

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
September 23, 2021, 11:00 AM

Agenda

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- a. Review of Booster Club Applications
 - 1. Tanalian Booster Club Application

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14. FUTURE AGENDA ITEMS AND MEETING DATE

- a. Next Meeting: Thursday, October 14th, 10AM

15. ADJOURNMENT



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Chignik Bay Site Report September 2021

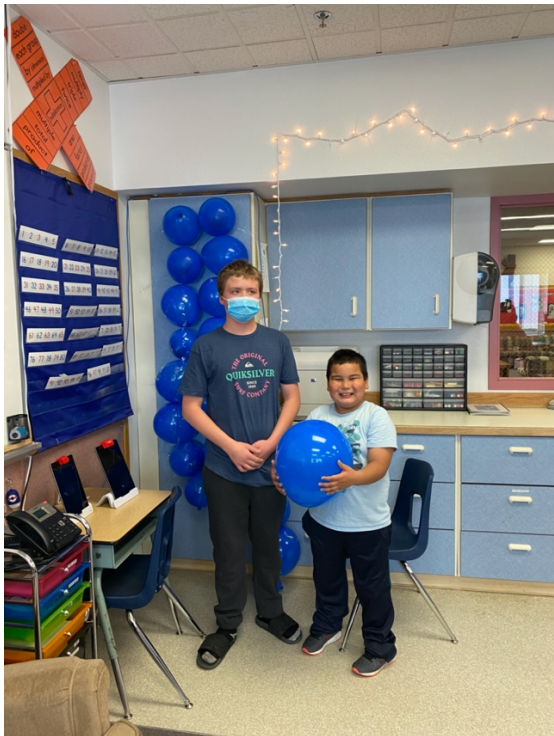
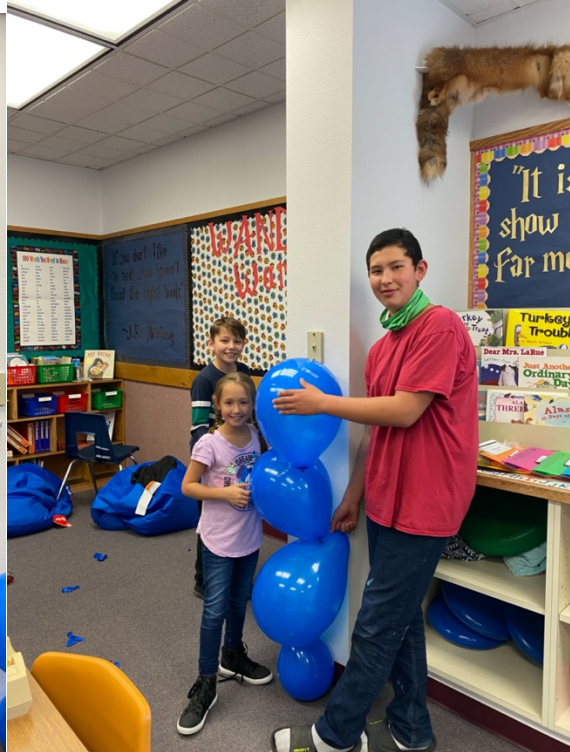
Some Highlights:

1. WE'RE OPEN!!! The biggest highlight we will have all year round. The energy from the kids and the community knowing our school is open and thriving is unreal.
2. We have a very new staff joining us this year. We have a new teacher's aide, Renee Smith who is absolutely wonderful. Does what she needs to do, works well the children, always looking to help me out more. Douglass Lupie is our new PE teacher. He is amazing with the kids keeping them active and engaged. He also comes in a half hour before his shift to give me assistance with the kids while we transition aides. We also have a new cook headed our way, one of our students' grandmothers decided she would bless us with her cooking. Her name is Ollie Kalmakoff.
3. Balloon Towers! (see pictures below) The kids had a blast with this team building exercise.

Some goals:

1. Personally, I will be working on growth mindset. With the situation I am in it could be very easy for me to say this is too hard and shut down. But I can't do that to my kids, this community, or myself. I want to change my attitude and perspectives about things this year to keep the atmosphere positive.
2. I want to have the kids find their love of reading. I struggle motivating the older ones to want to read. I have tried different reading incentives but nothing has seemed to ignite that flame yet. I am hoping this will also improve our reading test scores.
3. Another goal is improving our community involvement. Again, with the situation being the way that it is means that I need help. I am going to heavily rely on the community to step up and help with extra-curricular things such as holidays, parties, and other events.

Chignik Bay Site Report September 2021



September Site Report 2021
Igiugig School

Students have jumped right into learning this school year. We have three kindergarten students who have learned their school routines. Miss Gabbie's primary students have settled into their new upstairs classroom. Ms Kristin's classes finished their first chapter book, worked diligently through their first units in Everyday Math, and are integrating Science and Reading in learning about animal habitats and the ecosystems they live in. Mr Bill's middle and high school students are digging into an analysis of operating systems (who knew there were so many). They are going way back to pre-Columbian times to the silliness of first impressions--Europeans and the indigenous both wondering, who *are* these people. Middle-schoolers are learning the intricacies of governing (it's hard). They are reading about Medusa (beguiling and scary--irresistible combo). And they finished a glimpse of how complicated and self-destructive we humans are by reading "The Lottery." Classes are full of our favorite kind of people...the wildly curious.

Martha Crow is our new preschool teacher and gym aide. Our preschool student is eager for school to start and Martha will have a fun year with her.

Igiugig School hosted an Open House and Potluck for the parents and community on the first Thursday evening of the school year. It was well-attended and the food was generous and delicious. Fresh moose from recent hunting and dried salmon from culture week were crowd favorites. Our students enjoyed an all-school kickball game on the ballfield on Friday afternoon. (Our playground is closed due to construction of the new teacher housing duplex.)

Tim McDermott and his crew have our school shiny-clean and operating at optimal level. We are so grateful for his work.

Our school theme for this year is *Bringing it Together*, with key concepts including cohesiveness, collaboration, and community building.

IGI is known as a school where the community is involved and interested in extracurricular opportunities. This year as we return to safely allowing community involvement, we would like to reconnect. We'll take this opportunity to reevaluate what works, what we can adjust, what we can add, to leverage our resources to the greatest advantage. As a small (literally – space-wise) school, we have to be creative and nimble.

Our key academic goal is to improve reading fluency and comprehension. In our *Bringing it Together* framework, this means looking for reading opportunities, both cross-curricular and cross-cultural, that we can employ to improve our students' reading skills and enjoyment.

We want to develop self-reliance, at all grade levels, by setting meaningful goals and celebrating when the goals are achieved. By this, our students begin taking ownership of their education, their school climate – and their lives.



Elders and teachers at the Open House/Potluck.



Students enjoy supper together.



Mystery Science Lesson: Eat or Be Eaten



Cross-country practice on a sunny afternoon.

Kokhanok School Report
September 2021

Our school year began well, with almost all of the previous year's staff returning. We have only had to post and hire for three positions: we hired a new cook, a new SPED Aide, and a new preschool teacher, all of whom are getting great training and support as they adjust to their new roles in our school. Many thanks to Tammi Peterson and Amber Kresl in this regard. At this time, we have 40 students.

As our staff, both classified and certified, is a very capable and veteran crew, and seeing how the school is running smoothly, we decided that this year we would try to take it up a notch. We will certainly be working hard toward achieving measurable goals such as: higher test scores in math, more students reading and writing at their grade level, and preparing our juniors and seniors for their post-secondary careers by way of real-world experiences (thank you, Zach Stenson and CTE). However, we recognize that to achieve these goals we will need the students (and staff) to take on increased ownership of the processes.

We have decided to encapsulate this drive for accountability in our theme for this year: *Doing the Right Thing*. We chose these words, because, "*Doing*" denotes an ongoing action, and aiming for "*the Right Thing*" requires that we stop and reflect on our actions before we can determine if it is the *Right Thing*. Therefore, if we would like to see the students *Doing the Right Thing*, we as the staff resolve to: 1. model the behavior we would like to see, 2. call out and recognize students when we see them *Doing the Right Thing*, and 3. allow the students the resources, space, agency and opportunity to do so.

This means emphasizing volunteerism – both by allowing our students opportunities to help outside of school, and by encouraging community members to become more involved in school projects. We have increased our involvement in other extra-curricular projects:

- Our XC team will be participating in an extra meet this year. (Jordan Davis – coach; Beth Hill, Austin McCourt, Dana Wolff, Kait Moitoza – assistants).
- We have also joined the ranks of Mix-6 volleyball.
- Student Government has gotten off to a thriving start this year with exceptional volunteerism, especially with the graveyard and church clean up within the first week of school! (Josh Jenks, SG Advisor)
- Thanks to Mr. and Mrs. Hill and to the Igiugig Village Council, Kokhanok students are again involved in a maritime construction project: building a sailboat! More on the F.V. *Doing the Right Thing* as it develops.
- On the creative side we have begun a logo-design project in order to brand our *Doing the Right Thing* vision - and plaster it everywhere! T-shirts, coffee mugs, stickers, you name it.

Other aspects of our day include, reinstating the all-school every-morning meetings in the gym; we love to start our day off on the right foot! Our library is ready to go to support student learning, and community interests. As the year progresses we plan to build off of the good we are already doing, by *Doing The Right Thing!*



Student Government meeting for the first time – lots of great plans for this year!



Our Student Teacher, McKenna Conselyea jumping right into Dana Wolff's K-1 class - literally



Our new Preschool Aide, Krista Hobson, putting her classroom together



There's the XC team – I tried to get a close-up action shot, but they were just too fast!



The whole gang - *Doing the Right Thing*

Chignik Lagoon Site Report – School Site – September, 2021

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Nancy Mills, Head Teacher

Outstanding Activities and Events

We have 23 enrolled students Pre-K - 12!! I don't think we've had enrollment that high since I was in high school!

Personnel

Personnel are ready to have an amazing school year. Although some classified staff are on leave, we have not had difficulty finding coverage.

Standards Based System/Curriculum Progress

Here are a few first day photos:



Carr Twins, Madison & Savannah, Grade 9



Gilanna "Nana" Tupuola, Grade 7

Technology Progress

All things technology-related are going well.

Facility Update

All is well so far!

LSAC Activity

There has been some LSAC activity around the issue of mask-wearing. We have a divided community on the issue. I expect there will be a couple of more meetings before a final decision is made. Until then, we are masked.

Volunteer Report

There are no volunteers in the school.

Professional Development

Though in-service was different than planned, we feel that it gave teachers extra time in the classroom. That extra preparation means a world of difference for the first week of school.

Pupil Attendance

Pupil attendance has been strong.

Student and Staff Safety

We are erring on the side of safety by wearing masks and social distancing.

Subsistence Calendar

Subsistence calendar is working out great.

Other

Site goals listed on our School Improvement Process are:

- **By 5/1/22, the Chignik Lagoon School student overall will have increased reading scores by 20% as evidenced by MAPS assessment tool.**
- **By 5/1/22, the Chignik Lagoon School student overall will have increased math scores by 20% as evidenced by MAPS assessment tool.**
- **By 5/1/22, 89% of the Chignik Lagoon Students will have increased by one level in writing as evidenced by completion of standards, skills-based assessment, and passing the end-of-level writing prompt.**
- **By 5/1/22, the Chignik Lagoon School will have 100% single-handedly eradicated Covid and will be enjoying 100% of community participation in all school-sponsored events and activities, thereby increasing the positivity of school climate by 10,000,000%. *Please, do not hold applause until 5/1/22 - we would like to hear your clapping now!***

Items we would like the School Board to consider:

- 1. Creation of an earthquake disaster plan.**
- 2. Plan for large maintenance replacement items: new parks, replacement of roof.**
- 3. In light of the Alaska Advantage discount offered by UA to high school students, we would like to see the number of credits reimbursed by the school district increased. We feel students are being held back from their potential because of this restriction.**

Site Report – Chignik Lake – September 2021

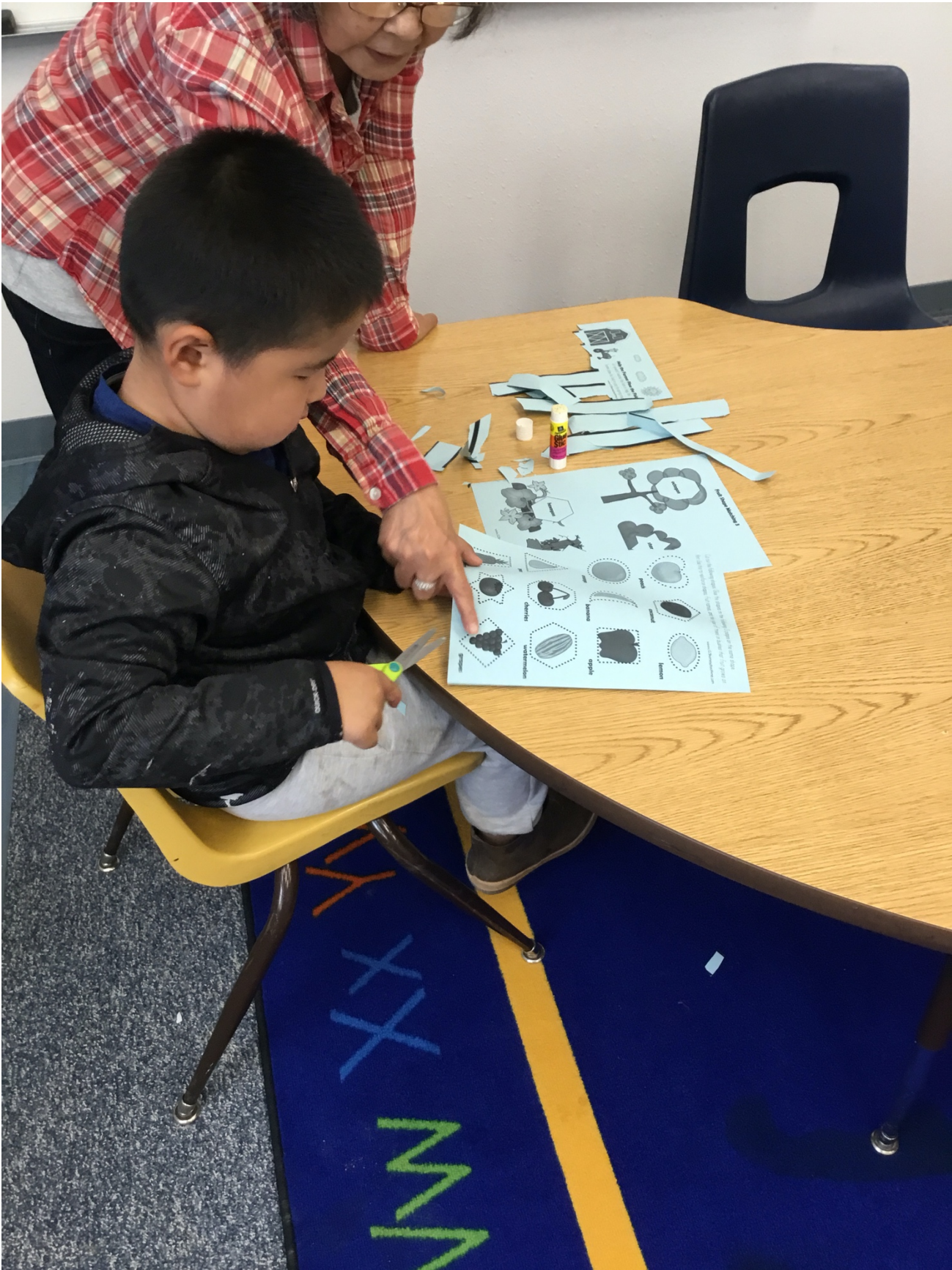
To: Superintendent Kasie Luke and LPSD School Board Members	From: Barbra Donachy/Head Teacher, Chignik Lake
Outstanding Activities and Events	
Students have been very excited to begin the new school year. The excitement continued as the first week progressed. Students are already used to the Covid protocols and easily went back into routines. We had to do some scrambling to feed students. Thankfully, there were enough items in the pantry to cook up lunches until our first shipment of food came in.	
Personnel	
All of our staff are returning staff. This made the transition to the new school year very easy. We were looking forward to welcoming an additional teacher for the upper elementary students. Unfortunately for us, the teacher got pulled away to a different site at the last minute. We are still hoping to fill this spot to support our numbers of young students.	
Standards Based System/Curriculum Progress	
Students practiced routines and began tackling their new standards for their new levels during the first week. MAP assessment during the upcoming weeks will help determine students' needs.	
Technology Progress	
All is functioning well.	
Facility Update	
All maintenance issues have been reported. We had a sudden issue with our refrigerator freezing all of our food. This is being managed at this writing. The rain is illuminating where the spray will turn into ice later this year due to a missing gutter. We are hopeful this will be replaced before it begins to freeze.	
LSAC Activity	
The LSAC met on August 25th. The next meeting is scheduled for October.	
Volunteer Report	
Community volunteers continue to pitch in as needed. Thanks to folks around here doing extra to make sure our students are taken care of.	
Professional Development	
Staff completed preservice professional development just prior to school start. Lake staff will continue working on improving writing instruction over this coming year.	
Pupil Attendance	
We currently have fifteen students enrolled and regularly attending. Two of those are attending via home school.	
Student and Staff Safety	
All staff and students have been careful in following Covid safety protocols. All have been willingly participating in daily health screenings.	
Subsistence Calendar	
Students are still working hard within the calendar framework.	
Other	



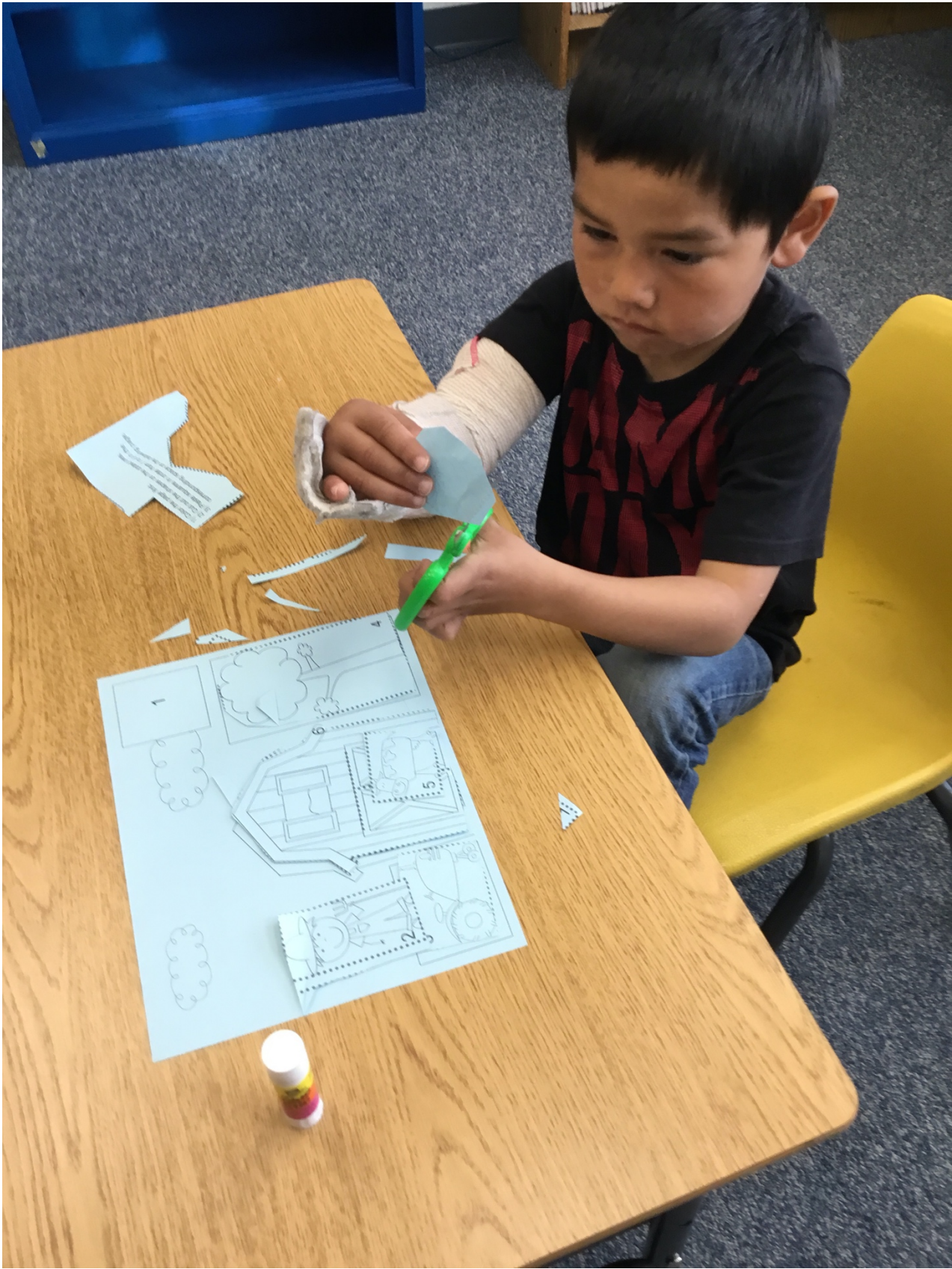
Chignik Lake 1 Kindergarteners working hard



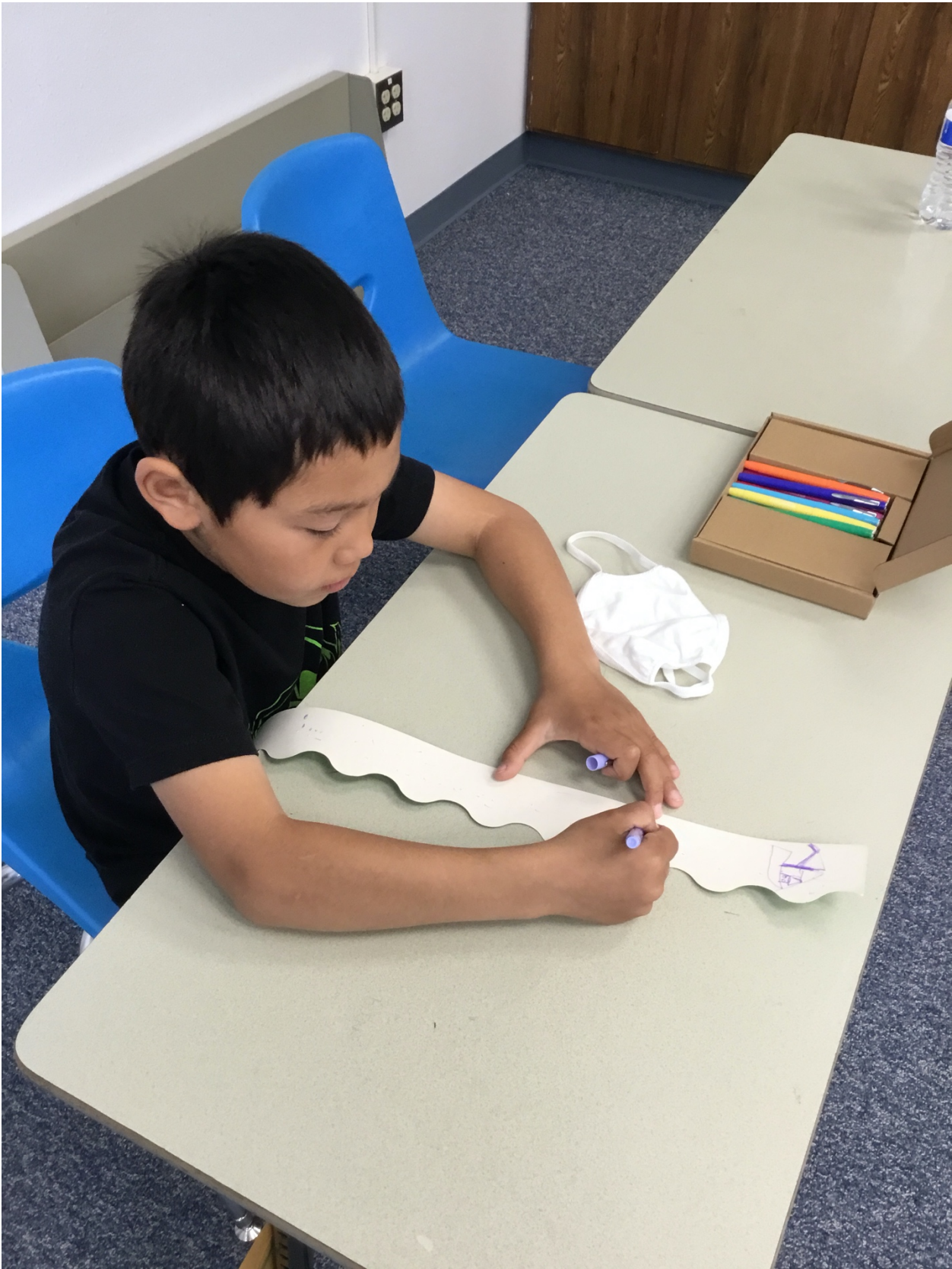
Chignik Lake 2 Kindergarteners working hard



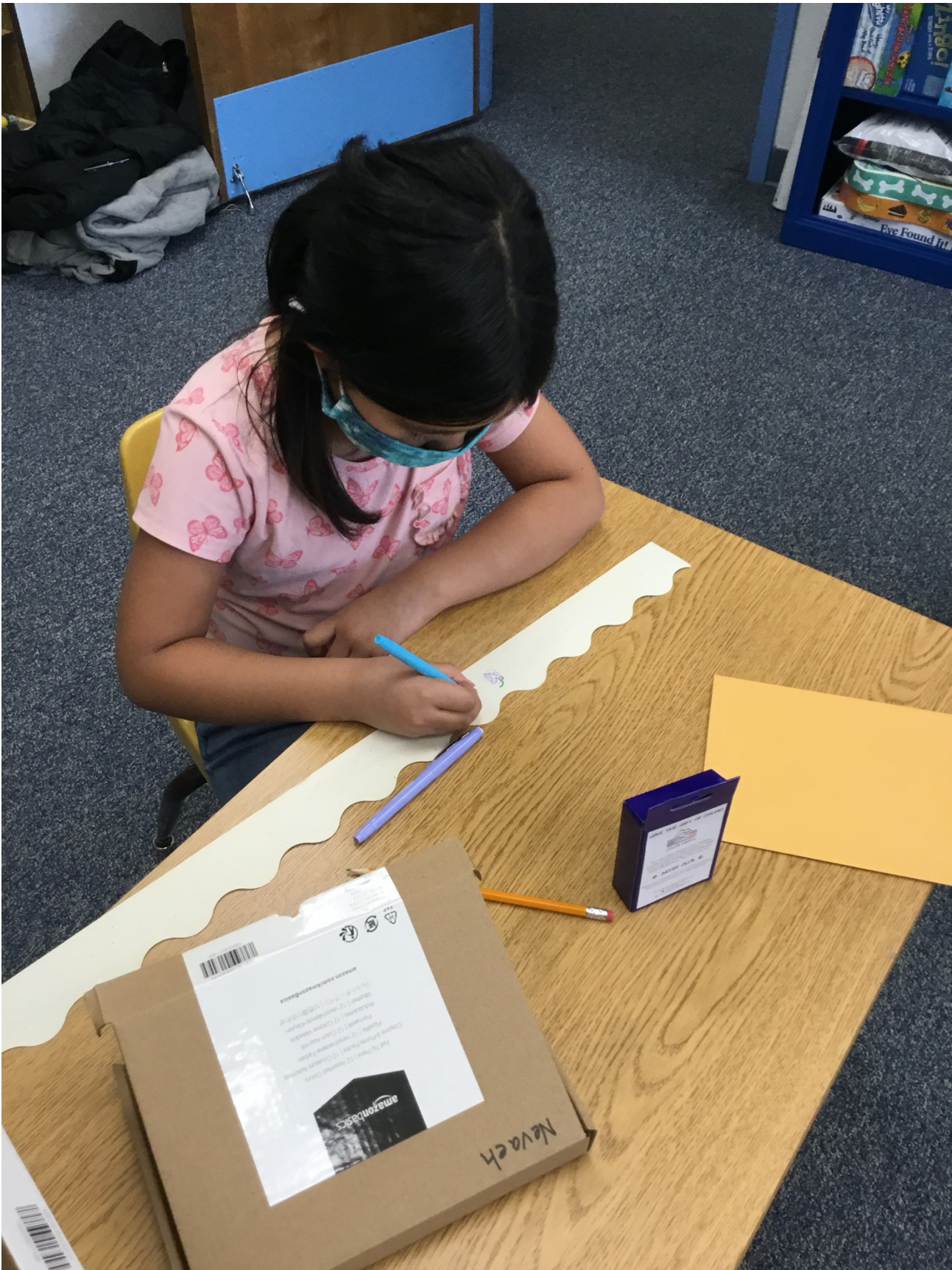
Chignik Lake 3 Kindergarteners working hard



Chignik Lake 4 A righty working lefty



Chignik Lake 5 Helping get the classroom ready for the year



Chignik Lake 6 Reach for Reading Big Questions



Chignik Lake 7 Group Map of Chignik Lake



Chignik Lake 8 Another version of a Chignik Lake map

Levelock September 2021 Site Report

Highlights from First Week

Elementary Class

Below are some of the activities/lessons that our elementary class has done this past week:

* As a group we read different books and then create origami animals based on the characters in the book! We did a fox for *Fox in Socks*, a pig for *Elephant and Piggy*, etc.

* Using a lesson on Mystery Science, we talked about being observant and asking questions, just like scientists do. We looked at our hands and drew what we saw. We then asked questions about those observations.(science as inquiry and process).

* Kindergarten students practiced writing their numbers from 1-100. We counted orally, practiced writing our numbers on whiteboards, and played 100's bingo (I say a number and they have to find that number on their 100's chart).

We've also practiced counting by tens, identifying numbers that are smaller vs bigger, and counting blocks to practice 1:1 correspondence.

* Level 3 math has consisted mostly of reviewing place value, and reviewing addition and subtraction, with and without regrouping!

* Reading instruction for both groups is on level lessons/activities such as reviewing letter names and sounds(K), working on vocabulary (K,3), learning new literacy terms (3) and reading short stories (K,3)

* We have done multiple whole group writings, using the activity "roll and write" where we roll a die and that number (based on the worksheet) tells you the character, the setting, and the plot. Students are able to create super fun and interesting stories!

* We have also been working a lot on procedure and routines, especially Morning Meeting (calendar, counting the days of school, weather), and transitions between lessons.

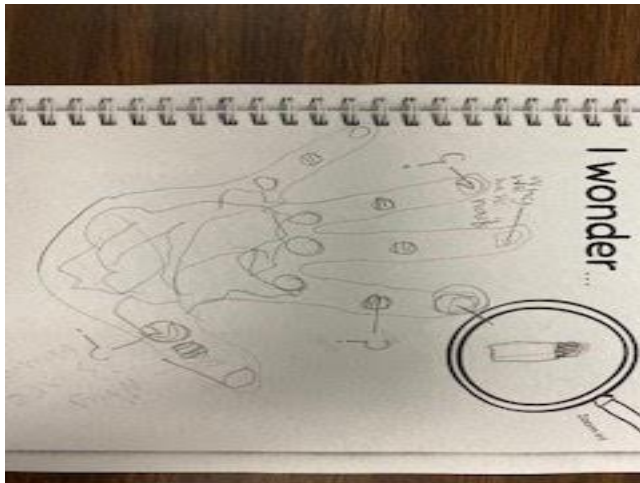
Attached are some examples of student work!

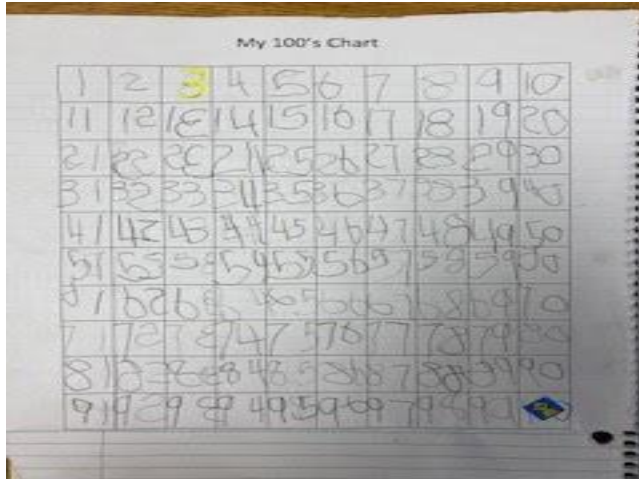
Setting: desert

Characters: Prince and Princess

Plot: there was a fire

Once upon a time, there was a Prince and a Princess who lived in the Large Desert. One day they were very bored and decided to go on a long walk. They walked for 8 miles and were very thirsty. Eventually they found a puddle to drink from. As they got closer a ring of fire started around the puddle! They were so scared and so thirsty. Suddenly, a puppy appeared! The puppy was so cute and so fluffy, but he drooled a lot. The prince and princess still wanted to play with him. They called for the puppy but the fire stood in the way. The only way for the puppy to get to them was to jump over the fire. The puppy backed up and started to run as fast as he could! As he jumped, so much drool came out of his mouth, it put the fire out! The prince and princess were finally united with the puppy! They took the puppy home, gave him some food, and they all drank some water.





Secondary Class

The secondary class worked on posters to remind them about what good readers do and about math operations and put up other decorations in the room and hallway. We built planter boxes for plants we plan to grow this year. We have seeds for tomatoes, peppers, okra, and asparagus. We plan to perform several experiments and have lessons that focus on these plants. We also received Rhino engines and tool kits from BBRCTE for a small engines class we will hold onsite. We have also been given access, through Mr. Stenson's work, to Honda Online University and hope to lead students to earn Apprentice, Technician and Master Technician Certificates through the program.

Schoolwide Activities

The Levelock LSAC and secondary students prepared and served an Indian Taco Dinner for our Open House on Friday, September 10th. LSAC president, April Apokedak and vice-president, Chadalin Washington made the fry bread. Committee member, Seantay Peterson helped with setup, cooking the meat and serving. Students, Tate Dobson, John Tallekpalek, Maddy Apokedak and Ida Apokedak helped prepare the vegetable toppings. We had about 25 folks attend. Visitors had an opportunity to visit classrooms and to take books that had been removed from the library this summer.



LSAC Member, Seantay Peterson, serves up a taco plate.



Chadalin Washington (at bowl) and April Apokedak (at stove) make fry bread.



Parents, staff and students enjoy the meal and conversation.

Individual School Goals for Levelock for the FY22 School Year

Levelock aims to increase the percentage of proficient students in Reading, Writing and Math in both MAP and state testing by 20%.

- Selected students will receive 1-on-1 support from classroom aide in Reading, Writing and Math.
- Selected students will receive additional instruction and homework assignments in Reading and Math.

Levelock School aims to build stronger relationships with parents and community members and to seek ways to lead them to support learning.

- Teachers will actively seek to contact parents to inform them when students do well.
- Teachers aim to share multiple positive experiences with parents before difficult situations arise requiring parent notification.

- Teachers will make efforts to inform parents and the community about activities events that will encourage support of the school

Site report: Newhalen School

9/14/2021

Students projected enrollment for Oct 1, 2021 : 97

Job openings: 3 job openings have been filled; 2 remain open- Volleyball and maintenance

Classes: Students started classes eager to learn.

Cross Country has had a great turnout with lots of interested students participating.

Post graduates 2021-6:

- 3 in college
- 1 awaiting Military
- 1 awaiting Job Corp
- 1 working currently

Site Goals:

- a. Being intentional in scheduling, planning, and instruction to maximize student learning
- b. Being reflective practitioners to guide standards pacing and instructional decision making
- c. Improve student and staff attendance

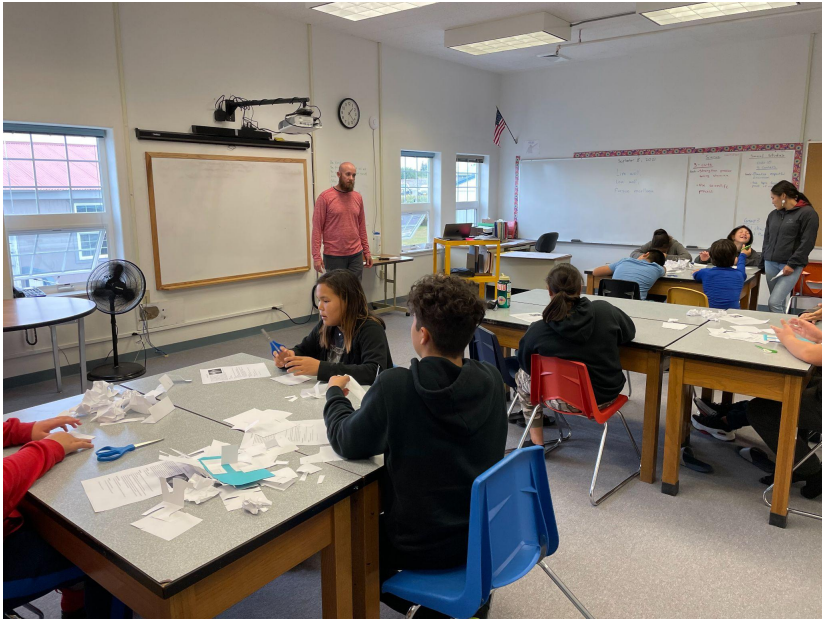
First weeks Highlights:



Students enjoying some carpet time learning their new daily routine with Mrs. Stephanie Barthelman.



We are loving our new library furniture.



Newhalen's newest teacher, Mr. Alex Sipherd, is teaching the students to think and problem solve with a hands-on activity.



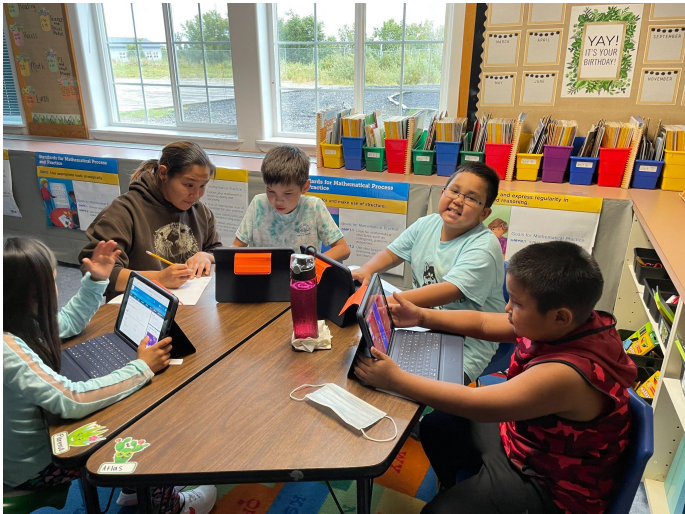
Students working on some real world text-to-self connections in Miss Patty McCasland's class.



Miss Leah Talley's class is excited to see their new library books.



Our student teacher, Mr. Nathan Knickerbocker, observes Mrs. Marcie Lester as she interacts with their students.

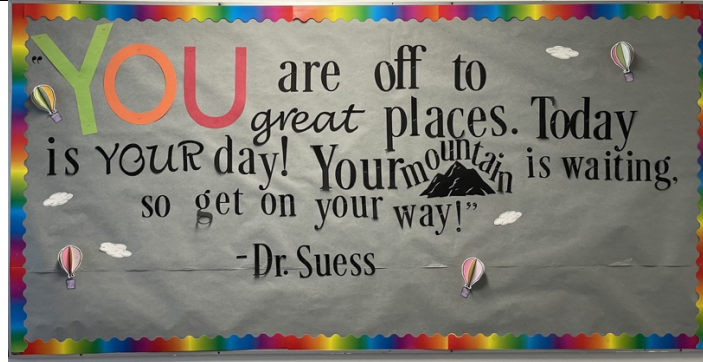


Small group of students working with an aide.

Beginning of the year Site Report – Nondalton – September 2021

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Moon McCarley, Principal



FIRST WEEK HIGHLIGHTS

- Students and staff started the school year ready to learn and teach! It was awesome to enter the year with all staff returning.
- We welcomed Zoe Anelon to our teaching staff. She got to meet everyone last year when she spent a couple of weeks with us in the spring. It helped her students be ready for a new teacher for the year. Its going to BEE a great year in our primary classroom! (She has a cute Bee theme in her room.)
- Cassie Broschious continues to support Nondalton School even in her new role as LPSD Registrar. She hosts distance students in her classroom office. Her room has a delightful front porch theme. We all like to hang out in there.
- Ms. Ward's class welcomed Bubbles, their beta fish. Bubbles is Nondalton's first class pet in many years. The students are hoping to prove responsible enough to add to the menagerie in the future.
- Mr. Hagen was everywhere this week. He's doing a great job in his new role as head teacher. He not only jumped right into services with students on his case load, he supported all students and teachers, as usual. He's also been busy scheduling Presence learning sessions and preparing for his CPI duties.
- Mr. Blackwell's students have the widest range of levels and classes. He's a genius at balancing everything and getting people through those standards and levels. While we only have one 12th grader this year, several students have made it their goal to graduate. He does an awesome job of managing the secondary program at Nondalton School.
- In lieu of an open house (thanks Covid,) teachers hosted individual students and their families for meet and greets. They showed off their classrooms, shared school goals, and distributed PEAKS score reports.
- Thank you to our substitute cook, Teresa Rickteroff, who got creative making lunch even though we hadn't received any food for lunches or breakfasts. Because of her, the students didn't notice a thing.
- The library make over was a huge success. It's now a light airy place where people want to curl up with a good book. There are so many to choose from! Thanks Cassie Broschious and Betty Wilson for all of your hard work over the summer.

SCHOOL GOALS

Nondalton School is committed to continuing to foster a positive, learning focused, school climate.

- **Continue to improve academic achievement in Reading, Writing, and Mathematics.** This will be done with a focus on using high quality resources, collaborative planning, data driven instruction, and growing teacher efficacy. We will continue to grow and improve our academic intervention process.
- **Increase student ownership of their learning.** Students will track their standards progress in a way that is easy to navigate and accessible. Teachers will regularly schedule meetings with students to track progress. Students will use grade level appropriate planners.
- **Focus on Attendance.** Make attendance visual for students with class charts, goals, and rewards. Celebrate attendance achievements.
- **Foster parent and community partnerships.** Keep parents aware and up to date on student learning progress. Keep communication frequent and open. Begin hosting school events again, when possible. Plan parent and family nights. Student government will have focus on activities that include the community. These include opening the student store, having dinner sales, and volunteering.
- **Continue to grow our positive school climate.** Everyone models, teaches, and reinforces the school principles of being safe, respectful, responsible, and kind. Staff, students, and parents are all partners in supporting Nondalton School goals. We all work together to make Nondalton School an amazing place to learn.



Students in Science Levels 3-8 Dissecting Owl Pellets. Those masks come in handy!

Five items we request the board consider:

- What are the best ways for teachers to collaborate and share resources between remote sites?
- Adopting a new writing curriculum.
- Review our science and social studies standards to see if they are still relevant and aligned with current practice.
- How do we continue to grow a robust CTE program without adding more and more to the homesite teachers' workload?
- Review end of level assessments to ensure they are in alignment with current standards and curriculum and consistent from level to level. Can they be more concise?



Welcome to Nondalton, Bubbles

The registrar's office. Also the distance learning room and the most relaxing place in our school.



Check out or fresh library space. What a great place to read!

Pilot Point School Site Report – September , 2021

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

From: Michele Hughes Pilot Point

Outstanding Activities and Events

Pilot Point School's first day of the 2021-22 school year was excellent! We had all students in attendance and on time! We welcomed two kindergarteners to the elementary classroom and a new student from Anchorage.

The first week was spent on rules and procedures and enjoying each other's company to get caught up on everyone's summer activities.

We appreciate Brian Cato for creatively putting together a delicious hot meal without freezer food arrival. We also want to thank Carl for spending a few days here at the school helping us get the facility ready.

We culminated our week with an all school berry picking event on Friday. Berries will be used later by students to make agutak.

Our goals for Pilot Point School this year are as follows:

Raising core content achievement

Improved Attendance

Developing a Strong School Climate

Working on a Growth Mindset

Personnel

We want to welcome our new principal, Moon McCarley. Moon has already been very engaged and supportive as we worked to get the school year off to a great start. We are so grateful to have J.B. George, our new aide, joining the Pilot Point team. J.B. was our basketball coach last year. We are so excited to have him now as our teacher's aide. The elementary classroom will be hosting a teacher candidate for the first semester. We are excited to have Marina McGurty from the University of Montana until December.

Standards Based System/Curriculum Progress

Technology Progress

Facility Update

The facility is in good condition.

LSAC Activity

Our first LSAC meeting will be September 13th.

Volunteer Report

Professional Development

Our week of professional development was productive. We especially appreciated the training on Everyday Math.

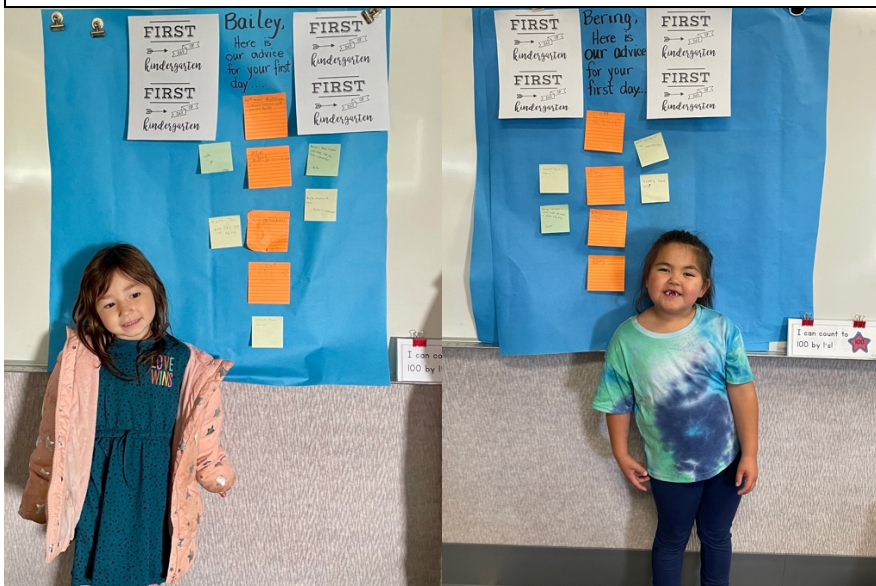
Pupil Attendance

17 students present and on time for the first week.

Student and Staff Safety

Subsistence Calendar

Other



Bailey Matson and Bering Holm on the first day of Kindergarten.



Pilot Point Book Buddies sporting their new vests on the first day of school. We look forward to sharing this program again this year with Jordan Davis' class in Kokhanok.



Elementary students are working on an All About Me project to introduce themselves to our teacher candidate.



Berry picking and hussock jumping

Tanalian School Site Report, September 2021

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Nate Davis, Principal

Outstanding Activities and Events

- We are off to a great start for our Lynx cross-country season! Four varsity runners and two junior high students traveled to Anchorage September 10th to compete in the ACS annual race & Palmer Invitational. These students raced their hearts out and are looking forward to racing in Seward, Eagle River, and Naknek over the next several weeks.
- September 8th was the official kick off for Lynx JV & Varsity volleyball. Our students have enjoyed being back in one of the rhythms they love most and we are hopeful for a full season, complete with cautious travel this fall.
- A huge shout-out to the Tanalian staff making our elementary sports program come alive for our K-6th grade Lynx. In August, Brandon Hummel coached football and soccer. Throughout September, Matthew Grossmann is coaching ultimate frisbee three afternoons a week to keep our students active.



Lynx XC at their first meet of the season in Anchorage!

Personnel

- Tanalian is happy to host two student teachers this fall from SUNY Geneseo College in New York. Caroline is co-teaching K through 2nd grade alongside Mrs. Brock and Katie is co-teaching 3rd through 5th grades alongside Mrs. Voran. Both student teachers have already gotten into the subsistence lifestyle, as they were welcomed with a berry picking adventure in the woods just outside campus. We also have Port Alsworth local Kacy Lou Leyba joining our team this school year as a principal practicum student through UAA's educational leadership program.
- Sarah Wardell officially joined the Lynx teaching staff this fall as our new part-time Special Education Teacher, after serving successfully for years as one of our special education aides!
- Additionally, Riley Morigeau joined our team as our part-time P.E. teacher and custodian and Patty Alsworth will be back volunteering for "Music Mondays" with our students.



Left photo: Sarah Wardell hard at work || Right photo: Our student teachers berry picking with principal practicum student and their new neighbors.

Standards Based System/Curriculum Progress

- PEAKS scores are in! Once again, our students performed very well, with 65% of Tanalian students Proficient or Advanced in Math and 75% Proficient or Advanced in Language Arts, compared to 34% and 40%, respectively for the State of Alaska. Well done students, parents, and teachers! It takes all of you working hard to achieve so high. Let's do it, again, this year!
- Senior Nezzie Fowler recently completed her standards and chose to graduate this fall in order to pursue an internship in the Anchorage area.
- We currently anticipate having 3 additional graduates this school year.
- Several students are in the process of applying their summer work and cultural experiences toward their PEP standards to Experience Out. We look forward to seeing their presentations at LSAC meetings throughout the fall.
- Having lost 1.0 FTE due to decreased enrollment, we have been able to arrange our school schedule this year to allow our highly qualified teachers to spread their passion and knowledge to all grade levels. Thank you to teachers for their great scheduling ideas, flexibility, and their can-do spirit!



Mr. Hummel is living his dream of teaching various levels of science this year.

Technology Progress

- We are excited to use our new Pixelot sports camera for volleyball season that Shane Mullins worked tirelessly to install last spring.

Facility Update

- Led by Patti Brock and Jen Opland, Tanalian School was the recipient of an entirely new library collection this summer thanks to this year's Literacy Grant. We were able to donate our previous library collection to homes all throughout our community, thus increasing our students' ability to learn and grow at home.
- 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, spray bottles and wipes in every classroom, disinfectant gel available in several locations, more recesses outside with reduced numbers of students, smaller cohorts, and masks are recommended. Weekly negative test required for all student-athletes traveling out of the village.

LSAC Activity

- Tanalian LSAC continues to have regular meetings, most recently September 14th, with standard agenda items, but an emphasis on COVID-19 precautions. LSAC and parents are very thankful the Board and Covid Council allowed PTA to continue to execute its Site-Specific Smart Start Covid Plan.

Volunteer Report

- Jen Opland and Patti Brock continue to go above and beyond to ensure our new library is kept in order. Thank you for your help!
- Thank you, Matthew Grossmann and Brandon Hummel for keeping our elementary students moving this fall through our new sports initiative.

Professional Development

- Our district-wide back-to-school professional development time was largely focused on ensuring our students' learning is data driven. Thank you Nicole Metzgar, Bill Cornell, Kate Cornell, and the rest of the LPSD team who helped make sure our team was well prepared for the school year.

Pupil Attendance

- Students were excited to be back in the building after a long summer and our attendance continues to be good.



Mr. Metzgar leads elementary students in making "bobcat and rabbit scat" cookies. Yum?

Student and Staff Safety

- This year continues to be about COVID-19 precautions. We are currently exercising caution to the best of our ability through the measures listed above.
- We are constantly encouraging everyone to wash their hands and be good friends from a distance.

Subsistence Calendar

- PTA teachers continue to deliver strong instruction whether in Green, Yellow, Red, or Subsistence!
- Many PTA families are continuing to love the subsistence lifestyle we are afforded here in our beautiful state. Three cheers for moose season!

Other Father-Son Moose Hunt: Coach Davis and Coach Davis



Site Report – Meshik School – September 2021

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Nathan McArthur, Head Teacher



School Looks and feels great!



PANCAKES!!!



We are excited for our new label maker and cameo cutter!



We all loved the first day of school sign and pictures. Thanks Mrs. Z!!!

Lacrosse on the tundra and beach was an amazing experience for the whole community.



See our school and community Facebook pages for more photos and updates.

Outstanding Activities and Events

We have had a great start to the school year. The summer cleaning team did a fantastic job getting the school ready. It looks really clean.

Pancakes on the first day were great!

We started the school year with lacrosse coaches from the Oneida Nation in Wisconsin visiting and teaching us their traditional games. It was a great experience for all of the community and the students really got into it.

We have a large cross-country team this year that is excited about the Naknek trip.

The students are excited about CTE this year.

Our elementary classes have done an amazing job inspiring young readers. They read over 50 books in the first week of school!!!

Staff, School, and Community Goals

We have placed a schoolwide emphasis on reading this school year. We are going to get the students to read a developmentally appropriate amount every night. After a timed test in the assigned book, we will determine how many pages should be read per night. they will report on their reading daily. We will also encourage participation in the Battle of the Books competition this year to reinforce our emphasis on reading.

We want our students to set goals. This should be student-driven with regular check-ins with teachers and parents. We can talk about academic and personal goals weekly. we can discuss them during our morning meeting.

We want to build relationships between the school and the community. This starts with parent and student communication. we have set up a remind app to increase our ability to make announcements to the community members. We will have more activities at the school and in the community, with things like game nights, potlucks, and barbecues. we also want to project an inviting atmosphere in the school with the staff and students focusing on “clean school, clean minds” as a helpful focus for our respect for the school and for ourselves.

PERRYVILLE

SITE REPORT

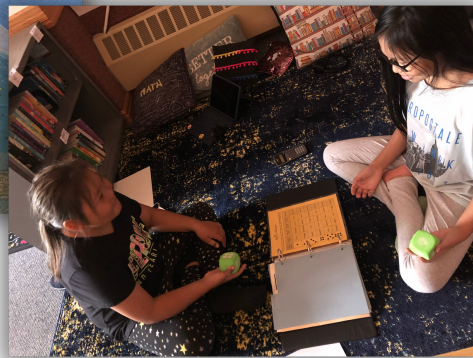
Site Goals:

1. Hold a culture camp week at the beginning of second semester
2. Develop at least one cross-curricular, interdisciplinary unit for each class
3. Offer a minimum of four extracurricular activities (including sports)

ELEMENTARY

Our elementary class hit the ground running, making goals for the new school year in art class, exercising at P.E., and learning the seasons in science!

We have also been enjoying the new Everyday Math manipulatives that we use during instruction.



MIDDLE

Middle school turned learning into a game this week, with different hands-on, interactive activities for students!

SECONDARY

PVL Secondary students elected our student government and started planning our fundraisers and events for the coming year.

We also made nature journals and took a few guided walks to get us started in science!



Date: September 16, 2021
To: Lake and Peninsula School Board
From: Kasie Luke, Superintendent
Re: Board Report, September 23, 2021

Better Together Highlights:

- Teachers are collaborating and sharing resources in the best interest of meeting their student's needs - it's inspiring to see!
- Administrators are getting to sites for visits and beginning to collaborate with LSAC's to kick off the year
- Site based Data Review Process plans are coming together

Important Dates:

Student Benchmark Testing: September 13-17

Student Count Dates: September 27 - October 22

End of Quarter: October 29

Fall Teacher In-service: November 3-5, Girdwood

AASB Fall Conference: November 4-7, Anchorage

Communication

Mug Up Mornings - Monthly meetings kicked off 9/15 with all remote District Office employees to connect for the greater good of LPSD.⁴⁹
Borough Assembly Meetings - I will be in attendance at the monthly borough assembly meetings when possible and provide a report.
Beach Gang Meetings - weekly I meet with SWRSD, DLSD, and BBBSD Superintendents to collaborate and share information.
Attendance at AASB & ACSA Conferences to collaborate and understand State and Federal happenings to benefit LPSD.

Tutors:

We are actively pursuing as many tutors as possible for Spring 2022. In addition to our Migrant Education funding source, we are considering using a portion of our American Rescue Plan (ESSER III) monies to support more tutor positions than in previous years. It is uncertain what our turnover of staff will be for the 2022-2023 school year, and we know that a portion of our incoming COVID monies are to be used for the purpose of intervention.



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



September 16, 2021

To: Lake and Peninsula School Board

From: Tim McDermott

Re: Maintenance Report

Please excuse the brief and practical nature of this month's Maintenance report. Since the spring closure and the exodus of staff, the efforts of Maintenance have been mostly reactive. For the three months of May, June, and July, summer maintenance consisted of myself and local Temporary Maintenance personnel where it was available. LPSD is extremely fortunate to have solid temporary personnel in place at Perryville, Chignik Lake, Kokhanok, Nondalton, and Port Alsworth. I could name them but everyone pretty much knows who they are. At the sites of Chignik Bay, Chignik Lagoon, Pilot Point, communication and effort was dependent upon classified staff that remained over the summer. Again, they know who they are. Their patience in taking responsibility is greatly appreciated. At the sites of Port Heiden, Levelock, Igiugig, and Newhalen there was no one locally available to represent Maintenance during the summer. At the middle of August, with the return of the Principals, we were collectively able to get the schools up to presentable standard before the first day of school.

Moving forward, practically speaking, Maintenance personnel are Carl Adams and myself. Damian Hill, as you know, is representing and supporting the safety and compliance aspects of the Department, as well as the organizational needs of the District Office in King Salmon regarding shipping and receiving. It is important to

recognize that the communication, organization, and supervision of day to day maintenance operations of the sites rests with the site Principals. As much of the work as possible should be accomplished with local resources. The Maintenance Department has a good relationship with the Principals and relies on communication to support the site needs. Maintenance requests are fielded through the Maintenance Helpdesk at maintenance@lpsd.com and Maintenance personnel available by phone pretty much 24/7's. Thank you for your patience and understanding during these trying and challenging times.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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Date: September 16, 2021
To: LPSD School Board Members
From: Kate Cornell and Nicole Metzgar
Re: September Curriculum Report

Professional Development

August 2021 Online Teacher Inservice: In true COVID form, we pivoted quickly from offering an in-person inservice at Katmai Lodge, to offering an online inservice from the comfort of folk's own schools and classrooms. While it was disappointing to not be together and learn directly from each other, we still managed to have a packed schedule with lots of great opportunities to share and engage with each other. We have surveyed the staff and plan to use their feedback to refine our process and plan for our future PD needs.

November Inservice: We have begun to look forward to November Inservice on November 3-5. We are moving forward with planning and hope that we might be able to meet up and spend time together. The main focus of November Inservice will be on literacy (RE and WR) and our new math curriculum.

January Inservice: Due to various unforeseen challenges, we have decided to cancel our Literacy Retreat set for January. We will see about offering a different type of retreat if possible.

Curriculum

Science Committee: Science committee members are Branden Hummel, Nathan McArthur, James Williams, Stephanie Barthelman, Katie Zimmerman, and Jesse Davis. The committee was able to meet during August 2021 Online Teacher Inservice to review standards and resources. The committee will plan and prepare LPSD for new science standards during the 2021-2022 school year. LPSD will begin using new science standards during the 2022-2023 school year.

New Math Curriculum: New math curriculum for elementary and secondary was purchased and delivered to all school sites last May. Teachers received initial training in the curriculum during August 2021 Online Teacher Inservice and are now using the new math curriculum.

CTE for High School Credit: CTE director, Zach Stenson, is interested in working together to create a system that we can put in place for this year and future years that merges CTE classes somehow with LPSD's system of offering high school credit.

Assessment Committee: Currently, only paper-based end of level assessments are being used by teachers. Online end of level assessments are being reevaluated and a plan is being made on how best to



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move forward. Many online end of levels were made available at the end of the 2020-2021 school year, but the program used to write the online assessments changed over the summer. The online assessments did not digitally move into the new online program very well, and now many revisions need to be made before the assessments are ready for review. Also, many online end of level assessments still need to be created.

Advanced Distance Courses: Students continue to take advantage of advanced distance courses. Right now, 8 students from 4 different schools are working on 1, 2 or 5 advanced courses. Four of these 8 students are using financial aid to pay for the upfront cost of the course. More applications are expected to be submitted in the upcoming weeks.

Distance Classes

Marli Nikolaus and Christian Meneskie are back and rolling with their online classes! We have had a few hiccups with the new Reveal platform, but are dealing with those as they arise and while it has somewhat affected student's ability to complete assignments, it has not affected Christian's instruction. A huge thank you goes out to our Homesite Teachers and Principals for their communication and assistance in these first few weeks. We currently have 54 students enrolled in online RE classes, and 63 in online MA classes.

As always, feel free to contact Kate at 571-1211, or via email at kcornell@lpsd.com, or Nicole at 781-3201, or via email at nmetzgar@lpsd.com, if you have any curriculum related questions.

LPSD Technology Board Report

Sam Rigby - 9/23/21

New Hire - We hired Schyler Rippie to join the tech team as an IT Support Specialist at the beginning of August. Schyler is working out of our Palmer office and has been helping with the receiving, preparation, and shipping of our student and staff technology.

Server Upgrades - We have configured and shipped out 60% of our new site servers. These servers will help us reduce our bandwidth consumption and gain access to more offline resources.

Internet - We have continued to monitor internet usage and issues, responding appropriately. We had one instance of satellite equipment failure at the beginning of the school year as well as a few isolated weather related outages. DRS is currently traveling to our sites upgrading and replacing equipment as needed.

Looking ahead, OneWeb is now offering low earth orbit satellite internet service in Alaska. Some school districts and other organizations have already gained access to the service, though it is still in beta testing. However, OneWeb is not yet able to offer 100% uptime round the clock. There are still gaps in connectivity throughout the day as they continue to build out the satellite network.

DRS is also partnered with OneWeb and will be able to resell this service to us as soon as it is available full-time in our region. Until then, DRS is working towards setting us up with a long-term demo at a few of our more congested locations. We hope to see these demos set up by the first of the year.

LPSD Activities-Athletic Report

TO: LPSD School Board
Kasie Luke, Superintendent

FROM: Ed Lester, Activities Director for LPSD Activities
Nate Davis, Athletic Director for Region 1 ASAA Activities

DATE: September 17, 2021

1. The LPSD Activities Quick Reference guide, included, gives an overview of activities and sports that we hope to offer to students this year.
2. Activities/Athletics met with the LPSD Covid Council and approved the Travel Mitigation Plan and the Cross-Country Running schedule, included below. We requested another cross-country meet be paid for by LPSD to give smaller schools a more complete season than just the Regional Meet, but it is not in the budget at this time. All schools were invited to attend other meets if local funds (Booster, SG, or Village) could be garnered. Kokhanok, Newhalen, and Tanalian are all planning to attend at least one additional meet at their own expense.
3. All schools were invited to declare their desire to play either Mix 3 Volleyball or Mix 6 Volleyball. Kokhanok, Newhalen, and Tanalian declared Mix 6. All other schools will be invited to the Mix 3 Jamboree Oct 21-23. All Mix 3 and Mix 6 schools will be invited to the joint Mix 3 District/Mix 6 Regional meet Nov 15-18.

Travel Mitigation Athletics-Activities

+ LPSD XC Running Plan / Schedule

Goal: With mitigation protocol, to cautiously offer robust athletic and activity opportunities for students, except where limited by reasonable Covid restrictions if and when there becomes a high number of cases in close proximity to our students.

Sep 8 Official LPSD Season Starts for Coaches

Sep 10/11 ACS/Palmer Invitationals

Sep 17 Seward Invitational

Sep 25 Eagle River

Oct 1 District/Regional Meet at Bristol Bay (7th-12th grades)

Oct 9 State Meet in ANC for Top 5 HS Qualifiers (Boys and Girls)

Notes

Players and coaches to be tested weekly

Each vehicle should have hand sanitizer and disinfectant wipes

Team will follow requirements of host school

Team will follow requirements of ASAA

As Possible, students will not entering stores/restaurants, but instead use curbside pickups or delivery

Hand washing frequently

No High fives, fist bumps, or hugs... Air fives and air bumps are encouraged!

No student check outs to parents/relatives during the travel/events

Free time activities will be conducted in housing or outdoors

Masks will be used when social distancing is not possible from non-team members

Students will return to their village/school and follow their local village mandates

When students return to school they will:

-Social distance from classmates and staff

-“Not be a close contact” (more than 6’, less than 15 minutes)

-Wash hands frequently

-Not come to school or practice if Covid symptoms arise

-Follow additional requirements if their school falls into Yellow or Red, TBD by LPSD Covid Council.

*If any COVID situation arises the LPSD COVID committee will be notified immediately.

Last updated 9/9/2021

Date	Activity	Location/Contact
Aug 30	Teacher Work Day	All Sites
Sept 6	Labor Day- No School	All Sites
Sept 7	1st day of XC/1st Day of School	All Sites
Sept 8	1st day of Mix-Six/Girls V-Ball	All Sites
Sep 13-17	Benchmark	Moon McCarley
September	CTE Week 1 (virtual classes)	All Sites
Oct 1-2	District XC Jamboree	Bristol Bay School
Oct 4	1st day of Mix-3 V-Ball	LPSD
Oct 6	AFN Names Due	Newhalen School/Ed Lester
Oct 9	ASAA XC State	Anchorage
Oct 1	CTE Application Due- Session 2	Zach Stenson
Oct 15-16	Mix Six Volleyball	Newhalen
Oct 21-23	V-Ball Jamboree	Chignik Lagoon
Oct 24-30	CTE Session 2	Naknek/King Salmon/Dillingham
Oct 24-26	Alaska Association of Student Governments	Virtual
Oct 29-30	Mix-Six Volleyball (Kalskag/Newhalen)	Port Alsworth
Nov 3-5	Inservice	Girdwood
Nov 7	Daylight Savings Time	All Sites
Nov 11-12	Mix Six Volleyball	Port Alsworth
Nov 15-18	LPSD District volleyball	Port Alsworth
Dec 1	1st day of 5 Person B-Ball	ASAA
Dec 2-4	ASAA Mix-Six V-Ball State	Anchorage
Dec 6-10	Benchmark	Moon
Dec 9-11	Bristol Bay LeadershipYouth Forum ????	Ed Lester
Dec 13-15	AFN/Youth and Elders Confrence	Anchorage
Jan 10	1st day of 3 Person B-Ball	LPSD
Feb 2-4	B-Ball Jamboree North & South	Nondalton
Jan 31-Feb 4	Battle of the Books District	Teleconferences
Jan 29-Feb 2	Sockeye- Newhalen & Port Alsworth	Naknek
Feb 14	3rd/4th State Battle of the Books	Teleconferences
Feb 15	5th/6th State Battle of the Books	Teleconferences
Feb 16	MS State Battle of the Books	Teleconferences
Feb 17	HS State Battle of the Books	Teleconferences
Feb 14	CTE Application Due- Session 3	Zach Stenson
Mar 7-11	Benchmark	Moon
Mar 23-25	B-Ball Districts	Perryville
Mar 9-12	B-Ball Boys Regionals	Bristol Bay School
Mar 9-12	B-Ball Girls Regionals	Manokotak
Mar 16-19	ASAA B-Ball State	Anchorage
Mar 20-26	CTE Session 3	Naknek/King Salmon/Dillingham
Mar 23	CTE Application Due- Session 4	Zach Stenson
Apr TBA	AASG Spring Conference	TBA
Apr 4-8	State PEAK Testing ELA/Math/Science	All Sites
Apr 11-15	SNAP Meet	Newhalen
Apr 21-23	NYO State	Anchorage
Apr 24-30	CTE Session 4	Naknek/King Salmon/Dillingham
May 2	CTE Application Due- Session 5	
May 3	Last Day of School	All Sites
May 4	Teacher Work Day	All Sites
May 22-Jun 3	CTE Session 5	Naknek/King Salmon/Dillingham

Date: September 16, 2021
To: LPSD School Board
From: Laura Hylton, Finance Director
RE: September Board Report

New Staff

Lila Peterson has joined the business office as our accountant taking on the rolls filled by Jenny Myhand. Lila comes to LPSD with a background in school business and has worked in Galena, North Slope, NW Arctic and Lower Yukon. Lila is a great addition to our team and we are excited to have her.

Schyler Rippie has joined our technology team and is taking on technology assistant duties from Jon Ludwig. Schyler has visited Port Alsworth and is a welcome addition to our team.

ESSER II and ARP ESSER III Funding

Public comment for the ARP survey is wrapping up and we plan to bring the results of the comment and planning information to the board either in October or November as a work session update to share and collaborate on final plans for the funding over the next few years.

ESSER II is slated to support a counselor, funds are available until 9/30/2023. Balance available is \$342,113.86.

ESSER III ARP funds are available until 9/30/24 our allocation is \$1,141,672.

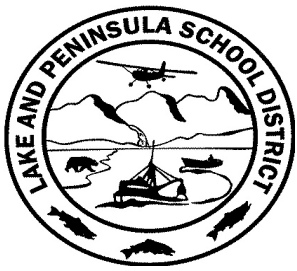
Financial Report Attached.

Lake and Peninsula School District

100 Board Report
Fiscal Year: 2021-2022

From Date: 7/1/2021 To Date: 9/31/2021

Account Description	Account Number	GL Budget	YTD	Balance	Encumbrance	Budget Balance	% Budget
Instruction	100.000.100.000.000	\$ 5,317,205.98	386,340.02	\$4,930,865.96	2,748,046.31	\$2,182,819.65	41.05%
Lake View Home School	100.000.140.000.000	\$ 15,409.36	625.60	\$ 14,783.76	4,357.43	\$ 10,426.33	67.66%
CTE	100.000.160.000.000	\$ 311,859.81	43,861.23	\$ 267,998.58	128,627.88	\$139,370.70	44.69%
SPED direct instruction	100.000.200.000.000	\$ 1,448,529.29	48,700.47	\$1,399,828.82	1,019,778.81	\$380,050.01	26.24%
SPED special services	100.000.220.000.000	\$ 163,685.07	18,841.42	\$ 144,843.65	45,048.74	\$ 99,794.91	60.97%
Student support	100.000.300.000.000	\$ 96,779.32	16,323.22	\$ 80,456.10	30,353.13	\$ 50,102.97	51.77%
Instructional Support	100.000.350.000.000	\$ 723,809.98	127,729.52	\$ 596,080.46	355,351.97	\$240,728.49	33.26%
Instructional Technology	100.000.360.000.000	\$ 2,557,377.68	443,001.88	\$2,114,375.80	2,078,184.12	\$ 36,191.68	1.42%
School Admin - Principals	100.000.400.000.000	\$ 818,992.80	90,574.97	\$ 728,417.83	435,880.26	\$292,537.57	35.72%
School Support - Secretaries	100.000.450.000.000	\$ 86,839.55	2,205.31	\$ 84,634.24	104,318.84	-\$ 19,684.60	-22.67%
District Admin - Superintendent and Board	100.000.510.000.000	\$ 576,812.94	118,529.27	\$ 458,283.67	112,493.24	\$345,790.43	59.95%
District Admin - Business Services	100.000.550.000.000	\$ 715,839.63	132,373.43	\$ 583,466.20	572,796.66	\$ 10,669.54	1.49%
Maintenance and Operations	100.000.600.000.000	\$ 2,597,382.86	395,542.61	\$2,201,840.25	1,462,043.15	\$739,797.10	28.48%
Student Activities	100.000.700.000.000	\$ 403,859.36	17,009.91	\$ 386,849.45	46,859.60	\$339,989.85	84.19%
Other Fund TERS & PERS OB	100.000.760.000.000	\$ -	5,199.02	-\$ 5,199.02	-	-\$ 5,199.02	0.00%
Other Fund TERS & PERS OB	100.000.790.000.000	\$ -	670.42	-\$ 670.42	-	-\$ 670.42	0.00%
Food Service Transfer	100.000.900.000.000	\$ 340,000.00	-	\$ 340,000.00	-	\$340,000.00	100.00%
Grand Total:		\$16,174,384	\$1,847,528.30	\$14,326,855.33	\$9,144,140.14	\$5,182,715.19	32.04%



THE LAKE AND PENINSULA SCHOOL DISTRICT

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To: Board of Education
Lake and Peninsula School District

September 16, 2021

From: Marjorie Waggoner
Special Education Director (Contractor)

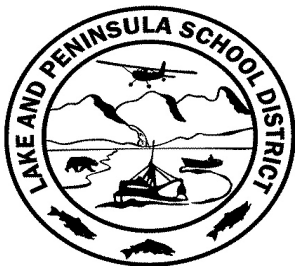
Re: Special Education Report

Starting Off the New School Year

The Special Education Department welcomes Sarah Wardell as a .5 special education teacher in Port Alsworth! We met as a team for training and team building during the District inservice on Friday September 3rd. Now that the students are back in the buildings, the teachers are not only busy teaching, they are doing the required paperwork and meetings to accept or amend the IEPs of students transferring to LPSD from other Alaska school districts as well as conducting evaluations and holding meetings to determine eligibility under Alaska law for special education students transferring into LPSD from out of state. The required paperwork must be in place by October 1st in order for the new students to be included in LPSD's fall student count.

Disproportionality Report

On May 26, 2021 the district received the Annual Disproportionality Analysis and Report from DEED. This report identifies disproportionality in disability identification and LRE (based on 2020-2021 data) and discipline (based on 2019-2020 data). LPSD was not identified as a district having disproportionality. However, there were two areas (American Indian/Native Alaskan identification for speech impairment, and More than One Race/Ethnicity for identification for Other Health Impairment) that were found to be at risk for disproportionality. Therefore, we will continue with a strong focus on disability determination that is made strictly according to Alaska Special Education Law.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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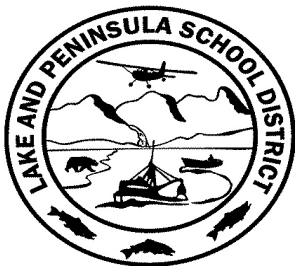
King Salmon, Alaska 99613

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Digital Special Education Record Storage

We are making a change this year in the way the District maintains Special Education permanent files. In the past the teachers have mailed the completed original documents to be filed at the district office. This year we are going to join other districts in changing to electronic files for our record storage. Once I have reviewed the documents for each student the documents will be finalized in PowerSchool and stored digitally. We will no longer maintain hard files at the district office. We will, of course, keep the hard copies of documents that are already filed at the DO until the students have been inactive for 5 or more years at which time we will follow the state guidelines for destruction of special education records. Over time all our records will be digital.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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District Assessment Report – September 21

To: Kasie Luke
and LPSD School Board Members

From: Moon McCarley, District Testing
Coordinator

NWEA MAP Growth Assessments

Map Growth is LPSD's interim, benchmark assessment system. The assessments are given 3 times a year. They measure student academic growth in the areas of Reading, Language, and Math.

- Fall, September 13-17
- Winter, December 6 – 10
- Spring, March 7 - 10
- MAP Growth assessments are in progress. This is the first benchmark of the year.
- As part of the new partnership between the Alaska Dept. of Ed and NWEA, the student licenses for grades 3-9 are now provided by the state. In the coming years, all districts in the state will use MAP Growth Assessments.

PEAKS

- Our final PEAKS assessment scores are posted. Schools have until October 1 to ensure parents have a copy of score reports for their students.
- District and school results are available on the DEED website, <https://education.alaska.gov/assessments/results/results2021>. The District Summary Report is also included with this report for your reference.
- LPSD showed some slight drops in both English Language Arts and Mathematics as compared to the 2019 scores. However, it's difficult to compare growth between assessment years. This is due to nature of the PEAKS assessment and the multiple ways Covid has impacted the teaching, learning, and assessments.

The New Assessment – Name TBD

Alaska Innovative Assessment System (AIAS)?

The state has partnered with NWEA to provide a yearly summative assessment for the state of Alaska.

- LPSD's tentative window for the summative assessment is
- It will share some similarities with the MAP Growth assessment but is not the same.
- The summative test will focus on assessing students grade level proficiency. It will also provide growth data.
- Included with this report are two documents that include information about the new assessment.

ADP - Alaska Developmental Profile

The ADP is a series of observations, scored by the classroom teacher. Those scores measure readiness for kindergarten in a number of target areas. These include motor skills, academics, and social interactions.

- The window for the ADP is September 17³ - November 1.
- Teachers are beginning their observations of students this week.

- After 3 weeks of observations data is uploaded into the state system for use in reporting.

DLM -Alternative Assessment, Dynamic Learning Maps

DLM is given to select students who follow an alternative instructional plan based on the Essential Elements standards.

- The window for the DLM is March 21 – April 4
- We had two of three sites complete the DLM in 2021. The third site was unable to complete the assessment due to a covid closure. This was done in compliance with state requirements and will not incur any penalties.

NAEP- The National Assessment of Education Progress

NAEP is a standardized assessment administered to students in grades 4 and 8 across the nation. In Alaska students are assessed in the areas of Reading and Math. This is the only assessment that is uniformly given to students in every state.

- The window for NAEP is January 24 – March 4
- Six LPSD schools have been chosen for the 2022 assessment.
- NAEP provides all of the materials and personnel for testing.
- They will work with local communities to address any covid related concerns.

Glossary of assessment types:

Formative Assessment – ongoing monitoring of student learning used to make changes to instructions and provide timely feedback for students. Examples are; teachers asking questions, having students write a few sentences about what they learned, checking a student’s homework, observing students doing a task. It happens throughout each day. Teachers may use it to make immediate changes to what they are teaching and/or to inform future instructional planning. It’s most impactful for students when they get feedback about their progress.

Interim Assessments – assessments used to measure where students are in their learning and predict success on summative assessments and other educational measures. These are usually given at specific intervals. Examples are; benchmark assessments (MAP Growth) and progress monitoring of intervention programs. These give teachers objective measures of student academic progress. Both teachers and students can see if they are “on the right track.” These are most impactful when they are used by educators to change or continue with specific instructional plans.

Summative Assessments – assessments used at the end of an instructional unit to measure learning, mastery, skills acquired, etc. They are generally only given once. Examples are; End of Levels, chapter tests, mid-terms/finals, the PEAKS assessment. These are not intended to be given frequently or repeatedly. Summative assessments are often standardized in what they measure and how. This means they are very objective but not always individualized for different learning needs. They are a valuable *part* of an overall data system.

Early Learning & Literacy Report

Sept. 2021



PreK Student Enrollment & Start Dates


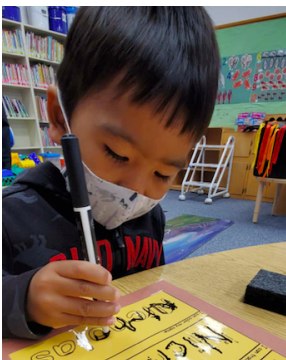

Perryville: - 2 - Sept. 13	Chignik Lagoon: - 6 - Sept. 13	Newhalen: - 18 - Sept. 13
Pilot Point: - 2 - Sept. 13	Chignik Lake: - 3 - Sept. 13	Tanalian: - 6 - Sept. 13
Kokhanok: - 6 - Sept. 13	Meshik: - 5 - Sept. 15	Levelock: - 2 - Sept. 13
Igiugig: - 1 - TBD	Nondalton: - 2 - TBD	Chignik Bay: - 2 - Oct. 11
Total: 54		

PreK Staff Inservice

- Hosted Via Zoom, Collaborative & Individualized support provided by Early Learning Coordinator
- Topics:
 - Implementing developmentally appropriate practices in early childhood classrooms
 - Collaborating with colleagues in creating play-based learning experiences
 - Intentionally designing daily schedules and engaging lesson plans
 - Embracing children's natural curiosity through playful math explorations
 - Administering a new Early Childhood Screening Tool: Brigance III
 - Exploring recent cultural curriculum and resources
 - Learning an array of dynamic professional development opportunities for this year

General Updates

- Staggered start across the district, due to staffing turnover and teacher training
- CHILD Grant sunsetting as of Sept. 30
- Upcoming Coordinator travel for on-site, instructional supports
 - KHK (Sept. 21-24) & NEW (TBD)

		
Making Observations with Bubbles	Demonstrating Early Literacy Skills- Name Writing	Fishing for Literacy & Cooperative Learning

CHILD Grant: Cultural Kits

- ~ Total # Kits: 33
- ~ Curated to foster playful, place-based learning experiences
- ~ Encourages family engagement when learning within each community

<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
<ul style="list-style-type: none"> ● Seasons of Subsistence ● Plants & Berry Picking ● Herring Gulls/Egg Hunting ● Pike Fishing ● Music ● Petroglyphs ● Story Knife ● Alaska Animal Tracks 	<ul style="list-style-type: none"> ● Naming Dolls ● Hunting Visors ● Around Our Community ● Investigating Ice ● Sod Houses ● Alaska Skies ● Traditional Foods ● Salmon Cycle & Fishing ● Alaska Rocks ● NYO-Traditional Games 	<ul style="list-style-type: none"> ● Alaska Mammals ● Halibut ● Fossils in Our Backyard ● Traditional Beading & Sewing Kits ● Patterns & Parkas ● Our Rivers ● Steam Bath Science ● Mosquitos ● Medicinal Plants & Salves 	<ul style="list-style-type: none"> ● Alaska Flora & Fauna: Trees, Birds, Insects ● Animal Habitats and Learning with Dough ● Rowdy Ravens ● Little Musers

Comprehensive Literacy (CLSD)- State Grant

- District Literacy Mentorship
 - Year 2 Implementation
 - Mentors (7 Veteran Teachers) & Mentees (13 First & Second Year Teachers)
 - Literacy Social Media Posts (District/School FB pages & Quarterly newsletters)
 - Successes to be highlighted within the Statewide meeting for all AK districts
- November PD Gathering
 - Mitigation & scheduling in progress
- Classified Staff: Literacy Training
 - DEED to provide sessions leading up to RTI conference
 - Focus on RTI: What is it?, Why are we implementing?, Who would benefit?
 - Deeper Dive into the domains of early literacy

Literacy 365- Federal Grant

- CB Literacy Bag Program
 - Approximately 125 little ones
 - Literacy representatives being identified
 - Community baby lists being updated
 - Quarterly Disbursement #1: Sept. Oct. Nov.
 - Currently designing Family Literacy Events for FY 21-22

SHINING STARS, FALL 2021

NAME	LOCATION	REASON	NOMINATOR, POSITION
Megan Maloney & James Williams	PVL	From the moment I arrived in Perryville, Meg and James have made me feel at home here. From helping me get settled to preparing dinner my first night, they were eager to help. They have also been incredibly supportive in teaching me about the village and school and have had patience as I've worked to learn everything. I'm incredibly grateful for their hospitality and look forward to working with them this year!	Taryn Williams, Teacher
Stephen Fink	NEW	Stephen volunteered his time to present at August 2021 Teacher Inservice. He shared about the 2021 counseling opportunities available to students.	Nicole Metzgar, Curriculum Co-Director
Tim Welch	LPSD	Tim Welch volunteered to present to teachers at our 2021 August Inservice. He shared about counseling opportunities available to students and his goals for the year.	Nicole Metzgar, Curriculum Co-Director
Marjorie Waggoner	LPSD	During August 2021 Teacher Inservice, Marjorie conducted training for LPSD special education teachers. Her willingness to lead the training is much appreciated and the expertise she shares is valuable.	Nicole Metzgar, Curriculum Co-Director
Elizabeth Ludwig	NEW	During August 2021 Teacher Inservice, Elizabeth facilitated a session for elementary writing teachers. Elizabeth radiates positive energy, humility, and respect. Teachers respond well to her ideas.	Nicole Metzgar, Curriculum Co-Director
Megan Maloney	PVL	Megan Maloney presented during August 2021 Teacher Inservice. Her presentation was to inform the staff about LPSD's new libraries. She explained the work that took place, how to navigate the software, and what roles teachers can play to support the new library at their school sites.	Nicole Metzgar, Curriculum Co-Director
Barbara Donachy	LAK	Barbara facilitated a teacher collaboration session during LPSD's August 2021 Teacher Inservice. Her session was a space for secondary writing teachers to share ideas, ask questions, and receive feedback and advice from their peers.	Nicole Metzgar, Curriculum Co-Director
James Williams	PVL	James facilitated a teacher collaboration session during LPSD's August 2021 Teacher Inservice. His session was a space for all the elementary teachers to come together to share ideas, ask questions, and receive feedback from their peers. Teacher collaboration time is appreciated and continues to be helpful for teachers.	Nicole Metzgar, Curriculum Co-Director
Brenda Luthi	LPSD	Brenda lead two sessions during LPSD's August 2021 Teacher Inservice. Brenda is guiding the LPSD literacy mentors towards excellence and helping them better support their mentees. Her first session was a time for the LPSD mentors to meet to layout goals and expectations for the semester. Her second session was a time for the LPSD literacy mentors and mentees to meet together to learn about each others teaching assignments, and determine the best way to connect with each other throughout the school year.	Nicole Metzgar, Curriculum Co-Director
Sonia Delkittie	KOK	Sonia should be considered for a Shining Star award for many reasons including her work ethic, professionalism, and dedication to the students she serves, and their education. I have not worked with Sonia long, but in the short few weeks we have been working together I have noticed so much change in my classroom. Sonia has stayed past her allotted time and has worked through her lunch to ensure the students are learning on many occasions. She takes every opportunity to see when and how she can help the students learn. She is a God send in my classroom.	Austin McCourt, Teacher

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2020-2021 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.

A supplemental update, primarily focusing on updates to model policies on business operations, will be forthcoming in the summer/fall of 2021.

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
<u>ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans</u>		
AR 0410	No	<p>***NEW ADMINISTRATIVE REGULATION***</p> <p>This AR may be used as a District policy to investigate sexual harassment complaints under Title IX. It implements the revised Title IX regulations promulgated by the Department of Education in the fall of 2020. It provides comprehensive procedures a district shall take upon receiving reports and complaints regarding sexual harassment, including investigation requirements, appeal procedures, and responsive mechanisms. The process includes:</p> <ul style="list-style-type: none"> • The designation of a Title IX Coordinator and decision maker. • Intake and processing procedures. • Formal complaint investigation requirements and timelines. • Investigative report policies. • Disciplinary options and remedies. • Appeal procedures.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 0520	No	This update modifies BP 0520 to reflect current policies regarding school accountability and improvement. It removes references to previous regulations that have sunset. As the updates are limited to revisions of the explanatory note, board approval is not required.

ARTICLE 1, Series 1000 – Community Relations

AR 1312.1	No	This update revises the model complaint policy for complaints regarding school personnel, removing the school board from serving in a role of automatic appeal. This change insulates boards from personnel matters and streamlines complaint investigation processes.
BP 1340	Yes	This update revises the model records retention policy to clarify that records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts. It standardizes retention rules for all AASB districts.

ARTICLE 6, Series 6000 – Instruction

BP 6146.3	Yes	This update removes a reference to a rescinded regulation regarding college and career readiness assessments. It is updated to clarify that a district’s assessment policies must be in accordance with current assessment regulations, allowing the policy to be untied to changing assessment rules.
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TITLE IX POLICY

AR 0410

1. Introduction

The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using Alaska law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with federal and State law, unless they preempted by the Title IX regulations.

2. Title IX Coordinator

Questions concerning Title IX may be referred to as the District's Title IX Coordinator.

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on District property, comply with state and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. The Title IX Coordinator will make an assessment to determine if there is a safety risk to the District. If the Title IX coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

3. Title IX Harassment Complaints and Investigations

These Title IX sexual harassment procedures protect students, employees, applicants for employment, and applicants for admission.

Jurisdictional Requirements – Application of Procedures

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a District “education program or activity.” This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control; and
- The conduct meets the definition of Title IX “sexual harassment”

4. Definitions

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Complainant: A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

Consent: Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or
- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
 - Asleep or unconscious;
 - Unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
 - Unable to communicate due to a mental or physical condition.

Decision-maker: The person who will make a determination of responsibility. The Decision-maker cannot be the Title IX Coordinator or the investigator.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (quid pro quo harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, as defined in 20 U.S.C. 1092(f)(6)(A)(v);

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- Dating violence, as defined in 34 U.S.C. 12291(a)(10);
- Domestic violence as defined in 34 U.S.C. 12291(a)(8); or
- Stalking as defined in 34 U.S.C. 12291(a) (30).

5. Reporting Options

Any individual may report sexual harassment to the District's Title IX Coordinator. All District employees with knowledge of allegations of sexual harassment must report the allegations, including the name of the Complainant, the Respondent, and any other witnesses, and the date, time, and location of the alleged incident to the Title IX Coordinator promptly.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, or witness statements. A delay may limit the District's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder the legal process or proceedings.

Mandatory Reporting by District Employees to the Title IX Coordinator

All District employees must report allegations of sexual harassment to the Title IX Coordinator promptly.

6. Intake and Processing of Report

Receipt of Report

After receiving a report of sexual harassment, the Title IX Coordinator will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Coordinator will discuss supportive measures with the Parties.

Timeframe for Reporting

The District does not limit the timeframe for reporting sexual harassment. However, to promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon as possible, because a delay in reporting may affect the District's ability to collect relevant evidence.

Supportive Measures

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Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activity. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the District to provide the service. Supportive measures may include counseling, extensions of deadlines, other class-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures.

7. Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

Emergency Removal

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

Emergency removal is not appropriate to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The District's Superintendent or designee will conduct the individualized safety and risk analysis.

If the Superintendent or designee determines emergency removal is appropriate, they or a designee will provide the person the District is removing from campus on an emergency basis with notice and an opportunity to attend a meeting and challenge the basis of their removal. The Superintendent or designee will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative Leave

The District may place an employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.

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8. Formal Complaint Grievance Procedures

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing to the known Parties:

- Notice of the District’s Title IX grievance process;
- Notice of the sexual harassment allegations with sufficient detail to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct;
- Statement that the determination of responsibility will not be made until the conclusion of the grievance process;
- Notice that the Parties have a right to an advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a Party or other source; and
- Notice of any provision in the District’s code of conduct or discipline rules that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- If in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide written notice of the additional allegations to the Parties whose identities are known.

Dismissal of Formal Complaint

The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District’s education program or activity; or
- If the conduct alleged did not occur against a person in the United States.

The District has the discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the grievance process the Complainant notifies the Title IX Coordinator in writing that he/she/they would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or

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- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator will simultaneously provide the Parties with written notice of the dismissal and reason(s). The District will also provide the Parties with their right to appeal.

The District may commence proceedings under other policies and procedures after dismissing a formal complaint.

Consolidation of Formal Complaints

The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant, against one or more Respondents, or by one Party against the other Party where the allegations of sexual harassment arise out of the same facts or circumstances.

Equitable Treatment of the Parties

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably such that the procedures will apply equally to both Parties. The District will not discipline a Respondent until it reaches a determination of responsibility for sexual harassment against the Respondent at the conclusion of the grievance process.

Statement of Non-Responsibility

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

Bias or Conflict of Interest

The District's Title IX Coordinator, Investigator(s), Decision-maker(s), or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-makers in the process. The District will provide training on bias, conflict of interest, and impartial service to the Title IX Coordinator, investigator, Decision-maker, and facilitator.

Timeline for Completion

The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility within 180 calendar days.

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When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180 calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation.

The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case record keeping.

Role of Advisor

Throughout the grievance process, both the Complainant and Respondent have a right to an advisor of their choice. An advisor may not be a witness or have a conflicting role in the process, or with a Party. The role of the advisor is to provide support and assistance in understanding and navigating the investigation process. The advisor may not participate in the process as a witness or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an advisor and take reasonable steps to ensure compliance with this procedure.

Confidentiality Agreements

To protect the privacy of those involved, the Parties and advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts the dissemination of any of the evidence subject to inspection and review or use of such evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

Use of Privileged Information

The District's grievance procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek, disclosure of information protected under a legally recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

Investigations

The Title IX Coordinator is responsible for overseeing investigations to ensure timely resolution and compliance with Title IX and these procedures. The Title IX Coordinator can also conduct investigations.

Trained Investigators

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The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment, Title IX, and how the District's grievance procedures operate. The District will also provide investigators training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

Gathering Evidence and Burden of Proof

The District, and not the Parties, has the responsibility to gather information and interview witnesses. When the investigator evaluates the evidence, they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that the reported conduct occurred.

Notice of Investigative Interview

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to an individual whose participation is invited or expected, with sufficient time for the individual to prepare to participate.

Evidence Review

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least 10 days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

Investigative Report

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- An executive summary of the allegations and findings as to each allegation;
- A summary of the procedural steps taken during the investigation, including the individuals contacted;
- An analysis of relevant evidence, including witness statements, gathered during the course of the investigation;
- A discussion of the investigator's conclusions about whether the allegations occurred using a preponderance of the evidence standard;
- A list of the relevant documents; and
- A table of contents for any report that exceeds 10 pages.

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The investigator may redact information that is not directly related to the allegations or that is privileged. However, the investigator will keep a log of information that is not produced to the Parties. The log will be provided only to the Title IX Coordinator and will not be disclosed to the Parties.

The District will send to the Parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review. The Parties will have at least 10 days to submit written, relevant questions that a Party wants to be asked of any Party or witness. The District will provide relevant questions to the Party or witness and set a deadline of no less than 10 calendar days to submit a response. The District will provide each Party with the submitted responses and allow the Parties to submit additional, limited follow-up questions within 10 calendar days. The District will provide each Party with the submitted responses. The Decision-maker must explain to the Party proposing the questions any decision to exclude a question as not relevant.

Decision-maker

The Decision-maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents. In cases where the Complainant or Respondent objects to the Decision-maker on the basis of a conflict of interest, the Complainant or Respondent may request that the Title IX Coordinator select a different Decision-maker. The Complainant or Respondent must make this request to the Title IX Coordinator in writing no later than five (5) business days after the District identifies the Decision-maker to the Parties.

The Decision-maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility. The Decision-maker must receive training on issues of relevance.

Determinations of Responsibility

When the Decision-maker makes a determination of responsibility or non-responsibility, the Decision-maker will issue a written determination regarding responsibility, no later than 4 weeks after the deadline for the Parties to submit a written response to the investigative report.

When making a determination regarding responsibility, a Decision-maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-maker will use a preponderance of the evidence standard. Thus, after considering all the evidence, the Decision-maker will determine whether it is more likely than not that sexual harassment occurred.

The Decision-maker will issue a written determination that will include the following:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation gave notifications to the Parties. The determination will also state when, where, and date the investigator interviewed Parties and witnesses, conducted site visits, and the methods used to gather

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- other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence;
- Findings of fact supporting the determination. In making these findings, the Decision-maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
 - Conclusions regarding the application of the District’s code of conduct or relevant rules to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
 - Whether the District will provide remedies designed to restore or preserve equal access to the District’s education program or activity to the Complainant.
 - A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent,

The District need not disclose to the Respondent remedies that do not impact them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent.

The District’s procedures and permissible bases for the Complainant and Respondent to appeal. The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be considered timely.

9. Disciplinary Sanctions and Remedies

The District must have completed the grievance procedures (investigation and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant’s academic record; and

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- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for students Respondents include written or verbal reprimand, training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, demotion, suspension, or discharge.

10. Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

A Complainant or Respondent may appeal (1) the District's determination regarding responsibility or (2) the dismissal of a formal complaint or any allegations under Title IX. A Complainant or Respondent must submit a written appeal within ten business days from the date of the notice of determination of responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.

Grounds for Appeal

The Superintendent or designee will serve as the Decision-maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

Appeal Procedure

If the Complainant or Respondent submit an appeal to the District, the District will:

- Notify the other Party in writing within five business days of receiving a Party's appeal;
- Allow the non-appealing Party at least ten business days of receipt of the appeal to submit a written response in support of, or challenging, the outcome.

The Decision-maker, on appeal, will issue a written decision on whether to grant or deny the appeal and the rationale for the decision, within 45 business days after the Decision-maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide notice of the written decision simultaneously to both Parties.

The Decision-maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the Decision-maker on appeal explaining the need for the extension and the proposed length of the extension. The

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Decision-maker on appeal will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

Informal Resolution

If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

11. Retaliation Prohibited

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

12. Dissemination of Policy and Procedures

The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.

13. Training

The District will provide training to Title IX Coordinators, investigators, Decision-makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, how to conduct an investigation and grievance process including appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials⁸¹ used to train the District's Title IX Coordinator,

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investigators, Decision-makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

14. File Retention

The District will retain, on file, for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;

The investigative report including all evidence gathered and any responses from the Parties;

- The District’s determination regarding responsibility;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an informal resolution process. These training materials are publicly available on this website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

(cf. 0410 Nondiscrimination in District Programs and Activities)

(cf. 4030 Nondiscrimination in Employment)

(cf. 4119.12 Harassment)

(cf. 5145.3 Nondiscrimination)

(cf. 5145.7 Sexual Harassment)

ALASKA STATUTES

14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

Added 3/2021

**AASB POLICY REFERENCE MANUAL
9/92**

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

AR1312.1(a)

Note: The following optional regulation may be revised or deleted in light of district needs and collective bargaining obligations.

The School Board seeks to ensure that complaints by the public are addressed equitably, regardless of ethnicity, race, disability, gender identity, sexual orientation, religious or cultural preferences, familial status, or socioeconomic background, of the complainant or the personnel at issue. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. Individuals are encouraged to attempt to verbally resolve concerns with the staff member directly.

In order to ensure fair and equitable access to the complaint process, the district may assist a complainant in the complaint process and resolution efforts. Assistance can include, but is not limited to, cultural support, age appropriate support, and disability accommodation that will assist complainants with oral and written communications related to the complaint and resolution processes.

All written complaints regarding district personnel, other than administrators, shall be initially filed with the principal or immediate supervisor. If the complaint regards a principal or central office administrator, the written complaint shall be initially filed with the Superintendent or designee. If the written complaint concerns the Superintendent or designee, it shall be initially filed with the School Board President. If the complaint is also against the district, the principal or designee shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.

If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the appropriate individual as identified in the paragraph immediately above. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without assistance. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of any prior attempts to discuss the complaint with the employee involved and the failure to resolve the matter.

The principal or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the principal will so advise all concerned parties, including the Superintendent or designee.

If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee's decision as final.

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

AR1312.1(b)

Except when a complaint is directed against the Superintendent or designee, no party to a complaint may address the School Board. School Board members shall make every effort to not prejudice themselves by listening to or discussing the matter of the complaint with any other School Board members, staff, students or public prior to receiving the Superintendent's report and formally meeting as a Board on the issue.

All parties to a complaint, including the school administration, may be asked by the School Board to attend a School Board meeting, or part of such meeting, for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the School Board following the hearing shall be final. Complaints before the School Board concerning an employee that may tend to be prejudicial to the employee's reputation or character shall be addressed in executive session of the School Board.

(cf. 9321 - Executive Sessions)

Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures.
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Revised 3/2021

Note: The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The [Superintendent/Chief School Administrator] shall implement requirements for school and district accountability as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing and math; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students are also measured by graduation rates; and student performance on college-readiness assessments, including SAT, ACT, and WorkKeys. ASPI points will result in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars, the [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan in accordance with state law. School improvement plans shall be presented to the Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school's growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the School Board and submitted to the Department.

School Interventions

The [Superintendent/Chief School Administrator] or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the [Superintendent/Chief School Administrator] or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will utilize state provided supports in implementing comprehensive or targeted interventions.

School Success

The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

Parent Notification

The [Superintendent/Chief School Administrator] or designee shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

1. What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;
2. The reasons for the designation;
3. Information about how the parents can become involved in addressing the academic issues that led to the designation; and

4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

Legal Reference:

ALASKA STATUTE

14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800 - .899 School and District Accountability

UNITED STATES CODE

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

Revised 3/2021

ACCESS TO DISTRICT RECORDS

BP 1340

Note: AS 40.25.120 sets forth the right of the public to access public records. There is strong public policy favoring inspection of public records and any exceptions to disclosure based on need should be construed narrowly.

The School Board recognizes that state policy provides broad public access to district records. Public access shall not be given to records exempt from public disclosure by state or federal law or by the Board based on the need of the district to maintain confidential information.

(cf. 3580 – District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Records)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential Information)

(cf. 5125 – Student Records; Confidentiality)

(cf. 9011 – Disclosure of Confidential Information)

(cf. 9321 – Closed Sessions)

Note: 14.14.090, in addition to other duties, provides that the Board shall keep records and files open to public inspection at the district office during reasonable business hours.

Any person shall have reasonable access, during regular business hours, to the public records of the schools and district. The Superintendent or designee shall establish regulations to authorize and facilitate public access to district records in accordance with law, to protect the security of district records, and to prevent interference with regular district operations. Records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

Legal Reference:

ALASKA STATUTES

40.25.120 - .220 Public Records Act

14.03.115 Access to school records by parent, foster parent, or guardian

14.14.090 Additional duties

14.20.149 Employee evaluation

14.43.930 Scholarship program information

23.40.235 Public involvement in school district negotiations

City of Kenai v. Kenai Peninsula Newspapers, 642 P2d 1316 (Alaska 1982)

Anchorage School District v. Anchorage Daily News, 779 P2d 1191 (Alaska 1989)

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

Revised 3/2021

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments, as required by law and regulation. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Reciprocity on Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)
(cf. 6162.5 - Standardized Testing)

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.790 Definitions

Revised 3/2021

Date: September 16th, 2021
To: LPSD School Board Members
From: Tim Welch and Stephen Fink
Re: School Counseling Report

The year has started off great for our Counseling Team. Myself, Tim Welch, am happy to be back working with LPSD and with Stephen in the Counseling Department. It is great to be back!

So far this year we have been able to meet a few times as a team and see what we want the year to look like. Stephen is a half time counselor/teacher and will be working from 8-9:30 and 1:30-3:30 as a School Counselor and I am full-time. This gives Stephen a chance to work with some younger students in the District and in Newhalen in the morning and open for older students in the afternoon.

As a team we are getting ready to meet with, at least, all the 10th-12th grade students in the next two weeks to be able to check in with them and see of any needs or concerns that we can help them with. These meetings will be coordinated with their teacher for a Zoom call. During these next few weeks we will be reaching out to Principals and staff to meet about their specific site and community needs, too.

Our Counseling site within the District's page is being updated with resources for students and parents, a better way of contacting us, and short Mental Health tips/exercise videos that they can access anytime. The Teacher's Counseling page is also being updated with these videos, recorded lessons, College and Career Information, and other helpful social-emotional-learning resources.

Starting in October, and through the whole school year, we will be meeting with each class for a whole group lesson about a Monthly topic. We understand the hardships of scheduling these meetings so that is why we are going to try once a month scheduled, but teachers can request more lessons per their classroom needs.

Our Team feels that we can still provide a robust Counseling Program for our students, meeting their Social/Emotional, Personal/Behavioral, and Academic needs from afar via Zoom and in person when we can be at Student Activities.

Date: September 16th, 2021

To: LPSD School Board Members

From: Tim Welch

Re: District Student Government Report

I wanted to take time and just briefly go over the District Student Government Report:

- I was asked by Superintendent Luke to take on these duties for the year.
- We currently do not have an elected District Student Government Board for this school year.
- I have emailed staff and Principals for those eligible 9th-12th grade students who want to run for the District Board to get those names to be by Friday, 9/17/2021, at the end of the day.
- My hope is to hold a Zoom Election meeting on Monday, 9/20/2021 from 3-3:30 for election speeches and a Google Form vote following the speeches. (If we have enough students from the South and North wanting to run. Board consists of 3 students from the South, 3 students from North and then 1 at-large member from either end of the District)
- October Alaska Association of Student Government, AASG, Conference will be virtual on 10/25-10/26 during school hours. This Conference will be hosted by Palmer High School