46	\$50,436.58	\$52,408.88	60.65%
District Admin - Superintendent and Board	100.000.510.000.000	\$613,792.00	\$239,200.33	\$374,591.67	\$135,390.81	\$239,200.86	61.03%
District Admin - Business Services	100.000.550.000.000	\$656,141.00	\$345,658.87	\$310,482.13	\$385,452.34	-\$74,970.21	111.43%
Maintenance and Operations	100.000.600.000.000	\$2,615,424.00	\$1,486,095.39	\$1,129,328.61	\$937,061.33	\$192,267.28	92.65%
Student Activities	100.000.700.000.000	\$394,790.00	\$171,652.12	\$223,137.88	\$63,649.35	\$159,488.53	59.60%
Other Fund TRS & PERS On-behalf	100.000.760.000.000	\$0.00	\$801.35	-\$801.35	\$1,180.44	-\$1,981.79	0.00%
Other Fund TRS & PERS On-behalf	100.000.790.000.000	\$0.00	\$5,254.06	-\$5,254.06	\$7,793.57	-\$13,047.63	0.00%
Food Service Transfer	100.000.900.000.000	\$310,000.00	\$0.00	\$310,000.00	\$0.00	\$310,000.00	0.00%
Grand Total:		\$13,424,826.00	\$5,716,911.29	\$7,707,914.71	\$6,521,288.17	\$1,186,626.54	91%

Budget revision to move part of LVHS princ to function 140 will review based on time worked.
 Budget was based on closing Chignik Lake school will be corrected on revision.
 Instructional support budget does not reflect part of testing coordinator or leadership mentor.
 School Admin - two additional head teachers and placement adjustments
 Business services will reduce when grant Indirect Costs are posted.



Date: January 6, 2020
To: Lake and Peninsula School Board
From: Kasie Luke
Re: Human Resources Director - December 2019/January 2020

Front Burner:

- Nondalton School’s Ryland Luciano (MS) and Jeff McKinney (HS) resigned December 17, 2019. From the Tutor pool, both from Brockport University in New York, we hired full time teachers Cassy Pangrazio (HS) and Jaime Kurmis (MS) for Spring 2020 in Nondalton.
- Chignik Lake School has new staff for Spring FY20:
 - Full Time Elementary Teacher, Johanna Bender (Kutztown)
 - Long Term (full semester sub), Bill Harris (Retired AK Teacher)
- FY20 Spring Tutor/Student Teacher Update:
 - NEW - Tutors: Jill Decker & Patty McCasland (Geneseo)
 - Student Teacher: Griffin Everly (Brockport)
 - PTA - Tutor: Stephanie Canning (Kutztown)
 - Student Teacher: Austin McCourt (Liberty)
 - KHK - Tutor: Leah Talley (Kutztown)
 - NON - Tutor: Shakim Blackwell (Mansfield)
 - IGI - Tutor: Molly Carlson (Brockport)
 - LEV - Tutor: Alison Stern (Geneseo)
 - PTH - Tutor: Tess McFadden (Geneseo)
 - LAK - Tutor: Matthew Williams (Brockport)
 - PVL - Tutor: Gina Cristani (Brockport)

Adjustments:

- None at this time.

Recruitment:

- FY21 Hiring Season is about to commence! Conversations among staff, Principals and HR are being had. Anticipating some staff interest to move within the district.
- Anticipating some travel down States in February & March to various universities both East and West to recruit.

*Please feel free to call me if you have questions or concerns about tutoring/staffing in LPSD!
Kasie's cell: 907.444.1294
It is a very delicate process to meet, interview and place folks within our system all things considered.*



December 13, 2020

Dear Small School Parents, Community Members, and Stakeholders,

As we are all aware, Lake and Pen School District and our villages often struggle with having ten students minimum enrolled in order to receive full funding from the State. In the past, we have approached struggling schools in different ways and have learned a few lessons. First, waiting until the October count period costs a considerable amount of money (facilities, food service, staffing, etc.). Hence, we have started the “intent to enroll” process in the spring, and the Board determines whether to open or close schools based on projected enrollments. While we have moved to close schools in the spring, the Board has always felt strongly about making sure that there is hope. Therefore, if there are ten students *in the village* by mid-August, we look at opening the school for the October count period.

Most recently, we have learned another lesson. Due to nation-wide and state-wide teacher shortages, opening a school in August and finding instructional staff is extremely difficult. Because of this, opening a closed school in August could mean delayed starts, long-term subs hired if there are no full-time teachers available, and possibly not opening the school if we can’t find teachers or subs.

I wanted to take a moment to share with you some specifics, so you have the information needed to problem solve and plan for next year:

- Super seniors under the age of 20 can count towards your 10.
- Kindergarten students do count; however, students have to be 5 years old by September 1, 2020 to qualify for Kindergarten.
- The District, while we want to help, cannot take part in supporting or recruiting students – this must be village initiated.
- While great teachers with families are always sought after, they are also extremely scarce.
- The “Intent to Enroll” process will take place in March of 2020.

These decisions are always the toughest that the Board and Administration have to make. I know I speak for the Board when I say that we are pulling for all of our small schools.

In the meantime, if questions arise, please give me a call and I will do my best to answer them for you. The direct line at the district office is 246-8661.

Sincerely,

A handwritten signature in black ink, appearing to read "Ty Mase".

Ty Mase, Superintendent

October 10 Meeting
Board Policy Updates

BP 0100: PHILOSOPHY

Language has been added to include culturally responsive education as a component of the district's educational philosophy. New language also includes the goal of the district to understand and support healing, and to implement an equitable and nondiscriminatory educational system that is culturally responsive, student centered, trauma sensitive, and done in collaboration with the community.

BP 0420: SCHOOL-BASED MANAGEMENT/SITE COUNCILS

Language has been added to incorporate culturally responsive decision making to improve student achievement. Further, language has been added recognizing that site councils may be utilized to address the unique cultural and traditional needs of individual schools.

BP 1000: CONCEPTS AND ROLES

Language has been added recognizing the responsibility of other organizations, Native tribes, and government responsibility for the welfare and safety of youth.

The legal reference section has been updated to add a citation to the Elementary and Secondary Education Act.

BP 1260: VISITS TO THE SCHOOLS

Language has been added providing for wide dissemination in the community for announcements of open houses and other school events. Language has also been added that visitors will demonstrate appropriate conduct and comply with all school policies. Finally, language has been added requiring posting of visiting procedures in readily available locations such as the district website or parent newsletters.

Note: The following paragraph reflects state education policy as stated in AS 14.03.015, enacted by Chapter 173, SLA 1990.

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Note: The following sample language augments state policy and may be revised or deleted as deemed appropriate.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The School Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

Understanding and Supporting Healing

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as a Native place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District’s policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

Legal Reference:

- ALASKA STATUTES
- 14.03.015 State Education Policy*
- 14.08.111 Duties*

Revised 3/2019

SCHOOL-BASED MANAGEMENT/SITE COUNCILS

BP 0420

Note: The following optional policy may be revised or deleted as desired.

The School Board believes that culturally responsive, shared decision making at the site level can improve school performance and individual student achievement. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making. The School Board encourages the use of site councils in developing policies and programs that respond to the unique cultural and traditional needs and characteristics of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 0510 - School District Report Card)
(cf. 8000 - Advisory School Boards)

Legal Reference:

ALASKA STATUTES
14.03.120 Education Planning

ALASKA ADMINISTRATIVE CODES
4 AAC 05.010-4AAC 05.090 Local Education

Revised 3/2019

CONCEPTS AND ROLES

BP 1000

The School Board recognizes that local, regional, national, and international organizations, Alaska Native tribes, and all levels of government share its concerns and responsibility for the welfare, health and safety of our youth.

The School Board further recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

The administration is responsible for all public communication except for such matters as the School Board may wish to deal with publicly itself.

(cf. 1100 – Communication With The Public)

Legal Reference:

Alaska Statutes
14.03.120 Education Planning

Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 1; 20 U.S.C. 7421-7429, 7491-7492

Revised 3/2019

VISITS TO THE SCHOOLS

BP 1260

The School Board encourages parents/guardians and interested members of the community to visit the schools to learn about, observe, or partner in educational and extracurricular programs. The Superintendent or designee shall invite parents/guardians and the community to open house activities, specific volunteer roles, and other special events. Announcements of these events shall have wide dissemination in the community.

(cf. 1110 – Media Relations)

Visitors are encouraged to demonstrate the highest standard of conduct and courtesy to help create positive learning environments and to comply with all policies within the school.

The Superintendent or designee shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds. Procedures for school visits will be posted in readily available locations such as the district website and in parent newsletters.

(cf. 0411 – Service Animals)

The Board recognizes the staff time and commitment required for school visits and encourages the staff to develop practices to support community participation and to accommodate as many requests for visits as possible. To ensure minimum interruption of the instructional program, visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

(cf. 3515 – School Safety and Security)

(cf. 3515.2 – Intruders on Campus)

Revised 3/19

BP 3515.5 RESTRICTIONS ON SEX OFFENDERS ON CAMPUS

Prior to restricting any person accused of a sex offense from campus, the district shall verify that the person is actually listed on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Registry.

Note: Alaska law does not prohibit sex offenders from entering school campuses. School districts may want to have a policy that prohibits non-parent sex offenders from coming onto school grounds and that puts reasonable procedures in place for sex offenders that are parents of students enrolled in district schools. The following policy was developed by the Kenai Peninsula Borough School District. It may be adapted or revised to reflect the needs of your district.

Recognizing that all students have the right to a public education in a safe and positive environment, the Board prohibits any sex offender from being on district property, except as authorized below. District property includes all land within the perimeter of the school site and all district buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the district, and the site of any school-sponsored activity.

(cf. [3515](#) - *School Safety and Security*)

(cf. [5030](#) - *School Discipline and Safety*)

(cf. [5137](#) - *Positive School Climate*)

Sex offenders are those convicted of a sex offense as defined in this or another state, or by federal law, and who are required to register as a sex offender under Alaska law or by court order. This policy also applies to those individuals convicted of child kidnapping who are required to register on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Central Registry. This policy is not intended to impose a duty upon any district administrator or employee to review the Sex Offender/Child Kidnapper Central Registry to determine the presence of sex offenders in the community. This policy shall apply when district or school administrators are actually aware that a person in question is on the Registry.

Sex Offenders Who Do Not Have Children Enrolled in the District

A sex offender or child kidnapper who does not have a child enrolled in the district is prohibited from entering district property except:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote;
or
2. To attend an open meeting held outside the student instructional day.

Parent/Guardian Sex Offenders

A parent/guardian sex offender or child kidnapper who has a child attending a district school is prohibited from entering district property, except in the following instances:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote;
2. To attend an open meeting held outside the student instructional day; or
3. With the Superintendent or school administrator's prior approval, under the procedures set forth below:
 - a. to pick up or drop off his/her own child at the school where the child is enrolled;
 - b. to attend a parent-teacher conference or other meeting with faculty or staff to discuss the child's progress or other educational needs of the child;
 - c. under other special circumstances, on a case-by-case basis, for which the school administrator has given written consent.

In no event will entrance onto district property be allowed if prohibited by court order.

Procedures for Prior Approval

A parent/guardian sex offender or child kidnapper who comes onto school property to pick up or drop off his/her child(ren) needs to make specific arrangements in advance with the school administrator. These arrangements are to be approved by the Superintendent. The parent/guardian can only transport his/her own child(ren).

If a parent/guardian sex offender or child kidnapper wishes to come on to school property for another reason (e.g. parent-teacher conferences, student performances), he/she shall only do so under the following conditions:

- he/she must notify the principal of the school at least 48 hours in advance of the activity and obtain consent prior to coming onto district property;
- if consent is granted, the school administrator will assign an individual(s) to accompany the parent while on district property;
- he/she must report to the office, come only for the specific activity, cooperate with district supervision, and leave school property promptly upon the conclusion of the activity; and
- he/she must abide by all other terms and conditions of the school administration.

The school principal and/or Superintendent shall have the discretion to refuse permission if it is reasonably believed that the parent/guardian's presence on school property would be inappropriate or a danger to others, provided such permission shall not be unreasonably withheld.

At all times, the school administrator shall endeavor to protect the privacy of the offender's child.

(cf. [5021](#) - *Noncustodial Parents*)

Electronic Communications

The Board prohibits electronic communications between sex offenders and students. A parent/guardian sex offender/child kidnapper may not communicate electronically with a student other than his/her own child while the student is on district property. A non-parent sex offender/child kidnapper may not communicate electronically with any student while the student is on district property. "Communicate electronically" means actual *or attempted* communication by electronic means, including, but not limited to, phone, email, text, instant messaging, social networks, web postings, web contacts, computer, fax, or photographs.

Student Sex Offenders

The Superintendent or designee shall determine the appropriate placement for student sex offenders, except those identified as having a disability. When determining educational placement, including placement in an alternative educational setting, the Superintendent or designee shall consider such factors as the safety and health of other students and staff. The Superintendent or designee shall develop written procedures for managing each student sex offender in the district. The student's plan shall specify requirements for supervision and whether or not the student is permitted to attend school-sponsored or school-related activities outside of the instructional day.

If a student subject to this policy is a student with disabilities, he/she will be provided educational services in compliance with federal and state law.

Contractors

Any outside contractor with whom the district contracts, and whose employees or agents may have contact with students, is prohibited from sending any employee or agent who is a sex offender/child kidnapper to any district property. The contractor shall certify in writing the contractor's knowledge and understanding of this policy.

Violations of this Policy

The district will contact law enforcement when a sex offender/child kidnapper violates this policy and will immediately revoke any privileges granted to the individual under this policy.

Legal Reference:

ALASKA STATUTES

12.63.010-.020 *Registration of sex offenders and related requirements; Duration of sex offender or child kidnapper duty to register*

12.63.100(5) *Registration of Sex Offenders - Definitions*

Added 2/11

Revised 7/19

**Association of Alaska School Boards
9/92**

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms “district staff,” “staff member(s),” and “staff” also includes volunteers.

General Standards

Maintain professional boundaries: The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district’s educational mission.

District staff will not intrude on a student’s physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member’s duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

Preexisting, outside relationships with students: The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Use of technology: The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member's own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Training: The Superintendent or Superintendent's designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

(cf. 4131 – Staff development)

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 5137 – Positive school climate)

(cf. 5141.4 – Child abuse and neglect)

(cf. 6161.4 – Internet)

cf. 6161.5 – Web sites)

ALASKA STATUTES

11.61.120 *Harassment in the second degree*

14.08.111 *Duties*

14.14.090 *Duties of School Boards*

14.30.355 *Sexual abuse and sexual assault awareness and prevention*

14.30.360 *Curriculum (health and safety education)*

14.33.200 *Harassment, intimidation and bullying*

14.33.210 *Reporting of incidents of harassment, intimidation and bullying*

14.33.220 *Reporting no reprisals*

14.33.240 *Immunity from suit*

14.33.250 *Definitions*

47.14.300 *Multidisciplinary Child protection teams*

47.17.010 *Child protection*

47.17.020 *Persons required to report*

47.17.022 *Training*

AR 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Boundary Invasions

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into sexual grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are unwise and prohibited. Curtailing inappropriate boundary invasions reduces the opportunity for sexual grooming.

Inappropriate Boundary Invasion Examples

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

Taking an undue interest in a Particular Student:

1. Having a "special friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using poor judgment in relation to a particular student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly "touchy" with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator's personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming involved in the student's private life:

13. Talking to the student about the educator's personal problems.
14. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.

16. Taking a particular student on personal outings, away from protective adults.
17. Using email, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not respecting normal boundaries:

18. Invading the student's physical privacy_ (*i.e.*, walking in on the student in the bathroom).
19. Inviting students to the educator's home.
20. Visiting the student's home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually related conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, or other affectionate physical contact with a student.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in appropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

A.S. 47.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS.

Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Training

Staff (including volunteers) will receive training on professional boundaries, inappropriate boundary invasions, and the relationship of inappropriate boundary invasions to sexual grooming. Such training shall take place at least every three years. All new employees and volunteers will receive such training within three months of employment or service. Such training will cover the information included in the training handout, E 5141.42-1, "School Guidelines for Preventing Sexual Abuse Against Students."

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks.

E 5141.42-2 ADMINISTRATIVE RESPONSE CHECKLIST

This checklist identifies proactive, best practices and subjects to consider in addressing situations in which a school employee has been accused of inappropriate boundaries or sexual misconduct involving a student.

Overall duties: A school district has three duties in relation to allegations of such misconduct. First, **protect any students** involved. Second, **investigate** the allegations. And third, **take action** after the investigation where appropriate. There may be many moving parts to the school district's response to the allegations. It is best that district administration is guided through the process by an attorney with an understanding of how school districts should respond to such situations.

The size of the problem: There are big problems and little problems with employees ignoring professional boundaries. Be cautious. What looks like a little problem may be the tip of the iceberg of an even bigger problem. There may be a pattern of other boundary invasions that school employees are not aware of.

When there are allegations of something that appears minor, it may be appropriate to have site administration do any investigation. It may also be appropriate to forego placing the employee in question on administrative leave. Outside help may be called in at any point. If it becomes apparent that the problem is a bigger problem, District Office should be consulted.

The checklist below may assist in determining whether the problem is a big problem or little problem in consultation with an attorney, superintendent, insurance person, and site administrator.

First Day Checklist

1. **First notice:** When a site or District Office administrator hears of an allegation that an employee has engaged in inappropriate boundary invasions or sexual misconduct with a student that administrator should promptly do the following:
 - a. Do not immediately investigate. Others will do that. **Obtain specific information about what is alleged from the person making the initial report** when that person makes the initial report. (Write down the information.)
 - b. Do not immediately inform the employee whose conduct is in question. Others will do that.
 - c. Without delay, **report the allegations to the Superintendent or designee.**

- d. Other than meeting mandatory reporting duties, administrator reporting the situation should **hold off doing** anything after this, unless instructed, other than **seeing to it that the student is protected**. There may be other steps site administration is asked to take, like taking part in placing an employee on administrative leave.
2. **Mandatory reporting and discussion with law enforcement** has either occurred or occurs. (A.S. 47.17.020 and Board Policy 5141.4) When appropriate make a report to Office of Children’s Services (OCS) and/or law enforcement. If sexual misconduct involving touching is alleged, law enforcement should be called. Document these conversations.
 - Inform law enforcement that the employee will be placed on administrative leave by the end of the day, if that is to occur. They may want to speak with the employee first.
 - Also let law enforcement know you need to report to the parent. They may ask you to hold off to allow them to make the contact.
3. **Contact insurance.** Many insurers will want to take part in any investigation and in some circumstances will pay for the investigation.
4. **Contact legal counsel.** This may be a person insurance puts you in contact with.
5. **Teleconference call to plan response:** This call would include the attorney who will be guiding the school district through the process, the Superintendent, possibly the insurance person, and the administrator who received the initial notice of the allegations. The purpose is to plan the school district’s response to the allegations and assure that each person knows their role. Depending on the situation, the following items might be discussed:
 - a. Discuss **investigation**:
 - 1) Identify who will investigate. With big problems and potential big problems, an outside investigator is preferred where feasible.
 - 2) Preliminarily, identify people who should be interviewed.
 - 3) Gather records for the investigator to review including board policies and procedures, professional boundaries training records for the employee, site administrator’s notes of the initial report, and the personnel file of the employee in question, including any prior discipline.
 - b. Review the collective bargaining agreement governing employment of each employee whose conduct is at issue to determine whether there are any applicable requirements.

- c. Determine whether the employee will be placed on **administrative leave**. If it seems that you are dealing with sexual misconduct or a pattern of inappropriate boundary invasions, administrative leave may be warranted. If it seems you are dealing with a minor, isolated incident, it may be a little problem that you are dealing with.
 - 1) When placing an employee on administrative leave, **secure the employee's work-space and district technology** simultaneously with placing the employee on leave. Lock the employee out of the district's email system. Isolate and preserve any school computers the employee uses.
- d. **Mandatory reporting:** Verify that OCS and/law enforcement have been notified where such notification is appropriate.
- e. **Inform the parent:** Determine who will **contact the parent or parents** and when that will happen.
 - 1) If the parent is unaware of the situation, it should be done immediately. If the parent is aware of the situation, someone should be reporting back to the parent to inform them of the process that is being followed so the parent knows what to expect.
 - 2) In addition to informing the parent of the allegations, inform the parent of what measures are being taken to protect the child.
 - 3) In situations where sexual misconduct may have occurred, the superintendent and site principal should meet with the parent to go through what is known, what is being done, and to answer any questions the parent may have. As part of this discussion, let the parent know that the District would pay for **psychological counseling** for the child up to a certain dollar amount if counseling is something the parent wishes to pursue. Also inform the parents that the results of the investigation will be provided to them. (Document this in a confirming letter to the parent.)
- f. Prepare to respond to any media inquiries.
- g. Discuss response to staff or community questions which may arise.

6. Contact the parent.

7. Administrative leave

E 5141.42-1 SCHOOL EMPLOYEE TRAINING HANDOUT

School Guidelines for Preventing Sexual Abuse against Students¹

I. Introduction

These guidelines are aimed at assisting school employees in protecting students from sexual misconduct by other school employees. The key to prevention is for each employee to report behaviors which put students at risk for sexual misconduct. The principles identified in this handout are based on what sex offender treatment providers identify as the most effective way of protecting students from sexual abuse in the schools: (1) being able to identify “risk behaviors,” (2) reporting such “risk behaviors” to administration, and (3) follow-up by administration.

Sexual abuse of students by a small number of school employees causes disproportionate harm to children, families, schools, and the public’s perceptions of and confidence in public education. It is every educator’s responsibility to understand how offenders typically engage in sexual misconduct in schools and to know what to report and to whom reports should be made regarding conduct that constitutes “risk behaviors.”

The purposes of these Guidelines are:

- (1) To inform school employees about how sexual offenders prey on children so that with timely reporting, such misconduct may be prevented in our schools;
- (2) To provide a checklist of “risk behaviors” which may be sexual grooming and need to be reported; and
- (3) To provide additional Guidelines for practices that will protect students from sexual abuse by providing educators the tools to stop potential grooming behaviors.

II. Basic Principles

Professionalism is the Best Protection

While educators need to establish good relationships with students in order to teach them, educators must not rely upon students to meet their own social needs. If an educator relies on a student to meet the educator’s social needs, their relationship is not a professional relationship. Nor is it a true friendship since

educator-student relationship is by its very nature, not an equal or even relationship.

The relationship between educator and student is a relationship of trust where the educator has power over the student, making it inappropriate and unprofessional for the educator to try and meet his/her social needs through that relationship. While good relationships with students are very important for the education process that does not mean that the educator may become personal friends with his/her students. Failure to follow this basic principle of professionalism can result in an educator fitting the profile of someone attempting to engage in sexual misconduct with students, even if that is not the educator's intent.

At the same time, a sound and trusting relationship with students is often necessary to advance educational goals. To strike an appropriate balance an educator must consider whether s/he is attempting to have personal needs met through the relationship, or to have a peer-to-peer or "special relationship" with a student. The educator is the adult and is responsible for establishing professional boundaries.

Even in small villages where everyone knows everyone and school employees may be related to some of their students, these principles of professional relationships with students apply whenever educators are on the job.

"Grabbers" and "Groomers"

Sexual predator experts have identified two types of sexual predators of children based on their basic approach —"grabbers" and "groomers." (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).), In schools, "grabbers" usually victimize young children. Although "groomers" may also be involved with young children, nearly all offenders in schools who victimize teens youth are groomers.

What social scientists tell us about sexual grooming reveals that **other educators are the key to stopping sexual misconduct against students.**

Unless a child reports misconduct, it is easier to notice risk behaviors which might be sexual grooming than it is to see signs that a student is being molested by a "grabber." These guidelines address preventing sexual grooming by preventing inappropriate boundary invasion risk behaviors.

Dealing with Groomers

How sexual grooming works: Grooming is the process by which much of the serious sexual misconduct against children occurs in schools. An adult befriends a child, creating a connection with the child, a special relationship, lowering the

child's natural inhibitions in order to eventually take advantage of the child sexually. In the education context, sexual abusers often target students who are passive or needy and then engage in personal boundary invasion behaviors that are increasingly invasive of the child's boundaries. The child gets used to the boundary invasions and their increasing intrusiveness, and starts to accept them as normal. Eventually, when the student's inhibitions are down, sexual misconduct may occur. Commonly the child may even blame him/herself for what happened.

Student victim profile: Students who become victims are often in special need of adult attention, and at first may find the special relationship with the educator to be grounding and centering. They end up trusting the educator, feel that they are personal friends with the educator, allow the boundary invasions because they are friends, and then if something inappropriate happens, may end up blaming themselves. The victim can also be a relative of the abuser or a friend of the abuser's children.

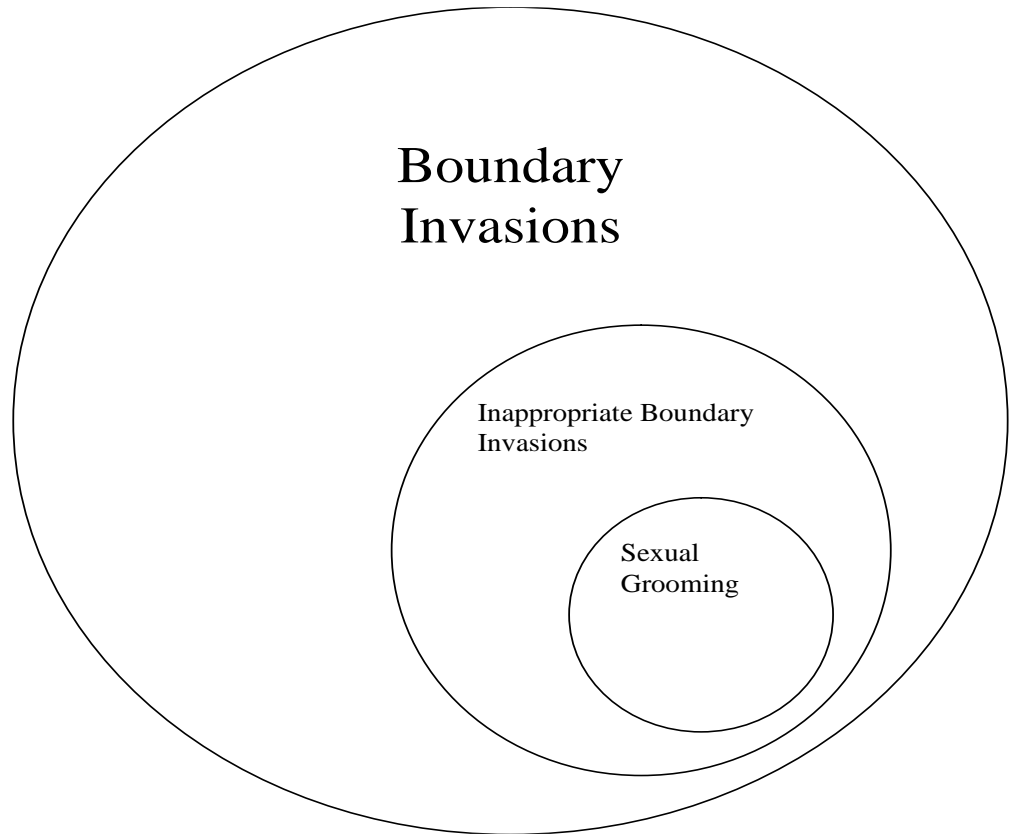
Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations

1. Sexual molesters may victimize children either by "grabbing" or "grooming" children. (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).)
2. The majority of educators who sexually molest students accomplish their molestations through the sexual grooming process.
3. Sexual grooming of students begins with and is accomplished by a process of increasingly invasive ***inappropriate boundary invasions***.

Therefore:

4. If we ***stop inappropriate boundary invasions***, we can prevent most molestations by educators.

Venn Diagram Showing Relationship of Grooming to Boundary Invasions



Definitions

Inappropriate: “Inappropriate” in conjunction with “inappropriate boundary invasions” means conduct which under the totality of the circumstances does not have valid and bona fide educational, health, or safety reasons.

Boundary invasions: Boundary invasions are situations where the educator does not respect the student’s personal physical and psychological boundaries. In predatory situations, the boundary invasions become increasingly invasive, with the student becoming used to the invasions and allowing increasing invasions to occur. Not all boundary invasions are inappropriate, and not all inappropriate boundary invasions result in sexual misconduct with students.² However, inappropriate

1. Being alone with the student behind closed doors at school.
2. Giving gifts or money to the student.
3. Being overly “touchy” with certain students.
4. Touching students for no educational or health reason.
5. Giving students rides in the educator’s personal vehicle, especially alone.
6. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

7. Talking to the student about the educator’s personal problems.
8. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
9. Initiating or extending contact with students beyond the school day in a private or non-group setting.
10. Taking a particular student on personal outings, away from protective adults.
11. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

18. Invading the student's physical privacy (e.g., walking in on the student in the bathroom).
19. Inviting students to the educator’s home.
20. Visiting the student’s home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.

Boundary invasions are something which other adults may become aware of. Since inappropriate boundary invasions may be the only clue by which other adults could detect that an educator-student relationship may be headed in the wrong direction, it is important for educators to avoid inappropriate boundary invasions and for administration to address them promptly with the educator when they occur.

Whether boundary invasion behaviors have “questionable educational benefit” can be determined by examining the relationship established by the educator with the student to see whether that relationship moved from being professional to becoming personal.

Possible “inappropriate boundary invasion” (*i.e.*, “risk behaviors,” are behaviors which show that a risky relationship is being established and may include:

Inappropriate Boundary Invasions

The following are “risk behaviors” which might be sexual grooming.

Taking an Undue Interest in a Particular Student:

1. Having a “special” friend or a “special relationship” with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher’s prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using Poor Judgment in Relation to a Particular Student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly “touchy” with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator’s personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

13. Talking to the student about the educator’s personal problems.
14. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.

15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

18. Invading the student's physical privacy (*e.g.*, walking in on the student in the bathroom).
19. Inviting students to the educator's home.
20. Visiting the student's home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.
- 26.

Small Communities

In small communities it is more likely that people working in the schools will already know students before they become students. Children in the community may be friends of the family or part of the educator's extended family. The child may be the educator's babysitter, someone who is hired to do chores, and someone often seen at community events. The educator may belong to the same community organizations as the child, be an elder, the child's uncle, aunt, cousin, or best friend's parent.

These Guidelines recognize the realities of small communities where everyone knows everyone and people who grew up in the community have close ties and blood relationships with a large segment of the community.

The additional guidance for small communities is:

- 1) Even if the child is a relative, professional boundaries are to be observed at school or when the educator is on the job (in his/her role as an educator).
- 2) If students come to the educator's home, it should be to visit the educator's children, not the educator, unless the visit is arranged by the parent (*e.g.*, the child might be staying with the educator and his/her family while the parent is in the hospital).

- 3) The parent of the child visiting the educator's home should be aware that the child is there. If there is any ambiguity about whether the parent of the visiting child knows where that child is, it is up to the educator to so inform the parent.
- 4) If children visit the educator's home on more than an occasional basis, the educator should inform the school principal and explain the circumstances.
- 5) Regardless of contacts outside of school, it is still inappropriate for the educator to engage in a peer-to-peer behaviors with a student unless the educator is the child's parent.

III. Additional Guidelines

In addition to avoiding inappropriate boundary invasions with students at school:

1. Classroom doors should have windows.
2. Windows should not be covered except in school lockdown situations.
3. Educators should not be meeting in private with students to "mentor" or "counsel" the student unless that is the educator's official role in the school.
4. If a student needs counseling, non-counselor educators should send the student to the counselor or person whose role it would be to help the child. If there is no such person, then administration should consult with the District Office.
5. When an educator meets alone with a student, the door should be open unless it is a counselor or administrator meeting with a student. The counselor's or administrator's door should have a window on it which is not covered.
6. When dealing with a child's toileting accident, two adults should assist the child.
7. Do not initiate hugs with students.

8. *The following forms of behavior are not appropriate and should be reported immediately to administration:*

- a. Private text-messaging, social media contacts, other private electronic communication, or phone calls, unless the child is an immediate family member;
- b. full frontal hugs, lengthy hugs;
- c. kisses;
- d. holding children over three years old on the lap;
- e. touching any child anywhere below the waist [except for toileting or diapering with younger children, helping younger children with their footwear, or in organized games like softball where one might tag the other person out].
- f. showing inappropriate affection;
- g. occupying a bed with a child or youth;
- h. being in the same hotel room with a student other than an immediate family member;
- i. touching knees or legs of children or youth;
- j. wrestling with children or youth, unless coaching wrestling;
- k. tickling children or youth;
- l. piggyback rides;
- m. massages, shoulder rubs, neck rubs, etc.;
- n. comments or compliments relating to a youth's body;
- o. snapping bras, giving wedgies, or similar touch on underwear;
- p. giving gifts or money to individual children or youth;
- q. Visits to the child's home to visit the child or visits by the child to the educator's home to visit the educator.

9. Coaching:

When coaching sports, it is occasionally necessary for a coach to touch a player to demonstrate various positions or moves. Coaches should discuss this necessity with players and their parents at the beginning of the year/season, and explain that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. Students' privacy should be protected.

Opposite gender wrestling coaches should not be demonstrating holds on

- a. opposite gender wrestlers unless to demonstrate wrestling moves, and only when there has been a meeting at the beginning of the year with parents where the wrestler and parents agree whom the child would feel comfortable doing the demonstrating. Parents should be allowed to attend wrestling practices if they wish.

- b. In track, if there is a need to have a runner lift his or her hips in the starting blocks, this can be accomplished without touching by using a cell phone (preferably the student's) to show the deficiency in the position. A side view would be used.
- c. In basketball, an opposite gender coach should discuss with opposite gender players that s/he may need to touch them in demonstrating various moves in the game and that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. The student's privacy should be protected.
- d. If there is touching involved in coaching other sports, similar principles should be applied.
- e. If possible, having two coaches at practices is desirable.
- f. If there is touching involved in coaching other sports, similar principles should be applied.
- g. If possible, having two coaches at practices is desirable.

IV. What Should Happen

When you are aware of inappropriate boundary invasions by another educator, Board Policy 5141.42 and professional ethics require you to report the matter to administration. What administration does next will depend on the situation, though the first step is to contact the District Office for guidance. If the boundary invasions are inappropriate, reminding the employee of appropriate professional boundaries and/or verbal or written reprimands may occur. In situations where an employee continues to engage in inappropriate boundary invasions, progressive discipline up to and including termination may be warranted. In situations where sexual abuse may have occurred, law enforcement and Office of Children's Services (OCS) will be contacted; a full investigation should be conducted; and depending on the results of the investigation, the employee could be terminated. In situations involving sexual abuse of a student, loss of credentialing, and possible criminal conviction could also result.

In any case involving suspected abuse, mandatory child abuse reporting obligations must be met.

Staff Member Duties


The staff member's role in preventing sexual abuse of students is two-fold: first, to avoid engaging in risk behaviors which could be mistaken for boundary

invasion or grooming behaviors; and second, to report situations where such behaviors by other employees take place.

1. Do not engage in inappropriate boundary invasion behaviors described above or behaviors like them. Keep your interactions with students at school and at school related events on a professional level.
2. Refer students who need emotional or other support to appropriately trained staff such as counselors or school psychologists. In small or remote communities, where appropriately trained staff may not be available, consult with District Office leadership for workable alternatives. Staff can be caring while maintaining an appropriate level of professional decorum.
2. *Report the Boundary Invasion:* If a staff member observes any adult engaging in the behaviors described above with students, or other behaviors which raise concerns, the staff member must:
 - a. **WHEN IN DOUBT, REPORT IT OUT!** Inform your principal or the appropriate person at the District Office at your earliest opportunity.³ Do not wait or mull things over or attempt to determine for yourself whether the behavior you have observed has a plausible, innocent explanation. You may not be aware of or understand the entire situation, and allowing the conduct to continue could be harmful for both the staff member and students.
 - b. DO NOT confront or discuss the matter with the adult.
 - c. Do not inform the person of your concern, unless it is a situation where immediate intervention is necessary to protect a child.
 - d. **Maintain confidentiality.** Failure to do so may impede official investigations, foster untrue rumors, or violate privacy. You owe a legal duty of confidentiality to students on matters which a reasonable person would want to remain confidential.
 - e. Follow rules for mandatory reporting of child abuse and/or sexual abuse to law enforcement and/or Office of Children’s Services.
 - f. Document who you notified, where and when and what you reported for your own records.

What if the Person Is a Friend?

If the person engaging in the boundary invasion or misconduct is your friend, it is still necessary to report the conduct to administration in order to protect students, yourself, and your friend. Sometimes an employee ends up getting too close to a student without originally intending anything sexual. Eventually an opportunity may present itself for something unprofessional to occur, and the employee may make a career-ending mistake which harms the student, the student's family, the employee's family, and the employee. Reporting boundary invasions to administration early on helps to prevent such problems from developing.



TRANSGENDER STUDENTS AND EMPLOYEES

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

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

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

The Process

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

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

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

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

Official Records

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

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

Names and Pronouns

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

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

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

Access to Gender-Segregated Activities and Areas

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

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

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

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

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

Student Intramural and Interscholastic Athletics

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

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

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

AR 5145.3(d)

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

Other Gender-Based Activities, Rules, Policies and Practices

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

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

Dress Code

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

Student Transitions

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

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

Training and Professional Development

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

Added 11/2015

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

10-2-19

Dear LPSD School Board,


I am writing this letter to inform you that I will be resigning at the end of my contracted term in May of 2020.

I would like to take this opportunity to thank you for my 22 years of being an elementary teacher at Newhalen School. During this tenure have had the honor and privilege of serving our wonderful children, their families and our community. Over these years, I have enjoyed my years immensely and have had the opportunity to work with incredible colleagues, administrations and school board members.

I will not be wandering far from Newhalen as this will always be my home. I will forever be a mighty, mighty Malamute! I look forward to enjoying, and supporting, many more years of school/community events and activities.

With gratitude,


Staci Anelon

Accepted 10-15-19


(a)
5 December, 2019

Dear Mr. Mase,

Due to an illness in my family in my home State of Michigan, I am very, very sadly offering my notice of resignation, effective 2 January, 2020.

Back in October, my mother told me that my step-father of 16 years had taken ill, deathly ill. Father Joseph (Davis), seemed to improve in mid-November, but in the past 10 days or so has taken a turn for the worst. My sister is there with mom, but she is the only one there with my mother.

I called my mom today, and told her that I was heading home soon.

It has been one of the best privileges of my life to see, work, and live in the Lake and Peninsula School District again. I think the world of this District, Nondalton village, and the kids, and staff here.

My Principal, Ms. McCarley, knows that I was planning to go to California to be with my wife, children and grandchildren there during Christmas break. I bought my tickets to visit my California family, after speaking to Father Joseph in November, and thinking that he was improving. I will instead stay here in Nondalton, if Ms. McCarley allows me to, and work during break to make the transition here easier for whomever follows me, before I head to Michigan in January.

I am very thankful to have worked with Ms. McCarley, and the rest of the staff here. I was hoping that Father Joseph would get better, particularly after he sounded so good last month when I was able to speak to him.

Sincerely,

Jeff Mc Kinney

(b)

Jeff,

This e-mail is to inform you that the district is in receipt of your resignation. Due to the negative impact on Nondalton School, the district reserves all rights, and will not accept your resignation unless effective at the conclusion of your last teacher work day, December 18, 2019. I will need another copy of your signed letter, with a corrected resignation date, resolving this issue by 11am Monday morning.

If we do not have a workable response by 11am Monday morning, I request that you report to the principal's office for a phone conference with myself and our district's attorney. This will be an investigative conference and you will have the right to representation. I have copied our district attorney if by chance this is the avenue you choose.

Ty

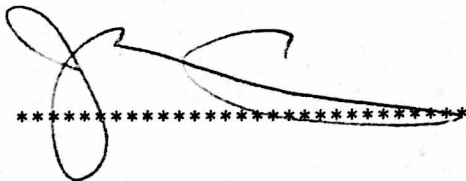
--
Ty Mase
Superintendent
Lake and Peninsula School District

Dear Mr. Mase,

As per your request, I authorize the Lake and Peninsula School District to change my final date of employment from 2 January, 2020 to 11:59 pm 18 December, 2019, as you requested in the above copy (b) that you sent to me yesterday (Friday, December 13, 2019) with the provision that no other aspect of my resignation letter (a) be altered, including the date of submission (5 December, 2019), time of submission, and the stated intention of my submission.

Sincerely,

Jeff Mc Kinney



14 December 2019

Accepted 12-17-19



Ty,

Please accept this letter as notice of my resignation from my position as the middle level teacher at the Nondalton School. My last day of employment will be 12/18/2019.

I received an offer to pursue my passion and work as a college lacrosse coach while earning a Masters on scholarship at a highly respected university. After inquiring about the possibility to hold the position until the fall with no avail, I decided pursuing this opportunity is in my best interest personally and professionally.

I appreciate the chance to work for Lake & Peninsula School District. I will always view this experience as meaningful. I hope in my brief time here I was able to have a positive influence on the students and people I worked with.

My classroom, student records, and work samples will be left up to date and in order, so the next teacher can transition into this role as smoothly as possible.

Thank you again for this opportunity. I wish LPSD and Nondalton nothing but the best.

Sincerely,

Ryland Luciano



Accepted

12-17-14

