

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular School Board Meeting AGENDA
February 20, 2020, 8:00 AM

Agenda

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FEBRUARY 20, 2020
School Board Meeting

PAYROLL

CHECK REGISTERS

1/7/2020 – 2/7/2020

41424 – 41441

GENERAL

CHECK REGISTERS

1/7/19 – 2/7/20

98339 – 98429

PAYROLL & GENERAL

Direct Deposits & Vendor Payments

1/7/19 – 2/7/20

Vouchers 1189 – 1230

To:
Superintendent, Ty Mase;
Dir of Personnel, Kasie Luke;
& LPSD School Board

From:
Rick Luthi, Site Mentor
Hannah Ward, Head Teacher

JANUARY 31, 2020

Outstanding Activities and Events

This month, we hosted a community School Wide Plan meeting. We invited the community to come and discuss improvements and plans for our school. Following the meeting, we had pizza and continued with discussions. **Attached is a copy of the Update Spring Semester and Summer Plan**

Our student government council also organized and ran basketball night for the community. They sold student store items and played against community members. Parents came and watched and had a great time!

I am also attaching a Spring Semester Calendar of Events for Pilot Point. Lots going on this semester and our hope is that the events will help create a desire to be in school..... See attached Spring Events.....

Personnel

Our personnel are excited to continue working with our amazing students this semester! Robert Kirchner is in the secondary classroom. Hannah Ward is in our primary classroom. Jenna Bowen has been working as an aide in the school. Mary West is our preschool teacher and Brian Cato is working as our cook and custodian. The Spring Semester is shaping up well with the relationships and procedures we have in place .

I must comment of the work of the Staff to support students. This has started with the development of relationships. This is a fine balance between establishing rules and regulations while allowing for a degree of independence. All-in-all our staff is finding that balance for education.....

I would also like to commend Hannah Ward for her attention to detail as the Head-Teacher at Pilot Point. Her willingness to take on the extra duties makes for a smooth operation (most of the time anyway).

Standards Based System/Curriculum Progress

The teachers are doing their best to make their lessons relevant for our students. The elementary class is getting closer and closer to meeting their reading goals. The secondary class has been focusing on physical science and class projects, including construction of a Gaga Ball pit! . (you should look up GAGA Ball – something to see!!!)

Technology Progress

Our technology is performing well. Student computers are up and running, and seem to be doing well.

Our staff is getting more into the swing of things with Time Clock!

The Distance Classes have required some adjustment but are improving. The work of our Distance Instructors has made the process easier and more productive. Our thanks to Marley and Christian!

Facility Update

The facility is in good condition! Each Thursday, we use the end of the day to have students work together to do up-keep tasks (sweeping the gym, emptying trashcans, dusting shelves and tables). We are hoping to instill pride in our students by teaching them to take care of what we have.

We must stop and thank Mr. McDermott and his crew for their work on behalf of the school. The building has not looked better. I would also comment on our appreciation for the quick response to needs. Tim and his crew have much ground to cover and they make it seem effortless. Thank You Mr. McDermott and Crew!!!

LSAC Activity

We held an LSAC meeting January 23rd. We discussed our plans for the School Wide Plan, Valentines, vacation days, and upcoming events. We hope to hold our next meeting February 4th.

It should be noted that with the support of the LSAC we have moved our two Spring Break days around to accommodate our Smoke House Project!

Volunteer Report

We have no volunteers at this time.

Professional Development

Our professional development has been centered around MAP Skills.

I would also like to share with the Board that Liz Will of the Mentor Project is making a monthly visit to Pilot Point. Her emphasis during that visit is to spend time with Ms. Ward. We have also invited Dr. Scott Christian to make a monthly visit in support of Robert Kirchner. Both Hannah and Robert are doing well but these visits are to provide additional support as they grow as professionals.

Pupil Attendance

We are working on getting students to come to school on time and daily. We are looking for incentives to get our students into school each day. We have continued with our attendance drawing each month with Student government providing prizes.

Folks, this a continual challenge and one of the main reasons we have been designated as a "Comprehensive" School. This is not to say that all families have poor attendance but to say that we have some pockets of need that we continue to work on..

Student and Staff Safety

Students safety lately has been about anti-bullying and how to show respect to others, and care for our school environment.

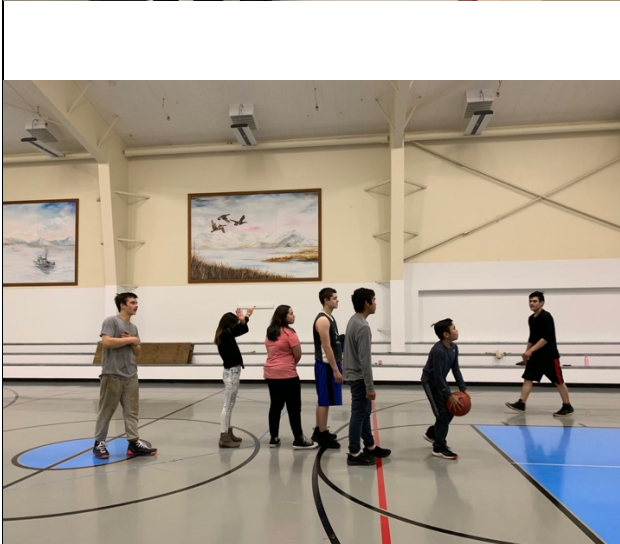
Here again I want to commend Mr. Kirchner for his efforts with our secondary students. His efforts to create a learning environment are to be commended. Although this seems to go slower than we would like Robert has laid the ground work this year that I believe has the potential to pay dividends in the future.....

Subsistence Calendar

This Calendar is a mixed bag. On one hand it has created a sense of urgency that helps to keep up focused. On the other hand there is so much that needs to be covered that there is a constant worry of what will be missed.

Photos from left to right: (Next Page....)

Student store on basketball night, Byron Wise running laps with the team, team warming up, jump ball, Gaga Ball pit.



School Wide Comprehensive Plan Proposal

First of all I want to thank everyone that turned out for our update meeting on January 17.

As this meeting, there was general support for each of the following proposals. As a result of this support the staff will begin to plan and implement as much as possible.

1. Hire a person to assist with providing transportation to school each morning.
2. Hire a person to provide after school and Saturday events for students. This position will target study hall and tutor events with some high interest activities included.
3. Purchase Fit Bits for students grades 5 and up. We had talked about alarm clocks for older students. The purpose of the FitBits are kind of a personal alarm clock. This device will be to give upper grade students a assistance with learning to establish personal schedules. The ultimate hope is that these students will begin to develop responsibility for getting to school on time.
4. Provide Mentor support for the Teaching Staff
5. Purchase new furniture for the educational center
6. February: 17th – 21st *Bring in an Artist in Residence. Help us decide what medium to concentrate on? (Music, Art, Dance, etc...)*
7. March: 16th – 20th *Construction of a Smoke House*
8. April: 20th – 24th *Culture Week The hope will be to use local folks as well possible invited guests to establish a time to share the culture and history of Pilot Point.*
9. May – Aug: Summer reading opportunities to include books home and if possible a community member to lead a summer reading program at the school.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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Pilot Point: Second Semester Schedule of Events

Parent Teacher Conferences: (To Be Announced)

January 29 – Feb 1	Basketball Jamboree – Kokhanok
February 3 – 5	Battle of the Books
February 11	Pilot Point City Council Meeting
February 13	Introduction to Commercial Fishing
February 13 - 14	School Pictures
February 14	Valentine Dinner
February 23 – 28	Artist in Residence (Jenny Carlson 0
March 6 – 8	PIP Carnival & UAF Presentation
March 10	Pilot Point City Council Meeting
March 13 - 16	Spring Break
March 11 – 14	District Basketball – Nondalton
March 17 – 20	Smoke House Construction (Mike Janecek)
March 22 – 28	CTE Session
April 6 – 10	PEAKs Testing
April 14	Pilot Point City Council Meeting
April 13 – 17	SNAP Meet
April 20 – 24	Culture Week
April 19 – 24	CTE Session

Site Report – Pilot Point School – January, 2020

Site Report – Perryville – January 2020

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

**From: Rob Fagerquist: Head Teacher
Principal Intern
Rick Luthi – Site Mentor**

Outstanding Activities and Events

We began the new school semester with the good news that we were winners in the district-wide attendance challenge. To celebrate this, we invited parents to join us one morning for coffee and donuts; after all, it's the parents who get our students up and out the door every morning, and it's this kind of community support that is the key to our success.

Early this month we welcomed our newest team-member, Gina Cristani, who will tutor our students. Her specialty is (thankfully) upper level math, but she has jumped right in and is working with all ages, all subjects.

We held Parent-Teacher conferences this month in order to illustrate where we are and to lay out our goals for the rest of the year.

Our mix-3 basketball team started practicing under coach Eugene Kalmakoff; we have seven players on the team. Unfortunately, our trip to the jamboree in Kokhanok was cancelled due to weather, but we hope to make up the event at a later date.

We held a community meeting in order to discuss our upcoming spring break (which coincides with basketball districts in Nondalton), a proposed student trip next year, and fundraising ideas. Attendance was good and many great ideas were discussed. To this, our student government put together a Superbowl Pizza Sale which was a great success – we sold about 50 pizzas.

Our upper elementary and middle school class composed postcards which will be sent to space to be postmarked and sent back to us.

Planning continues for a culture, technology, and employability meet to be hosted at Perryville for the week of March 23rd. We are inviting the Chigniks – Lake, Lagoon, and Bay – to join us for a four-day get-together where we can concentrate on the “soft” subjects, invite outside presenters, and – probably most important – give the students and teachers a chance to socialize and collaborate.

Personnel

No changes in returning personnel. New hires are Gina Cristani, tutor, and Eugene Kalmakoff, basketball coach.

Standards Based System/Curriculum Progress

We are starting to pass off levels. At this time we have two students who have passed their math end-levels and are moving to a level ahead of their grade. Six students are working on their final writing projects in order to pass their respective writing levels. Science and social studies classes continue to move forward briskly. Overall, we are on pace with our reading classes, and ahead of schedule in math and writing.

Technology Progress
Our technology is working well, no outstanding work orders.
Facility Update
All is well with the facility. We expect a visit by maintenance personnel in February. Outstanding work orders are hanging a whiteboard in the preschool room, and reattaching weatherstripping on the door to the exercise room.
LSAC Activity
No LSAC meeting this month – the next scheduled meeting is February 3 rd .
Volunteer Report
Bertha Skonberg volunteered to help out with coordinating the Superbowl Pizza Sale.
Professional Development
Rob Fagerquist and Megan Maloney are continuing their Master’s programs through the University of Alaska, Southeast. A CPI restraint training session is scheduled for February 15 th for all the teachers and classroom aides.
Pupil Attendance
Our attendance remains strong, as evidenced by our attendance award.
Student and Staff Safety
Safety is our number one concern. To illustrate this, our basketball team was at the air field waiting to be flown to Kokhanok for the basketball jamboree. The decision was made on the ground by the coach and parents that the weather was too sketchy to fly and all collectively decided to cancel the trip.
Subsistence Calendar
We are at the start of the calendar year, and it is always remarkable how quickly the second half of the school year flies by. As noted above, we believe we are on pace to have a successful year across the board.
Other

Site Report – Chignik Lake – January, 2020

To: Superintendent Ty Mase
and LPSD School Board Members

From: Matthew Stark, Head Teacher

Outstanding Activities and Events

Dec 18 – Christmas Program



January 15 – LSAC Meeting

Personnel

We have three new staff members this semester

Johanna Bender – Elementary

Bill Harris – Upper Elementary/Middle School/High School

Matt Williams – Tutor

The new staff have been a positive addition to Chignik Lake School. Our new staff members are very willing to help out and work together. It's great to have them here.

Standards Based System/Curriculum Progress

We have students finishing up Social Studies this quarter. We hoped to finish this up last semester, but the number of standards in each level had slowed our process. Also, students needed more depth on each standard. It is hard at times to balance teaching standards with depth and true mastery and keeping a very rigorous pace.

All students have been working each week to finish all their assignments. We feel like students are being able to keep up with on-site classes and distance classes.

Having a tutor has really helped in interventions and being able to work through assignments.

Elijah and Jenny at the business office won a gift certificate and donated this to our school to purchase Science Equipment. When the weather warms up we will be using this equipment to test local water/soil and collect weather data. We really thank them for thinking about our school.

Bill Cornell has been very helpful in answering any curriculum questions that come up and Moon McCarley has been helpful in interventions and MAPs. We are glad to have them available if needed.

Technology Progress

All our technology is up to date and working well. We are looking at the possibility of adding a projector or large screen tv for our commons with student government funds. Either one would be connected to an Apple TV. This would help in our community events, student government events, and during our LSAC meetings.

Facility Update

Tim and the maintenance department did a good at responding to our needs during some of our colder January days. After they turned on another boiler and increased the heat, the school was nice and warm.

Clinton Boskofsky has been going a great job at keep our truck plugged in and our walkways clear of snow.

LSAC Activity

We held a monthly meeting in January. The LSAC was very helpful in giving input in ways to make our Night Gym better. The LSAC had requested the Student Council give a report each month. This has been a great learning experience for the students.

Now that all our students receive birthday books, we decided that just sending books home was not enough. We found that parents were confused and did not know these were special birthday books. One way we hope to help solve this problem is to have the LSAC sign birthday cards at each meeting for the next month's students who have birthdays. We did this at the January LSAC meeting and presented the student with the card and books.

We are very happy and appreciative that the School District Administration and Board found a way for all students to receive book on their birthdays.

Volunteer Report

Brenda King has been working after school on getting library labeled and shelved. This is an ongoing project as we have many books that need labeled and shelved.

Professional Development

Our new staff attended a training in Anchorage before coming out to our site.

We are requesting more training on MAP Skills and progress monitoring in the future. We have asked our principal to put this on the agenda for our Spring inservice day.

Pupil Attendance

January attendance was 94.25%

Student and Staff Safety

Student have been reminded of the district cold weather gear and travel policies. Students were ready with cold weather gear at school for the Kokhanok Basketball Tournament. Our students did not make it to Kokhanok due to weather, but were prepared with correct gear.

Subsistence Calendar

We are doing our best to keep the rigor up while also providing quality lessons in a shorter school year.

Other

Site Report – School Site –January 2020

To: Superintendent Ty Mase and LPSD School Board Members	From: Nancy Mills, Head Teacher
Outstanding Activities and Events	
Chignik Lagoon School took first place in the district Battle of the Books competition at the high school level!	
Personnel	
Staff are doing well.	
Standards Based System/Curriculum Progress	
We already have two students working on end-of-level writing prompts. Should she pass this assessment, one of those students has requested to challenge the standards by taking the next level assessment immediately after finding a passing score on this assessment.	
Technology Progress	
Technology needs are met.	
Facility Update	
The facility is good.	
LSAC Activity	
In general, Chignik Lagoon’s LSAC this year has been less than active. I believe part of the reason is due to disinterest and the other part due to LSAC members traveling. To make up for this, one parent (also teacher’s aide – big SHOUT OUT to Samantha Jones!) has been working very closely with me in keeping the student government active and the school climate upbeat.	
Volunteer Report	
None to report.	
Professional Development	
The staff likes the late start Monday professional development.	
Pupil Attendance	
The upper respiratory flu is going around and attendance is down.	
Student and Staff Safety	
Everyone has been safe. There is nothing to report.	
Subsistence Calendar	
Parents report that they continue to like the subsistence calendar. Staff also are enjoying it. Parents also really like the Summer Bridge workbooks.	
Other	

Site Report – Chignik Bay– January 2020

To: Superintendent Ty Mase
and LPSD School Board Members

From: Elisabeth Ludwig, Head Teacher



Community New Year's Eve Get together

Outstanding Activities and Events

Personnel

All of our staff returned after Christmas break and were ready to take on the second half of the year!

Standards-Based System/Curriculum Progress

Our students have finished their social studies standards and have begun working on their science standards. They are loving science this year!

Technology Progress

Students have really been working with technology this month and the elementary students built a robotic arm!

Facility Update

Our heat has been really up and down. Sometimes our heat is working great and sometimes our classrooms won't heat above 65 degrees. Our generator is still not back up and running.

LSAC Activity

Our LSAC met this month on January 30th. We discussed several things including the early literacy program. Our minutes and sign in sheet are attached.

Volunteer Report

We would like to thank EVERYONE who came to decorate the gym for Christmas and everyone who helped organize and run our Chignik Bay basketball tournament.

Professional Development

Mrs. Ludwig attended the RTI/MTSS conference in Anchorage and brought back many new strategies to try out!

Pupil Attendance

We have all our students back finally! We also gained a new student, Hannah, this month.

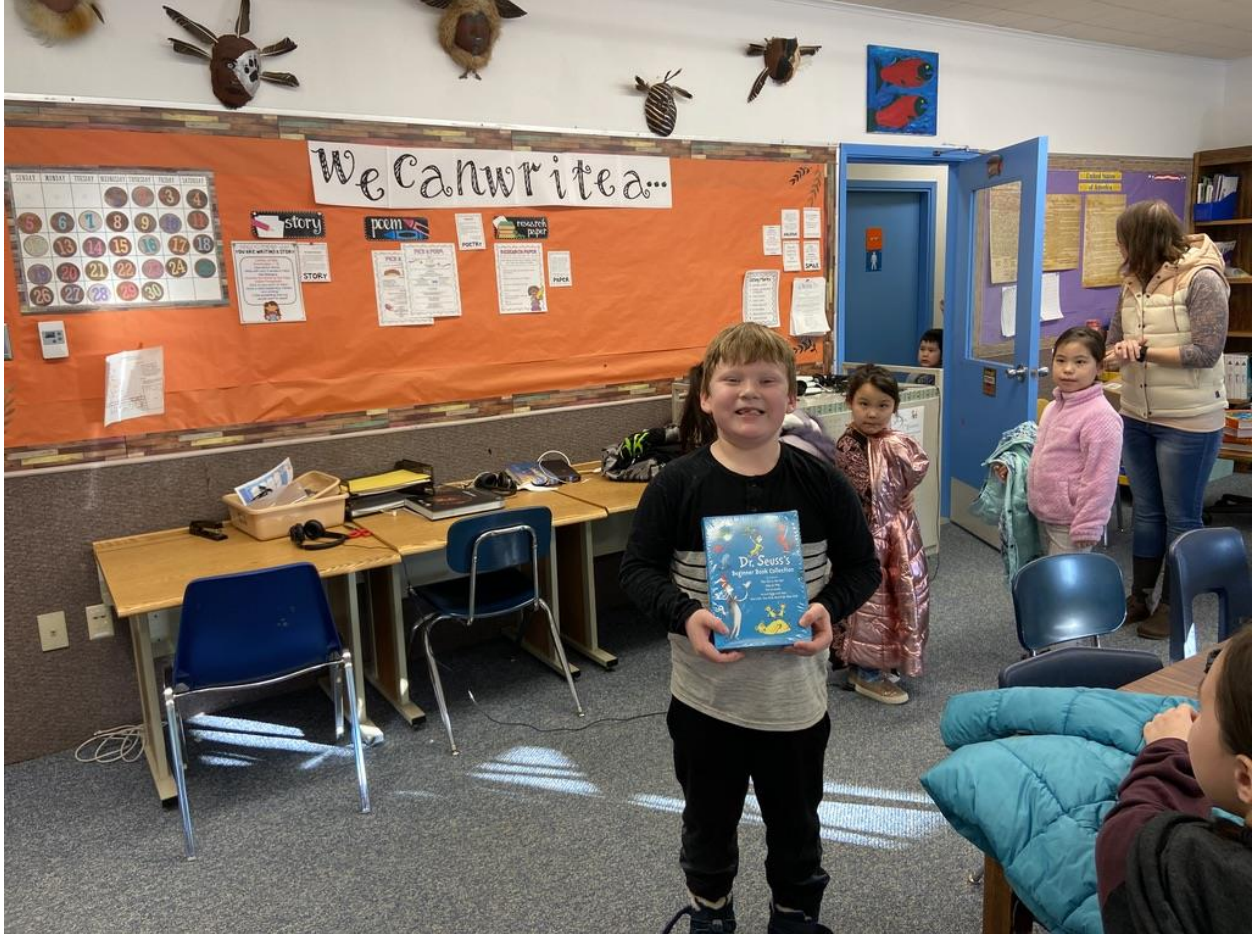
Student and Staff Safety

We did our monthly drills and discussed what to do in case of an earthquake, tsunami, and other emergencies.

Subsistence Calendar

Our students are continuing to work hard and are on track to complete their levels by the end of the school year.

<p>To: Superintendent Ty Mase and LPSD School Board Members</p>	<p>From: Joe Ward, Principal</p>
<p>Outstanding Activities and Events</p>	
<p>4 students, 8th-10th grade practiced for basketball this month led by Zenovia Tallekpalek as coach. 3 students traveled to the Jamboree in Kokhanok.</p> <p>On Saturday, Jan. 11, students who took MAPS test in January and showed improvement were invited to attend a taco dinner and open gym night provided by the teaching staff.</p> <p>STEM project boxes were used with grades 4 – 10. MEL Science, a subscription service, was provided by the teachers. 12 students observed the manner in which metallic particles dissolved in a solution gathered together in a pattern as they settled and how that patterns could be influenced by electric current flowing through the solution. In addition, experiments were done with bubble solution and gloves provided by the kit. The class also did experiments with emulsions and dish detergent. When the detergent was added to emulsion, it would cause the oils in the solution to spread more finely causing the dyes in the solution to appear to move across the dish.</p>	
<p>Community Relations</p>	
<p>The school wide plan was presented to the village council president, Raymond .</p>	
<p>LSAC</p>	
<p>The LSAC was not able to meet because members were traveling. The school wide plan was presented to each member individually.</p>	
<p>Pupil Attendance</p>	
<p>While many of our students maintain excellent attendance. Some students are demonstrating very poor attendance. Communication with parents is being maintained.</p>	
<p>Facility</p>	
<p>Plumbing problems with the locker rooms was fixed. A fuel leak with one of the boilers was repaired. The village had problems with its generators for a number of days. Olaf O’Domin came and kept our generator running. In addition, he spent much of his personal time assisting the village in repairing their generators and restoring electric service to the entire village. Olaf’s assistance with the village generators helped strengthen the standing of the school in the community and is very appreciated.</p>	



1st grader, Avery Myers, shows off his birthday books that he received.



L-R – Greg Andrew (5th), Adam Tunguing (8th), and Kelly Chukwak (6th), perform experiments with bubbles and gloves allowing the bubbles to be caught.



Metallic particles in a solution settle in a pattern influenced by the electrical current flowing through the solution.



Mrs. Ward leads the class in the emulsion experiment.



The dyes have been placed in the emulsion preparing the dish to receive the detergent for the experiment.

Site Report – Tanalian School @ Port Alsworth – February, 2020

To: Superintendent Ty Mase,
LPSD School Board Members, and PTA LSAC

From: Nate Davis, Principal

Outstanding Activities and Events

1. Christmas Programs: Students wrote, directed, and performed many Christmas skits as well as performed music, practicing their servant leadership and community service to entertain the whole community. It was awesome to see so many students thrive in their individual gifts: writing, singing, public speaking, acting, set-making, art, leadership, and all kinds of creativity. Kudos to teacher Nicole Metzgar and Patty Alsworth for heading up the skits and music, respectively, and for all the help from other teachers, staff, and parents. It was a wonderful event.
2. Battle of the Books: District Champions and headed to State- 7th/8th Team, 5th/6th Team, 3rd/4th Team (in a sudden death tiebreaker!). Younger District Champions- 2nd Grade, Kindergarten (tied with Newhalen). Thanks to all students and teachers around the district for battling. What a great event!



3. Lynx VB- Congratulations to the Lynx spikers and Coach Glen Alsworth as they repeated as State Champions in 2019. Proud of their sportsmanship and friendship and craftsmanship on and off the court. All-Tournament Players: Kaia Beebe and Caleb Alsworth. Defensive Player of the State: Katelyn Johnson. Server of the State: Kaia Beebe



4. Tanalian Basketball is off to a great start. The Lady Lynx have big wins against 2A teams in the Rally the Regions Tournament as well as many 1A wins on their Anchorage and Kenai Peninsula road trip.

The Men's Lynx also have a few big wins and a few close losses under their belt, though beset with sickness and injuries.

Personnel

1. Proud to have hosted student-teachers, Leah Talley and Kaitlyn Moitoza last fall. Special thanks to Kathleen Van Dusen, Nicole Metzgar, and Patti Brock for acting as mentors and host teachers to these two.
2. A big welcome to student teacher Austin McCourt from Liberty University, VA, and tutor Stephanie Canning from Kutztown University, PA, who joined Tanalian in January to spur our students on to more excellence. Special thanks to Patti Brock who is the teacher host for Austin and to all teachers for drilling down on data to give Stephanie a productive tutoring schedule.



Standards Based System/Curriculum Progress

1. Our math teachers have been meeting in committee for several weeks and have designed and are coordinating open-ended collaborative math events each Friday at the end of the day, with the goal to improve the math problem-solving culture at PTA to improve math achievement. Kudos to Branden Hummel, Matthew Grossmann, and Brandey Voran.
2. Several students finished their Consumer Math class in a semester and have picked up Construction Math or other classes for second semester. Kudos to Branden Hummel for working with Bill Cornell to create another worthy math class for students.
3. Several freshman students have really ramped up the pace in Technology, Employability, and Cultural Awareness, finishing all or most of Level 9 standards by January.
4. Kudos to Nicole Metzgar for offering a code.org class to PTA students who have received computer training that has been thus far unavailable to them.

Technology Progress

1. PTA is in good shape with Technology. THANK YOU, Tech Team!

Facility Update

1. We are requesting snow guards on the last section of our roof to prohibit tons of snow periodically sliding off the roof, endangering students, community members, and vehicles which might be underneath. We take precautions, but it cannot be monitored 24/7. The rest of the school roof has already had snow guards installed post-construction.

LSAC Activity
<ol style="list-style-type: none"> 1. LSAC continues to meet regularly for reports and business and occasionally also hearing from Experiencing Out students. They just completed their annual Super Bowl Pizza Fundraiser to help fund the Linda Johnson Memorial Scholarship. THANK YOU, LSAC!
Volunteer Report
<ol style="list-style-type: none"> 1. Christy Zimmerman- hours and hours of Student Government advice and inspiration 2. Lisa Rivas- hours and hours of driving and chaperone safety at Rally the Regions BB trip 3. Erin Beebe- hours and hours of driving and chaperone safety for the basketball road trip 4. Student Government- Malea Voran, Caleb Alsworth, Katie McGee, Kjersti Duerksen, Ellah Wardell, Isaac Fowler, Pasha Alsworth, Sam Fowler 5. LSAC Members- Dennis Fowler, Sarah Wardell, Andrea McGee, Andy Smith, Darcy Lorentzen, Leo Fowler
Professional Development
<ol style="list-style-type: none"> 1. Branden Hummel and Nate Davis were able to attend the 2020 RTI/MTSS Conference in Anchorage with a team of other teachers/administrators from LPSD. We found the seminars very practical and helpful as they all drilled down to very specific classroom strategies to improve student achievement. We will pass on to PTA teachers as many strategies as we can over the next few weeks of Tuesday PD.
Pupil Attendance
<ol style="list-style-type: none"> 1. In general, we have good attendance, but a few students habitually miss many days due to family vacations, family businesses, subsistence, or medical appointments in ANC. 2. PTA students and families have been hit hard with sickness since November: common colds, vomiting, and the actual influenza have all been passed around the community with too much generosity.
Student and Staff Safety
<ol style="list-style-type: none"> 1. With the darkness and cold, we have targeted messages toward vehicle, ATV, lake ice, darkness, and cold weather safety and we continue our monthly fire drills.
Subsistence Calendar
<ol style="list-style-type: none"> 1. Continuing: The only concerns we hear voiced consistently are the speedy pace through curriculum during the school months and the lack of learning during the extended summer months. We really appreciate Ty's Summer Bridge program and any other LPSD support to assist summer learning.
Other
<ol style="list-style-type: none"> 1.

Site Report – School Site – Month, Year

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

**From: Jack Walsh, Meshik/Port Heiden
Principal and the Staff**

Outstanding Activities and Events

Meshik has had a great month of activities and learning since returning from the holidays. We hope you enjoy our report and get a sense of some of the great things happening in Port Heiden each day.

Personnel

- The Meshik School is excited to welcome Ms. Tess McFadden to our school. As our new tutor she is already making a big difference in our school program. Port Heiden is always grateful. For those who serve as tutors online and in person. With any luck Ms. Tess will enjoy her time at Meshik School and continue her professional career with the district in the fall.
- Mr. Sipherd was already a busy person as a teacher, dad, husband, and Head Teacher, and now he has added the title- Basketball Coach. We really appreciate him taking that on and providing that additional opportunity for students.
- A sad development occurred this week when Ms. Cruz received notice that her father had passed away. Ms. Cruz has returned to New Jersey to be with her family. The entire school and community sends their condolences for the family. We look forward to her return in a few weeks.



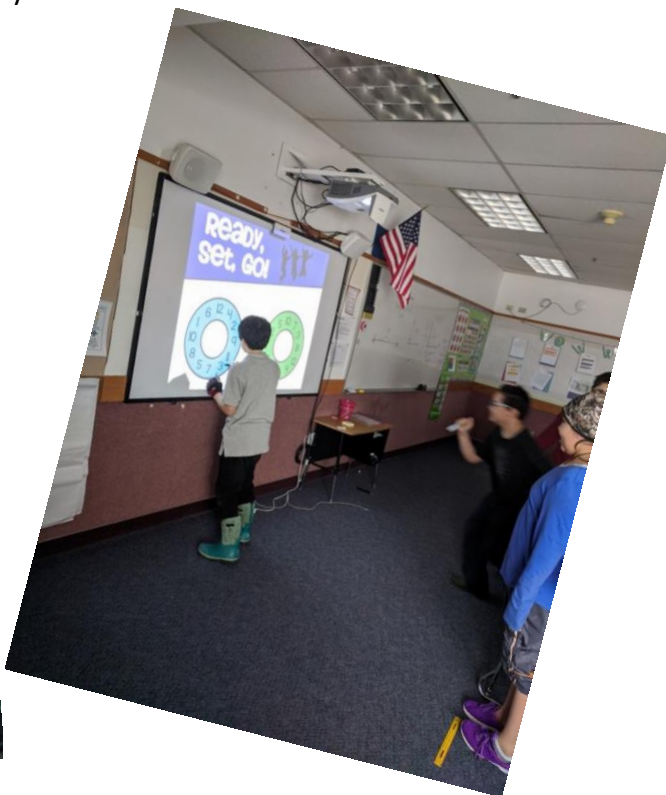
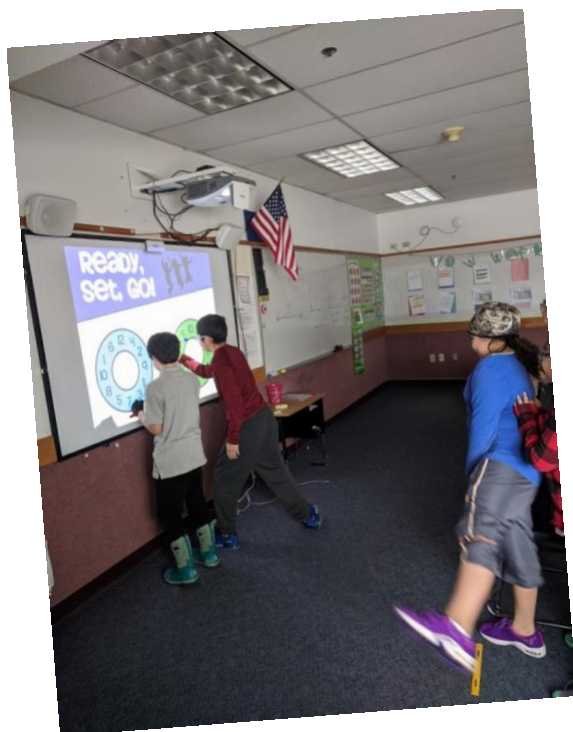
Ms. Berman carefully prepares the pizza sauce to help Mrs. Z and the Cooking Club



Our new tutor, Ms. Tess is working closely with our older students and settling in nicely at Meshik!

Standards Based System and Learning Activities

Math has never been so much fun! Each day there is time dedicated to instruction and practice using our SBS materials and a lot of technology. The use of technology and games to work on math concepts and other learning is making a real difference with everyone.



Curriculum Update-

Everyday our students are engaged in activities that help them grow and learn. Here primary students are working with Ms. Berman on an art project related to a story they had read earlier.



And so on

Cooking Club

Mrs. Zimmerman is a great teacher who has been in Port Heiden for five school years. One of her other favorite activities is to cook and she has used that passion to create a Cooking Club that meets every week. Students have been learning a variety of practical life skills, and recently they used those skills to host a pizza dinner for family and community members. The event was a great success and more than 20 people were served. Reports confirmed they had created the best pizza place in Port Heiden.



The Cooking Club involves a lot of students and staff as they prepare for their pizza dinner. It was a great success!



LSAC Activity- our LSAC has been very active this year and supporting staff and students in a variety of ways. At our last two meetings they started planning for carnival and graduation. The LSAC has also been helping with fundraisers and preparing for the ESSA audit.

Volunteer Report

At the Meshik School we are lucky to see a growing number of volunteers helping out when students are planning activities or involved in fund raising activities.

In the past week students also were treated to a guest reader, Ms. Marlene Adams who recently moved to Port Heiden. Ms. Adams facilitated a recent Gathering of Alaska Natives (GOAN) activity and had invited all students and staff to participate. She was very grateful for their participation, and on a follow up visit to the school she expressed an interest in stopping by again and working with students. We were all glad to have her as our guest reader and look forward to her next visit. Thank you, Ms. Marlene!



Trips and Activities Planned

Mr. Alex has been working with students in gym and after school activities. He sent this photo and caption... "Below is a picture of the boys playing pickleball. The fact that they were open to developing skills in a new sport for gym is progress in the right direction." We know how much everyone loves volleyball and basketball. Now we have another fun sport to play.



Cooperative Learning and Mentoring-

Native Youth Olympics are an activity that many students participate in, but its not always easy to find someone to come into the school and teach skills to our students. We were lucky when Severin offered to take the lead on some training sessions with younger students. We all know that a great indicator that you know a skill is to be able to teach it to others. We are thankful for Severin and his efforts to support other students.



Pupil Attendance:

We continue to closely monitor attendance and provide academic programs that students want to participate in. While there are a few students who are absent too frequently, most are in school everyday and up to the challenges presented.

Student and Staff Safety is still a top priority and between the school efforts and family support, we believe this is a real strength at Meshik. It was great to see the community take bullying and other topics on as part of their GOAN. The school and community are all better connected in these areas now, than at an other time in our school year.

Subsistence Calendar



Mr. Sipherd's engineering challenge- Students were given 8 pieces of scratch paper to build a foundation/footing to hold as much weight as possible. Ian's creation held 85 pounds of books, and Severin's held 185 pounds. It was a great learning experience and will be continued as an activity in the weeks ahead.

Site Report – Nondalton – December 19/January 2020

To: Superintendent Ty Mase
and LPSD School Board Members

From: Moon McCarley
Principal, Nondalton School



Outstanding Activities and Events

- We celebrated the early graduation of Ashley Wilson, on December 14th. Ms. Wilson is living in Anchorage working and will be attending trade school.
- The school Christmas program was a great success. The primary group did a song and interpretive dance. The intermediate group studied methods for making gut parkas and used what they learned to make holiday themed paper garments. Those were displayed in a fashion show. The high school performed The Gift of the Magi.
- The school hosted a community potluck to welcome the new teachers.

Personnel

- We were thrilled to welcome Dian Alexie back as the cook. Teresa Rickteroff will return as a sub when Dian has medical appointments.
- Jeff McKinney and Ryland Luciano resigned their positions and did not return in January.
- Jaime Kurmis is now teaching in Mr. Luciano's place. Miss Kurmis was fortunate to take over a very organized classroom where students were on level and have no behavior issues. She stepped right in

and kept all of the positive momentum going without a single hitch. She has a good rapport with the students and they continue to make progress.

- Cassy Pangrazio is now teaching in Mr. McKinney's place. Conversely, the situation she walked into was not ideal. Things had gotten to a point of disarray under the supervision of the previous teacher. Miss Pangrazio had a lot of chaos to sort through. She's done a wonderful job. Behavior has improved tremendously and students are making great progress, academically.
- Both teachers are a very welcome change from the previous staff. The overall school climate is positive and enjoyable. Staff collaboration and camaraderie is at an all-time high.
- Shakim Blackwell returned as our tutor. He has been instrumental in helping the new staff navigate the standards-based system and powerschool. Without him the transition would have been much more difficult for everyone.



Standards Based System/Curriculum Progress
<ul style="list-style-type: none"> • Students in every level have completed levels in the last two months.
Technology Progress
<ul style="list-style-type: none"> • No progress
Facility Update
<ul style="list-style-type: none"> • We have had several water outages recently. These are due to issues with the city system. We are able to switch to the school well. The well water must be boiled before drinking. • Carl Adams has made multiple visits to address issues with fuel tank gauges and pump. Everything appears to be working well now.
LSAC Activity
<ul style="list-style-type: none"> • LSAC meetings have been happening as scheduled. The LSAC is excited to support the school during the upcoming basketball tournament.
Volunteer Report
<ul style="list-style-type: none"> • Nothing to report
Professional Development
<ul style="list-style-type: none"> • On site professional development has been focused on planning, instruction, and rebuilding positive school climate.
Pupil Attendance
<ul style="list-style-type: none"> • Very few students were absent when we returned from Christmas vacation. This was a great improvement from the first two weeks of September.
Student and Staff Safety
<ul style="list-style-type: none"> • Nondlton had a period of subzero temperatures, as did most of the region. This gave 6-mile lake time to freeze completely. Students are reminded to be safe and cautious on the ice and dress appropriately for the cold. • The maintenance department has made sure that heat is working well in all school buildings. • Custodian Gary Alexie ensures that outside walk ways are free of hazards and safe.
Subsistence Calendar
<ul style="list-style-type: none"> • Nothing to report
Other
<ul style="list-style-type: none"> • In Nondalton, the school gives Christmas presents to community members. This year, Miss Cassie and her Elves Club made homemade soap and bath salts. They were one of the most popular gifts we can remember.

Igiugig School Monthly Site Report

To: Ty Mase, Superintendent
Date: 01/27/20

From: Tate Gooden, Head Teacher IGI

Notable Events: World renowned storyteller Brett Dillingham visited Igiugig the week of January 13th to teach the students and community members the art and importance of storytelling. He completed his week in Igiugig by hosting an Evening of Animal Tales. Over 50 people (> 70% of our entire village!) crammed into the high school classroom for the event. Mr. Dillingham covered all the bases of literacy- reading, writing, speaking and listening while focusing on movement, sound, and expression. All the community agreed that this was one of the best school activities that we have ever had. Student government is planning for the next story night to be held in February. Igiugig welcomes Molly Carlson of Brockport University. Molly will be our tutor through April 10th.



Seth Hobson spins a yarn for the community.



Tutor Molly Carlson poses with Elementary Science Class.

Personnel: Tate Gooden – Secondary; Charlie Gifford – Elementary- on medical leave; AJ Gooden – PK/Generalist; Levi Tinney 0.25 Elem. and subbing for Charlie; Betsy Hostetter – Class/SPED Aid; Molly Carlson – Tutor; Ida Nelson – Cook; Janitor – position open.

SBS/Curriculum Progress: Many HS students have completed their Writing Assessments and District Prompts with Proficient and Advanced scores.

Technology Progress: Our technology has performed quite well save for a few machines that have shown their age. Network connectivity has been nearly seamless.

Facility Update: Olaf arrived in December to install flood lights in the parking lot. The area was notoriously dark and a safety hazard. The new lights are a big improvement. Olaf also serviced the boilers and troubleshot electrical issues. Carl visited in early January to investigate the upstairs air exchanger that was having issues.

LSAC: Meeting held on January 28th. Minutes attached.

Volunteer Report: Thanks to Randy and Sandy Alvarez for donating smoked salmon jerky to the Student Gov.

Trips Planned – No School Trips planned at this time.

Pupil Attendance: Enrollment for K-12 = 18 students. PK enrollment – 5 students.

Quote: *Many teachers think of children as immature adults. It might lead to better and more 'respectful' teaching, if we thought of adults as atrophied children.* –Keith Johnstone

Site Report – Kokhanok – January/February, 2020

To: Ty Mase – Superintendent and School Board Members

From: Jordan Davis – Head Teacher Kokhanok

Outstanding Activities and Events

Kayak Class – Thank you to Marlene Nielsen for passing along Maligiaq’s information to Lysa Lacson, who was able to secure a two-week long Kayak making class. We are so fortunate to have a strong community and school partnership. The students and community really benefitted!

BBall scrimmage – Thanks for all of those who came to challenge our student players!

BBall Jamboree – January 29th through February 1st. Thank you to all of those who were able to travel and participate in the Kokhanok Jamboree! We sure did miss the south sites that were unable to make it, but made the best of it with the teams that were able to attend.

On top of all of the court time, students were able to complete two service projects: Making bread for elders in Kokhanok and facemasks for people in need in Anchorage. We will be packing up over two dozen facemasks to send out to Anchorage this week! We also had local artist Beth Hill stop in to do an art project with the students, and Akila Osakwe did a presentation on drug awareness and prevention.

A big "Thank You!" to all of the staff and community members who helped out, and to the students for great participation during the event.

BOB – We are excited to have all grades participating in BOB this year! To quote Ms. Dana Wolff to Mr. Matthew Stark, “Thank you for a great battle! My kiddos really enjoyed themselves. It's such a good opportunity for them to get to meet kiddos from other schools. Thanks for setting this up every year. We really appreciate it”

Personnel

Ms. Kait Moitoza – Welcome to our new Special Education Teacher! We’re so excited to have Ms. Kait on our team!

Ms. Leah Tally – Welcome to our new tutor! Ms. Leah already has a full schedule and is helping many students with extra academic support.

Standards Based System/Curriculum Progress

The elementary students have shifted their focus from Social Studies to Science.

Distance students are progressing in their classes, some have even passed a level already!

Technology Progress

The iTutor program has had a slow start. We need to have a few kinks worked out.

Our email system has had a little overhaul to allow students to receive and send emails to APPROVED outside sources (such as iTutor and Job Corps). Please know that student internet safety is of the highest priority and is constantly monitored.

Facility Update

A huge thank you to our custodial and maintenance staff. The school looks beautiful and ready to host. Our facilities survived the cold snap over winter break. A new rear windshield has arrived for the Excursion.

We are having problems with the front door lock. Ron Richter did give it a fix, however, being able to use our keys instead of an allen wrench would be better.

LSAC Activity

This month's LSAC will be discussing the Valentine's day dance, a new scoreboard, and Carnival.
Volunteer Report
A big thank you to: Akila Oskwe – for providing drug and alcohol education to all of the jamboree students Beth Hill – for providing art classes to all of the jamboree students
Professional Development
For our inservice day on January, we put together schedules for Ms. Kait and Ms. Leah.
Pupil Attendance
We are engaged in an attendance challenge between the BAY, PTH, PTA. The jamboree really helped bolster our attendance and we hope to win the challenge! We've also seen an influx of students coming to Kokhanok school. Since the beginning of January, we've enrolled 1 High Schooler, 2 Middle Schoolers, and 1 Kindergartener.
Student and Staff Safety
We are encouraging healthy habits during this cold and flu season and are asking parents: please do not send your students to school the day of and the day after they have vomiting, diarrhea, fever, or flu. Minor coughing, sniffles, and sore throats are common at this time and not necessarily a reason to stay home. Proper sanitary practices are always encouraged.
Subsistence Calendar
We are excited to learn that we have approval to continue our subsistence calendar.
Other
Just a reminder: the February Funnies are upon us. We encourage everyone to get out and enjoy the day light, breathe fresh air, and do some meditation. Also, a very big THANK YOU to Mr. Harry, and all he does to support the students of, not only Kokhanok School, but all students in all schools!

Pictures:

Please check out our Kokhanok Facebook group page, and also be sure to follow LPSD on Instagram at #livelpsd. We've been sharing some great photos of the jamboree and BOB.



Students showing their appreciation for Kokhanok Carnival Committee helping with jerseys.



Community and student built kayaks...Thank You! Maligiaq for teaching us.



Student Government icebreaker at the Basketball Jamboree



The new jerseys look sharp on the court!



There was a big turnout at the jamboree, for high school AND peewee basketball.



Kokhanok student government made sure the student store was well stocked for the jamboree.



We made fry bread for elders in the community, and facemasks for those in need in Anchorage, as service projects during the jamboree. The students were so engaged!



With it being School Board Appreciation month, the students made a poster for Mr. Harry Ricci. Thank you for representing our community on the School Board!

Site Report – School Site – January, 2020

To: Superintendent Ty Mase
and LPSD School Board Members

From: Ed Lester, Principal

Outstanding Activities and Events

Newhalen school has hosted some Jr High and High School basketball the last couple weeks. This is able to happen due to the efforts of many volunteers. The community is gearing up for its annual carnival and Roadhouse rumble basketball event.

Students have also been working together across levels to prepare for the district Battle of the Books. Students overall did very well



Personnel

We have two tutors and a student teacher who have jumped right and started supporting our students. They have been an amazing addition to our school.



Standards Based System/Curriculum Progress

Our Senior is pushing hard to the finish line. Teachers and tutors are providing great support in all his efforts.

During the week of February 10th Newhalen Student Government is doing a spirit week. They have Challenged local businesses and organizations to show their spirit. Tuesday was class color day.

State workers wearing matching colors:





Technology Progress

Facility Update

Carl Adams and Ron Richter spent some time in Newhalen this month fixing and maintaining our needs. They have both worked hard to maintain and improve our existing infrastructure. We will need additional classroom space in the next few years with the projected enrollments that we foresee.

LSAC Activity

Newhalen LSAC will be meeting on Feb 26th. The LSAC is very excited to look at the calendar for next year.

Volunteer Report

Newhalen school is working with NIYAC to fund different activities for the youth of Iliamna and Newhalen.

Professional Development

Newhalen staff meet on collaboration and supervision.

Pupil Attendance

Pupil Attendance has been outstanding this month. We have had activities for our students on the weekends so they have worked hard to be in school everyday on time in order to participate. Newhalen School was thankful to receive the donut party.



Student and Staff Safety

The students and staff have been worked with to go over safety concerns and have come up with a secondary meeting point if the school is not a safe place to meet.

Subsistence Calendar

Students and staff are pushing hard as the end of the school year is rapidly approaching. Graduation date is set for April 10th.

Other

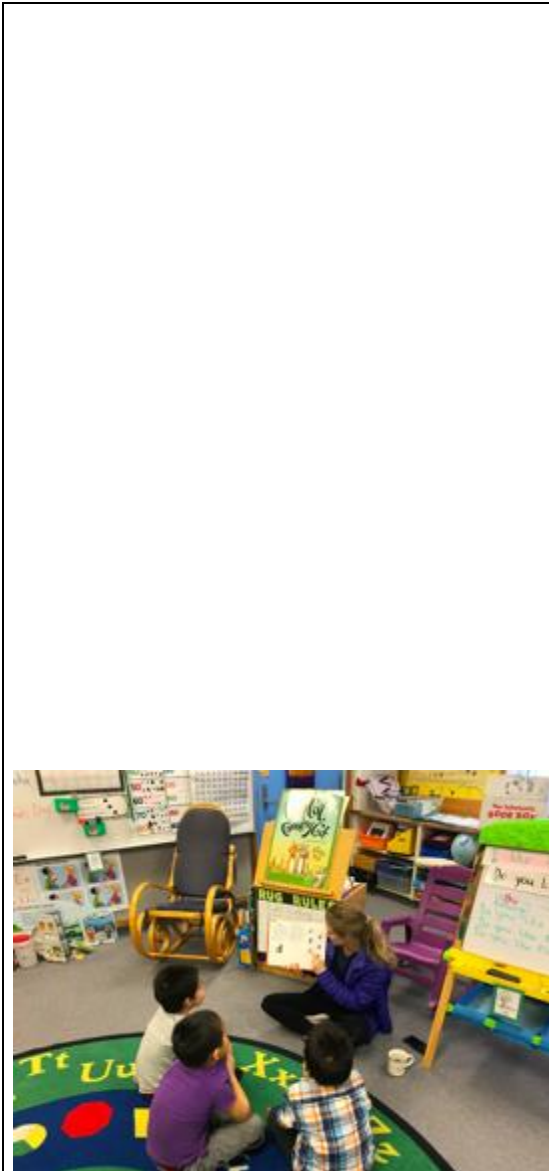
Mrs. Anelon's class has been working hard on a class service project. They are doing a sock drive to send to a homeless shelter in Anchorage.



Here are some pictures from Spirt week:







CALL TO ORDER

The Regular Meeting of the Chignik Bay LSAC was called to order by ___James Anderson_____.

ROLL CALL OF LSAC MEMBERS

Seat A: Ilane Ashby- here

Seat C: Dannica Anderson- here

Seat B: James Anderson- here

Seat D: Alex Flinders- absent

INTRODUCTION OF VISITORS -Xana McArthur

APPROVAL OF AGENDA

MOTION: Moved ___Dannica___, Seconded ___Ilane___ to approve Agenda as presented.

DISCUSSION:

VOTE: all approved

APPROVAL OF PREVIOUS MINUTES

MOTION: Moved ___ilane___, Seconded ___dannica___ to approved minutes as presented.

DISCUSSION:

VOTE: all approved

OLD BUSINESS

1. LSAC Election- James was elected
2. Christmas Program
3. December Potluck
4. Student Government Activities

NEW BUSINESS

1. Public Input on Impact Aid & Indian Policies and Procedures- when will we know if the application is accepted? --it's based on where they are living
2. Story corps.- go for it! we are definitely interested
3. Battle of the Books- 2 teams this year thursday and wednesday
4. Picture Day- photographer gave approval to use pictures in yearbook
5. Spirit Week- March 2nd-6th M- PJ Day!! T- Classy / Cool Day W- Copy Cat Day Th- Beach Day F- Chignik Bay Day
6. Valentine's Day- snacks during last hour of school with the kids exchanging cards in decorated boxes
7. Potluck - post ahead of time next week LEAP YEAR Potluck on Saturday, February 29th 6:00PM (don't forget to bring your serving spoon)
8. Early Literacy Grant- family nights 4 times a year. Using Ready Rosie. Gives little things to boost early education first one is the 1st week in february. Meeting on Thursday at the school at 5pm

HEAD TEACHER/PRINCIPAL REPORT

-Elisabeth attended a really awesome RTI conference. I learned a lot and have a few things I am integrating into the classroom like a phonics corner, vocab. focus and power writing

-Planning for gathering in March for the southern schools. Bringing level 6+ reading and math students into perryville. Addressing standards that may be difficult for teachers Monday, March 23rd travel and a Monday through Thursday event.

TEACHER REPORTS

-New student, Hannah. Working on getting her a laptop. Dylan is really bummed about missing travel but he's trying to stay positive. Nate is teaching elementary science and it is going great.

STUDENT REPORT

-Jimmy- I like getting to do experiments and the robots. Riley- I like writing. I like the reading/writing conversation journal that Mrs. Ludwig came up with. Grandma has noticed that her handwriting has improved.

The Lake and Peninsula School District
Regular Local School Advisory Committee Meeting
Date __1/30/2020__ Time __5:00 PM__
Chignik Bay School - Chignik Bay, Alaska

FUTURE AGENDA ITEMS AND POTENTIAL MEETING DATE

-culture week

-potluck

Monday, February 17th at 5:00pm

ADJOURNMENT

MOTION: Moved __James__, Seconded __Ilane__ to adjourn at __6:04__

PASSED AND APPROVED THIS __30__ DAY OF __January__, 2020 BY THE LOCAL SCHOOL ADVISORY
COMMITTEE

**Chignik Lake School
LSAC Meeting
Wednesday, January 15, 2020**

Call to Order-4:05pm

Roll Call-Clinton Boskofsky, Nina Garner, Natalie Lind, Tanya Garner, Francine Isenberg

Pledge of Allegiance

Introduction of Visitors-Matt Williams, Johanna Bender, Jim Dube, Bill Harris, Torrie Kalmakoff, Raemie Garner

Approval of Agenda

Nina makes motion to move elections of officers to end of agenda, Natalie seconds motion, Motion carries

Jim makes motion to move school wide plan to old business, Natalie Seconds, motion carries

Francine makes a motion to approve agenda with amendments, Tanya seconds, motion carries

Approval of Previous Minutes

Natalie makes motion to approve previous minutes as read, Nina seconds, motion carries

Reports

Head Teacher/Principal-Events coming up is Feb 3 for school pictures, Jan 29-Feb 1 is basketball tournament in KOK

New staff includes Matt, Johanna and Bill. Bill will be here for the semester and hopefully Johanna will consider staying full term.

Matt, Johanna, and Bill introductions. Jim is excited for the rest of the semester.

Student Council - Upcoming events include a movie night on Jan 25 at 6pm, Valentines day would like to do a cake walk or bake sale, On valentines day middle/high school students would like to work with the elementary students on Feb 7 or 14 to do crafts.

Preschool - There are 6 students working on reading, writing and math. There is also the culture program but no kits yet. A literacy program with the families will be scheduled once a month.

Old Business

1. SchoolWide Plan

(1) ESEA Consolidated Application discussion

- Rather than identify specific dollar amounts to each site and to specific children, the district pools the money to provide services to the district in an equitable way. When funds are broken out and targeted to specific schools it makes it difficult to afford things such as professional development. Pooling funds helps make larger purchases possible when districts have small schools.

(2) Consolidate of the Title I-C Migrant funding or not (currently consolidating)

- Rather than identify specific dollar amounts to specific children, the district pools the money to provide services to the group of migrant students in an equitable way. When funds are broken out and targeted to specific students it makes it difficult to afford things such as camps, wages for tutoring, etc.,etc., Pooling funds helps make larger purchases possible when districts have small schools or few migrant students.

New Business

1. Open Gym-5 hours a week from LPSD and 25 hours a month from BBAHC, 3 days were taken off during starring and were made up during 1st and 2nd of this month. If we wanted to have an extra day we can add an extra day at the end. We are not putting kids on gym list for misbehaving but would like to know if we should put kids on gym list for not attending school that day. LSAC agrees that if student does not attend that day of school, they should be put on the gym list. Adults should be able to go upstairs and use workout equipment, no

students during open gym. Students are mentioning the scooters are a problem in night gym, Separation of hours between little kids and older kids or splitting up the gym. LSAC suggests no scooters in gym and separating the gym in half when older kids want to play basketball. Possibly a roller party on extra days for scooters, etc. CLVC office is working on JOM funds to match the position from Feb to end of school year

2. Birthday Books-Traditionally the school district would get grant for younger kids but now it goes up to high school and the students will be able to choose their books. Birthday cards will be passed around to go with the birthday books.

3. LPSD Attendance Challenge

Back by popular demand is the LPSD Attendance Challenge! This year we will be switching things up a bit.

December - March: Sites will compete in groups of 3-4 for small prizes (example - donuts delivered to the school).

April: All sites will be competing for the top prize of best overall attendance for the school year + there will also be an award given to the site with the most attendance growth over the course of the year.

This means that each site will have the opportunity to win a prize each month between now and the end of the year. To make things a little more evenly matched, schools will compete against other schools with similar rankings (example - all of the 1st place schools will compete, all of the 2nd place schools will

Round 2: January		
Group #1	Group #2	Group #3
IGI	BAY	LAG
NEW	PTH	LEV
PVL	PTA	PIP
LAK	KHK	NON

compete, and etc.).

Election of Officers

Nina nominates Clinton as president, Clinton motions to close nominations for president, Natalie seconds

Nina nominates Tanya for vice president, Clinton motions to close nominations for vice president, Natalies seconds

Natalie nominates Francine for Secretary, Clinton motions to close nominations for secretary, Natalies seconds

Nina and Natalie are members.

Future Agenda Items

- Set Next Meeting Date-Feb 12, 202.
- Open Gym
- Award Assemblies

Questions/Comments- Letter from Ty mentions school count and intent to enroll. Clinton asks if the school district can roll back a teacher hire date to an earlier date when they receive 10 plus intent to enroll forms to ensure adequate staffing.

Adjournment-Francine makes a motion to adjourn, Natalie seconds, motion carries, 5:15pm

**THE LAKE AND PENINSULA SCHOOL DISTRICT
REGULAR LOCAL SCHOOL ADVISORY COMMITTEE MEETING**

DATE: January 28, 2020

TIME: 5:00pm

LOCATION: Port Heiden, ALASKA

CALL TO ORDER

The Regular Meeting of the Meshik School LSAC was called to order by Vice President Billie at 5:00 PM at the Meshik School in Port Heiden, Alaska.

ROLL CALL OF LSAC MEMBERS- Quorum Present

Toni Christenson Present by phone

Jaclyn Christenson Present

Charlie O'Domin Absent Excused

Billie Scheffenberger Present

Miranda Lind Present

INTRODUCTION OF VISITORS

Katie, Alex, Tess, Hannah, Gabbie, Jack

APPROVAL OF AGENDA

MOTION: Moved Jaclyn Seconded: Miranda to approve Agenda as presented.

DISCUSSION:

VOTE: Voice vote; all in favor; motion approved.

APPROVAL OF PREVIOUS MINUTES

- o December 11, 2019

MOTION: Moved Miranda Seconded: Jaclyn to approve Minutes as presented.

DISCUSSION: None

VOTE: Voice vote; all in favor; motion approved.

DISCUSSION:

OLD BUSINESS-

1. **School Playground Grant, local support, JOM, ETC.-** Jack had followed up with Tim McDermott and Kasie since our last meeting on the status of plans to improve the playground or any possible funding that might be available. Playgrounds have been an issue for a while. One time plans for Borough, District, and Communities each to contribute equally never went very far. Most equipment is not available during the school day. Students can use the swings. Tim did mention that one community spent part of the summer painting playground equipment and some minor repairs. That could be an option, too.
2. **Graduation April 27-** Planning decorations and ordering- Lots of ideas for organizing our efforts and getting materials on site early. Still hoping for information from students on what they want for the decorations. Cakes, balloons, paper plates, and food all need to be purchased. Might want to look at Stumps catalog or order from an anchorage store.

Might find some new years eve decorations could help since 2020 is the same. We could mail things if we ordered early enough. We should get together in February to make a plan. We anticipate 2-3 graduates this spring. One student may not want to walk, but people will talk with him. Need to encourage all 4 students who should graduate to stay focused.

3. **Experiencing out presentations by students-** None of the presentations were ready for today. We expected that one or two will be presented at our next meeting.

NEW BUSINESS-

1. Our district is participating in a family survey that complements the survey students and staff do on the climate and connectedness of our school. Let us know what you think of the school and how we are doing. Between now and March 20 people can complete the survey online. If you need to stop by the school to use a computer or tablet, know that you can do that.
2. Following the volleyball tournament at Port Alsworth, staff members became aware that there were students who had brought tobacco, smoking and vaping products with them and were sharing those among students. While no one suggested Port Heiden kids were involved, please remind all students that Lake and Pen follows the ASAA guidelines and has strict policies in place about student travel and the use of alcohol, tobacco, vaping devices and drug use. If a student violates these rules there can be significant consequences.
3. A Federal Programs audit involving Lake and Pen will be occurring this winter and two schools involved in that audit are Port Heiden and New Halen. Alex and Jack have been doing some preliminary work to prepare for the audit. Thanks to Billie, who will represent our parents, Jess, who will provide a classified employee perspective, and Alex for the teacher/leader insights. It is possible that others would be contacted or invited to share their thoughts. For now we believe just the 4 people mentioned will be talking with the review team.
4. The carnival dates were changed slightly due to a conflict with other student travel. We will have school on Friday, March 13, and there will be no school on March 16 and 17. Please help spread that word to community members.
5. Reports on the recent Gathering of Alaska Natives in Port Heiden are very positive and it was a great event for the entire community. Students were very engaged and a very positive part of the event. Staff were also a welcomed addition to the group and everyone had a great time. Having an outside organizer allowed more people to participate. Kids had a lot of roles including prayer. Very possible this will be repeated in the years ahead. We can always support these events but would like early notice
6. Reminder about tardies, absences, and the subsistence calendar. Attendance continues to be a concern we have to keep an eye on.

PRINCIPAL'S/HEAD TEACHER'S REPORT

- Alex- shared many of the good things going on at school. A couple kids had organized pizza sales as a fund raiser. Classes are going well and he is now coaching basketball and the team has a trip planned this week.

- Jack- Seeing lots of good things every time I'm here. Impressed with the staff, students, and community. Seeing the hard work of the students and staff during visits. Having Tess with us is a real boost. Enjoyed meeting her and seeing the good work she is doing. My next visit will be February 18-20th.

Teacher Reports:

- Katie shared how fast things are going. Only 13 weeks left and with weeks devoted to basketball in March, Snap meet, state testing, and other activities it will go even faster. Counting books for the library grant with kids to earn \$500.00 for supplies or games. Shift to social studies and how that is taught compared to science. Also doing projects with clay, but no kiln.
- Hannah shared about good things happening in her class, but she also mentioned she is down to one student in the afternoon. This also spurred a brief conversation about numbers for next fall. Jack had told the staff at an earlier meeting he wanted to stay on top of the thoughts on our 20-21 count in case it might impact our teachers, too. For now, it looks like we may only have 13 students in the fall. The district has not said anything about staffing for next year and all current staff were offered contracts for next year so we should not panic about this. It is just smart to be proactive.
- Tim is doing lessons in the elementary classrooms and that just started. Was supposed to be in Kokhanak but travel wouldn't work out this week. Tim will be chaperoning CTE experiences this spring and will do other travel as well. Tim shared that Kari had hurt her back this week and was home recovering. Everyone hope she had a quick and full recovery.

STUDENT REPORT- No student reports.

Community Update: Representatives of the state DMV will be in Port Heiden later this winter to help people get their real ID and to help students 14 and over get their instructional permits. The requirements for paperwork are strict. For more information check with Billie or Miranda.

FUTURE AGENDA ITEMS AND SET MEETING DATE

- Next meeting will be February 26 at 3:30. Jack will call in.
- Students will present on their experiencing out projects.

ADJOURNMENT

MOTION: Moved Miranda, Seconded Jaclyn to adjourn at 5:53 pm

PASSED AND APPROVED THIS _____ DAY OF February, 2020
BY THE MESHIK LOCAL SCHOOL ADVISORY COMMITTEE.

LSAC Minutes
Tuesday, January 7, 2020

Roll Call: Andrea McGee, Darcy Lorentzen, Sarah Wardell, Dennis Fowler, Carlon Voran, Brandey Voran, Shane Mullins, Nate Davis, Matthew Grossmann, Leo Fowler, Andrew Smith.

Call to Order: 7:05 by Dennis Fowler

Approval of Minutes: Sarah Wardell, Darcy Lorentzen 2nd. All in favor.

Election of Officers: Andy Smith nominated Dennis Fowler for president, Leo Fowler 2nd. Leo Fowler nominated Andy Smith for Vice President. Andy Smith nominated Darcy Lorentzen for Secretary.

Communications:

A. Principal's Report: Nate Davis reported that a tutor and a student teacher is coming. There are three new students in high school. A new literacy grant.

B. Teachers' Reports:

Brandey Voran: Finished MAPS testing at the end of semester. Reports are in. Students are starting two new novel studies. Battle of the Books coming in Feb. The class is working on the 4th edition of class newspaper.

Matthew Grossmann: Glad to be getting back to routine in the classroom.

C. Correspondence: None

D. Maintenance Report: Shane Mullins: Reported that the heating system is keeping up with the frigid temperatures. Busy with snow removal.

E. Technology Report: The library printer is still streaky and they are working on getting the issue resolved. One middle school student's laptop is not working.

F. Student Government Report: Discussion on purchasing banners for district teams. Andy moved that we pay for small banners to be made for teams in our region for volleyball and basketball. Andre 2nd; all in favor.

G. No Student Presentations

H. Public Comments: Matthew Grossman thanked the maintenance staff for the great way the building looked coming back from break.

Old Business:

A. Pizza Fundraiser: Andy and Sonnet Smith will head up the Papa Murphey's Pizza sale for the Linda Johnson Memorial Scholarship fundraiser.

Adjournment: Motion to adjourn at 7:36 by Leo Fowler, 2nd by Andy Smith. All in favor.

Igiugig LSAC Meeting 01/28/2020

Call to Order: At 3:37

Roll Call of Members: Ida, Tanya, and Christina. Community present Tia, Jeff, Sandy, Annie, Taty, Jon, Fewnia, Ella, Kiara, Walt.

Experiencing Out – Ella reported on her job at Lonesome Pine Ranch. She is using her experience to fulfill district employability standards.

Student Gov. Report : Kiara reported on Student gov. balance – \$35,000. Walt reported on upcoming activities – Valentines Day Dinner and Poetry Night.

Old Business

Kokhanok Carnival Raffle items 1)Meat 2)Sub Net. Jeff is working on getting the meat to Kokhanok. He also brought a 25 fathom net to the school. Students will get the old mesh from the cork and lead lines. Randy will help hang a new net in the hangar.

New Business

School Climate/Connectivity Survey – link was sent to community members, some have already completed it.

Calendar

1/29 – 2/1 – Basketball District Duel Kokhanok
2/3 – First Monday of the month Late Start 10AM
2/3 – 2/7 – Battle of the Books - District
2/14 – Valentine’s Day Dinner
2/20 – Poetry Night
2/28 – No School

Teacher Reports

- Charlie’s Report – excused
- Molly’s Report – Molly reported on her job duties working one on one with various students, working with Betsy with Elementary Readers, Writing tutor, and Upper Elem. Science
- Aj’s Report – reported that PK was studying dinosaurs and becoming paleontologists.
- Levi’s Report - excused
- Tate’s Report – Reading class is re-writing the Shakespeare play The Merchant of Venice as The Merchant of Igiugig.

Staffing SY 2020/2021 – Tate informed the LSAC that the Gooden crew will not be returning to Igiugig School for SY 2020/21. Discussion followed about potential replacements.

For the Good of the Order – Pep Assembly for the basketball team.

Set Next Meeting Date – February 19th 3:30 PM

Adjournment – 4:12

LSAC Meeting Minutes

Date December 16, 2019
Kokhanok, Alaska

Call to order @ 3:49 By: Shirley Nielsen

Roll Call: Shirley Nielsen, Marlene Nielsen, Janessa Woods, Brittany Rush, Beth Hill

Introduction of Visitors: Dana Wolf, Jordan Davis, Jesse Davis, Josh Jenks, Harry Ricci, Bill Cornell, Lysa Lacson

Approval of Agenda:

Motion: Moved by Shirley Nielsen, Seconded by Marlene Nielsen, to approve Agenda as presented.

Discussion: none

Approval of Previous Minutes:

Motion: Moved by (no previous minutes) Seconded by, to approve minutes as presented.

Discussion:

I. Oath of Office

- 1) Seat A Marlene Nielsen, read and signed
- 2) Alternate Beth Hill, read and signed
- 3) Reorganization of the Board

Shirley Nielsen- President, Marlene Nielsen Vice President, Brittany Rush- Secretary, Janessa Woods-Member, Beth Hill-Alternate, Laura Andrew-member
(Next LSAC voting will occur during local elections year of 2020)

II. Reports:

Student Council

None- will present/report in January

4th place in November volleyball tournament, students respectful.

Student Reports

None-will present/report in January

III. Old Business: w. some New Business

1) Site Events

- a) January 29 February 1 Basketball Jamboree
 - i) Bill will be working on a food order for this event.
- b) Jerseys by student council will be coming in just in time for the Jamboree in January
 - i) High School on down will all have jerseys
 - ii) High School students have designed these
 - iii) Foods (microwave, snacks) to sell during event is being discussed
 - iv) Jamboree shirts will also be sold during this time "Kokhanok District Dual"
 - (1) Shirts can be order through student council, see Josh/Dana

- (2) Teachers want to see if they could create an area for jamboree attendants to go to study, tinker, a place to work, or possibly have a teacher teach something. Perhaps have students do a service project during this time
- (3) Hospitality room for coaches, have community members fix dishes to bring up (Jordan will send out a notice asking for cooked food donations. She also will be doing an order through subway for sandwiches for coaches, and teachers.)
- (4) Jordan will be in anchorage and can pick up items for this event
- (5) Shirley, as a community member, will help ask for donations for this event
- (6) Utilize younger age groups during event. Examples: trash, floors, food prep, etc.

IV. New Business:

1) Title 1 Schoolwide Plan

- a) Presented and explained by Bill. Language Arts performing at lowest. This area is labeled as a High priority.
- b) **Overview of Draft**
- c) **Review of Data**
- d) **Community Feedback**
- e) **Suggestions and Ideas**
- f) **Photography will come in February**

2) New Scoreboard

- a) Bill has found two different types of score boards, which he presented to LSAC. One scoreboard is 4,346.26 and 5,631.27.
- b) Pebble has offered to help purchase a score board for our community. Bill says the district can except gifts from outside entities as long as there are no “strings” attached.
 - i) If a donation cannot come through, idea will be tabled for now and we as a community will try to fundraise for it at a later time.

V. Correspondence:

- a. none

VI. Principal/HT/Teacher Reports

Bill-sped teacher position has been filled. Tutor also will be coming this spring. Attendance is peaking again. All students will receive books from the school district around their birthdays. School wide parent survey had a good turnout.

Brittany-

Dana-Just finished maps testing. Class attendance has not been too great. Would like to see an increase in attendance. Kindergarten is very important and is the foundation of schooling.

Jordan- Love reach for Reading program. High engaging, highly entertaining, district made a good decision on purchasing this curriculum. Distant student already passed a math level for this year. Distance classes really do work. Thank you to our admin for getting our music teacher here.

Jesse-Distance class students are working hard. Has been making sure students are working hard in finishing up. Level 4 has covered half of their Math standards for the year.

Josh- Attendance important, class has earned class party. Excited for next semester.

VII. Community Concerns/Comments:

Beth and Brittany suggest investing into youth so they one day fulfill local jobs. Possibly have village council partner with school to get an advisor type position to help young adults and children get pumped about future careers and opportunities.

Lysa comments that the music teachers stated our students were one of the most well-behaved students, in the state, that they have ever worked

Beth- could there be any outside time for the students? She can volunteer a few days a week to help with this.

Janessa mentions maybe having the students go out during their half hour P.E. times.

Lysa- What would the kayak schedule look like? The dates are January 13- 25th. The teacher can accommodate all ages groups. The staff will let Lysa know which age group would be best appropriate.

VIII. Informational

- 1) **Holiday Caroling/Gift exchange/Cookies 12/17**
- 2) **Winter Break is December 19-January 8. School resumes at 8:30 on January 9**
- 3) **Sped Teacher Kaitlin, Tutor Leah**

Future Agenda Items:

Future Agenda items and meeting date: January 20, 2019

Adjournment

**Motion by: Shirley Nielsen Moved by, Janessa Woods Seconded by,
Marlene Nielsen to adjourn at, 6:07**

The Lake and Peninsula School District
Regular Local School Advisory Committee Meeting
Date: 11.19.19 **Time:** 5:00pm **Location:** Newhalen, Alaska

Call to order:

The Regular Meeting of the Newhalen LSAC was called to order by Dawn Wassillie at 5:03pm at the Newhalen School Library in Newhalen Alaska.

Roll call of LSAC Members:

Sheena Ishnook, Margie Olympic, Dawn Wassillie,
Lydia Wassillie arrived at 5:08pm, Brenda Hill arrived 5:15pm

Introduction of Visitors:

Ed and Marcie Lester, James B, Staci Anelon, Stephanie B, Barbra D.

Approval of Agenda:

Motion: Margie Olympic, Seconded Sheena Ishnook to approve Agenda as presented./.

Discussion: NONE

VOTE: Voice Vote; all in favor; motion approved.

Approval of Previous Minutes:

Motion: Margie Olympic, Seconded Sheena Ishnook to approve Minutes as presented.

Discussion: NONE

VOTE: Voice Vote; all in favor; motion approved.

Principal's Report:

1. Calendar and Events-
 - a. NIYAC Basketball Jr High
 - b. Basketball practice 4th to 12th Girls: 4:30 to 6:30pm and Boys 6:30pm to 8:30pm
 - c. Letter to parent's night gym changes
 - d. Port A Regional Tournament volleyball.
 - e. Wrestlers going to Bethel after volleyball tournament in Part A.
 - f. Christmas program

Reports:

Teacher Updates:

James B. Reading Unit 2, last of the IEP's

Staci Anelon: Everything is moving along, happy days, science, plant life. Spelling words, getting help with aids in classroom, thank you so much for that extra help.

Macie Lester: Moving along, reviewing standards, all students reading and writing moving forward.

Stephanie B. Unit 2 reading, topic 6 in math, everything going really good, planting seeds gifts to parents,

Barbara D. busy, fast, aid time helping the students, Social Studies, Alexis with Native Dancing, Chess Club going.

Old Business:

1. LSAC Approval of Volunteers- none

New Business

1. New lunch sign out policy, all okay working good.

Informational:

1. Safety Topic, Evacuation Lock down, INNEC Office in muster area for the school.

Future Agenda Items and Set Meeting Dates:

January 21, 2020 at 3:45pm

Adjournment:

Motion: Sheena Ishnook, Seconded, Margie Olympic of November 19, 2019 at 5:45pm by the Newhalen Local School Advisory Committee.



Lake & Peninsula Borough School District

Dear Superintendent & Board President,

We appreciate the support that your school board and the other boards in Alaska provide through your membership in AASB. The work we have accomplished as an Association is only possible because of the individual commitment and contribution of our members.

AASB was established by a small group of school board members in 1954 to provide support for their boards and districts. Then, as is the case today, the membership and Board set the direction and identified the goals of the Association.

The Association has created a strong and united voice for advocacy on behalf of all of Alaska's youth. It has raised public awareness about the needs of students and has elevated the effectiveness and credibility of school boards in their governance role. The membership is highly regarded as youth advocates by the legislature, the executive branch, the state's business community and the general public.

AASB staff and the membership provide visible, credible representation before the Alaska Legislature and the U.S. Congress. AASB's credibility was instrumental in the creation of the Alaska Initiative for Community Engagement (ICE) and through the Consortium for Digital Learning (CDL). Both of these have provided more than \$33.65 million to member districts over the past nineteen years.

AASB staff provides direct services to every school district and school board in the state. To truly appreciate the value of AASB, one need only imagine what children's education and your Boardroom would be without AASB. **The enclosed Participation List shows the services and activities your Board has utilized recently.**

The value and benefits of membership in AASB are linked to that strong voice and advocacy.

Dues History and Structure

In 1988 when AASB developed its first long range plan, our members were surveyed to tell us what kinds of services, programs and representation they wanted from their association. We then determined how much revenue would be required to support the organizational structure that could provide what they requested.

A committee consisting of School Board members from around the state developed the dues structure in 1991. It is designed on elements that recognize the diversity and sizes of districts and their budgets, level of service generally used by large and small districts, the benefit of statewide representation to all districts, and a desired balance of revenues from dues and other revenues from services. The elements of the dues structure include a base fee computed using Average Daily Membership (ADM), with correspondence students weighted at 90%, the same amount used in the foundation formula. The District Cost Factor (DCF) identified for each district in the Public School Foundation

program then adjusts this base fee. A second major component of the dues structure is an assessment of your district's general budget at .00011. These two, the base fee and the assessment, are combined to generate the amount in dues.

The goal in development of the AASB dues structure was to arrive at a fair and equitable method of assessing dues, one that would take into account a district's ability to pay and the level of service normally used by districts of different sizes.

We are a diverse set of school districts, ranging from Pelican with just under a dozen students to Anchorage with close to 45,000. That diversity, and the economy of scale that goes along with it, requires some method to create an equitable means to assess dues. The Dues Committee tied its method to similar criteria used in the foundation formula. The elasticity provided in the foundation is the DCF. The 1991 Dues Committee identified the DCF as one of the primary elements upon which the dues would be assessed. Since then, AASB has shared in the increases and declines of state support to schools. In 1996 AASB dues were reduced by 15% to address a decline in state funding. That reduction has never been reinstated.

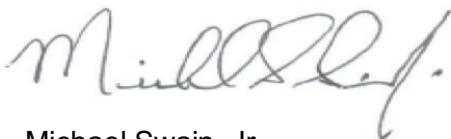
Originally the Board of Directors determined that a balance of funding sources should be divided between 50% dues and 50% fees. In actuality, as AASB has grown and established grant-based funding sources such as Alaska Initiative for Community Engagement (ICE), that balance has shifted so that about 7% is derived from dues, 78% from grants and major contracts, 14% from workshops and services and approximately 1% from miscellaneous revenue.

The mission of AASB is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance. Dues provide a firm foundation to achieve our mission by providing the foundation for our core services to School Boards.

The support of all school boards is critical to keeping AASB services available and affordable. Without your support, the Association's voice on behalf of school governance would not be as strong or as credible.

Your dues payment for the coming year is \$9,948 .

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael Swain, Jr.", enclosed in a thin rectangular border.

Michael Swain, Jr.
AASB Board President

YOUR MEMBERSHIP BENEFITS

BOARD STANDARDS

A Framework for School Boards

Your school district is a vital member of the Association of Alaska School Boards, our state's leading advocate for public education. Together, we work to ensure equity by strengthening the connections between schools, families, tribes, communities, and government so that every Alaskan child has the opportunity to receive a quality public education.

To be effective elected officials, it is crucial to establish public confidence in our ability to oversee the district. One immediate step a school board can take is to adopt standards for themselves. AASB has developed a Board Standards framework to help guide districts:

VISION ■ STRUCTURE ■ ACCOUNTABILITY ■ ADVOCACY ■ CONDUCT & ETHICS

Each of these five standards is directly tied to our primary purpose as board members: student achievement.



POLICY SERVICES

POLICY ASSISTANCE AND DEVELOPMENT

Policy is the most valuable management tool educational leaders can have to operate their district in a legal, fair, transparent, and consistent manner. Our comprehensive range of services supports and improves your district's policy-making through consultation, workshops, research, and custom policy development.

POLICY REFERENCE MANUAL

AASB's copyrighted Policy Reference Manual contains over 400 policies along with administrative regulations and exhibits organized in an easy-to-read format and numerical finder index. Subscribers receive annual updates reflecting new and changing laws and educational trends.

CUSTOM POLICY DEVELOPMENT

Onsite policy workshops allow you to customize your entire policy manual or just specific sections. The policy revision process combines document resources and expert staff so your district can update your complete policy manual within a very short time.

POLICY LIBRARY

You're only a phone call away from getting the sample policies you need to develop your own policy statements. AASB has a library of Alaska school district policy manuals, as well as access to the NSBA nationwide policy network and other state association policy experts.



BOARD DEVELOPMENT

BOARD DEVELOPMENT WORKSHOPS

Whether you're a rookie or a veteran board member, being a leader in public education governance is one arena in which continuing education and professional development are critical. Our workshops are designed to welcome you to the world of public service and get you started on the road to effective governance.

CARL ROSE LEADERSHIP AWARD

Each year AASB awards the Carl Rose Governance Award to a school board member who demonstrates outstanding local school board leadership and making a positive difference for students.

OUTSTANDING SCHOOL BOARD OF THE YEAR

Each year, local school boards are nominated for their service to students. This prestigious award recognizes the "best of the best" who give their time to educate the young people in their community.

WEBINARS

Our one-hour lunchtime webinars help familiarize boards with processes and practices of good boardsmanship.

SALARY AND BENEFITS REPORTS

AASB is the only source for comparative information on Alaska teachers, classified, and administrator salaries and benefits.

YOUR MEMBERSHIP BENEFITS



SCHOOL IMPROVEMENT

CHALLENGE FOCUSED, SOLUTION-BASED

A holistic, integrated approach to school improvement builds support and engagement by all stakeholders and improves student achievement outcomes. AASB works with school districts to develop solutions to specific challenges.

Areas of focus can include:

- Governance
- Leadership
- Data analysis and decision making
- Family and community engagement
- School climate
- Cultural responsiveness
- Social and Emotional Learning
- Equity assessment
- Curriculum review and development
- Goal setting and planning
- Post-secondary pathway development
- Facilitation and coaching services
- IT mentoring

TRAUMA-ENGAGED SCHOOLS

AASB has worked with partners to develop the Transforming School Model: A Trauma-Engaged Framework for Alaska. AASB uses this framework and others to work with district and school teams to establish a system-wide approach to Trauma-Engaged schools. This includes professional development, planning, coaching, consensus building, community co-creation, and other related services.

SCHOOL CLIMATE & CONNECTEDNESS SURVEY

The AASB School Climate and Connectedness Survey (SCCS) is a tool to develop school climate and strengthen connections between students and staff—factors proved to be linked to academic outcomes.

The survey measures school improvement, community engagement goals, measure school climate, student connection to adults & peers, social and emotional learning, and observed risk behaviors at school. The SCCS platform makes survey administration, reporting, and analysis interactive and user-friendly.

Support includes:

- Survey implementation support
- Custom questions option
- Interactive district and school reports
- Board and staff workshops on results



COMMUNITY ENGAGEMENT

A SHARED RESPONSIBILITY

The Engagement branch of AASB, the Alaska Initiative for Community Engagement, ensures a high level of participation and collaboration with youth, families, community partners, and tribes in the shared responsibility for preparing Alaska's youth for the future.

YOUTH SERVICES

This includes our Youth Leadership and Youth Advocacy Institutes, coordination and support for district youth leadership summits, support for students, and boards with student representatives. AASB provides *Youth on Boards* as a reference.

COMMUNITY COORDINATION & COLLABORATION

Working in coordination with communities is a great predictor for positive school climate and positive student outcomes. AASB supports communities and schools working together on coordinated plans, hosting community dialogues, and supporting the collective impact process for student outcomes.

CULTURAL INTEGRATION

Using the cultural safety model, AASB offers an assessment of district outcomes and cultural responsiveness. AASB provides facilitation and tools for assessing and building plans to more fully integrate language, culture, and practices to support all students.

FAMILY ENGAGEMENT

AASB offers an Alaskanized framework on Family Engagement and partnerships. AASB staff facilitates planning with the school district and school staff to establish comprehensive, equitable, and systematic approaches to linking families to their student's learning, well-being, and progress.

GRANT PARTNERSHIPS

Alaska ICE partners with school districts and regional organizations to work in prioritized areas of school improvement, policy, or engagement. Our staff can serve as the host organization, grant manager, evaluation partner, or technical assistance provider.

AASB has partnered with organizations and tribes to write and manage grants through the Alaska Native Education Program Grant and Indian Education Demonstration Grant. AASB has also provided funds to districts through partnerships and funding through private foundations.

YOUR MEMBERSHIP BENEFITS



TRAINING & EVENTS

AASB ANNUAL CONFERENCE

Each November, this gathering of education leaders brings together most of the school board members in the state. Conference programs feature renowned speakers, education clinics, and a resolution session that gives the association its direction.

YOUTH LEADERSHIP INSTITUTE (YLI)

This event takes place in November alongside the AASB's Annual Conference in Anchorage. YLI is focused on building student leadership skills and personal leadership style, increasing youth communication, and advocacy skills.

BOARDSMANSHIP ACADEMIES

Held three times a year during fall, winter, and spring. Workshops are offered that will improve members' knowledge of issues affecting schools in Alaska.

LEGISLATIVE FLY-INS

Held twice each session, the Fly-Ins equip you with the basics of the legislative process, provide an opportunity to discuss current education issues, and help you connect with your legislative delegation.

YOUTH ADVOCACY INSTITUTE (YAI)

This event takes place alongside the AASB Fly-In in Juneau. Students work with school board members, legislators, and peers to build advocacy and leadership skills and practice these skills with legislators increasing student understanding of the legislative process.

MAINTENANCE DIRECTORS WORKSHOP

A workshop for maintenance directors and employees to share and gain knowledge about the vital role facilities maintenance plays in the management of the district.

EXECUTIVE ADMINISTRATIVE ASSISTANT WORKSHOP

This workshop, tailored for district Administrative Assistants, covers a range of topics that include policy, managing personnel files, Robert's Rules, and more!

CHARTER SCHOOL ACADEMY – ACADEMIC POLICY COMMITTEE (APC)

These workshops are designed to enhance boardmanship skills and guide the APC through training to help them be more effective with their governance roles.



LEGISLATIVE ADVOCACY

PROCESS PARTICIPATION

As a school board member, understanding how the Alaska legislature functions is your key to ensuring our students receive the best education possible. AASB partners with school districts in a variety of ways to support board members in being knowledgeable advocates and engaged participants in the legislative process.

LOBBYING

Our Executive Director coordinates AASB's lobbying effort and ensures that school board members are prepared to lobby during each legislative session effectively.

THE SESSION NEWSLETTER

AASB's newsletter *The Session* keeps you up-to-date on the legislature's activities. Each issue provides analysis of unfolding events, summaries of education-related legislation, a schedule of education bills scheduled for committee hearings during the week ahead, current email addresses for legislators, and much more. *The Session* is published each Monday while the legislature is in session to help you start your week informed.

TESTIFY BY TEXT

AASB's new Text Alert system simplifies the process of providing timely legislative testimony on crucial education issues. When key bills requiring public comment are scheduled to be heard by House and Senate committees, AASB will send a text alert to your mobile phone. By tapping on a link in the text and completing a one-minute survey, your testimony will be added to the official legislative committee record.

LEGISLATIVE FLY-INS

AASB hosts two Fly-Ins each legislative session, offering board members an opportunity to receive briefings on priority education issues, meet face-to-face with lawmakers and government officials, provide testimony at committee hearings, and convey your board's perspective on critical issues affecting your district and the state. Whether you are a veteran or a newly elected school board member, you will receive the training and information necessary to be prepared to advocate in the Capitol for your students.

FEDERAL RELATIONS NETWORK

AASB is your link to the National School Boards Association's Federal Relations Network. This is your opportunity to become involved with the legislative process at the national level.

YOUR MEMBERSHIP BENEFITS



PAPERLESS MEETINGS

BOARD MEETING SOFTWARE

Improve efficiency, free up support staff time, and save funding by utilizing AASB's paperless board meeting software.

Developed and supported by the Texas and Nebraska School Board Associations, districts have access to an intuitive system with board member and community versions, creating public transparency while protecting sensitive student and personnel information.



STRATEGIC PLANNING

A ROADMAP TO SUCCESS

A Strategic Plan should focus on your district's priorities and action plans for student learning and achievement, provide clear guidance for superintendents and staff, help keep the focus on outcomes, and be useful for evaluating the superintendent based on goals laid out in the plan.

AASB encourages every school district to have a strategic plan in place that sets the direction for the next 3-5 years. Our strategic plan facilitation service brings together stakeholders to develop a goal-oriented plan focused on student success by establishing a mission and vision for the district and developing specific action plans that benefit student learning in measurable ways.



SUPERINTENDENT SEARCH

EXPERT PROCESS FACILITATION

The Association of Alaska School Boards has been conducting successful and economical superintendent searches for over twenty years.

Our Superintendent Search service provides expert facilitation of the entire search process, including identifying the needs of the district, recruiting candidates, conducting background searches, facilitating interviews, and all the steps to help with the hiring process.



PUBLICATIONS

COMMENTARY NEWSLETTER

AASB's widely read monthly newsletter helps keep education leaders, professionals, and stakeholders informed about statewide education developments, and stay current on boardsmanship, policy development, advocacy, and state budget issues.

TRANSFORMING SCHOOLS—A FRAMEWORK FOR TRAUMA ENGAGED PRACTICE IN ALASKA

This framework brings together lessons learned by school staff and community members within Alaska while integrating school-wide trauma-engaged approach to improving academic outcomes and well-being for all students. Using stories, research, and best practices, this resource is designed for use by school/community teams seeking to make our schools a place of positive transformation and significant learning for each student.

HELPING KIDS SUCCEED—ALASKAN STYLE & HELPING LITTLE KIDS SUCCEED—ALASKAN STYLE

These inspiring, practical, and easy-to-read handbooks serve as a tool for individuals helping to make Alaskan communities places where youth can grow up to be strong, capable, and caring. Outlines 40 developmental assets young people need to shape their success.

YOUTH ON BOARDS

This updated edition provides reflection questions and an assessment checklist to determine how involved and supported students are within their board roles, and clarify the next steps for more meaningful engagement with student school board members.

FAMILY ENGAGEMENT FRAMEWORK

This document shares effective approaches for Alaska educators to help improve family partnerships and boost student success. School personnel are key to making families feel welcome, building confidence in their role, and providing specific and meaningful ways in which they can help their child succeed. A resource for school boards, community partners, and others to better understand their role in developing policy and building capacity for effective school-family partnerships. (Release: November 2019)

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association of
ALASKA
school boards

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November 2018- October 2019

 association of ALASKA school boards	Annual Conference	Academies/Fly-In Ex. Admin	Trainings Boards/APC/ASB	Policy Services	Superintendent Search	Digital Learning	2019 School Climate Survey(SCCS)	Alaska ICE (Other Support to Districts)	Districts (STEPS)	June Nelson Scholarship
DISTRICT										
Alaska Gateway	*		*	*		*				
Aleutians East	*	*	*	*	*		*			*
Anchorage	*	*	*	*			*			*
Annette Island	*	*	*	*			*	*		
Bering Strait	*	*	*	*			*	*	*	*
Bristol Bay	*	*		*						*
Chatham	*	*	*	*			*		*	*
Chugach	*	*		*						
Copper River	*	*	*	*	*	*				*
Cordova	*	*		*			*			*
Craig	*		*	*						*
Delta-Greely	*	*	*	*	*					*
Denali	*	*	*	*			*			*
Dillingham	*	*	*	*			*			*
Fairbanks	*	*	*							*
Galena	*	*	*	*						*
Haines	*			*						*
Hoonah	*	*	*	*			*		*	
Hydaburg	*	*	*	*		*	*		*	
Iditarod	*	*	*	*		*	*			
Juneau	*	*	*	*			*		*	*
Kake	*	*	*	*			*			
Kashunamiut	*	*	*	*	*		*	*		
Kenai	*	*	*	*	*					*
Ketchikan	*	*	*	*			*			*
Klawock	*		*	*		*	*			
Kodiak	*	*		*			*		*	*
Kuspuk	*		*	*						
Lake and Peninsula	*	*		*			*			*
Lower Kuskokwim	*	*	*	*			*			*
Lower Yukon	*	*	*	*		*	*		*	*
Matanuska-Susitna										*
Nenana	*	*	*	*						*
Nome	*	*	*	*	*		*		*	*
North Slope	*	*	*	*	*		*			*
Northwest Arctic	*	*	*	*			*	*		*
Pelican			*	*						
Petersburg	*	*	*	*			*			*
Pribilof	*									
Sitka	*	*	*	*			*		*	*
Skagway	*	*		*						*
Southeast Island	*		*	*						
Southwest Region	*	*	*	*		*	*			*
St. Mary's	*	*		*						*

November 2018- October 2019

 DISTRICT	Annual Conference	Academies/Fly-In Ex. Admin	Trainings Boards/APC/ASB	Policy Services	Superintendent Search	Digital Learning	2019 School Climate Survey(SCCS)	Alaska ICE (Other Support to Districts)	Districts (STEPS)	June Nelson Scholarship
Tanana	*		*	*	*					
Unalaska	*			*			*			*
Valdez										
Wrangell	*	*	*	*			*			*
Yakutat	*	*	*	*	*		*		*	
Yukon Flats	*	*		*						
Yukon-Koyukuk	*		*	*		*	*		*	*
Yupit	*	*	*	*		*	*	*		
Mt. Edgecumbe										*

Winners

**ELEMENTS OF AASB DUES STRUCTURE
FYE 12/31/2020**

A Dues Committee of school board members from around the state developed the dues structure in 1991 with technical assistance from the Southeast Regional Resource Center, in conjunction with AASB’s Long-Range Plan. The objective in development of the AASB Dues structure was to arrive at a fair and equitable method of assessing dues that would take into account a district’s ability to pay and the level of service normally used by districts of different sizes. Other issues considered by the committee in developing the dues structure included:

EQUITY – given the diversity of the sizes of districts in the state and their corresponding budgets, how could the dues structure address ability to pay without unduly burdening any member?

LEVEL OF SERVICE – larger districts might be able to meet more of their immediate needs through their staffing, while smaller districts must rely on the association to provide them with direct services they can’t afford to staff for. On the other hand, AASB provides standard services and opportunities to all members through its publications and conferences that are needed equally by all member districts regardless of size.

STATEWIDE REPRESENTATION – AASB provides a statewide presence for all school boards through its representation before the Legislature, State Board, etc. All districts benefit from the presence regardless of size.

BALANCE OF DUES AND FEES – much of AASB’s income is derived from entrepreneurial enterprises – direct services, conferences, contract work. This is done at a lower rate than outside providers can offer because dues underwrite it. Dues should not provide so much revenue that there is no incentive for AASB to earn more through services. On the other hand, AASB is limited in the amount of revenue it can generate through services because of the size of its staff and membership. There should be a balance between dues and fees for the AASB budget. Keeping those considerations in mind, the following elements were incorporated in the dues structure:

(1) District Size/Pupils in average daily membership (ADM)

District ADM	Base Fee - \$
100 or less	1,700
101 – 250	3,400
251 – 500	4,250
501 – 1,000	5,950
1,001 – 2,000	7,650
2,001 – 3,000	9,350
3,001 – 8,000	12,750
Over 8,000	17,000

- (2) Multiply the base fee by the District Cost Factor (formerly Area Cost Differential) identified for each district in the Public School Foundation program, AS 14.17.460.
- (3) Assess .00011 of each district's current year general fund budget. This ties AASB's revenues to the general financial condition of its members – if district revenues rise, AASB will receive a nominal increase; if district revenues fall, AASB shares in that hardship as well.
- (4) Combine (2) and (3) for total AASB dues. No district will pay less than \$2,000. The districts in the two largest ADM categories will incur a 1% increase annually.

**Association of Alaska School Boards
2020 Dues - FINAL**

	ADM	Study ADM	CS ADM	2020	Fee	DCF	DCF X	2020	GF Budget	DCF X Base	2020	2019	Comparison	Dues
School District	Residential	Correspond.	90% of	Adjusted	Base	Cost Factor	Base Fee	Projected GF	at .00011	Fee plus	Billed	Billed	2020 Dues	Budget
									Assessed	Assessed			2019	as % of GF
ADM over 8,000														
Anchorage	44,839	1,098	988	45,827	\$ 17,000	1.000	\$ 17,000	\$ 624,197,362	\$ 68,662	\$ 85,662	\$ 27,358	\$ 27,087	\$ 271	0.004%
Fairbanks North Star	12,999	291	262	13,261	\$ 17,000	1.070	\$ 18,190	\$ 201,997,502	\$ 22,220	\$ 40,410	\$ 23,449	\$ 23,217	\$ 232	0.012%
Kenai	7,928	753	678	8,606	\$ 17,000	1.171	\$ 19,907	\$ 145,362,469	\$ 15,990	\$ 35,897	\$ 23,449	\$ 23,217	\$ 232	0.016%
Mat-Su Borough	16,937	2,137	1,923	18,860	\$ 17,000	1.070	\$ 18,190	\$ 253,509,433	\$ 27,886	\$ 46,076	\$ 23,449	\$ 23,217	\$ 232	0.009%
ADM 3,001to 8,000									\$ -					
Galena	296	3,900	3,510	3,806	\$ 12,750	1.391	\$ 17,735	\$ 28,326,689	\$ 3,116	\$ 20,851	\$ 20,851	\$ 20,805	\$ 46	0.074%
Juneau Borough	4,594	42	38	4,632	\$ 12,750	1.145	\$ 14,599	\$ 70,243,200	\$ 7,727	\$ 22,326	\$ 22,326	\$ 22,364	\$ (38)	0.032%
Lower Kuskokwim	4,065	-	-	4,065	\$ 12,750	1.663	\$ 21,203	\$ 123,477,909	\$ 13,583	\$ 34,786	\$ 19,720	\$ 19,525	\$ 195	0.016%
ADM 2,001 to 3,000														
Ketchikan Borough	2,204	70	63	2,267	\$ 9,350	1.170	\$ 10,940	\$ 40,063,433	\$ 4,407	\$ 15,346	\$ 15,346	\$ 15,053	\$ 293	0.038%
Kodiak Is. Borough	2,146	105	95	2,241	\$ 9,350	1.289	\$ 12,052	\$ 45,071,016	\$ 4,958	\$ 17,010	\$ 17,010	\$ 16,983	\$ 27	0.038%
Lower Yukon	2,001	-	-	2,001	\$ 9,350	1.861	\$ 17,400	\$ 56,835,722	\$ 6,252	\$ 23,652	\$ 23,652	\$ 23,519	\$ 133	0.042%
ADM 1,001 to 2,000														
Bering Straits	1,767	-	-	1,767	\$ 7,650	1.998	\$ 15,285	\$ 58,470,235	\$ 6,432	\$ 21,716	\$ 21,716	\$ 21,841	\$ (125)	0.037%
Nenana	190	1,100	990	1,180	\$ 7,650	1.338	\$ 10,236	\$ 9,432,950	\$ 1,038	\$ 11,273	\$ 11,273	\$ 11,225	\$ 48	0.120%
North Slope Borough	1,983	-	-	1,983	\$ 7,650	1.791	\$ 13,701	\$ 70,035,539	\$ 7,704	\$ 21,405	\$ 21,405	\$ 21,547	\$ (142)	0.031%
Northwest Arctic	1,952	34	31	1,983	\$ 7,650	1.823	\$ 13,946	\$ 65,659,472	\$ 7,223	\$ 21,168	\$ 21,168	\$ 23,375	\$ (2,207)	0.032%
Sitka Borough	1,175	12	11	1,186	\$ 7,650	1.195	\$ 9,142	\$ 21,101,513	\$ 2,321	\$ 11,463	\$ 11,463	\$ 11,533	\$ (70)	0.054%
Yukon/Koyukuk	296	1,575	1,418	1,714	\$ 7,650	1.835	\$ 14,038	\$ 19,995,865	\$ 2,200	\$ 16,237	\$ 16,237	\$ 16,196	\$ 41	0.081%
ADM 501 to 1000														
Delta/Greely	757	64	58	815	\$ 5,950	1.241	\$ 7,384	\$ 11,637,118	\$ 1,280	\$ 8,664	\$ 8,664	\$ 8,610	\$ 54	0.074%
Denali Borough	222	750	675	897	\$ 5,950	1.332	\$ 7,925	\$ 10,554,026	\$ 1,161	\$ 9,086	\$ 9,086	\$ 9,073	\$ 13	0.086%
Nome	674	15	14	688	\$ 5,950	1.450	\$ 8,628	\$ 13,493,948	\$ 1,484	\$ 10,112	\$ 10,112	\$ 10,341	\$ (229)	0.075%
Southwest Region	611	-	-	611	\$ 5,950	1.685	\$ 10,026	\$ 19,422,364	\$ 2,136	\$ 12,162	\$ 12,162	\$ 12,245	\$ (83)	0.063%
Valdez	624	33	30	654	\$ 5,950	1.170	\$ 6,962	\$ 14,605,177	\$ 1,607	\$ 8,568	\$ 8,568	\$ 8,547	\$ 21	0.059%
ADM 251 to 500														
Alaska Gateway	344	41	37	381	\$ 4,250	1.594	\$ 6,775	\$ 10,205,267	\$ 1,123	\$ 7,897	\$ 7,897	\$ 7,990	\$ (93)	0.077%
Annette Island	300	-	-	300	\$ 4,250	1.338	\$ 5,687	\$ 9,385,849	\$ 1,032	\$ 6,719	\$ 6,719	\$ 6,678	\$ 41	0.072%
Chugach	77	418	376	453	\$ 4,250	1.496	\$ 6,358	\$ 5,149,071	\$ 566	\$ 6,924	\$ 6,924	\$ 6,849	\$ 75	0.134%
Copper River	330	111	100	429	\$ 4,250	1.316	\$ 5,593	\$ 7,549,897	\$ 830	\$ 6,423	\$ 6,423	\$ 6,407	\$ 16	0.085%
Cordova	350	3	3	353	\$ 4,250	1.234	\$ 5,245	\$ 6,958,102	\$ 765	\$ 6,010	\$ 6,010	\$ 5,932	\$ 78	0.086%
Craig	262	240	216	478	\$ 4,250	1.206	\$ 5,126	\$ 6,277,629	\$ 691	\$ 5,816	\$ 5,816	\$ 5,887	\$ (71)	0.093%
Dillingham	450	2	2	452	\$ 4,250	1.346	\$ 5,721	\$ 9,557,901	\$ 1,051	\$ 6,772	\$ 6,772	\$ 6,820	\$ (48)	0.071%
Iditarod Area	194	152	137	331	\$ 4,250	1.846	\$ 7,846	\$ 8,661,808	\$ 953	\$ 8,798	\$ 8,798	\$ 8,764	\$ 34	0.102%
Kashunamiut	313	-	-	313	\$ 4,250	1.619	\$ 6,881	\$ 8,469,595	\$ 932	\$ 7,812	\$ 7,812	\$ 7,797	\$ 15	0.092%
Kuspuk	367	-	-	367	\$ 4,250	1.734	\$ 7,370	\$ 13,373,101	\$ 1,471	\$ 8,841	\$ 8,841	\$ 8,897	\$ (56)	0.066%
Lake & Pen. Borough	312	1	1	313	\$ 4,250	1.994	\$ 8,475	\$ 13,393,473	\$ 1,473	\$ 9,948	\$ 9,948	\$ 9,965	\$ (17)	0.074%
Petersburg	461	-	-	461	\$ 4,250	1.244	\$ 5,287	\$ 8,774,470	\$ 965	\$ 6,252	\$ 6,252	\$ 6,215	\$ 37	0.071%
Unalaska	430	-	-	430	\$ 4,250	1.441	\$ 6,124	\$ 8,396,258	\$ 924	\$ 7,048	\$ 7,048	\$ 7,003	\$ 45	0.084%
Wrangell	330	-	-	330	\$ 4,250	1.159	\$ 4,926	\$ 5,962,032	\$ 656	\$ 5,582	\$ 5,582	\$ 5,583	\$ (1)	0.094%
Yupit	464	-	-	464	\$ 4,250	1.723	\$ 7,323	\$ 12,076,928	\$ 1,328	\$ 8,651	\$ 8,651	\$ 8,698	\$ (47)	0.072%
ADM 101 to 250														
Aleutian East Borough	217	-	-	217	\$ 3,400	1.991	\$ 6,769	\$ 9,069,450	\$ 998	\$ 7,767	\$ 7,767	\$ 7,766	\$ 1	0.086%
Chatham	163	22	20	183	\$ 3,400	1.576	\$ 5,358	\$ 4,434,165	\$ 488	\$ 5,846	\$ 5,846	\$ 5,856	\$ (10)	0.132%
Haines Borough	230	12	11	241	\$ 3,400	1.200	\$ 4,080	\$ 4,306,436	\$ 474	\$ 4,554	\$ 4,554	\$ 4,563	\$ (9)	0.106%
Hoonah	115	-	-	115	\$ 3,400	1.399	\$ 4,757	\$ 2,979,558	\$ 328	\$ 5,084	\$ 5,084	\$ 5,090	\$ (6)	0.171%
Klawock	114	-	-	114	\$ 3,400	1.302	\$ 4,427	\$ 3,089,120	\$ 340	\$ 4,767	\$ 4,767	\$ 4,771	\$ (4)	0.154%

Skagway	122	-	-	122	\$ 3,400	1.174	\$ 3,992	\$ 2,520,193	\$ 277	\$ 4,269	\$ 4,269	\$ 4,284	\$ (15)	0.169%
Southeast Islands	206	5	5	211	\$ 3,400	1.403	\$ 4,770	\$ 6,584,848	\$ 724	\$ 5,495	\$ 5,495	\$ 5,493	\$ 2	0.083%
St. Mary's	185	-	-	185	\$ 3,400	1.624	\$ 5,522	\$ 4,401,600	\$ 484	\$ 6,006	\$ 6,006	\$ 5,998	\$ 8	0.136%
Yukon Flats	222	-	-	222	\$ 3,400	2.116	\$ 7,194	\$ 8,692,402	\$ 956	\$ 8,151	\$ 8,151	\$ 9,975	\$ (1,824)	0.094%
ADM 100 or Less														
Aleutian Region	23	-	-	23	\$ 1,700	1.939	\$ 3,296	\$ 1,679,360	\$ 185	\$ 3,481	\$ 3,481	\$ 3,488	\$ (7)	0.207%
Bristol Bay Borough	85	3	3	88	\$ 1,700	1.478	\$ 2,513	\$ 3,765,333	\$ 414	\$ 2,927	\$ 2,927	\$ 5,453	\$ (2,526)	0.078%
Hydaburg	82	20	18	100	\$ 1,700	1.504	\$ 2,557	\$ 2,402,327	\$ 264	\$ 2,821	\$ 2,821	\$ 2,822	\$ (1)	0.117%
Kake	100	-	-	100	\$ 1,700	1.459	\$ 2,480	\$ 3,197,232	\$ 352	\$ 2,832	\$ 2,832	\$ 2,805	\$ 27	0.089%
Pelican	11	-	-	11	\$ 1,700	1.477	\$ 2,511	\$ 638,867	\$ 70	\$ 2,581	\$ 2,581	\$ 2,574	\$ 7	0.404%
Pribilof Islands	62	8	7	69	\$ 1,700	1.691	\$ 2,875	\$ 1,888,385	\$ 208	\$ 3,082	\$ 3,082	\$ 3,076	\$ 6	0.163%
Tanana	48	-	-	48	\$ 1,700	1.786	\$ 3,036	\$ 1,639,957	\$ 180	\$ 3,217	\$ 3,217	\$ 3,201	\$ 16	0.196%
Yakutat	65	18	16	81	\$ 1,700	1.412	\$ 2,400	\$ 2,064,826	\$ 227	\$ 2,628	\$ 2,628	\$ 2,606	\$ 22	0.127%



1111 West 9th Street * Juneau, Alaska 99801-1811
 (907) 463-1660 * (907) 586-2995 Fax

Invoice

Lake & Peninsula School District
 ATTN: Accounts Payable
 P.O. Box 498
 King Salmon, AK 99613

Date	Invoice #
1/7/2020	18330

Tax ID: 92-0098760

P.O. No.	Terms

Quantity	Description	Rate	Amount
	2020 AASB Annual Membership Dues	9,948.00	9,948.00

Total	\$9,948.00
Payments/Credits	\$0.00
Balance Due	\$9,948.00



LAKE AND PENINSULA SCHOOL DISTRICT



January 15, 2020

Dear Chignik Bay 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:

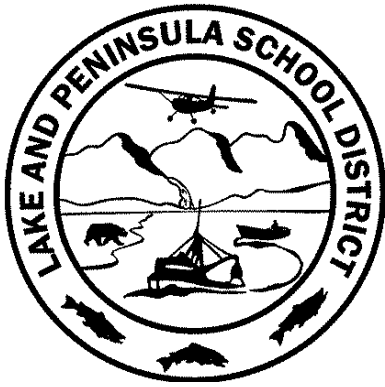
- Super seniors under the age of 20 can count towards your 10.
- Kindergarten students do count; however, students have to be 5 years old by September 1, 2020 to qualify for Kindergarten.
- The District, while we want to help, cannot take part in supporting or recruiting students – this must be village 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,

Ty Mase, Superintendent



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



4 February 2020

Dear Students and Families,

It has come to the attention of the Lake and Peninsula Student Government that there have been issues of disrespect during student travel to district sponsored events. These events include Jamborees, CTE programs, state competitions, etc. The district spends a considerable amount of time, effort, and money to make it possible for students to attend these events. When students abuse the privilege of traveling by disrespecting others, disobeying the rules put in place for student safety, and showing poor sportsmanship, they are poor ambassadors for our district and villages.

We, as a student body, are better than that. In order to retain the privilege of traveling to these events, we ask that you encourage the following behaviors in yourself and in your peers. First and foremost, have integrity for your school and yourself. Always do the right thing, especially when no one is looking. Show pride in your own school, community, and in your district, and show respect for the school and community you are visiting. This can be as simple as saying thank you to the cooks and refs, picking up trash that isn't yours, saying good morning to your fellow travelers, not just your schoolmates, making sure people feel included in activities, cheering for all teams, and encouraging your peers to actively participate in all events offered. Together, we can make a positive impact, not just in our own schools, but wherever we travel.

Thank you for your attention to this very important matter and we look forward to a great semester of travel and events.

Sincerely,

LPSD District Wide Student Government

Caleb Alsworth, President

Pavel Alsworth, Vice President

Aileen Lester, Secretary

Dylan Intagliata, Treasurer

Darren Kalmakoff, Parliamentarian

Wade Delkittie, North Rep

Ethan Shangin, South Rep

LAKE AND PENINSULA SCHOOL DISTRICT



Date: February 14, 2020
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report - February 2020

I. Enrollment

Site	Pre 3	Pre 4	K	1	2	3	4	5	6	7	8	9	10	11	12	SS	Pre -12	K-12
BAY	0	0	0	1	0	1	2	0	2	0	0	0	1	1	1	0	9	9
LAK	4	3	1	1	1	1	1	1	0	2	1	1	1	0	0	0	18	11
LAG	0	0	0	1	0	0	0	1	0	3	1	0	3	2	0	0	11	11
PVL	1	2	3	1	3	0	1	0	3	2	3	0	3	3	0	0	25	22
PTH	2	2	2	0	1	0	2	1	3	1	1	2	0	0	4	0	21	17
PIP	3	1	0	1	2	0	0	1	1	1	3	2	0	1	1	0	17	13
LEV	2	0	2	2	0	1	2	1	3	1	2	2	1	0	0	1	20	18
IGI	3	2	1	0	1	2	2	3	1	1	2	2	1	0	1	0	22	17
KOK	1	5	3	0	3	4	5	5	2	2	2	4	1	1	0	1	39	33
NEW	6	8	8	9	8	7	8	1	7	3	6	6	5	7	1	0	90	76
NON	2	2	2	1	3	0	2	1	0	1	2	4	1	1	2	0	24	20
PTA	1	4	6	3	5	0	3	2	5	4	2	7	4	8	9	0	63	58

II. PEAK / Standards Level Comparison

Reading - All Students Tested 3-10

Performance in our Standards Based System	Far Below or Below Proficient (PEAKS)	Proficient or Advanced (PEAKS)
Below Grade Level	57 students	8 students
At Grade Level	57 students	50 students

Math - All Students Tested 3-10

Performance in our Standards Based System	Far Below or Below Proficient (PEAKS)	Proficient or Advanced (PEAKS)
Below Grade Level	66 students	7 students
At Grade Level	57 students	42 students

III. Legislation to Watch

Tribal Compacting: High interest legislation. There are now concerns about making sure compacting conforms to Alaska Constitution. SB 136, sponsored by Sen. Gary Stevens.

Reading: SB 6 provides a statewide effort to increase reading proficiency especially in our younger students. There is also a focus on high-quality culturally-responsive early education. SB 6 is based on a similar bill passed in Colorado in 2012.

Ensuring that every student is proficient in reading is a critical part of our daily work, on that we can all agree. However, there are a number of specific requirements in SB 6 for which the impacts are not yet fully understood, most notably, retention. SB 6, sponsored by Tom Begich.

Bond Reimbursement: Speaker Edgmon attempted to override the Governor’s bond reimbursement veto, but did not have the votes. Due to the 50% reduction in reimbursement from the State of Alaska, the Borough has been shorted \$482,548.46 this fiscal year.

IV. Pandemic / Epidemic Policy

For the Board’s information, with the Coronavirus in the news, we do have board policy on Pandemic / Epidemic Emergencies that covers planning, response, infection control and continuance of education. BP 6114.4

V. Teacher Turnover

A new study of statewide teacher retention for the 2012-2013 school year through 2017-2018, shows a 38 percent annual turnover of teachers and 38 percent of principals in rural and remote schools; 25 percent for teachers and 33 percent for principals in larger rural “hub” communities; and 19 percent turnover for both teachers and principals in urban communities.

VI. Important Dates to Remember

This School Year -

February 25 Energy Summit in Newhalen
February 27-29 South Schools Make-Up Jamboree
March 13-14 Alaska Teacher Job Fair
March 9-11 Nondalton Jamboree
March 22-18 CTE Week
March 28-31 AASB Fly-In
April 6-10 PEAK Testing
April 13-17 SNAP Meet
April 19-25 CTE Week
April 27 Cultural Week
May 1 Last Student Day
May 25- June 7 ANSEP

Next School Year -

August 10-11 Library Training
August 12- 21 Library work / Literacy Workshops
at North sites (South Next Summer)
August 24-25 New Teacher Induction
August 25 Admin. Meeting
August 27-28 Katmai Inservice
August 31 Inservice at sites
September 1 Teacher Work Day
September 2 First Student Day
September 7 Labor Day
September 14 Inservice



THE LAKE AND PENINSULA SCHOOL DISTRICT

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



February 12, 2020

To: Lake and Peninsula School Board
From: Tim McDermott

Re: Maintenance Report

How do you know the depth of character until it is tested? The School District showed an exceptional depth of character during the past two months of serious weather conditions and LPSD facilities were well tested. Relying on the SCADA system (Siemens Desigo Supervisory Control and Data Acquisition system), and the diligence of the Tech Department in maintaining necessary communications, Maintenance was able to consistently monitor and control operations avoiding unnecessary travel in severe conditions. Constant diligence from maintenance department personnel attending and manipulating the mechanical systems paid dividends in minimal discomfort and no disruption to schedule or operation.

It cannot be stressed enough that local temporary maintenance hire in the villages is integral to Maintenance operations within this District. Nothing replaces eyes, ears, boots on the ground, and skin in the game. The willingness of these people to respond and communicate at literally any hour is beyond expectation and reflects the spirit and identity of rural Alaska. They need to be recognized for their dedication in answering their phones, being available, getting readings, making emergency repairs, gathering resources, providing a ride, delivering a message. The list is endless to the circumstances. Also recognition to the head teachers and site administrators who go above and beyond supporting operations without complaint, hands on, making up for the lack of available personnel at their sites due to illness, absence, and vacations during the prolonged cold.

As a benefit to this fundamental local support, travelling field maintenance personnel were able to focus on HVAC operations and maintenance, spending over 30 man days travelling through the District during December 2019 and over 15 man days in January 2020, resulting in no lost time during the critical cold.

For the remainder of the winter, direction will remain focused on operational support, maintaining health and safety, and addressing the site Work Orders with as little disruption as possible. As spring approaches the coming year inventories and orders have to be addressed and some of the compliance cycle will repeat itself in the form of fire sprinkler and alarm certifications, public water system requirements and the like.

The needs and resources of the upcoming four month seasonal recess, including the extent of required Housing attention, have yet to be determined. Facilities Use during the seasonal recess can only be anticipated. Certainly there will be some continuous summertime occupancy of District housing from our returning staff. It is not yet clear how much effort will be required to prepare vacated housing for new occupancy.

Date: February 10, 2020
To: LPSD School Board Members
From: Bill Cornell
Re: Curriculum: December 2019-February 2020

Professional Development

Tutor and Student Teacher Training- We welcomed a big crew of tutors, student teachers, and new teachers at our January 8-11 training in Anchorage. This always ends up being a whirlwind of a training, but is crucial to getting folks ready to travel to our communities. A big thank you to Amber Kresl for delivering Reach for Reading training to our student teachers and teachers; to Moon McCarley for preparing our tutors with specific intervention and MAP training; Kasie Luke for HR guidelines; and to Jim Dube who seemed to fill in in a number of places including Powerschool, technology training, and shopping.

A quick thank you to Chugach School District for once again letting us use their facilities.

RTI/MTSS Conference- Our leadership team, as well as two teachers- Elisabeth Ludwig and Branden Hummel- attended this conference in Anchorage, January 24-26. After a number of years attending this conference, I am still appreciative of the variety of sessions they provide. In particular this year, our team took advantage of a number of literacy focused, as well as mindfulness and self-regulation sessions. On top of the conference, our team made it a point to meet every day after sessions to reflect on what we learned. I have to say...LPSD is a talented bunch of educators when you have them all sitting in one room! I am hoping we have the opportunity to send another team to the conference next year.

Monday Late Start- Both January and February's late starts focused on interventions. In January, sites focused on on-site tutor schedules, and acquainting their tutors with their students and villages. In February, teams looked at intervention data to try to meet the needs of individual students, and/or diving deeper into MAP Skills- the progress monitoring portion of our MAP testing.

Curriculum

Assessment Committee- We continue to work as a team to build web-based level assessments in Powerschool. It is my hope to be able to share with you a couple versions of these assessments at our April meeting. As a recap, these web-based assessments will allow us more flexibility in editing our assessments, and bring in line our level assessments with the format of assessment students see through MAP and PEAKS testing.

Science Committee- Currently, the Science Committee is starting to look at the Next Gen Science Standards and compare them to our current standards. They are also exploring the idea of having two rotations in science similar to what we have in Social Studies- a level 6-8 rotation, and a level 9-11 rotation- where students would rotate through Life, Earth, and Physical sciences in a three year cycle. The thought here is to ease the burden many of our teachers in our small schools face when it comes to multiple science preps in one class period.

Distance Classes

This is always the time of year that I get a little nervous with travel, spring breaks/vacation days, and how absences impact distance classes. Fortunately, Mr. Meneskie and Mrs. Nikolous have really streamlined the ability for students to access material when they are traveling. With only two teachers (as opposed to when we had 8-10 distance teachers across the district), there is a lot of

flexibility in being able to offer class to smaller groups that might not be traveling to jamborees or be on vacation.

With this in mind, I think it is important for us to encourage good attendance...distance classes end on April 10, just nine weeks away!

ANSEP

We are partnering for a third year with the Alaska Native Science and Engineering Program (ANSEP), BBNC, and other school districts in the region to offer a Middle School Academy, May 26- June 6. Throughout the two-week camp, students will focus on STEM topics while staying on UAA's campus. They will have the opportunity to engage in a variety of hands-on STEM activities that promote problem solving, research, critical thinking, and communication skills. This is also a great opportunity for an LPSD student to Experience Out of a level.

The application deadline is March 2, 2020. If you know of interested students in your community, please encourage them to apply.

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

February Technology Board Report

Data Privacy and Security - There are three data privacy acts we are reviewing for compliance: the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and the Health Insurance Portability and Accountability Act (HIPPA).

FERPA compliance is mandatory for school districts. COPPA compliance applies in certain situations. A K-12 student's health records (including immunizations and records on services provided to special education students) are defined as education records, and are not subject HIPPA regulations.

Our current district authorized data storage systems are FERPA compliant. We will be developing a district privacy policy to define data storage and privacy policies, procedures, roles, and responsibilities.

CCTV Cameras - In 2017 cameras were installed in Meshik with the support of SESA (Special Education Service Agency). These cameras were installed to aid in the delivery of SPED services. In 2018, a camera was installed in the Nondalton lobby after a student store theft to aid in further theft/vandalism prevention. In 2019, cameras were requested and installed in Pilot Point after a theft in the kitchen, also to aid in additional theft/vandalism.

Prior to any additional camera installations or use, we will be developing a board policy governing the use of CCTV systems in the schools. We will be reviewing locations cameras are permitted (classrooms, common areas, school exterior, etc.), footage retention, authorized access, and how the use of cameras interact with other board policies (student records, discipline, etc.). The CCTV policy will be submitted to the board for review and approval.

ERATE - In addition to our broadband, ERATE also awards an annual subsidy for the purchase of "internal connection" equipment. This includes items like network switches, cabling, and wireless access points. We have submitted an application this year to purchase new battery backup equipment and upgrade our wireless access points. The new access points will aid in Wifi stability under heavy load.

Cachebox - At ASTE in 2019, Jon Ludwig learned of a network appliance called the Cachebox that had the potential to increase the efficiency of our bandwidth. We also learned that these appliances were eligible for ERATE internal connections funds. Prior to a purchase request through ERATE, we talked to DRS who we found out had already been testing them in their other districts with great success. DRS is currently purchasing three Cacheboxes for us to deploy at our three schools with the heaviest network load. Pending positive results, DRS will purchase Cacheboxes for the remainder of our schools over the summer. Acquiring the Cacheboxes through DRS will come at no additional cost to us.

Monthly Activity Report
LPSD
Month: January, 2020

To: LPSD School Board
From: Ed Lester
Date: 2/4/2020

Mix-3 Basketball (Thank you to Bill Cornell for your work hosting this and the report)

Thank you to all of those who were able to travel and participate in the Kokhanok Jamboree! We sure did miss the south sites that were unable to make it, but made the best of it with the teams that were able to attend.

With the focus of the jamboree being to get students as much court time as possible before the Nondalton District Jamboree, we mixed and matched teams to play as many games as possible. This led to some great teamwork between students from different schools, with a variety of games. Way to be team players!

Congrats goes out to the free throw and three point competition winners:

- Free Throw Winners: Alayssa Wise-PIP and Joe O'Hara-KHK
- Three Point Winners: Alicia Osburn-NON and Dylan Wise-PIP

On top of all of the court time, students were able to complete two service projects: Making bread for elders in Kokhanok and facemasks for people in need in Anchorage. We will be packing up over two dozen facemasks to send out to Anchorage this week! We also had local artist Beth Hill stop in to do an art project with the students, and Akila Osakwe did a presentation on drug awareness and prevention.

A big "Thank You!" to all of the staff and community members who helped out, and to the students for great participation during the event.

5 Person Basketball

Both Port Alsworth and Newhalen have been representing LPSD in outstanding fashion this year in the 5-person basketball season. A shout out to the Port Alsworth girls for getting the number 2 ranking in the state at this point in the season.

Battle of the Books (Thank you Matthew Stark for organizing and running this event and putting the report together)

The year we had another successful LPSD Battle of the Books tournament. We had participation from Kindergartners through Seniors. We had 7 schools participate. These schools were Tanalian, Kokhanok, Newhalen, Chignik Lagoon, Chignik Lake, Chignik Bay, and Igiugig. The students did a great job and we had many close rounds. Students were also able to challenge many of the questions and in two minutes find why they thought the answer came from another book. Battle of the books only happens because of the dedication of our students, staff, parents, and communities. It

takes time to read and discuss all the books. Thank you also need to go out to our district leadership and school board for continuing this program each year.

Results

Kindergarten

1st Place Newhalen and Tanalian (Tie)

2nd Place Kokhanok

1st Grade

1st Place Newhalen

2nd Place Tanalian

2nd Grade

1st Place Newhalen

2nd Place Tanalian

3rd /4th Grade

1st Place Tanalian

2nd Place Igiugig

5th/6th Grade

1st Place Tanalian

2nd Place Newhalen

Middle School

1st Place Tanalian

2nd Place Newhalen

High School

1st Place Chignik Lagoon

2nd Place Tanalian

LPSD State Battle Groups

Groups in 3rd/4th, 5th/6th, Middle School, and High School qualify for the State Battle of the Books audio conference tournament.

This year our state teams are

High School - Chignik Lagoon

Middle School - Tanalian

5th/6th Grade - Tanalian

3rd/4th Grade - Tanalian

State Battle Dates

Feb 25-HS State Battles

Feb 26-MS State Battles

Feb 27-5th/6th State Battles

Feb 28-3rd/4th State Battles

Teams will connect on audio conferences. If parents want to attend they can contact their school's principal or head teacher to see if this is possible.

ASAA Items

ASAA will be meeting February 24/25. There are a couple items coming up that may be of interest such as reclassification and Mix-Six volleyball rule changes. This will be included in the next board report.

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

Federal Programs Audit

Our ESSA audit is complete and overall went very well, as always we have things to improve. Particularly documenting tribal and parent outreach and involvement. Making sure we have signed documents to go with outreach and getting each tribal entity to provide us a designated contact.

ESSA created new area's requiring review, fiscal requirements for purchasing and fixed assets is new with this monitoring. The State audit of federal programs by the USDOE also increased scrutiny of many areas. It felt like a much deeper dive into all that we do.

The final report is expected in a week or so and we will work on any corrections they suggest.

Legislative Session

With the legislature in session and much going on related to schools, it is important to communicate what is important to our communities and families to our representatives.

Contacts for LPSD legislator's:

Representative Bryce Edgmon

Session Contact

State Capitol Room 208

Juneau AK, 99801

Phone: 907-465-4451

Fax: 907-465-3445

Email: Representative.Bryce.Edgmon@akleg.gov

District: 37

Party: Independent

Toll-Free: 800-898-4451

Senator Lyman Hoffman

State Capitol Room 508

Juneau AK, 99801

Phone: 907-465-4453

Email: Senator.Lyman.Hoffman@akleg.gov

Toll-Free: 866-465-4453

Financial report attached.

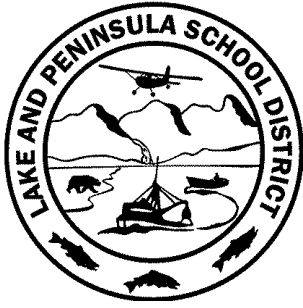
Lake and Peninsula School District

100 Board Report
Fiscal Year: 2019-2020

From Date: 7/1/2019 To Date: 2/10/2020

Account Description	Account Number	GL Budget	YTD	Balance	Encumbrance	Balance	% Budget
Instruction	100.000.100.000.000	\$4,287,535.00	2,052,032.18	\$2,235,502.82	2,180,469.07	\$55,033.75	98.72%
Lake View Home School	100.000.140.000.000	\$0.00	13,956.00	-\$13,956.00	17,691.31	-\$31,647.31	#DIV/0!
CTE	100.000.160.000.000	\$256,310.00	170,990.18	\$85,319.82	73,021.36	\$12,298.46	95.20%
SPED direct instruction	100.000.200.000.000	\$1,261,126.00	563,111.57	\$698,014.43	572,196.86	\$125,817.57	90.02%
SPED special services	100.000.220.000.000	\$199,816.00	26,277.99	\$173,538.01	1,700.00	\$171,838.01	14.00%
Student Support	100.000.300.000.000	\$34,845.00	8,165.05	\$26,679.95	7,516.95	\$19,163.00	45.01%
Instructional Support	100.000.350.000.000	\$439,754.00	313,307.88	\$126,446.12	259,182.04	-\$132,735.92	130.18%
Instructional Technology	100.000.360.000.000	\$1,513,283.00	794,969.22	\$718,313.78	718,644.19	-\$330.41	100.02%
School Admin - Principals	100.000.400.000.000	\$708,813.00	389,537.81	\$319,275.19	414,845.72	-\$95,570.53	113.48%
School Support - secretaries	100.000.450.000.000	\$133,197.00	48,118.98	\$85,078.02	33,660.95	\$51,417.07	61.40%
District Admin - Superintendent and Board	100.000.510.000.000	\$613,792.00	300,214.31	\$313,577.69	114,811.62	\$198,766.07	67.62%
District Admin - Business Services	100.000.550.000.000	\$656,141.00	448,287.92	\$207,853.08	307,492.15	-\$99,639.07	115.19%
Maintenance and Operations	100.000.600.000.000	\$2,615,424.00	1,828,657.43	\$786,766.57	745,631.22	\$41,135.35	98.43%
Student Activities	100.000.700.000.000	\$394,790.00	222,795.42	\$171,994.58	57,250.00	\$114,744.58	70.94%
Other Fund TRS & PERS On-behalf	100.000.760.000.000	\$0.00	998.79	-\$998.79	862.38	-\$1,861.17	0.00%
Other Fund TRS & PERS On-behalf	100.000.790.000.000	\$0.00	7,710.82	-\$7,710.82	5,179.74	-\$12,890.56	0.00%
Food Service Transfer	100.000.900.000.000	\$310,000.00	-	\$310,000.00	-	\$310,000.00	0.00%
Grand Total:		\$13,424,826.00	\$7,189,131.55	\$6,235,694.45	\$5,510,155.56	\$725,538.89	95%

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.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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



To: Board of Education
Lake and Peninsula School District

February 10, 2020

From: Marjorie Waggoner
Special Education Director (Contractor)

Re: Special Education Report

Special Education Determination Notice

LPSD received the Annual Special Education Determination Notice from the Alaska State Division of Teaching and Learning, Special Education. The determinations are based on data reported to the department by the district and information collected from systems, such as the online Grants Management System. Lake and Peninsula Borough School district was determined to meet requirements in all five areas:

Universal Grant Guidance requirements

Correction of noncompliance within timelines

Submission of timely, complete, and accurate data

Meeting the compliance target for specified procedural indicators

Meeting the state target for 3 of 5 student and system results indicators.

LPSD has a dedicated special education staff and district office staff who work diligently to keep LPSD compliant with state requirements.

Special Education Professional Development

All but one of our special education teachers will be attending the Alaska State Special Education Conference in Anchorage February 25-27. The theme this year is "It Takes a Team to Make a Difference". We will be meeting as an LPSD team during the conference to collaborate with each other and to discuss solutions to needs and challenges in our schools. In addition, I will set aside time to meet with sped teachers individually to provide support and guidance as needed.

Indicators 8 and 14

LPSD registrar and I are working on compiling data for Indicators 8 and 14. This data is provided to the state yearly to enable the department to conduct surveys to determine the post-school outcomes of special education students, and parent involvement with special education students. This data is due to the state on February 26th.

Special Education Assurances

School districts are required every year to verify that certain assurances are being fulfilled in special education. There are 50 assurances that all school districts agree to during the grant application process. The department verifies these assurances on a rotational basis to reduce burden on the school district.

This year the following assurances are requested for verification:

- **12)** The district will maintain documentation that a continuum of placements is available and used in recommending placement. 34 CFR 300.115
- **13)** The district will maintain documentation that a continuum of alternative placements is available to students with disabilities at each school site or there is a plan to provide alternative placement if necessary. 34 CFR 300.115
- **14)** The district will maintain written affirmation(s) with private school representatives regarding child find and special education services for parentally placed private school children with disabilities. 34 CFR 300.134, 300.135
- **15)** The district will maintain documentation that services are being provided to eligible students in private schools, correspondence schools, and charter schools. 34 CFR 300.118
- **16)** The district will maintain documentation that shows ESY services are provided beyond the regular school year at no cost to parents. 34 CFR 300.106

- **50)** The district has submitted documentation that substantiates compliance with the excess cost requirements under 34 CFR 300.202. 34 CFR 300.202, 34 CFR 300.16, 34 CFR 300 (required annually)

The explanation of how our district competes these assurances each year along with at least one example document that shows compliance is due to the state on May 1st.

Special Education Staffing

We are very fortunate to have Suzanne Callander working with our special education students at Levelock. The team at Levelock has worked together well to provide the services required by student IEPs and include students in the regular education classrooms as appropriate with needed supports. Kuddos to the staff at Levelock!

We are also fortunate to have Kaitlyn Moitoza working with our special education students in Kokhanok. There was a team effort to provide services in the interim before Kaitlyn joined the team. The staff at Kokhanok has supported students in the general education classrooms and has seen tremendous growth in student achievement and attitude.

Special Education Directors' Training

I will be attending the Special Education Directors' training March 21 and 22 in Anchorage. These two days are spent honing our skills and keeping abreast of current trends and legislation in the special education world.

As always, I am enjoying my work with Lake and Peninsula School District and feel privileged to work with such a dedicated group of people.

District Assessment Report – January 2020

To: Ty Mase, Superintendent
and LPSD School Board Members

From: Moon McCarley, District
Testing Coordinator

NWEA MAP Assessments

- The final MAP benchmark assessments are scheduled for March 2-6.

Statewide Assessments

PEAKS and Alaska Science Assessment

- The LPSD PEAKS assessment window is April 6-10. Make-up assessments will take place the following week.
- The district testing coordinator is attending statewide training February 12-13.
- Districts will be required to provide assessment observations during test sessions, for the first time this year. More information will be included in the next assessment report.
- The next 6 weeks will be devoted to disseminating information, test administration training, student preparations, and scheduling.

Alaska Developmental Profile (ADP)

- Nothing to report

Alternative Assessment, Dynamic Learning Maps (DLM)

- The DLM is administered to those students who have cognitive or physical disabilities that prevent them from being able to complete the PEAKS and Alaska Science Assessment.
- LPSD has three qualifying students at three sites.
- Students and teachers have been uploaded to the testing platform
- Teachers are completing online training. This will be followed by a live training.
- The test window opens March 15th. Tests can be administered any time between then and the opening of PEAKS assessments. Specific testing schedules are based on individual student and site needs.

NAEP

- Nothing to report

Early Childhood Board Report

February 2020

PLAY GIVES
CHILDREN
A CHANCE
TO PRACTICE WHAT
THEY ARE
LEARNING.
-MR. ROGERS

Student Numbers (as of January)

LAK- 5	LAG- 0	PTH- 4	LEV- 2
KOK- 6	NON-4	PVL- 3	PIP-3
NEW- 13	PTA- 5	IGI- 5	BAY-0
Total:		50	




On the Horizon:

- Developing Kindergarten Transition Plans
- Monthly Audio Topics: Family Engagement & Process- Focused Art Experiences
- Reviewing & analyzing checkpoint #2 of Pre-k standards progress

Recent Professional Development:

- NAEYC Conference, AAEYC Conference, Book Study: Serious Fun!
- Over 100 hours offered this year!
- Provided through a variety of delivery methods & Covered essential content

Early Childhood Grant Funding:

PREP Grants- DEED		
<p>Furniture: Creating developmentally appropriate learning spaces!</p> 	<p>Blocks: Developing logical reasoning, critical thinking, and problem solving skills!</p> 	<p>Fine Motor Kits Supporting small motor development with 20, hand-designed Kits!</p> 

CHILD: Cultural Heritage Improving Learning & Development		
<p>Patterns & Parkas Kit</p> 	<p>Community Maps & Transportation</p>  <p style="text-align: center;">102</p>	<p>Fish Racks & Traditional Dolls</p> 

Literacy 365 & Candice Berner Fund

Baby Literacy Bags:

- Birth to PreK- 155 Children
- Books- Over 2,000
- New Bag Design



Lake and Peninsula School District
Early Literacy Program



Lake and Peninsula School District
Early Literacy Program

Ready Rosie:

- Fosters engagement through fun, easy activities for families to do together, through quick "Modeled Moment Videos".
- Provides workshops to build partnerships between families and educators

ReadyRosie

In Our Classrooms:

New Bean Bags *Perryville*



Community Field Trip *Port Heiden*



Dramatic Play *Levelock*



Alphabet Building *Port Heiden*



Learning How To Swing *Pilot Point*



Emergent Writing Skills *Newhalen*





Date: February 11, 2020
To: Lake and Peninsula School Board
From: Kasie Luke
Re: Human Resources Director - February 2020

Front Burner:

- In-District Postings and potential movement among current certified staff.
 - Openings In -District include:
 - *Newhalen Elementary Generalist*
 - *Newhalen Secondary Generalist*
 - *Nondalton Middle Level Generalist*
 - *Nondalton Secondary Generalist*
 - *Igiugig Secondary Generalist*
 - *Chignik Lake Elementary Generalist*
 - *Chignik Lake Secondary Generalist*
 - *Meshik School Secondary Generalist*
- After February 21, 2020 the staff placement puzzle pieces will begin to fit together better as everyone will have formally accepted or declined their contracts.

Adjustments:

- Ms. Marcie Lester has submitted official transcripts which allow her to move from BA to BA + 18 on our salary scale.
 - It continues to be a requirement that LPSD Certified Staff turn in a pre-approval form for credits in order to move on our salary scale.

Recruitment:

- Alaska Teacher Placement Job Fair: Anchorage March 12-14
- Potentially...
 - Texas Teacher Job Fair, April 1
 - Penn State Teacher Job, Fair April 6
 - Portland Teacher Job, Fair April 8

*Please feel free to call me if you have questions or concerns about 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, your input is welcome.*

SHINING STARS...WINTER 2019

NAME	LOCATION	REASON	NOMINATOR
Jim Dube	ANC	Jim is great to work with, both on the tech side of things and as a principal. In our collaborative work in Powerschool he is always quick to answer my questions and help me out with projects. As a principal, he is prompt with providing me with information I need for reports and always good about communicating any student needs that I need to be aware of on the student records side of things. He consistently makes my job easier, which I appreciate!	Hannah Middleton
Jim Dube	ANC	As our Chignik Lake School Principal, Jim is always quickly responsive to our needs. He is readily available by phone, chat, video conference, or regular site visits. He has been a big help this Fall to get our subs ready for teaching in the classroom. His knowledge of our many different systems and computer-based instrument to record data has us to maximize our instruction. We enjoy that he looks for opportunities for our students and ways to enhance our classrooms. Thank you for your hard work, Mr. Dube.	Matthew Stark
Chignik Lake LSAC	LAK	Thank you for donating money to be used as incentives for student arriving at school on time, each day.	Matthew Stark
Kait Moitoza	KHK	Ms. Kait is a vital part of the Kokhanok team. After months of searching, Kait has gracefully and seamlessly integrated herself into our team. Kait has taken on one of the hardest jobs in our school, but always with an open mind. By careful observation and discussion, Kait has come to be a valued and cherished team member. We are so lucky to have found a perfect fit! I also want to thank Kait for her willingness to just step in and help. Kait is always there with a, "How can I help?" Kait's readiness to help with all things Jamboree really showed her awesome character! Thanks Kait for all that you do for the students and staff of Kokhanok School!	Jordan Davis
Leah Talley	KHK	Thank you, Leah, for your energetic spirit and willingness to help with literally everything! Leah was an integral part of our jamboree from cooking in the kitchen and serving up some tasty treats during the evenings and playing ball with the "Old Folks" team. Thank you for being so flexible in your tutoring schedule to meet the demands of the jamboree. And, speaking of tutoring, Leah has shown just how versatile of an educator she can be working with the littlest of littles to the big kids, Leah is helping our students thrive!	Jordan Davis

SHINING STARS...WINTER 2019

Dana Wolff	KHK	I'd like to thank Dana for all of the hard work she has done with the student government. It's not an easy task, and takes a lot of organization, phone calls, ordering, time with students, personal time, and so many other little pieces. Dana does amazing work with the student government, and I'm really proud of her for stepping in to fill that role. Her work with students during the jamboree to effectively run the student store was awesome! Thank you, Dana, for your dedication to our kiddos!	Jordan Davis
Josh Jenks	KHK	I would like to commend Josh on his amazing job coaching the Kokhanok Warlords! It hasn't been the easiest, but everyone can see that Josh cares about each of his players. Thank you for taking all of the extra time out of your days to work with our students to make them the best student athletes on and off the court. Also, when Josh wasn't coaching and refereeing throughout the Jamboree, he was teaching his elementary class; wow! Thank you, Josh, for your excellence in coaching and teaching!	Jordan Davis
Jesse Davis	KHK	I'm not sure how many people know that Jesse got his start in education by working as a Behavioral Support Aide on the Kenai peninsula. This job was extremely difficult, yet Jesse still pursued a teaching certificate, despite working with some of the most emotionally challenging students. Jesse is always thinking outside of the box, and looking for unique ways to approach difficult topics or challenging behaviors. I thank Jesse for his unceasing patience, easy going demeanor, willingness to just listen, and to help others (like myself) see the big picture. We're all better educators because of you!	Jordan Davis
Bill Cornell	NEW	From your numerous rewrites of the jamboree schedule, to picking up kiddos, and putting everything in between together, I can't thank you enough for all of your help and support for the jamboree, as well as all that you do for our school. We are so lucky to have a principal that truly cares for every person that walks through our doors. Bill always makes time for everyone, and is readily available for a quick (or sometimes not so quick) phone call. Kokhanok has had some very tough years, and I'm so proud to have a leader like Bill, building us up again.	Jordan Davis

SHINING STARS...WINTER 2019

Leonard Cobb	KHK	During the jamboree, there is always extra mess and clean up. Leonard had our school prepped and ready for the jamboree and continued his excellence throughout. Anytime we needed Leonard, he was there. I thank you Leonard for keeping our kids safe and healthy!	Jordan Davis
Akila Osakwe	KHK	I'd like to take a moment and share how grateful I am to have Akila here in Kokhanok. Akila has been so helpful in our times of need and crisis. I very much appreciate the time Akila has taken to present invaluable information to our students about drugs and the brain. Akila's presentation helps students actually see what is going on in their brains and the long term effects of drug use. I thank Akila for her continued dedication to keeping our kids safe and healthy.	Jordan Davis
Leah Talley	KHK	Your bright, cheerful attitude has brought so much to our school. Thank you for being willing to jump in, and help our students. You are making a difference!	Bill Cornell
Kaitlyn Moitoza	KHK	As one community member said it, "Kaitlyn just seems to fit right in. She jumped in on day one and got involved." Thank you so much for what you have added to our staff and community!	Bill Cornell 107
Dana Wolff	KHK	Thank you to Ms. Wolff for all of the organizing with the Kokhanok Student Government during our recent Kokhanok Basketball Jamboree. On top of teaching her students throughout the day, she then helped immensely in welcoming community, visiting students and coaches. The Jamboree was a huge success in part due to the time and effort Dana has put in with the student government.	Bill Cornell
Jesse Davis	KHK	Mr. Davis continues to show an incredible knack in connecting with students, and providing guidance. Always there to offer a helping hand, provide insight on who to contact in the village for help, or offer an ear to listen, Mr. Davis' calm, welcoming demeanor is always appreciated!	Bill Cornell
Josh Jenks	KHK	A big "Thank You!" to Coach Jenks for being the hosting coach at the recent Kokhanok Basketball Jamboree. He was a huge help on and off the court, organizing peewee games, helping sort out the scoreboard, refing games, and supporting other coaches. Thank you!	Bill Cornell
Jordan Davis	KHK	Jordan continues to show dedication and leadership in her position. She has been a crucial link to the community, fostering relationships through attending meetings,	Bill Cornell

SHINING STARS...WINTER 2019

		and having discussions with community members. On top of this, she continues to deliver engaging, inspirational lessons to her students. Thanks for all you do!	
Kokhanok Village Council	KHK	Thank you for your continued support in bringing healthy programs to the village, and including the school. Both the music program in December, and the kayak building class in January were huge successes, and added a lot to our students' education. We look forward to partnering in the future.	Bill Cornell
Kokhanok Carnival Committee	KHK	A huge thank you to Kokhanok Carnival Committee for all you do for us at the school! From helping with jerseys, to volunteering time for service projects, or helping cook for events at the school, you are a constant partner that can be depended on. Many, many thanks!	Bill Cornell
Leonard Cobb	KHK	Leonard shows an incredible dedication to the school, students, and community through the standard he sets in his work. In December, I watched Leonard drop everything he was doing to help a student find some lost items. At that moment, Leonard made that student feel that they had his undivided attention- this is something I feel we all strive for, and Leonard exemplifies this on a daily basis. Most recently, Leonard was willing to do anything that was needed during our Kokhanok Basketball Jamboree, and did it with pride. We are fortunate to have him as part of the team!	Bill Cornell 108
Moses Mike	KHK	Moe was a huge help during our recent Basketball Jamboree. He was always willing to put in a helping hand, and refereed a number of games. Thanks!	Bill Cornell
Janessa Woods	KHK	Thank you for all of your help during our Kokhanok Basketball Jamboree. We really appreciated you being willing to jump in and run the scoreboard, or keep books. Thanks!	Bill Cornell

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 5141.42-1 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.

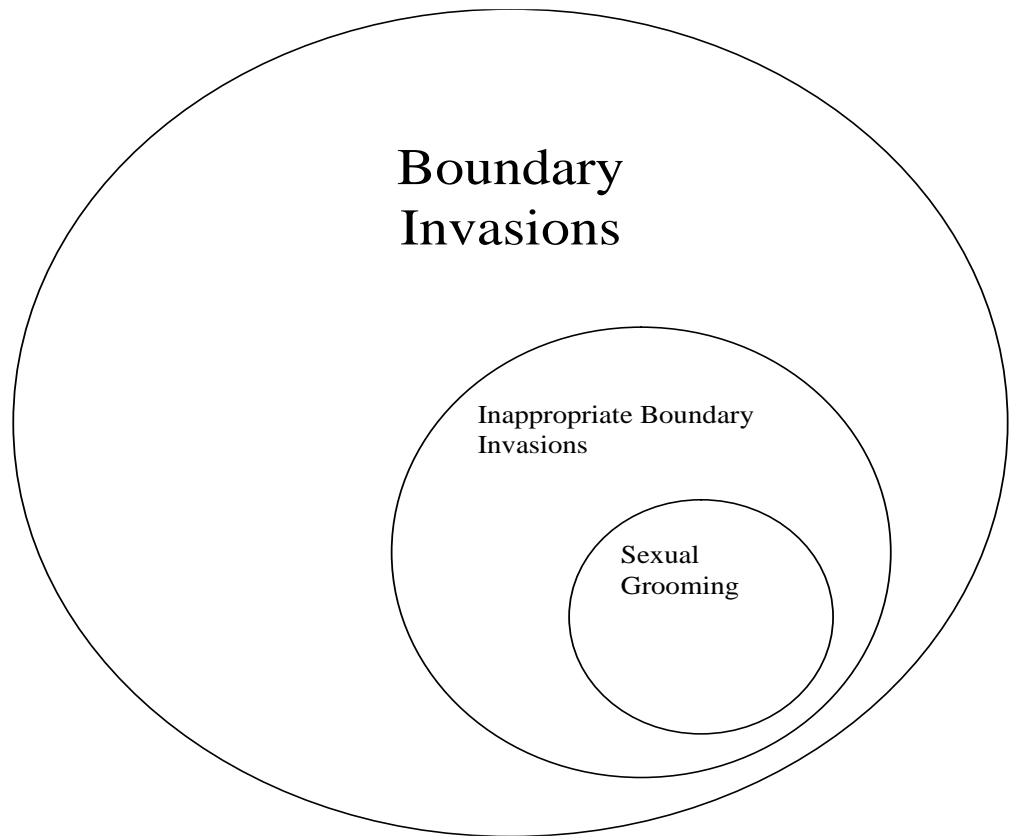
Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations

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.



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

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**

022020 Policy Updates Explained

BP 1311: Participation in Community Life

This policy implements culturally responsive educational practices by encouraging community involvement in student education, understanding and respecting community values, and encouraging staff participation in community activities. The policy also contains communication goals for district communications with the public.

BP 1312: Public Complaints Concerning the Schools

Language has been added requiring the district's response to complaints to be culturally responsive and free of discrimination and bias. Further, the policy explains that culturally responsive processes improve community relations and student success.

BP/AR 1312.1: Public Complaints Concerning School Personnel

Language has been added to the policy identifying a response process for public complaints, and explaining that complaints will be resolved in a fair and nondiscriminatory manner. Language has also been added to include Advisory School Board Members.

Language has been added to the AR requiring a nondiscriminatory complaint process and providing support for complainants in accessing the complaint process. Language has also been added that School Board members should not obtain information about a complaint except through the complaint process.

BP 1312.2: Public Complaints Concerning Instructional Materials

The policy has been revised to reflect that instructional materials should be free from cultural biases or perspectives that promote discrimination or disparity. Instead, instructional materials should be culturally responsive and support students' cultural identity and knowledge. Language has been added clarifying the complaint process regarding instructional materials.

BP 1312.3: Public Complaints Concerning Discrimination

Language has been added that students shall not experience discrimination in suspension, expulsion, or other disciplinary action. Further, educational opportunities and courses shall be provided in a nondiscriminatory manner.

BP: 1400: Relations Between Other Governmental Agencies and the Schools

If applicable to your district, language has been added recognizing the role of tribal government in meeting the needs of tribal students, and including tribal governments as cooperative resources.

For all districts, language has been added that the district will make available to parents' information about shared and cooperative services so that students have maximum opportunities. Further, language has been added recognizing that cooperative agencies may share working agreements in order to expedite programs and services.

PARTICIPATION IN COMMUNITY LIFE

BP 1311

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

The Board believes the school and community should work as a unified whole in the process of educating students enrolled in the District. Understanding community values and priorities are important to the ongoing success of the educational program. Staff members should be respectful of community values in their contacts with the community.

(cf. 5137 - Positive School Climate)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6141.3 – Culturally Responsive Education)

The quality of a school program is related to staff understanding of local culture and traditions, parents' wishes for their children, and public understanding of the District's goals and methods for education. Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community. This communication should be fostered through dialogue, input, and feedback.

District communications with the public should meet the following goals:

- (1) inform the public about the work of the schools;
- (2) improve the partnership of parents and teachers in meeting the educational needs of students;
- (3) develop awareness of the importance of culture in education;
- (4) integrate the home, school, and community in improving educational opportunities;
- (5) clarify the aims, objectives, and work of the school;
- (6) make school facilities and personnel available for community use, within limits set by the Board; and
- (7) make use of community resources in carrying out the educational program.

(cf. 5124 –Communication with Parents/Guardians)

The School Board encourages affiliation of school personnel with community organizations having missions consistent with that of the District, and encourages participation of school staff in appropriate community activities and projects.

(cf. 6145.5 – Organizations/Associations)

Added 3/2019

PUBLIC COMPLAINTS CONCERNING THE SCHOOLS

BP 1312

The School Board believes that a quality educational program is dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public and if needed, should be available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and providing assistance by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process.

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 1312.3 – Public Complaints Concerning Discrimination)

Note: Pursuant to 4 AAC 52.500, any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.

Legal Reference:

ALASKA STATUTES

14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.560 – 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 – 52.629 Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000 et. seq. (Ch. 21)

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et. seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

Revised 3/2019

AASB POLICY REFERENCE MANUAL

9/92

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

BP 1312.1

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a School Board member, Advisory School Board member, or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 4112.6 - Personnel Records)
(cf. 9323 - Meeting Conduct)

Note: When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - Child Abuse and Neglect (Reporting Procedures). Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded. The following language is optional.

OPTION 1: This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is accused of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

OPTION 2: When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

Legal Reference:

ALASKA STATUTES
44.62.310 *Government meetings public*

Revised 3/2019

PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS BP 1312.2

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The school board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

The Superintendent or designee shall establish procedures which will permit the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

(cf.1312.3 - Public Complaint Concerning Discrimination)

The School Board expects and trusts the Superintendent and staff are well qualified to consider complaints concerning instructional materials. The Superintendent or designee's decision is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The administration or School Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the administration or School Board disagrees.

(cf. 6144 - Controversial Issues)

Revised 3/2019

PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

BP 1312.3(a)

Note: 4 AAC 06.560 mandates that the district adopt and make available to the public written grievance procedures for violations of A.S. 14.18 or 4 AAC 06.500 - 4 AAC 06.600, governing sex and race discrimination. The following sample policy and regulations should be revised as deemed appropriate within the parameters of law.

The School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Furthermore, the School Board seeks to ensure that students, regardless of ethnicity, race, religion, disability, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion, other disciplinary actions, nor any form of discrimination. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. The Superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The School Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

(cf. 1340 - Access to District Records)

(cf. 4112.6 - Personnel Records)

(cf. 5125 - Student Records)

The School Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

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

(cf. 1213.1 - Complaints Concerning School Personnel)

(cf. 1213.2 - Complaints Concerning Instructional Materials)

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

Legal Reference: (See next page)

PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

BP 1312.3(b)

Legal Reference:

ALASKA STATUTES

14.18.010 Discrimination based on sex and race prohibited

14.18.020 Discrimination in employment prohibited

14.18.090 Enforcement by State Board of Education

14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.510 Discrimination in hiring practices.

4 AAC 06.560 - 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 - 52.629 Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

CIVIL RIGHTS RESTORATION ACT

20 U.S.C. 1683 et seq.

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

29 U.S.C. 791 et seq.

AGE DISCRIMINATION IN EMPLOYMENT ACT

29 U.S.C. 621 et seq.

VIETNAM ERA VETERANS ACT

38 U.S.C. 2011 et seq.

AMERICANS WITH DISABILITIES ACT

42 U.S.C. 12101 et seq.

Revised 3/2019

RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS

The School Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare, health and safety of our youth. The Board further recognizes that tribal governments are committed to meeting the needs of tribal students within the district. The Board and staff shall take every opportunity to work cooperatively with these agencies for the benefit of our students.

(cf. 1020 – Youth Services)

(cf. 9140 – Board Representatives)

(cf. 9311 – Board Policies)

The Superintendent or designee shall initiate and maintain cooperative relationships with representatives of other public agencies, tribal governments, or tribal government educational proxies in order to help our schools and students make use of the resources which governmental agencies can provide. The Superintendent or designee shall ensure that agreements with other agencies which involve the exchange of funds or reciprocal services are executed in writing so that roles and responsibilities are clearly defined. The District shall make information available to parents/guardians about shared or cooperative services so that students may benefit to the fullest extent. Agreements may be shared among agencies to prevent duplicative efforts and to expedite cooperative programs and services.

(cf. 3312 – Contracts)

Legal Reference:

ALASKA STATUTES

03.20.100 Farm-to-school program

14.12.150 – 14.12.170 Regional Resource Centers

47.10.093 Disclosure of agency records.

47.10.090 Court records

47.12.310 Agency records

Revised 3/2019

AR 3342 DISTRICT-OWNED RENTAL PROPERTY

The Lake and Peninsula School Board recognizes the need for teachers to have adequate housing in the community in which they teach.

The Lake and Peninsula School District has a limited supply of Teacher housing which the District will continue to rent to teachers under the terms of this Policy Statement.

The District currently maintains four categories of employee housing as follows:

- 1) Borough owned/District Operated teacher housing. This category is identical to the existing housing arrangement.

2) District leased/subsidized housing. For those communities where an absence of affordable, quality housing is available, the Superintendent or Chief School Administrator is authorized to and will enter into lease agreement, provide limited utilities and arrange for limited furnishings. Rental charges would be the same as District operated housing.

3) District lease/non-subsidized housing. The Superintendent or Chief School Administrator is authorized, upon request by a contract employee, to lease housing for the employees with the rental rate set at the leased amount. No subsidy will be provided.

4) District lease/non-subsidized housing. In school communities without available district housing units and where there are, quality, rental opportunities available for teachers, the Superintendent or Chief School Administrator is authorized, upon written request, by a certificated employee to lease housing for the employee with the rental rate set at up to \$200.00 per month less than the leased amount that is set by the lessor. This lease agreement will be for nine (9) months of the school year. Selection of housing in such communities is the responsibility of the employee.

1) Priority in Rental of District Teacher Housing.

a) District Teacher Housing will be occupied by the Principal/Head Teacher and then by seniority in the school community to other teachers.

2) Responsibility for Provision of Teacher Housing.

a) It is the responsibility of the teacher to provide for his/her own housing if District Teacher Housing is not available.

b) The Board cannot guarantee the condition of housing other than District Teacher Housing.

3) Maintenance of District Teacher Housing.

a) Heating systems and appliances will be kept in good repair and safe working condition by the District custodial and maintenance staff.

b) Teachers will not be paid for repairs or improvements unless there is a definite agreement to that effect with the School Board.

c) Teachers are responsible for notifying the District Office promptly when something is not operating properly in the housing.

d) When remodeling, improvements, or redecoration (such as painting walls) is necessary, it will be done during the summer months.

e) When basic furnishings wear out or break from normal usage, they will be replaced as soon as is reasonable and possible.

f) Effort will be made to repair, improve, and update all District housing and maintain it in good condition.

4) Items to be furnished in District Teacher Housing.

a) Appliances.

i) The District will provide a range and refrigerator in each Teacher Housing unit.

ii) Access to washers, dryers and freezer space will be provided.

b) Furnishings.

i) The District will maintain in each apartment a dinette table and chairs; divan; easy chair; one double bed or two twin beds in bedroom; chest of drawers.

ii) Carpeting or appropriate flooring will be maintained.

iii) Draperies, curtains and/or blinds will be provided for windows.

c) Housekeeping Items

Dishes, cooking utensils, linens, etc., will not be provided by the District.

5) Inspection of Housing.

a) When a teacher moves out of District Teacher Housing, a representative of the Superintendent or Chief School Administrator, and the teacher will inspect the housing, on a date and at a time convenient to the teacher. Any charges for damages or repairs for which the teacher is responsible will be withheld from his/her housing deposit and, if it is not adequate, the additional amount will be deducted from the teacher's last paycheck.

b) A teacher who does not agree with the sign-off of his/her District Teacher Housing unit may request a hearing with the Superintendent within ten calendar days following the inspection. The decision of the Superintendent will be final.

6) Rental Fees for Housing.

a) In establishing a rental rate the District will consider floor space (square feet), basic appliances and furniture, plumbing, electricity, and number of bedrooms.

b) The Superintendent or Chief School Administrator and Maintenance Supervisor will determine the square footage; the Board will set the yearly rental rates.

c) There is no appeal on rental fees set.

d) Rental fees shall be deducted from the individual teacher's paycheck at the end of each pay period.

7) Housing Rental Deposits.

a) A deposit of \$500.00 will be required when the teacher moves into the housing. The deposit will be deducted from the October paycheck. The deposit will be refunded when the teacher moves out of housing, minus any deduction for damages beyond normal usage or cleaning bills for a dirty apartment. Should additional costs be incurred due to damage or cleaning beyond normal expectations the additional costs will be deducted from the renter's final check.

b) An additional non-refundable pet deposit of \$200.00 for the first pet and \$100.00 per additional pet will be required for household pets. The deposit will be deducted from the November paycheck. This non-refundable deposit shall be deducted each time the renter moves into a new apartment, (Except for District Initiated Transfers).

c) Determination of damage will be made by a representative of the Superintendent or Chief School Administrator.

8) Rules of Occupancy.

a) Each teacher should give the housing the care he/she would give his/her own home.

b) Where there is more than one apartment in a building, noise should be kept to a minimum.

c) Garbage must be kept in sealed or covered containers and disposed of in the village garbage area. If burning is used for paper items, it must be done in a safe manner in a designated area.

d) In recognition of the problems involved with sewage and septic tanks in rural areas, great care should be taken in what is flushed down sink, tub, and toilet drains. No grease, coffee grounds, paper (other than toilet tissue), or other items should go down drains. Where small children are in residence, care should be taken they do not flush toys or other items down toilets.

e) The units must be cleaned and put into proper order prior to final inspection and before the teacher terminates his/her occupancy.

f) The teacher will allow the Superintendent or Chief School Administrator or his/her representative access to teacher housing for purposes of inspection upon reasonable notice and at reasonable times.

g) The growing, consumption or use of marijuana or any other controlled drugs in teacher housing is prohibited.

h) The use of tobacco, [vaping and e-cigarettes are](#)~~is~~ prohibited within all District Owned Property

9) Early Occupancy: Requests for early occupancy by teachers will be based on meeting the following criteria.

a) Site Administrator has started contract days and been on site.

b) Power (electricity) is up and operating.

c) Chief School Administrator or Superintendent approval is received in writing.

10) Summer Occupancy.

a) The Board realizes that some teachers would like to remain in their housing for the summer and wishes to accommodate those teachers if at all possible. It is costly to operate generators for just one or two housing units. It is risky to operate them without proper supervision and could cost the District a large sum of money if the generators were damaged in summer operation without someone to oversee them.

b) The use of a housing unit between school terms is not allowed unless the request is authorized by the Superintendent or Chief School Administrator and a memorandum of agreement for teacher housing is signed by the teacher and the District.

c) Application for summer use of a housing unit shall be made by May 15. Rental rates shall be as contained in the summer rental rate schedule. In addition, occupants shall accept responsibility for the cost of all utilities including electrical, water, sewer and garbage fees in addition to the monthly rental rates. Minimum occupancy term shall be one half of a month (1/2). Only teachers contracted to return for the subsequent school year and are assigned to the school site being requested for summer use will be considered.

The District will allow teachers, who currently live in teacher housing to store/leave their belongings unpacked in teacher housing over the summer at no charge unless you are specifically notified otherwise before May 10th.

Please note that this only applies to teachers who plan/will be occupying the same teacher housing unit in the fall. Teachers who leave their belongings in teacher housing do so understanding that:

d) The District assumes no responsibility or liability for the items left packed or unpacked. Every teacher who leaves personal belongings in teacher housing is required to complete a release of liability.

e) During the summer the teacher will not be allowed access to the teacher housing unit and their belongings until there is a district employee on site to provide access to the building. The individual should be aware that this could pose a problem if there was a need to gain access to their belongings as they may be unable to do so until fall.

f) All the housing units may be used by the District's maintenance staff sometime during the summer.

g) The use of a housing unit between school terms is not allowed unless the request is authorized by the Superintendent or Chief School Administrator and a memorandum of agreement for teacher housing is signed by the teacher and District.

h) Individuals will still be required to comply with all other provisions outlined on the teacher housing checkout list including the return of all housing keys to the District.

11) Miscellaneous.

a) Teachers in District housing must furnish fire insurance on their own possessions if they desire it.

b) Animals on School Property. It shall be the policy of the District that written permission by the Superintendent or Chief School Administrator is necessary to have animals on or in school property. School property is defined as the grounds surrounding the school's teacher housing and buildings.

c) All dogs on school property must be tied or attended at all times.

d) Any and all modifications to School District Housing are prohibited without prior approval of the Superintendent or Designee this includes painting.

e) Tenants are prohibited from sub-leasing any and all District Housing.

12) Rental to External Parties

- a) The District will consider Leasing of unoccupied Teacher Housing units for lease for support of community projects, upon formal request from the local governing authority.
- b) Lease of Teacher Housing will be for no more than the term of construction of the community project.
- c) The District will not lease to individuals.

(Modified December 2014)

(Modified June 2017)

07/12

LAKE AND PENINSULA SCHOOL DISTRICT BOARD POLICY MANUAL

AR 4161.1 SICK LEAVE (current)

AR 4161.1

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The district may additionally require written verification by the employee's doctor or practitioner. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury. Chronic absenteeism may be indicated when an employee has exhausted his/her entire sick leave benefit during three or more of the past five years.

At its expense, the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee, after giving notice to the employee, may deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical treatment may be asked to submit a letter from his/her doctor stating that he/she is able to return and stipulating any recommended restrictions or limitations. The district may, at district expense, require the opinion of a physician chosen by the district.

Employee Notifications of Absence

Employees shall notify the district of their need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall again notify the district of the need for a substitute. If the duration of absence is unknown or becomes shorter than estimated, the employee shall notify the district of his/her intent to return by at least 3 p.m. of the working day preceding the day he/she returns. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

07/12

AR 4161.1 SICK LEAVE (revised)

AR 4161.1

After any absence due to illness or injury, the employee shall verify the absence by submitting the appropriate electronic leave request. ~~by submitting a completed and signed district absence form to his/her immediate supervisor.~~

The district may additionally require written verification by the employee's doctor or practitioner for absences over 3 consecutive days. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury. Chronic absenteeism may be indicated when an employee has exhausted his/her entire sick leave benefit during three or more of the past five years.

All extended or recurring medical absence needs will be handled as per applicable medical leave laws, an employee needing an absence for medical reasons is required to notify the district Human Resources Director in advance of being absent; this includes leave that maybe needed on an intermittent basis, such as pregnancy or recurring conditions.

~~At its expense, the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee, after giving notice to the employee, may deny further leave.~~

Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical treatment ~~may~~ **will be asked to complete FMLA or ALA doctor certifications** ~~submit a letter from his/her doctor~~ stating that he/she is able to return and stipulating any recommended restrictions or limitations. The district may, at district expense, require the opinion of a physician chosen by the district.

Employee Notifications of Absence

Employees shall notify the district of their need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall again notify the district of the need for a substitute. If the duration of absence is unknown or becomes shorter than estimated, the employee shall notify the district of his/her intent to return by at least 3 p.m. of the working day preceding the day he/she returns. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.


07/12



**THE LAKE AND PENINSULA
SCHOOL DISTRICT**

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

MEMORANDUM

DATE: January 22, 2020
TO: LPSD School Board
FROM: Ty Mase, LPSD 
SUBJECT: Increase of HR Director's workdays

I am asking for Board approval to increase Kasie Luke's workdays by 20 days at her daily rate. The intent of these extra days will be to provide time for Kasie to get a handle on our HR files and electronic documents in Ivisions.

We have not had an administrative secretary for the last five years and these files are in desperate need of updating and attention.

Thanks You.