

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
February 12, 2026, 9:00 AM

Agenda

- | | |
|---|----|
| 1. Chignik Lake Student Trip Proposal | 2 |
| 2. Small Schools Staffing Projection/Discussion | 27 |
| 3. 2026-2027 School Calendar Draft | 28 |
| 4. Policy Updates Dec-Feb 2025-2026 | 29 |

**Non-District Sponsored Out of District Travel Request
Chignik Lake Student Government Trip
Honolulu, Hawaii
May 13 - 21, 2026**

Participants

Students

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Courtney Boskofsky
Jordan Kalmakoff
Keisha Kalmakoff
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Akshay Sakoriya
Mikkel Wassillie

Chaperones

Diana Hejtmanek
Melody Schilke
Nathan McArthur

Question 1

Who is providing this information?

The students and teachers from Chignik Lake School, who are listed above, are providing this information about our trip to Honolulu, HI.

Question 2

Has a letter of support by the principal been submitted? Has LSAC approval been secured for this trip?

Melody Schlike has approved of this trip, please see the embedded letter below. LSAC approved this trip at the November 6th LSAC meeting.



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January 27, 2026
Lake and Peninsula School District Board
P.O. Box 498
King Salmon, AK 99613

Dear Distinguished Members of the Lake and Peninsula School Board,

I am writing in my role as Principal of Chignik Lake School to express my strong support for the proposed student educational trip to Honolulu, Hawaii on May 13-21st. This trip will provide valuable experiential learning opportunities that align with Alaska State Standards and support our district's commitment to culturally responsive and academically meaningful education.

Students will engage directly with American history, science, and Indigenous cultures. At the Bishop Museum, students will deepen their understanding of Native Hawaiian history and culture through exhibits on Polynesian navigation, natural sciences, and the Hawaiian monarchy. This experience supports standards that emphasize historical thinking, cultural literacy, and the integration of Indigenous knowledge with science and social studies learning.

At Kualoa Ranch's Moli'i Hawaiian Fishpond, students will explore how Native Hawaiian engineering and environmental knowledge supported sustainable food systems within an ahupua'a, the land between the mountains and the sea. This experience emphasizes systems thinking, sustainability, and Indigenous knowledge, reinforcing standards that value place-based learning and the integration of traditional ecological knowledge with scientific understanding.

A visit to the Pearl Harbor National Memorial will provide students with a meaningful understanding of a pivotal event in American history. Studying World War II in this context supports Alaska Social Studies Standards by strengthening historical analysis, civic understanding, and awareness of the United States' role in global events.

Finally, the Polynesian Cultural Center will immerse students in the living traditions of Polynesian cultures through language, storytelling, and performance. This experience reinforces Alaska's Cultural Standards for Students by promoting respect for Indigenous cultures, cultural continuity, and shared values among Native peoples.

Overall, this trip will broaden students' perspectives, strengthen academic learning, and provide culturally rich experiences that extend far beyond the classroom. I fully support this opportunity and appreciate the district's consideration.

Respectfully,

Melody Schlike: Principal: Chignik Lake

Question 3

What is the purpose of the field trip and how does the proposed travel support the curriculum? Submit a lesson plan for field trip activity.

The purpose of this field trip to Hawai'i is to provide students with an immersive, standards-based learning experience that connects classroom instruction to real-world historical, cultural, scientific, and geographic contexts. The proposed travel directly supports district curriculum goals by allowing students to engage with primary historical sites, Indigenous cultural institutions, and natural ecosystems that cannot be replicated within the classroom setting.

Throughout the trip, students participate in structured educational programs aligned to Social Studies, Science, Cultural Awareness, and Technology standards for Levels 6–12. Visits to Pearl Harbor National Memorial and the Bishop Museum deepen students' understanding of U.S. history, World War II, civic responsibility, and Indigenous perspectives. Experiences at the Polynesian Cultural Center and a traditional luau support cultural studies by examining Polynesian history, storytelling, art, and the preservation of Indigenous traditions.

The environmental science components of the trip, including Hanauma Bay Nature Preserve and Diamond Head State Monument, directly support life science and Earth science curriculum by allowing students to observe marine ecosystems, coral reef conservation, volcanic landforms, and the relationship between human activity and the natural environment. The Kualoa Ranch Moli'i Fishpond tour provides a real-world example of sustainable resource management and traditional ecological knowledge, reinforcing concepts in environmental science and economics.

To ensure academic accountability, students complete daily digital blog or vlog entries tied to each day's learning objectives and standards. This ongoing reflection requires students to analyze experiences, apply academic vocabulary, and communicate learning through technology, supporting digital literacy and communication skills.

Overall, this field trip supports the curriculum by integrating experiential learning with standards-aligned instruction, promoting deeper understanding, cultural competence, and real-world application of academic content. The proposed travel enhances student engagement, reinforces classroom learning, and aligns with district goals for rigorous, equitable, and culturally responsive education.

 Hawaii Blog/Vlog Project

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------------------------------|---|---|--|--|--------------------------------------|--|
| | | | 05/13/2026 Leave Chignik Lake to King Salmon | 05/14/2026 Leave King Salmon to Honolulu | 05/15/2026 Pearl Harbor (All Day) | 05/16/2026 Polynesian Cultural Center (All Day) |
| 05/17/2026 Beach and City Tour | 05/18/2026 Kualoa Ranch Educational Tour and Bishop Museum | 05/19/2026 Hanauma Bay Nature Preserve and Diamond Head State Park | 05/20/2026 Dole Plantation Leave Honolulu to ANC | 05/21/2026 Land in ANC travel fly to King Salmon then to Chignik Lake | | |

May 15th - Pearl Harbor National Memorial

Morning: Visit the Pearl Harbor National Memorial, including the USS Arizona Memorial and the Pearl Harbor Aviation Museum. Engage in educational programs designed for students, focusing on the historical significance of the site.

Afternoon: Participate in a workshop on the impact of World War II on Indigenous communities, facilitated by Pacific Historic Parks.

Evening: Work on digital blog project, dinner and free time.

Standards Connections

Social Studies (Levels 6–12)

- **SS.HI.06–12** Analyze causes and consequences of major historical events and conflicts, including World War II and its global impacts.
 - **SS.HI.06–12** Evaluate the role of the United States in global conflicts and the long-term effects on societies and cultures.
- SS.CV.06–12** Examine the impact of government decisions on individuals, communities, and Indigenous populations.

Science (Levels 6–12)

- **SC.ESS.06–12** Analyze Earth systems and natural features that influence human settlement and strategic land use.
- **SC.HS-ETS1** Evaluate human engineering and technological design in historical contexts (e.g., naval and aviation technology)

Cultural Awareness

- **07.CA.01** Student compares and contrasts their personal history and identity with a culture outside of Alaska.
- **09.CA.01** Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
- **09.CA.05** Student completes a project showcasing understanding of historically significant tools and buildings related to global civilizations.

Employability

- **07.EM.06** Understands equality and respect for others.
- **08.EM.07** Understands the need for equality, diversity, civility, and fairness.
- **09.EM.10** Displays dependability by exhibiting commitment, follow-through and strong work ethic.

May 16th - Polynesian Cultural Center

Full Day: Spend the day at the Polynesian Cultural Center in Laie. Experience hands-on activities in simulated villages representing various Polynesian cultures, including traditional crafts, music, and dance. End the day by attending the evening show, “Ha: Breath of Life,” a theatrical performance showcasing Polynesian storytelling and traditions.

Standards Connections

Social Studies (Levels 6–12)

- **SS.AN.06–12** Analyze cultural practices, traditions, and belief systems of Indigenous and global societies.
- **SS.GE.06–12** Compare cultural diffusion and migration patterns across the Pacific Islands.
- **SS.HI.06–12** Examine oral traditions and storytelling as historical sources.

Science (Levels 6–12)

- **SC.ESS.06–12** Explain how island ecosystems influence food systems, resource use, and settlement patterns.
- **SC.LS.06–12** Analyze relationships between humans and natural systems in traditional subsistence cultures.

Cultural Awareness

- **07.CA.02** Student studies art and/or dance from a culture outside of Alaska and completes a project related to that particular culture.
FY26 LPSD SBS Booklet.docx
- **11.CA.01** Attend a live professional performance, or visit a museum or other venue for art.

May 17th - Beach and City Tour

Morning: Beach Day

A supervised beach experience where students observe coastal ecosystems, discuss conservation and environmental stewardship, and practice responsible interaction with Hawai'i's natural resources.

Afternoon: City Tour

An educational city tour that explores O'ahu's geography, history, and culture, helping students understand how environment, history, and community shape urban development and civic life.

Evening: Work on digital blog project, dinner and free time.

May 18th - Hanauma Bay and Diamond Head State Park

Morning: Hanauma Bay Nature Preserve (education program + snorkeling)

Focuses on marine ecosystems, coral reefs, conservation, the human impact on Hawaii's ecosystems.

Afternoon: An educational hike at Diamond Head State Monument focused on volcanic geology, geographic features, and historical military use of the site.

Evening: Work on digital blog project, dinner and free time.

Hanauma Bay Nature Preserve

Science (Levels 6–12)

- **SC.MS-LS2-1** Analyze interactions among organisms and their environment in marine ecosystems.
- **SC.MS-LS2-4** Evaluate human impacts on ecosystems and biodiversity.

- **SC.HS-ESS3-3** Analyze strategies for protecting natural resources and ecosystems.

Social Studies (Levels 6–12)

- **SS.GE.06–12** Analyze how human activity affects the physical environment and resource sustainability.

Diamond Head State Monument

Science (Levels 6–12)

- **SC.MS-ESS2-2** Explain how geologic processes shape Earth’s surface, including volcanic landforms.
- **SC.HS-ESS1-5** Evaluate evidence of Earth’s geologic history through landform analysis.

Social Studies (Levels 6–12)

- **SS.GE.06–12** Analyze the strategic use of landforms for military and defensive purposes.

SS.HI.06–12 Examine the military significance of geography in U.S. history.

May 19th- Hawaiian History & Cultural Foundations

Morning: Kualoa Ranch Educational Tour - The Moli’i Fishpond tour explores the principles of natural resource management and its significance to Hawaii.

Afternoon: Bishop Museum – A visit to the Bishop Museum providing students with an in-depth exploration of Native Hawaiian history, Polynesian navigation, natural sciences, and the Hawaiian monarchy.

Evening: Work on digital blog, free time and dinner.

Kualoa Ranch – Moli’i Fishpond

Science (Levels 6–12)

- **SC.MS-LS2-5** Evaluate ecosystem services and sustainable resource management practices.
- **SC.HS-ESS3-1** Analyze how humans depend on and manage Earth’s natural resources.

Social Studies (Levels 6–12)

- **SS.EC.06–12** Examine traditional economic systems and sustainable resource use.
- **SS.AN.06–12** Analyze Indigenous land management practices and cultural values.

Cultural Awareness

- **07.CA.04** Students complete a project in which they identify and explain global food and subsistence activities.
- **09.CA.04** Student completes a project showcasing understanding of food and subsistence activities relating to global civilizations.
- **07.CA.05** Student has an understanding of historically significant tools and building practices related to global civilizations

Bishop Museum

Social Studies (Levels 6–12)

- **SS.HI.06–12** Analyze the development of Hawaiian monarchy and governance systems.
- **SS.AN.06–12** Examine cultural preservation through art, performance, and museums.

Science (Levels 6–12)

- **SC.HS-ESS1-4** Analyze traditional navigation methods using astronomy and environmental patterns.

Cultural Awareness

- **07.CA.01** Student compares and contrasts their personal history and identity with a culture outside of Alaska.
FY26 LPSD SBS Booklet.docx
- **09.CA.01** Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
FY26 LPSD SBS Booklet.docx
- **09.CA.03** Student completes a project which recognizes how languages are similar, or different, throughout global civilizations.

May 20th - Dole Plantation and Travel Evening

Morning: Visit Dole Plantation - An educational visit to the Dole Plantation focused on Hawai'i's agricultural systems, labor history, and the economic and

cultural impacts of plantation farming.
Afternoon: Pack up and head to the airport
Evening: Fly back to Alaska

Dole Plantation Standards Cultural Awareness (CA)

- **07.CA.01**
Student compares and contrasts their personal history and identity with a culture outside of Alaska.
- **07.CA.04**
Student completes a project in which they identify and explain global food and subsistence activities.
- **07.CA.05**
Student has an understanding of historically significant tools and building practices related to global civilizations.
- **09.CA.01**
Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
- **09.CA.04**
Student completes a project showcasing understanding of food and subsistence activities relating to global civilizations.

Question 4

Is this activity open to all students? If not, how will students be selected?

This trip is open and available to all students who are in Grade 6th through Grade 12. These students are a part of Student Government and have been participating in Student Government activities and fundraisers.

Question 5

What is the anticipated daily schedule for students who will be involved? (Provide a schedule of all activities for each day of the proposed field trip.)

Wednesday May 13th- Travel Day

Travel from Chignik Lake to King Salmon

Check on staying at district housing

Thursday May 14th- Travel Day

King Salmon to Anchorage, Anchorage to Honolulu

Friday May 15th- Pearl Harbor

7:30-8:00 Breakfast

9:00-12:00 At Pearl Harbor

12:00-1:00 Lunch

1:00-4:30 At Pearl Harbor

6:00 Dinner

Lights out at 10:00

Saturday May 16th- Polynesian Cultural Center

7:30-8:00 Breakfast

9:00-7:00 Polynesian Cultural Center

Lights out at 10:00

Sunday May 17th- Beach & City Tour

7:30-8:00 Breakfast

10:00-12:00 Beach

12:00-1:00 Lunch

1:00-6:00 City Tour

7:00 Dinner

Lights out at 10:00

Monday May 18th- Kualoa Ranch

7:30-8:00 Breakfast

9:00-1:00 Educational Tour

1:00-2:00 Lunch

2:00-5:00 Bishop Museum

6:00 Dinner

Lights out at 10:00

Tuesday May 19th- Hanauma Bay

7:30-8:00 Breakfast

9:00-2:00 Hanauma Bay

2:00-4:00 Diamond Head State Park

6:00 Dinner

Lights out at 10:00

Wednesday May 20- Travel Day

7:30-8:00 Breakfast

9:00-1:00 Dole Plantation

Evening- Fly to Anchorage

Thursday May 21-Travel Day

Fly From Anchorage to King Salmon, King Salmon to Chignik Lake

Question 6

What specific arrangements have been made for student housing while on the field trip? (Provide names, locations and contact phone numbers.)

Arrangements will be made once our trip has been finalized.
This information will be provided once we have finalized booking.

Question 7

What arrangements, have been made to assure the safe passage and transport from the district to the point of disembarkation?

The students will fly to Anchorage, AK on an airline that is contracted with the school district to fly students for other activities. These airlines have been specially selected to ensure our safety. The students will then fly to Daniel K. Inouye International Airport in Honolulu on a commercial Alaska Airlines flight. Chaperones will pick up the rental car at the airport.

Question 8

What are the hours of intended travel between the district and the point of disembarkation?

It takes about 2 hours to fly from Chignik Lake to Anchorage, AK and about 6 hours and 30 minutes from Anchorage to Honolulu.

Question 9

What specific lodging arrangements have been made for students, chaperones, and drivers if the anticipated departure or return times are between 10p.m. and 8a.m.?

Since this is a direct rural Alaskan flight to Anchorage, the airlines that have been chosen will only fly from 8am to 10pm. We will choose Anchorage to Honolulu flights during daylight hours.

Question 10

Have commitment forms been secured and signed by chaperones which obligate them to remain alcohol and drug-free during the field trip? All certificated staff, parents, non-certificated staff, volunteers chaperones are expected to follow standards as stated on the commitment forms.

All chaperones that are currently in agreement to go are LPSD staff, and have agreed to remain alcohol and drug-free during this field trip. Chaperones will not be allowed to travel without a signed C14a form. Those forms will be submitted to our principal, Ms. Schilke before we travel.

Question 11

Have certificates of insurance regarding health insurance coverage during the field trip been secured? (Trip approval requires insurance for out-of-country & out-of-state travel.)

We will get student health insurance information once the trip has been approved. Parents have been made aware that they will need to provide proof insurance for their child for this trip.

Question 12

What procedures are in place for responding to emergencies in the following categories:

- A. Serious accidents*
- B. Illness/hospitalization*
- C. Robberies/muggings*
- D. Serious losses of personal property*
- E. Death or injury of a family member at home*

The following emergency response procedures are intended as general guidance. In all emergencies, local emergency services will be contacted first, followed by notification of parents/guardians and the district office. Chaperones will follow district protocols and defer to medical professionals as appropriate. A designated lead chaperone will coordinate communication and decision-making during any emergency.

A. Serious Accidents

Under occurrence of any items below, we will

- 1) contact medical assistance
- 2) Notify parents
and
- 3) Notify District Office

I. **Broken bones** - First, we have some definitions of the skeletal system and what types of injuries the bones may encompass, so that if needed a student may look over to be able to know how to determine the injury.

- A joint is a connection between two bones that allows both movement and support. There are many types of joints, including hinge joints, such as the elbow joint; and ball-and- socket joints, such as the hip.
- Tendons are cords of tissue that attach muscles to bones, such as the Achilles tendon.
- Cartilage is also dense connective tissue that acts as a shock absorber between bones.
- A dislocation is an injury to a joint in which the ligaments may be torn, and one of the bone ends is dislodged from its normal position. The shoulder, elbow, finger, hip, and ankle are commonly dislocated.
- A sprain is an injury to a joint that is usually caused by the twisting or stretching of the joint beyond its normal range. This may result in an injury to the ligaments.
- A deformity is when an arm or a leg may lie in an unnatural position or be angulated where there is no joint.
- Pain and tenderness is usually localized at the site of the break. The sensitive parts can be located by gently pressing along the bone with the tip of one finger.
- Some swelling is almost always present with fractures. The swelling is usually a result of hemorrhage which occurs immediately after the injury. Occasionally, it may be from increased fluid in the tissues (edema), which may not become obvious for several hours. Bleeding associated with a fracture occurs when major blood vessels in the bone and in the soft tissue and muscle near the fracture site are damaged
- A person who has had a severe leg or arm injury usually guards the injured part and

will not attempt to walk or use the arm or leg and will have an inability to use the extremity.

- With an open fracture, bone fragments may protrude through the skin or be seen in the wound.
- The victim can sometimes feel a sensation when the broken ends the bone rub together. This sign, of course, should not intentionally be sought because it only increases the pain for the person.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED ARM:

Find a large piece of square cloth, and fold in half diagonally to create a triangle. Then, lay arm in center and tie the ends around the person's neck. Take to hospital.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED LEG:

Car Accidents -If you see a car accident, call 911. Make sure you do not move the patients and do not crowd like a gawking pedestrian.

Serious cuts (AKA Hemorrhaging)- There are two types of hemorrhaging: external hemorrhaging and internal hemorrhaging. External hemorrhaging can be arterial, venous, or capillary. Arterial bleeding is the most critical of external hemorrhaging. It is most characterized by spurting, bright red blood. (If wound is deep in a fleshy part of the body, such as your thigh area, you may not see the blood spurting) The quantity of blood from this wound will be great, and it's color bright red. It must be controlled immediately because large quantities of blood may be lost quickly. This can be fatal for a person. Venous bleeding is characterized by flowing, dark red blood. Venous bleeding can also be fatal if not controlled quickly. Internal hemorrhaging can be arterial, venous or capillary in origin. It is probably the most complicated type of hemorrhage because it is difficult to detect and very difficult to control without advanced intervention. A severe blow or blunt trauma can cause internal hemorrhaging.

HOW TO RECOGNIZE HEMORRHAGING

External hemorrhaging can be detected by the blood flow you may see. Internal hemorrhaging signs are pain, swelling and discoloration at the site of injury.

CONTROLLING HEMORRHAGING

Direct pressure, elevation, and pressure points control external hemorrhaging.

Direct pressure - applying a cloth or pressure to the laceration or wound will help two things. Keeps the wound from contamination and further chances of infection, and aids in the coagulation of blood.

Pressure points - applying pressure to a major artery that supplies the blood flow to the area will slow the blood flow to the injured area. This may help greatly.

II. Shock is defined as the failure of the circulatory system to maintain sufficient

blood flow to the tissues.

TYPES OF SHOCK

1. Hypovolemic shock caused by

- a. Loss of blood or plasma
- b. Loss of fluid due to vomiting, diarrhea, excessive urination, prolonged illness, or burns.

2. Neurogenic shock caused by

- a. muscles in the blood vessels are temporarily or permanently paralyzed. The vessels expand and the available blood is unable to fill the enlarged vessels. This causes inadequate circulation which then in turn causes shock.

3. Psychogenic shock caused by .

- a. simple fainting - sudden reaction of the nervous system to fear, bad or good news, or other problems. The blood vessels suddenly dilate and the brain is temporarily without oxygen. This causes fainting. Most cases however, are self-correcting, the person falls to the ground and gravity restores blood flow to the brain. You should remember though, that they might have hurt their head from the fall.

4. Cardiogenic shock caused by

- a. Inadequate pumping action of the heart- the heart moves blood through the vessels, a reduction in pumping ability causes a reduced amount of blood to flow through the system and results in cardiogenic shock.

5. Septic shock

- a. overwhelming bacterial infections - usually a person will go to get treated before it gets this bad.

6. Anaphylactic shock caused by

- a. severe allergic reaction - medication, certain foods, or insect stings. This type of shock can range in severity from discomfort to fatal airway obstructions. Any allergic reaction should be taken seriously.

SIGNS AND SYMPTOMS OF SHOCK

Confusion

Dizziness

Nausea

Thirst

Dilated pupils (with severe shock)

Treatment: (for mostly Hypovolemic shock but will work for

others as well)

1. Ensure adequate airway and breathing
2. Control hemorrhage
3. Reassure and calm the person
4. Have him/her lie down and elevate his feet approximately 12 inches
5. Keep him/her warm but not hot
6. Give nothing by mouth
7. Avoid rough handling

III. **FOREIGN BODIES** or particles present in the eye are a common problem and are often located under the upper eyelid. Any foreign body in the eye irritates and causes tears. Tears may wash the particle from the eye, so there would be no need for aid. However, if the tears do not wash the particle out, follow this procedure:

Clasp the upper eyelashes between the thumb and first finger of one hand and, pulling gently, roll the lid back. Instruct the person to look downward. If the object is located, remove it with a tip of a clean handkerchief or a sterile cotton swab that has been made wet with saline or sterile water. Sometimes, the object may be embedded in the eye. In this case, do not try to remove, and take the person to the hospital. This calls for a doctor. Also, you will need to cover the patient's eyes to avoid further movement or irritation.

CHEMICAL BURNS of the eyes are the next most common type of injury. They are usually caused by a type of chemical splashing into

HEAT BURNS often result from fire or other intense heat. Usually the person receives more injury to the eyelid than to the eye itself. As you would do with any burn, cover the eyes with sterile dressing, and transport the patient to a medical facility.

LIGHT BURNS usually injure the sensory cells of the eyes. This may be a temporary or permanent injury. Some possible causes are arc welding, snow, light reflection, and gazing at the sun during an eclipse. This type of injury is extremely painful. The rescuer should cover both eyes and have the person lie down and remain still.

LACERATION of the eyeball itself can result in blindness because of the loss of vitreous fluid. The most important determination is whether it is an actual laceration of the eyeball or a laceration of the eyelid. If it is the eyeball, make sure you avoid applying excess pressure that may cause additional fluid loss. If it is just the eyeball, pressure dressing

EXTRUDING EYEBALLS are eyeballs that have been removed from the socket. Do not push the eyeball back into the socket. The extruding eyeball should be shielded by a cone, paper cup, or another type of protection against pressure from the bandages applied. Both eyes should be covered and the person transported to the hospital. A little note...Someone who comes upon another person who seems to be hurt in the eye. will think that it is an eye problem. In actuality a lot of the time it is a head injury,

which do not necessarily involve injury to the eye:

- The eyes are turned in different directions
- One pupil is larger than the other
- One eye does not move
- The white of an eye is bright red due to internal hemorrhage
- The person's eyelids are black and blue
- One eye protrudes farther than the other

IV. BURNS

Burns can be disfiguring and deadly, or may be nothing more than an annoyance. Proper management of a burn victim may relieve pain, promote recovery, and save a life. Thermal, or heat, burns are the most common type of burns. Radiation burns can be caused by solar or nuclear radiation. Chemical burns are caused by acids and alkalis and are common, especially in industry. Electrical burns deserve special consideration because they frequently cause extensive internal tissue destruction with little visible damage to the skin. This type of burns is of the epidermis, or the topmost layer of skin. A superficial burn is characterized by reddening of the skin that may be quite intense. A sunburn or a mild scald is an example of a superficial

PARTIAL-THICKNESS BURNS

These burns involve both the epidermis and the dermis (second layer of skin) - It is characterized by a deep reddening and blistering. The burn reaches capillaries which then in turn ooze plasma, which raises the top layer of skin and turns into a blister. Even though this is deeper than the superficial burn, can still heal itself when treated with reasonable care.

Point to Recognize: Burns that are entirely partial-thickness cause little scarring and usually do not require skin grafts. However, if a large amount of a person's body is affected, they may be very ill and present a serious problem requiring intensive therapy in the hospital.

FULL-THICKNESS BURNS

These are burns involving the epidermis, the dermis and the subcutaneous tissue (The third layer of skin before the muscles), and sometimes include muscle and bone. the wound can heal itself is by contracture, or drawing the undamaged skin together to cover the damaged area. The part that has been destroyed cannot be replaced except by dense scar formation.

CRITICAL AND SEVERE BURNS

People with critical burns should be taken to a burn center for treatment, if possible. The following burns should be classed as critical and sever:

1. partial-thickness burns covering more than 30% of the body surface.

2. Full-thickness burns covering more than 10% of the body surface.
3. Burns complicated by respiratory problems, major soft tissue injuries, fractures, and or preexisting medical conditions (such as diabetes)
4. Electrical burns.
5. Burns of the face, hands, feet or genitalia.
7. Burns encompassing an entire body part in a circle. This is circumferential burning of the chest, leg, arm, etc.

MODERATE BURNS

People with moderate burns should be treated in a hospital and possibly referred to a burn center. These include the following burn classifications.

1. Partial-thickness burns involving 2% to 30% of the body surface.
2. Full-thickness burns less than 10% of the body surface.
3. Superficial burns greater than 30% of the body surface.

MINOR BURNS

Minor burns include the following:

1. Partial-thickness burns of less than 2% of the body surface.
2. Full-thickness burns of less than 2% of the body surface.
3. Superficial burns of less than 20% of the body surface, excluding the face: hands, feet and genitals.

TREATMENT OF BURNS

Thermal and electrical burns

1. Eliminate source of heat
2. Cover the area with warm dressings
3. Wrap with loose bulky dressings.
4. Moderate to severe go to hospital or call ambulance.
1. Immediately wash with water for at least 15-20 minutes prior to transport.

NOTE: Some hazardous chemicals react violently to water. If substance is a powder, then brush off to be safe. Once all is brushed off, use plenty of water.

Bibliography

A large bulk of this information was taken from the Emergency Trauma Training text for First Responders in Alaska. EMERGENCY TRAUMA TRAINING Seventh Edition, ©1995 Published by Southeast Region Emergency Medical Services Council Sitka, Alaska 99835
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Sitka, Alaska.

B. Illness/Hospitalization

If a student gets sick they will follow the list below:

*Wash your hands

*Drink lots of water

*Eat healthy food

If any students get sick and require hospitalization, contact parents and the district office. If sickness occurs while on the road, students will contact the nearest help by cell phone. If severe, the student may have to return home.

If an injury requiring hospitalization occurs during this trip, parents and the district office will be notified. If an accident occurs on the road where any form of medical service is unavailable, the students will call the closest hospital via cell phone and call for help. If able, the remaining passengers will escort the injured party to the

hospital. The cell phone will be used to prepare the hospital for their arrival. If a hospital is close and the injured party is immobile, 911 or the closest hospital will be called to send an ambulance. A list of all hospitals anywhere near our scheduled plan will be present in the glove compartment of the van at all times.

Hospitals in Honolulu

The Queen's Medical Center
1301 Punchbowl St.

Honolulu, HI
(808) 691-1000

Kuakini Medical Center
347 N. Kaukini St.
Honolulu, HI 96817
(808) 536-2236

Kapi'olani Medical Center for Women and Children
1319 Punahou St.
Honolulu, HI
(808) 983-6000

Urgent Cares in Honolulu

Honolulu Urgent Care - NIU Care
1441 Pali HWY
Honolulu, HI 96813
(808) 460-3805

Kuhio Walk In Medical Clinic
2310 Kunio Ave. Suite #223
Honolulu, HI 96815
(808) 924-6688

C. Robbery and Muggings

If or when mugging or robbery happens, the first priority is to calm everyone down, make sure no one is hurt and if so get him or her the proper attention they need. Second is to write down everything everybody knows about the situation. Third, go to the police and inform them what happened. Fourth is to inform the district office and family.

D. Serious loss of personal property

If something is lost or stolen then that person will call the police. If the police are notified, a follow-up call to the district office and to parents will occur. If any items are stolen that are necessary for the trip, the student government will have backup funds and replace items necessary within financial reasons.

E. Death or Injury of a family member at home

The student will be notified on the trip, and if it is serious, the student will fly home. Students can be contacted using cell phone number (907) 845-4014, (907) 845-4008, (435) 773-8926 or (7130) 204-4416.

Question 13

What are the planned responses related to serious violation of rules during the field trip?

Detail the specific rules and consequences related to the following:

- A. Theft and larceny*
- B. Sexual misconduct*
- C. Alcohol/drug use*
- D. Repeated curfew violations*
- E. Disorderly conduct or failure to cooperate*
- F. Abandoning the group or being absent for scheduled activities*

A. Theft and Larceny

Rule: Do not steal anything from anybody at any time during this trip. The definition for stealing is to take something without consent from the owner.

Consequences: If not followed, the consequences will be to be sent home after dealing with the authorities. If this infraction occurs, police, central office, and parents will be notified. Student will be sent home at parents expense.

B. Sexual Misconduct

Rules

- No display of affection
- Holding hands
- Kissing
- Back rubs/massages
- No improper behavior
- Respect other's space
- No sexual harassment
- Verbal
- Physical

Consequences: District Office will be notified and student will be sent home at parent's expense.

C. Alcohol/Drug Use

There can be no alcohol or drug use on the road trip. That also includes beer and wine. By the law you have to be twenty-one or older to use these things. Also, parents and the District Office will be notified, ASAP!

Consequences: If rule C is broken, the district office will be notified and then student will have to be sent home, and the parents will have to pay.

D. Repeated Curfew Violations

Curfew Time: 10:00.

If a second infraction occurs, the district office will be notified and student will be sent home at parent's expenses.

E. Disorderly Conduct or Refusal to Cooperate

Rule: The chaperones are responsible for each student, therefore the students must comply with chaperones requests.

Consequences: The first offense will be met with a warning. If a second infraction occurs, the central office will be notified and student will be sent home at parent's expenses.

F. Abandoning the group or being absent for scheduled Activities

Rule:

- Always know where your group is going
- Always know what time it is
- Always tell someone where you are going
- Keep a schedule of all your activities and don't leave the group
- Use Buddy System

Consequences: The student will get a hard warning the first time; the second time you will be sent home the parents will pay your flight back home. They will also apologize to the Chaperones and the district office.

Question 14

What is the overall budget for this proposed field trip?

The funds will come from student government fundraisers, private donations, and student government funds. With the prices for flights, Airbnb cost, rental cars, gas, food,

activities fees I have collected so I would expect the trip to be in the range of \$32,000-\$44,000. Please see the cost breakdown below.

| | |
|---------------------------------|---|
| Flights Lak-Anc | LCA- \$16,488 or Grant+AA = \$10,692 |
| Flights Anc-HOL | \$505-800 a ticket Total \$5200-\$8000 |
| Rental Car (12 Passenger Van) | \$511 + insurance |
| Gas Avg \$4.30 Van Avg. 30 gals | \$129 a day \$903 for the week |
| Polynesain Center Tickers | \$1824.80 |
| Diamond Head State Park | \$70 |
| Pearl Harbor | TBD waiting to apply for educational tours you can book 6-8 weeks out |
| Bishop Museum | \$284 |
| Dole Plantation Tour | \$308 |
| Kualoa Ranch | Roughly \$231 |
| Hanauma Bay | TBD waiting on an email response |
| Food \$60-\$90 a daily | \$5940 - \$6825 |
| Total | \$32,655.80 - \$44,136.80 |

*** I have add an additional \$1000 on both the low and high estimates due to waiting to apply for Pearl Harbor Educational Tour and Hanauma Bay State Park*

Question 15

How is the travel program to be funded?

This travel program will be funded by JOM funds and student government funds. Chignik Lake Village is getting back to us about the amount in the JOM fund. The student government has been raising money and has \$37,055.10 currently in the account.

Signature of Site Administrator Melody G. Schilke (Melody Schilke)

Signature of Trip Organizer _____

C-13b

LPSD Small School Intent to Enroll Practice

In mid-March each spring, LPSD asks Principals to gather perspectives from each of our small school communities regarding their intent to enroll for the following school year.

This perspective is solicited by having each family of a school with 15 or fewer currently enrolled students fill out an intent to enroll form.

As of February 5, 2026, the following school sites have 15 or fewer students enrolled:

- Nondalton, 15 students (1, PK4, and no spring 2026 graduates)
- Chignik Lagoon 13 (1 PK4, and no spring graduates)
- Igiugig, 10 (0 PK4, and no spring graduates)

The projected enrollment at sites in mid-March often guides our hiring decisions for the following Fall school year.

For schools that do not have 10 students enrolled in mid-March, LPSD has made certain to strive towards staffing the school with a veteran educator as a long-term employee at least through the fall count period (end of October).

I want to highlight the effort to staff the school with a veteran and ideally someone who is already familiar with LPSD competency-based learning so students do not miss out on learning due to the learning curve of a new educator. As the end of the fall count period approaches, we can often predict through conversations with the local community whether they found students to make it to 10 or if parents are already making other plans with their students for the duration of the school year, which triggers the next steps and then School Board awareness and eventually Board decision making regarding school closure.

TEMPLATE DRAFT School Calendar 2026-2027

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|---------------------|----|----------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| District Name: LPSD | | School: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Approved By: | | Title: 2026-2027 SCHOOL CALENDAR | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| July 2026 | | August 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| September 2026 | | October 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | | |
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AASB Policy Review- February 12, 2026 - 1st, 2nd, 3rd Readings in BLACK Superintendent Recommendations for Consideration or updates (in blue)

In BoardBook when opening each individual BP or AR:

Yellow highlights in working policy drafts = AASB new/updated language

Gray and crossed-out highlights in working policy drafts = current LPSD policy language recommended for deletion

BLUE highlights Language to be considered for adoption within policy (BP) or administrative regulation (AR)

2nd Reading of BPs for formal adoption & Understanding for ARs

→ BP 4180/4280/4380 RESIDENCY AND REMOTE WORK

- ◆ Note: This would change current LPSD practice to require Board approval for employees to live outside of the district or work remotely.
- ◆ From AASB: *New Board Policy*
This policy formally establishes that employees may be permitted to work remotely, subject to the District's approval.
- ◆ Not required, although recommended by the Superintendent for adoption by LPSD.

AR 4180/4280/4380 RESIDENCY AND REMOTE WORK

- ◆ From AASB: *New Administrative Regulation* Related to the above policy, this model regulation provides rules for employees who are remotely working. It may be modified to fit individual district needs.
- ◆ Recommended by the Superintendent for adoption alongside supportive BP.

→ BP 5111 ADMISSION

- ◆ From AASB: This policy update reflects current statutory rules on when a student may begin school, based on their age at admission. It also includes the statutory provision stating that students who are suspended or expelled are not guaranteed admission.
- ◆ Recommendation by the Superintendent for adoption by LPSD.

→ **BP 5128 ALASKA PERFORMANCE SCHOLARSHIP PROGRAM**

- ◆ No note from AASB.
- ◆ LPSD missed a previous update from 2016.
- ◆ Recommendation by the Superintendent for adoption by LPSD.

AR 5128 ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

- ◆ From AASB: This regulation has been updated to reflect the current terms of the Alaska Performance Scholarship Program, following the adoption of HB 148 in 2024. It includes revisions to the GPA or test scores a student must achieve to qualify for a scholarship, as well as revised scholarship amounts. It also simplifies and updates outdated language. Additional regulatory proposals to modify the curriculum requirements are under consideration. This model AR will be further updated should those regulations go into effect.
- ◆ **The LPSD superintendent** would be the person for the submittal of an appeal.
- ◆ Recommendation by the Superintendent for adoption by LPSD alongside BP.

E 5128 ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

- ◆ From AASB: This exhibit is a model appeal form for students denied a scholarship under the Alaska Performance Scholarship Program. It has been updated to reflect the changes discussed above.
- ◆ Note: This is a PDF with updates not specified.

→ **AR 6182 - LAKE VIEW HOMESCHOOL CORRESPONDENCE PROGRAM**

- ◆ The LakeView Homeschool Correspondence Program is a district-operated instructional option that allows eligible students to meet Alaska and district standards outside the traditional classroom while remaining fully enrolled in the Lake and Peninsula School District. Each student follows an annually developed Individualized Learning Plan, supported and monitored by a certificated district teacher through regular contact, assessment, and progress review. The program ensures accountability, compliance with state law, and access to district records, services, and activities consistent with Board Policy 6182.
- ◆ This is a new AR for consideration, put forth by the current Lake View Correspondence Administrator & Superintendent

→ AR 1260 VISITS TO THE SCHOOLS

- ◆ From AASB: *New Administrative Regulation*

This new administrative regulation provides a model regulation for appropriate conduct on school grounds. It provides that visitors must comply with applicable rules, laws, and regulations, and that they may be subject to both short and long term removal if conduct does not meet these standards.

→ AR 6146.3 COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

- ◆ From AASB: *Remove Administrative Regulation* The regulation establishing the waivers in this AR have been repealed, and the AR should be removed.

E 6146.3 APPLICATION FOR A WAIVER FROM PASSING THE HIGH SCHOOL GRADUATION EXAMINATION (HSGQE)

- ◆ FROM AASB: * Remove Exhibit* The regulation establishing the waivers in this Exhibit have been repealed, and the Exhibit should be removed.

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RESIDENCY AND REMOTE WORK

BP 4180/4280/4380

Note: This model policy is adopted from a policy created by the Dillingham City School District.

The Board recognizes the educational and economic benefits that result from district personnel residing within the boundaries of the school district. The Superintendent or designee may determine that the best candidate for certificated or administrative position does not plan to maintain primary residency within the boundaries of the school district. In order to hire or continue the employment of such a candidate, the Superintendent or designee shall seek approval from the Board. The Superintendent or designee shall develop procedures to implement this policy.

Adopted 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RESIDENCY AND REMOTE WORK

AR 4180/4280/4380

Note: This model policy is adopted from a policy created by the Dillingham City School District.

Purpose

To establish a process by which the District may allow an employee to work from home or another approved location on a full-time or part-time basis, hereafter referred to as “remote work” or “telecommuting.”

The District requires its employees to report to their designated work location. However, the Superintendent may decide that the best candidate for a certificated or administrative position may not reside or plan to reside within the boundaries of the district. Pursuant to BP 4180/4280/4380, the Superintendent may seek approval from the Board to hire or continue the employment of such a candidate.

Procedure

Any employee seeking remote work or telecommuting must enter into a written Remote Work Agreement (attached). A request for remote work or telecommuting will be evaluated based upon the following factors:

- The essential job duties of the employee’s position;
- The employee’s reasonable likelihood to be able to successfully perform the essential job duties and responsibilities from an alternate work site; and
- The supervisor’s reasonable likelihood to ensure the employee completion of the essential job duties and responsibilities at an alternate worksite.

Remote work or telecommuting is not designed to be a substitute for childcare or care of a dependent family member. Any employee approved for remote work or telecommuting is obligated to perform the essential job duties and responsibilities of the employee’s position.

A remote work agreement must be in writing, and signed by the employee, their immediate supervisor, and be approved by the Superintendent. The agreement must specify the number of days and hours worked each week. During working hours, the employee shall be accessible by phone and email within a reasonable time period during the agreed upon work schedule based on Alaska Standard Time. The district will not pay for voice and/or data communication charges.

Unless otherwise specified in the written agreement, a remote work employee is responsible for providing office equipment and workspace and is responsible for maintenance and repair of any office equipment. Any district materials in the alternate work site remain the property of the district and must be kept secure and confidential. Any materials containing student records or

personnel records must be maintained in a lockable file cabinet or other location that cannot be accessed by any family, guests, or other occupants at the approved alternate worksite.

The district retains the right to inspect remote work site locations for the purpose of determining that the site is secure and safe, and that the employee is performing the essential job duties and responsibilities of the employee's position and complying with the terms of the remote work agreement.

Out-of-pocket expenses for office supplies will not be reimbursed unless the employee obtains prior, written authorization from a supervisor.

The district assumes no liability for injuries occurring in the employee's approved alternate worksite outside the agreed-upon work hours. The district is not liable for loss, destruction, or injury that may occur in or to a remote work employee's alternate work site. This includes family members, visitors, or others that may become injured within or around a remote work employee's alternate work site.

It is the responsibility of a remote work employee to determine any income tax implications of a remote work agreement. The district will not provide tax guidance to remote work employees and does not assume any additional tax liabilities through the approval of a remote work agreement. All employees are encouraged to consult with a qualified tax professional to discuss any potential income tax implications from remote work agreements.

Adopted 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

ADMISSION

BP 5111

Note: Pursuant to [4 AAC 06.060](#), authority to deny admission to a student is vested with the School Board. The following [sample policy](#) authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

(cf. 5112.6 - Education for Homeless Children and ~~Youths~~ Children in Foster Care)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5116 - School Attendance Boundaries)

(cf. 5117 - Interdistrict Attendance)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. [AS 14.03.070](#). The school year begins on July 1 and ends June 30. ~~Under regulations passed by the Department of Education and Early Development in 2000, a child is not considered to have completed the 12th grade unless the child has passed the high school graduation qualifying exam, even if the child has met all other graduation requirements. [4 AAC 06.076](#). Pursuant to [AS 14.03.080](#), the School Board may admit children under school age who meet School Board standards of mental, physical, and emotional capacity necessary to perform satisfactorily in school. In 2003, the legislature amended the early entrance statute for the purpose of clarifying that two-year kindergarten programs are not authorized. Districts with early entry into kindergarten must have an educational program prescribing that under school age students advance through the curriculum or grade level by the following school year. This is a programmatic requirement and is not meant to limit individualized student assessment. In 2004, the early entrance statute was again amended to provide School Boards with the option of delegating early entrance decisions to the Superintendent or designee. The School Board may establish a kindergarten class for children who are five on or before September 1 following the beginning of the school year; must admit children under school age who move into the district and who were previously enrolled in public school in another district or state; and may admit students over school age and charge them tuition.~~

A child five years of age on or before September 1 may be admitted to kindergarten. ~~A child six years of age on or before September 1 may be admitted to first grade.~~ The School Board authorizes the admission of students under school age who are at least four years of age at the beginning of the school year, provided they exhibit the ability mental, physical, and emotional capacity to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee.

Students subject to suspension or expulsion under AS 13.03.160 in the District or another district are not guaranteed admission.

Legal Reference:

ALASKA STATUTES

14.30.010 *When attendance compulsory*

14.03.020 *School year*

14.03.070 *School age*

14.03.080 *Right to attend school*

14.30.045 *Grounds for suspension or denial of admission*

14.03.160 *Suspension or expulsion of students for possessing weapons*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

UNITED STATES CODE

42 U.S.C. 11432 - 11433 *McKinney-Vento Homeless Assistance Act*

Revised ~~12/04~~ 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128

Note: ~~Effective July 1, 2011, s~~ School districts must take certain steps to implement the Alaska Performance Scholarship Program. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student's permanent record. The record must then be forwarded to the Department of Education and Early Development.

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average ("GPA") requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student's permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 - Challenging Student Records)

~~Note: In certain circumstances, the Commissioner may waive the curriculum requirements for a scholarship during a grace period of up to 24 additional months after graduation, during which time the student can complete curriculum requirements. A student may be awarded and utilize an Alaska Performance Scholarship during this period. A grace period may be granted to a student where the necessary curriculum was not reasonably available because the student attended a small and remote high school, or because of circumstances beyond the student's control, such as illness or disability. If a student is granted a grace period and elects not to enroll in a qualifying college or post-secondary program during that time, a school district may choose to "sponsor" the student. A sponsored student is allowed to enroll for the purpose of obtaining the missing curriculum requirement(s). A sponsored student may be included in the district's count for funding purposes so long as the student is under age 20 at the time of enrollment. Funding will be provided based on each missing curriculum requirement. The~~

following optional language is for those districts wishing to sponsor students. Note: Effective June 6, 2015, the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. [4AAC 43.035](#) (repealed); [4 AAC 43.045](#) (extensions of eligibility period).

The Board approves the sponsorship of district graduates who have been granted a grace period by the Commissioner to meet curriculum requirements for the Alaska Performance Scholarship Program. Sponsored students will be permitted to enroll for the purpose of obtaining missing curriculum requirements, so long as the sponsored student is under the age of twenty (20) at the time of enrollment.

The Alaska Department of Education and Early Development may extend a student's scholarship eligibility period beyond six years after the date of the student's graduation from high school.

Legal References:

ALASKA STATUTES

14.03.113 District determination of scholarship eligibility

14.43.810-.849 Alaska Performance Scholarship Program

ALASKA ADMINISTRATIVE CODE

4 AAC 43.010-.900 Alaska Performance Scholarship Program

~~Adopted 07/14~~ Revised 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

AR 5128

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The district is required to determine student eligibility for the three levels of scholarships available. The district must then notify the Alaska Department of Education and Early Development of each qualifying student's eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

A. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating ~~in 2013 and 2014~~ from high school in and after 2024. Qualifying units of credit shall include a student's completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student's high school transcript. A course does not satisfy the requirements of this section, regardless of the course name unless it is: 1) a college or industry preparatory course; and 2) meets or exceeds the standards and grade level expectations in Alaska Standards: Content and Performance Standards for Alaska Students. An advanced placement and international baccalaureate course meets curriculum requirements and is considered an approved course as fully stated in 4 AAC 43.030.

The Alaska Performance Scholarship may be awarded based on a student's completion of either a math and science curriculum track, or a social studies and language curriculum track.

~~2013 and 2014~~ Curriculum Requirements

~~2013 and 2014 graduates~~ Graduating students in 2024 and beyond must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

1. Math – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. algebra I;
 - ii. algebra II;
 - iii. geometry;
 - iv. trigonometry;
 - v. pre-calculus;

- vi. calculus;
- vii. calculus II
- viii. statistics.

2. Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:

- i. physical science;
- ii. earth science;
- iii. biology;
- iv. chemistry;
- v. physics;
- vi. marine biology;
- vii. anatomy and physiology.

3. Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:

- i. composition;
- ii. American literature;
- iii. world literature;
- iv. speech and debate;
- v. advanced composition;
- vi. creative writing;
- vii. British literature.

4. Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:

- i. World history;
- ii. American history;
- iii. geography;
- iv. American government/civics;
- v. economics;
- vi. Alaska history;
- vii. western or eastern civilization;
- viii. psychology;
- ix. sociology.

Social Studies and Language Curriculum

1. Math - 3 units of credit, consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:

- i. algebra I;
- ii. algebra II;

- iii. geometry;
- iv. trigonometry;
- v. pre-calculus;
- vi. calculus;
- vii. calculus II;
- viii. statistics.

2. Science – 3 units of credit consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:

- i. physical science;
- ii. earth science;
- iii. biology;
- iv. chemistry;
- v. physics;
- vi. marine biology;
- vii. anatomy and physiology;

3. Language arts – 4 units of credit consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:

- i. composition;
- ii. American literature;
- iii. world literature;
- iv. speech and debate;
- v. advanced composition;
- vi. creative writing;
- vii. British literature;

4. Social studies – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:

- i. world history;
- ii. American history;
- iii. geography;
- iv. American government/civics;
- v. economics;
- vi. Alaska history;
- vii. western or eastern civilization;
- viii. psychology;
- ix. sociology.

5. Foreign, Alaska Native or American sign language – 2 units of credit in the same language.

Note: A district that offers courses meeting the requirements for APS but that do not clearly fall within the course names found above may seek approval from the Department to have those courses approved for APS purposes. [4 AAC 43.030\(j\)](#).

B. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA or standardized examination score requirements. It is the student's responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA or test scores determine a student's level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

or

Test Scores: ACT composite score of 25 or higher; or
 SAT combined score of ~~1680~~ 1210 or higher; or
 A combined WorkKeys score of ~~13~~ 18 or higher, with no single score lower than ~~4~~ 6, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Honors Scholarship has an award level of ~~\$4,755~~ \$7,000.

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

or

Test Scores: ACT composite score of 23 or higher; or
 SAT combined score of ~~1560~~ 1130 or higher; or
 A combined WorkKeys score of ~~13~~ 15 or higher, with no single score lower than ~~4~~ 5, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Achievement Scholarship has an award level of ~~\$3,566~~ \$5,250.

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

or

Test Scores: ACT composite score of 21 or higher; or
 SAT combined score of ~~1450~~ 1060 or higher; or
 A combined WorkKeys score of ~~13~~ 12 or higher, with no
 single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Opportunity Scholarship has an award level of ~~\$2,378~~ \$3,500.

Note: A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. [4 AAC 43.020\(d\)](#).

Notice to Parents/Guardians of Eligibility Determination

Option 1:

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of the eligibility determination, **or how they may learn the eligibility determination**. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Option 2:

~~The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of how they may learn the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.~~

Permanent Record

Once eligibility levels are determined, the district will record the level of eligibility on each qualifying student's permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records

No later than July 15 of each year, the district will transmit an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

Appeal Procedures

The district provides the following appeal process for students who believe an error has been made regarding a student's eligibility for an Alaska Performance Scholarship. A student can request that the district review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

A. Appeal Form

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. [E 5128] The form requires:

1. Name, mailing address, and contact information;
2. Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA **and/or test scores**;
3. A statement explaining why the student believes the eligibility determination is in error; and
4. All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student's high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the district's eligibility determination, absent unusual circumstances that prevented a timely appeal.

B. Appeal Process

1. Student submits the completed Appeal Form and supporting documentation to **Superintendent** [identify appropriate school official to process appeals].
2. The district will designate a reviewer to review and decide the appeal.

3. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student's level of eligibility.
4. The reviewer's determination is the final decision of the district.
5. Notice of the district's decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal.
6. If the reviewer determines that scholarship eligibility was incorrect, the district will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student's transcript to correctly identify APS eligibility.

Note: Effective June 6, 2015 the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035 (repealed); 4 AAC 43.045 (extensions of eligibility period). An extension of scholarship eligibility does not permit a student to receive a scholarship for more semester hours than is permitted under AS 14.43.825.

Waiver and Grace Period Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a **waiver and grace period scholarship eligibility extension** that may be granted by the Alaska Commissioner of Education. **Upon request, the Commissioner may grant a student a temporary waiver of the course work requirements and grace period to meet these requirements, who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. The grace period gives a student twenty-four (24) months after graduation to complete the curriculum requirements. During the grace period, the student is eligible for the scholarship. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student's graduation from high school.**

To qualify for a **waiver and grace period an extension of scholarship eligibility**, a student must:

1. **Apply using DEED's form no later than 30 days following graduation; Submit a written request to the Commissioner no later than 30 days before the student's period of scholarship eligibility under 14.43.825(b) is set to expire; and**
2. **Have attained the required assessment scores and GPA; and Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control.**
3. **Be unable to complete the curriculum requirements because the circumstances beyond the student's control. This includes the curriculum not being reasonably available because the student attended a small remote high school, but does not include attendance at a high school out of state. It also includes illness or disability.**

Note: The following language is for those districts choosing to sponsor students who have been granted a grace period by the Commissioner. Districts are entitled to funding for sponsored students so long as they are under age 20 at the time of enrollment. Funding will be provided based on each missing curriculum requirement.

Student Sponsorship

If a district graduate has been granted a grace period and elects not to enroll in a qualifying college or post-secondary program during that period, the school district may sponsor the student. A sponsored student will be allowed to enroll for the purpose of obtaining the missing curriculum requirements. A sponsored student will be included in the district's count for funding purposes so long as the student is under age 20 at the time of enrollment.

Adopted 07/14 *Revised 2/2026*

Lake and Peninsula School District

E 5128 ALASKA PERFORMANCE SCHOLARSHIP (APS)

E 5128(a)



ALASKA PERFORMANCE SCHOLARSHIP (APS)

Sample Appeal Form for Public School Students

_____ School Year Only

AS 14.03.113. District determination of scholarship eligibility.

A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

The following information is required for the school district to evaluate your appeal to receive an APS scholarship. Complete this form and return it to your school district. Please print to ensure information is legible.

Last Name _____ First Name _____ M.I. _____ DOB _____ AKSID _____

Permanent Mailing Address _____ City _____ State _____

Zip _____ Home Phone _____ Cell Phone _____ Email _____

Did you meet the minimum test scores of ACT 21 or SAT of 1450 or WorkKeys Level 13 (no score below a 4 in each subject area)?
Yes _____ No _____

My ACT score is _____ My SAT score is _____ My WorkKeys score is _____ My GPA is _____

Did you meet the curriculum requirements for your class year? Yes _____ No _____

Were your requirements met by high school graduation? Yes _____ No _____

Provide a concise statement identifying the reasons supporting a reversal or modification of the school district's eligibility determination. Note: Failure to meet APS requirements for reasons other than those allowed for under the statutes and regulations governing the APS does not entitle the applicant to a reversal or modification of eligibility. You may use a separate sheet of paper.

Provide documents, papers, or other materials that support a reversal or modification of the districts eligibility determination. This may include:

- ACT and/or SAT score report (s) (an official copy from the ACT/SAT)
- WorkKeys score (if taken outside of the school district)
- Statement
- Transcript

Student Signature _____ Date _____

School District Review and Signature _____ Date _____

School District should submit this Signature form and record change to:

Shari Paul, APS Program Coordinator
Alaska Department of Education & Early Development
P.O. Box 110500 Juneau, Alaska 99811-0500
Phone: 907.465.6535
shari.paul@alaska.gov

Class of 2015 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP

Collegiate Eligibility Checklist



Students with qualifying SAT/ACT scores may use either the CTE or Collegiate Award.

To apply for the APS students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| UP TO \$4,755 per year | UP TO \$3,566 per year | UP TO \$2,378 per year |
| <input type="checkbox"/> CURRICULUM | <input type="checkbox"/> CURRICULUM | <input type="checkbox"/> CURRICULUM |
| <input type="checkbox"/> GPA 3.5 (or greater) | <input type="checkbox"/> GPA 3.0 (or greater) | <input type="checkbox"/> GPA 2.5 (or greater) |
| <input type="checkbox"/> TEST SCORES ACT 25 (only one required) SAT 1680 | <input type="checkbox"/> TEST SCORES ACT 23 (only one required) SAT 1560 | <input type="checkbox"/> TEST SCORES ACT 21 (only one required) SAT 1450 |

Math & Science Curriculum

| | | | | |
|------------------------|--|--|--|--|
| 4 UNITS MATH | | | | |
| 4 UNITS SCIENCE | | | | |
| 4 UNITS LANGUAGE ARTS | | | | |
| 4 UNITS SOCIAL STUDIES | | | | |

OR

Social Studies & Language Curriculum

| | | | |
|------------------------|--|--|--|
| 2 UNITS WORLD LANGUAGE | | | must be the same foreign, Alaska Native, or American Sign language |
| 3 UNITS MATH | | | |
| 3 UNITS SCIENCE | | | |
| 4 UNITS LANGUAGE ARTS | | | |
| 4 UNITS SOCIAL STUDIES | | | |

MATH

- standard courses
- algebra 1
 - algebra 2
 - geometry
 - trigonometry
 - pre-calculus
 - calculus
 - calculus 2
 - statistics

SCIENCE

- standard courses
- physical science
 - earth science
 - biology
 - chemistry
 - physics
 - marine biology
 - anatomy & physiology

LANGUAGE ARTS

- standard courses
- composition
 - American literature
 - world literature
 - speech & debate
 - advanced composition
 - creative writing
 - British literature

SOCIAL STUDIES

- standard courses
- world history
 - American history
 - geography
 - American government
 - civics
 - economics
 - Alaska history
 - western civilization
 - eastern civilization
 - psychology
 - sociology

Each school district is responsible for providing students with a complete list of all courses that qualify for the APS.

Districts may include two APS qualifying course categories – standard and additional. Additional courses may be used as follows: for the Social Studies & Language Curriculum, one additional course is permitted in each subject area (math, science, language arts, and social studies). For the Math & Science Curriculum, one additional course each is permitted for math and language arts, two each are permitted for science and social studies. Also, (for the Math & Science Curriculum only) a foreign language, Alaska Native Language, American Sign Language, cultural heritage or fine arts course may be substituted for one standard course of social studies.

Contact your counselor for more information about APS-approved courses. Approved courses may also be available through resources such as Alaska's Learning Network (AKLearn.net) or the University of Alaska. Eligibility is determined based upon courses contained in your school's permanent student record.



Student GPA: _____

Student Test Score & Test Date: _____

Questions? Visit APS.alaska.gov



On Track to Qualify? Get Ready to Put Your APS Award to Work!

To get the APS, you must file a FAFSA and be admitted (attending at least half time) to a qualifying program.
 The Collegiate APS Award can be used for certificate or degree programs.

| | INITIAL AWARD CHECKLIST | IMPORTANT TIPS: |
|-----------------------|--|--|
| My Institution | Institution: Major/Program: Program Full-Time Eligible? Yes No Advisor Contact: | All participating Alaska institutions are listed at APS.alaska.gov Meet with an enrollment or academic advisor and make sure he or she knows your plans include the APS. |
| Admissions | Admissions Application Deadline: Admissions Requirements: Accepted? Yes No Conditions: Conditions Completed? Yes No N/A | Before the deadlines – Complete your application, pay any fees, and provide all required documents. Once accepted, let the institution know you plan to attend. Conditional admission means you still must complete the process – submit final high school transcripts immediately after you graduate and meet any other conditions promptly. |
| Financial Aid | FAFSA Filed? Yes No Date Filed: Financial Aid Deadline: Financial Aid Advisor Contact: Notified of Intent to Enroll? Yes No | File your FAFSA as soon after January 1 as possible but no later than June 30 (APS deadline). File by your institution's financial aid deadline to be considered for more financial aid. Accept (or decline) the financial aid outlined in the school's award notice. Your APS may not appear in the financial aid award notice. Tell your financial aid staff you plan to enroll using an APS. If you have significant other grant or scholarship aid, your APS amount may be affected – your financial aid staff can help with any questions. |
| Courses | Date Course Registration Opens: Financial aid certification window: # of credits registered for: Deadlines to add/drop courses: | Don't wait to register for classes! Sign up as soon as registration opens. Early registration is critical to get the right classes. If you need English and/or Math placement tests, take them as early as you can. Find out your school's financial aid certification or census date. Before that date, register for 12 or more credits to receive a full-time APS award for that semester. Remember, 15 credits – the real full-time – will help you stay on track and meet APS continuing eligibility requirements. |

Now that you have the APS Award – Keep it!

My high school graduation date: + 6 years = My APS expiration date:
An APS can be used for no more than 8 semesters/12 quarters (4 academic years), for full-time or half-time attendance.

A new FAFSA must be filed every year: Year 1: Year 2: Year 3: Year 4:

| | Cumulative GPA & Credits Completed | Satisfactory Academic Progress Requirements |
|-------------------------------|--|--|
| Continuing Eligibility | Year 1: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 2: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 3: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 4: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA | During your 1st year, earn: 24 semester credits (12 if half-time) a 2.0+ cumulative GPA During future years, earn: 30 semester credits (15 if half-time) a 2.5+ cumulative GPA As a graduate student, earn: a 2.5+ cumulative GPA |

Note: Students attending half time (at least six credits) receive a reduced award. If you switch from half-time to full-time status (or vice versa), the minimum credits you must earn depends on the award – half time or full time – you receive for each term.

Sign up for an Alaska Student Aid Portal (ASAP) account to monitor your APS eligibility and usage online. Visit APS.alaska.gov

LAKEVIEW HOMESCHOOL CORRESPONDENCE PROGRAM AR 6182

The LakeView Homeschool Correspondence Program is a district-operated correspondence study program established under Board Policy 6182. The program provides an alternative instructional option for students whose educational needs may be met outside the traditional classroom setting, consistent with Alaska statute and regulation.

The Superintendent or designee is responsible for the administration of the LakeView Homeschool Correspondence Program in compliance with state law, regulation, and district policy.

Program Eligibility and Enrollment

The principal or designee shall approve enrollment in the LakeView Homeschool Correspondence Program subject to the following conditions:

- A. Students must be eligible for enrollment in the Lake and Peninsula School District.
- B. Enrollment in LakeView Homeschool constitutes enrollment in a district-supported correspondence study program and is not private homeschooling.
- C. The district shall maintain an open enrollment policy for the correspondence program throughout the school year in accordance with 4 AAC 33.421.
- D. Each enrolled student shall have an Individualized Learning Plan (ILP) developed annually.

Individualized Learning Plan (ILP)

The principal or designee shall ensure that an ILP is developed and maintained for each student enrolled in LakeView Homeschool.

A. The ILP shall be developed collaboratively by the student (as appropriate), the parent/guardian, and a certificated teacher assigned by the district.

B. The ILP must:

- 1. Provide a course of study aligned with state and district standards;
- 2. Include provisions for ongoing assessment and statewide testing;

3. Provide for modification if the student does not meet standards on statewide assessments;
4. Be approved and signed by the assigned certificated teacher and at least one parent/guardian.

Teacher Liaison Assignment and Duties

The homeschool principal or designee shall assign a certificated teacher to each enrolled student. This teacher shall serve as the Teacher Liaison.

The Teacher Liaison shall:

- A. Monitor student work and progress in accordance with the ILP;
- B. Maintain required documentation of monitoring and contact;
- C. Review work samples and academic evidence submitted by the parent/guardian or student;
- D. Assign grades or determine mastery of standards in compliance with 4 AAC 33.421;
- E. Provide instructional guidance and support to the student and parent/guardian.

Monitoring and Contact Requirements

A. Monthly Two-Way Contact

The Teacher Liaison shall maintain at least monthly two-way contact with the student and/or parent/guardian. For students who did not meet standards on the most recent statewide assessment, contact shall include strategies to support proficiency.

B. Quarterly Work Sample Review

Parents/guardians and/or students shall submit work samples in each subject area at least quarterly. Academic evidence provided by the parent/guardian may be used by the Teacher Liaison to assign grades or determine mastery.

Grades, Records, and Transcripts

- A. Grades or other determinations of mastery shall be assigned by the Teacher Liaison, a district distance teacher, or another approved instructional provider, as applicable.
- B. The district shall maintain grade records for correspondence students.
- C. Semester progress reports and high school transcripts shall be provided upon request.

Student Standing

The principal or designee shall determine student standing based on compliance with the ILP and Parent–School Agreement.

A. Good Standing

A student is in good standing when the student and parent/guardian are consistently meeting ILP and program requirements. Students in good standing may participate in district activities subject to eligibility rules applicable to all students.

B. Alert Standing

If a student and/or parent/guardian fails to meet program requirements for more than thirty (30) calendar days, the student may be placed on alert standing.

1. While on alert standing, participation in extracurricular activities may be restricted.
2. Written notice outlining required corrective actions shall be provided to the parent/guardian.

C. Removal from Enrollment

If corrective actions are completed within thirty (30) calendar days, the student shall be restored to good standing. If compliance is not restored within the additional thirty (30) calendar days, the student may be withdrawn from the correspondence program for non-participation, consistent with district attendance procedures.

Attendance for Synchronous or Hybrid Courses

A. Students enrolled in synchronous distance or hybrid courses through their ILP shall comply with district attendance requirements.

B. Ten (10) consecutive school days of non-attendance may result in withdrawal from the course or the correspondence program, as determined by administration.

Assessments and Statutory Compliance

A. Students shall participate in all statewide assessments as required by law.

B. The district shall provide or arrange for secure testing environments.

C. Parents/guardians shall comply with the AK READS Act, including screening and intervention requirements for K–3 students.

Curriculum, Materials, and Equipment

A. Curriculum materials and instructional resources must be approved by the district and aligned to state standards.

B. Materials and services purchased with public funds must directly support instructional needs documented in the ILP.

C. District-issued equipment and materials shall be returned upon withdrawal or graduation.

Parent and Student Responsibilities

Parents/guardians and students enrolled in the LakeView Homeschool Correspondence Program shall:

A. Support and comply with the ILP and Parent–School Agreement;

B. Participate in required monitoring, communication, and submission of work samples;

C. Make good faith efforts to support assessment participation;

D. Comply with applicable district policies and handbooks.

Appeals

Concerns regarding enrollment status, standing, or program implementation may be addressed through the district’s established appeal or complaint procedures applicable to correspondence students.

Associated Documents

- LakeView Homeschool Parent–School Agreement
- Individualized Learning Plan (ILP)
- Student–Parent Handbook

- Alaska Department of Education and Early Development Correspondence Study Guidance

Adopted 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 1000 - COMMUNITY RELATIONS

VISITS TO THE SCHOOLS

AR 1260

Building administrators shall ensure that prominent notices directing all visitors to sign in at the administrative office are posted at each entrance to the school building. Anyone who is not a regular staff member, approved volunteer, or student at the school is a visitor.

Visitor access to school buildings may be temporarily limited during emergency or safety drills, situations outlined in school safety plans, an emergency lockdown, periods of statewide testing, or other specific situations listed in District policy or building rules.

Conduct on School Property

The District expects civility, mutual respect, and orderly conduct among all individuals on District property or at a school event. No person on District property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, student, sports or activities official or coach, or any other person;
2. Damage or threaten to damage District property or another's property;
3. Violate any state or federal law or regulation, or district policy.
4. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal substances;
5. Impede, delay, disrupt, or otherwise interfere with any school activity or function, including using cellular phones in a disruptive manner;
6. Make a video recording in the classroom without prior approval of the building principal and classroom teacher.

The principal has authority to request that any unauthorized person, or visitor engaging in unacceptable conduct, leave the school grounds or school event. The principal further has authority to request assistance from law enforcement if any person refuses to leave school grounds upon request, or creates a disruption. The principal or designee shall notify the Superintendent's office immediately if such a situation develops.

Adopted 02/2026

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 6000 - INSTRUCTION

COLLEGE AND CAREER READINESS WAIVERS

AR 6146.3

Note: Regulations governing waivers are found at 4 AAC 06.721-.724.

Students are required to take a college and career readiness assessment, unless a waiver is approved. "Taking" this assessment means the student has received a valid score as reported by the assessment vendor. A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student's expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

Procedures for Requesting A Waiver

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student's year of intended graduation may also be eligible for a waiver.

A student's request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;
2. Documentation from the out-of-state school district, Alaska private school or homeschool program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent or legal guardian occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
4. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and

~~the student's principal and the district's superintendent support the waiver request.~~

~~5. A significant and uncorrectable system error, including one or more of the following:~~

~~a. Completed exams are lost in transit between the school district and the testing vendor.~~

~~b. The student's school or district failed to administer the assessment on a scheduled administration date.~~

~~c. The student was unable to take an assessment or received an invalid score because of a technology failure.~~

~~d. The student received an invalid score because the assessment was improperly administered or test security requirements were violated.~~

School Board Action Approving or Denying A Waiver

~~The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.~~

~~**Note:** The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."~~

~~Within twenty (20) days of an appeal being filed, the School Board shall forward to the~~

~~Department the entire record of the student's waiver request, including the following documents:~~

- ~~1. The student's waiver application and any supporting documents included in support of the waiver request;~~
- ~~2. A copy of the School Board's graduation requirements; and~~
- ~~3. A copy of the student's most current official transcript.~~

~~Revised 3/2016~~

~~-07/12~~

~~Lake and Peninsula School District~~

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 6000 - INSTRUCTION

COLLEGE AND CAREER READINESS WAIVERS 6146.3 E

APPLICATION FOR A WAIVER

FROM PASSING THE HIGH SCHOOL GRADUATION EXAMINATION

DUE TO LATE ARRIVAL INTO THE ALASKA PUBLIC SCHOOL SYSTEM

State of Alaska regulation 4 AAC 06.773 allows students to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student arrives late into the Alaska public school system. The student must submit a waiver request to the local school board for consideration. A student who receives a waiver from passing the HSGQE must also meet all other state and school district requirements for graduation in order to receive a high school diploma.

Complete all items below and attach supporting documentation as necessary before submitting this waiver request to the local school board.

Current School District _____ Student's Name _____

Student Ten-Digit State ID Number _____
Student's Grade Level _____ Date Enrolled _____
in District _____
Number of semesters remaining (not to exceed 2) _____

Intended Year of Graduation _____

Provided _____
Documentation from current school Enrollment records from current school (School Name): _____

Enrollment date: _____
Documentation from previous out-of-state school — Enrollment records from previous out-of-state _____ school (School Name): _____

Enrollment Date: _____ Exit Date: _____

Documentation that verifying student's physical presence in Alaska: _____

Indicate type of documentation presented:
Transportation (airline tickets, etc.) _____
Lodging receipts (hotels, etc.) _____

Affidavit/certification (signed by relative or other person who can verify this student's presence in Alaska) _____

FOR SCHOOL BOARD USE ONLY

Waiver is: _____ Approved: _____ Denied: _____

Signature of Local School Board Authority _____ Date _____

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.

**APPLICATION FOR AN HSGQE WAIVER
DUE TO A RARE AND UNUSUAL CIRCUMSTANCE**

State of Alaska regulation 4 AAC 06.772 and .774 allow a student to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student suffers a rare and unusual circumstance beyond the control of the student, the student's parents, and the school, and the circumstance is such that no other recourse or remedy exists to address the circumstance before the student's intended year of graduation.

Complete all items below and attach supporting documentation as necessary before submitting this waiver request to the local school board.

Current School District _____ Student's Name _____

Student Ten-Digit State ID Number _____

Student's Grade Level _____

Number of semesters remaining (not to exceed 2) _____

Intended Year of Graduation _____

Name of Current School _____

Type of waiver and required documentation:

Check Below:

Death of the student's parent if the death occurred within the last semester of the student's year of intended graduation. The parent must be a biological parent or legal guardian only. **Required documentation:** *Provide documentation indicating the date of the death and that the parent was the natural parent or legal guardian.*

|
|

A serious or sudden illness that prevents the student from taking the HSGQE, if the illness occurred within the last semester of the student's year of intended graduation. **Required documentation:** *Affidavit or certification from the student's treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student's parents.*

|
|

A serious physical injury that prevents the student from taking the HSGQE, if the injury occurred within the last semester of the student's year of intended graduation. **Required documentation:** *Affidavit or certification from the student's treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student's parents.*

|
|

~~A disability arising in the student's high school career and the disability arises too late to develop meaningful and valid assessments. The waiver is consistent with~~

~~the student's IEP team recommendations and the Principal/Head Teacher and superintendent support the waiver request. **Required documentation:**~~

~~Documentation must be provided from the student's IEP team that verifies the date on which the disability was determined, information describing why no meaningful or valid alternative assessment could be used, and documentation of support from the school Principal/Head Teacher and district superintendent.~~

Type of waiver and required documentation:

Check
Below:

~~**Death of the student's parent** if the death occurred within the last semester of the student's year of intended graduation. The parent must be a biological parent or legal guardian only. **Required documentation:** Provide documentation indicating the date of the death and that the parent was the natural parent or legal guardian.~~

~~**A significant and uncorrectable system error has occurred**, limited to: Test materials lost in transit after exam was administered. **Required documentation:** Provide documentation that verifies that the district mailed the materials, including documentation from the U.S. Postal Service, or from the carrier used to transport the exam materials.~~

~~**The student's school or district failed to administer the exam. Required documentation:** No documentation required of the student applicant; the school district can verify this information.~~

~~**The student was in the 9th grade or higher** in the Alaska public school system during the 2002-03 school year, and is a student with a disability covered by IDEA, and the student or student's IEP team relied on advice from the State of Alaska Department of Education & Early Development regarding whether an alternate assessment would lead to a diploma; and the student participated in an alternate assessment prescribed by his or her IEP team. **Required**~~

~~**documentation:** Attach supporting documentation from the student's IEP team verifying the above information and verifying the student's participation in the alternate assessment.~~

~~**Unable to participate in the regular HSGQE due to a disability.** This waiver does not exempt the student from passing the exam but from taking the regular HSGQE the student's sophomore year. The student or the student's parent must file a Request for Permission (form #05-05-020) before October 31, of sophomore year or the year in which the student is first enrolled in the state to the local governing body. If the student is granted permission from taking the regular HSGQE, the IEP or 504 team must then apply for an alternative assessment program: modified HSGQE or non-standardized HSGQE. If approval is granted for the Request for Permission and one alternative assessment program, the student or student's parent may apply and submit this waiver in the final semester of the student's year of intended graduation. **Required documentation:** Granted~~

~~Request for Permission with all attached evidence, copy of the approved alternative assessment application which was completed by the IEP/504 team and signed by the Department, evidence of proficiency on the alternative assessment (modified or nonstandardized) and any other information required in the Participation Guidelines.~~

FOR SCHOOL BOARD USE ONLY

Waiver is: _____ **Approved:** _____ **Denied:** _____

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.

In the event that a High School Graduation Qualifying Examination waiver is denied by the local school board, State of Alaska regulation 4 AAC 06.780 provides for an appeal to the Alaska Department of Education & Early Development. The appeal must be postmarked no later than 30 days after receipt of the notice of denial from the local school board. The governing body will forward to the Department of Education & Early Development the entire record relating to the student's waiver within 20 days of the appeal.

Student Information:

| | |
|-----------------------------------|-------|
| Current School District | _____ |
| High School Name | _____ |
| Student's Name | _____ |
| Student Ten Digit State ID Number | _____ |
| Student's Address | _____ |
| Student's Phone Number | _____ |
| Student's Grade Level | _____ |
| Intended Year of Graduation | _____ |

Purpose of Waiver Request Denied by Local Governing Body:

Arriving late into Alaska Public School System (4 AAC 06.773) _____

Rare and Unusual Circumstances (4 AAC 06.774) _____

