

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
October 6, 2022, 9:00 AM

Agenda

- | | |
|---|----|
| 1. Fall Boardsmanship Conference Report | 2 |
| 2. Air Taxi Paperwork Approval from Board | 5 |
| 3. Marigold Awards 2022 | 11 |

Roles & Responsibilities

For School Board Members
& Superintendents



association of
ALASKA
school boards

August 2022

BOARD STANDARDS

A framework for Alaska School Boards

VISION

The Board Creates A Shared Vision To Enhance Student Achievement

- 1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision-making.

STRUCTURE

The Board Provides A Structure That Supports The Vision

- 2.1 Board establishes a management system that results in effective decision making processes and enables all to help the district achieve its mission and vision while making the best use of its resources.
- 2.2 Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

ACCOUNTABILITY

The Board Measures District Performance Toward Accomplishing The Vision And Reports The Results To The Public.

- 3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.
- 3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.
- 3.3 Board ensures long and short-term plans are evaluated and revised with the needs of the students in mind.
- 3.4 Board uses an understandable format to periodically report district performance to the public.

ADVOCACY

The Board Champions The Vision.

- 4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.
- 4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.
- 4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.
- 4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.
- 4.5 The Board is proactive in identifying and addressing issues that affect the education of students.

CONDUCT AND ETHICS

The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner

- 5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students
- 5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.
- 5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.



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THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
King Salmon, AK 99613
907-313-3841

1617 S Industrial Way #1
Palmer, AK 99645
907-745-7090



Air Taxi Carrier Approval Procedure 2022-2023

The following are procedures for Air Taxi approval for The Lake and Peninsula Borough School District.

Air Taxi Carrier Name: _____

ANNUALLY each air taxi must:

1. **Provide** proof and amount of liability insurance (*request your Insurance Carrier to send a current copy to LPSD*)
2. **Provide** an annual Lake and Peninsula School District air taxi questionnaire (below).
3. **Provide** a copy of the current tariff

Responses to the following questionnaire will be considered in Lake and Peninsula School District's use of Air Taxis.



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Air Taxi Carrier Questionnaire

Air Taxi Name: _____

Principal/Owner: _____

Address: _____

Telephone & Fax Numbers: _____

E-mail: _____

Type of Operator: _____

Please provide the air taxi's flying experience and history in the Lake and Peninsula Borough (If additional space is needed, please attach it to this questionnaire).

Location of hangar(s): _____

Do you have heated hangar space for inclement weather? Yes or No

Location of the heated hangar(s): _____



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Equipment Used:

Type	N-Number	Seating Capacity	Payload Capacity

Insurance:

Insurance Carrier: _____

Liability: _____

Amount Total: _____

Amount per Seat: _____

Include a copy of the insurance certificate indicating The Lake & Peninsula Borough School District as an additional named insured with a certificate to be sent to LPSD annually

Accident / Incident History:

Number of accidents / incidents in the past year: _____

Date of accidents / incidents: _____

Pilot's Name(s): _____



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Plane N-Number of plane: _____

Passenger injuries/deaths if any: _____

Submission of the above information does not automatically qualify an air taxi as an LPSD-approved air carrier. An LPSD-approved air carrier does not guarantee the carrier is entitled to any charter or seat fare. The Lake and Peninsula School District reserves the right to utilize air taxis of its choice. LPSD decides which approved carrier to use for any particular trip to meet the District's logistics and schedule needs. The decision of the Superintendent or the Lake and Peninsula Air Taxi Committee is final.

I, _____, certify that all the information provided in this questionnaire is true and correct.

I acknowledge that this air carrier will comply with Part 135 requirements and applicable Federal and State statutes, regulations, or rules.

I agree that a piston aircraft will not be used for charters when the ambient air temperature is twenty or more degrees (Fahrenheit) below zero.

I agree that a turbine aircraft will not be used for charters when the ambient air temperature is thirty or more degrees (Fahrenheit) below zero.

I agree only pilots who are 21 years of age or older will be allowed to fly LPSD-approved charters and seat fares.

I acknowledge the Lake and Peninsula School District may pause the use of any carrier or any pilot for any reason at any time.



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Air Taxi Carrier Name: _____

Air Taxi Carrier Questionnaire Submitted by:

Name (Please Print): _____

Title (Please Print): _____

Signed: _____

Date: _____

Please return this questionnaire to:

Kasie Luke, Superintendent

kluke@lpsd.com

The Lake & Peninsula School District

P.O. Box 498

King Salmon, AK 99613

907.313.3869

After a decision has been made by the Lake and Peninsula School District Air Taxi Committee and Superintendent, you will be notified of whether you are approved or denied as an air carrier for the 2022-23 School Year.

Thank you!

The Lake & Peninsula School District Air Taxi Committee



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SCHOOL DISTRICT DECISION:

Approved

Denied

Signed _____

Superintendent (or designee) _____ Date _____



Find Your Marigold: The One Essential Rule for New Teachers

Jennifer Gonzalez, *Cult of Pedagogy*

Welcome to your first year of teaching. This year will test you more intensely than just about anything you've done up to now. It will deplete all your energy, bring you to tears, and make you question every talent or skill you thought you had. But all these tests, if you approach them the right way, will leave you better and stronger than you are today.

Advice is available everywhere you look, and some of it is very good. Still, with everything you have to do right now, it's easy to get overwhelmed by the sheer volume of it all. And the fact is, a lot of

those tips won't work very well if you fail to follow this one essential rule:

Surround yourself with good people.

By finding the positive, supportive, energetic teachers in your school and sticking close to them, you can improve your job satisfaction more than with any other strategy. And your chances of excelling in this field will skyrocket. Just like a young seedling growing in a garden, thriving in your first year depends largely on who you plant yourself next to.

The Marigold Effect

Many experienced gardeners follow a concept called *companion planting*: placing certain vegetables and plants near each other to improve growth for one or both plants. For example, rose growers plant garlic near their roses because it repels bugs and prevents fungal diseases. Among companion plants, the marigold is one of the best: It protects a wide variety of plants from pests and harmful weeds. If you plant a marigold beside most any garden vegetable, that vegetable will grow big and strong and healthy, protected and encouraged by its marigold.

Marigolds exist in our schools as well – encouraging, supporting and nurturing growing teachers on their way to maturity. If you can find at least one marigold in your

school and stay close to them, you will grow. Find more than one and you will positively thrive.

Few teachers will be lucky enough to be planted close to a marigold – being assigned to one as a mentor, co-teacher, or team leader will be rare. You will have to seek them out. You can identify them by the way they congratulate you on arrival, rather than asking why anyone would want this godforsaken job. Or by the way their offers to help sound sincere. Or just by how you feel when you're with them: Are you calmer, more hopeful? Excited to get started on a teaching task? Comfortable asking questions, even the stupid ones? If you feel good around this person, chances are they have some marigold qualities.

Once you've identified your marigolds, make an effort to spend time with them. Having a hard day? Go to your marigolds. Not understanding how to operate the grade reporting system? Go to your marigolds. Confused by something the principal said at the faculty meeting? Marigolds. They may be on the other side of the building, out of your grade or subject area, or otherwise less convenient to reach than others. If your school is especially toxic, you might have to find your marigolds in another school, or even online. Make the effort. It's worth the trouble.

Beware the Walnut Trees

While seeking out your marigolds, you'll need to take note of the walnut trees.

Successful gardeners avoid planting vegetables anywhere near walnut trees, which give off a toxic substance that can inhibit growth, wilt, and ultimately kill nearby vegetable plants. And sadly, if your school is like most, walnut trees will be abundant. They may not seem dangerous at first. In fact, some may appear to be good teachers – happy, social, well-organized. But here are some signs that you should keep your distance: Their take on the kids is negative. Their take on the administration is negative. Being around them makes you feel insecure, discouraged, overwhelmed, or embarrassed.

WALNUT TREES ARE POISON. Avoid them whenever you can. If you don't, they will start to infect you, and soon you'll hate teaching as much as they do.

Doing this may be a challenge: Your supervisor might be a walnut tree. You may be co-teaching with one. You might work on a whole team of walnut trees, spending hours with them every week. Touching base with your marigolds will help flush out the toxins that build up from contact with the walnut trees. On top of that, simply identifying certain co-workers as walnut trees can help dilute their power over you. If I'd had a label I could mentally place on

certain people in the schools where I worked, they would have had far less of an impact on me.

So in the spirit of identification, here are some common walnut tree varieties to look out for:

Kid-Hatin' Kate, who will snort every time you share a positive anecdote about your students. Spend enough time with her and you'll believe every single one of them is a lying, cheating little sneak and you're a fool if you think otherwise.

Retirement Dan, who regularly reports on how many years he has left before he's "outta here." He then adds with a chuckle that you have about thirty, right? Dan will find your enthusiasm about school "cute," but will then tell you to "just wait...it'll wear off."

Twenty-Page Tina, who sets impossibly high standards for her students and brags when kids fail. You had your kids write a five-page paper? Tina assigned twenty. Your mid-term had fifty questions? Tina's had a hundred and fifty, and only a dozen kids passed it. The students say her exams are the only ones they ever have to study for. After talking to Tina, you'll feel the urge to triple your kids' workload and add at least ten trick questions to your assessments, just to get your average down.

Badass Bobby, who overhears you talking about your students acting up in class and says, "They would never try that crap in *my* room." Whenever you leave a conversation with him, you go and scream at your kids.

Hattie-Who-Hates-the-Principal. Self-explanatory.

Lawsuit Steve, who sees you touch a student's forearm and says you better watch out. He "had to give up hugs years ago" and is always reminding you to "be careful."

My-Time Margaret, who counts the number of minutes she got for lunch, complains about serving one more day of car-rider duty than anyone else, and knows precisely what time she's legally required to be in the building each day (not a minute earlier).

And **Good-Old-Days Judy**, who hates anything new and never fails to mention how much better things used to be.

Be especially vigilant during PDs, when you'll find yourself in a veritable forest of walnut trees. It will be the worst when the presenter asks you perform some task – read student work, for example – in groups. The trees will slowly turn toward the center, leaves rustling, snarky comments dropping off their branches like walnuts whacking the table. It won't matter how potentially

interesting the activity might be, as soon as they huddle up it will be snark, snark, ugly, ugly, hate, hate. When this happens, recognize that you are surrounded, hold tight to your roots, and remember your marigolds.

Get What You Can, Where You Can

Your search for marigolds will yield imperfect results: Not everyone is all-marigold or all-walnut tree. There will be some in the building who just make you happy – go to them for a mood boost. Some who aren't terribly good at the teaching part, but love the kids to death – seek them out when you need to be reminded of how much you love them, too. Others will take care of you – encourage you to rest, slack off a little, not beat yourself up. And some who are intensely into the craft, who always have a great strategy on hand and keep up on current research – they can really help you stretch your abilities. Learn who has what marigold qualities and get what you can from each of them.

Finally, try to find some compassion for the walnut trees. Their toxicity comes from a place of real pain, and they themselves probably fell under the influence of the walnut trees who came before them. Plus, it's not like their complaints have no basis in reality. Teaching *is* a ridiculously hard job,

some say almost impossible – like climbing Mount Everest (if you'll allow for one last metaphor). Still, you're aware of the difficulty, and though many before you have failed, you have accepted the challenge.

Before you climb that peak, you'll need to choose a sherpa to escort you through the trek. The first option is Walter Nutt, who starts by asking why in the world you'd want to do something like this. He describes the many others who have died trying to do this climb, how sick you'll get, how people have polluted the trail, all but destroying what was once a pristine and beautiful mountain. The second option, Mary Gold, congratulates you on your courage, sits down with you to map out some important strategies, and finishes off by saying *It's a crazy-hard, mammoth task, but you know what? We're going to kick that mountain's ass.*

Who do you want leading you up that peak?

Find your marigolds and stick close to them. Grow big and strong.

Kick that mountain's ass. 🌻

2022 Marigold Voting Ballot

Please indicate the 6 teachers you would like to see receive a Marigold award.

_____ Barbra Donachy

_____ Taryn Williams

_____ Marli Nicholas

_____ Branden Hummel

_____ Tim Hatch

_____ Sarah Wardell

_____ Jeff Hagen

_____ Elisabeth Ludwig

_____ Dana Wolff

_____ Zoe Anelon

_____ Patty McCasland

_____ Katie Zimmerman

_____ Marina McGourty

_____ Shakim Blackwell

2022 Marigold Nominations

Here is what people said about our 2022 Marigold award nominees...

Barbra Donachy

- 1) Barbra is an incredible teacher with such a heart for her students. She is always thinking of ways to improve instruction, curriculum, management, and not just for her kids, but throughout the district. I appreciate her way of approaching problems and finding solutions!
- 2) I want to thank Barbra for being such a positive influence in her community, for her staff and in her class. She truly seems to be in the teaching profession for all the "right" reasons. I nominate her for welcoming me into her school and making me feel like part of a team. Smiling, positive and approachable.
- 3) Warm, playful, kind, nurturing, aware of the needs of others, organized, student-focused, proactive, calm, and sure. So lucky to work by her side. :)

Taryn Williams

- 1) She works hard to make sure others are informed, heard, and supported. She is a great teacher who encourages the whole village to be their best.
- 2) I think Taryn is a really good teacher and her students are lucky to have her teaching them. She shows passion and drive. It shows in her teaching style because she's not one to just hand out worksheets and tell her students to complete the work and turn it in. She has a hands-on style of teaching. I think this is important since her students can never say learning in her classroom is boring.
- 3) Miss Taryn is a smiling, interactive, get 'er done type of teacher. She is a firm but professional advocate for her own students, but never at the expense of any other schools or the district. She is contagious. Her own students are emulating her cheerful service. This year she said "yes" to districtwide Student Government Advisor and almost immediately see the results of her influence. Her officers and herself not only did a great job leading student activities at the XC Running Regionals, but they also inspired nearly 100% joyful participation by the 60-some other students. Great activities! Great leadership! Great participation! That's a Marigold way of doing things!

Jeff Hagen

- 1) Jeff has been a good mentor for me. He communicates with me on a consistent basis and answers any of my questions. He has helped me to feel comfortable and confident in my new role outside of the classroom.
- 2) Jeff has been an excellent resource to me as I have gotten to know the Nondalton students and school system as the new itinerant counselor. His care for his students and community is evident through his tremendous advocacy and consistent communication. His support of students as they strive to reach their goals is palpable, even through Zoom and over the phone.

Marli Nikolaus

- 1) Miss Marli is an ever-cheerful servant-minded teacher. She demonstrates true Marigold qualities of making life better for others and helping them thrive. When asked to go above and beyond with unusual requests which require extra work on her part, there is never a pause or hesitation, but a hearty "absolutely, no problem, as you wish, my pleasure" response. She embraces excellence and inspires her students and onsite teachers to do the same. Marli is a natural-grown Marigold, seemingly effortless in her knack for making others better.

Branden Hummel

- 1) Mr. Hummel is a cheerful, upbeat, can-do teacher who inspires his students with joyful projects, laughable quotes, and friendly personality. We saw his teaching enthusiasm at Katmai Lodge as he inspired us all to be better educators and to find our own passion- not just to copy his passion- to reach students. He is a kid magnet, a pied piper sort of teacher who influences students of all ages. He makes us all better in whatever he does. In addition, he says "yes" to Technology Liaison, "yes" to CTE Liaison, and "yes" to Superintendent's Club, starting a secret service club to teach and model the joys of service to others to his students.

Tim Hatch

- 1) Mr. Hatch is an ever-moving, cheerful, but firm, educator who has his students' and staff's best interest in mind. He is always advocating for more love and more excellence. In less than a week before school started, he had met almost everyone in town, building oh-so-crucial parent and village leader relationships that will yield positive results the whole school year. He praises his teachers and staff like no other, always willing to take a back seat, so another can get any glory. He invests in other educators around the district, like he is on mission to encourage and get to know every person. This Marigold makes us all want to be better friends and better educators to inspire better students.

Sarah Wardell

- 1) Sarah has continually gone above and beyond with our students, working hard to help them meet their in-school goals and objectives while helping several of them to pursue their future career goals through extracurricular opportunities. She is a true value added to our community and school.

Elisabeth Ludwig

- 1) She should be considered for a marigold because she is amazing. I have known her for 2 years, she was my mentor teacher when I was student teaching and I feel so lucky to have learned from her. She puts her students and their feelings before anything else - they also learn how to start managing their own feelings. She is so patient and caring towards her students and people in general. She is also very understanding with everyone

and never judges. She also is a hard worker - she showed me that lesson plans can be done a month ahead of time, only take one Saturday and work all day, but then for the rest of the month you are free from planning and can spend it doing things you love. She is also very knowledgeable and willing to help anyone who has a question about teaching, or life, and she will talk with them until they understand or feel better about the question that they had. She is a social butterfly and is very respectful towards anyone that she meets. She helped me a lot my first year teaching by checking in on me and asking if she can help in anyway, which I needed. I am so lucky have Elisabeth in my life she has helped me grow and continue to grow as an educator and in life.

Dana Wolff

- 1) I think Dana is an excellent role model for her students. I think she does a great job teaching her students. She does some really cool activities with them like using Cheerios to learn to count.

Zoe Anelon

- 1) Zoe is an uplifting coworker. She knows when to reach out and touch base. She supports those around her and is always willing to be a sounding board. Zoe constantly strives to be the best teacher she can be. Her energy is infectious to those around her. You can't help but feel positive after having a conversation with her.

Patty McCasland

- 1) Patty is an amazing educator who inspires her students, creates relationships based on respect and trust, and works tirelessly to improve her instruction. She volunteers cheerfully for so many events outside the school day and has become a true member of the community.

Katie Zimmerman

- 1) Her longevity in providing safe, accountable, cheerful and auspicious teaching routines for the elementary classroom and contributing to success to the overall school

Marina McGourty

- 1) It's not easy being a first year teacher but I think Marina teaches like she has been doing it much longer. She is always working with her students and giving them the instruction they need to be successful. Her students are always engaged and learning new things in her classroom.

Shakim Blackwell

- 1) Shakim is thoughtful and consistent. The support he gives his students and the care he has for them is something I deeply admire. He doesn't ever demand the spotlight although he could. He helps others grow.