

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular School Board Meeting AGENDA
December 6, 2017, 11:00 AM

Agenda

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **ROLL CALL**
4. **INTRODUCTION OF VISITORS**
5. **ORDERING OF AGENDA**
6. **APPROVAL OF CONSENT AGENDA**
 - a. Previous Minutes-
 - b. Check Registers-
7. **COMMUNICATIONS**
 - a. Site Reports 3
 - b. LSAC Minutes (On separate sheet)
 - c. Correspondence 40
 - d. Public Comments
8. **DELEGATIONS**
 - a. Lake and Peninsula Borough
 - b. LSAC
 - c. Student
 - d. Principal/Teacher
9. **REPORTS**
 - a. CTE Governing Board Report 45
 - b. Superintendent's Report 46
 - c. Facilities/Maintenance Report 50
 - d. Curriculum and CTE Report 52
 - e. Technology Report 54
 - f. Activities Report 56
 - g. Financial Report 60
 - h. Special Education Report 63
 - i. Assessment Report 67
 - j. Early Childhood Report 68
 - k. Personnel 69
 - l. Shining Stars 71
10. **UNFINISHED BUSINESS**
 - a. Board Policy Updates--3rd Reading 74

11. NEW BUSINESS	
a. Carl Rose Boardmanship Award	
b. Tax Credit Resolution	89
c. Indian Policies and Procedures	90
d. FY17 Audit Presentation	
12. EXECUTIVE SESSION	
a. Personnel and Finance	
13. PERSONNEL	
a. Contract Approvals	
14. MISCELLANEOUS	
15. FUTURE AGENDA ITEMS AND MEETING DATE	
16. ADJOURNMENT	

Tanalian Photo Site Report

Port Alsworth, AK

December 6, 2017



The new duplex for Teacher Housing was closed in this fall, destined for a winter/spring finish.



Three PTA boys and 2 girls headed to State in XC Running, with 4 finishing in the top 30 and Callen Davis leading the way in 5th place with a 16:46. Here, boys are pictured 1-2-3-4 at the Dillingham Invitational, with our former student, Conner, in a strong 5th place finish.



The best part of my prostate surgery in October was the Grand Canyon with Sherri prior to anesthesiology. Post-surgery, I received a cancer-free report. "Thank you, School Board, for your thoughts and prayers and good insurance!"



K-8 graders put on the play, *The Elf Impersonator*, while pre-school sang *Jingle, Jingle, Little Bells*, and the high school choir sang a few numbers.



Here are your pre-school and primary school Knights and Ladies during Spirit Week for State Volleyball.



PTA 2nd Graders did a great job writing their own Christmas play that was performed for parents by the K-2 class in the classroom.



PTA hosted our District/Region Volleyball tournament in November. Here, as their community service project, students are pictured writing thank you cards to USA service men and women around the globe.



Lynx Volleyball had a fantastic season and are headed to State as Southwest Conference Champions with a 17-1 record. Here, they are pictured in 2nd place, arm in arm with Unalakleet, after Unalakleet won their own tournament in 5 hard-fought games.



Alaskan ceramic artist, Michael Andersen, made his inaugural visit to PTA to teach our kids art and to inspire them to do Lake Clark critter research for him. He will return next fall to install his ceramic masterpiece, featuring underwater creatures of Lake Clark.



Sherri and I love the time we get with our two grandkids. LPSD students soon?

The first Semester at PTA also showed good progress on all standards, the annual Elocution Meet for all 1st-12th grade students, and a more rigorous approach to the fundamentals of reading, writing, and math. We feel the intensity of the Subsistence Calendar (the train is moving fast), but also the thrill of a strong education (kids are still learning well).

Site Report – Chignik Lake – November 2017

To: Superintendent Ty Mase and LPSD School Board Members	From: Rob Fagerquist/Head Teacher
Outstanding Activities and Events	
November was a month of travelling. We had one student attending CTE and four on our volleyball team. All participants had a great time and were exemplary for our school. We finished out the month with a community potluck in which our local student government provided a turkey and a ham. The elementary class made all the decorations from scratch. At the end of last month we hosted a Halloween party/carnival with games and prizes, face-painting, and some scary costumes.	
Personnel	
All is well with our personnel. We have had some struggles finding substitutes, and this was made evident when our night gym attendant left the village to be with his wife for the birth of their son. We finally did pad our rolls, but had to go without night gym for about a week.	
Standards Based System/Curriculum Progress	
We are progressing through the curriculum well. We are aware of the shortened year and are doing our best to get as much done before winter break as humanly possible, so that we can stay ahead of the curve come the new year.	
Technology Progress	
All technology is generally working well. We've received a new projector to replace a faltering SmartBOARD in the middle/high school classroom. So far we don't have all the necessary parts to install the new unit.	
Facility Update	
The facility is in good shape. Apparently we had a sewer problem which the maintenance department promptly repaired. Also, Clinton Boskofsky and Ron Richter replaced every light in our gym – quite a feat of engineering and daring.	
LSAC Activity	
We were unable to meet this month.	
Volunteer Report	
Student government volunteered to help organize our Thanksgiving potluck. Our volleyball team worked on a project to send thank-you cards to veterans while at Port Alsworth for the volleyball jamboree.	
Professional Development	
Nothing to report at this time.	
Pupil Attendance	
Our attendance has dropped from 19 at the beginning of the year, to 13 at the end of November. Three families have either permanently or temporarily moved from the village. It is expected, though certainly not assured, that two students will be returning after the winter break.	
Student and Staff Safety	
No safety concerns at this time.	
Subsistence Calendar	
As noted above, we are working hard to keep ahead of the workload. Our strategy is to get as much completed before the winter break, especially considering all the possible travelling coming up in the new year – two CTE's, two basketball trips, and an AA meet – not to mention the week set aside for state testing.	

Other
Nothing else to report

IGIUGIG SEMESTER REVIEW Fall 2017

Native Foods Challenge



Hikers cooking dinner on trek to Big Mtn.



Campers warming up in the morning.



Land Art.



Land Art #2



Tater Harvest



Turnip Harvest



Igiugig XC Runners – Small but Mighty!



Elementary students – looking sharp!



Halloween Carnival and Haunted House!



Formal Day as part of Spirit Week.



Back to School Fish Fry!



Kvichak water quality testing.



Lowe's toolbox education grant. Pythagoreas and the foundation. Framed and ready to skin.



Preparing for Kvichak Café. Students cooked and served lunch for the community and 22 Alaska Salmon Fellows.



Elementary students harvesting berries with their hand-woven baskets. Repatriation.



Annual Igiugig World Series.



Igiugig Radio Broadcasting the World Series.

Igiugig School Monthly Site Report

To: Ty Mase, Superintendent
From: Tate Gooden, Head Teacher IGI
Date: 11/27/17

Notable Events: Igiugig No-See-Um Volleyball took first at the District Volleyball Tournament in Port Alsworth. The team also won the most valuable Sportsmanship Award. Great Job to the team and coach Alicia Zackar. Thanks to Port Alsworth for hosting a great tournament. Students harvested a good crop of Turnips and Rutabagas before the first hard frost. Annual Turkey Shoot winners: Jeff Bringhurst – Yams, Terek Anelon – Ham, Alicia Zackar – SPAM, Kira Olson – Winner Winner Turkey Dinner!



Personnel: Tate Gooden – Secondary; Charlie Gifford – Elementray; AJ Gooden 0.5 Elem/Sec.; Betsy Hostetter – Class/SPED Aid; Tanya Salmon – PK; Ida Nelson – Cook; Stacie Garrison – Janitor.

SBS/Curriculum Progress: Students moving apace. Multi-discipline approach helping to streamline the process.

Technology Progress: HS room utilizing iPad apps for Math. Elementary room will have a new ceiling mounted projector the first week of December. Thanks to Jim Dube for coordinating equipment and Sam Rigby for the install.

Facility Update: Igiugig school well water continues to corrode existing copper piping. Ronne Richter dispatched to fix the leak(s).

LSAC: Meeting held on October 10th and November 2nd. Minutes attached.

Volunteer Report: Thanks to our Battle Book Coaches! Stacy Hill, AlexAnna Salmon, Alicia Zackar, Christina Salmon-Bringhurst, and Jeff Bringhurst. We practice once a week for 30 minutes.

Trips Planned: No trips planned at this time.

Pupil Attendance: October attendance rate 99.42%. We have 18 students enrolled K-12. We have 3 PK students.

Subsistence Calendar:

"What makes people smart, curious, alert, observant, competent, confident, resourceful, persistent - in the broadest and best sense, intelligent- is not having access to more and more learning places, resources, and specialists, but being able in their lives to do a wide variety of interesting things that matter, things that challenge their ingenuity, skill, and judgement, and that make an obvious difference in their lives and the lives of people around them." -John Holt

Pilot Point School

Outstanding Activities/Events: One of our high school students traveled for the volleyball jamboree earlier this month. His team placed 2nd in the the 3-man tournament and he won the citizenship award. We also had a special guest from Rural Energy Alaska Project (REAP) visit and build miniature wind turbines with the students, which was a blast!

Personnel: We had a lot of community members show interest in subbing at the school this month and are working on getting them all hired right now. We are lucky to have a community that is invested in the school and wants to help us make it a great place.

SBS/Curriculum: The high school and middle school students are studying US History, the Spanish Inquisition, algebraic equations, and writing persuasive and research papers. The elementary students have been writing research papers, learning about graphing and telling time, classifying types of Alaskan animals, studying types of communities throughout Alaska and the United States, and learning about wind turbines.

Technology: The elementary students are loving their new iPads and keyboards. This is the first month that we've had the keyboards and they are enjoying using them to produce work in writing class. We've had a few tech issues with the middle school computers, as they are in pretty rough shape and older. The tech department has been good about sending us replacements though.

Facility Update: Tim and Carl came out for a visit and fixed our red truck that had been broken for the last year. They also gave the teacher housing some much needed care. The school building is in pretty good shape, although we are starting to have some problems with the carpeting. The carpet has started to peel up in many places and is becoming a tripping hazard. We are also having some trouble with breakers randomly tripping and loosing power to certain outlets.

LSAC Activity: LSAC did not meet in November because we had a lot of members traveling and our president just welcomed a new baby. We are planning a big event in December though and have been meeting unofficially to plan that as we have time.

Volunteer Report: N/A

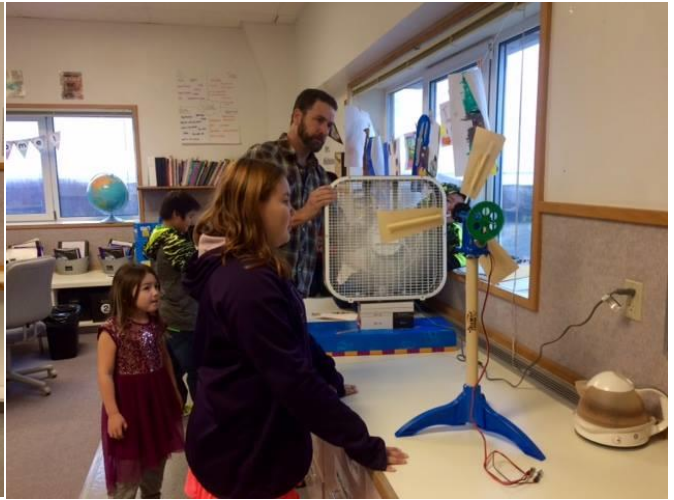
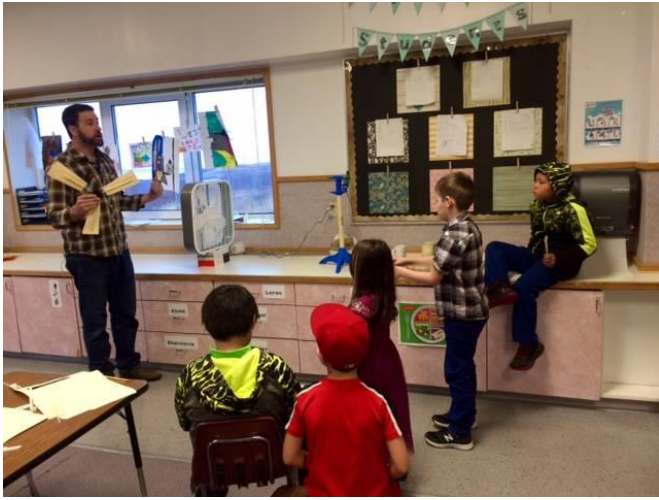
Professional Development: November PD involved a lot of site-based training. Amber and I worked on some new ideas for reworking our schedule after Christmas break and we did some much needed grading. Amber also attended a training for distance teachers. Cody attended a training hosted by Paulene Manning and Elizabeth Hanson this month too.

Pupil Attendance: After a very rocky month of attendance in October, November has been a bit better. We are still struggling a bit with late arrivals (students consistently showing up after 10:15 am) and students only showing up a few days a week though.

Student and Staff Safety: We are still dealing with the condemned playground. Many residents still want to be able to use it outside of school hours, but it is very rusty and could be dangerous. However, it is the only place for people to really bring their children to play outside too. We did have caution tape hanging on it, but the weather has since removed the tape.

Subsistence Calendar: As the year progresses, students are definitely being required to do more independent work outside of the classroom. So far, all has been going well with sending students home with homework more consistently. The positive reception to homework has also allowed us to help our frequently absent MS/HS students stay caught up on work.

Other: N/A



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

**From: Name, Position
Jerry Fisher, Principal**

Site Report – Kokhanok School – November, 2017

Outstanding Activities and Events

The school received a batch of salmon eggs. Mr. Davis is working on a salmon project for his science class.

We held a Fall Family Fun Festival on the 3rd. The teachers held games and a costume contest for the kids. It was a little late due to supplies not arriving in time, but the kids were happy to have Halloween twice this year.

Personnel

We hired three more substitute teachers in the last couple of months. We really appreciate the interest and help in the school.

Standards Based System/Curriculum Progress

The teachers are doing their best to make their lessons culturally relevant for our students.

Technology Progress

The new iPads have been a successful addition to our school. The students have used them in different classes and have been enjoying what they can do.

Facility Update

The facility is in good repair. We are still having trouble with one of the refrigerators; it keeps freezing everything. Ron has had to take care of a few other small maintenance issues.

LSAC Activity

We held a couple LSAC meetings this month. The first was a formal meeting. We discussed the school climate, teacher inservice, Halloween/ Fall Family Fun Night/ Thanksgiving preparations (it was decided that the community would be responsible for putting together a Thanksgiving Potluck, more culture in the school, school and teacher newsletters. The teachers also reported on their classrooms. The last LSAC meeting was held to finalize Christmas planning..i.e. bazaar and program.

Volunteer Report

Marian Wassillie stopped into the school and helped teach dancing, singing, and drumming to Ms. Wolff's 2nd through 4th graders. Marlene Nielsen stopped into the school late October and taught students about making artifacts from fish skin.

Professional Development

Our professional development has been centered around learning about PowerSchool, ivisions, site planning, and staff relations/team building.

Pupil Attendance

We have been having fairly good attendance (90+%). Although 90% sounds good, we would like to have 100%, 100% of the time.

Student and Staff Safety

Students safety lately has been about cold weather safety and ice travel.

Subsistence Calendar

This year has been progressing very well. Students have been eager and ready to learn. The community has expressed some concerns regarding holiday events. Academics and class time are our primary focus. We have been working with the LSAC and we have been trying to promote whole community events where we can have the students volunteer after school rather than spend class time getting ready for these holiday events. Although the subsistence calendar, student population and funding do play a role in our decisions, academics, standards, and class time take priority in our planning. The LSAC and staff agreed, in order to make community events happen, teachers, students and community need to volunteer and work together, after the school day, to host events such as Halloween, Thanksgiving and Christmas Potlucks. This approach will help save class time for academics and foster a stronger learning community for our students.
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Other





19







Site Report – School Site – Month, Year

To: Superintendent Ty Mase and LPSD School Board Members	From: Joe Ward, Perryville School Principal
Outstanding Activities and Events	
<p>Perryville Student Government hosted a Halloween Carnival on Oct. 31st. The student government provided a number of games that offered prizes. In addition, the student government performed in a haunted house that was enjoyed by a number of parents and younger children.</p> <p>Mrs. Ward continued to provide a Saturday basketball camp for 2nd-6th grades. Students worked on dribbling, shooting, defensive skills and following instructions. The game that was scheduled to take place at the beginning of the month between the students so that their parents could see what they have learned had to be postponed until the 25th.</p> <p>Mrs. Dalberg led the robotics team to continue their work in preparation for an online competition in December 16. The team has completed the playing field and begun building and programming their robot. The team is also near to completion on its research project. This year's theme is Hydrodynamics. The research task is to find a way to apply technology to solve a problem that humans have with the use of water. The team has decided to focus on the use of nanotubes to filter water. While the use of nanotubes for this purpose is still in the concept stage, scientists believe that nanotubes can be used to purify water using less energy than current technology. In the team's plan, renewable energy would be used to operate the pumps and controls needed to make the system function.</p> <p>Perryville sent 4 students to the volleyball jamboree in Port Alsworth.</p> <p>Perryville elementary teachers, Maryellen Dalberg and Melissa Ward, brought their classes together to collaborate on STEM and Vocabulary building activities. One of the experiments they did was to observe to crocodiles made of a synthetic material that grew when soaked in water. The students made numerous measurements to record the growth of the crocodiles simulating what a biologist might do in observing animals.</p>	
Personnel	
<p>With Mr. Williams' resignation, both classified and certified staff have pitched in to make sure that the secondary students continue to receive instruction until the new teacher arrives.</p>	
LSAC Activity	
<p>Due to travel by board members and community events, the Perryville LSAC did not meet in November.</p>	
Volunteer Report	
<p>Daniel Kosbruk volunteered his time on the 13th to transport the volleyball team to the airport when the school truck would not start. After the team left, he returned to the school to assist in jump starting the school truck.</p>	
Professional Development	
<p>On days that were announced to be site specific, the staff met together to work to better understand how to use PowerSchool.</p>	
Pupil Attendance	
<p>At the end of November, the K-12 enrollment for Perryville School was 17. Our attendance for the month was 91.7% present.</p>	



John, the Perryville croc, is growing out of the tote in which he was first placed. He eventually had to be placed in a bathtub and grew more than 2 ft. from his original size. Students measured daily growth, color and shape changes learning about the scientific method.



(Left to right) Devin Kosbruk, Ty Kosbruk and Analise Kosbruk work together on a project focusing on chemical reactions.



Perryville upper elementary drew pictures of their hands and then used mineral oil to make them translucent looking like x-rays.



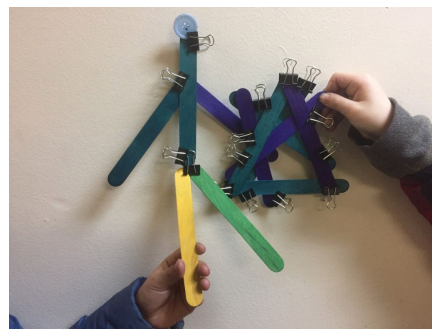
Community dinner



Community Dinner



Students work till they cant take anymore.



Student Project



Student Project



Every day in Newhalen starts with rays of sunshine

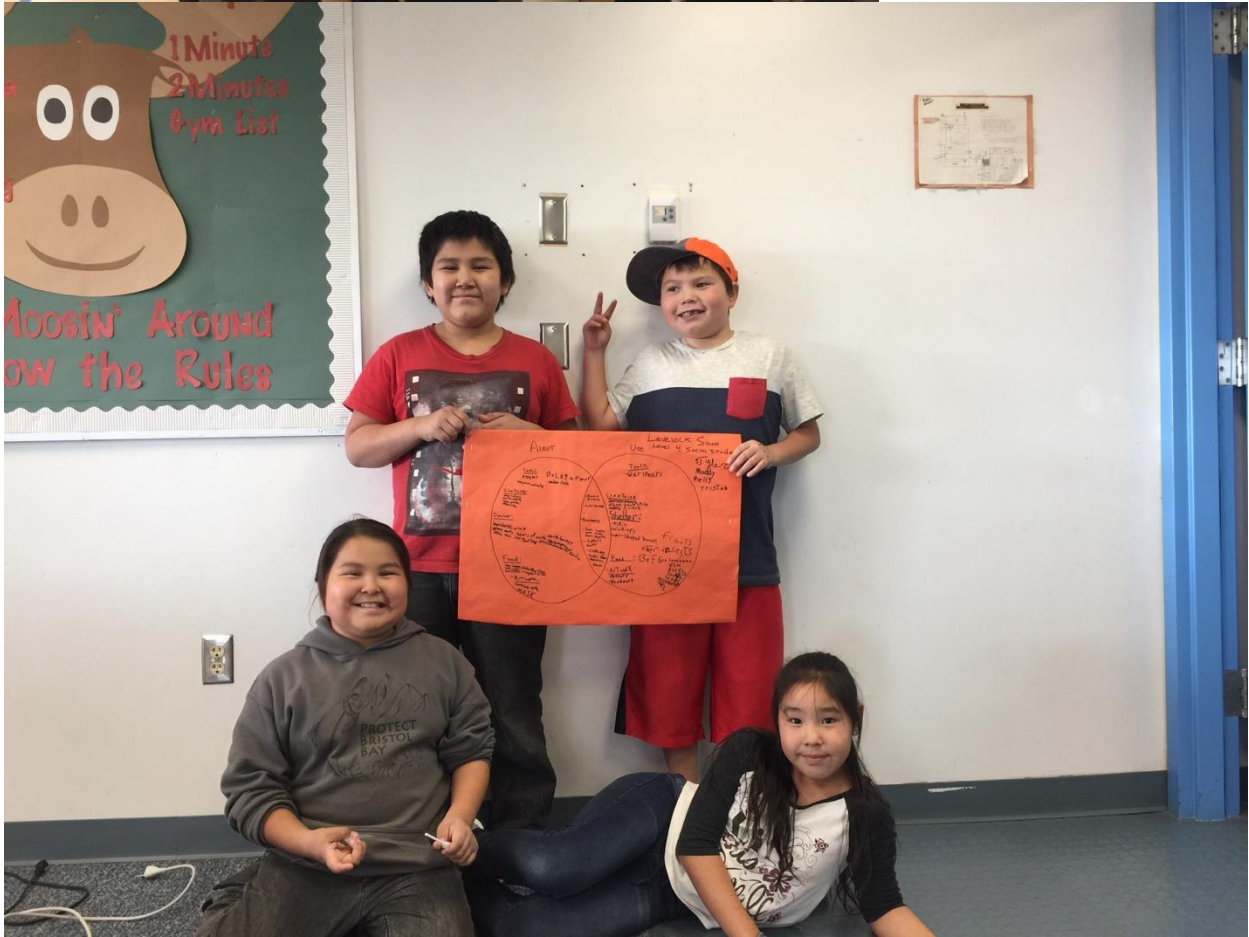


And Breakfast for all.

Site Report – School Site – November 2017

To: Superintendent Ty Mase and LPSD School Board Members	From: Nancy Mills, Head Teacher
Outstanding Activities and Events	
The students had a blast at volleyball districts.	
Personnel	
Staff are doing well.	
Standards Based System/Curriculum Progress	
Students are progressing through their standards.	
Technology Progress	
Staff are settling in nicely with all of the new programs. PowerSchool still has some unexpected glitches, but it is usually very quickly resolved by our pro tech team!	
Facility Update	
So far no leaks!	
LSAC Activity	
The LSAC met this month with a new board as we had elections. Board members are excited to be a part of the new LSAC and are volunteering in student events and support the students.	
Volunteer Report	
Samantha Jones has assisting with student government fundraisers.	
Professional Development	
Professional Development has been interesting and helpful in learning new programs thus far.	
Pupil Attendance	
Pupil Attendance is strong.	
Student and Staff Safety	
Staying safe! We held our monthly fire drill.	
Subsistence Calendar	
Lagoon usually has a leisurely week before Christmas break with cultural activities, but staff have decided to put that off until the later designated culture week. Staff and students are still liking the subsistence calendar.	
Other	



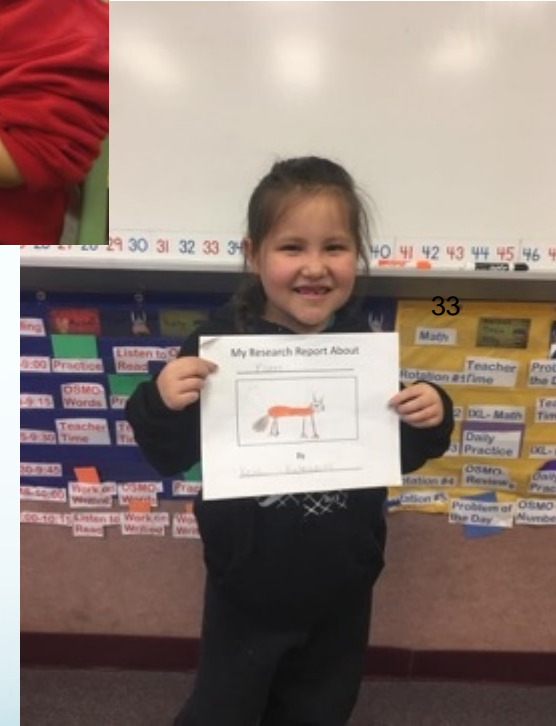
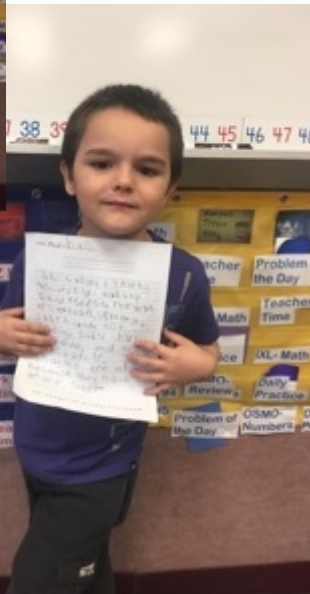
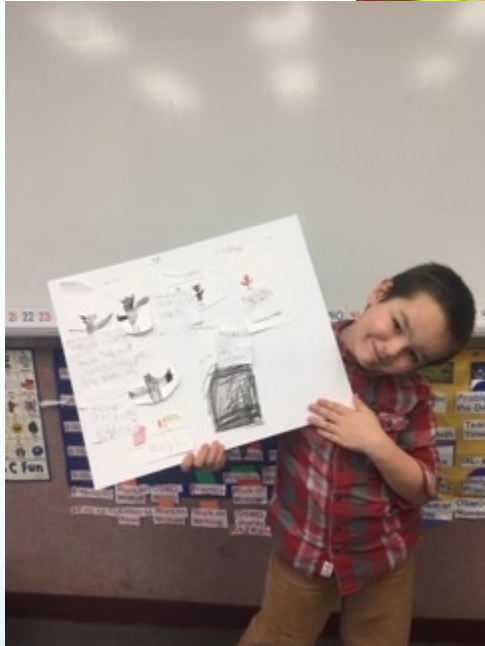




Chignik Bay School



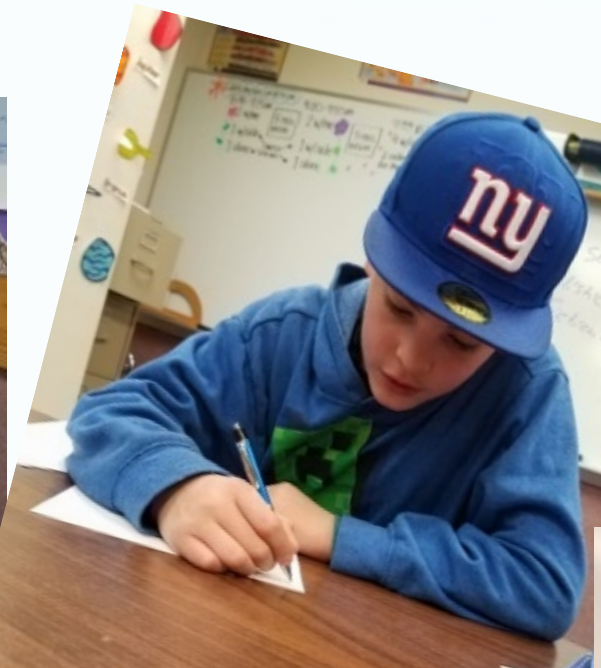
Culture Project



Elementary Research Reports

Preschool Progress

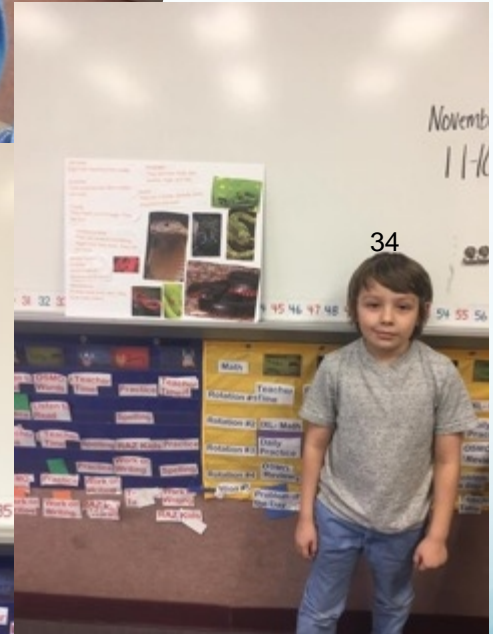
Online Math & Reading



Independent study



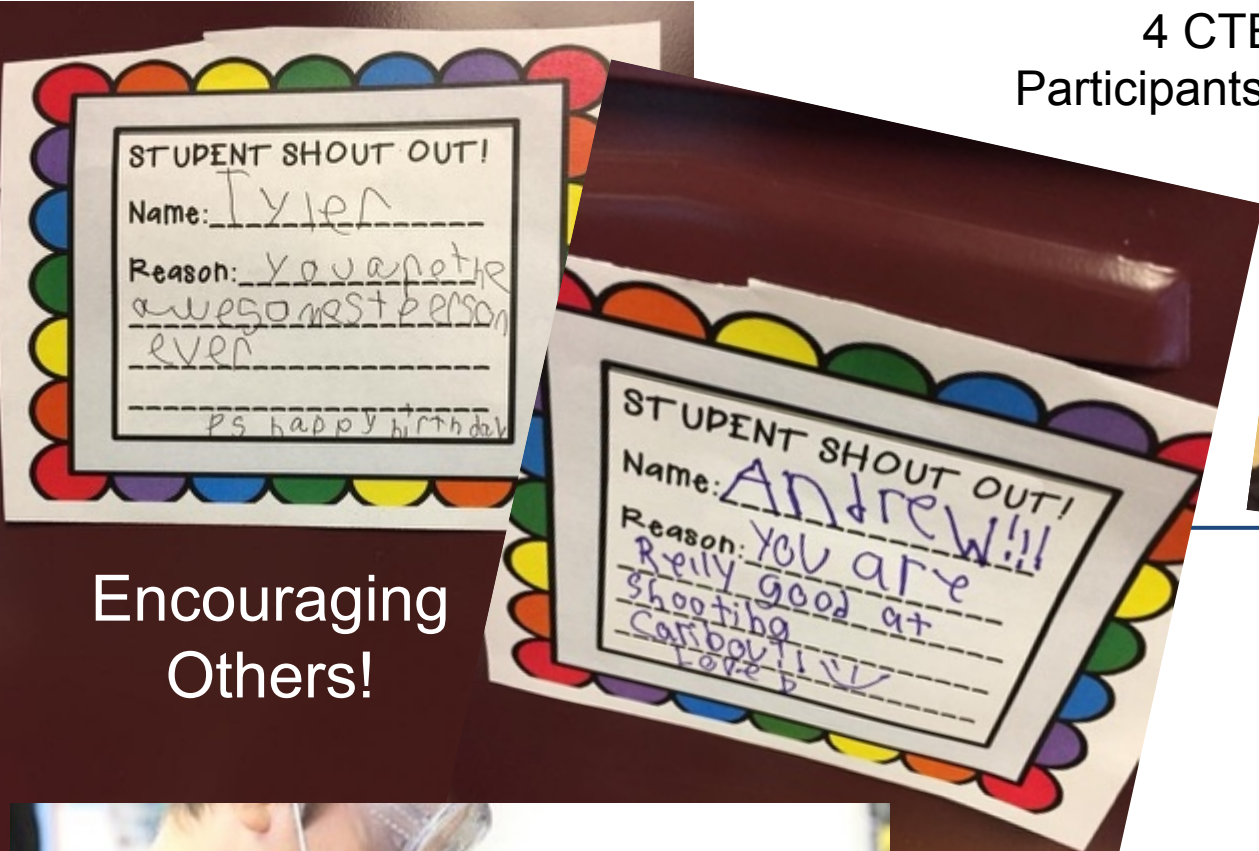
Halloween fun!



Research Projects

Meshik School

4 CTE
Participants!



Encouraging
Others!



Creating a
caribou antler
cribbage board





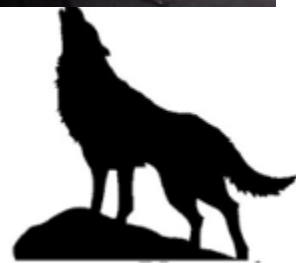
Learning of Native Tales through Elder Interviews



Preschool Science!



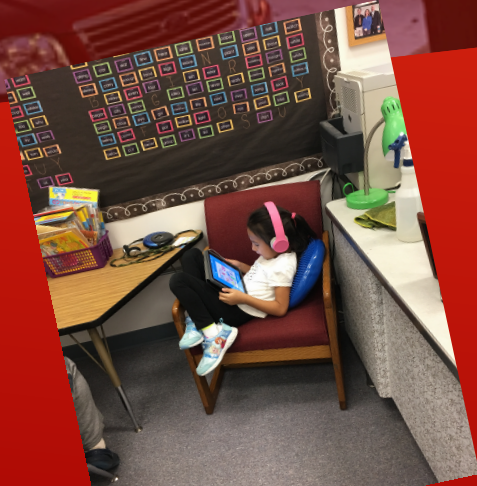
Fish & Wildlife Bird Calendar Project



Nondalton Photo Report Fall 2017

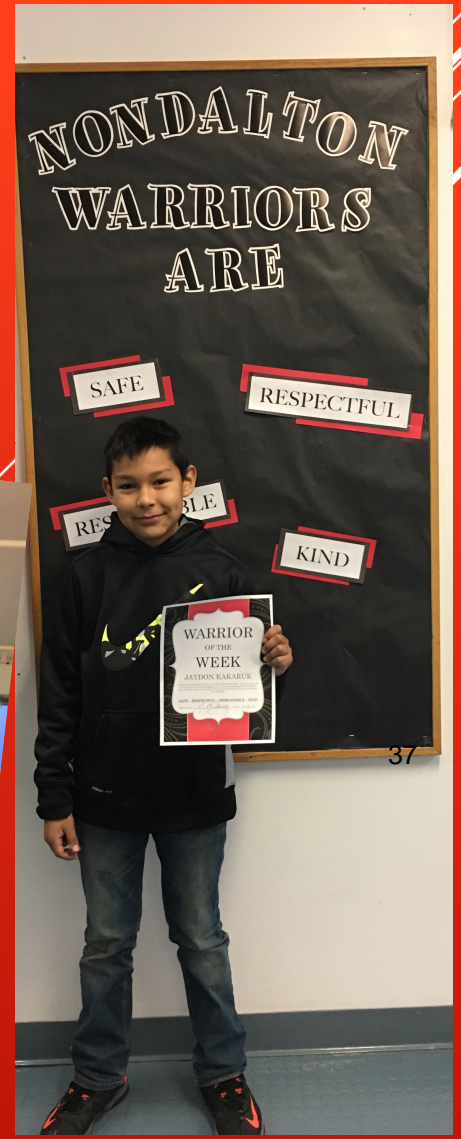
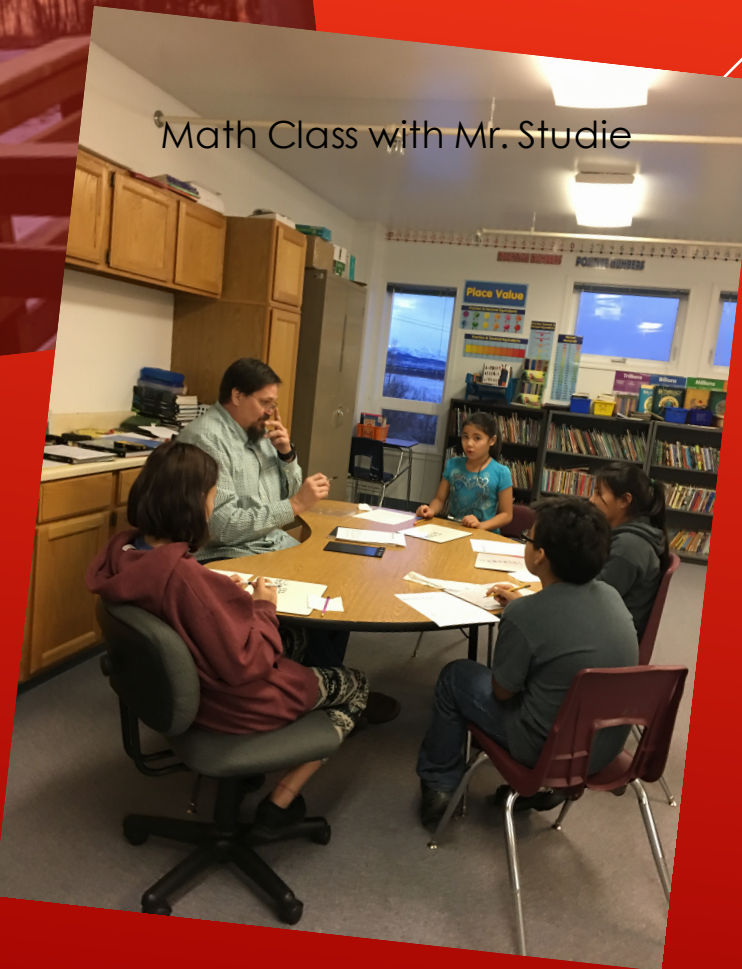


Jr High students explored art from other cultures



A kindergarten student listening to a story.

Math Class with Mr. Studie



Each week the staff chooses a Warrior of the Week



Student government has been Very active. They've hosted several Community activities including pizza Night, the Halloween Bash, and a hay ride.



The school partnered with Nondalton Tribal Council for NB3fit week. We hosted basketball and volleyball Nights, and a community walk.





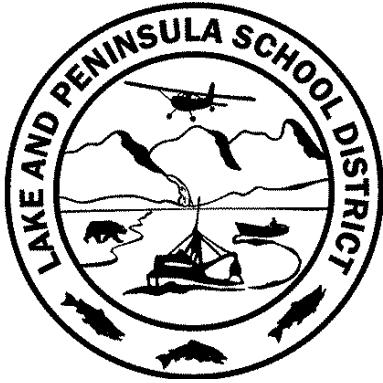
Subsistence activities in the parking lot – students Show a teacher how to pluck a spruce hen.



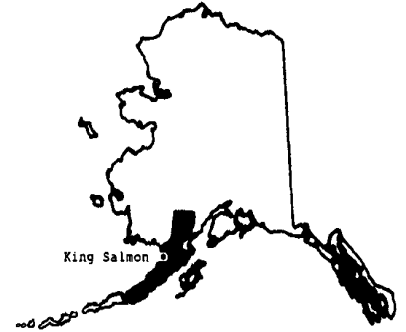
Cultural Activities:
Jr High students made Models of steam baths And drying racks.
An upper elementary Student brought a Traditional tool to share.



The office was turned into gratitude central. Students and staff wrote thank you cards to Family, friends, and people who help them, each day of the Thanksgiving week.



THE
LAKE AND PENINSULA
SCHOOL DISTRICT



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



Dear Lake and Peninsula School District Community Members:

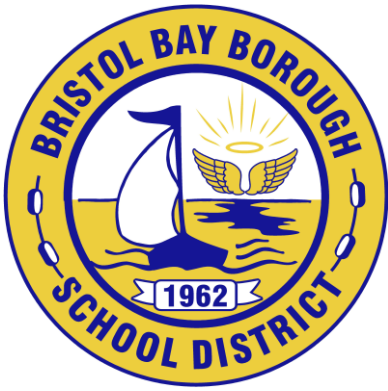
As we head into the Holiday Season, we want to reach out and let you know how much we appreciate each and every one of you. Your support during this year of transition from our regular calendar to the Subsistence Calendar has made it possible for us to continue providing a high quality education and opportunities to our students.

We understand that we're asking a lot of you and your children. We're asking for more work in less time, we're asking you as a community to step up and take the reigns with some things that we've done in the past. We know that things are different with our new calendar, but we also know that you, as a community, are up for the challenge and we are so thankful to have you on board.

We wish you the happiest of holidays!

Sincerely,

The Lake and Peninsula School Board



TWO GREAT DISTRICTS
WORKING
COLLABORATIVELY FOR
KIDS!



December 4, 2017

Greetings Representative Edgmon and Staff,

With the legislative session coming quickly, we thought we would touch base and let you know where our districts stand.

As far as Education Funding, it is no secret that we are all struggling for survival. While another year of flat funding is better than educational cuts, it still causes us to make significant cuts and drives us deeper into our reserves. Energy costs, medical benefits, travel, shipping, salaries, etc. will all continue to escalate as we try to maintain our mode of operation. Backdoor cuts to PRS/TRS and other programs would be a substantial financial blow, and we honestly don't know where the money will come from.

If flat funding is going to be our reality, we would ask that you let us know as soon as possible. Going into late spring not knowing our funding level is detrimental to staffing and even our borough relations as we try to predict funding levels. If cuts are inevitable, it is even more crucial to know early in order to react. Undoubtedly, positions will have to be cut.

As we look to the future, knowing the State's economic predicament, we see our partnership as one thing that will help us weather the storm. We have also started working more closely with Southwest Region School District. We are all interested in taking the next step and looking for ways to become more efficient via collaboration.

As of now, there are several unfunded Statutes that would greatly help us pilot what true cost saving collaborative efforts look like:

Sec. 14.14.115 Cooperative arrangement grant program for school districts is on the books as a \$100,000 grant to help support cooperative arrangements. From our CTE program to our quest to align some of our non-academic programs, these monies could help us partner on a larger scale.

Sec. 14.12.160 Regional resources center board grant program is another statute that, if funded, could help us establish such a center. Our region could lead the way statewide showing that cooperation and collaboration are the keys to greater efficiencies, and cost savings.

We realize that funding is tight, but feel that this could be pitched as an opportunity to invest in a pilot program that could ultimately save districts, and the State, money.

To close, it has been a tough year for Alaska in general and we are thankful for your leadership and continued support of education. As always, we appreciate all that you do for us down in Juneau. We look forward to catching up this Spring.

Sincerely,

Ty Mase, Superintendent
Lake and Peninsula School District

Bill Hill, Superintendent
Bristol Bay Borough School District

✦ The First of Its Kind!

We are now a semester into our new subsistence calendar and other districts are watching closely!

Many districts have inquired about our calendar for the 2018/19 School Year.



What YOU can do to help!

Encourage the best attendance possible!

Pre-plan your vacations w/ an eye on the school calendar!

Take part in LSAC meetings and give us feedback!

Encourage your children to read after school and during the summer months!

Document out-of-classroom work, learning and cultural experiences to meet school standards!



We will close our school year with a week of Culture! The summer also promises to be full of activity!

A Week Set Aside: April promises to be a busy month. April 9-13 is State Testing, April 16-20 is our AA Meet in Newhalen and **April 23-27 is set aside for Cultural Weeks at each of our Schools!** This has traditionally been the week where most villages run their cultural weeks with the schools. In the spirit of our subsistence calendar, we wanted to honor this week and encourage cultural collaboration between our communities and schools! After this, we have two days to wrap things up and then we release students on May 1.

Summer Programs: Due to Igiugig's ANE grant, you will see positions coming open this spring for summer program coordinators in each village. We are extremely excited about opening up summer-time educational and cultural opportunities for our kids, along with the possibility of giving them some credit for their experiences. We see this as a great way to combat the attrition of knowledge over our long summer break. Please encourage folks to apply for this wonderful opportunity

An OUTSTANDING month of attendance!!!!

Every school in Lake and Pen achieved 90% or higher attendance rates! This is believed to be the best attendance month in the past 10 years, and possibly the best month of attendance in the history of our school district! Congratulations parents and students!

LAG	100.000%
IGI	98.529%
PTA	98.421%
NON	97.717%
NEW	97.037%
BAY	96.898%
PVL	95.881%
KHK	95.728%
PTH	93.902%
LEV	93.594%
LAK	93.210%
PIP	90.000%

**Bristol Bay Regional Career and Technical Education (CTE) Program
(BBRCTE)**

Governing Board Meeting

November 13, 2017

BBNC Office Building Conference Room

9am to 3pm

Expected Meeting Outcomes:

- **Clear understanding of the BBRCTE Program benefits to the students, parents, and region stakeholders**
- **The purpose and key responsibilities of the BBRCTE Program MOA (Memorandum of Agreement) are specifically identified by all partners**
- **Agreement of the duties and responsibilities of the Governing Board, Advisory Board and Director/staff**
- **Clear behavior expectations for all students participating in the BBRCTE Program**

Agenda:

- I. Introductions and Approval of the Agenda
- II. History of program and successes
 - a. Lake and Peninsula Borough School District – Ty Maze
 - b. Bristol Bay Borough School District – Bill Hill
 - c. Southwest Region Borough School District – David Piazza
- III. BBRCTE Mission, Vision, and Goals
- IV. Duties and Responsibilities of the boards and staff
 - a. Governing Board
 - b. Advisory Board
 - c. Director
 - d. Staff
- V. Key components of the BBRCTE MOA
- VI. Student Behavior Expectations
 - a. Non-negotiables
 - b. Negotiables
 - c. Implementation process
- VII. Responsibilities of the BBRCTE Program Implementation
 - a. Director/staff salaries
 - b. Air Travel
 - c. Maintenances
- VIII. Housing (Students and Staff)
- IX. Business Plan and Funding Goals
- X. Identify and Address Barriers
- XI. Next Meeting Date, Location, and Expected Outcomes

Bristol Bay Borough School District
Lake and Peninsula Borough School District
Southwest Region School District



Date: December 6, 2017
 To: Lake and Peninsula School Board
 From: Ty Mase
 Re: Superintendent's Report – December 2017

Student Numbers:

	KG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	K-SS Total
2017-18 Projected enrollment – prepared 06-16-17																
BAY	2	2	2	1	3	1	1	1	1	1			1			16
IGI		2	2	2	1		2	2	2		1		2			16
KHK	5	4	4	8		2	1	4	3		1	3	1			36
LAG						3	1		3	1			2			10
LAK	3	2	2	1		1	1	2	3	3	1		2			21
LEV		2	1	1	4	1	4	1	1		1	2	1			19
NEW	7	5	8	1	5	3	5	6	2	4	1	3	2	1		53
NON	4		3	1		3	3	5	1	1	2	1	1	1		26
PIP	2			2	1	1	3	2		1	1		1			14
PTA	4		3	2	4	4	4	5	4	6	8	3	7			54
PTH	2		2	1	3	1	2	2	1		3					17
PVL	3		2		3	3	2		3	3			1			20
LPSD	32	17	29	20	24	23	29	30	24	20	19	12	21	2	0	302

Recruiting and Retention: Initial reports from the field lead us to believe that this will be a high turnover year for LPSD. We have held steady for the past several years at just 6 or 7 openings, so it is not surprising that we may have a higher volume leaving LPSD this year. Our concern is the difficulty and effort we put into hiring those 6 or 7 openings last year. If we have 12 to 15 openings this year, we will have our work cut out for us. We have, however, increased our use of instructional, on-site tutors (8) and student teachers (4) this Spring, and hopefully some good candidates will come forth from these ranks.

State-wide (and nation-wide) we are in a teacher shortage crisis. State-wide estimates are that hundreds of positions are still unfilled this school year. At a recent meeting, a university official stated that there are over 100 unfilled SPED positions this school year in Alaska.

With this said, as we continually do more with less with each year of reduced funding and increasing costs, we have to figure out a way to treat all of those who work for us the best we can. Retaining quality teachers is undoubtedly one of the best things we can do for our kids.

Legislative Session and Educational Funding: As a member of ASA's legislative committee, I have attended ongoing meetings on what's to come in this spring's session. The talk coming out off Juneau is anywhere between flat funding and significant cuts. Either way, increased funding for education to keep up with rising costs simply isn't in the cards. Last week we met with Governor Walker on educational funding and he is in support of flat funding and shared our concerns if the current trend in the State continues. I hope that I am wrong, but based on flat funding, we are predicting yet another budget shortfall going into the budget process this spring.

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Play Grounds: As stated in my last report, during a Stop Loss Inspection by APEI (Alaska Public Entity Insurance), the Pilot Point, Port Heiden and Chignik Lake playgrounds were identified as unsafe for our children and were recommended to be torn down. Rough estimates put a new playground (nothing fancy) at around \$60,000, shipped and installed (x3 = \$180,000).

We are currently looking at starting an annual Anchorage-based fundraiser to help provide monies to replace and update playgrounds. The event would center around a dinner with a sporting/tourism auction to follow. We are looking at Spring 2019 for our first event.

Subsistence Calendar: Due to the ANE grant, you will see positions coming open this spring for summer program coordinators in each village. We are extremely excited about opening up summer-time educational and cultural opportunities for our kids, along with the possibility of giving them some credit for their experiences. We see this as a great way to combat the attrition of knowledge over our long summer break. Please encourage folks to apply for this wonderful opportunity.

Student Safety and Well Being: An update that our resolution on student safety was submitted and adopted by AASB!

3.29 (NEW) PROMOTING STUDENT TRANSPORTATION SAFETY PROGRAMS

AASB recognizes that our children are "Alaska's Most Valuable Resource." Accidental and preventable deaths caused by unsafe transportation practices have been plaguing the state, especially in rural school districts. AASB urges local school districts to adopt Student Transportation Safety Standards to include:

- *Helmet use on ATV or snowmachines*
- *Lifjacket use on boats*
- *Weather appropriate clothing for all modes of transportation*
- *Student choice to fly, or not, depending on weather circumstances*

School districts should also consider safe travel practices and the adoption of standards for students being bussed, or flying, to or from school activities.

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Rationale: *AASB's core resolutions currently address tobacco use, drug use, FAS, online porn and violence, HIV, sexual abuse, and suicide prevention. Addressing helmet and life jacket use, along with ground and air travel safety measures, would seem to coincide with these topics above, taking it one step further in protecting our students*



THE LAKE AND PENINSULA SCHOOL DISTRICT

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



November 30, 2017

To: Lake and Peninsula School Board

From: Tim McDermott

Re: Maintenance Report

The Maintenance Department is settled into operations for the school year. Communication with the head teachers and site administrators has been established. This department continues with the goal of maintaining the facilities with minimal impact on daily school operations.

A schedule of sorts has developed that revolves around the serving of immediate needs combined with the performance of minor maintenance. So far this is working fairly well, resulting in most of the sites being visited with equity. The effort is strongly supported by the classified staff at the sites taking responsibility and having pride in the day to day operation. Increased awareness has been emphasized with the staff and students at the schools which adds value to travel and contributes to the productivity of the maintenance effort.

A replacement vehicle was received at Chignik Bay. The construction of the new duplex at Port Alsworth is moving along at a steady rate with completion scheduled for late February.

The lines of communication are always open. Please continue to utilize them. Special thanks to the students throughout the District for their positive attitudes and the easy smiles on their faces. Have a safe and happy holiday over the Christmas break.

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Date: November 27, 2017
To: LPSD School Board Members
From: Bill Cornell
Re: Curriculum and CTE: November-December 2017

October-November Professional Development:

October Inservice- We maintained a focus on self regulation related topics at inservice. This culminated with a session by Pete Tallman with Camai Clinic on helping traumatized children learn. Other topics at inservice included principal, and distance teacher meetings, reading and cultural committee meetings, PowerTeacher Pro, and sessions focusing on specific programs. It was also wonderful to have our school board be able to spend some time with staff!

Tuesday Professional Development- After inservice, we spent a Tuesday focusing on mandatory training provided through Safe Schools e-modules--this included topics on homelessness and blood borne pathogens. We have also followed up from inservice with reading and culture committee meetings. PowerTeacher and AIMSWeb training will wrap up the semester.

We will be completing our Multicultural Studies Induction course with new teachers in mid December. As a reminder, this course allows teachers to receive credit for the multicultural studies requirement for certification. This continues to be a great way to introduce teachers to our district and region, while fulfilling requirements for initial certification.

Curriculum:

Reading Committee- Our Reading Committee continues to move forward with identifying a new curriculum to be implemented next year. At inservice, the committee identified National Geographic Cengage, and Houghton Mifflin Journeys as two options. The committee is currently in the process of receiving, and reviewing samples from both programs. They will be meeting again on December 12 to share out impressions of both programs, brainstorm ideas on collecting feedback from teachers on End of Level Assessments, and discuss next steps and a timeline for the decision making process. Thank you once again to Moon McCarley for heading this committee!

Culture Committee- The culture committee has had 2 formal meetings thus far. Discussions have centered around integrating the previous cultural awareness standards into the new 5 Pillars of Culture that were created during October inservice, what “experiencing out” might look like, and which levels were for what content. The committee is ready for the 5 Pillars of Culture to be sent to the LSACs and community stakeholders for feedback and revision as they see fit. This is an exciting process and we’re happy to see it moving forward. Thank you to Kate Cornell for heading this committee!

Distance Classes:

Our last day for distance classes this semester is December 19, and our first day for spring semester will be January 8. This will help maximize our time with the new calendar. We have focused throughout the semester on utilizing PowerSchool Class Pages for our learning platform; this has been big improvement over Moodle. Teachers

have been pleased in switching back to BlackBoard Collaborate for delivering online classes. Jordan Pufka has also taken the lead in providing professional development in engaging students in the online environment. We have a strong distance teaching staff this year!

CTE

Session 2 included five classes- Intro to Nautical Skills, Heavy Equipment Operator training, and Home Energy Basics in Naknek; and Emergency Trauma Training, and Medical Terminology in Dillingham. We had 40 students participating in this session! All courses carried college credit except for the Intro to Nautical Skills, which included an AVTEC certificate of completion.

CTE Session 3 is scheduled for March 19-23 and includes Basic Marine Training, Culinary Arts, NCCER Core, and Certified Nurses Assistant training.

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

Technology Director's Report December 2017

PowerSchool

At the last board meeting the question of student & parent logins was raised. Students began logging into PowerSchool the Monday following inservice. We are now working on setting up parent accounts.

A feature teachers and administrators appreciated in Educate was the “snapshot” view. This screen displayed a matrix of content areas and performance levels, with indicators to show that a level had been completed. We were able to work with our PowerSchool consultant to get that view replicated inside PowerSchool.

One of the next features we hope to implement is the Assessment-Analytics module. This tool will allow us to import student assessment data into PowerSchool so teachers and administrators will be able to see at a glance how students have performed on SBAs, PEAKS, AimsWeb, etc. We don't have a timeline set for this but hope to work on it this winter.

IT Helpdesk

The technology team has been in need of a system to more efficiently manage the incoming technology help requests and on going projects. For the past several years staff have simply emailed an IT Helpdesk group email with any needs or issues that may arise. While this worked, there was no way to track who was working on what and whether the issues were resolved or not. Additionally, it was difficult to look back historically to see previous fixes to recurring issues.

After evaluating a few different Helpdesk ticketing systems, we chose a widely used and affordable platform called Zendesk. For our staff, they can continue their familiar practice of emailing the Helpdesk with any issues or questions they may have. On the backend, the tech team can organize tickets, assign them to particular team members to know who is working on what, track useful data (times, dates, locations, computer information, etc.), and carry on internal communication all in an effort to more efficiently support our staff's technology needs. In the few short weeks we have been using Zendesk, it has proven to be an extremely valuable tool.

Website

The Americans with Disabilities Act, or ADA, calls for businesses and service providers, profit and nonprofit, to make their products and services accessible for people with disabilities. Websites and digital media are not exempted from this law. We have heard of other school districts in Alaska running into legal issues for their websites not being in compliance with the ADA.

In an effort to stay ahead of this with our own website, we have rebuilt LPSD.com on a new platform that will help ensure we stay ADA compliant. While some of the changes are on the backend with how the site is coded, some changes will be noticeable in the overall appearance. The new site will allow those specifically with vision impairments to more easily navigate the pages and content.

LPSD Activities report
 12/17
 Ed Lester

LPSD Volleyball

Attached is all of the information for the 2017 LPSD volleyball tournament. A big thank you to Caitlin Keith for being the tournament director this year and doing such a great job at it. Also good Luck to the Port Alsworth Lynx who will be representing LPSD at the state tournament.



Tanalian Lynx 18-2

#	Name	Position	Grade	Height
22	Glen Alsworth, III	OH	12	5'11"
23	Alyssa Olsen	SET	12	5'6"
21	Callen Davis	OH	12	5'8"
4	Aeryn Zimmerman	SET	12	5'7"
24	Manuela Usai	SET	12	5'4"
40	Micah Natwick	MB	11	6'3"
51	Evan Wardell	MB	11	6'2"
3	Kaia Bebee	MB	10	5'10"
14	Katelyn Johnson	SET	10	5'7"
2	Coleson Voran	OH	10	5'10"
35	Caleb Alsworth	RH	9	5'11"
11	Malea Voran	SET	9	5'3"

10-06-17	Newhalen	win	10-28-17	Seldovia	win
10-07-17	Newhalen	win	10-28-17	Nikolaevsk	win
10-13-17	Newhalen	win	11-03-17	Newhalen	win
10-13-17	Aniak	win	11-04-17	Newhalen	win
10-14-17	Newhalen	win	11-09-17	Kiana	win
10-14-17	Aniak	win	11-10-17	Golovin	win
10-25-17	Nikolaevsk	win	11-10-17	Unalakleet	loss
10-26-17	Kodiak	win	11-11-17	Golovin	win
10-27-17	Aniak	win	11-11-17	Unalakleet	win
10-27-17	Kalskag	win	11-11-17	Unalakleet	loss

Volleyball Results

Citizenship Awards:

Girls

- Alyssa Olsen – PTA
- Alexia Balluta – NON
- Anna Cramer – LAG

Boys

- Alan Matson – PIP
- Vincent Cobb – KOK
- Caleb Alsworth – PTA

All-Tournament Players:

Girls

- Natasha Christensen – PTH
- Fewnia Zharoff – IGI
- Kaia Bebee – PTA
- Jalyn Paine – NEW
- Natasha Hobson – NEW

Boys

- David Garner – LAK
- Josh Clark – NEW
- Clarence Harried – NON
- Glen Alsworth – PTA
- Severin Shangin – PTH

Academic Award (Attendance): Chignik Lagoon

Sportsmanship Award: Igiugig

Mix 3 Runner Up: Kokhanok/Pilot Point

Mix 3 Champions: Igiugig

Mix 6 Runner Up: Newhalen

Mix 6 Champions: Port Alsworth Varsity

LPSD MIX THREE CHAMPIONSHIPS

NON			
	1	IGI	
IGI			
		5	IGI
PTH			
	2	PTH	
LAK			
			12
KOK/PIP			IGI
	3	KOK/PIP	1st/2nd
PVL			
		6	KOK/PIP
LAG			
	4	LEV	
LEV			
			PTH
			L5
			11
NON			LEV
			3rd/4th
L1			L6
	7	LAK	
LAK			
L2			
		10	LAK
PVL			5th/6th
L3			
	8	PVL	
LAG			
L4			
			NON
			L7
			9
			NON
			7th/8th
			LAG
			L8

LPSD MIX SIX CHAMPIONSHIPS

PTA JV			
1 NEW			
NEW			
		5 NEW	
PTH/LAG			
2 PTH/LAG			
LEV/PVL			
			12 PTA Varsity
LAK/KOK/PIP			1st/2nd
3 NON			
NON			
		6 PTA Varsity	
IGI			
4 PTA Varsity			
PTA Varsity			
		PTH/LAG	
		L5	
			11 PTH/LAG
PTA JV		NON	3rd/4th
L1		L6	
7 PTA JV			
LEV/PVL			
L2			
		10 PTA JV	
LAK/KOK/PIP		5th/6th	
L3			
8 IGI			
IGI			
L4		LEV/PVL	
		L7	
			9 LEV/PVL
		LAK/KOK/PIP	7th/8th
		L8	

Date: November 29, 2017
 To: LPSD School Board
 From: Laura Hylton, Finance Director
 RE: December Board Report

Bond Project Update

	Budget	Beginning Balance	YTD	Art Escrow PTA only	TOTAL	Budget Balance
District Wide Energy Efficiencies	1,800,000	1,800,000.00	-		1,800,000.00	-
Port Alsworth School	13,979,000	13,429,691.21	1,500.00	27,472.78	13,458,663.99	520,336.01
Newhalen Gym	4,221,000	4,255,995.83	-		4,255,995.83	(34,995.83)
Total	20,000,000	19,485,687.04	1,500.00		19,514,659.82	485,340.18

Closeout paperwork with a budget revision and an amendment request was submitted to DEED for approval and closeout of the Newhalen Gym Project. The amendment request included a request to redirect the remaining \$485,340 to the Energy Efficiency project. As we discussed before DEED is trying not to spend money. DEED is not approving new projects and is limiting our redirection to the original scope under the energy efficiency project. That scope was direct digital controls, lighting upgrades items are remaining that could not be completed due to funding limits, and a proposal to address remaining items is nearly complete.

AHFC Duplex Project

The duplex is well on its way to completion and should be complete in February. Congdon is doing a great job and working well with us to meet all the AHFC inspection and requirements.

Budget and Count FY18

Student count came in lower than our estimates made last October with our count down from the estimate nearly 20 students. Several sites saw reductions resulting in the change. Count information attached.

With new grants and new software, I am working to learn the budgeting module within iVisions and will have a FY18 budget revision for you in January.

On the financial report you will notice that Function 400 for principals is over budget, we initially budgeted to reduce one principal position last spring and a decision to delay that reduction came after our budget was submitted, this will be adjusted in the revision. A Preschool Grant in partnership with Chugach School District is supporting preschool and the ANE grant in partnership with Iguigig is supporting counselors in part. Both of these items were supported by other grants in FY17 and reductions were expected in FY18, which will assist in offsetting the revenue and expense adjustments needed. Financial report attached.

District Foundation Summary

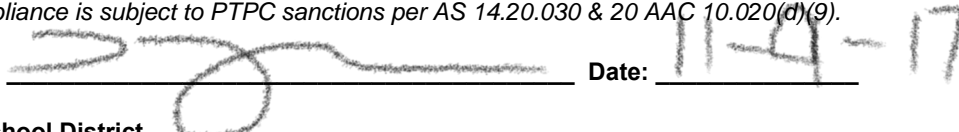
Trial Name: LPSD 2017 OASIS Sent Trial
Trial Date: 11/8/2017 15:20:29
User Name: lhylton
Report Date: 11/8/2017 15:22:27

Fall OASIS Collection 2017

I certify the reported counts & foundation claim comply with state law, regulations, including the Student Data Reporting Manual. Noncompliance is subject to PTPC sanctions per AS 14.20.030 & 20 AAC 10.020(d)(9).

Superintendent signature: _____

Date: _____



Lake and Peninsula Borough School District

	Elementary (PK-6)	Secondary (7-12)	Total (PK-12)	Intensive
Chignik Bay School (300010)	11.50	1.00	12.50	0
Chignik Lagoon School (300020)	5.00	5.60	10.60	0
Chignik Lake School (300030)	8.00	7.50	15.50	1
Igiugig School (300050)	9.00	9.00	18.00	0
Kokhanok School (300080)	23.00	7.75	30.75	2
Lakeview Home School (308010)	2.00	5.00	7.00	0
Levelock School (300220)	13.20	4.85	18.05	0
Meshik School (300140)	12.50	9.75	22.25	1
Newhalen School (300090)	36.00	19.00	55.00	1
Nondalton School (300100)	13.00	13.00	26.00	1
Perryville School (300120)	13.00	6.00	19.00	0
Pilot Point School (300130)	9.50	3.50	13.00	0
Tanalian School (300110)	21.00	32.75	53.75	0
Total	176.70	124.70	301.40	6

Lake and Peninsula School District

100 Board Report

From Date: 7/1/2017

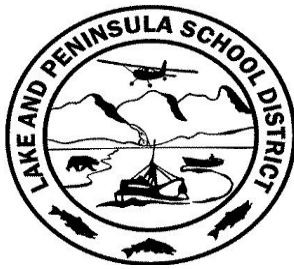
To Date: 11/30/2017

Fiscal Year: 2017-2018

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.100.000.000	Undesignated	\$5,005,939.00	\$1,312,027.93	\$1,312,027.93	\$3,693,911.07	\$2,918,587.51	\$775,323.56	15.49%
100.000.200.000.000	Undesignated	\$1,299,120.00	\$286,149.00	\$286,149.00	\$1,012,971.00	\$840,852.46	\$172,118.54	13.25%
100.000.300.000.000	Undesignated	\$3,277,468.00	\$703,648.92	\$703,648.92	\$2,573,819.08	\$1,946,771.57	\$627,047.51	19.13%
100.000.400.000.000	Undesignated	\$770,000.00	\$236,071.51	\$236,071.51	\$533,928.49	\$623,876.38	(\$89,947.89)	-11.68%
100.000.500.000.000	Undesignated	\$1,251,189.00	\$550,154.64	\$550,154.64	\$701,034.36	\$571,947.21	\$129,087.15	10.32%
100.000.600.000.000	Undesignated	\$2,417,538.00	\$1,296,710.49	\$1,296,710.49	\$1,120,827.51	\$1,109,480.94	\$11,346.57	0.47%
100.000.700.000.000	Undesignated	\$413,959.00	\$44,238.44	\$44,238.44	\$369,720.56	\$60,353.12	\$309,367.44	74.73%
100.000.900.000.000	Undesignated	\$340,000.00	\$0.00	\$0.00	\$340,000.00	\$0.00	\$340,000.00	100.00%
Grand Total:		\$14,775,213.00	\$4,429,000.93	\$4,429,000.93	\$10,346,212.07	\$8,071,869.19	\$2,274,342.88	15.39%

End of Report



THE LAKE AND PENINSULA SCHOOL DISTRICT

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



To: Board of Education
Lake and Peninsula School District

November 29, 2017

From: Marjorie Waggoner
Special Education Director (Contractor)

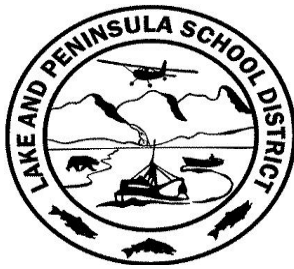
Re: Special Education Report

Special Education Staffing:

We have had several changes in our special education teacher staff this year. Two of our special education teachers left the district for new adventures; however, the district was able to rearrange teacher assignments to fill the sped positions with talented district teachers. The staffing for special education this year includes the following:

Cara Pellegrino	Special Education Teacher	Kokhanok
Paulene Manning	Special Education Teacher	Perryville, Pilot Point, Levelock, Chignik Bay paperwork, CPI Trainer
Paige Norman	Special Education Teacher	Nondalton, Igiugig
Katie Zimmerman	Special Education Teacher	Port Heiden
Nancy Anderson	Special Education Teacher	Chignik Lagoon
Matthew Stark	Special Education Teacher	Chignik Lake
Marcie Lester	Special Education Teacher	New Halen
Kathy Van Dusen	Special Education Teacher	Port Alsworth
Kitza Durkip	Special Education Teacher	Assisting with Chignik Bay

We are also fortunate to have an outstanding team of related service providers. These professionals support our special education program by assessing students, recommending individualized programs, and working with our teachers and paraprofessionals to deliver related services such as speech therapy, physical therapy, occupational therapy, and psychoeducational services. The related service providers include:



THE LAKE AND PENINSULA SCHOOL DISTRICT

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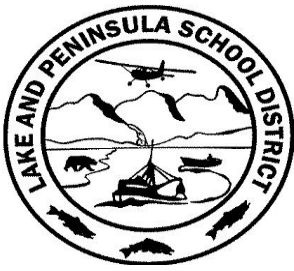
Kaye Lawson	Occupational Therapist	Districtwide
Deb Fortune	Speech Pathologist	South Schools, LEV, IGI
Meghan Reardon	Speech Pathologist	KOK, NEW, NON
Elizabeth Hanson	School Psychologist	Districtwide
DotCom Therapy	Speech Pathologist	PTA, Perryville

The district has contracted since the beginning of this school year with DotCom Therapy to provide speech therapy for two students at Port Alsworth. We are pleased with the progress these students have made and recently added Perryville to DotCom Therapy’s caseload. Since Deb Fortune, SLP, is retiring second semester, the district is exploring the possibility of expanding tele-therapy for speech to other locations.

Special Education Enrollment:

As of the October 27, 2017 count date LPSD had 68 students receiving special education services across the district. These students are being served in the following disability categories:

<u>Disability</u>	<u>Child Count</u>
Cognitive Impairment	3
Hearing Impaired-Includes Deaf	0
Speech or Language Impairments	20
Visual Impairments	0
Emotional Disturbance	2
Orthopedic Impairments	0
Other Health Impairments	13
Specific Learning Disabilities	23
Deaf-Blindness	0
Multiple Disabilities	1
Autism	1
Traumatic Brain Injury	0
Developmentally Delayed	5



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive

P.O. Box 498

King Salmon, Alaska 99613

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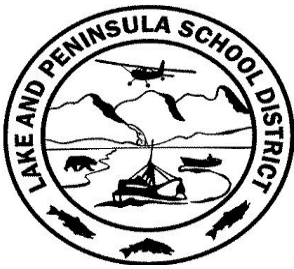
The district claimed 4 students as requiring intensive services for the 2017/18 school year. All four of the students were previously verified by the state. This number is down from the 6 students who were claimed last year as 2 students moved out of district before the count date this fall.

Special Education Professional Development and In-service:

The special education teachers participated in professional development October 18-20, 2017. In addition to participating with regular education teachers in the LPSD/BBBSD in-service, several training sessions were specifically designed for them including: refresher training on the WIAT (an individually administered achievement test) using iPads instead of paper and pencil to administer and score; training on PowerSchool, the web-based software program used to generate and manage special education documents that was implemented during the 2016/17 school year; training on the IEP process from referral to IEP implementation; discussions of recurring legal issues in special education; and needs-based training with individual special education teachers.

A review of federal and state law surrounding the use of restraint and seclusion was completed with principals during the October inservice. Principals were also given the opportunity to ask questions specific to special education services at their sites.

Paulene Manning continues to train staff members on the Crisis Prevention Institute Program (CPI). CPI is an approved training program for intervening when a student's behavior may become dangerous to self or others. It focuses on preventative awareness and skills for staff members including appropriate release and holding strategies that are more supportive and less aggressive. CPI includes training through e-modules that staff can complete on their own followed by hands-on training provided by our certified trainer (Paulene). The philosophy is one of caring, student and staff welfare, safety, and security. Paulene has held successful trainings with the following participants: Newhalen staff, Chignik Lake staff, Kokhanok staff, Nondalton staff, Port Heiden staff, and all special education teachers.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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It is the goal of LPSD Special Education to train all appropriate staff throughout the district in the Crisis Prevention Model (CPI) to enable our school employees to work as effective teams to deescalate students before a crisis ensues, and use actions that are safe and effective as required by law when restraint is required.

The special education teachers will be attending the Alaska State Special Education Conference in Anchorage February 5-7, 2018. This conference offers a wealth of professional development in the field of special education. This year a theme of the conference focuses on the effects of childhood trauma and the landmark ACEs study. Several sessions on the topic of promoting resilience, self-regulation, and healing are being offered that complement LPSD's counseling grant focus. The ASSEC is a great opportunity for our teachers to collaborate with each other and network with special education teachers across the state. It is also a time that district sped leadership can connect with our teachers and build a cohesive team.

District Assessment Report – December 2017

To: Ty Mase, Superintendent
and LPSD School Board Members

From: Moon McCarley, District
Testing Coordinator

Scholastic Reading Inventory (SRI) and AIMSweb Universal Screening

- In past years the 2nd Benchmark window has been after the winter vacation. This year the testing window will be December 11-15. This will allow us to collect data before an extended break from instruction.

Statewide Assessments

- Moon McCarley has taken over the duties of District Testing Coordinator (DTC) so that Glenda Egli can devote more time to the new preschool grant. Glenda has given great support and continues to be an invaluable resource.
- A statewide training for DTCs is scheduled for February.

PEAKS

- The new DTC is catching up on recordings of past webinars and trainings, provided by DEED.
- It's important that students are familiar with the online testing tools and process. Teachers have been encouraged to give students time to work with the practice tools before testing.
- The testing window for LPSD is April 9-13.
- Students in grades 3-9 will take the assessment.
- Students in grades 4, 8, and 10 will take the Alaska Science Assessment.

Dynamic Learning Maps

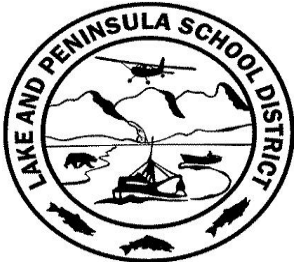
- Paige Norman is the Lead Alternate Assessment Coordinator.
- Training is planned for new Sped teachers and the DTC.
- DLM Assessment window March 21-May 6.

Kindergarten Developmental Profile

- This is complete for the year and was submitted, by Glenda.

December 2017 Early Childhood Board Report

- Cultural Heritage Improving Learning and Development(CHILD)Grant implementation...
 - All sites have taken advantage of the opportunity to increase preschool funded hours. Most sites host a 5 day per week program with 3 to 3.5 hours per day of student contact time.
 - Glenda Egli will focus full-time on the preschool program as the .5 District Early Learning Coordinator(*LPSD*) & .5 Project Director (*Primary focus LPSD & BBBSD*).
 - Project Directors & District Early Learning Coordinators are currently revising/aligning the standards and the standards based report card to Teaching Strategies Gold(TSG) standards, which is a formative assessment program supported by the State.
 - Preschool iPads have all been distributed and apps assignments updated to be in compliance with Apple distribution guidelines.
 - Professional development for preschool teachers and grant leadership is in motion.
 - All preschool teachers are expected to attend the monthly audios. The first audio was held on November 17. The next meeting is scheduled for December 19.
 - Invitations have been extended to all preschool teachers to attend the Alaska Early Childhood Conference January 24-27. The majority will be taking advantage of this opportunity.
 - Thread has PD opportunities available, which are being investigated.
 - Preschool Grant Cultural Coordinator position has been posted throughout the Lake & Peninsula & Bristol Bay region. Responsibilities for this position are to work with Project Directors to develop culturally relevant thematic units and dramatic play centers. Community input/ideas are welcome.
 - Ongoing purchase of 18 Alaska book titles for each year of the grant. Book recommendations are welcome.
- Candace Berner Book Program (Birth-3yr)...
 - In-service fun run fund raiser was a success
 - Village Literacy Representatives(VLR) at all LPSD communities including EGE & PDB
 - All VLRs have submitted updated birth-3 lists
 - Ongoing purchase of high quality books to keep a good selection of book for each age group (Birth, 1st, 2nd, & 3rd birthdays)
 - 1st(Sept, Oct, Nov) & 2nd (Dec, Jan, Feb) book bags have been distributed to sites



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November 28, 2017

To: Board of Education
Lake and Peninsula School Board

From: Pat Manning

Re: Personnel Report

New Staff for Spring Semester

Teachers:

Ashley Temarantz Perryville

Tutors:

Whitney Hurlburt	Perryville
Rachel Lupo	Chignik Lake
Shakim Blackwell	Port Heiden
Hannah Berman	Pilot Point
Samantha Carey	Igiugig
Samantha Margerum	Kokhanok
Nathan Kilbride	Newhalen
Samantha Swan	Nondalton
Karah Churmasi	Levelock

Student Teachers:

Hannah Ward	Chignik Lake
Bridgett Maddeford	Perryville
Bradley Smith	Tanalian
Joshua Jenks	Newhalen



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Training:

Tutor training and data review, will be held in Anchorage House during new tutor induction.

Recruiting:

We anticipate a higher than usual turnover, therefore we will be initiating a cyber-based recruiting effort which will reduce the amount of travel required to fill open positions. We have established relations with the following universities and plan to target them for candidates who will have the opportunity to interview with us via social media:

- | | |
|------------------------------|-----------------------------|
| Liberty University-VA | West Chester University-PA |
| Kutztown University-PA | Loch Haven University-PA |
| Bloomsburg University-PA | Edinboro University-PA |
| Mansfield University-PA | Gannan University-PA |
| Slippery Rock University-PA | SUNY Geneseo-NY |
| SUNY Brockport-NY | Nazareth College-NY |
| Centenary University-NJ | University of Montana-MT |
| Western Oregon University-OR | University of Alaska-AK |
| Utah State University-UT | Brigham Young University-UT |
| Dixie State University-UT | |

Other:

Megan Maloney was hired as a substitute and will cover the maternity leave for Elizabeth Ludwig, Caitlin Keith, and Hannah Middleton. She started on November 13th and will be with us through the 1st of May.

Shining Star Nominations
Winter 2017

Name	Location	Reason	Nominator
Evelynn Trefon	NEW	Evelynn Trefon is a super star when it comes to seeking additional opportunities for our School and communities. She helped coordinate the Box Tops for Education program we have, this program brings in additional funding for our school supplies. She also started up the Book Fair that we all love and anticipate, kids and adults are all giddy like Christmas morning in the Library. She has also been instrumental in helping to start up the Grow your own food project, a garden that the kids help maintain and deliver fresh veggies to our Elders. Thank you Evelynn for your kindness, motivation and energy!	Shannon Johnson-Nanalook
Hal Neumann	DO	I would like to nominate Hal for his help in getting Foundation data together! While working to take on new software, he set aside time to provide Laura and myself what we needed for reporting with an extra-quick turnaround this year!	Jenny Myhand
Kasie Luke	DO	Kasie has gone above and beyond this year as our school's principal. She takes the time to help out in any way that she can and support our team! She sincerely values each and every member of our school and the community. We appreciate you so much Kasie!	Katie Zimmerman
Moon McCarley	NON	Principal McCarley has instilled into her staff and students the importance of being Safe, Kind, Respectful, and Responsible. She continues to challenge all staff and students to be the best we can be and pushes for excellence. Principal McCarley has found innovative ways to reach ALL students and to motivate staff to meet the academic needs of each student. Principal McCarley expects the best from each staff member and student and leads by example. She has true leadership ability and I strive to be more like her on a daily basis.	Scott Studie
Caleb Alsworth	PTA	Caleb has done an amazing job as the Student Body President of Tanalian School. He is involved in many activities: maintaining high grades with a strenuous full time academic load, practicing hours to show consistency in his skill to be a starter on the state volleyball team; and singing in choir. Even with	Nicole Metzgar

Shining Star Nominations
Winter 2017

		all of these responsibilities, he is encouraging others with an upbeat attitude and respectful, playful spirit. Students at Tanalian School are having an unforgettable year because of growing leadership of Caleb Alsworth.	
Sandra Stepanoff	BAY	Sandy is one of the most dependable people that I know. She hardly ever misses work unless she absolutely has to. She always goes the extra mile with creating amazing lunches for our kids, even if it means supplying some ingredients from home. She manages to make delicious meals even when our supplies get low because of bad weather. She is a dedicated worker who is always on time and really cares about her job. I can't imagine having anyone else in her position.	Elisabeth Ludwig
Xana McArthur	BAY	Ms. Xana is an awesome preschool teacher. She has taught my daughter so much and has a nice personality always happy.	Angela Daugherty
Christy Zimmerman	PTA	Christy Zimmerman has really stepped up to help Tanalian Student Government this year. With a vision to grow and strengthen leaders out of our students, she has jumped in with both feet... and both hands... and head... and heart to meet with our students, inspire them toward excellence, help them organize the store and activities, and to press them out of their comfort zone. Port Alsworth and the Tanalian Lynx want to give Christy a great Shout-out and a Kudos and a Shining Star!	Nate Davis
Brandey Voran	PTA	Brandey Voran is not only a wonderful Teacher's Aide and PE Aide for our children, but she also volunteers above and beyond to coach our middle school students in volleyball after school. Even our elementary students are inspired to excellence in sports through PE, and then they get extra time with skill development with Coach Brandey in middle school. This frequent skill and character development pays rich dividends when the students enter high school with great skills from Coach Brandey already. For the 5th year in a row, our high school volleyball team heads to the State Tournament, with a lot of credit going to Aunt Brandey. Thank you Brandey Voran!!	Nate Davis
Nicole Metzgar	PTA	Tanalian School would like to nominate Nicole Metzgar for a Shining Star. In addition to her teaching duties, she has volunteered to be the advisor for	Nate Davis

Shining Star Nominations
Winter 2017

		Student Government, and is also the Head Teacher whenever the principal is gone-- including 2 full weeks in October when the principal was on leave!	
Lelya Alsworth	PTA	Lelya Alsworth is volunteering somewhere around school every time we turn our head. In addition, to joining our staff as a Teacher's Aide this year, she also heads up the Booster Club on the food side, spears the hospitality room for tournaments, and steps in to be the official scorekeeper of volleyball whenever needed. Thank you, Lelya Alsworth for all you do for Tanalian kids!	Nate Davis
Jordan Pufka	KOK	For her unbridled love and devotion to her students. Jordan is always sharing resources and insight and new practices that have been effective for her. In particular, I am nominating Jordan for what I feel is her outstanding dedication to her online class. Every good teacher does far more than is required by contractual obligation - and Jordan does even more than that.	Levi Tinney

SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specified below. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved applicable standards on state assessments;
3. the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:
 - Economically disadvantaged students
 - Students with limited English proficiency
 - Students with disabilities
 - African-Americans
 - Alaska Natives and American Indians
 - Students of two or more races
 - Asians or Pacific Islanders
 - Hispanics
 - Whites
 - Males
 - Females
 - Migrants
 - Not migrant students
4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;
6. a comparison between the performance score for the district and the performance score for the state as a whole;

Philosophy-Goals-Objectives and Comprehensive Plans

7. the number and percentage of students not tested;

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(b)

8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
17. other indicators of school performance selected by the district or required by state regulation; and
18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(c)

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
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Revised 3/2017

CERTIFICATED STAFF DEVELOPMENT

BP 4131(a)

Note: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Duties of school boards

14.16.020 Operation of state boarding schools

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.020 Requirements for issuance of certificate; fingerprints

14.20.680 Required alcohol and drug related disabilities training

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

14.30.362 Suicide awareness and prevention training

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 12.397 Mandatory training requirements

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Revised 3/2017

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.5 – Nondiscrimination)
(cf. 5145.5 – Harassment)
(cf. 5145.7 – Sexual Harassment)

SCHOOL DISCIPLINE AND SAFETY (continued)

- (cf. 5147 – Dropout prevention)*
- (cf. 6159- Individualized Education Program)*
- (cf. 6164.2 – Guidance and Counseling Services)*
- (cf. 6164.4 – Child Find)*
- (cf. 6164.5 – Student Study Teams)*
- (cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district’s school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

- (cf. 5142.3 – Restraint and Seclusion)*

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district’s student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district’s discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

- (cf. 9310 – Policy Manual)*
- (cf. 9311 – School Board Policies)*
- (cf. 9313 – Administrative Regulations)*

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

Legal Reference:

UNITED STATES CODE

*20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
Every Student Succeeds Act, PL 114-95 (2015)*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program
14.33.210 Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children
20 AAC 10.020 Code of ethics and teaching standards*

Revised 3/2017

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(a)

Note: The Every Student Succeeds Act (ESSA) amended the federal McKinney-Vento Homeless Assistance Act. The primary purpose of the law is to provide continuity and necessary services to homeless students so they can achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all programs for which they are eligible: Head Start, Title I, special education, bilingual, free and reduced price meals, etc. The amendments require that districts, under most circumstances, either allow a homeless child to continue to attend his or her “school of origin,” or allow the student’s parent to choose another school – the one the student would attend based on current living arrangements, or the one the student is eligible for under open enrollment plans, as examples.

Note: Title I of the ESSA also includes new obligations for school districts to children in foster care. School districts are to collaborate with the State or local child welfare agency to designate a point of contact and to develop and implement written procedures governing transportation to maintain children in foster care in their school of origin when in their best interest, for the duration of the time in foster care. Further information regarding these obligations is contained in USDOE and USDHHS Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care, dated June 23, 2016 and AS 47.10.080.

HOMELESS CHILDREN

The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school. Special attention will be given to ensuring the enrollment and attendance of homeless youth not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Homeless students will not be segregated in a separate school or in a separate program within a school.

(cf. 5111 – Admission)
(cf. 5112.1 – Exemptions from Attendance)
(cf. 5112.2 – Exclusions from Attendance)

Homeless Student Liaison

Note: The ESSA requires districts to designate a homeless student liaison to perform various services to meet the needs of homeless youth and their families. Specifically, the liaison must: (a) Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support, (b) ensure that unaccompanied homeless students are enrolled in school, have opportunities to meet the same challenging State academic standards as other students, and are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid, and (c) ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied homeless students, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. In addition, LEA liaisons who receive appropriate training may affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(b)

The [Superintendent/Chief School Administrator] shall designate at least one staff person to serve as the Homeless Student Liaison to fulfill the duties set forth in law. The Liaison shall work to identify homeless children and facilitate each homeless child’s access to and success in school. The Liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school, with the opportunity to meet the same high academic standard as other students; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student’s records; provide information and give referrals on services and opportunities, including assistance with status verifications for federal student aid applications; provide public notice of educational rights for homeless students in locations frequented by homeless youth and their families; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The Liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school.

Homeless Student Defined

Note: Homeless student is defined in the Every Student Succeeds Act. Districts must ensure that all students who fall within the federal definition are served by the policy.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

School Enrollment and Attendance

Note: For purposes of the enrollment procedures below, “school of origin” is defined in ESSA as the school the student attended at the time of becoming homeless including preschools. If the student became homeless at a time when the student was not in school, including summer break, the last school attended shall be the school of origin. When a student completes the final grade level served by the school of origin, the designated receiving school at the next grade level is the school of origin.

The District, in consultation with the child’s parent or guardian, will consider the best interest of the child in determining whether the child should be enrolled in the school of origin or the current neighborhood school. The District presumes that keeping a homeless student in the school of origin is in the student’s best interest unless doing so is contrary to the request of the student’s parent or guardian, or (in the case of an unaccompanied youth) the youth. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing, except when contrary to the wishes of the parent or guardian. Instead of remaining in the school of origin, parents or guardians of homeless

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(c)

students may request enrollment in the school in which attendance area the student is actually living, or other schools.

(cf. 5116 – School Attendance Boundaries)

(cf. 5117 – Interdistrict Attendance)

The school selected shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information.

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

The District must provide a written explanation, including a statement regarding the right to appeal, to the homeless student’s parent or guardian, or the homeless student if unaccompanied, if the District sends the student to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection, the student shall immediately be admitted to the school in which enrollment is sought by the parent or guardian or by the youth if unaccompanied, pending resolution of the dispute. The child, parent or guardian shall be referred to the Homeless Student Liaison, who will carry out the dispute resolution process as expeditiously as possible.

Transportation

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the [Superintendent/Chief School Administrator].

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents. Information about a homeless student’s living situation is an education record and shall not be deemed to be directory information.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(d)

CHILDREN AND YOUTH IN FOSTER CARE

Note: AS 47.10.080 provides for continuity in the educational services of foster youth who are moved from one setting to another. Specifically, in cases where the Department of Health and Social Services transfers a child to a new placement setting in the same municipality and connected by road to the student's current school, and it is reasonable and in the child's best educational interests, the department shall immediately, and in advance of the transfer if possible, coordinate with the current school to ensure the child is permitted to continue in attendance through the end of the school term. The department shall consult with the school district regarding the child's best interests, but the school district may not override the department's decision to allow a child to remain in the current school through the end of the school term.

The [Superintendent/Chief School Administrator] will designate a District point of contact regarding children in foster care in order to facilitate communication and cooperation with child welfare agencies.

School Enrollment and Attendance

The District recognizes that educational stability is critical for all students and particularly for children in foster care. Accordingly, educational disruption should be minimized for children with changing foster care placements by maintaining foster children in their schools of origin for the remainder of the school term, unless it is determined to be in their best interest to change schools.

The school of origin is the school in which a child is enrolled at the time of placement in foster care or when foster care placement changes. In determining whether it is in a child's best interest to remain in his or her school of origin, the District should take into consideration all factors relating to a child's best interest, including the appropriateness of the current educational setting and proximity of placement.

Districts should coordinate with State and local child welfare agencies when a foster child is transferred from one placement setting to another to ensure the child is permitted to attend their school of origin through the end of the school term when reasonable to do so and in the child's best educational interest.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(e)

Transportation

Note: AS 47.10.080 provides that if federal funds and school district transportation funds are not available to pay for the cost of transportation for the child, DHSS shall pay the costs of transporting the child to school.

In the event that it is in the best interest of the foster youth to attend their school of origin, transportation to and from that school may be provided through coordination with State or local child welfare agencies. This coordination shall address transportation to their school of origin in a prompt and cost effective manner.

Legal Reference:

UNITED STATES CODE

*McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431, et seq.
Elementary and Secondary Education Act, 20 U.S.C. § 1112(c)(5), as amended by Every Student Succeeds Act.*

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

FEDERAL REGISTER

McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81 No. 52, Department of Education (March 17, 2016).

ALASKA STATUTES

AS 47.10.080 Judgments and Orders.

Revised 3/2017

LAKE AND PENINSULA SCHOOL BOARD

RESOLUTION NO.

A RESOLUTION SUPPORTING THE CONTINUATION OF EDUCATIONAL TAX CREDITS

WHEREAS, the Lake and Peninsula School District (LPSD) continues to seek additional funding from outside granting agencies to improve the quantity and quality of educational programs available to students; and

WHEREAS, the Alaska's Education Tax Credit program was first established in 1987 by the Legislature to encourage private businesses to make charitable contributions to support schools in Alaska; and

WHEREAS, the Lake and Peninsula School District has successfully partnered with the Bristol Bay Borough School District and the Southwest Region School District to establish the Bristol Bay Regional Career and Technical Education (BBRCTE) project; and

WHEREAS, the BBRCTE project provides students with hands-on, real-world, and career-pathway-focused courses that lead to students' receiving industry-standard certificates; and

WHEREAS, private businesses could financially support the development and growth of the career pathways and course offerings available to students through the BBRCTE program; and

WHEREAS, additional Career and Technical Education instruction for secondary-level students will ensure that our youth are ready to meet the needs and demands necessary for a strong Alaskan Work Force.

NOW, THEREFORE, BE IT RESOLVED that the Lake and Peninsula School District urges the Legislature to extend the Educational Tax Credits available to businesses who provide funding to public schools as an important long-term investment in Alaska's future workforce and citizenry.

PASSED, APPROVED AND ADOPTED BY THE SCHOOL BOARD OF THE LAKE AND PENINSULA SCHOOL DISTRICT THIS 6th DAY OF DECEMBER, 2017:

President, Lake and Peninsula School Board

Date

Superintendent, Lake and Peninsula School District

Date

Indian Policies and Procedures

Lake & Peninsula School District
2018-19 School Year

It is the intent of the Lake and Peninsula School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Lake and Peninsula School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Lake and Peninsula School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2019 Impact Aid application.

The Lake and Peninsula School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2019 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

The following Indian policies and procedures become effective upon school board approval.

POLICY (I):

The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure I:

The district designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of applicable meeting, mail, e-mail or handout to Indian parents and Tribal officials a copy of the following documents:

- Impact Aid FY 2019 application;
- Evaluation of all educational programs; and
- Plans for education programs the district intends to initiate or eliminate.

In addition, information regarding these materials will be publicly posted on the District's

website, distributed at site meetings of the Local School Advisory Committee and emailed to Tribes, and posted locally at each school.

The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

POLICY (2):

The Lake and Peninsula School District will provide an opportunity for regional tribes and parents of Indian children to provide their views on the district's educational program and activities, including recommendations on the needs of their children and on how the district may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

In order to allow Indian parents and tribal officials to make commentary concerning, (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the district's education program; and (3) the degree of parental participation allowed in the same, the Board will request Local School Advisory Committee's solicit and provide their input and recommendations in the spring and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the Board.

Indian parents and Tribal officials will be given notice of any and all meetings by providing to each Local School Advisory Committee information as to the location of legally posted Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

The Lake and Peninsula School District may re-locate meetings or re-schedule times to encourage participation based on Tribal feedback.

POLICY (3):

The Lake and Peninsula School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and

- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

EXAMPLE: The Lake and Peninsula School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. The Lake and Peninsula School District will monitor Indian student participation in all academic and co-curricular activities.
- B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The Lake and Peninsula School District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (district website, Local School Advisory Committee's, social media, posting at tribal offices, etc.).
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting, at any Local School Advisory Committee meeting or to the Indian Education Committee (Parent Advisory Committee).
- E. Copies of annual reports will be provided to tribal officials.

POLICY (4):

The Lake and Peninsula School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

Procedure 4:

During an annual meeting, Indian Policies and Procedures will be reviewed and revised if necessary. Once this had happened, the document will be forwarded to the Lake and Peninsula School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the year as considered necessary. Any updates will be publicly shared with parents of Indian children and tribal officials at least annually.

The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian/Parent Committee shall make recommendations to the Board to modify its policies and procedures.

The Lake and Peninsula School District will notify parents of Indian children, tribal officials and the general public of any proposed changes to the Indian Policies and at its annual publicly posted meeting.

POLICY (5):

The Lake and Peninsula School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222.94(a)(5)]

Procedure 5:

The Lake and Peninsula School District will at least annually respond in writing to comments and recommendations made by the Lake and Peninsula Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties prior to the submission of the IPPs by the District. Responses will be posted to the District’s website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY (6):

The Lake and Peninsula School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

Procedure 6:

The Lake and Peninsula School District will annually provide a copy of the current Indian Policies and Procedures to regional tribes by email, post to the District’s website, posting at schools and tribal offices.

Board Approval Date _____