

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Regular Meeting AGENDA**  
**September 22, 2020, 11:00 AM**

Agenda

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **ROLL CALL**
4. **INTRODUCTION OF VISITORS**
5. **ORDERING OF AGENDA**
6. **APPROVAL OF CONSENT AGENDA**
  - a. Previous Minutes
  - b. Check Registers
7. **COMMUNICATIONS**
  - a. Site Reports 3
  - b. LSAC Minutes 52
  - c. Correspondence 55
  - d. Public Comments 57
8. **DELEGATIONS**
  - a. Lake and Peninsula Borough
  - b. LSAC Member
  - c. Principal/Teacher
  - d. Student Representative
9. **REPORTS**
  - a. Committee Reports
  - b. Superintendent's Report
  - c. Facilities/Maintenance Report
  - d. Curriculum
  - e. Technology Report
  - f. Activities Report
  - g. Financial Report
  - h. Special Education Report
  - i. Assessment Report
  - j. Early Childhood Report
  - k. Personnel
  - l. Shining Stars 68
10. **OLD BUSINESS**
  - a. Policy Updates--2nd Reading 70

- b. Policy Update for Approval
- c. Cross Country State Championship Travel

80

11. **NEW BUSINESS**

12. **PERSONNEL**

- a. Contracts for Approval

13. **MISCELLANEOUS**

14. **FUTURE AGENDA ITEMS AND MEETING DATE**

15. **ADJOURNMENT**

# Science and Social Studies Adventures (SASSA)



15 July 2020

Linda Chisholm  
Cultural Resources Program Manager  
P.O. Box 7  
King Salmon AK 99613  
(907) 246-2154

Dear Linda Chisholm:

The purpose of this letter is to clarify that we understand the objectives of this project, some of the challenges affecting this project, the general ideas for executing the project, and to suggest negotiable ways in which Science and Social Studies Adventures (SASSA) can partner with the Sugpiaq-Alutiiq community and the National Park Service in Alaska, to provide services that will advance this project over the next academic year (September 2020 – August 2021) and possibly the next several years. We are willing to learn and grow, so all items within this letter are negotiable.

SASSA acknowledges that by being part of this project we are working in the traditional homeland of the Sugpiaq-Alutiiq people.

As SASSA understands it, this project is part of a larger initiative, “Partnering with the Elders” started in 2018 by [President](#) Gerald Krosbruk, ~~the president~~ of the Native Village of Perryville, [Ms.](#) Edna Smith, [Executive Board Member](#) of the Council of Katmai Descendants, and Christina Phillips, Katmai [NP&P](#) archaeologist. The mission of this project is for **Alaska Native youth to connect to and become invested in their identity, especially as it pertains to their cultural heritage, through place-based exploration of their heritage at Katmai Village and the greater Katmai parklands.** The vision is **the preservation and perpetuation of cultural knowledge and practice.** The motivation for this project stems from local Elders’ concerns over the potential for cultural [loss extinction](#) due to a growing disconnect youth have [to](#) [with](#) their [Native heritage ancestry](#). To achieve these goals, high school students within the Alaska Native community will participate in classroom learning experiences that will culminate in archaeological fieldwork at Katmai Village in the summer of 2021. Fieldwork will be done in partnership with Katmai [NP&P](#) archaeologist, Laura Stelson (Penn State), who is completing a PhD based on archaeological research at this location. In classroom materials will prepare students to have more deeply meaningful experiences when they visit Katmai National Park.

Several challenges to this project are:

1. **Generational gaps in knowledge.** Western-style education systems, including boarding schools, prevented Alaska Native students from learning important local traditions through practice and mentorship with their elders that resulted in significant loss of language and cultural transmission.
2. **High turn-over rates in teaching staff.** Low retention and continuity of teaching staff in rural Bush Alaska villages hinders the meaningful incorporation of local Alaska Native cultural history and traditions into the educational curriculum.
3. **Underutilization of ethnographic resources.** Elders have already assisted in providing a body of knowledge, for example through oral histories and interviews with [university](#) researchers and [park](#) staff, that could be shared with youth and has not yet been incorporated into the educational curriculum

A healthy, ongoing relationship with all invested individuals and groups is necessary to overcome these challenges and fully realize this vision. Over the next year, SASSA would like to commit to developing the basis for such a relationship by getting to know the individuals who are invested in this project; learning about the cultural histories at Katmai; working with all members on the project to cultivate a practice of working together that is beneficial for all; and, collaboratively seeking additional funding to support ongoing work so we can continue to work together beyond this first year.

Through our services, SASSA provides community-engaged, collaboratively created opportunities for youth to learn and engage in research at the intersection between science and social studies. To facilitate this in the first year, we can create four modules that can be either presented in class or printed for take-home delivery. During this first year, the purpose will be to provide a baseline connection between Perryville and the historic village of Katmai, with the potential for select students and adult mentors to participate in fieldwork with Laura Stelson and Katmai National Park staff. These modules will center indigenous voices and mainstream indigenous knowledge within the educational curriculum. Based on preliminary conversations with NPS we suggest the following themes:

1. **What is Katmai?** This is an exploration of the history of Katmai Village and the greater parklands including its people and the environmental and ecological context. We will look at the different ways in which people have approached this history and the different ways in which it has been communicated.
2. **Archaeological History & Practice.** Students are introduced to the history of archaeology and an overview of the tools and practices within the field. How ~~was has~~ archaeology ~~conducted been done~~ in the past? We will take a critical look at how laws that are designed to protect ~~places and cultures people and cultures were created~~ ~~have been~~ made and implemented. We can explore which archaeological methods appeal to the students and why that might be. We will include and emphasize the importance of consultation as one of the tools that is important to cultural stewardship now and in the future. As an example, students could shadow consultation meetings to learn how it is being done and to begin to build relationships with the park and other partners.
3. **Decolonizing Archaeology.** Students engage in discourse concerning the decolonization of archaeology. This can be done by exploring what students know about Katmai Village, who they learned from and how it was communicated. ~~Who and what was centered in these teachings? Why? Who and what was left out? Why? How did those that shared this knowledge come to know what they know? Why did they take that approach?~~ Are there other ~~ways of knowing? approached they could have taken?~~ How does this affect what we know? How can we create spaces where different ways of knowing can sit together?
4. **Place-based Identity.** Students explore how they see themselves collectively and individually within the context of Katmai's history by exploring questions such as: What factors shape a person's identity? In what ways are our identities passed on to us? In what ways do we decide our own identities? To weave a shared story, we will explore how young people feel connected to ~~(and explore disconnectioned from)~~ their cultural heritage.

We would like to propose the following for the modules as well:

1. **Connecting with community.** Prior to writing the modules, asking elders, teachers, parents, and young people, what do they think young people should know or want to know about their story. It is our hope that these conversations foster intergenerational discourse, and that interest in both the development of this program and the projects created by the students will encourage

the engagement of the broader [Alaska Peninsula Bristol Bay](#) community with Katmai’s history and cultural resources.

2. **Incorporating Sugpiaq-Alutiiq language.** To the extent that is possible, we will incorporate [and introduce](#) the Sugpiaq-Alutiiq language in the learning modules. Language is culture and mainstreaming Sugpiaq-Alutiiq in the curriculum mainstreams the culture.
3. **Disseminating knowledge.** Together we explore possible ways in which the students can share what they are learning more broadly. Some ideas include contributions to a “zine” or ethnohistory book; digital storytelling through an online platform such as the NPS website; a book; individuals sharing their journey and research through SASSA’s Youth Engaging in Research Program (YERP); using social media platforms that are part of youth culture to share their work; and having cultural exchanges with indigenous high school students in Minnesota.
4. **Regular assessments.** We would also like to discuss the ways in which we can assess the value SASSA brings to the partnership. Though we know what we can and cannot offer, we acknowledge that we are not the arbiters of whether what we have to offer is truly beneficial. We want to make sure that there are ways for us to check in and ensure that it is appropriate for us to be involved and, if so, that we are accountable to our involvement.

We want to thank you for considering us for the project and we look forward to the prospect of being part of this important and essential endeavor.

Best Wishes,



Katrina E. Yezzi-Woodley  
President and Executive Director  
Science and Social Studies Adventures

## Site Report – Pilot Point

<b>To: Superintendent Ty Mase and LPSD School Board Members</b>	<b>From: Michele Hughes Head Teacher Rick Luthi, Site Support</b>
<b>September 18,2020</b>	
<b>Outstanding Activities and Events</b>	
<p>The school year has started off with students and parents very excited to be back. In the elementary classroom, we established routines and procedures, co-constructed our classroom rules, and shared lots of stories about our summer experiences. We celebrated the graduation of our PreK student with a ceremony and cookies and juice. We also have a new student in elementary from Hawaii. Her family is here for an extended fishing season.</p> <p>The secondary class planned a whole school outing to pick berries. We are grateful to have parents lend us their berry pickers. We also had one parent join in the fun. The berries were used later in the week to teach us how to make akutaq. Students shared family recipes and memories centered around this traditional dessert.</p>	
<b>Personnel</b>	
<p>Our personnel are doing great! We are happy to welcome back Robert Kirchner in the secondary classroom. We are fortunate to have Jenna Bowen back as our preschool teacher in the afternoon and as an aide in the mornings. Michele Hughes was welcomed as our new elementary teacher. Brian Cato is working as our cook and custodian. We are all putting extra hours to keep our school open, safe, and clean.</p>	
<b>Standards Based System/Curriculum Progress</b>	
<p>In elementary, students are excited about the beginning of their MY Alaska thematic unit. Students worked together to brainstorm a list of projects they would like to work on to represent their research. Top of the list was a video interview of family members retelling memorable moments from their life in Pilot Point. The secondary classroom is continuing the second year of the UAF Winterberry study.</p>	
<b>Technology Progress</b>	
<p>Our technology is doing well. We are excited to get a few more laptops and iPads for our new kindergartner, our new student, and for use in secondary classes. We are so grateful for the hard work on the part of the tech team.</p>	
<b>Facility Update</b>	
<p>The facility looks great! Thank you to Robert Kirchner and Jenna Bowen for the new carpet on the bleachers in the gym. The new furniture for the commons area has added an updated contemporary feel. Students and community have commented on how good it looks.</p>	
<b>LSAC Activity</b>	
<p>With the Smart Start Plan at the forefront, LSAC has communicated through extra meetings this month. Their ideas, support, and feedback are very helpful when making decisions on our start up, staying open, and other school matters.</p>	

<b>Volunteer Report</b>
<b>Professional Development</b>
Professional development has been focused on the Smart Start plan.
<b>Pupil Attendance</b>
We have our positive behavior support system in place and attendance is a part of that. Students are excited about the program and the incentives that can be earned.
<b>Student and Staff Safety</b>
<b>Student and staff safety are centered around the prevention of Corona virus spreading into our school and community. Students understand the importance of distancing, cleanliness, and wearing masks. We hope testing possibilities will become available in our village.</b>
<b>Subsistence Calendar</b>
Even though our added safety measures take time, we are protective of our instructional time. We have a collaborative spirit among staff here and that is working to the benefit of student instruction. Now that MAP Growth testing is completed, students and teachers will meet to look at standards and set goals for success.
<b>Other</b>

# LYNX LEGENDS

PROUD STUDENTS OF PILOT POINT SCHOOL



## IT IS SEPTEMBER AND OUR FIRST DAYS ARE OFF TO A GREAT START!

Pilot Point will start the 2020 school year with 18 ready to go students. We have 8 secondary students, 6 elementary students, and 4 preschool students.



## CONGRATS TO LEXI KALMAKOFF

We all celebrated Lexi Kalmakoff's PreK graduation. We enjoyed a short ceremony with cookies and juice. We are all very proud of her accomplishment. Welcome to Kindergarten!



## ESTABLISHING ROUTINES AND PROCEDURES

Mrs. Hughes class practices voice levels and morning routines on the first day of school.



## MR. KIRCHNER'S CLASS AND BERRY PICKING

Mr. Kirchner's secondary students led the way on our all school berry picking outing. This was a great way to kick off their second year of the UAF Winterberry Study.



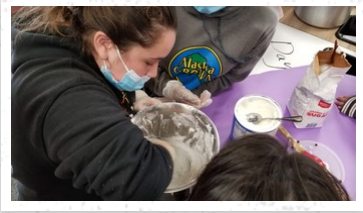
## WEEKLY POSITIVE RECOGNITION



## BYRON WISE SHOWS US HOW IT'S DONE.



## PERFECT DAY FOR A WALK.



## ALAYSSA AND LENA

Alayssa and Lena share memories about making their family's recipe.



## STARTING THE YEAR OFF RIGHT!

September 11, 2020



## EXPERIENCED AKUTAQ MAKERS

The older students teach the younger students the steps in the akutaq making process.

## Site Report – School Site – Month, Year

<b>To: Superintendent Ty Mase and LPSD School Board Members</b>	<b>From: Hannah Middleton, Head Teacher</b>
<b>Outstanding Activities and Events</b>	
The school year is off to a great start. The weather has been beautiful, so we have been doing school-wide daily nature walks/nature journaling with the students during their writing blocks. The MS/HS students met with other MS/HS students throughout the district to participate in the district student government elections. We have many students interested in participating in XC later this month.	
<b>Personnel</b>	
Gabbie Cruz returned to Igiugig this year after completing her student teaching here in a previous year. She will be teaching elementary. I (Hannah) will be taking over the middle school/high school classroom and head teacher duties. Cody Middleton is going to be handling student data management from here this year. Our new preschool teacher, Zenovia, started work on 9/17 and we are excited to have her. Zenovia is also helping fill in for some sub positions throughout the school and she will also be taking over teaching PE. We are very lucky to have Betsy, Martha, Olga, and Ida returning to their positions in the school again this year too. Bill Harris served as a sub for the first three weeks of school and did a wonderful job. He will be missed!	
<b>Standards Based System/Curriculum Progress</b>	
MAPS testing wrapped up for both classrooms this week. Both classrooms started the year strong with review and learning new content.	
<b>Technology Progress</b>	
We received computers for all of our new students on 9/16. We are still in need of a preschool computer for Zenovia.	
<b>Facility Update</b>	
We are working on organizing and rearranging the school to accommodate our large class sizes this year. It seems very likely that we will have to purchase new supplies and make some changes in order to accommodate our growing community. We are currently short three desks and need to assess some other items. Tim sent out new smoke detectors and carbon monoxide detectors for teacher housing, and has been helping us work on some projects. Thanks, Tim!	
<b>LSAC Activity</b>	
LSAC is meeting virtually at this time.	
<b>Volunteer Report</b>	
N/A	
<b>Professional Development</b>	
Gabbie has been meeting with her teacher mentor weekly. Gabbie and I (Hannah) are both actively enrolled in M.Ed programs and are working on furthering our education.	
<b>Pupil Attendance</b>	
Attendance has been great! Students in quarantine have been picking up work to do at home, but as of 9/18 all of our students are out of quarantine and attending in-person.	
<b>Student and Staff Safety</b>	
Our COVID procedures are working well and everything is running smoothly. Students and staff are being great about following policies and procedures.	
<b>Subsistence Calendar</b>	

N/A
<b>Other</b>

## Site Report – Kokhanok – September 2020

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

**From: Jordan Davis, Head Teacher, Kokhanok**

### Outstanding Activities and Events

XC practice has started and we have 3 runners. We're excited to have this opportunity to enjoy sports this fall.

Culture Boat Rides: A huge thank you to Lysa Lacson, Brittany Rush, Beth Hill, and the numerous volunteers who made the 5 culture boat rides around the southside of Lake Iliamna happen this summer and fall. Students of all ages were able to get out and explore our side of the lake from naturally occurring soda springs, viewing salmon jumping up Kokhanok falls, and kayaking near Sid Larson Bay. The school is working with the Kokhanok Culture Coordinator to give students credit on Cultural Awareness standards that have been covered during these trips. We value the experiences the KVC provides our students, and the continued partnership between KVC and the Kokhanok School!

### Personnel

**Matrona Eknaty** - Cook: Making sure our bellies stay full of healthy, nutritious food

**Leonard Cobb** - Custodian: Going above and beyond in these COVID times making sure we stay as clean and healthy as possible

**Johnny Mike** - Maintenance: Keeping Kokhanok up and running at full capacity

**Irene Wilson** - Secretary: The backbone of our school/The boat that makes for smooth sailing!

**Moses Mike** - Paraprofessional: Helping students stay healthy and fit both physically and mentally!

**Sonia Delkittie** - Paraprofessional: Working with our middle elementary, middle school, and Preschool; a Jane of all trades!

**Brittany Rush** - Paraprofessional/Preschool: Little ones take a special person with tons of patience! We're thankful for Brittany's many years of experience to help wrangle in the littles!

**Janessa Woods** - Paraprofessional: Distance learning is a breeze with super support from Janessa who also makes her way to Preschool! Janessa is also the first person to greet and screen kiddos at the door...Thank you, Janessa!

**Nick Wassillie** - Paraprofessional: Usually Nick is our Night Gym aide, however, he now fills a crucial role with lunch time help with preschoolers and monitoring distance classes after lunch. A real "Yes" man!

**Austin McCourt** - Our fantastically fun new teacher, who really teaches with his whole heart and soul! We couldn't be happier to have Austin on our team!

**Kait Moitoza** - On her way to being the Secondary Teacher of the year! Kait also fills the much needed role of onsite Special Education teacher. We're so excited to have Kait back!

**Dana Wolff** - Tenured. Mentor. And one amazing Kinder teacher! Dana is bringing great ideas to her classroom, and those she is mentoring as well!

**Josh Jenks** - Middle elementary teacher extraordinaire! Josh brings his calm yet uplifting awesomeness to his class everyday!

**Jesse Davis** - Going the distance this year! From online class support and elementary math to filling in every other need we have (tech support, bus driver, you name it!)

**Jordan Davis** - Upper Elementary and Middle school as well as head teacher.

**Bill Cornell** - Genuinely the nicest and most thoughtful Principal! We're so grateful for the continuity with Bill as our team leader for another year!

## **Standards Based System**

With guidance from Shelby and Lexie, we've come together as a team to determine what is best for each student in the literacy realm. We've also taken a close look at our MAPS data, and were surprised to see that our students really didn't lose much ground. In fact, it was what we would expect to see even after a full year of school.

As mentioned above, we have partnered with KVC to assign credit for Cultural Awareness standards that students fulfilled through KVC's culture boat rides.

## **Curriculum Progress and Professional Development**

We are now getting into the swing of things curriculum wise in our classrooms. The virtual August Inservice allowed all staff, certified and classified, to get on the same page with the start of the school year.

## **Technology Progress**

The Tech Team truly deserves a standing ovation. They have gone above and beyond to make sure we were prepared to start the year. The tech team has answered an approximate 5,000 emails from Kokhanok alone and we are so thankful for all they have provided. More computers and iPads will be needed as we continue to grow and students join distance classes.

## **Facility Update**

A big shout out to Leonard and Lenny Cobb for making sure that our school was cleaned to perfection for the start of the year!

## LSAC Activity

The LSAC has met quite a few times, and has given great direction and thought into Kokhanok school. The LSAC along with the Local COVID Advisory Team to develop Kokhanok School's Smart Start Plan. The collaboration between these two groups allowed us to develop a well thought out start to the school year. Although there have been a few tweaks to our plan getting started, the work that was put in by these individuals was commendable.

Our next LSAC meeting will take place on 9/29.

## Volunteer Report

Beth Hill has been volunteering her time to help run with the Cross Country Team.

## Trips Planned

Due to COVID, trips will not be planned. However, the KVC is providing many opportunities for students to get out and explore the local area.

## Pupil Attendance

Kokhanok is like the Energizer Bunny. We keep growing, and growing, and growing! This is our current breakdown of students:

K-5: 25  
6-8: 10  
9-12: 6  
Preschool: 8  
Total: 49

We have been fortunate that a minimal number of students have missed school due to COVID restrictions.

## Student and Staff Safety

Tim McDermott came to Kokhanok School September 2<sup>nd</sup> and presented to staff how to properly use the Triad cleaner. The COVID Awareness training through Satori Group was also helpful in providing everyone a baseline understanding of COVID, and how to keep our students, staff, and facility safe.

Our first thermometers were not accurate. Everyone screened were receiving hypothermic/low readings. However, we have received new thermometers that are working properly, and we now have accurate readings.

Staff are continually wiping down surfaces and keeping things clean! The students have really taken to washing hands and sanitizing as well!

## **Subsistence Calendar**

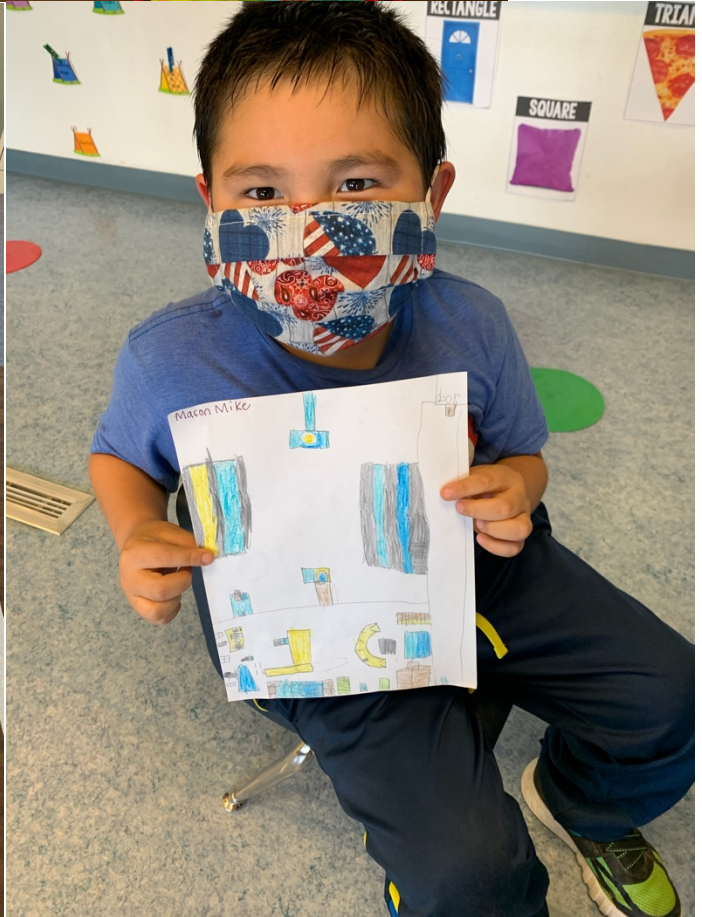
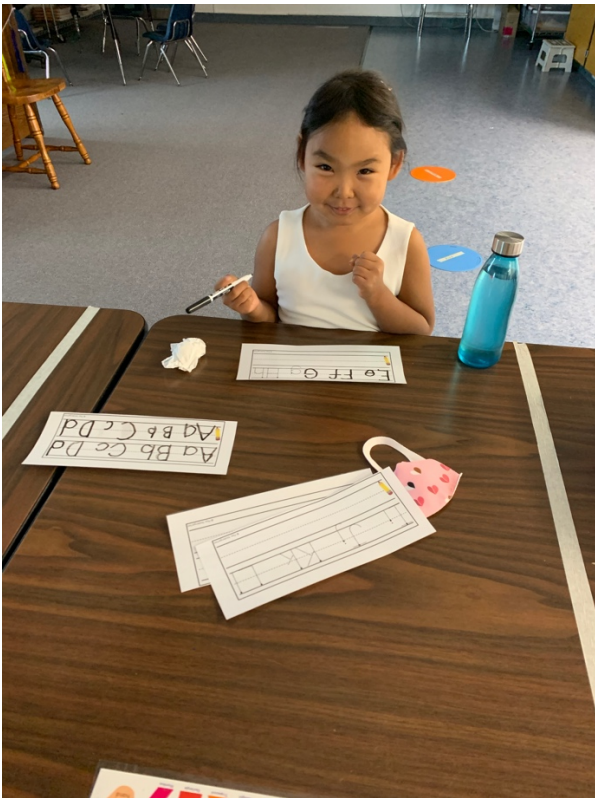
The subsistence calendar continues to drive us to work hard, play hard. A few students have gone out and returned with their first caribou and moose! We're proud of our student hunters and the work that they do providing for their families and community! We are working with these students to receive credit for their experiences.

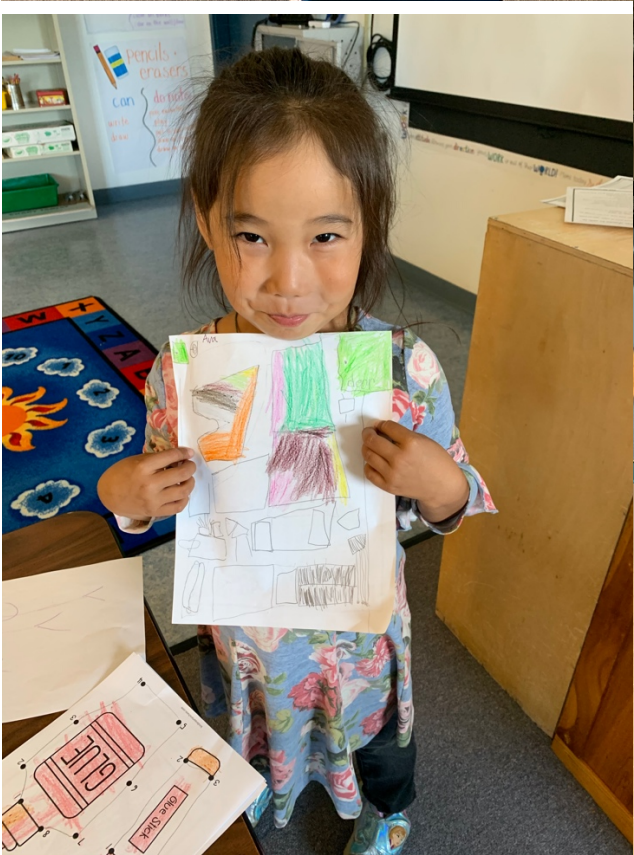
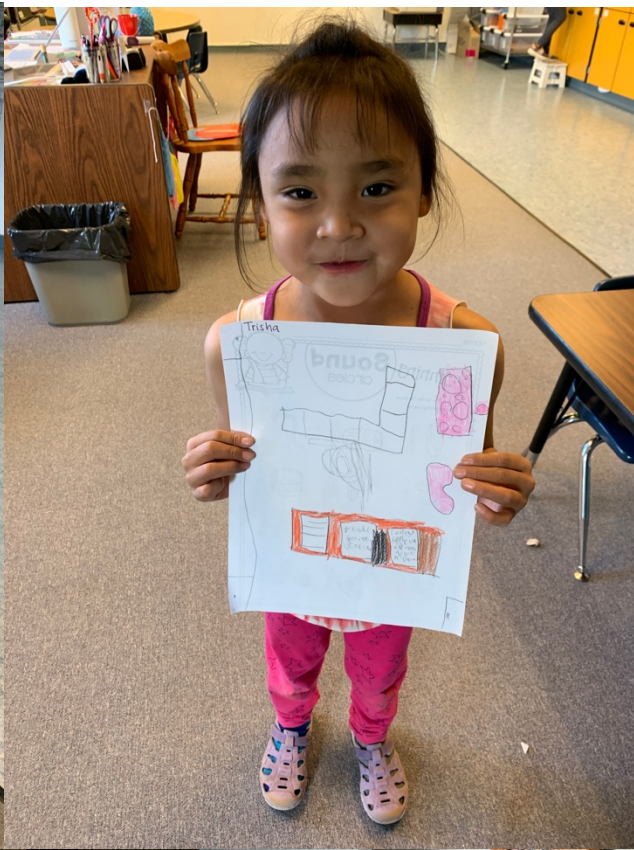
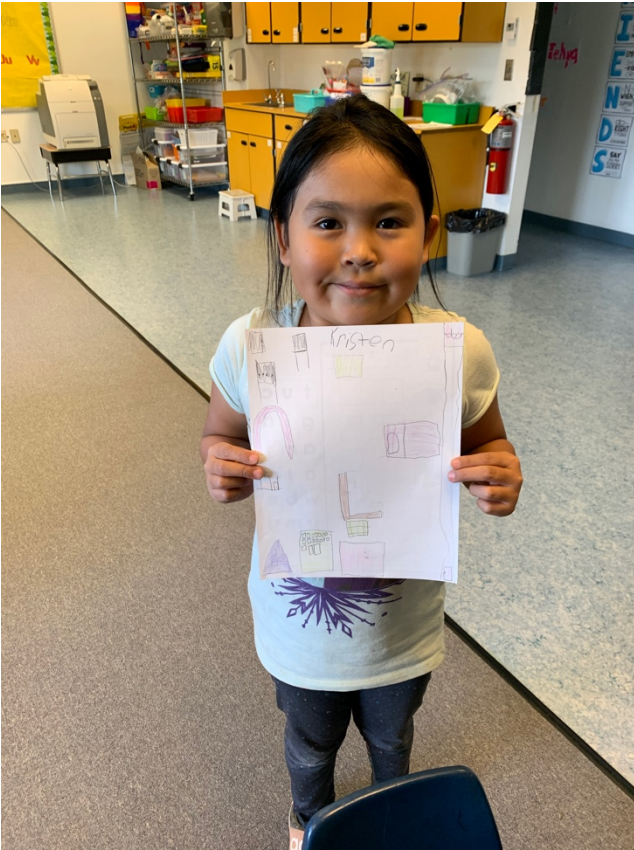
## **Other**

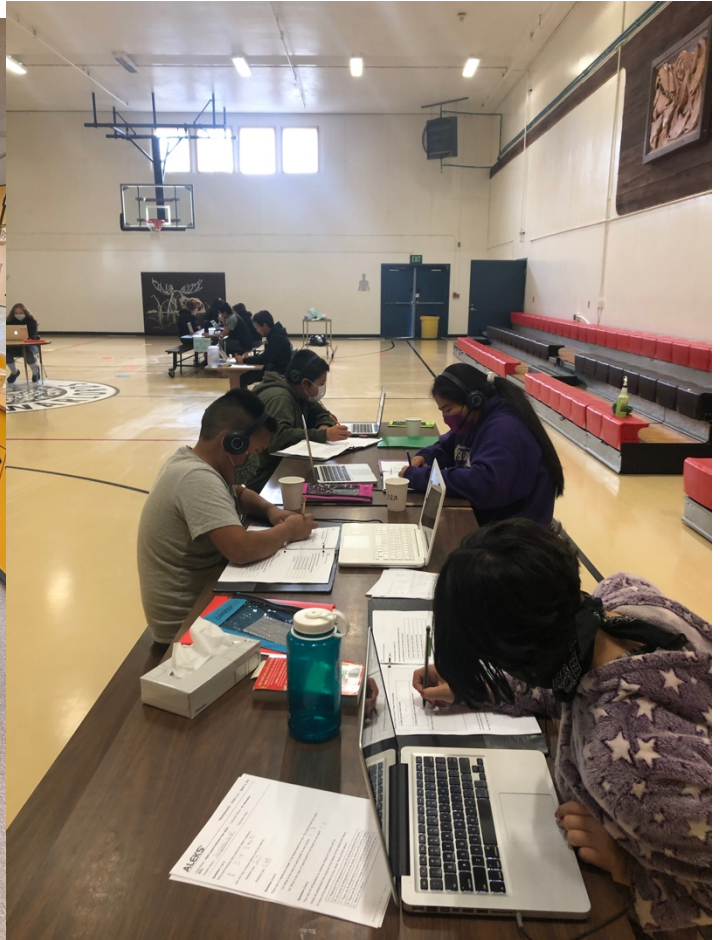
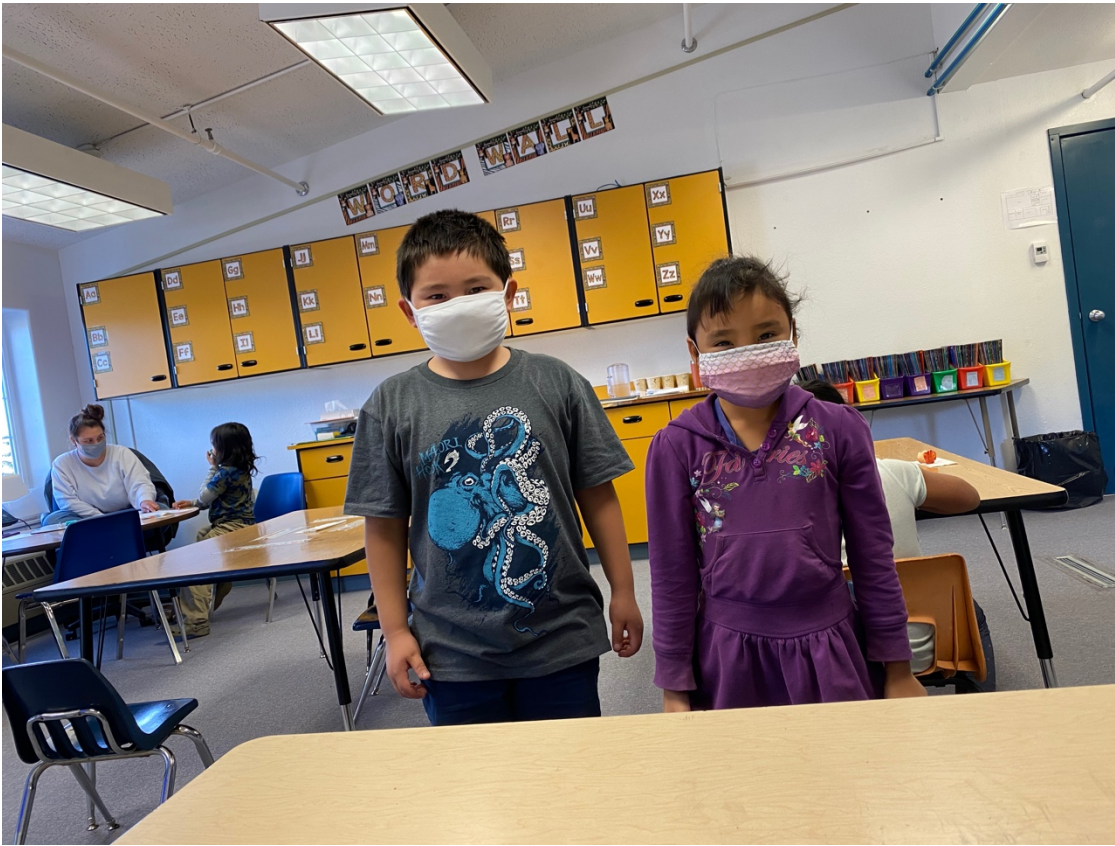
The beginning of this unique new year has been challenging to say the least. However, we just go with the flow, and take each day as it comes!

**Scroll down for photos!**















## Site Report – School Site – Month, Year

<b>To: Superintendent Ty Mase and LPSD School Board Members</b>	<b>From: Nancy Mills, Head Teacher</b>
<b>Outstanding Activities and Events</b>	
The beginning of the school year is going very well under the circumstances. Staff and students are getting used to new protocol. Patience and grace are the themes of our school year.	
<b>Personnel</b>	
As Sara and I began the school year, we reflected on years past and realized that we were about to embark on our 10 <sup>th</sup> (me) and 20 <sup>th</sup> (Sara) years of teaching in the Chignik Lagoon School. We feel incredibly blessed to have had the privilege of working alongside talented staff and students throughout the years. This year will be no different, it just might <i>look</i> different.	
We've had a bit of turnover in classified staff due to fear of the Coronavirus. We've recently hired a new cook and new special education aide. The aide has subbed in all positions for the past several years and we are thankful to have Erin Pedersen join our permanent team.	
<b>Standards Based System/Curriculum Progress</b>	
New, teacher-developed curriculum is being used in the secondary classroom for social studies (American Gov't) and Writing (all levels) to meet standards. Ms. Marli and I are working closely in the subject of writing, challenging our students, and having fun watching their progress. We expect to see a couple of students move through two levels of writing this year.	
<b>Technology Progress</b>	
All students have computers now. Technology is working well.	
<b>Facility Update</b>	
Carl was in just before school started and was able to fix a leak in the gym ceiling and a leaky battery in the emergency light in the boy's bathroom. He was also able to fix the heat in the school. We are thankful to have had him, despite challenges with COVID restrictions. We appreciate the maintenance department's proactive leadership during this time. Tim has been incredibly supportive.	
<b>LSAC Activity</b>	
The LSAC met via Zoom before school started in August and is scheduled to meet again next week.	
<b>Volunteer Report</b>	
There are no volunteers in the school.	
<b>Professional Development</b>	
Sara and I took some classes prior to school starting on virtual teaching and COVID in education. We found the information to be useful and have implemented some techniques.	
<b>Pupil Attendance</b>	
Attendance is strong. We currently have a good mix of virtual learners from home and those physically present in the classroom. The virtual learners participate throughout the day in Zoom sessions with the classroom teacher and those students who are in the building. It seems to be working very well. The cool result of this mix of students is that we are instantly prepared for red or yellow code. We would be able to easily move into virtual learning with all students and the transition for the students would not be difficult as it is already a schedule to which they are accustomed.	
<b>Student and Staff Safety</b>	

Sara and I feel like the screening process, masks, and social distancing, as well as the cleaning and disinfecting protocol, within the school are keeping our staff and students safe.

**Subsistence Calendar**

Subsistence calendar is working out great.

**Other**

## Site Report – Chignik Lake – September 2020

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

**From: Barbra Donachy/Head Teacher,  
Chignik Lake**

### **Outstanding Activities and Events**

Has it only been a few weeks? It's been a very busy start at Chignik Lake. After finalizing protocols for keeping symptoms out of our school and readying our classrooms, it was time to get curriculum ready and check in with our families. Matt and Barbra scheduled meetings with each of our families using a listening conference format in lieu of having a Back to School Night. The families had an opportunity to share their goals and concerns about their children as well as ask questions about the safety protocols we put in place to keep the school and people associated with the school safe. We received positive feedback from families about these meetings.

After welcoming our students back to school and rebuilding our sense of school community, the next order of business was assessments. As of this writing we are almost complete with our initial MAP testing. We are eager to study the results so we can see where all of our students are academically compared to last Spring, when we went to the homebound education model.

Our secondary students are working on their education maps and personal goals. On Fridays, they will spend a half hour dedicated to an open learning session with a focus on a personal goal. This could be learning about careers, or skills like photography or welding, as examples.

The elementary students are studying the local environment. We have trail cameras see which local animals are active on nearby game trails. We have had a local photographer come in and share images he's captured. Students will be raising Salmon in the Classroom as soon as our hatchery permit is approved to further learn about our local environment and our treasured fish.

### **Personnel**

All staff at Chignik Lake School are returning staff! The community is happy to have stability this year with returning staff familiar with the school and students and all focused on making this a great school year for our students.

### **Standards Based System/Curriculum Progress**

Students have been completing assessments to help teachers determine where they are in our standards-based system. This will inform the starting place for individual students.

### **Technology Progress**

We are waiting for a couple of iPads, computer and keyboards for our new students. We have almost finished the install of a projector in the Commons. All other technology is functioning well.

### **Facility Update**

The facility is in good shape. New hand sanitizers are being installed. One of the sewer pumps went on the fritz for a teacher housing unit. We're happy for the quick response on taking care of that problem.

### **LSAC Activity**

The LSAC met on prior to school start and again on September 9<sup>th</sup>. See the LSAC report for details. The next meeting is scheduled for October 14<sup>th</sup>.

### **Volunteer Report**

Jack Donachy, our resident photographer, came in to show students recent photographs of animals active in our local environment.

**Professional Development**

Our school participated in the myriad of professional development meetings in order to get school underway again.

**Pupil Attendance**

Fifteen students are regularly attending school in the K-12 classrooms. Four students have been regularly attending preschool.

**Student and Staff Safety**

All staff and students have been careful in following safety protocols. All have been willingly participating in daily health screenings.

**Subsistence Calendar**

Students came back eager to work.

**Other**

There has been a continued community request that the board consider opening night gym in our community. We have protocols in place for safety and the community feels strongly that since we are operating in the “green,” we could safely open night gym now.

## Site Report –Levelock – September, 2020

<b>To: Superintendent Ty Mase and LPSD School Board Members</b>	<b>From: Joe Ward, Principal/Teacher</b>
<b>Outstanding Activities and Events</b>	
<p>Ms. Callander’s elementary class can earn time to play with a Tent Building Kit by completing assignments and behaving well. The play time gives students an opportunity to learn problem solving and teamwork skills. They also learn how to relate with each other as they work together to build a structure. They also practice following directions.</p> <p>Mrs. Ward has purchased robots that students may program using an iPad. The robots are also a reward for good work and behavior. Students also learn teambuilding skills and positive human relations with the robots. In addition, they are introduced to coding skills.</p> <p>Mr. Ward’s class has resumed building balsa airplane kits. It was our intention to use the completed rubber band powered plane to complete experiments to use in the Science Fair last year, but with the school closure just after we began, we are finishing the planes now. When they have to wait for the glue to dry at different steps, the students work to plan the experiments that they are going to perform. Also, in Mr. Ward’s class, we have received flight simulator controls and a subscription to the Steam version of Microsoft Flight Simulator from the Civil Air Patrol. Simulator time after school may be earned by the students. Students are given some free time with the simulator, but they are also encouraged to complete lessons that introduce students to some aviation skills.</p>	
<b>Personnel</b>	
<p>Unfortunately, Levelock School has no classified instructional staff at this time. Our classroom aide, Chadalin Washington, resigned after the birth of her son this summer. Zenovia Tallekpalek, our preschool aide, was stolen by Igiugig. Mrs. Ward has volunteered to arrange her schedule so that she may teach preschool from 2:00-3:30.</p>	

## **Technology Progress**

New wifi access points have been installed. Excess equipment has been shipped to Newhalen for re-assignment.

## **Facility Update**

A leak in the cold water supply line of the teacher housing was repaired by Olaf O'Domin of the maintenance department.

## **LSAC Activity**

Levelock's LSAC met on August 20. The primary purpose of the meeting was to discuss the SMARTSTART plan that was being submitted to the district's COVID response team. The LSAC also selected April Apokedak, Alex Tallekpalek and Joe Ward to serve on the local COVID response team.

## **Pupil Attendance**

Levelock has 12, K-12 students and 2, Preschool students. We have had some students out for illness, but the majority of students are maintaining excellent attendance. They have good attitudes at school and are eager to complete assignments.

## **Standards Progress**

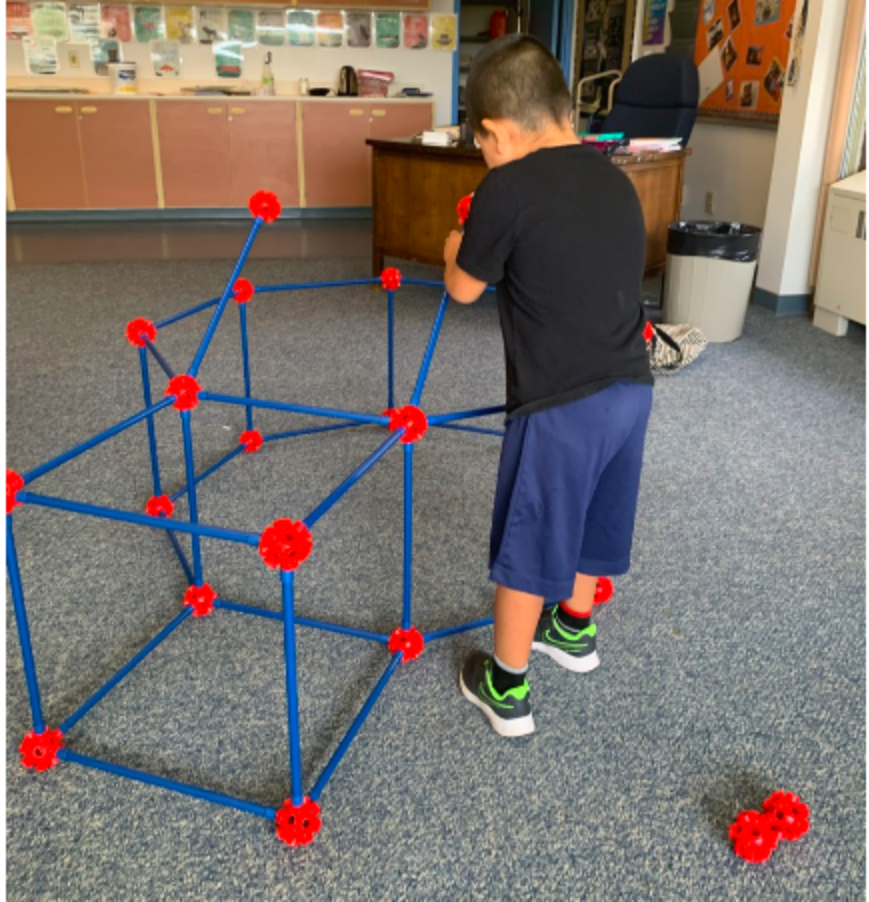
Levelock has a junior and a sophomore that are very close to completing the minimum requirements for graduation. It is possible that we may have a graduation in the spring semester.



Preschooler, Keleigh Moses, shows off her art project for the day.



(Left) Kiahna Andrew (2nd grade) and (Right) Meadow Neketa (1st grade) work together to build a tent.



1st grader, Caden Washington, adds his part to the work building the tent.



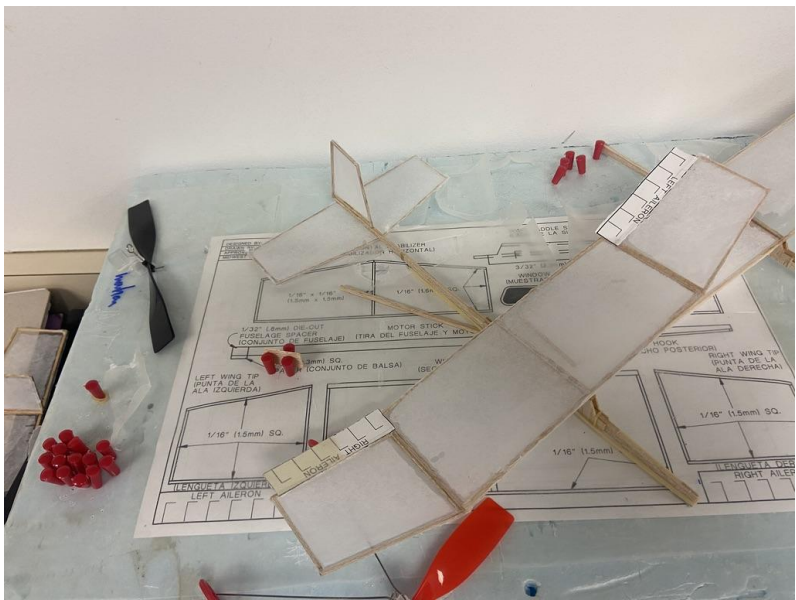
Kiahna and Meadow show off the finished project.



5th Grader, Nick Apokedak, concentrates as he paints his rock from the rock painting kits sent out this summer.



5th graders, Piper Neketa (foreground) and Nick Apokedak (background), work on the classroom's robots with Ida Apokedak (4th) (right).



Two nearly completed balsa planes.



Here is the flight sim station donated by the Civil Air Patrol. Students are currently working on learning to maintain level flight using trim and throttle adjustments and to make coordinated turns.

## Site Report – Newhalen – September, 2020

To: Superintendent Ty Mase  
and LPSD School Board Members

From: Ed Lester, Principal

### Outstanding Activities and Events

Newhalen opened school on September 2<sup>nd</sup>. Staff and students were very excited to be back in school.

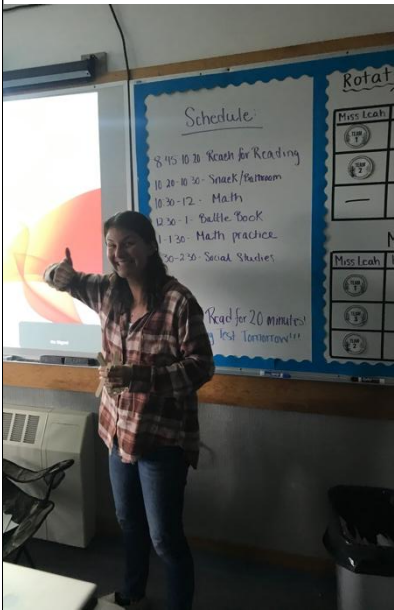


On September 11<sup>th</sup> Newhalen hosted Port Alsworth in Iliamna for a cross country race. This was a fun event for all. Safety protocols were in place which students and the community followed with no problems.



### Personnel

Newhalen has three new staff members and a student teacher at Newhalen school all are doing an outstanding job working with our students. We are actively hiring for a second janitor, a temporary MS/HS Teacher for science/social studies, and a temporary PE Teacher.



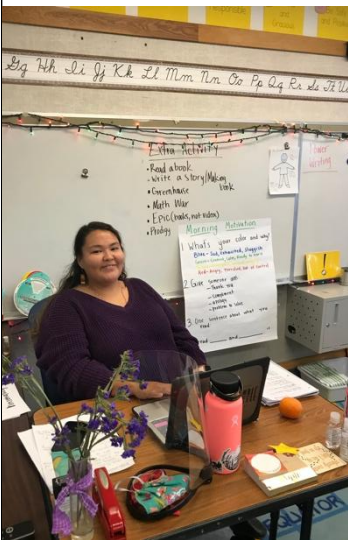
Leah Talley



Patty McCasland



Elisabeth Ludwig



Zoe Anelon

### **Standards Based System/Curriculum Progress**

Students have jumped right back into their education and are moving along in the Standard Based System.



**Technology Progress**

Newhalen School has struggled with internet issues since August 20<sup>th</sup>. During this time we had outages that ranged from a couple minutes to a couple days. It has caused some educational and communication issues. I would like to thank DRS and Jon Ludwig for their continued efforts to troubleshoot and find the issues to improve and fix our internet.

**Facility Update**

I would like to thank Carl Adams for his hard work before school opened to prepare the facility for the first days of school. Also Tim McDermott has spent some time in Newhalen to help us get started this school year safely with the correct protocols in place. I would also like to thank the Nondalton cleaning crew for coming down and helping to get our school ready to go. Because of our growing student population, we decided to relocate the library into teacher housing. Jon Ludwig’s office is also located in this housing.



**LSAC Activity**

Our first LSAC meeting will be September 22<sup>nd</sup> but we have already had a lot of communication during our COVID task force meetings with the community.

**Volunteer Report**

At this time, we are not allowing volunteers to help in the school. We did have volunteers help with the cross country meet on 9/12. It went really well.

**Professional Development**

Currently Newhalen PD is focused on the Data review plan and MAPS testing.

<b>Pupil Attendance</b>
We currently have 82 students enrolled in school and have VERY good attendance.
<b>Student and Staff Safety</b>
Safety this year has been focused on COVID-19 protocols and mitigation.
<b>Subsistence Calendar</b>
We are focused on pupil attendance and encouraging students who are healthy to attend each day they are able. I am happy to have the community’s support with the passage of an ordinance to make the students and staff at Newhalen School “essential workers”
<b>Other</b>
Thank you for serving on the school board!

## Tanalian School Site Report, September 2020

To: Superintendent Ty Mase  
and LPSD School Board Members

From: Nate Davis, Principal

### Outstanding Activities and Events

- We are very grateful for in-person schooling! Teachers and students all doing well.
- We are very grateful for Lynx cross-country running and for Malamute cross-country running, so we have someone to run against, to test our metal, to celebrate justice (“may the best one win”), to show grace (“congratulations, you beat me”), and humility (“I can’t believe I won today... thanks for pushing me... see you next time”).
- We are excited about the potential of qualifying a runner or two to the State XC Meet this year.

### Personnel

- All teachers and all classified staff, except one, return to Tanalian for the 2020-21 school year, making us all very grateful. What a team!
- Welcome and congratulations to Jen Opland (say ope-land) for becoming our new PE Aide. Jen and her husband, Eric, come to Port Alsworth from being missionaries to Chile and Peru. They bring 6<sup>th</sup> grader, Noah, and 8<sup>th</sup> grader, Rachel, the last of their five children, to add to our great student body.

### Standards Based System/Curriculum Progress

- We have been calibrating student progress and how they finished courses from the 2020 distance learning due to our spring school closure. Most finished most courses last spring and some were very close. The new year shows students and teachers eager to make up lost ground and lean forward to more learning... grateful for in-person teaching/learning.
- K-2<sup>nd</sup> graders took a science field trip to the Davis Garden to explore how to survive hordes of no-see-ums and to take part in the harvesting of raspberries, potatoes, and carrots. Each one returned home with their very own dug potato and half-eaten carrot.



### Technology Progress

- In general, very strong: Student and teacher laptops up and running with enough to go around.
- The Internet was down for 2 days during Inservice. DRS agents visited on 9/11. Upon their fix-its and departure, Internet was uncannily speedy, but has since reverted to medium-fast, but happily stable.

### Facility Update

- All in good shape.
- COVID adjustments: desks spaced out as far as possible, equilateral triangle seating at lunch, limited to 3 people per table, extra tables and chairs set up at lunch, 20 additional cleaning and disinfecting

hours per week employed, spray bottles and wipes in every classroom, disinfectant gel available in several locations, almost all recesses outside with reduced numbers of students, smaller cohorts.

### LSAC Activity

- Meeting on Sep 1, 2020 held to share and discuss the results of COVID-19 precautions, including daily health screening, return to school protocol, in-person schooling precautions, and Green, Yellow, and Red Zone training.

### Volunteer Report

- Volunteers are not currently invited to school due to COVID, though we could use a library volunteer. We appreciate Staff sometimes volunteering beyond their hours in a different area to help the school out. We are looking forward to getting more parents and volunteers and events back into school. We are getting school done in the Green Zone, but it's not the warm, inviting, friendly, and community place that we have all come to love. We can't wait for the return to the Normal Zone.

### Professional Development

- A huge thanks to Bill Cornell and his crew to present a great opening Inservice to us all via distance delivery. It wasn't "Katmai Learning," but it was "GetMy Learning": They gave us all we needed to know to make a Smart Start. PTA missed some great sessions when our Internet was down for two days- but we kept working away and got ahead on some other things.

### Pupil Attendance

- PTA enrollment is at 47 K-12 students (and 5 pre-school students), down from last year after graduating 10 seniors and importing only 1 Kindergarten student. We also lost a couple to another district's homeschool program, but gained a couple of boarding students and three more students with family moves to PTA.

### Student and Staff Safety

- This year has been all about COVID-19 precautions. With masks recommended but not required at PTA, any given day shows a couple staff members and a few students with masks for all or part of the day. You would also find daily health screenings, small cohorts, outside recess when possible, and social distancing at lunch tables and PE. So far, we have been symptom-free, except for one student going home sick part way through the day. State out of travel mandates have also kept students and staff out of the building for a few days here and there.



### Subsistence Calendar

- While PTA still enjoys the Subsistence Calendar for all of its benefits, there is much concern about the additional likelihood of missing school this year: for Noon-Start Mondays, Mondays Off (if we

have to go Yellow), and 10 days Off for every student who has any of the main COVID-19 Symptoms (even if he/she does not have COVID-19. CDC estimates that young children often have up to 8 common colds a year... for that average child, he/she would miss up to  $8 \times 10 = 80$  more days of school in a year. Even if he/she eventually tested negative each of the eight times, he/she would be out several days each time waiting for cold symptoms to subside and eight different test results...  $8 \times 5 = 40$  more days out of school, for example. This makes Annual Yearly Progress impossible for most children and nearly impossible for all children.

## Other

- See [Tanalian Common Sense Approach to COVID-19](#), below. Students and staff have been circling around these concepts this fall to build safety, peace of mind, community unity, and hope & purpose for tomorrow!

### TANALIAN SCHOOL COMMON SENSE APPROACH to COVID-19

**BE ON MISSION:** *The Mission of the Lake & Peninsula School District is to develop PRODUCTIVE CITIZENS who are POSITIVE ROLE MODELS, self-directed learners, academically prepared and resilient.* COVID-19 gives us as the LPSD educational team an unprecedented opportunity to advance our mission. At the highest levels of professionalism, we need to both 1) BE productive citizens, positive role models, self-directed learners, academically prepared and resilient, and 2) TEACH students to be productive citizens, positive role models, self-directed learners, academically prepared and resilient. There are an infinite number of both prepared lesson plans and “teachable moments” available to educators, limited only by our own creativity, intent, and time. No matter what subjects or grades you teach, use your passion and enthusiasm to be on THIS mission: training up productive citizens!

**BE CAUTIOUS:** *Make a good faith effort to Disinfect, use Cough Protocol, 6-foot Social Distancing, and Quarantine with Symptoms or Positive Test.* Be cautious and teach caution to your students as this may help slow the spread of the virus so that there is always room in hospitals for those who need medical help.

**BE COMPASSIONATE:** *Consider others as more important than yourselves.* No matter what you think about COVID-19, be compassionate toward others. Some are more at-risk. Some will be more fearful than others. Some think the government is doing way too much. Others will think that the government is not doing nearly enough. These discrepancies are human nature. POSITIVE ROLE MODEL leaders recognize these discrepancies and, while not driven to appease everyone (which is impossible), will do their best to understand everyone, to respect everyone in speech and thoughts, and to love everyone well. Be magnanimous, giving everyone the benefit of the doubt- give them a generous assumption.

**BE FLEXIBLE:** *Blessed are the flexible, for they shall not be broken.* What’s new today? Wait for it... wait for it... Some new thought or guideline or policy will land on our desk today... and if not today, then certainly this week. So, let’s put on our best attitude, get ready for it, stop our complaining, and get ready to flex. We can do this next thing grudgingly or we can do this cheerfully. In matters of principle, stand like a rock. In matters of preference, bend like a tree. In matters of policy, cheerfully respect like an army private.

**ACT ON THE FACTS:** *There is more information available to people than at any other time in human history, making it all the more difficult to find truth.* Test your motives. Are you acting out of feelings? Out of fear? Or out of the facts? What truths drive your whole person? Who are you? Take time for yourself. Center yourself. You face your fears all the time. You can do it with COVID-19, too. It is just another flavor of fear that we have to get used to eating. When you figure out how to face your own fears, teach it to those in your spheres of influence.

**AVOID THE BLAME GAME:** *When I get sick with the common cold, I usually have no idea who gave me the bug and, even if I was pretty certain who shared it with me, I certainly have no way of proving who it was.* It will be the same way with COVID, so we ACT ON THE FACTS. Blaming others is not something PRODUCTIVE CITIZENS and POSITIVE ROLE MODELS do. Instead, they accept that there are certain risks in life, agree consciously or subconsciously to take those risks, and then go on living life to the full. So, even before we or someone we love gets COVID, we can determine in our hearts that we will refuse to play the BLAME GAME, naming those who may have spread it. It is a virus that will go through the human population. With all of our precautions, we cannot stop it. We can only slow it. We will get it from someone at some point and we decide today that we won’t blame even a “likely suspect.”

**AVOID THE SHAME GAME:** *When someone around me gets sick after I've been sick with a bug, I could hang my head in shame, but the reality is they could have gotten that bug anywhere and we have no idea from whence cometh that bug.* **ACT ON THE FACTS:** there is no way to know where that bug came from. Agree ahead of time that you will not play the SHAME GAME with yourself or own the spread, even if someone close to you is playing the BLAME GAME on you—because we really have no idea if it came from you or not, even if you are a “likely suspect.” You are innocent until proven guilty.

**AVOID RECKLESS BEHAVIOR:** *Just because you are innocent until proven guilty, does not mean that you should be reckless.* **BE CAUTIOUS. BE COMPASSIONATE.**

**AVOID SPECULATION:** *Did you hear the latest conspiracy theory? “It’s all about the elections!” Or “Susie traveled yesterday and now Johnny’s sick! It’s Susie’s fault!”* There are ample conspiracies spinning all around us. Chasing and discussing all of these can drive a person mad, help you act on your fears, instead of **ACTING ON FACTS**, and be terribly distracting. Instead, until you find yourself on-mission in a leadership or journalistic position to ferret out the truth with appropriate resources to help make good public policy, focus on your mission. **BE ON your MISSION.** It’s okay to be a good listener about the theories, just to be informed, but don’t repeat what you don’t know to be the true facts. Find out enough to help you be a **PRODUCTIVE CITIZEN** in a democracy, but spend most of your efforts to **BE ON your life MISSION.**

## Site Report – Meshik School – September, 2020

To: Superintendent Ty Mase  
and LPSD School Board Members

From: Kristin Henke, Head Teacher

### Outstanding Activities and Events

The Meshik School is off to a great start with 20 students including four pre-schoolers. The fact that we are back in school everyday is something we all appreciate and we are doing our best to maintain a safe environment so we can continue to stay open all year. The first day of school students were at school extra early and very excited to be back. The nice weather allowed us to go berry picking and to work together on an activity to support the community. We are looking forward to a great school year.





## Personnel

Kitza Durkop is teaching for Katie Zimmerman during Katie's first month on maternity leave. We are happy to have Kitza's expertise and experience at Meshik again! Kristin Henke is new to Port Heiden, but not new to teaching in rural Alaska. She is happy to be in a classroom position here and serve as our Head Teacher. Returning to our staff, along with Mrs. Zimmerman are Hannah Berman and Tess McFadden. Hannah will be teaching primary and preschool students. Tess will be working with middle school and high school students (levels 6-12) after being here last spring as a tutor with some of these same students. We have a great team and know there will be some great progress and successes this year. We are lucky to have Holly returning to run our food services programs and Richard Zimmerman will continue doing our maintenance and custodial work. Due to the coronavirus we are looking for additional help in the custodial area and appreciate that there is some local interest to help. Jack Walsh will be serving as our principal again.

## Standards Based System/Curriculum Progress

Students are progressing well in the first three weeks of the school year. After initial assessment teachers were able to determine what students had retained from last school year and several objectives have already been met. All four middle school students are at Level 6 or higher in ELA or Math and are therefore enrolled in at least one online course. As we begin the new year and conduct our data review we will look closely at the progress we made last year and some of the gaps that have surfaced after our extended break from instruction. We know this year will start like no other year, but in a short time we hope to be back on track with our regular activities and achieving our academic goals.

## Technology Progress

We had to be patient for a week or two, but now all middle and high school students have district laptops to use for their online course work and technology objectives. We also have the other technology needed for the staff and other classrooms.

### **Facility Update**

Our school is disinfected each evening. Teachers and students also wipe down frequently touched surfaces such as desktops, door knobs, and light switches throughout the day.

### **LSAC Activity**

Port Heiden LSAC held the first meeting of the school year on August 31st. The community advised our school on COVID safety measures, and members of LSAC welcomed us to the school year. We are grateful to have all of the LSAC members returning again this year.

### **Volunteer Report**

This will be a very different year and while our volunteers will return, the realities of the virus may limit some of those opportunities. We are already working with Marlene Adams and others to introduce students to lacrosse and other traditional games with the help of a partnership with members of the Oneida Tribe of Wisconsin. There were a lot of volunteer hours put in already by staff and community members to develop our smart start plan and prepare for the new year. Our LSAC and our local Covid Advisory group continue to be called on regularly to help us and they never let us down.

### **Professional Development**

Staff attended District training for Reading curriculum before the beginning of the school year. Middle School and High School teachers attended training for supporting students and the distance teacher as homesite teachers. Miss Hannah has also attended professional development for preschool teaching. We have adopted a new schedule this year and on Monday mornings we will dedicate more time for professional development as a district and individual site. We know this will help us be even better prepared as a staff.

### **Pupil Attendance**

We have four new students enrolled in Preschool. We were happy to have students back to school as soon as possible after illness with a Back to School clinic visit and documentation. Attendance is a challenge we are always struggling with and the new requirements to quarantine and isolate will add to the issue. We are committed to work with students and families to improve in this area. We hope to see improvements in this data from the first quarter on.

### **Student and Staff Safety**

Safety is a top priority of the district and school. There are no injuries or incidents to report. Students and staff have a health screening when they enter the building each day. Other than a few students being sent

home with upset stomachs, everyone has been in good health. We also know that it is important that we maintain a school environment that is bully free and respectful of all staff and students. This is a commitment we ask of everyone and we will hold people to high expectations in this area.

## Subsistence Calendar

Our students spent a half hour berry picking on the first Friday of the school year. The Level 7 Science students also learned to identify several tundra plants by their common and scientific names. fireweed: *Epilobium angustifolium*, stonecrop: *Sedum oblancoletatum*, tundra tea: *Rhododendron tomentosum*, dwarf birch: *Betula nana*, and others. Level 7 Science students made mild medicinal oil from the yarrow plant. One of our students got his first moose for feeding his family and it was a big one, 67" across the antlers!

## Other

Nothing is a better message about school than the smiling faces of our students. Here's one last picture of a group of students enjoying a great time together.



## Site Report – Perryville - September 2020

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

**From: Rob Fagerquist Principal/Teacher**

### **Outstanding Activities and Events**

Our school year began with long planning sessions in regards to our COVID response measures. We contacted the community COVID response team as well as the LSAC and every parent/guardian to engage them in the process. We had good discussions across the board and devised appropriate protocols that align with our school mission and community mandates; we also agreed that open communication and regular reevaluation of our measures will be keys to maintaining a safe and productive worksite. Though our countermeasures are important, we also resolved that this year would not be all about the pandemic. To that, we decided to push ahead with our emphasis on writing this year and to further develop culturally responsive curricula. Over the summer we were in contact with Katmai National Park and Preserve archeologists in order to help devise a year-long learning project emphasizing the origin story and culture of Perryville, culminating, hopefully, in a visit to the historic village of Katmai in the summer of 2021. Attached is the “Perryville Project Description”, a working document outlining the philosophy and plans of this project. As you can see, this would not only meet cultural awareness standards, but would also touch on science, social studies, technology, and reading and writing standards. Furthermore, we believe the project will lead to an improved school climate by increasing student engagement and school pride. It’s the cornerstone of our theme for this year: “Better Together II: Back to Kamai”. As a preliminary project, we all drew/painted our interpretations of Perryville landscape (see the attached Weekly Eagle).

### **Personnel**

Unfortunately, we began the year with the resignation of our cook. We are now in the process of filling that position. We also decided to eliminate the classroom aide position that was vacated when Dora Shangin retired. Other than that, all other personnel have retained their positions. Audrey O’Domin is back as preschool teacher, Bertha Skonberg returns as classroom/P.E./SPED/Indian Education aide, and Gerald Kosbruk is working evening hours as our custodian. The certified staff also remains the same: Megan Maloney as our upper elementary and middle school teacher, James Williams as our K-2 teacher, and Rob Fagerquist as principal/high school teacher. We continue to work together well as a team and to model the school’s Better Together vision for our students.

### **Standards Based System/Curriculum Progress**

We showed good progress last year, especially in math; we had several students pass two levels of math in 2019/2020. Also, at the start of last year, MAP scores indicated that 83% of our students were scoring Low Average or below in math. By the end of the year we had reduced that number to 50%. Although this year has only just started, we see that trend continuing; the majority of our students have already completed over 40% of their ALEKS and are going strong. This indicates that their retention is good and their work ethic remains strong. We have decided that our focus this year is going to be on writing, an area where we have great challenges. We hope to see an improvement in scores and more levels passed by way of daily focused writing workshops and increased professional development for our teachers.

### **Technology Progress**

At this point our technology is working properly. We replaced our WiFi access points throughout the school per the IT department's direction. We have requested and are awaiting technology for three students we

<p>did not have enrolled last year. Our internet capacity seems to be overwhelmed at points, but it has not caused any loss of instruction to date. Online classes proceed without incident.</p>
<p><b>Facility Update</b></p>
<p>Our water heater unit for the west end of the building failed at the end of the last school year. The replacement is on site, but due to travel restrictions we have not been able to get maintenance personnel on site to replace it. It only affects the gym bathrooms which now do not have hot water, so it is not critical at this time.</p>
<p><b>LSAC Activity</b></p>
<p>We met informally with the LSAC members during our planning sessions for their input as to our school response to COVID and other school related matters. No official meeting this month. One of our members moved, so we will hold an election to fill at least one of the open seats. Presently our LSAC has only two members.</p>
<p><b>Volunteer Report</b></p>
<p>No volunteers at this point as access to the school is restricted</p>
<p><b>Professional Development</b></p>
<p>We are looking into professional development for our certified teachers in writing instruction. We will use available Title 1A funds for this - the search for resources is ongoing. Beyond that, Megan Maloney is taking a full load of courses through UAS for her Masters in Elementary Education program. James is taking an Alaska Studies course and completed a masters course over the summer, as well as attended math and language arts webinars. Rob Fagerquist completed his Masters in Educational Leadership this summer.</p>
<p><b>Pupil Attendance</b></p>
<p>We have 23 students enrolled with five electing for homebound education, and three who are still in the mandated 14 day quarantine after arriving in the village last week. Of our students who attend in person, we had one who missed three days due to a sore throat. Proper COVID response protocols were followed, and with medical approval, the student was readmitted to the classroom.</p>
<p><b>Student and Staff Safety</b></p>
<p>We have initiated daily health screenings for all students and staff. We have also required masks be worn at all times for students and staff. Our custodian is regularly disinfecting high-touch zones - doorknobs, light switches, bathroom faucets, etc., as well as keeping the facility generally clean and clutter-free.</p>
<p><b>Subsistence Calendar</b></p>
<p>Initial MAP test scores indicate we have more or less held steady in math, reading, and writing, which is encouraging considering the difficulties we faced in the last months of the prior school year.</p>
<p><b>Other</b></p>
<p></p>

## Site Report – Nondalton – September 2020

To: Superintendent Ty Mase  
and LPSD School Board Members

From: Moon McCarley, Principal

### Outstanding Activities and Events

- In lieu of an open house we had individual meetings with students and parents.

### Personnel

- Shakim Blackwell is back as our secondary teacher. He's doing an amazing job. Covid adds several layers to his job. He's handling everything very well.
- Hanna Ward joined the Nondalton team as our Elementary teacher. She's a great addition to the team. Learning started from the moment students walked in and hasn't stopped.
- Both Mr. Blackwell and Ms. Ward are very welcome additions to the Nondalton Instructional team.
- Restrictions around travel have impacted our staffing. We are in the process of working with the tribe to determine if there is a way to mitigate the lost learning and work time.

### Standards Based System/Curriculum Progress

- All classes started strong with a focus on safety and good health. As a school we've been focusing on health, safety, and a positive school climate.



### Technology Progress

- The internet equipment that was destroyed when the basement was flooded, in the spring, has been replaced. We've had no issues with internet since that time.

### Facility Update

- INNEC has a crew working on improvements in Nondalton. One of these is a new back up generator. The system will change over automatically if there is a power outage and when power comes back on. This will be very helpful. The new building looks great. Additionally, they have done some work on drainage so that we can avoid the flooding we experienced in the spring.



**LSAC Activity**

- LSAC meetings will be held via Zoom for now. We will be having our first meeting early in October.

**Volunteer Report**

- Nothing to report

**Professional Development**

- We've only had one Noon Start Monday. That time proved very useful. We were able to have time for collaboration, teacher work time, and a meeting with all staff, certified and classified.

**Pupil Attendance**

- We have 5 new students this year. Two transferred in from out of state. Three transferred back from Mat Su and Mt. Edgecumbe.
- We are addressing student absences due to Covid restrictions, following travel, with the Tribal Council.
- We've had seven students screen out of school due to experiencing one or more symptoms that could be covid related. All of the test results, to this point, have been negative.

**Student and Staff Safety**

- Students and staff are doing a great job of following safety procedures surrounding Covid-19 prevention. All students and staff wear masks all day. While they have the option of not wearing them while in the classroom and social distanced, almost everyone chooses to wear theirs all the time.

**Subsistence Calendar**

- Everyone returned for the extended summer vacation ready for learning! Students have been really positive about being back at school and engaged in their learning.

**Other**

## Chignik Lake LSAC Meeting Minutes

Wednesday, September 9, 4PM

### Roll Call:

Francine  
Tanya  
Clinton  
Nina

### Visitors:

Jim Dube  
Matt Williams  
Barbra Donachy  
Inez O'Domin  
Briana Croom

Call meeting to order 4:07

Motion to approve agenda by Nina. Second by Francine. Motion carries.

### New Business:

#### Covid 19 Update -

Rick Luthi held a Covid response team meeting yesterday.

District needs updated version of village covid resolution/mandates.

Essential worker travel – if there is an urgent need to have a worker come in, how does the village want to handle this? For example, a plumber?

The latest mandate does address of critical infrastructure workers. There are provisions for people traveling from a village with no community spread.

What about travel of students?

According to the current mandates, students could travel from a village that has no community spread.

How is travel going to be handled regarding screening? The district is looking at travel happening with no overnight and using screening protocols to make sure students are safe.

If students go to Anchorage for travel, students would need to have a test prior to returning to the Lake.

What other precautions are kids required to follow? Masks on the pilot? Masks on students?

We don't know yet.

Francine will get the newest mandates to the school to be posted on the community board.

It's tricky to share information about community spread of covid because we don't know where the community spread actually is because of privacy issues.

Maintenance department, for example of essential travelers, tests regularly to ensure they are traveling in and out of villages without Covid.

How did the first week of school go from the perspective of covid?

It went well in PreK. All students were aware of safety precautions. They frequently washed hands, wore masks, and kept socially distance. They were allowed to remove masks when they were socially distant. They have separate desks. She has extra sanitization processes in place. Secondary was good. Masks are used when the students need to be close.

Inez, our cook, – uses a mask when serving food. Students are wearing masks to receive food.

Elementary – using masks in the classroom when in closer proximity. Being socially distant.

Washing hands. Grateful for the older kids being good role models.

Parents? What are the kids saying? Kids haven't been saying too much. Just talking about playing basketball with masks. Kids are happy to be back at school.

Clinton observed students playing in gym with masks on and there didn't seem to be any problem.

PreK report: 4 students in class. Talked about school rules and family groups. Talked about locker placement. Talked with students about Covid. This week students are learning about My School.

PreK schedule is Monday – Thursday, 12:30pm – 3:30pm. At this time Friday is not on the schedule. The hours are defined for the week and are now being divided Monday-Thursday. If Friday is added, then the regular day becomes too short.

Elementary: 10 students. Lots of Covid conversations and training in social distance and handwashing. May have one more student to add soon. Students have been doing assessments and MAP testing to help us determine what students need after being away from school for so long. Students are working on Salmon in the Classroom. They helped write the application for the permit to become a hatchery and raise pink salmon. Trail cameras will be set up again to see what animals are roaming around outside our village. We hope to involve the whole school in both of these projects. Kindergarten hours go from 8:30 – 1:30. After winter break, will look at students individually for readiness and will meet with parents for a possible extension of kindergarten to all day.

Secondary: 4 students. MAP testing. Completing education maps with all students. Will be investigating careers. On Fridays, the last ½ hour is dedicated to an open learning session. This is a focus on choice learning that may or may not be in the standards. Examples are photography and welding.

Principal report: Big focus is getting testing finished so we can identify where students are and what they need.

Gym Night: district is going to hold tight on no night gym for the first quarter. This will be looked at again closer to the second quarter. The question was raised that since we are small why can't we be looked at differently since we are a small site. We can do school safely, why can't we do gym night safely? Comment from the community – as long as there is health screening, it would be ok to have night gym.

Jim suggests that this issue be put to the Board on the public comments.

Questions came up if we had night gym - who would do the health screening? Who would do the sanitizing for night gym?

Substitute workers: Help? We need substitute workers. If anyone is available to help with any job at school, we would like as many people as possible on our sub list. Jobs are classroom, janitorial, and kitchen.

Next meeting October 14, 2020 at 4 p.m. Next meeting will be a combination in person at school/zoom/GCI bridge meeting again.

Motion made to adjourn meeting by Nine. Seconded by Tanya. Motion passes.



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: September 10, 2020

TO: The City, Tribal or Village Authority empowered to make decisions in regards to COVID issues.

FROM: Lake and Peninsula Borough School District 

Re: Student Travel

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Attached to this memo is a survey we are asking be filled out by the decision-making authority in each of our Communities.....

The purpose of this survey is to give the School District direction on travel for students in your community.

Although we hope to provide a number of student activities this fall we will only do so with the support of the community and in a manner with which you are comfortable.

We would ask that the decision-making body authorized to speak for your community fill out the attached and return to Rick Luthi by September 18, 2020. [rluthi@lpsd.com](mailto:rluthi@lpsd.com)

Our thanks in advance for your response and should you have questions Mr. Luthi can be reached at 907-469-0789



**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



**SUDENT TRAVEL SURVEY**

**(To be filled out by the City or Tribal Council authorized to speak on behalf of the Village)**

1. Is your Village supportive of student travel for activities?  YES  NO
2. Is your Village comfortable with in-district travel?  YES  NO
3. Is the Village comfortable with out of district travel (regional and road system)?
  - i. BRISTOL BAY REGION  YES  NO
  - ii. OUT OF REGION TRAVEL  YES  NO
4. If you answered YES to question #3: While 14-day quarantines have proven effective in combating Covid-19, they are not conducive to the educational process. In place of a 14-day quarantines we are proposing testing prior to students returning to their village and then quarantine until test results are available. Would your village be comfortable with this?  YES  NO
5. Would you like to see Mix-3/Intramural events postponed to Spring?  YES  NO
6. Would you support smaller In-District Mix-3 competitions between schools?  YES  NO
7. If your community is not comfortable traveling, are there activities you would like to see offered on-site and via distance? (Examples: Chess Club, Riflery, Archery, NYO, Esports)

\_\_\_\_\_

Please understand the responses above will direct District decisions for your Communities fall activities. My signature below verifies the decision-making body of our Community supports the responses above.

\_\_\_\_\_  
Village

\_\_\_\_\_  
Date Approved

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name:

## The Gift of HOPE: For Out of Region Travel

Whereas, the State of Alaska shut down all schools in the state in March 2020 while our leaders took several weeks to assess the COVID-19 situation;

Whereas, the State of Alaska, after their initial assessment, gave local control back to school districts so they could make decisions that best fit their people, their geographic location, their particular situation, and their sickness levels;

Whereas, Lake & Peninsula School District gave local control back to each school and community to make Site-Specific Smart Start School Plans to best fit their people and situations and sickness levels;

Whereas, Alaska statistics show that Alaska ranks #2 of 51 states in suicide (27.1/100,000)<sup>1</sup>, that Alaskan high school students are more likely to seriously consider suicide (25.3%), make a plan for suicide (21.6%), and actually attempt suicide 1 or more times in the last 12 months (19.7% = 19,700/100,000) than other high school students in the U.S.<sup>2</sup>, that the leading causes of death for 15-19 year olds in the U.S. are accidents, suicide, and homicide at the rate of 51.5/100,000<sup>3</sup>, and that Alaska COVID-19 mortality rates are currently the lowest in the nation (6/100,000)<sup>4</sup>... all ages.

Whereas, Alaska had the second highest age-adjusted suicide rate in the nation in 2016 at 25.3 deaths per 100,000. In 2018 the suicide rate among all Alaskans was 24.6 deaths per 100,000; the rate among Alaska Native people was 41.2 deaths per 100,000. Alaska's suicide rates continued to be the highest among males, young adults (15-34 year olds), American Indian/Alaska Native people, and persons living in the rural regions of the state. Residents in Northern and Southwest Alaska are at significantly higher risk for suicide<sup>5</sup>.

Whereas, sports and activities are a significant source of hope, purpose, character development, leadership growth, and community service for young people and their communities;

Whereas, all of this year's qualifying seniors (and last year's seniors) have already had their trip to state basketball and NYO and SNAP Meet taken from them;

Whereas, the Alaska State Activities Association (ASAA) board, made up of principals and athletic directors who have decades of experience and compassion for children, are determined for the good of children to offer state championships in every sport in 2020-21;

Whereas, ASAA is already planning to drastically improve safety, including limiting the number of participants and eliminating spectators, and many other precautions (see [asaa.org](http://asaa.org));

Whereas, LPSD Activities Director Ed Lester has additional safety protocols in place for LPSD student-athletes, including masks, no restaurants, no grocery stores, no theaters, or other gatherings; also including LPSD-separate travel and housing and limiting total LPSD cross-country running travel to Anchorage to 2 boys, 2 girls, and 2 adults;

Whereas, there are numerous solutions to safely re-enter students back to their homes, villages, and schools;

Whereas, LPSD has Always Offered high quality opportunities in academics, sports, CTE, and other programs;

Whereas, LPSD has Never Required participation or travel of any kind. (For example, it is our long tradition in LPSD that any student or parent or staff member can decide at any time for any reason that they do not want to get on an airplane, but LPSD makes the offer, anyway, without ever pressuring students, parents, or staff to participate);

Therefore, be it resolved that LPSD offer home control back to families to make decisions that best fit their children and locations and situations; to allow qualifying athletes to travel out of region for sporting opportunities, if the adults most immediate in their lives (their parents/guardians) give written permission to LPSD for the children to do so (as has always been the case in LPSD).

Beckers Hospital Review

1 <http://www.beckershospitalreview.com/rankings-and-ratings/us-states-ranked-by-suicide-rate-121119.html>

Center for Disease Control

2 <https://nccd.cdc.gov/Youthonline/App/Results.aspx?TT=G&OUT=0&SID=HS&QID=QQ&LID=AK&YID=2019&LID2=XX&YID2=2019&COL=T&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=51&FR=R1&FG=G1&FA=A1&FI=I1&FP=P1&FSL=S1&FRL=R1&FGL=G1&FAL=A1&FIL=I1&FPL=P1&PV=&TST=True&C1=AK2019&C2=XX2019&QP=G&DP=1&VA=CI&CS=Y&SYID=&EYID=&SC=DEFAULT&SO=ASC&PF=1>

Center for Disease Control

3 <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>

Federal Reserve Bank of Cleveland/Joel Elvery- Policy Economist & Mark Oleson- Research Analyst

4 <https://www.clevelandfed.org/newsroom-and-events/publications/cfed-district-data-briefs/cfddb-20200513-covid19-mortality-rate-trends-series.aspx>

AK-IBIS: Alaska's Public Health Data Resource

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[http://ibis.dhss.alaska.gov/indicator/complete\\_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females\).](http://ibis.dhss.alaska.gov/indicator/complete_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females).)

We, the undersigned, would like to see out-of-district sports travel along the lines of this resolution. to be offered to all students in LPSD who qualify, provided their parent/guardian gives written permission:

- | <u>NAME</u>           | <u>SIGNATURE</u>  |
|-----------------------|---|
| 1. Jacque Wilder      | Jacque Wilder   |
| 2. Kent Williams      | Kent Williams   |
| 3. Malca Voran        | Malca Voran   |
| 4. Brandy Voran       | Brandy Voran  |
| 5. Christy Zimmema    | Christy Zimmema   |
| 6. Glen Alworth, Sr   | Glen Alworth, Sr  |
| 7. Dan Wilder         | Dave Wilder   |
| 8. Alexa Chertkov     | Alexa Chertkov  |
| 9. Eric A. Opland     | Eric A. Opland  |
| 10. Jake Fries        | Jake Fries  |
| 11. Alicia Fries      | Alicia Fries  |
| 12. Dany Loustan      | Dany Loustan  |
| 13. Laura Wilder      | Laura Wilder  |
| 14. ERIC WARDEN       | Eric Warden   |
| 15. Sarah Wardell     | Sarah Wardell - would like to see more than 90 students |
| 16. Cassandra Leyba   | Cassandra Leyba   |
| 17. Menda Fowler      | Menda Fowler  |
| 18. Leo Fowler        | Leo Fowler  |
| 19. Katie McGee       | Kathryn McGee   |
| 20. Riley Morigean    | Riley Morigean  |
| 21. Chantel Shappless | Chantel Shappless                                       |
| 22. Anna Gudenko      | Anna Gudenko  |
| 23. Kette Fowler      | Kette Fowler  |
| 24. Olena Andrushek   | Olena Andrushek   |
| Lyle Wilder           | Lyle Wilder   |

Beckers Hospital Review

<sup>1</sup> <http://www.beckershospitalreview.com/rankings-and-ratings/us-states-ranked-by-suicide-rate-121119.html>

Center for Disease Control

<sup>2</sup> <https://nccd.cdc.gov/Youthonline/App/Results.aspx?TT=G&OUT=0&SID=HS&QID=QQ&LID=AK&YID=2019&LID2=XX&YID2=2019&COL=T&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=S1&FR=R1&FG=G1&FA=A1&FI=I1&FP=P1&FSL=S1&FRL=R1&FGL=G1&FAL=A1&FIL=I1&FPL=P1&PV=&TST=True&C1=AK2019&C2=XX2019&QP=G&DP=1&VA=CI&CS=Y&SYID=&EYID=&SC=DEFAULT&SO=ASC&PF=1>

Center for Disease Control

<sup>3</sup> <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>

Federal Reserve Bank of Cleveland/Joel Elvery- Policy Economist & Mark Oleson- Research Analyst

<sup>4</sup> <https://www.clevelandfed.org/newsroom-and-events/publications/cfed-district-data-briefs/cfddb-20200513-covid19-mortality-rate-trends-series.aspx>

AK-IBIS: Alaska's Public Health Data Resource

<sup>5</sup>

[http://ibis.dhss.alaska.gov/indicator/complete\\_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females\).](http://ibis.dhss.alaska.gov/indicator/complete_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females).)

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- | <u>name</u>                      | <u>Signature</u> |
|----------------------------------|------------------|
| 1. <del>Ully</del> Lehya Akworth | Ully             |
| 2. Emily Toff                    | Emily Toff       |
| 3. Nicole Smith                  | Nicole Smith     |
| 4. Sonnet Smith                  | Sonnet Smith     |
| 5. Brandey Voran                 | Brandey Voran    |
| 6. Eric Dauter                   | Eric Dauter      |
| 7. Alianna Voran                 | Alianna Voran    |
| 9. Nezzie Fowle                  | Nezzie Fowle     |
| 10. Caleb Akworth                | Caleb Akworth    |
| 11. Kaiden Fowler                | Kaiden Fowler    |
| 12. Eliah Wardell                | Eliah Wardell    |
| 13. Luke Wegner                  | Luke Wegner      |
| 14. Elsha Wegner                 | Elsha Wegner     |
| 15. He'di Wilder                 | He'di Wilder     |
| 16. Jesse McKel                  | Jesse McKel      |
| 17. Corlan Van                   | Corlan Van       |
| 18. Matthew Goseman              | Matthew Goseman  |
| 19. Patti Brock                  | Patti Brock      |
| 20. BRANDEN HUMMA                | Branden Humma    |
| 21. Lisa Rivas                   | Lisa Rivas       |
| 22. Andrea McGee                 | Andrea McGee     |
| 23. Cole Betts                   | Cole Betts       |
| 24. Janine Denver                | Janine Denver    |

Beckers Hospital Review

<sup>1</sup> <https://www.beckershospitalreview.com/rankings-and-ratings/us-states-ranked-by-suicide-rate-121119.html>

Center for Disease Control

<sup>2</sup> <https://nccd.cdc.gov/Youthonline/App/Results.aspx?TT=G&OUT=0&SID=HS&QID=QQ&LID=AK&YID=2019&LID2=XX&YID2=2019&COL=T&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=S1&FR=R1&FG=G1&FA=A1&FI=I1&FP=P1&FSL=S1&FRL=R1&FGL=G1&FAL=A1&FIL=I1&FPL=P1&PV=&TST=True&C1=AK2019&C2=XX2019&QP=G&DP=1&VA=CI&CS=Y&SYID=&EYID=&SC=DEFAULT&SO=ASC&PF=1>

Center for Disease Control

<sup>3</sup> <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>

Federal Reserve Bank of Cleveland/Joel Elvery- Policy Economist & Mark Oleson- Research Analyst













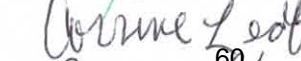



<sup>4</sup> <https://www.clevelandfed.org/newsroom-and-events/publications/cfed-district-data-briefs/cfddb-20200513-covid19-mortality-rate-trends-series.aspx>

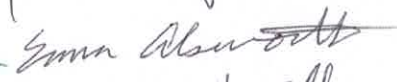

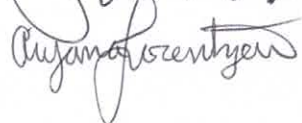
AK-IBIS: Alaska's Public Health Data Resource

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[http://ibis.dhss.alaska.gov/indicator/complete\\_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females\).](http://ibis.dhss.alaska.gov/indicator/complete_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females).)

**We, the undersigned, would like to see out-of-district sports travel, along the lines of this resolution, to be offered to all students in LPSD who qualify, provided their parent/guardian gives written permission:**

<u>Name</u>	<u>Signature</u>
1. Salina Alsworth	
2. Rachel Rudolph	
3. JEFF DUCK	
4. Jean Alsworth	
5. Benjamín Jammer	
6. Daniel Fitzpatrick	
7. Benjamin Dunn	
8. Dennis Fowler	
9. Chassy Stelling	
10. Alison M. Smith	
11. Jared Peterson	
12. Laddy N. Elliott	
13. Glenda J. Elliott	
14. JAY DAILEY	
15. Sandy Lang	
16. MARK LANG	
17. Corrine Ledford	
18. Samer Kasayulic	
19. Isaac Fowler	
20. Lexie Wolfson	
21. Emma Alsworth	
22. Daniel Wardell	
23. Brielle Lorentzen	
24. Aiyana Lorentzen Kjersti Overksen	 

**Beckers Hospital Review**

<sup>1</sup> <https://www.beckershospitalreview.com/rankings-and-ratings/us-states-ranked-by-suicide-rate-121119.html>

**Center for Disease Control**

<sup>2</sup> <https://nccd.cdc.gov/Youthonline/App/Results.aspx?TT=G&OUT=0&SID=HS&QID=QQ&LID=AK&YID=2019&LID2=XX&YID2=2019&COL=T&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=S1&FR=R1&FG=G1&FA=A1&FI=I1&FP=P1&FSL=S1&FRL=R1&FGL=G1&FAL=A1&FIL=I1&FPL=P1&PV=&TST=True&C1=AK2019&C2=XX2019&QP=G&DP=1&VA=CI&CS=Y&SYID=&EYID=&SC=DEFAULT&SO=ASC&PF=1>

**Center for Disease Control**

<sup>3</sup> <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>



**Federal Reserve Bank of Cleveland/Joel Elvery- Policy Economist & Mark Oleson- Research Analyst**

<sup>4</sup> <https://www.clevelandfed.org/newsroom-and-events/publications/cfed-district-data-briefs/cfddb-20200513-covid19-mortality-rate-trends-series.aspx>

**AK-IBIS: Alaska's Public Health Data Resource**

<sup>5</sup> [http://ibis.dhss.alaska.gov/indicator/complete\\_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females\).](http://ibis.dhss.alaska.gov/indicator/complete_profile/SuicDth.html#:~:text=In%202018%20the%20suicide%20rate,142%20males%20and%2039%20females).)

**We, the undersigned, would like to see out-of-district sports travel, along the lines of this resolution, to be offered to all students in LPSD who qualify, provided their parent/guardian gives written permission:**

- | <u>Name</u>             | <u>Signature</u>   |
|-------------------------|--|
| 1. <b>Zoe Smith</b>     |   |
| 2. <b>GLEN ALSWORTH</b> |  |
| 3.                      |  |
| 4.                      |  |
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1006 Beaver Pond Rd  
Port Alsworth, AK 99653  
17 September 2020

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

Dear Lake and Peninsula School Board members, Superintendent, and Principals:

Thank you for all of the opportunities you have provided for us students in the past to travel for sports and other scholastic opportunities. I can personally attest that playing high school sports has changed my life. I have created long lasting relationships with my teammates and opponents that I will have for the rest of my life. My fellow athletes are my family, brought together by the bond of sports. Through sports I have learned accountability, punctuality, selflessness, courage, confidence, attention to detail, and they have taught me to never give up. Being a student from LPSD I have been taught that I can accomplish anything, that no obstacle is too large. I am resilient.

The most important life-ready characteristic in LPSD's mission is resilience. Sadly, our resilience seems to be in short supply during this time in our lives. Fear should never be our motivator as life-ready adults. I keep hearing people say that the actions that don't allow us to play sports are for our safety. However, Covid-19 is not the biggest threat to high school students. According to the CDC, school age children have the lowest hospitalization and death rate among all age groups. The death rate is 16x lower than the age group of 18-29. For all childhood cases in America only .2% of those resulted in death.

The biggest threat to our safety is suicide. Alaska is the unhealthiest state when it comes to teens committing suicide. Alaska has a suicide rate of over twice that of the national average. And for Alaska natives it was almost three times as high. According to the YRBS survey that every high schooler took last year 25% of teens seriously considered attempting suicide 21.6% actually made a plan to kill themselves, and 19.7% attempted to take their own life.

That was before they were forced to isolate themselves from their peers due to Covid-19 mandates. The numbers for this year will be devastating, larger than any death toll due to Covid-19. I can see the teenager who wakes up and contemplates taking his/her own life, but doesn't because they have the opportunity to play sports and travel with their friends. If sports are taken away, they won't have that reason to say no. These kids taking their own lives are my

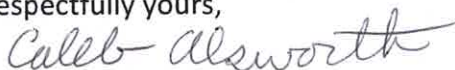
peers, my friends, my classmates, your children. My heart hurts for them. They need to be protected! They need a reason to get out of bed and live each day. Sports is that reason. When we are isolated apart from our friends, teammates, and coaches that care for us we turn to social media for a false sense of belonging. That is where the real danger lies. The leading causes for teen suicide are time spent in isolation and on social media platforms.

Sports holds teens to a high standard. It forces us to stay away from alcohol and drugs. If sports are taken away then kids are more likely to turn to alcohol and drugs to satisfy themselves. That is a real danger. According to the State of Alaska Department of Health and Social Services 9 out of the 10 leading causes of death are related to substance abuse.

I know that sports are not the most important thing in the world. But keeping teenagers from taking their own life is a priority. My heart beaks knowing that my peers have lost hope, knowing that suicidal thoughts and the threat of alcohol and drugs are stronger than ever before. Sports is not the cure for these tragedies happening to Alaskan teenagers. There is only one cure Who gives hope to the hopeless, but sports is the vaccine, and it is the one that most teens will accept.

As you can see Covid-19 is not the biggest threat to student safety. When you compare the number of Alaskan school age children dying from Covid-19 to the number of teens dying from drug and alcohol abuse, suicide, and reckless activities it is like a glass of water compared to Lake Iliamna. Any virus is dangerous to elders and we must take special precautions to ensure their safety, but our biggest danger is suicide, as well as drug and alcohol abuse caused by the cancellation of our activities. I understand that no one wants to be responsible if there is a death in our region due to Covid-19, but suicide and the dangers of drugs and alcohol are far more dangerous to teenagers. We need to find way to combat these threats. Threats that take countless numbers of teen lives. The ADHSS confirmed that teens who live in rural villages are more susceptible the risk of suicide. And the regions under the greatest risk are Northern and Southwest Alaska. Those are the kids in your schools that face the greatest danger. We need to focus our efforts to stop the spread of teens killing themselves. I understand that we are faced with some very difficult decisions ahead as how to deal with this situation. Please keep in mind that teenagers need hope, whether that is sports, interaction with peers, or other activities. Thank you for your time.

Respectfully yours,



Caleb Alsworth

High school senior, student athlete, Former District Student Government President, Concerned student

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## Public Comment: September 22, 2020 School Board Meeting

**Commenter's Name**

Leo & Menda Fowler

**Commenter's Village**

Port Alsworth

**Comment:**

Great job opening our schools :) As parents of many teenagers, we just wanted to say how important the sports programs are for our kids. We really appreciate you respecting our community by giving us the opportunity to make decisions for our kids regarding participating in sports. We hope this will continue to be the case... that each village can make the decision they feel is best for them. Personally, I can see how it is so good for our children to be active, engaged and involved with their peers through sports! Thank you, LPSD Schoolboard!

**Email**

[mennleo@hotmail.com](mailto:mennleo@hotmail.com)

**Phone**

9077813085

We are aware that the school board is discussing the issue of traveling for sports and the policies that will be enacted in regards to the Covid19 crisis.

I have discussed this with our local LSAC members and they are all in agreement.

We feel that the school board should consider each communities desires in choosing what is best for their children, and we want the same in this matter as well.

It is not a simple problem and the solution may vary for different communities, so we are respectfully asking the board to allow each community to make their own policies in regard to traveling for sports.

Thank you,

Dennis Fowler  
LSAC President  
Tanalian School

Good morning Ty, Rick, school board members, Teachers, and coaches and communities,

I would like to express my appreciation for the wisdom you have shown as you've made decisions for our children and communities during this difficult and confusing time of Covid 19.

I strongly encourage you to continue allowing each community to ultimately decide what is best for their students regarding sports, travel, and other activities, of course following state and ASAA guidelines.

Our parents and community leaders are well informed and motivated to keep our kids safe and healthy. I believe we can trust individual sites to know what is best for the total health of their children.

Thanks for a chance to have some input. Please share my comments with the appropriate people,

Thank you, Patty Alsworth

Ty,

I am writing this to encourage you and the school board to allow decisions involving sports travel and involvement to be left up to the individual school sites. The ASAA has already implemented plans and protocols to allow sporting events to move forward. I believe that additional restrictions put in place by the district that would limit participation and travel in these events (whether state or regional) only cause additional harm to our young athletes. I understand that some of the villages have expressed hesitation and a reluctance to allow the school kids to travel to other sites and to not allow travel with kids from other sites. Please do not allow this mindset to limit travel and participation for those villages/school sites that do not share this same sentiments, let each school site decide at what participation level they are comfortable.

Thanks,

Carlton Voran  
Parent – LPSD

Kathryn McGee  
521 Windmill Way  
Port Alsworth, AK 99653

9/16/20

Lake and Peninsula School District  
P.O. Box 498  
King Salmon, AK 99613

To the LPSD board members, superintendents, and principals:

Hello from Tanalian School! I am one of nine seniors in my high school class and a volleyball and basketball athlete. It has come to my attention that there are many different ideas being discussed in regard to running each sports season safely and responsibly. I appreciate and thank you for trying to do what is best and to keep us all healthy. With that in mind, I am asking you to consider allowing sports to happen as normally as possible.

Research has shown and proven that children under the age of 18 are not at high risk for COVID-19. They may contract the virus, but according to the CDC, "Most reported SARS-CoV-2 infections in children aged <18 are asymptomatic or mild. Less is known about severe COVID-19 in children requiring hospitalization." (CDC). Of course, that would exclude adolescents who have underlying conditions that would put them at risk. Taking this into consideration, most of the athletes in our district are not at high risk for this virus. Leaving it up to each individual athlete and their parents/guardians to decide if they wish to participate in a sport could be a way to allow sports to proceed. Another way would be to limit the number of spectators, and/or screening each person who comes into the building for the games. Even having no spectators would be better than having no sports.

I understand that sports are a privilege provided by the district, not a right, but let me ask you this: how might taking away this privilege affect students' mental health and behavior? By taking away sports, you might see a spike in some students' use of tobacco, recreational drugs, alcohol, or vaping. Having an athletic program keeps these behaviors in check as student athletes are accountable and learn to take care of themselves. Also, the isolation students have been facing due to COVID is causing depression and higher suicide rates. Cancelling sports, while attempting to decrease the chance students will get sick, could actually increase the risk of suicide among youth. I understand that you are doing your best to make these important decisions, but I would ask you to consider the mental health of student athletes every bit as crucial as our physical health.

Again, I am thankful for your careful decisions in these strange times. I hope you will consider what I have stated in this letter. Please understand that I have a very high respect for all of you and the work you put into our school district, and I ask you to listen and take action with these things in mind.

Thank you,

Kathryn McGee

SHINING STARS...FALL 2020

NAME	LOCATION	REASON	NOMINATOR
Kasie Luke	DO	Kasie has shown great grace and levelheadedness during this crazy start to the school year. I appreciate her ability to see the positive and make sure everyone feel heard. Thanks for being a marigold, Kasie!	Kate Cornell
Judy Hollander	ANC	Judy has quickly become the "Dr. Fauci" of Lake and Peninsula Borough. Her expertise and steady demeanor have helped guide LPSD during the most trying times. We couldn't have opened our doors this year without her!	Ty Mase
Jon Ludwig	NEW	Mr. Ludwig has been consistently supporting our sites' technology needs since prior to the first day of our school year. Mr. Ludwig is behind the scenes making sure we are taken care of by ensuring communication is clear, technology is safely mailed, and providing consistent, reliable replies to the many needs of LPSD staff as they get our schools running smoothly. I appreciate all that Mr. Ludwig has done and continues to do for LPSD, we are better with him as a member of the team.	Kasie Luke
Jordan Davis	KHK	Jordan is our head teacher here at Kokhanok School and she handles this position so well. Jordan continuously keeps up a positive attitude and gives us as teachers, an open space to share how we feel about current issues going on in our school. Jordan ensures the school is running well and that all of us have the support we need throughout the day to day. COVID-19 has caused a series of changes in our school but Jordan as well as the rest of our team handled these issues without fail. Since I first showed up at Kokhanok school she has made me feel welcome as a first year teacher and I feel she deserves recognition for the work she puts in day after day.	Austin McCourt
Dana Wolff	KHK	Dana has been a smiling face since the day I first arrived in Kokhanok. She was so helpful moving me in, cooking me meals until my food arrived, and helping me set up my classroom. Dana is my mentor teacher and while she has her own classroom to run and students to take care of she always goes over and above to make sure I'm doing well and my transition to Alaska and into a classroom of my own is as stress free as possible. I feel I have not only gained an amazing mentor here in Kokhanok I have also gained a life long friend.	Austin McCourt

SHINING STARS...FALL 2020

Robert Kirchner	PIP	<p>Being new to LPSD and a veteran teacher of 25 years, I know dedication when I see it! Mr.K, as his students call him, is highly dedicated to his students and their educational experience here in Pilot Point. He is keenly aware of and involved in the needs and interests of his students and the village in which they live. Over and above delivering instruction, Robert invests quality time with his student outside of the classroom in activities like cross country running, playing basketball, fishing, berry picking, special outings around the village just to mention a few. Creative ideas that are already in the works are building a smokehouse with his students, a week long cultural Arts Academy, getting musical instruments available, robotics, drones and videography, trapping, and many others. These ideas spark the minds of students to the possibilities and pathways to their own futures. The collaborative and welcoming environment he greeted me with has already inspired me to dream of the possibilities that can be realized here in Pilot Point. I am fortunate to be a part of this team!</p>	Michele Hughes
Jim Dube	BAY/LAK/IGI LAG/ANC	<p>It is amazing how much Jim helps out with....From PowerSchool, technology, being an itinerant principal of four sites, to helping pick items up in Anchorage to be tossed on a plane, Jim is always ready to lend a helping hand. You are much appreciated, Jim!</p>	Bill Cornell69

## Students

### EXCLUSIONS FROM ATTENDANCE

AR 5112.2(a)

Note: The following regulation provides sample due process procedures for exclusions and may be revised or deleted to reflect district practices and needs.

Prior to excluding a student from attendance because of a physical or medical condition, or denying admission due to a reason set forth in AS 14.30.045, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements:

1. A statement of the facts leading to a decision to propose exclusion.
2. A statement that the parent/guardian has a right to meet with the School Board to discuss the proposed exclusion.
3. A statement that at any such meeting the parent/guardian shall have an opportunity to:
  - a. Inspect all documents on which the School Board is basing its decision to propose exclusion.
  - b. Challenge any evidence and confront and question any witness presented by the School Board.
  - c. Present oral and documentary evidence on the student's behalf, including witnesses.
  - d. Have one or more representatives of the parent/guardian present at the meeting.
4. A statement that the decision to exclude the child is subject to periodic review and a statement of district procedures for such review.

The Superintendent or designee may exclude without prior notice of exclusion any student who:

1. resides in an area subject to quarantine.
2. is exempt from a medical examination but is believed to suffer from a contagious or infectious disease.
3. is determined to be a clear and present danger to the life, safety, or health of students or school personnel.

However, the Superintendent or designee shall send a notice of exclusion and due process hearing procedures as soon as reasonably possible after the exclusion.

A student denied admission because of a physical or mental condition shall be permitted attendance when the cause for exclusion no longer exists. (AS 14.30.047)

*Revised 04/2020*

**Students**

**AASB POLICY REFERENCE MANUAL  
9/92**

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the standards-based tests, the English language proficiency assessment, and the college and career readiness assessment. 06.765, 06.700 and 06.717. The Department has established uniform test administration requirements for all statewide assessments, including provisions for test security. 4 AAC 06.761, 06.765. The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all state required assessments. A certificated employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

**Test Center:**

The Superintendent or designee shall identify a school test center(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

**District Test Coordinator and Testing Personnel:**

The Superintendent or designee shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

**Test Security:**

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;
4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.
7. Require that staff members administering tests supervise students during the testing period, and require that those staff members do not access electronic devices during the testing period except as necessary to administer the test.

**Test Administration**

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

Instruction

**STANDARDIZED TESTING/TEST ADMINISTRATION (continued)**

AR 6162.5(c)

**Breach of Test Security**

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security results in an invalid assessment. 4 AAC 06.765.
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| *~~Revised 3/2017~~ Revised 4/2020*

## Business and Noninstructional Operations

### MAINTENANCE

BP 3510

Note: In order to qualify for a capital improvement project grant or debt reimbursement under AS 14.11.011 or AS 14.11.100, a school district must have in effect a preventive maintenance plan. This plan: 1) must include a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance; 2) must address energy management for buildings owned or operated by the district; 3) must include a regular custodial care program for buildings owned and operated by the district; 4) must include preventive maintenance training for facility managers and maintenance employees; and 5) must include renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned and operated by the district. Additionally, the district must be adequately adhering to the preventive maintenance plan.

The School Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment in ensuring the safety of students and employees, in protecting state and local investment, in providing necessary loss control, and in helping to ensure the availability of capital funding. A preventive maintenance plan shall be in effect which includes custodial care, scheduled preventive maintenance, commissioning, and energy management for district buildings. The Superintendent or designee shall ensure a systematic means of tracking the timing and costs associated with maintenance activities; shall direct the preparation of renewal and replacement schedules for electrical, mechanical, structural, and other components of district facilities; and shall provide for preventive maintenance training for facility managers and maintenance employees.

*(cf. 3511 - Energy Conservation)*

*(cf. 3514 - Environmental Safety)*

*(cf. 3515 - School Safety and Security)*

*(cf. 5142 - Safety)*

All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. Employees are responsible for promptly reporting to their supervisor any damage to district property or equipment.

*Legal Reference:*

ALASKA STATUTES

*14.11.011 Grant applications*

*14.11.100 State aid for costs of school construction debt*

*4 AAC 31.013 Preventive maintenance and facility management*

*Revised 4/2020*

## **Instruction**

### **PANDEMIC/EPIDEMIC EMERGENCIES**

**BP 6114.4(a)**

Note: This optional policy may be revised or deleted.

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

#### **Planning and Coordination**

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

#### **Response**

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent to make emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting a teleworking

## **Instruction**

### **PANDEMIC/EPIDEMIC EMERGENCIES**

**BP 6114.4(b)**

agreement for school staff and establishing remote education.

### **Infection Control**

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

### **Continuance of Education**

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

*(cf. 5141.22 – Infectious Diseases)*

*(cf. 5141.23 – Infectious Disease Prevention)*

*(cf. 5144.1 – Suspension and Expulsion)*

*(cf. 6114 – Crisis Response Plan)*

#### Legal Reference:

##### ALASKA STATUTES

*14.03.02 School Year*

*14.30.045 (4) Grounds for suspension or denial of admission*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 05.090 The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99*

*Revised 4/2020*

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**2019-2020 UPDATE**

**INSTRUCTION SHEET**

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

This Update is limited due to little movement at the state and federal level to revise education policy during the 2019-2020 term. However, it includes an important policy regarding leave available to employees in response to the COVID-19 pandemic, as well as updates to the model pandemic policy. AASB anticipates providing additional updates throughout the year in response to the pandemic.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<b><u>ARTICLE 3, Series 3000 – Business and Noninstructional Operations</u></b>		
<b>BP 3510</b>	Yes	This update incorporates a new subsection in 4 AAC 31.080, which provides criteria for a preventive maintenance program of a school district eligible for state aid for school construction and major maintenance. It also adds a requirement to have periodic evaluation of commissioning existing facilities to a qualifying energy management plan. A cite to the regulation has been added.
<b><u>ARTICLE 4, Series 4000 – Personnel</u></b>		
<b>AR 4161.8</b>	No	***New Administrative Regulation***  This temporary administrative regulation adopts the emergency sick leave and emergency family leave policies created by Congress in the Families First Coronavirus Response Act. It is scheduled to expire on December 31, 2020, unless extended by Congress. The regulation sets forth the leave entitlements guaranteed to employees as part of the act, and clarifies district responsibilities.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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**ARTICLE 5, Series 5000 – Students**

<b>AR 5112.2</b>	No	This modification to the student exclusion policy clarifies that a board may deny an admission for any reason permitted by statute, not only reasons related to physical or mental health.
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**ARTICLE 6, Series 6000 – Instruction**

<b>BP 6114.4</b>	Yes	This update clarifies the Board’s authority to delegate additional authority to the Superintendent as a response to a pandemic/epidemic, and sets forth actions the Superintendent may take, consistent with law.
<b>AR 6162.5</b>	No	This update requires that staff members supervising student testing do not access electronic devices during the test, except as necessary to administer the test. This strengthens test security and is adopted in response to DEED guidance.

## EMERGENCY COVID-19 SICK AND FAMILY LEAVE

AR 4161.8

Note: The following AR implements the federal Families First Coronavirus Response Act, which is in effect from April 1, 2020 through December 31, 2020, unless extended by Congress.

As a result of the 2020 COVID-19 pandemic, employees may have additional rights to sick leave and family leave under the provisions below.

### I. Sick Leave for COVID-19 Qualifying Reasons

Employees are entitled to additional paid sick leave if the employee is unable to work (or unable to telework) due to a need for leave because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) above, or self-quarantine as described in (2) above;
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition as specified by the United States Department of Health and Human Services.

### Duration of COVID-19 Sick Leave

A full-time employee is eligible for up to 80 hours of COVID-19 sick leave. A part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.

### Calculation of Sick Leave Rate of Pay

**For leave reasons (1), (2), or (3), above:** employees taking leave shall be paid at their regular rate of pay, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).

**For leave reasons (4), (5), or (6), above:** employees taking leave shall be paid at 2/3 their regular rate, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

### Procedure for Requesting Leave

Employees must notify their supervisor of the need and specific reason for leave under this policy. Employees should make the request for leave as soon as practically possible. Verbal notice will otherwise be accepted until written notice can be provided.

Employees are required to provide documentation to confirm the type of COVID-19 leave for which they are eligible.

**EMERGENCY COVID SICK AND FAMILY LEAVE**

AR 4161.8(b)

**Interaction with Other Paid Leave**

The employee may use COVID-19 paid sick leave under this policy before using any other accrued sick leave, family leave, annual leave, or donated leave. COVID-19 sick leave does not carry over to 2021. COVID-19 sick leave cannot be cashed out.

All other policies and procedures for use of sick leave remain applicable, except as specifically modified by this AR and the federal Families First Coronavirus Response Act.

*(cf. 4161.1 – Sick Leave)*

*(cf. 4161.2 - Personal Leaves)*

**II. Family and Medical Leave Act Expansion to Care for Children due to COVID-19**

The qualifying reasons for taking family and medical leave (“FMLA Leave”) have been expanded to provide leave for employees unable to work because they must care for a child whose school or place of childcare is closed (or child care provider is unavailable) for reasons related to COVID-19. This is a new qualifying reason for taking leave under the Family and Medical Leave Act. It is not an expansion of the total amount of leave availability under FMLA. Employees must have been employed for at least 30 days to be eligible for expanded FMLA leave.

*(cf. 4161.4/4261.1/4361.4 – Family and Medical Leave))*

**Duration of Expanded Childcare FMLA Leave**

Full-time employees are eligible for up to 12 weeks of leave at 40 hours a week, assuming the employees have FMLA Leave available. Part-time employees are eligible for leave for the number of hours they are normally scheduled to work over that period, again assuming leave is available. Employees are only entitled to 12 weeks of annual FMLA leave, regardless of the reason.

**Rate of Pay for Expanded Childcare FMLA Leave**

The first ten days of expanded childcare FMLA leave is unpaid. However, employees may take the COVID-19 paid sick leave during this time or substitute any accrued paid leave. Alternatively, the District may require that COVID-19 paid sick leave be used during the first 10 days of normally unpaid FMLA leave.

After the first ten days of expanded childcare FMLA leave, employees taking leave shall be paid at 2/3 their regular rate, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave under the Family and Medical Leave Act).

**EMERGENCY COVID SICK AND FAMILY LEAVE**

AR 4161.8(c)

Note: The above provisions for paid leave under FMLA are only applicable when leave is taken because the employee must care for a child whose school or place of care is closed due to COVID-19 related reasons. FMLA has not been expanded to provide for paid leave for other qualifying reasons, such as personal illness of the employee or family member.

**Procedure for Requesting Leave**

Employees must follow the existing procedures for taking and requesting family and medical leave. Employees are required to provide documentation to confirm eligibility for expanded childcare FMLA leave.

*(cf. 0400 - Personnel)*

*Legal Reference:*

Public Law No: 116-127 (03/18/2020)

*Added 4/2020*