

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Regular Meeting AGENDA**  
**February 12, 2026, 11:00 AM**

Agenda

1. <b>CALL TO ORDER</b>	
2. <b>PLEDGE OF ALLEGIANCE</b>	<b>3</b>
3. <b>ROLL CALL</b>	
4. <b>INTRODUCTION OF VISITORS</b>	
5. <b>ORDERING OF AGENDA</b>	
6. <b>APPROVAL OF CONSENT AGENDA</b>	
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c. Correspondence	
d. Public Comment	
8. <b>DELEGATIONS</b>	
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b. LSAC Member	
c. Student Representative	
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12. <b>NEW BUSINESS</b>	
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14. <b>PUBLIC COMMENT</b>	
15. <b>FUTURE AGENDA ITEMS AND MEETING DATE</b>	
16. <b>GOOD OF THE ORDER</b>	
17. <b>ADJOURNMENT</b>	



3

*February 12, 2026*  
*School Board Meeting*

**PAYROLL**

**CHECK REGISTERS**

**12/5/2025 – 2/2/2026**

42054 – 42067

**GENERAL**

**CHECK REGISTERS**

**12/5/2025 – 2/2/2026**

103353 – 103413

**PAYROLL & GENERAL**

**Direct Deposits & Vendor Payments**

**12/5/2025 – 2/2/2026**

Vouchers 1163 - 1227

## Site Report – Igiugig – January, 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Kathy Touring, Head Teacher

### Photos & Description of Activities and Events



Moms and aunts joined in singing and dancing while dads and brothers drummed for us.



We had a festive turnout for our Christmas presentation.



As always, Mr. Colter Barnes is super involved when he is on-site here in Igiugig!

### **Personnel Update**

All positions are filled. Kathy Touring (Middle&High School), Jenny Cundiff (Elementary) are the certified staff. Olga Zackar has taken the night gym position and PE Aide, and Gabe Chang is now full-time custodian. Ida Nelson, cook; Martha Crow, SPED Aide; Betsy Hostetter, Pre-K Aide; Tess Hostetter, Indian Aide; and April Hostetter, SPED Aide continue in their positions.

### **Classroom Highlights**

We have been focusing on Alaska history, current events and local government issues this month. Upper school has been discussing changes to the subsistence priority which is especially pertinent as one of our students got their first caribou over the weekend!

### **LSAC Activity**

Due to travel and schedule conflicts with LSAC members, the January meeting was cancelled and LSAC will resume regular meetings beginning Feb. 26

### **Community Engagement**

We welcomed a return visit by AJ this month and held classes on braiding hair, while Health Aide Anne also visited and made ice cream in the library. We look forward to community involvement in the traditional song and dance classes beginning in February.

**Professional Development**

All personnel continue to learn on the job as we settle into our respective positions. Elementary PLC weekly meetings w/Moon.

**Pupil % Attendance K-12**

Overall attendance dipped slightly to 78%.

**Student and Staff Safety**

Temperatures were in the -40\* range during January, community and staff members worked together to ensure student and village residents' safety.

**Other**

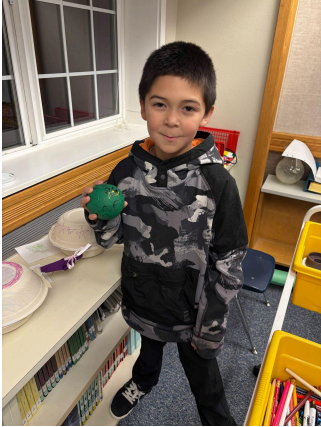
## Site Report – LAG – January 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Melody Schilke: Principal &  
Sara Erickson: Head Teacher

### Photos & Description of Activities and Events

We had an artist come during the week before winter break. She worked with the adults after school to sew kuspuks and worked with the students to make native ornaments with fur. We also had some glass balls that Port Heiden sent to us so we painted those with glass paint.



### Personnel Update

Sara Erickson, Elementary Teacher/Head Teacher/Grades K-5

Julie Boggan: Secondary Teacher Grades 6-12

Rick Rohlman: Sped teacher South sites

Samantha Jones, Intensive Sped Aide

Elaina McCormick, Night Gym Aide/Preschool Aide

Henry Erickson, Sped Aide/Indian Ed Aide

Etelani Tupuola, Custodian/PE Aide/Cook

Mary Grunert, Substitute

Henry Dustin Erickson, Substitute

## Classroom Highlights

From Sara, the elementary teacher: The level one students have been learning about US symbols in social studies and the level two students interviewed a village council member to learn about local government. We all have been learning about space and the stars in science.

From Julie, the secondary teacher: Our students have been studying volcanoes and exploring the science behind eruptions, while also tracking the Olympics to learn about global cultures, geography, and teamwork.

We recently opened our Student Government School, helping students build leadership and civic responsibility skills. Student Government is also excited to host their first movie and pizza night to build community and school spirit.

Meanwhile, we are preparing for our upcoming educational trip to Juneau, where students will connect classroom learning with real-world experiences.

## LSAC Activity

We had an LSAC meeting on 1/21/26. They voted on officers and we planned some events for the winter and spring.

## Community Engagement

We invited the community to a pizza party just before winter break to thank the artist who came to work with us and the students.



## Professional Development

We did not have any professional development days in December or January. PLCs for literacy and the Reads Act take place every Wednesday with Moon McCarley.

## Pupil % Attendance K-12

84% attendance for January

## Student and Staff Safety

The monthly fire drill with total time to evacuate was under two minutes. The community keeps the school staff and students updated on wildlife sightings if they are around.

## Other

# Site Report – LAKE – Jan. 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Melody Schilke: Principal

## Photos & Description of Activities and Events

We have a tutor, Tori Skutnick, and a new student teacher, Dylan McAdam, who have been well received by the students. They have had a few walks out in the cold and are enjoying all the beauty of the Lake. Our new teacher, Ms. Jones is implementing Student of the Week and so far we have had two star students who have shown excellent behavior. The students traveled to New Halen and had Basketball Camp. They learned a lot. Thank you to Ed Lester and all the folks who make this event possible.

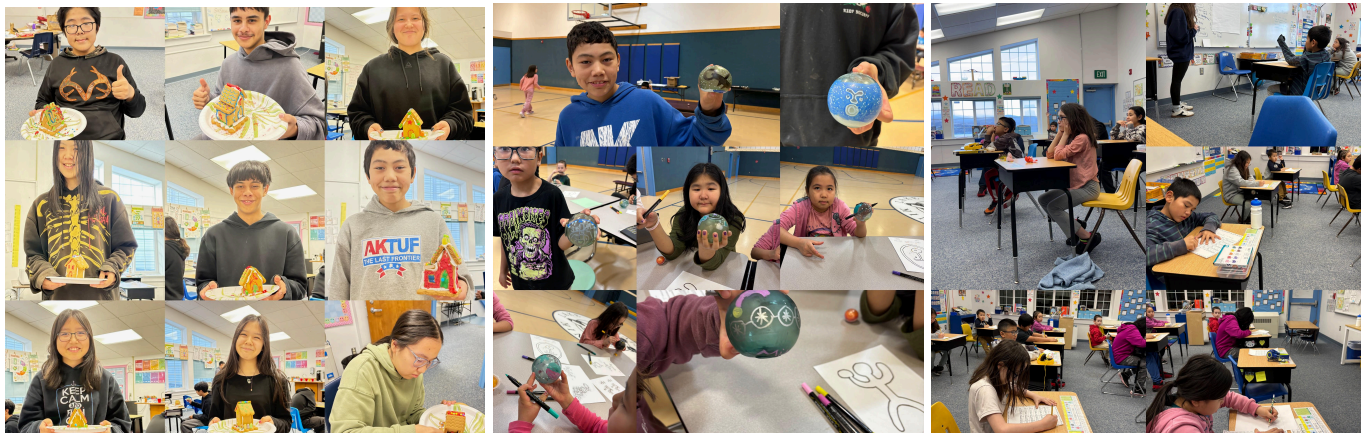


## Personnel Update

Preschool/Secretary/Classroom Aide: Nina Garner: K-5 Jenna Jones: 6-12: Diana Hejtmanek: Custodian: Myra Constantine: Temp Maintenance: Clinton Boskofsky: Sub Cook: Shalene O'Domin: PE Aide: Agnes Hejtmanek

## Classroom Highlights

New Year brings a new teacher to the Lake. The students and Ms. Jenna are adapting well. They are learning along the way. Math, Reading, and writing are taking the main stage. During the PLC in the afternoons on Wednesday, they are doing a book study on *Charlotte's Web*. Secondary Class had some fun in December working on Gingerbread houses. They continue to do hard work with their classes online and in the classroom. Emil and Diane Christensen donated glass floats to the school and the students had a great time using traditional Aluet symbols to decorate them with.



## LSAC Activity

Our Local School Advisory Committee continues to support and assist the school in making decisions.

## Community Engagement

The students created lots of fun art projects to share with their families at home. The school has partnered with the Village IGAP and is now implementing recycling in the school. We are supporting and teaching students the importance of taking care of the land and how recycling can help play the part. Yellow is for plastics and green is for cans.



## Professional Development

Moon McCarley continues to do a wonderful job for our literacy team and keeping teachers informed about what is needed to help students succeed.

## Pupil % Attendance K-12

92% attendance

## Student and Staff Safety

Students exited the building in less than 2 minutes during our monthly fire drills. The community does a great job alerting us to wildlife that may be about.

## Other

It is an honor and a privilege to serve the students and community on these traditional lands of the Alutiiq/Sugpiaq people.



# LAKEVIEW HOMESCHOOL

Lake & Peninsula School District

PRINCIPAL: Nate Davis  
[ndavis@lpsd.com](mailto:ndavis@lpsd.com)

Teacher: Nathan McArthur  
[nmcarthur@lpsd.com](mailto:nmcarthur@lpsd.com)

School Year: 2025-26

**February/homeSITE REPORT 12-10-25**

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## Students Enrolled

**FEBRUARY 5, 2026**

**22 Students enrolled: 1 graduated!, 2 exited, enrolled three more in January**

**2025-26                      District-directed\* students: 19;    Parent-directed\*\* students: 3**

**3 Super Seniors, 3 Seniors... 2 more on track to graduate this year.**

LakeView students together have passed several levels already this year and many are making good progress. We have six students at the recently closed Levelock site. Levelock village has hired a 3-hour/day aide to support homeschool students. Mr. McArthur is still the certified teacher of record.

**Nathan McArthur** has been tasked this year to spend about 4 hours of his day to support all LVHS students and parents in the teaching/learning process as our only certified Teacher for homeschool. Mr. McArthur is to be commended for his October/November support in setting up learning plans, resources, and multiple encouragements per student/family as well as for his personal visit to Levelock to meet with out-going teacher Kathy Touring, students, and parents/guardians to complete an ILP for each student entering LVHS from Levelock.

*\*District-directed homeschool: This is usually where a school has shut down in a village or any case where the parent or guardian desires the district to direct the Individualized Learning Plan (ILP) and to*

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*help design the curriculum. The district provides the financial support through its teachers, curriculum, electronic device loan, and other vendors as the student allotment, up to certain limits.*

*\*\*Parent-directed homeschool: This is where a parent or guardian chooses homeschool for their own reasons and desires to choose their own curriculum and provide their own instruction. Their ILP is approved by the district, the parent purchases curriculum, and the district reimburses qualifying expenses up to the limits of the annual (or cumulative) allotment: \$1200 for K-4, \$1450 for 5th-8th, \$1900 for 9th-12th.*

## **Services Provided**

**Teacher Liaison/Student Coordinator:** Every student is assigned Mr. McArthur as their certified teacher to provide guidance, support, and official records. The Teacher Liaison and student/parent/guardian must engage in 2-way communication for at least 60 minutes per student per month, but we strive for more like an hour a week for most students.

**Distance Teachers:** 6th-12th level homeschool students are offered the same LPSD distance teachers for Reading, Writing, and Math that their onsite classmates around the district use.

**Thank you to our distance teachers: Marli Nikolaus and Christian Meneskie.**

**Counselors:** The LPSD district wide program for guidance counseling and social work also serves our LakeView students and students currently have a weekly zoom appointment for access.

**Thank you to our counselors: Kacy Lou Leyba, Elisabeth Ludwig, and Patty McCasland.**

**Special Education Teachers:** Special education services are provided to LakeView students.

**Thank you to our special education teacher, Rick Rohlman.**

**Laptops or iPads:** Each LakeView student is offered a laptop (6th-12th grade) or an Ipad (K-5th grade) and is given tech support by LPSD.

**Curriculum:** For district-directed students, LakeView purchases curriculum to support LakeView students in their learning, whether online or workbooks. Parent-directed families can use their allotment or use LPSD curriculum and distance teachers. K-5th level students are provided SAVAS or Reading Egg learning materials for Reading, Writing, Math, Science, and Social Studies. 4th- 12th

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grade students work through standards in Technology, Employability, and Cultural Awareness standards in the same manner as do their other LPSD classmates.

**Assessments:** LakeView students have the privilege and responsibility to participate in LPSD and statewide assessments. Students in grades K-3 are to use the Amplify Reading assessment, interventions, and progress monitoring tools. Students in 3rd-9th grade are to take the MAPs Growth Assessment and AK STAR statewide assessment. Students in grades 5, 8, and 10 are to take the Alaska Science Assessment.

**School Supplies:** School supplies for district-directed families are provided by the district. Parent-directed families purchase supplies and may be reimbursed for qualifying expenses through their allotment.

**Official School Records:** The Teacher Liaison ensures that all proficient standards and levels are marked in LPSD software with an A or a P to be archived in the official record.

**Thank you to our registrar, Cassie Broschious.**

**Transcripts:** The LPSD Registrar's Office supports LakeView students and alumni with official transcripts for life when requested by the student for postsecondary institutions, scholarship entities, and employers.

**Sports & Activities:** All sports and activities available to other LPSD students are available to LakeView students, provided the students meet all LPSD, ASAA, and BBRCTE eligibility requirements. This includes cross-country running, volleyball, basketball, NYO, the SNAP Meet, and BBRCTE courses.

Four students attended their first basketball jamboree and gained valuable experience both on and off the court. For many of them, this was especially meaningful, as their home villages have not had access to a basketball court for several years. LVHS was paired with NON and LAG. The camp was a wonderful success, made possible by the dedication and support of many individuals. The students and chaperones had a fantastic time, and it was an experience they will carry with them. Many are looking forward to the district tournament in PTH this month.

**Thank you to our Activities Director, Ed Lester and to the whole BBRCTE crew.**



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**LakeView Homeschool School-Parent Agreement**  
*From the State of Alaska Requirements for Correspondence Programs and  
Lake & Peninsula School District Guidelines for Homeschool*

**LakeView Homeschool Commitment**

1. Each student will be assigned a **certificated teacher** by the homeschool principal, called a **Teacher Liaison**, for monitoring student progress of the **Individualized Learning Plan (ILP)**.
2. Each student must be on an **ILP** that is on file with the district and signed by the Teacher Liaison and at least one parent/guardian who all agree to support the student in annual yearly progress in each subject in the ILP.
3. **Monthly Two-Way Contact:** The Teacher Liaison will strive to **meet at least an hour per month** with the student and/or parent/guardian to monitor progress and to assist with resources and strategies to become proficient.
4. **Quarterly Work Sample Review:** The Teacher Liaison will **review work samples and grades** provided by parents from each subject as presented by the parent/students each quarter. The TL will **mark off relevant standards** in the school records software that are Advanced or Proficient and provide coaching on deficient or incomplete work. Academic evidence provided by the parent is sufficient for the Teacher Liaison to assign a grade.
5. The district will include a **record of grades** or other determinations that the student has met the standards for a course. This grade record is **determined and assigned by** the Teacher Liaison or parent-teacher or LPSD distance teacher or online course institution, after reviewing work samples, reports, and student/parent recommendations.
6. The district will provide **Semester Progress Reports** to parents and high school **transcripts** upon request.
7. The district will require and provide for students to take any **statewide assessments** and may offer other district assessments to monitor student progress.
8. The district must comply and parents/guardians are to participate with the **AK READS Act**, including screening for all K-3 homeschool students (and interventions for students below benchmark).
9. Lakeview will have an **open enrollment** period for the whole school year for residents of the region.

**Parent-Student Commitment**

10. Each student must be on an **Individualized Learning Plan (ILP)** that is on file with the district and signed by the Teacher Liaison and at least one parent/guardian who all agree to support the student in annual yearly progress in each subject in the ILP.
11. **Monthly Two-Way Contact:** The parent/guardian agrees to support teacher-student or teacher-parent contact for at least one hour per month. For students who did not meet standards on the most recent statewide assessment, the monitoring must include strategies to become proficient.
12. The parent/guardian agrees to make a good faith effort to **return calls and emails and to initiate contact with the Teacher Liaison** in a timely manner, working together for the benefit of the student.
13. The parent/guardian **agrees to provide** a quiet space, a daily family schedule, and family-student motivation that promotes student learning. The student agrees to study, produce, and learn to strive to make annual yearly progress.
14. **Quarterly Work Sample Review:** The parent/guardian/student must provide work samples to the Teacher Liaison at least quarterly in each subject, so that the Teacher Liaison can monitor progress for each subject in the ILP.
15. The parent/guardian agrees to **review student work that they are responsible for and to assign** a grade at least quarterly on each standard or subject to share with the Teacher Liaison- an Advanced (90-100%), Proficient (80-89%), Developing (below 80%, but good effort on each assignment), or Emerging (little effort or incomplete work).
16. The parent/guardian will make their best faith effort to prepare their students to attend and to do their best on the **statewide assessment** that the district will offer in their village.
17. The district must comply and parents/guardians are to participate with the **AK READS Act**, including screening for all K-3 homeschool students (and interventions for students below benchmark).
18. If I receive a **computer, charger, or materials** from LPSD, I agree to return them when I graduate or exit from LPSD.
19. I acknowledge that I have received a copy of the school district's Student-Parent Handbook.

## Site Report – Newhalen – January, 2026

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

**From: Newhalen School**

### **Photos & Description of Activities and Events**

Currently Newhalen is gearing up for the annual carnival. Huge thank you to all the volunteers that help put together this event. It is an uplifting and positive event for our community. Newhalen School had the pleasure to host the 2026 LPSD Basketball Jamboree.

### **Personnel Update**

We are currently waiting to see what our teachers decide to do as far as signing their contract or not for next school year. Personnel staffing has been a challenge with a lot of sickness occurring in the village. A lot of substitutes have been utilized. Principal Lester and other staff have filled in many positions. A shoutout to Principal Lester! He is a true Malamute through and through and often doesn't get the credit he deserves. Please read the facebook post from one of our new teachers, Mrs. Becca.



Rebecca Bastien is with Debbie Stokes Nelson and 32 others.

November 23, 2025 · 🌐

November 23, 2025

### WEEKLY SPOTLIGHT: CELEBRATING OUR COMMUNITY

It's truly rare to meet someone with the genuine character and deep love for others that Ed Lester shows. Ed Lester is like a brother to the men and a father to the children, offering comfort and support to everyone around. Ladies and young girls find peace and kindness in all that he does. People of all ages and backgrounds can turn to Ed for guidance. As principal of Newhalen School, he moves through the halls with purpose, always carrying a Chromebook and clearly balancing many responsibilities. Ed coaches coed wrestling and coed basketball, oversees sports for twelve remote schools, and manages the food for the cafeteria, which serves over a hundred students, teachers, and elders of the community. When help is needed, Ed Lester is there. Because of a deep love for the village, he is always on call, ready to help anyone at any time. Life in the village isn't simple, but thanks to Ed, it has more meaning and purpose. This dedication comes at a cost, but he never seems to mind. Running the school, planning sports, and traveling with teams is demanding, yet day after day, Ed plows on. No matter how busy, he always finds time to stop and speak to a child, tie a shoe, or even lend a hand in the kitchen. Isn't this what life is all about – helping others? Hats off to Ed Lester! The kindness, dedication, and tireless support he gives to everyone around is a gift that touches countless lives. Thank you, Ed Lester, for the love and care you share so generously to the children and your entire community.

"Leadership has nothing to do with your title. Leadership is your ability to influence those around you." J.P. Dinell



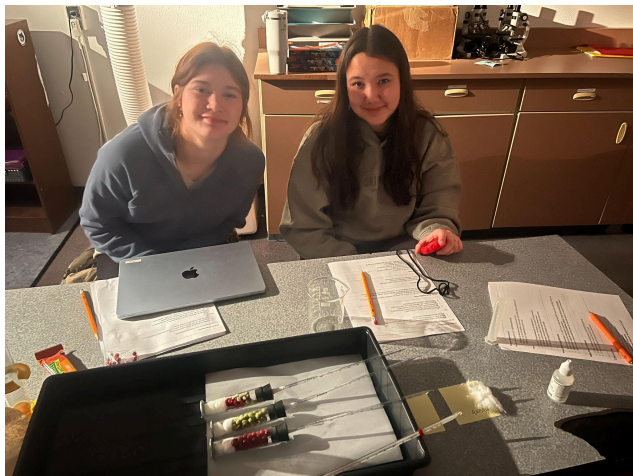
## Classroom Highlights



Students in Mrs. B's class enjoyed some snow painting, we used water colors to make some fun pictures while getting to be outside on a warm day!



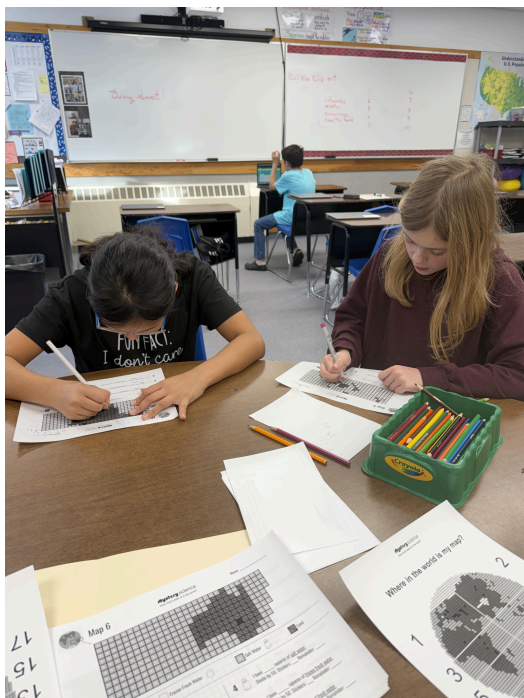
Some Kindergarten and 1st graders enjoying basketball camp put on by Coach Roy and Coach Chris. We appreciate Principal Lester for bringing the basketball camp for all the students even including Newhalen's littlest kids along with ALL the other sites in our district (Even, even including Dillingham and Koliganak)



High school science working hard on an experiment about the respiration rate of peas. They were still collecting data even when the power went out!



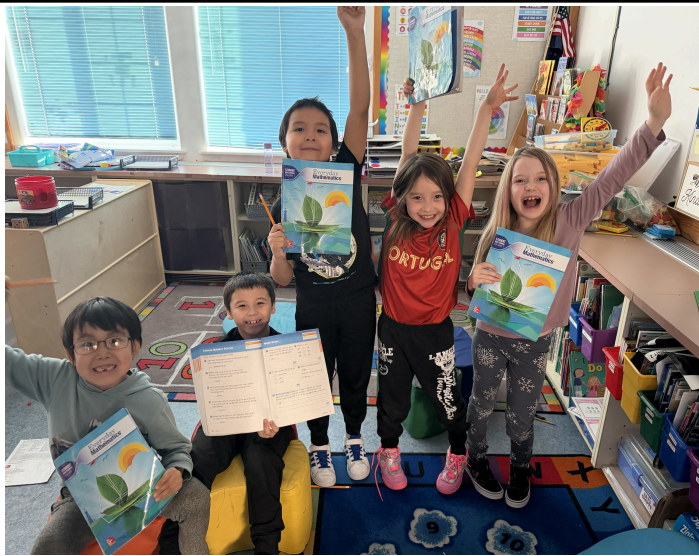
Middle school science collecting data to see how far they could jump on different planets where there are different amounts of gravity.



Level 5 graphing data to find the area of salt-water and fresh water.



Level 5-6 dissecting owl pellets to discover what the owls have eaten.



**Second grade celebrating the completion of their first math journal and getting ready to start their second one!!**



**First/ second grade spending time outside after the harsh temperatures passed.**

**LSAC Activity**

LSAC meet on 1/19. See LSAC Minutes.

## Community Engagement

Newhalen has had many volunteers the last few weeks throughout the school.  
Chas Anelon is volunteering to work with our Jr High Girls Basketball players  
Rot Womack is volunteering to work with our Jr High Boys Basketball players  
Ayla Rickteroff is volunteering to work with our Pee-Wee Basketball players

## Professional Development

Teachers continue to strive to become exemplary interventionists.

## Pupil % Attendance K-12

Enrolled	2025-2026
Preschool	4
K-6	54
Grades 7-8	11
Grades 9-12	26
Grades K-12	91
Grades P-12	95

# Site Report – Nondalton–January, 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Tracey Thomas,  
Head Teacher, K-3, Special Ed. Teacher

## Photos and Descriptions of Events



### Photos & Description of Activities and Events:

We celebrated the beginning of a New Year (Year of the Horse), Author of the Month Eve Bunting, and MLK Jr Day, Mr Oba’s Class made motivational posters to get through the end of the year and is continuing a new Gratitude Tree (cherry blossom themed). Always grateful to catch the Aurora.

### Personnel Update

No personnel updates - all staff in place

Harleigh Livingston, an elementary/special education major from Kutztown, PA arrived January 10th as well as Marco Pettinaro, from Rochester, NY who is employed as a tutor. Harleigh will be with us through March and Marco until April. We look forward to having them as part of the team. Their introduction letters are attached. Crystal Trefon has joined staff assisting on site for language classes that started January 20th on Tuesdays and Thursdays, other local elders are attending as well.

### **Classroom Highlights**

k-2 - Battle of the Books. We have a team! They will be battling February 5th at 9 AM. Go Warriors! Our Author of the Month was "Eve Bunting". February Author of the Month will be Mo Willems, he has a great series of books. Middle school are making relief maps.

### **LSAC Activity**

LSAC meeting was Thursday, January 22 at 5PM. Next meeting will be Thursday, February 19th, 2026.

### **Community Engagement**

It was a rough December, we had many losses within the community. The New Year challenged us with sub zero temperatures, freezing pipes and fuel. A big thank you to Carl in maintenance for keeping the heat on. The community had a potluck and fireworks to celebrate the Russian New Year, an evening with a bonfire as well. It was well attended and spectacular. Gifts were handed out to everyone. A big thank you to the tribe for making all staff feel so welcome in the community. Another field trip is being planned for the Tribal Library and Student Government is planning an Indian Taco Sale. Elders are attending our newly started Language Classes. It is so nice for them to join us. We received clothing donations from family and community in the Lower 48 and are planning to start a "Nondalton Exchange" where community members can come in and select clothing and/or household needs or drop things off as well. This is a new project we would like to see grow and eventually move from an unused classroom to somewhere in the community! We already have volunteers to help organize and make it happen. Community basketball scrimmage planned, Saturday Feb. 7th, student store will be open. Second field trip to Tribal Library planned Monday Feb. 16.

### **Professional Development**

Paras attended training, PLC was attended by staff, Cook training took place. Tracey and Colter will be presenting at ASSEC the first week of February "Mixtapes to Mastery: Round Knowledge vs. Square Knowledge in Rural Alaska". Maintenance training completed by staff.

### **Pupil % Attendance K-12 - 80% January**

16 students to date (2 pre-schoolers) 18 total

### **Student and Staff Safety**

Monthly Fire Drill: January 13, 2026 at 1:35pm 1.08 seconds It was super cold that day

### **Other -**

Basketball players travelled to Newhalen, January 21, Shanise Joseph and Keisha Harried. Students are participating in the Bird Calendar and Subsistence Art contest

## Hello!

My name is Miss Harleigh and I have the privilege of being the student teacher for your wonderful students until March 20th. I love to read, do musical theater, sing, color, math, and Disney! My favorite food is pizza and I have a huge sweet tooth!

This is my first time in Alaska and it is definitely the coldest place I have ever been! My first impressions of the district is that they are one big family and the staff is so helpful and willing to tell us all about the culture of the community. The kids are so sweet and I love getting to interact with them! I also love seeing how connected the community is and all the events that happen.

Please feel free to reach out to me with any questions. To do this, please stop by our room or email me at [hlivingston@lpsd.com](mailto:hlivingston@lpsd.com) with questions or concerns.

*Sincerely,*  
Miss Harleigh



Dear Families of Nondalton,

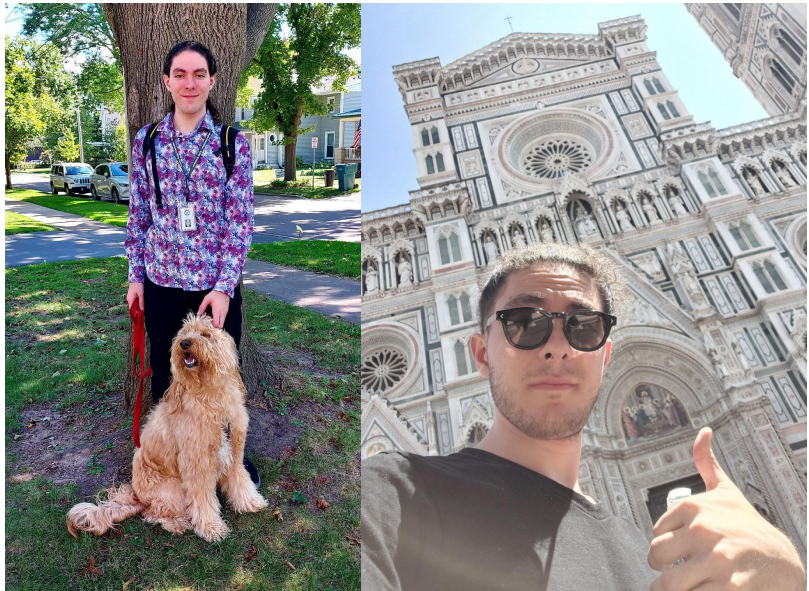
My name is Marco Pettinaro, and I'm excited to introduce myself as the tutor from January through April 10th. I'm from New York State and currently completing my job embedded teacher prep program at Suny Brockport. I'm looking forward to learning from this experience while also supporting your children's growth and success.

As part of my program requirements, I'll be videotaping a few tutoring sessions I teach late into my time here. These recordings are used strictly for my coursework and professional development. The SIBME platform provides a secure space for teacher candidates to upload videos. The video is uploaded into a private workspace and shared with my supervisor in a huddle. There is no identifying information about the school or students included with the video.

Thank you for welcoming me into your awesome community. I'm thrilled to have the chance to work with your children and get to know them as learners and individuals. I'll be working closely with Ms. Thomas and all other members of Nondalton School staff to provide support. Besides my trips to Italy to visit family, I can't say I'm a traveler. I learned the hard way that a minute outside without gloves here is not the same as a minute outside without gloves back home. If you ever see me outside with a camera, I'm recording all the beautiful sights and potentially trying to recreate them later with pencil and paper.

Thank you,

Marco Pettinaro



# Site Report – Tanalian School – December 2025 & January 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Nate Davis, Principal

## Photos & Description of Activities and Events

It was so festive to arrive at school the day after Brandey Voran's 3-5th class decorated the whole hallway with Christmas lights, bows, a tree, paperchains, and tons of handcut snowflakes.



The Jr HI students found joy and lots of holiday spirit searching for decor for the school Christmas tree. snow.



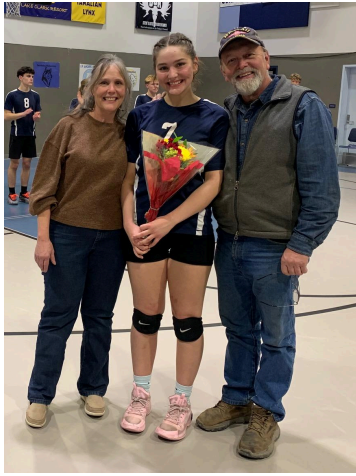
Volleyball season wrapped up early December with another State Mix-Six Championship! We made sure to celebrate our three seniors Mikiah Lorentzen, Noah Davis, and Ray Chmiel!

The PreK-2nd students practiced for weeks, then performed songs for their parents in their classroom.



Patti Brock's K-2 class photo in the playground





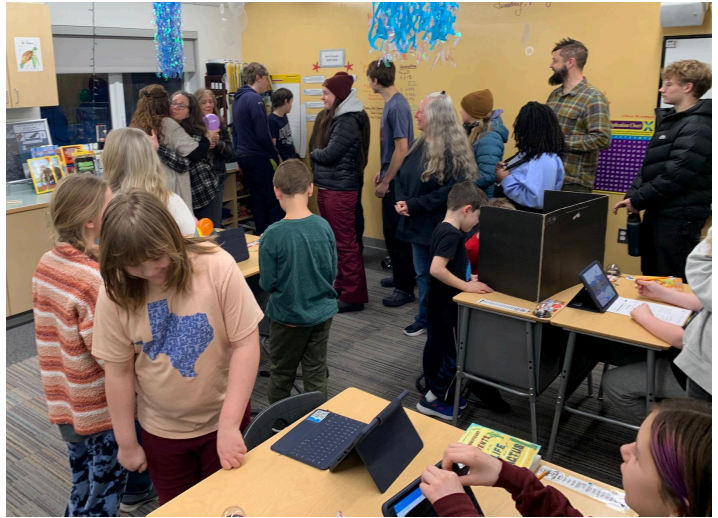
Basketball practice started immediately and the girls hosted home games for the girls the first Friday after Christmas break, while the boys went to Bristol Bay. Jan 15-17 the boys hosted home games while the girls went to New Stuyahak. The next home games were for the boys again Jan 29-31, while the girls went to Manokotak.

Basketball Senior night for Noah Davis and Ray Chmiel.



### Personnel Update

LPSD and Tanalian's alumna: Chloe Erikson's last day as a classroom and special education aide for 8+ years, was Jan 22. The whole school surprised her with a card, balloons, and a bunch of hugs. She'll be missed, but promises to bring her baby to meet us all once it is born.



**Classroom Highlights**

Teachers and students keep working through standards, spiced up with occasional hands-on activities. All students are on track to graduate on time.

**LSAC Activity**

No LSAC Meeting in January. Next LSAC Meeting Feb 18 at 6:30. LSAC training us coming up and some members will try to make the meetings.

**Community Engagement**

Hosting basketball games or fundraisers is a good way to get community members into the school since they get involved in making food or eating food or both. Once in the building, many conversations take place between school staff and community members and many of those conversations are school-related.

**Professional Development**

Tanalian's Flexible Inservice day was February 2. Teachers gathered with the principal to view and discuss student data, first with a view to finishing this year well (are there any adjustments we can make that would be better for students?) and then with an eye to next year's staffing and grouping in light of staffing changes.

**Pupil % Attendance K-12**

Tanalian students scored a 90.18% attendance rate from Sep through Feb 5.

**Student and Staff Safety**

Port Alsworth endured 40 degrees below zero for a day or two and many days below zero. Upon parent suggestion, we ran our school van around town to pick up and drop off students to/from school since so many vehicles were not starting.

**Other**



Students hard at play after school

### State Volleyball in Photos

#### Seniors





**Alumni & Fans!**





# Site Report – Meshik – January, 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Nicole Metzgar, Principal  
JW Newton, Head Teacher

## Photos & Description of Activities and Events



## Personnel Update

### Teachers:

K-3 Rosemary Sysak (Ms. Sysak was a student teacher at Newhalen Fall 2025 and is coaching Basketball)  
4-7 Laurent Seiter (Second year teacher with LPSD, also serves as Technology Liaison)  
8-12 JW Newton (Third year teacher currently serving as Head Teacher, Student Government/School Store Coordinator and assist with local CTE efforts)

Katie Schmitt - Student Teacher with an emphasis on ELA (5-12) and Special Education (K-12). She is primarily working with Lauren but will also satisfy Special Education requirements with JW and Rosemary. Katie is also coordinating Night Gym.

### Classified:

Natalie Lind - cook, bus driver, custodial duties  
Daisy O'Domin - custodial duties (temporary)

## Classroom Highlights

Elementary students are engaged with phonetic awareness and letter sounds, team building exercises, and Amplify tutoring, in addition to art projects and physical fitness. The students are excited about Sarah Lang's (USFWS) visit in February for this year's Migratory Bird Calendar art competition.

Middle School students are focused on a variety of topics and interests, including science projects that address the life cycle of salmon and the relation to Port Heiden, culturally relevant art exercises, in addition to Aluttiq dance and music. Several students are also engaged with distance courses and Amplify Tutoring.

Secondary students are engaged with distance courses addressing Math and ELA. Current classroom instruction includes Alaska History, World History/International Relations, and Biology, in addition to Technology and Cultural Awareness. Students are also engaged in all aspects of our school store, fund raising activities and basketball.

## LSAC Activity

LSAC met on January 13th and February 4th. They are fully supportive and are excited to host LPSD's District 3 Man Basketball Tournament on Feb 16th-18th. There is discussion and pre planning of the March Spring Carnival and a Promotion Celebration for Kindergarten and 8th grade in April.

Members include: President Toni Christensen, Vice President Jaclyn Christensen, Secretary Tisha Kalmakoff, and Member Maxine Christensen.

The next LSAC meeting is scheduled for March 4, 2026.

**Community Engagement**

The school is working to create opportunities for students and community members to hang out and have fun after school. Movie Nights, basketball scrimmages, and Open Gym Nights are a few events that have been well attended and enjoyed by many.

The Meshik Tribal Government continues to financially support Meshik's student lunch program and freezer space for food storage. The school is very grateful for all the delicious meals they have provided.

The school and community are working together to host LPSD's District 3 Man Jamboree and Spring Carnival.

**Professional Development**

Our K-5 teachers are learning about a new ELA program called CKLA. They are piloting the program this spring and will give feedback and recommendations to LPSD on how well CKLA works in a multi level LPSD classroom.

**Pupil % Attendance K-12**

Meshik School's total enrollment is at 20.

December attendance rate was 75.84%

January attendance rate was 78.03%

**Student and Staff Safety**

Trooper Jacob Barker will be coming to the LPSD District Jamboree to give a drug awareness presentation to the secondary students.

**Other**

LPSD Maintenance visited Meshik School on January 14-19.

Bill Cornell visited Meshik School on Dec 4-5.

Nicole Metzgar visited Meshik School Dec 9-11 and January 12-14.

# Site Report – Perryville, January 2026

To: Superintendent Kasie Luke  
and LPSD School Board Members

From: Tom Walker, Lead Teacher  
& Melody Schilke, Principal

## Photos & Description of Activities and Events

The Christmas potluck / celebration was very nice. We had many community members in attendance.



Perryville student-athletes participated in the Newhalen basketball jamboree with Coach Tom Walker.



Team building activities:



Sarah Lang from the Alaska Peninsula and Becharof National Wildlife Refuges visited Perryville this month. Sarah explained the bird calendar and poetry contest details and then had a mini lesson on drawing and poetry for the kids. Several students plan to enter the contest.



Book club has been meeting regularly to prepare for Battle of the Books. Ms. Kaylynn Hobson is their sponsor.

Weekly "Literacy Tuesdays" continue to be a success as older students get to read books with our little ones.

### **Personnel Update**

Melody Schilke, Principal  
Tom Walker- Grades 6-12 Lead Teacher and coach  
Rebecca Baker- Grades K-5  
Audrey O'Domin Kosbruk, Pre-School  
Sharlise Yagie, PE Aide  
Mark Kosbruk, Cook  
Ralph Phillips, Custodian / Maintenance  
Kenisha Shangin, Temp Maintenance

### **Classroom Highlights**

Students continue to make progress in their standards.  
Secondary students continued working in their respective science and social studies curriculum with a continuing focus on writing and vocabulary.

Middle school students are learning about European settlement and expansionism, understanding maps, and historical economic developments. Other topics such as genetic traits, biodiversity natural selection and environmental interaction have been incorporated into classroom lessons.

High school students are analyzing American foundational documents and primary sources including the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution. Transitioning from American independence, the new focus moves toward the American Civil War and its' lasting impacts. Other topics included ecosystems, biodiversity, human environmental impact, and genetic variation.

Online math and ELA teachers work daily with these students as well. Some students have completed certain courses and are already moving on to new ones.

Electives are interweaved into the fabric of core courses and supplemental activities. The focus this month has been on technology.

Elementary students are working hard on vocabulary expansion, reading and level-appropriate math skills.



One of our “morning stretch” top eagles shows how it’s done!

### **LSAC Activity**

- New LSAC members were onboarded at our meeting held January 20<sup>th</sup>.
- President: Dana Phillips, Vice President: Donna Shangin, Secretary: Kennisha Shangin (new), Vice Secretary: member Kaylynn Hobson (new), and Angelina Phillips – alternate.

### **Community Engagement**

- A Christmas potluck and celebration was held before the winter break with many community members attending. Games, crafts and an art contest were enjoyed along with a great meal.
- The Student Government school store opened for business and has had a fantastic turnout.

### **Professional Development**

Paraprofessionals took part in the Para-Pro training in January.

### **Pupil Attendance K-12**

Overall student attendance for January 2026 was 90%.

### **Student and Staff Safety**

A fire drill was held in January with students successfully evacuating the building in under two minutes.

### **Other**

## Site Report – Kokhanok – January, 2026

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

**From:** Colter Barnes, Principal

### Photos & Description of Activities and Events

- 1) Our food-service program (breakfast, snack, lunch) and elder lunch delivery (30+ a day) have been top notch this year. I'd venture a guess that we've served more locally harvested food (salmon, dry fish, dry meat, moose, caribou, berries) than just about any school in the nation; proud & skilled providers here in Kokhanok. This wouldn't be possible without BBNA's support of our elder lunch program (and reimbursement). Our current food-service balance is over \$20,000!
- 2) We continue to include native language instruction & games into our morning meeting routine DAILY. A huge thank you to Beth Hill, Krista Hobson, Connor Romer, and Peducia Andrew for providing such integral learning opportunities. The students' confidence and expressiveness is growing every day.
- 3) Our basketball team traveled to Newhalen for the jamboree/camp January 21st-24th.
- 4) Our PEP squad continued a tradition they started rooted in service. With the money they've made, they purchased items to make goodie bags for each basketball player. A much appreciated sendoff!
- 5) Thanks to the district's support, we were able to hire 3 young men (current students) to do our custodial work. They are taking the responsibility head on, communicating with each other and the rest of the staff, completing a daily checklist, and taking pride in the facility.
- 6) Our kinders, 1st, 2nd, and 3rd-4th graders have been working hard to prepare for the upcoming Battle-of-the-Books competition the first week in February!

### Personnel Update

**Elementary (K-1):** Krista Hobson (Alum!, 3rd year in this position)

**Elementary (2-4):** Gabrielle Calhoon (1st year in Kokhanok, 2nd year with the district)

**Secondary (6-12) Math & Science:** Connor Romer (Alum!, 2nd year in this position)

**Secondary (6-12) ELA & SS:** Kim Phillips (18th year as a teacher, 2nd in KOK, Student-Government advisor)

**Special Education:** Kimberly Goode (20+ years in education, 2nd year in KOK, PEP Squad advisor)

**Tutor:** Maggie DeMare

**SPED Paraprofessionals:** Agnes Mike, Moses Mike, Ona Wassillie, Seth Breazeale

**Preschool/Family/Community Coordinator:** Jolene Jackinsky

**Secretary & Cook's Helper:** Irene Wilson

**Cook:** Laura Andrew

**Custodian:** Logan Apokedak (lead), Jacob Newyaka, Lenny Cobb

**Maintenance & Bus Driver:** Johnny Mike

**Night Gym Aide:** Smitka Delkittie

**Elder Lunch Delivery:** Jolene Jackinsky

**Substitutes:** Corbin DeMare, Annie Hester, Roy Andrew, Efftekia Newyaka, Melanie Andeanoff

**January Visitors:** Anne Hillman (Behavioral Health, Southcentral Foundation)

**January Volunteers:** none

## Classroom Highlights

**K-1 classroom highlights:** see attached newsletter

### **2-4 classroom highlights:**

2nd, 3rd and 4th grade just wrapped up our middle of the year benchmarks this past month which included MAP state testing in reading, writing, and math and AMPLIFY reading benchmarks. In reading, we have been focusing heavily on doing book studies for Battle of the Books. In math class, we're really fortunate to have Maggie (our student teacher turned tutor!) in our classroom. Our math curriculum spirals, which means that we're able to have Maggie teach a lesson and I teach a lesson, so our students get twice the amount of math lessons a day which is AMAZING for their math scores. I also have my para in during that time, who runs a math game station that gives them a chance to review math concepts in more engaging ways. It's been really awesome to have three-hands on adults supporting a solid hour and 15 minutes of math instruction each and every day.

In science, students are studying forces of motion, gravity, magnets, pushes and pulls. We're applying it to astronomical studies of the Northern lights as well as using pushes and pulls for future studies of dog mushing with the Iditarod coming up.

In writing, we're still working on a lot of the basics. Students are working to identify sentence structure, what makes a complete sentence, and the types of sentence. We're working on opinion pieces in which we will be writing letters to the student government to make strong suggestions for ideas for their funhouse for carnival.

Outside of the classroom, I am always looking for opportunities to support the classroom and get outside resources. Just before winter break, I had a Donors Choose fully funded which got us about \$500 worth of middle level and early reader chapter books. This was really exciting as the kids helped me pick out the books that they wanted to see in the library. Earlier in January, I had another one funded to get some more painting supplies and other art supplies for the art club I run outside of school. That one is sending us about \$700 worth of canvases, paint, and other materials. That club is open to all students on Thursdays from 3:30-5:00pm. I generally have about 8 - 12 students attending regularly.

### **Secondary ELA/SS highlights:**

Levels 6-8 are reading *King George, What Is His Problem?* It's the story of the Revolutionary War and how it began. High school students are reading *Fallout*, which is about what happened after the atomic bomb was built and the beginning of the Cold War. Last semester we read *Bomb*, so this is a continuation of our learning. By reading these books, we are able to hit Reading, Writing, and Social Studies standards. I think most students are enjoying the books (fingers crossed!).

Student government has had two successful fundraisers. The first one was held on January 24th, where we sold sub sandwiches at peewee basketball. The second one was held on January 31st, where we did a drive thru for Indian Tacos. We sold out at both. As we move into February things are going to start picking up. We are going to do at least one more fundraiser before carnival and then prepare for carnival!

### **Secondary MA/SC highlights:**

For an employability community service project, high school students chose to shovel driveways and pack wood for every elder in the community. Students mapped out all 24 households, made phone calls, and created a video of their work. Students will present this video to the LSAC committee.

5th Graders learned how to identify animal tracks, as well as build a story using tracks and multiple animals. Students also learned to identify various animal dung from the local area. The kit was provided by the Museum of the North in Fairbanks.

The high school biology class is currently conducting a citizen science project in which they are measuring ice thickness, water depth, and snow thickness at a specific site on Iliamna Lake. Data is sent to UAF, and is used in various research regarding climate change, forecasting, and community safety. The project is called Fresh Eyes on Ice, and is happening across the state. Kit provided by the team at FEOI.

**SPED & PEP Club highlights:**

Maggie completed her student teaching and college coursework. She now has a bachelor's degree in elementary education and Special Education PK-12. We are fortunate that she decided to return this semester as a tutor.

We are having monthly training sessions for SpEd Paras to help them understand the science of reading (and writing), and strategies to support students in their classes.

We are supporting 10 students in their classrooms and small group tutoring. One student participated in a BBRCTE course last semester. We also have 1 student receiving SpEd support who is on track to graduate next year. The IEP team is supporting the student in earning credits for graduation and gaining experience that is relevant to his transition to adult life.

The PEP Squad has 8-11 students show up to our meetings. We do not meet weekly, but we meet as needed to prepare for pep rallies and games. The most recent meeting was January 20th. We made locker signs and gym signs for the pep rally, prepared spirit gifts for traveling players, and practiced cheers. The pep rally was on January 21. The Pep Squad led the student body and staff in cheers and gave spirit bags to players. We currently have \$155.68 in our account. We will reinvest in more ice cream to sell at carnival. Projected revenue from carnival sales is \$500 which will fund Pep Squad activities in the Fall of 2026.

**LSAC Activity**

**President:** Clint Rawls                      **Vice-President:** Megan Klopp                      **Secretary:** Oxenia "Ocky" Mike  
**Member:** Charlene "Babe" Roehl      **Member:** Brenda Nowatak

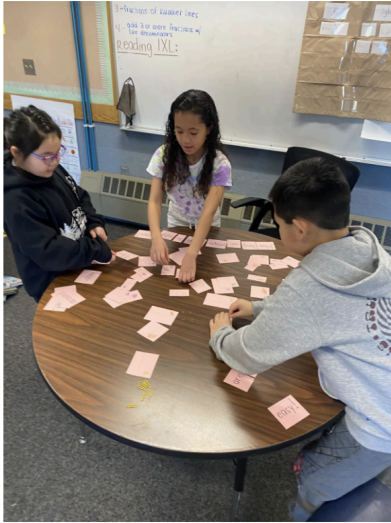
Our first LSAC meeting of the new year took place on Wednesday, January 28th at 4:00pm in Ms. Phillips' classroom. We discussed our food-service program, attendance initiatives, weekly extra-curricular opportunities (hot breakfast, PEP club, book club, art club, peewee basketball), and upcoming events (district Battle-of-the-Books, district basketball tournament, winter carnival, 3D printing workshop). We also discussed the upcoming LSAC trainings that will be taking place this spring (2/17, 3/10, 4/21). It was a well attended meeting with lots of great input/discussion.

**Professional Development**

We moved our weekly staff meeting to Monday's from 3:45-4:15 so it no longer coincides/interferes with the district elementary PLC meeting on Wednesday's. It has been a nice way to prepare and create a shared vision for the week ahead.

**Pupil % Attendance K-12**

We currently have 40 students (K-12) enrolled, and our attendance rate was 87% in January.



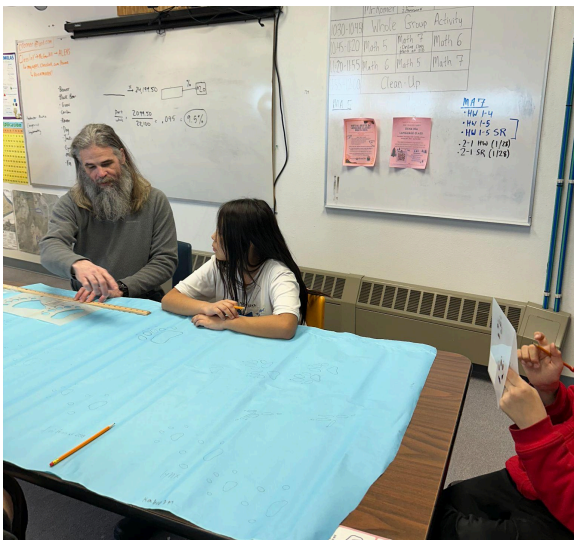
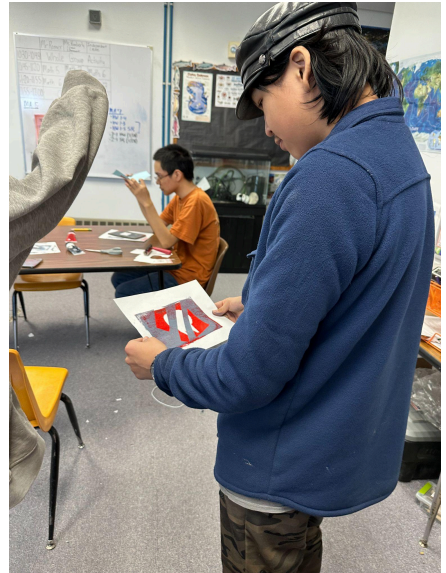
Students work to unscramble words to form a complete sentence during writing



Students with a bridge They built after learning About 'arch' bridges



Students working to see how much weight their paper bridge can support in science



# CLASSROOM NEWSLETTER

ms. krista's class

## JANUARY NEWS

Our first month in the new year went by so fast! My students have been preparing for the Battle of the Books competition. Quyana to Ms. Maggie who has started Battle Book Club! Keep studying, battles start on February 5th! We have started Social studies this quarter. The first grade learned about maps and made their own maps of our classroom. Kindergarten learned and made a poster about the difference between needs and wants. Dena'ina Language class started and is on Tuesdays and Thursdays online. If you'd like to register I can help. As a reminder students have recess outside every morning. Please send your child to school with winter gear. If any parents or community members would like to come to my class and read a book to the students, you are always welcome to! Quyana!

## YUPIK PHRASES WE'VE LEARNED

This month we learned some food names: kelipaq- bread (1), sagg'aliq- cracker (1), masslaq- butter, taryaq- salt, muluk'uuq- milk. We also reviewed counting up to 6. Quyana to Beth for teaching Yugtun!



## CLASSROOM CURRICULUM UPDATE

**In math we studied:** Kindergarten worked on describing and comparing measurable attributes, classifying objects and counting the number of objects in each category, analyzing, comparing, creating, and composing shapes, composing and decomposing numbers and relating quantities to 5 and 10 on ten frames to develop fact strategies and counting and recognizing numbers 10-19.

First graders finished a unit in Everyday Math and took the end of unit assessment. We started a new unit and are working on measuring lengths indirectly and by iterating length units, making sense of problems and persevering in solving them, and explaining mathematical thinking clearly and precisely.

**In reading we studied:** Kindergarten for comprehension we worked retelling a photo essay, comparing and contrasting animals and comparing texts. In phonological awareness we worked on identifying and isolating final sounds, and blending onset and rime in words. In vocabulary and grammar we learned about antonyms. We also worked on high frequency words: is, like, look, this

First graders for comprehension we worked comparing texts, reading and analyzing text, active reading, critical thinking and identifying the plot. In phonological awareness we worked on matching and isolating medial sounds, and segmenting sounds and adding sounds. In phonics we worked on learning to blend sounds orally to produce words. We worked on spelling words with the blends: cl, bl and gl. The high frequency words we worked on: does, eat, live, no, see, why

## UPCOMING EVENTS

Art Club on Thursdays at 3:30-5:00

Pee-wee basketball Practice: All elementary- Fridays at 3:30-4:30

Book Club: Wednesdays at 3:30-4:30

### BATTLE BOOK DATES:

2<sup>nd</sup> Grade (Jax, Juanita, Edith, Kavi, Bristol) February 5<sup>th</sup> at 9AM

1<sup>st</sup> Grade (Hailey, Mary, Gilbert) February 5<sup>th</sup> at 12:30PM

Kindergarten (Winter, Iris, Abel) February 6<sup>th</sup> at 9AM  
Family and community members are welcome to watch!



## Chignik Lagoon LSAC Meeting Minutes

Date: \_\_11/18/2025\_\_\_\_\_

Time \_\_1604\_\_\_\_\_

Location\_Chignik Lagoon, Alaska

### **Call to Order**

The regular meeting of the \_\_Chignik Lagoon LSAC was called to order by Dan@ 1604 at the Chignik Lagoon School.

### **Roll Call of LSAC Members**

Colleen, Jennie, Hanna, Dan, Eddie

**LPSD Staff:** Sara, Melody, Julie

**Introduction of Visitors-** Sam Jones, John Jones Sr.

### **Approval of Agenda**

Motion: Moved Jennie. Seconded Hanna to approve agenda.

### **Approval of Minutes**

Motion: Jennie, Seconded by Colleen. Minutes approved.

### **Principle**

- Indian 506 Comments and continued approval- Melody will look into travel for middle school for SNAP and NYO through this.
- School pictures completed. Everyone was pleased with the photographer.
- 30% of elementary students read at or above grade level and 30% who need a little extra help and then 40% below grade level. We will review this adat during middle of year benchmarks. Keep in mind student scores are always a little lower at the beginning of the school year due to the summer slide.

### **Teacher's Report**

- Intermediate/ Secondary (Julie)-
  - in science doing fossil dinosaur tracks to find their speed. Skeletal and why we have bones
  - learning about amusement parks
  - Social Studies- learning about early Alaska Native tribes
  - got approval for the trip to Juneau next year for the 2 upper grade students to attend gov. using JOM funds from the village.
- Elementary (Sara)-

- E books on science (earth, weather, nests and why birds are born in the spring)

#### **Student Report-**

- Student gov balance \$22,500.08
- Student gov will prepare and count ballots for LSAC on Nov. 18<sup>th</sup>.

#### **Old Business**

- NYO updates. We have equipment but no community members have volunteered to help.
- JOM Money- see teacher report. Julie got approval and now just need to notify the village council.

#### **New Business/Concerns**

- Voting- taking place on 11/18. Spread the word. Potluck during voting. Sara will email the village to invite the community.
- Identify- president, secretary, etc. Will do after election.

**Future Agenda Items and Set Meeting Date- Next LSAC meeting Dec 9<sup>th</sup> at 4pm.**

**Meeting Adjourned at 1634.**

### **December 3<sup>rd</sup>, 2025 LSAC Meeting**

Roll Call: Evelyn Trefon, Dawn Wassillie, Lydia Wassillie via Zoom, Kelsea Rychnovsky via Facetime, Ayla Rickteroff.

Lydia Wassillie motion to accept agenda, Dawn Wassillie seconded.

Dawn Wassillie motion to have open agenda, Lydia Wassillie seconded.

Dawn Wassillie motion to certify election, Kelsea Rychnovsky seconded.

Swear in new members of LSAC; Evelyn Trefon, Dawn Wassillie, Ayla Rickteroff, Ava McCoy read Oath of Office. Lydia Wassillie and Kelsea Rychnovsky will sign in person.

Nominations for president: Kelsea Rychnovsky nominated Dawn Wassillie, Lydia Wassillie nominated Evelyn Trefon Ayla Rickteroff Nominated Evelyn Trefon, Evelyn Trefon is President.

Nominations for Vice President, Lydia Wassillie Nominates Dawn Wassillie, Ayla Rickteroff Nominated Dawn Wassillie, Dawn is Vice president.

Nominations for secretary: Ayla Rickteroff Nominated Lydia Wassillie, Lydia Wassillie declined nomination. Lydia Wassillie Nominated Ayla Rickteroff, Ayla Rickteroff Accepted Nomination for Secretary.

Approval of previous meeting minutes of November 11, 2025: Dawn Wassillie motion to approve, Lydia Wassillie seconded.

Guest Reports: Experiencing Out Presentations, Stormi Anelon power point working for Iliamna Development Corporation, Ida Lester power point implementing fish camp life to her everyday life skills, Ava McCoy power point working for Lake and Pen Airlines.

Principal Report: Holiday Christmas Program Date December 11<sup>th</sup>, 2025, Benchmark testing week before break, 2 new student teachers week of January 12<sup>th</sup>, 2025, elder lunch program, Saturday December 6<sup>th</sup> gingerbread house making, NIYAC fundraiser dance. Basketball starts December 3, 2025.

Teacher/ Student Teacher Report: Roy Womack opinion pieces in writing, star practice test for math getting read for benchmark, Coaching NIYAC Jr.High Boys.

Kate: Language arts: working on citations, finished novel studies-research papers, social studies Aztec creation myths, revolutionary war, moving onto the second great awakening. Battle of the books-a few students joining.

Chelsea: Life skills intensive student para sped going well. Week of testing no interventions. Evelyn asked if LSAC can help with any snacks.

Marcie: unit 3 math and reading narrative writing beginning middle and end while also revisiting 6 traits of writing practice, Christmas program play we wish you a merry vchristmas in yupik.

Steph: Everyday math, reading, and writing, science weather patterns, Christmas program practice, battle books kids are excited.

Kristin: Level 6 math enrichment time math fluency work.

Sydney: Biology why plants are important to the ecosystem, newtons law, technology AI, life skills/employability plan up until graduation.

Alexis: 12 students 3 reading groups, math unit 4, writing free write with prompt grammar lesson interventions, SEL with Elisabeth, Christmas play practice, incorporate art into every activity.

Kelsea: preschool received access to IXL, learning letters of the alphabet, ornaments for family and elders, continuing hegretie, months of the year, days of the week date.

NIYAC Report: LPSD school board presented NIYAC with a letter from their Lawyer stating that NIYAC needed to pay the "deficit" other wise NIYAC would not be allowed on LPSD property, NIYAC paid both balance and the school board and NIYAC have come to an agreement and NIYAC sports continue. Jr.High basketball practice has started.

Student Reports: Student Government elected Ava McCoy to attend LSAC meetings.

Old business: review board policies, 2. Newhalen School Resolution 25-01 and community letter from NIYAC Motion to accept made by Ayla Rickteroff seconded by Lydia Wassillie. Sap Meet dates April 6<sup>th</sup>-10<sup>th</sup>, 2026.

New Business: Closed school campus for lunch, Dawn Wassillie make a motion to approve closed campus, seconded by Lydia Wassillie.

Public Comment: Thank you Joann Lester for volunteering her time to deliver Elder Lunch. Hoping BBNA will pay for elder lunch without receiving paper work, Joanns Last day was Friday.

Next meeting date January 19<sup>th</sup>, 2025.

Meeting adjoured at 5:50pm motion made to adjourn by Lydia Wassillie, Dawn Wassillie seconded.

**LSAC Meeting Minutes**  
**Thursday 10/23/25**

Meeting called to order 7:05 PM

Members present: Rob Kakaruk, Ileah Aaberg. Karina Jeffries. Not Present; Betty Wilson, Michelle Wilson, Shantel Wilson

Guests: Darlene, Eric Oba, Faith Woodcock, Colter Barnes -via zoom and Tracey Thomas

- Minutes were read from previous meeting. Rob approved, Karina seconded.
- Ballots from LSAC election were read and tallied before those present. Results : Robert Kakaruk-Chair, Ileah Aaberg– Co-Chair, Michelle Wilson – Secretary, Karina Jeffries, Betty Willson – Voting Members and Shantel Wilson – Alternative

**Reports**

- **Student Government** - Faith– They have been busy setting up Free movie presentations and concession sales. Friday the 24<sup>th</sup> – Coraline 6pm in Faith’s room, Saturday 6:30 pm - Conjuring at Community Hall for adults. Thursday the 30<sup>th</sup> a dance will be set up, with games and Cake walk before it starts @ 6:30.  
Discussion followed on possible projects – creating tubs for props and activities throughout the year. Rotate a student government rep every month to make presentations to the board. Look into getting Merch to sell before November 13<sup>th</sup>, using the traditional colors of red/white, using the Warrior mascot on Facebook page. Long and short sleeve t-shirts, hotties and sweat pants, beanies, and baseball caps. Put them in store to sell. Get an online order set up, through Custom Ink.  
Start with ordering 5 small, 30 medium, 25 large, 25 x-large, 15 xx-large. Let Darlene know, lots of people have been asking for new Merch.  
Add the clinic to where we make postings – store, city, clinic, community hall, tribal office.
- **HS Report**- Eric - We have a student attending BBRCTE training for the week, Keisha Harried was selected as a candidate for a second time. Next week PSAT tests will be given. Thursday and Friday, no volleyball practice  
Question was asked if 8<sup>th</sup> graders couldn’t apply for BBRCTE, online it states grades 7-12. Has this been changed? The next sessions are in February and April. It’s a competitive process and other districts involved include, Chugach, Bristol Bay, and Southwest. This opportunity can go towards employability standards. It was also suggested that all students go through the application process to get the practice.

- **Elementary report** – Students are working on individual skills in reading and math, SEL classes are offered weekly via ZOOM. Parent-teacher conferences have been set up. A field trip to the tribal library will be set up. Potentially a monthly trip. Discussion on what materials are there. Will ask if tribe can provide transportation. Want to incorporate Dena’ina language as much as possible. Need speakers of the language and resources.
- **General School report** – We’ve had two fire drills to date, maintenance has come and put up mural and fixed leak in the kitchen. Parent-student handbook has yet to be discussed with students and signed by them and staff, parents have already signed them.
- We have a guest coming first week of December to do cultural workshop, making Fire Bags with all students, community will be invited. Discussion of having post Thanksgiving dinner as a way of thanking her as well, to be held in community hall. Students can provide decorations. Staff is willing to cook turkeys provided by the city. Potluck style
- A mini grant is being worked on to get a new refrigerator/freezer and vac-sealer for school kitchen. Had been a proposal to get a class going so students/community members can get their food handler licenses. Another grant possibility is through Bristol Bay to assist in getting some type of food delivery service for pre-made lunches or additional coffee bar.
- Future discussion on after school crafting clubs led by community members
- **Meeting motioned to adjourn 8:15 pm** by Robert, 2nded by Ileah.
- **Next meeting scheduled for Thursday, November 20, 2025 at 7 pm**

Minutes respectfully submitted by: T. Thomas

Nondalton School LSAC Minutes  
December 18<sup>th</sup>, 2025  
1000 School Rd.  
Nondalton, AK 99640

Call to Order: 5:05pm

Roll Call: Michelle Wilson, Betty Wilson, Robert Kakaruk

Last Meeting Minutes: Robert Motioned, Betty 2<sup>nd</sup>, Motion Carried.

Approve Agenda: Robert Motioned, Betty 2<sup>nd</sup>, Motion Carried.

Guests: Tracey, Eric, and Mr. Colter Via Zoom

Old Business:

- A.
- B.

School Report-

- A. Student Government Report-No Student report, Betty asked about a warrior merchandise or if they had link setup for online purchases.
- B. General School Report-Tracey gave update on the week of the fire bags making. Tracey said she nominated Nin and Alicia for an award.
- C. High School Report-Mr. Oba gave a verbal update.
- D. Middle School Report-Mr. Oba gave a verbal update.
- E. Elementary Report-Tracey gave verbal update.
- F.

New Business:

- A. Start Planning for Culture Week-Colter wishes there can be more than just one culture week during the school year but to have more like something cultural stuff every month.
- B. Create Monthly Events: Valentine's Day Dinner/Dance, Dessert Theater, Talent Show, Play-Colter requested that the district can have a basketball jamorbee and that we should hear back after Christmas break.
- C. Monthly Library Field Trips or Guest Speakers-Kids enjoyed the field trip to the Tribal Library and may make it a couple more trips this school year.
- D. Ask Valerie about Recycle Program-
- E.
- F. Concerns or Updates-

Motion to Adjourn: Robert Motioned, Betty 2<sup>nd</sup>, Motion Carried.

Time Adjourn: 5:56pm

Next Meeting Date: January 19, 2026 @ 5pm

**Vision:** We grow self directed, life-long learners who are grounded in their culture and contribute to their communities.



**Mission:** We will nourish student growth by investing in partnerships and implementing culturally responsive, place based education.

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Date: February 5, 2026  
To: Lake and Peninsula School Board  
From: Kasie Luke, Superintendent  
Re: Report: February 12, 2026

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**Dates & Happenings:**

- Basketball Season! ASAA schools (Newhalen & Port Alsworth) are competing through LPSD and booster/community support and 2 LPSD funded tournaments per team in accordance with budget, and our mix-3 small schools teams travel to District Basketball Tournament hosted by Meshik School, February 16 - 18, 2026

## Sustaining Emergency Response in the Lake and Peninsula Region

### 1. Winter Emergency Response: What Happened

- During late December and early January, the Lake and Peninsula region experienced sustained extreme cold, placing significant strain on school and community infrastructure. 55
- Although this period fell over winter break, emergencies did not pause: boilers failed, systems were stressed, and freeze-related risks increased across multiple sites.
- LPSD's maintenance department responded continuously, repairing boilers, maintaining heat, and addressing urgent issues before they escalated into major system failures.
- Their efforts ensured schools and community facilities remained warm, operational, and protected during one of the coldest periods of the year.

### 2. People Behind the Response: Gratitude and Reality

- This level of response is only possible because of the longevity, experience, and relationships built by individuals such as **Tim McDermott and Carl Adams**, along with the dedicated LPSD maintenance team.
- Decades of service, trust within our communities, and deep institutional knowledge allowed for quick decision-making, effective troubleshooting, and coordination across remote sites.
- This capacity cannot be replicated quickly or easily; without these individuals, LPSD would not be able to respond at the same level or with the same effectiveness during emergencies.
- The district is deeply grateful for their commitment, reliability, and willingness to show up—especially during times when systems and communities are most vulnerable.

## Sustaining Emergency Response in the Lake and Peninsula Region (continued)

### **3. Looking Forward: Concern and Call to Action**

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- The current response capacity highlights both our strengths and our vulnerabilities.
- LPSD must continue advocating with Lake and Peninsula Borough in conversations about:
  - Emergency response expectations and coordination
  - Resources needed to support sustainable response capacity
  - Long-term planning for systems, structures, and the future of schools and communities
- Considering we are reactive in our responses, the future goal would be to, in time, proactively plan and invest are essential to ensure that LPSD can continue to respond effectively as experienced personnel are available or not and systems age.

**BBRCTE Residential Funding (FY27 Advocacy)**

**Overview**

The Bristol Bay Region Career and Technical Education (BBRCTE) program has been approved by the Alaska Department of Education & Early Development (DEED) as a statewide residential Career and Technical Education program. Implementation of the residential component is contingent on legislative appropriation, with the earliest possible funding beginning in FY27. Advocacy efforts are underway with legislators and the Administration to ensure this funding is included in the state budget.

**Key Points:**

- DEED has approved BBRCTE for up to **54 residential students**, pending legislative funding authorization beginning in FY27.
- Residential funding is essential to ensure **equitable access** for students from remote and rural communities who must travel long distances to participate.
- The program has received **strong statewide support** from school districts, higher education, Alaska Native organizations, labor unions, and industry partners due to its direct connection to workforce development and “Grow Your Own” career pathways.

## Alaska State Legislature & what we are watching...

### **HB 261 – Education Funding Stability**

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#### **Overview**

House Bill 261 is under consideration this legislative session and focuses on improving the predictability and stability of public school funding by updating how student enrollment is counted for funding purposes.

#### **Key Points:**

- The bill would allow districts to use the greater of prior-year enrollment or a three-year average, reducing sharp funding swings caused by short-term enrollment changes.
- This approach would provide greater budget certainty, supporting earlier staffing and program planning.
- HB 261 also includes adjustments related to special education and career and technical education funding, improving responsiveness to student needs.

#### **Other Legislative Considerations for Public Education: Statewide Education Funding Context**

- Districts continue to raise concerns about education adequacy, inflationary cost pressures, staffing shortages, and the sustainability of current funding levels.
- Legislative discussions are ongoing regarding long-term solutions beyond one-time funding increases.

**Governor's Education Tax Credit Program – Implications for Public Schools**

**Key Points:**

- Education tax credits reduce state general fund revenue, which may increase competition for K-12 funding in future budgets.
- Expanded education choice options may influence enrollment trends, which can affect district funding tied to student counts.
- Public schools remain the primary providers for rural, special education, and high-needs students, highlighting the importance of maintaining stable and equitable public school funding.

## **LPSD Food Service**

***USDA/National School Lunch Program:*** Nondalton, Perryville, Chignik Lake, Levelock, and Chignik Lagoon are participating in the National School Lunch Program (NSLP) utilizing USDA foods for the 2025-2026 school year based on their feedback and current available funds submitted to their individual accounts in January 2025. After assessing the remaining balance of funds in each of these accounts, these communities can anticipate having enough funds through at least the 2025-2026 school and for some, beyond. LPSD will maintain communication with these communities regarding their food service balance at the start of the year, on a quarterly basis or as needed.

***Community Supported Food Service:*** Kokhanok, Port Heiden, Igiugig, Newhalen/Iliamna, and Port Alsworth continue to provide food for students through combined efforts within their community(ies).

We are also reaching out to communities this month to understand if there are any changes in what communities would like to do with their food service program for the 2026-2027 school year; either participate in NSLP through providing funding, or the community/parents/guardians oversee providing food to children.



## 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



February 9, 2026

To: Lake and Peninsula School Board  
From: Tim McDermott

### **Re: Maintenance Report**

Hopefully everyone had a good, healthy break over Christmas and the New Year, back rejuvenated and ready for the challenges of the second half of the school year. The brutal weather of the December and January months had Maintenance hopping with unplanned response. During the month of December itinerant maintenance was at Newhalen on Dec 2<sup>nd</sup>, Nondalton on Dec 3<sup>rd</sup>, and Port Alsworth on Dec 4<sup>th</sup> for routine site checks. On Dec 10<sup>th</sup> we received indication that there was no heat in the wrestling room at Newhalen. Maintenance was dispatched from King Salmon to find a frozen, broken heat loop due to a failed zone valve over the weekend of minus temperatures. Concurrently and unexpectedly, a failed circulation pump at the Nondalton teacher housing was replaced with one from stock at King Salmon and several weather related preventive housing issues there were addressed. On December 22<sup>nd</sup> Maintenance was chartered to Nondalton over fuel issues in the school boiler room and domestic water problems on the city side. On December 31<sup>st</sup>, Maintenance was again dispatched in the late afternoon at extreme minus temperatures to Nondalton with gelled fuel issues that turned into 17 straight days of attention to the Nondalton heating and domestic water systems at both the school and housing at minus temperatures and north winds just to keep the buildings running and avoiding freeze up. In response to a frozen water supply line from the city water system, the Nontalton school well controls were rebuilt and the school well put online under a boil

only notice until the water can be properly tested. Simultaneously, a burst waterline in the boiler room at Port Alsworth had to be addressed with an opportune round trip charter from Nondalton to Port Alsworth and back the same day that allowed the mechanic to repair the line, restore the heat at Port Alsworth and return to Nondalton before dark to keep it operating in the absence of anyone else at -30 below. At the same time, challenges with the village water supply in Chignik Lake resulted in a similar circumstance requiring Maintenance to reactivate the school well under boil only conditions until that situation can be corrected. New well controls and pressure tanks have been supplied for upgrade there also to insure safety and reliability. On Jan. 6<sup>th</sup>, 7:00 p.m., at the Levelock facility, an exit door gone unattended resulted in a frozen and broken sprinkler pipe. Quick notification and response from local temporary maintenance allowed for minimal damage and recovery. Heat lines in the unattended housing were also frozen and compromised calling for a response from District maintenance that included phone support and communications for damage control, then a day trip for the maintenance mechanic from King Salmon to effect the necessary repair and recovery. Things worked out. These 100% reactive efforts, while commendable short term, are not sustainable and serve to illustrate the consequences of deferred maintenance and lack of investment in local determination. Itinerant maintenance finished out the month of January 2026 with site visits at Port Heiden, Jan. 14-18, Chignik Lagoon, Jan. 19-21, and Igiugig on Jan. 27 and 28.

The Safety and Compliance work log for the month is as follows:

- Communications with Tim
- Communications with Borough Manager
- Communications with Cole at ARPA
- Energy data logging
- Facility self inspections
- Ordering of materials
- Safe Schools training rollout for custodial/maintenance
- DEED PM subcommittee meeting
- Creation of videos for State PM program
- Continuation of searching for AED funding
- Transition to Operations Hero from Manager Plus
- Archiving of past work orders
- AHERA Building inspector recertification
- AHERA Management Planner recertification
- Personal Leave

A basic application of facilities management yields the most visible realized payback all the way down into the classroom. Investment. This is more critical today than ever and directly relates to these issues at hand. We continue to look for solutions to the challenges of facilities management in the current and changing environment. To date there has been no direction in this effort other than acknowledgement of the need. The budget does not support the demand and reduces the effort to reactionary. This circumstance is current and remains unchanged. This Department encourages and anticipates a dedicated Borough Strategic Planning session with all of the stakeholder partners, the School District, the Village and Tribal entities, the Cities of, the Borough itself, concerning the disposition and future of the LPSD Borough assets in regard to school buildings, school housing, and their administration.

**Maintenance needs are best communicated by sending an email to [maintenance@lpsd.com](mailto:maintenance@lpsd.com) with a description of the problem or request, information such as make/model numbers, and pictures if possible. Maintenance is accessible at [maintenance@lpsd.com](mailto:maintenance@lpsd.com), by office phone, 907-268-6401 ext. 228, or by cell phone contact, 907-469-0460 (Tim) 907-4690473 (Carl). Thank you for your patience, communication, and support as the Maintenance Department strives to provide safe, healthy facilities for our staff, students, and communities during the remainder of this school term.**



## January/February 2026 Curriculum Report

**To:** LPSD School Board Members & Superintendent Kasie Luke

**From:** Nicole Metzgar, Curriculum Director

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## New G.P.A. Calculations for High School Students

**NEW: GPA and Transcript Policies [LINK](#)**

**Dual Credit Policy [LINK](#)**

**Dual Credit Student Application [LINK](#)**

Over the course of 8 months of research, collaboration, conversation, and analysis, LPSD's admin team is confident to make a change in the way we calculate GPA's.

### **WHY CHANGE:**

The Admin team believes this change better aligns with LPSD's goal and vision of supporting students to be vulnerable and take risks as they try new things. Signing up for a college course can be scary and intimidating. We want to incentivize and celebrate a student's courage to take on the challenge, to stretch themselves, and to finish hard things. This change is also in response to the new dual credit policy LSPD students started using FY25.

Mission: We will nourish student growth by investing in partnerships & implementing culturally responsive, place-based education.

Vision: We grow self-directed, life long learners, who are founded in their culture & contribute to their communities, and goals.

## **WHAT CHANGED:**

**1st change:** Previously all classes with letter grades were calculated into the overall student's GPA equally.

**“The customary point value shall be: A = 4.0, P/B = 3.0, C = 2.0, D = 1.0, and F = 0.0.”**

LPSD will now calculate college courses at a higher value than typical high school classes. Schools commonly refer to this as a “weighted GPA.”

With a weighted GPA, the harder the class, the higher the weight. The higher the weight, the higher a student's overall GPA is.

**“College Courses will be weighted. Courses of equivalent rigor (Advanced Placement, International Baccalaureate, etc.) may also be weighted upon request, but at the sole discretion of the Curriculum Director. The point value for weighted courses shall be A = 5.0, B = 4.0, C = 3.0, D = 2.0, and F = 0.0.”**

**2nd change:** Grades given by other schools that students transfer into LPSD will now be listed on the transcript under the name of the school(s) that gave the grade.

## **WHAT STAYED THE SAME:**

1. The Point Value Conversion table did not change.
2. LPSD will continue the dual credit application where students have the option to apply college credits to their LPSD high school transcripts and overall GPA calculations.
3. Pass/Fail courses: All pass/fail courses that do not receive a letter grade, can count as earned/not earned credit, but will not be counted in a student's overall GPA.

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## AI in LPSD

1. **LPSD-created curriculum** to teach students grades 6+ about AI: [LINK](#). All LPSD teachers and students can access this resource via classlinks.
2. **AI Acceptable Use Policy and guidelines for AI Use** can be found in the SBS booklet on pg 23 This was created by the LPSD AI committee during the Spring of 2024. [LINK](#)
3. Recent **Professional Development** Opportunities:
  - LPSD covered the cost for any interested teacher to take the AK Staff Development Network sponsored online AI Training with Jeff Utecht and Tricia Freidman: : [LINK](#).
  - In-person AI training during October Inservice on Thursday, October 16th. Teachers had options to learn about different AI topics from fellow colleagues. [Link to October training sessions:](#)

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## More ways LPSD students are earning credit for High School Diplomas

Click the link to see an update on how many classes students are taking and earning credit for in the Advanced Online Course Program, Experiencing Out, BBRCTE, and Our Language Program. [LINK](#)

For the fall semester, 2025: LPSD had 16 students from 6 different schools sign up to take 25 advanced online classes.

For the spring semester, 2026, so far, LPSD has had 9 students from 6 different schools sign up to take 14 advanced online classes.

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It is a pleasure to serve the district. Please reach out as questions arise. Happy New Year. Quyana, Chin'an.

Nicole Metzgar [nmetzgar@lpsd.com](mailto:nmetzgar@lpsd.com) (907.781.3201).

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Enjoying a January sunset in Port Heiden with Rosemary, Katie, JW, and Lauren.

&

Refereeing games at the LSPD Jamboree with Mr. Ed Lester.





# Technology Board Report

February 2026 - Sam Rigby

## E-rate Internet - FY26

We are in the midst of the competitive bidding process for internet services starting 7/1/26. All bids are due by 2/18/26, at 11:00 PM. We have received one bid to date from Microcom, our current provider. Their proposed pricing remains competitive and very close to our existing costs.

Once all bids are received, we will evaluate them using the weighted criteria outlined in our RFP:

- Price per Bandwidth (Cost-Effectiveness of E-rate-Eligible Services) – 50 points
- Experience Serving Rural Alaska – 30 points
- Compliance with RFP Requirements – 20 points

**Infrastructure Consolidation & Cost Optimization** - We continue comprehensive reviews of our infrastructure and software systems to lower recurring costs without sacrificing functionality or service quality. These efforts support long-term budget stability while meeting educational needs.

**AI Governance & Policy Development** - As AI tools grow more common in education, LPSD is proactively developing policies and governance frameworks for responsible, secure use. We are:

- Creating a staff AI usage policy and acceptable use guidelines
- Building a technical governance framework for emerging technologies
- Ensuring full compliance with student data privacy laws (FERPA, COPPA)
- Carefully balancing innovation with security and ethical standards

These steps position us to safely adopt beneficial AI while protecting our students and staff.

**Cybersecurity** - Cybersecurity remains a top priority. Our district faces active threats to infrastructure and accounts every day. We are implementing advanced log monitoring and threat remediation tools to centralize visibility across all systems and align with key compliance and security standards.

**Recent Phishing Incident (1/22/26)** - A compromised email account from a known vendor was used to send targeted phishing emails to 10 LPSD staff members. Because the sender appeared legitimate, the messages evaded our automated filters and did not immediately alert recipients. One staff account was briefly accessed, but no data was removed and no further movement occurred within our network.

We responded immediately, revoked credentials, locked out the attacker, and conducted a full review of activity with no evidence of sensitive data exposure. This incident was contained thanks to several key safeguards:

- Our zero-trust approach, which limits every account to only the access needed for specific tasks and greatly reduces potential damage.
- Multi-factor authentication (MFA), which blocked access attempts on at least one other compromised account.
- Ongoing staff training, which remains essential since human factors are often the weakest link in security.

No reporting was required under Alaska regulations, as no data was compromised.

## Completed Events

LPSD Student Athletics and Activities began 2026 with energy and optimism.

The LPSD Basketball Jamboree, Jan 21-24, saw 100 students participate in a Basketball Camp at Newhalen School. For some attendees, there were an extra 3 days because of cancelled flights due to poor runway conditions at their villages.

Embedded in the camp were opportunities for LPSD students to learn and use their personal and social skills. It is a good feeling seeing students enjoying their time together, NOT ON ELECTRONICS, and acting like teenagers. Notably, our LPSD students interacted with Southwest, Bristol Bay, and Dillingham students, who also attended. In addition, coaches and chaperones were there, as well as other LPSD professional staff engaging with LPSD students. Multiple times these adults stepped up when needed. This Region 1 teamwork elevated the quality of the event, and saved money.

Organizing events of this nature requires multi-level efforts between school districts and within our own LPSD. I am appreciative of our, LPSD, collaboration with Southwest, Bristol Bay, and Dillingham school districts that benefit so many of our students in this region. It really is a rewarding sight to see for those who attend these events.

I must note that this collaboration between school districts has been developed over years of working together for the success of all our Region 1 students, and that this collaboration is viewed positively by the other Region 1 school districts and their communities.

Huge thanks to these coaches that stepped up to support our camp leader Chris Bryant:

Roy Womack-Newhalen

Tate Gooden-Bristol Bay

Breck Armstrong-Dillingham

Tom Walker-Perryville

Diana Hejtmanek-Chignik Lake

Nicole Metzgar-Port Alsworth

Attached are photos from this event

Huge thank you to the coaches this year for putting in the time to work with our students across the district.

PVL- Tom Walker

LAK- Diana Hejtmanek

LAG- Only one 8th grade student, no high school students. No coach.

PTH- Rosemary Sysak

IGI- No team currently. Colter is having conversations while in IGI this week.  
KHK- Connor Romer  
NON- Betty Wilson  
PTA- Nicole Metzgar and Riley Morigeau  
NEW- Henry Olympic, Gabe Olympic, and James Barthelman

Pictures from the first Basketball Jamboree:

## Up coming events-

LPSD 3-man tournament will be hosted by Port Heiden February 16-18. I have met with JW and Nicole and am very excited about what they and the community have been planning. Currently they have gotten a guest presenter to come in to work with all of our kids on drug prevention.

## ASAA information from 10/25 meeting-

These are the minutes from the October ASAA meeting  
<https://asaa.org/wp-content/uploads/board/BOD-Oct-6-7-2025-Meeting.pdf>

Highlights for LPSD

- Anchor Lutheran School: motion and second “accept Anchor Lutheran School’s membership request. To place them into Region 2 and also into the logical Region 2 conferences for activities they may offer.”
  
- 2026-2027 ASAA Calendar of Events: The Board reviewed drafts for the 2026–2027 ASAA Calendar of Events. Due to the shift in the school-year calendar, members discussed adjustments intended to improve scheduling and event quality for cross country, flag football, and tennis. The Board agreed that hosting the State Cross Country Championships on October 3, 2026, would be optimal. To accommodate that date, the first allowable cross country practice will begin Monday, July 27, 2026, and the first allowable contest date will be Friday, August 7, 2026.

Proposed state tournament dates include:

- 1A/2A Basketball: March 10–13, 2027

➤TAD Policy: The Board discussed revising the policy to focus on consequences for violations while allowing schools to develop educational programs that could reduce suspension lengths. Staff were directed to research possible models.

➤Waivers citing Student Mental Health: The Board acknowledged that mental health challenges may create valid hardships warranting transfer rule waivers but noted concern over misuse of such claims. ASAA may begin requiring documentation from licensed mental health professionals to verify clinical diagnoses.

➤Open Races in Cross Country and Nordic Ski: Discussion addressed the misconception that ineligible athletes may compete alongside eligible students. The Board reviewed sample language from other states and staff proposals for clarification.

➤State Wrestling Qualifying: Due to travel costs for remote schools, the Board directed staff to explore an “open” state qualifying format that allocates a fixed number of entries per school based on enrollment size.

➤Region 1 DII Track & Field Qualifiers: Region I requested that its track and field schools be included within the Region II conference. Currently, Region I receives one automatic berth per event but cannot earn at-large berths.











Date: February 5, 2026  
To: LPSD School Board  
From: Laura Hylton, Finance Director  
RE: February Board Report

## **Reporting Update**

HB53 Fund Balance Reporting 2<sup>nd</sup> report through December 31, 2025 January 20, 2026 completed.

January is a huge reporting month with all the normal quarter end items and annual W2s, 1099 Misc. and NEC information returns and health care 1095C required to be issued by January 30.

2026-2027 staff contracts for teaching positions were published January 21st.

## **Grants and Federal Funding**

Federal Impact Aid application support for non-taxable Federal and Indian lands was submitted January 27<sup>th</sup> for 2026-2027.

The federal budget extension includes 2026-2027 education funding. A summary of the funding is attached from ACSA.

The Dept. of Labor monitored our BBRCTE funding SAEF2 grant which supports adult teacher apprentices and high school students exploring teaching careers. This was a federal audit of grant funds passed through AK Dept. of Labor. The audit is conducted in two parts, program review and financial review with an extensive matrix of questions to prepare for the audit. The prep took several staff 3 days and the in person review was scheduled for two days, due to all the effort on prep work the in-person interviews only took two hours. A report is expected in 45 days and LPSD will have 30 days to respond to any issues.

Part I of the Indian Education grant is open, the student count for eligible students is due March 6<sup>th</sup>. Part II will open on March 30 and is due May 8<sup>th</sup>. Public hearing information will be provided in the near future and the parent committee meeting will be scheduled after the Part II application is available.

## **Financial Report attached.**

SOA DEED is finalizing the October count data for the 2025-2026 final foundation funding calculations. With the federal budget finalized Impact Aid estimates for final proration should be coming soon to finalize the revenue for FY26. Midyear hires and actual revenue information is nearly complete for a revised general fund budget. BBRCTE received an unexpected tax credit amount of \$47,000 thousand and partner contributions are firming up so better budget information can be presented.

## **Legislative Session**

Several funding bills and budget items to watch are the appropriation in the Governor's budget for the BBRCTE residential funding program and HB261 which would establish multiyear average adjusted average daily membership calculations intended to smooth fluctuations in enrollments over three years.

**Legislative Contacts:**

**Senator Lyman Hoffman**

[Senator.Lyman.Hoffman@akleg.gov](mailto:Senator.Lyman.Hoffman@akleg.gov)

**State Capitol Room 518**

**Juneau, AK 99801**

**907-465-4453**

**866-465-4453**

**Representative Bryce Edgmon**

[Representative.Bryce.Edgmon@akleg.gov](mailto:Representative.Bryce.Edgmon@akleg.gov)

**State Capitol Room 208**

**Juneau, AK 99801**

**907-465-4451**

**800-898-4451**

**Lake and Peninsula School District**

**100 Board Report**  
**Fiscal Year: 2025-2026**

From Date: 7/1/2025 To Date: 2/5/2025

Account Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance	% Budget
Instruction	\$4,408,877	\$1,832,197	\$2,576,680	\$2,110,454	\$ 466,226	10.57%
Lake View Home School	\$ 19,541	\$ 13,700	\$ 5,841	\$ 13,691	-\$ 7,850	-40.17%
CTE	\$ 441,751	\$ 167,770	\$ 273,980	\$ 93,152	\$ 180,829	40.93%
SPED direct instruction	\$1,258,006	\$ 506,741	\$ 751,265	\$ 717,641	\$ 33,624	2.67%
SPED special services	\$ 274,970	\$ 75,762	\$ 199,208	\$ 37,731	\$ 161,477	58.73%
Student support	\$ 61,245	\$ 17,622	\$ 43,623	\$ 17,441	\$ 26,182	42.75%
Instructional Support	\$ 693,427	\$ 362,339	\$ 331,088	\$ 295,749	\$ 35,338	5.10%
Instructional Technology	\$ 843,987	\$ 480,015	\$ 363,972	\$ 314,225	\$ 49,747	5.89%
School Admin - Principals	\$ 877,505	\$ 365,964	\$ 511,540	\$ 466,752	\$ 44,788	5.10%
School Support - Secretaries	\$ 100,069	\$ 53,864	\$ 46,206	\$ 63,037	-\$ 16,831	-16.82%
District Admin - Superintendent & Board	\$ 584,729	\$ 384,330	\$ 200,399	\$ 111,308	\$ 89,090	15.24%
District Admin - Business Services	\$ 810,516	\$ 553,451	\$ 257,064	\$ 324,595	-\$ 67,531	-8.33%
Maintenance and Operations	\$3,076,646	\$1,674,579	\$1,402,067	\$ 752,537	\$ 649,530	21.11%
Student Activities	\$ 439,168	\$ 242,349	\$ 196,819	\$ 44,543	\$ 152,276	34.67%
Other Fund TRS & PERS OB	\$ 0	\$ 576	-\$ 576	\$ 699	-\$ 1,275	0.00%
Other Fund TRS & PERS OB	\$ 0	\$ 4,319	-\$ 4,319	\$ 6,703	-\$ 11,021	0.00%
Debt Service - leases	\$ 70,080	\$ 0	\$ 70,080	\$ 0	\$ 70,080	0.00%
Transfer Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0.00%
Grand Total:	\$13,960,516	\$6,735,579	\$7,224,937	\$5,370,257	\$1,854,680	13.29%

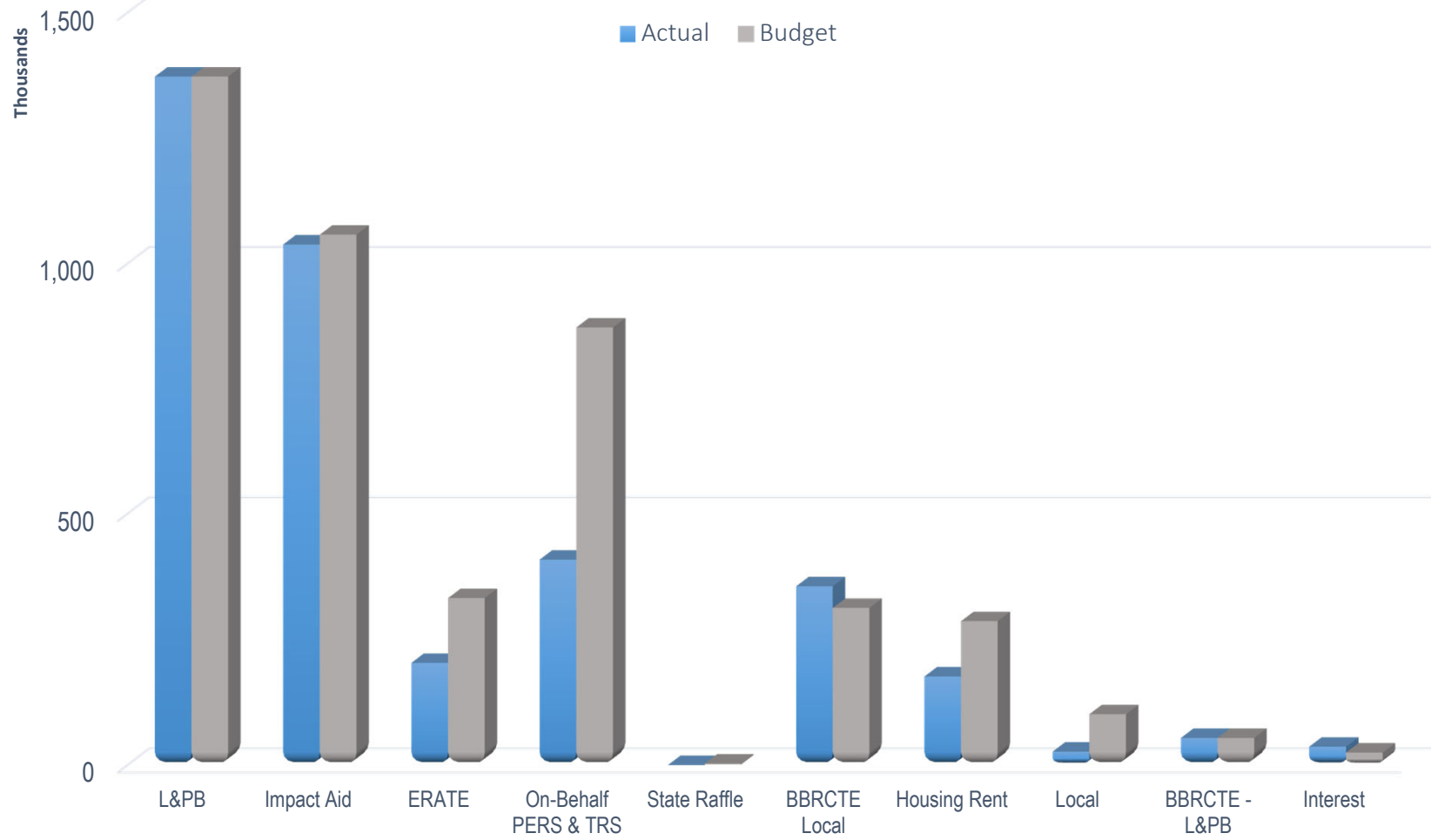
**Budget Notes:**

- 1) Budget assumed all schools are open. Levelock closed November 7, 2025.
- 2) Revenue based on \$680 BSA, receiving \$700

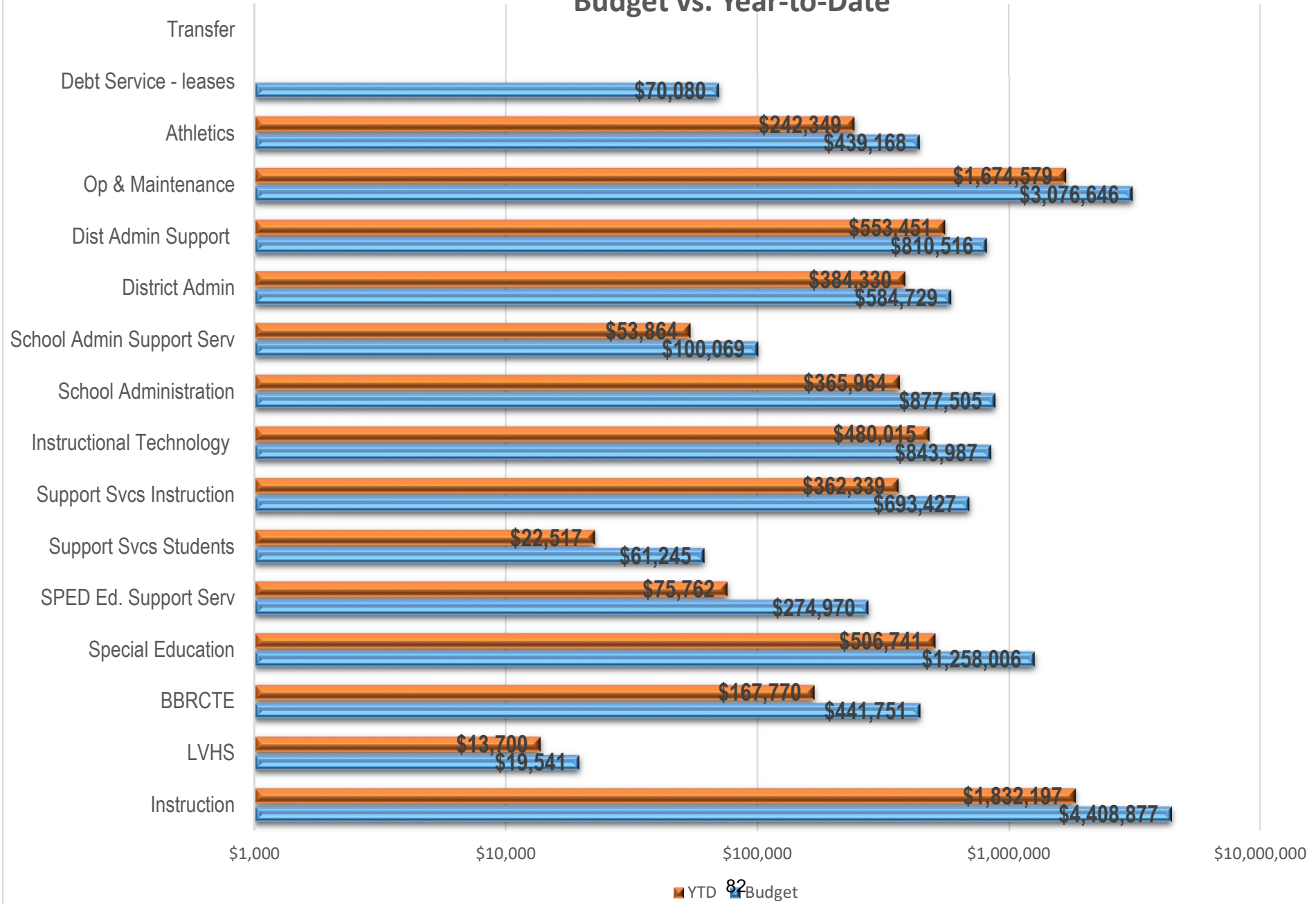
**Expenditure Notes:**

- 1) Salaries, Benefits and TRS & PERS on-behalf amounts will require budget revisions for actual amount of staff placement since March budget estimates.
- 2) District Admin - Business Services will be over budget until grant indirect costs are posted for the year.
- 3) LVHS will be over budget due to added staff salary for LVHS teacher.
- 4) Other fund TRS & PERS OB transfer to Student Support annually at year end.

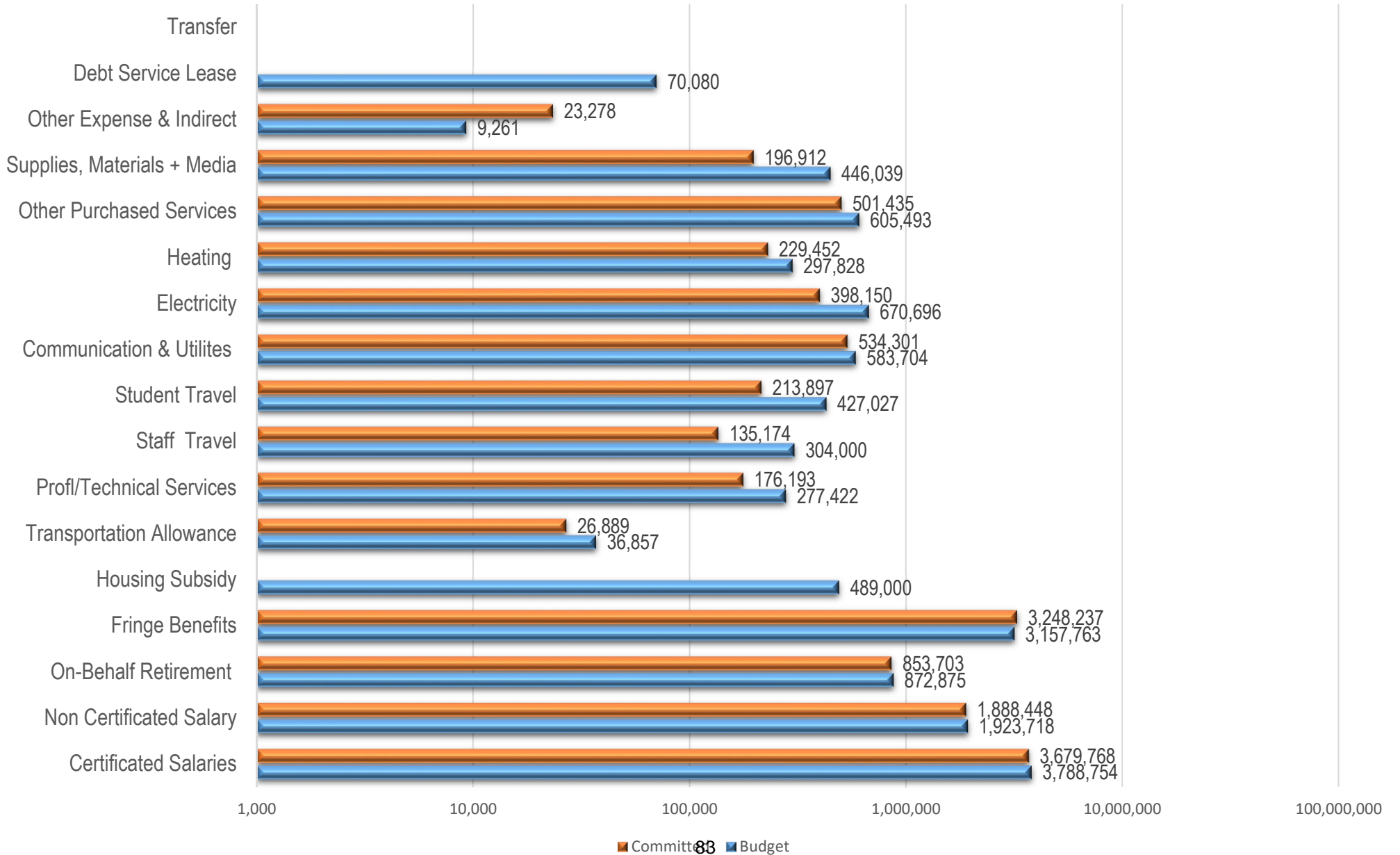
### Budget vs. Actual (Year-to Date) Revenue Comparison (Excluding SOA Foundation)



## Expenditures by Department Budget vs. Year-to-Date



## Budget vs. Committed Expenses by Category (Committed - Year-to-Date and Encumbered)





**ACSA Update - Federal FY26 Education Appropriations Signed into Law**

1 message

Alaska Council of School Administrators <acsa@alaskaacsa.org>

Tue, Feb 3, 2026 at 4:07 PM

Reply-To: djohnson@alaskaacsa.org

To: lhylton@lpsd.com

***Leadership, Unity & Advocacy for Public Education***



Greetings Education Leaders:

Today, the House passed the Fiscal Year (FY) 2026 Labor, Health and Human Services, and Education spending bill, along with 4 other bills and a two-week stopgap for the Department of Homeland Security, giving Congress more time to negotiate reforms for ICE. The funding that will run through September 31st was signed into law by the President.

Overall, the spending bill provides small increases for Title I Part A (+\$20 million), IDEA Part B (+\$20 million), REAP (+\$5 million), and Impact Aid (+\$5 million), and level funding for other key formula grant programs—Title II-A, Title III-A, Title IV-A, and migrant education. Alaska Native Education also received level funding. While level funding is not ideal, we are pleased that the final agreement aligned more closely with the bipartisan Senate proposal than with the deep cuts advanced by House Republicans.

Of great importance to is the inclusion of a provision requiring the Department of Education to distribute formula grant funding to states by July 1st, given last year's withholding of FY25 funds.

The funding bill also sets rules for how money must be spent, so the Administration can't exceed what Congress intended. It includes clear tables showing exactly how much money each program should get, which helps ensure Congress maintains control of federal spending. This is particularly important after the FY25 continuing resolution lacked this specificity and created uncertainty about funding allocations. The package also places limits on the Administration by requiring a minimum number of staff for certain work and asks the Administration to regularly notify Congress of the progress of the Interagency Agreements being used to move programs from the Department of Education to the Department of Labor.

Here are the details of the PK-12 education appropriations for FY26:

- Head Start: \$85 million increase to \$12.4 billion
- CDBG: \$85 million increase to \$8.8 billion
- Title I Grants to LEAs: \$20 million increase to \$18.426 billion
- Migrant Education: maintained at \$375.6 million
- Innovative Approaches to Literacy: maintained at \$30 million

- Title II-A: maintained at \$2.190 billion
- IDEA Grants to States Part B: \$10 million increase to \$14.233 billion
- IDEA Preschool Grants: maintained at \$420 million
- IDEA Grants for Infants and Families: maintained at \$540 million
- IDEA Part D: \$1 million increase to \$258.5 million
- Special Olympics Education Programs: \$2 million increase to \$38 million
- English Language Acquisition: maintained at \$890 million
- Career and Technical Education Basic State Grants: maintained at \$1.439 billion
- 21<sup>st</sup> Century Community Learning Centers: maintained at \$1.3 billion
- Impact Aid: \$5 million increase to \$1.6 billion
- Alaska Native Education: maintained at \$44.9 million
- Full Service Community Schools: maintained at \$150 million
- Indian Education Grants to LEAs: maintained at \$110.3 million
- Statewide Family Engagement Centers: maintained at \$20 million

Details about what is in the section of the bill funding the Department of Education can be found at these links: [Joint Explanatory Statement](#), [Bill Summary](#), and [Congressionally Directed Spending](#).

Respectfully,

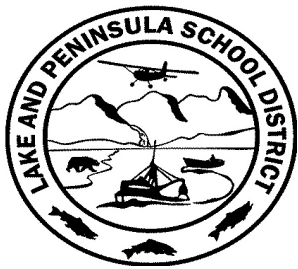
Dr. Lisa S. Parady



***Leadership, Unity & Advocacy for Public Education***

Alaska Council of School Administrators | 234 Gold St | Juneau, AK 99801 US

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**THE LAKE AND PENINSULA SCHOOL DISTRICT**

101 Jensen Drive  
P.O. Box 498  
King Salmon, Alaska 99613  
Phone (907) 246-80 / Fax (907) 246-4473



To: Board of Education  
Lake and Peninsula School District

February 6, 2025

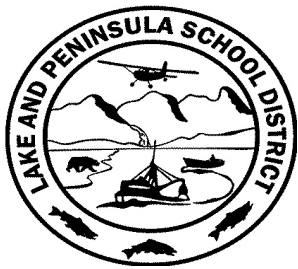
From: Marjorie Waggoner  
Special Education Director (Contractor)  
Re: Special Education Report

### **Special Education Professional Development**

Three of our special education teachers, Chelsea Nelson, Rick Rohlman, and Tracey Thomas attended the annual Alaska State Special Education Conference February 2,3, and 4. The theme of the conference was: From Mixtapes to Mastery—Turning Up the Volume on Student Success. Tracey Thomas and Colter Barnes presented a session titled Mixed Tapes to Mastery—Round Knowledge vs Square Knowledge in Indigenous Rural Alaska. The conference had a wide menu of session topics which included information about specific disabilities and teaching practices that are effective in helping students master their IEP goals and objectives, as well as a review of special education law and procedures. The conference was a great opportunity to network with teachers and administrators across the state and get a look at the newest ideas in special education that were displayed by vendors and agencies. Thanks to the Board for supporting our special education teachers in attending this learning event.

### **Indicators 8 and 14**

It's that time of year that districts are asked to compile data for Indicators 8 (Parent Involvement) and 14 (Post School - Outcomes). This data is provided to the state yearly to enable the department to conduct surveys that determine the post-school outcomes of special education students, and measure parent involvement with special education students. The Post-School Outcomes Survey is for all students who left school in 2024-2025. The Parent Involvement Survey is sent to all parents or guardians who currently have a student (Pre-kindergarten through 12<sup>th</sup> grade) on an IEP. This data is due to the



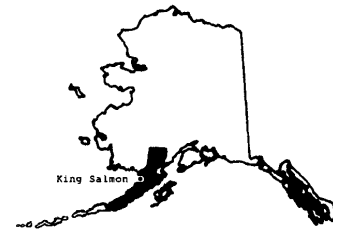
## THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive

P.O. Box 498

King Salmon, Alaska 99613

Phone (907) 246-80 / Fax (907) 246-4473



state is February 20<sup>st</sup>. The Indicator 8 and 14 reports are two of the many reports for which special education directors, registrars and other district staff provide information and input to the state throughout the year.

### **Move from PowerSchool to Embrace**

LPSD is in the process of changing from PowerSchool to Embrace for special education document development and storage. All districts across the state will be changing to Embrace by the end of the 2026/27 school year, as the state will no longer pay for PowerSchool special programs. LPSD was chosen to be in the 2<sup>nd</sup> cohort of districts which will implement the change this semester. District administration determined that it was an opportune time to complete the changeover rather than at the beginning of the school year when we are all scurrying to get things in place for the start of school and welcoming our students back. Paulene Manning, Sam Rigby, and I are heading up the Embrace team with support of our talented registrar, Cassie. At this point in time, we are working through the process of transferring the special education documents from PowerSchool to Embrace. Special Education teachers will be participating in thorough training in the use of the new platform this spring.

### **Regulation Changes Concerning Supervision of Special Education Services**

The State Board of Education recently approved amendments to 4AAC 52.250 and 4 AAC 52.252 to require monthly supervision for staff whose supervisory requirements are identified in a student's IEP. Previously the supervision was required only as often as quarterly in some instances. Another helpful change to the regulations added to flexibility of using video conferencing to satisfy the supervision requirement rather than requiring on-site visits as the only option for supervision. I have included the letter from the State outlining these changes.

LPSD is on the schedule to be monitored by the state in the 2026/27 school year. The state has given us some leniency in bringing our IEPs into compliance with the new regulation. IEPs that currently specify quarterly supervision will need to be amended or update in the scheduled annual review by the close of the 2025/26 school year.



December 15, 2025

TO: Special Education Directors

RE: Regulation changes concerning supervision of special education services

Dear Colleagues,

The State Board of Education recently approved amendments to 4 AAC 52.250 and 4 AAC 52.252. In brief, these revisions now require **monthly supervision** for staff whose supervisory requirements are identified in a student's IEP. Under the previous regulations, supervision could occur once every three months in certain circumstances. This option is no longer permitted. Accordingly, any IEPs that currently specify quarterly supervision will need to be amended or updated at the students' next IEP meeting.

A second and particularly helpful change to the regulation is the newly added flexibility allowing **video conferencing** to satisfy the supervision requirement.

The updated regulations read as follows:

**“4 AAC 52.250. Special education aides**

- (a) A person employed as a special education aide shall be trained by a special education teacher or specialist certificated under 4 AAC 12.330 or 4 AAC 12.365, or licensed under AS 08.11, AS 08.84, or AS 08.86 to provide the services with which the aide will assist.
- (b) Before a special education aide assists in providing direct special education or related services to a child, or concurrent with providing direct special education or related services to a child, the district shall provide and document a minimum of six hours of annual training, in the aggregate, to the aide regarding
  - (1) the child's disability;
  - (2) the content of the child's IEP;
  - (3) the instructional and safety procedures to be used; and (4) confidentiality procedures.
- (c) Each special education aide employed by the district to assist in providing special education to a child shall be supervised, by video conference or on-site, by the certificated special education teacher responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each program. A district shall provide for video conference or on-site supervision at least once every month.
- (d) Each special education aide employed by the district to assist in providing related services to a child shall be supervised, by video conference or on-site, by the certificated or licensed related

services provider responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each related service. A district shall provide for video conference or on-site supervision at least once every month.

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**4 AAC 52.252 Program supervision.**

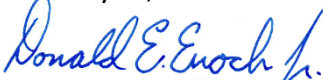
(a) Each special education program provided to a child through the assistance of a certificated regular education teacher must be reviewed, by video conference or on-site, by the certificated special education teacher responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each program. A district shall provide for video conference or on-site supervision at least once every month.

(b) Each related services program provided to a child through the assistance of a certificated regular or special education teacher must be reviewed, by video conference or onsite, by the certificated or licensed related services provider responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each related service. A district must provide for video conference or on-site supervision at least once every month.”

Once these regulation changes are official, any noncompliant supervision identified during a compliance monitoring review will result in a finding and a required corrective action. Because compliance monitoring for the current school year has concluded, the earliest these findings may occur is during next year’s monitoring cycle.

If you have any questions or concerns regarding these regulatory changes, please do not hesitate to contact the Department.

Thank you,



Donald E. Enoch Jr.  
Program Administrator

## District Assessment Report – February 2026

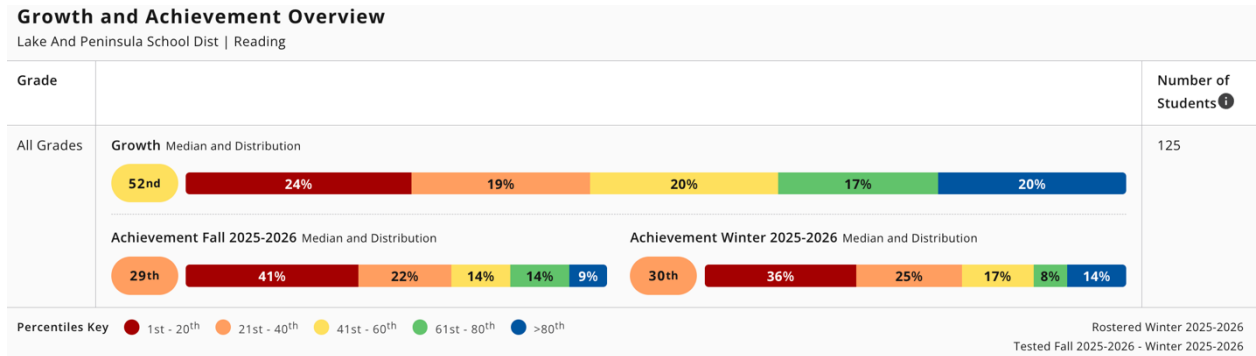
**To:** Kasia Luke  
and LPSD School Board Members

**From:** Moon McCarley, Director of  
Assessment

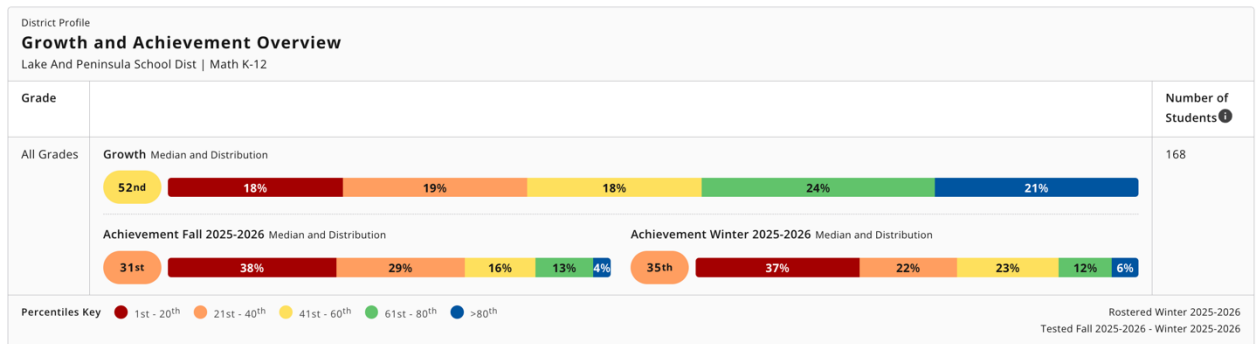
**NWEA MAP Growth Assessments** – Students in grades K-9 – Used to make instructional decisions for individual students, classes, and schools.

- Students in grades 3-9 take assessments in math, reading, and language usage. Students in grades K-2 take assessments in math.
- Here are the results of the MOY MAP Growth benchmark Assessments. They show the growth percentile and show the fall and winter achievement levels for comparison.
- Overall the district showed some gains in reading and math.

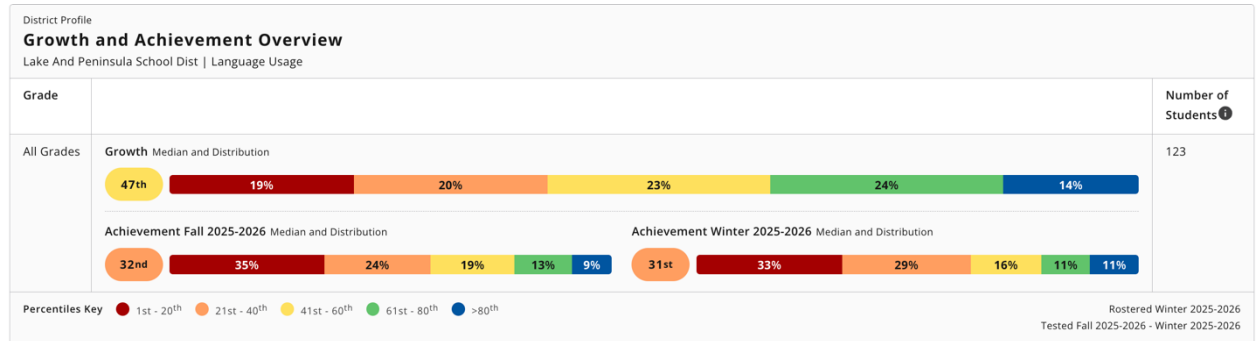
### READING +2



### MATH +8



### LANGUAGE USAGE -4



**AK Star and Alaska Science Assessment** – Students in grades 3-10 – Used to inform decisions at the district and state level.

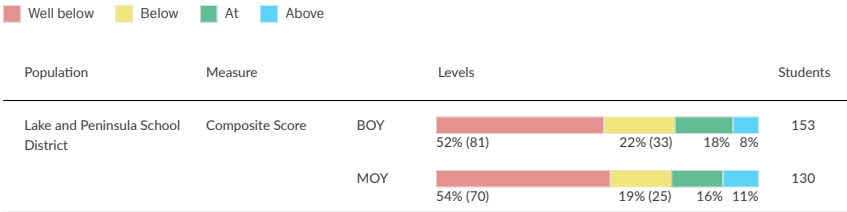
- The updated testing window for spring AK Star assessments is March 30 – April 3.

**Amplify mClass with Dibels 8** – Students in grades K-6 – Used to make instructional decisions at the student, class, and school level.

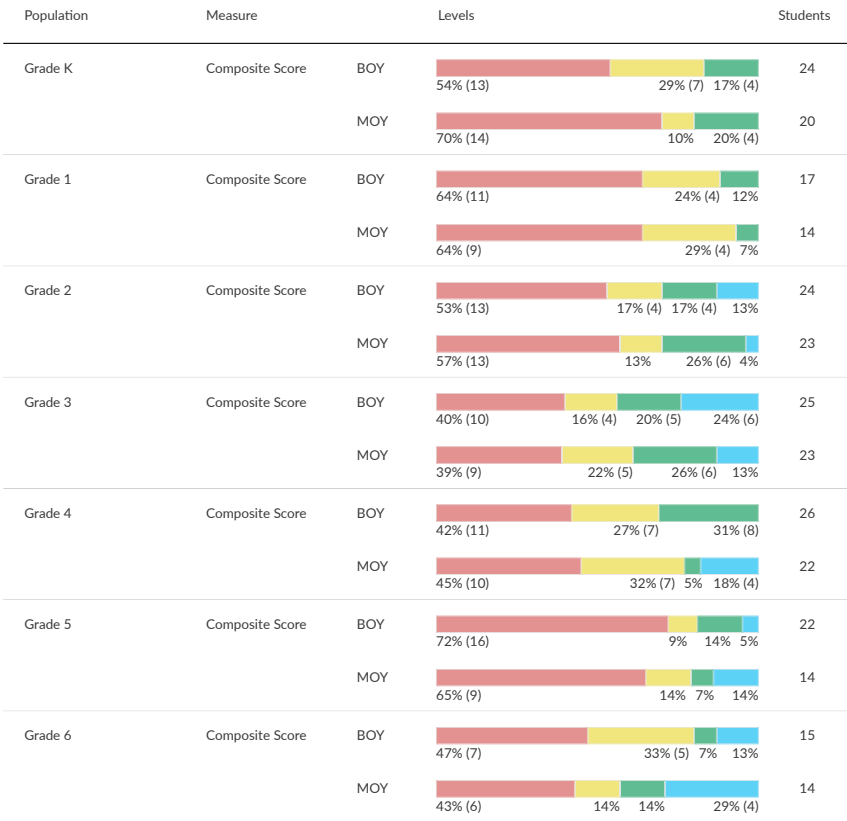
- The MOY window closed on January 16.
- Amplify scores are used identify students who will benefit from literacy intervention instruction.
- Following are the results of the Middle of Year benchmark assessments compared to the Beginning of Year results. The number to the right indicate points gained.

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	25–26: BOY, MOY	Lake and Peninsula School District, All schools, All grades

Benchmark performance



View: By grade



**ADP - Alaska Developmental Profile** – Kindergarten students - Used to provide a baseline skill level for students entering kindergarten.

Fall 2025 ADP results:

Group	Count of Students with Ratings	Consistently Met All 13 Goals	Consistently Met At Least 11 of the 13 Goals
Statewide	7530	18.65%	31.54%
Lake and Peninsula Borough School District	23	<=10%	17.39%

- More detailed fy26 ADP results data can be found here: <https://education.alaska.gov/assessment-results/ADP/ADPResults?DistrictYear=2025-2026&DistrictId=30>

**DLM -Alternative Assessment, Dynamic Learning Maps** – Select students in grades 3-10

- LPSD does not currently have any students that qualify for the DLM

**NAEP- The National Assessment of Education Progress** – Select students in select grades – Used to compare nations, have a single comparable measure across the country, and to inform decisions at the national level.

- The NAEP assessment is administered by professional educators employed by NAEP. They visit the school site and give the assessment to select students. This ensures a very standardized test experience and allows homesite teachers to continue instruction.
- NAEP assessment dates have been assigned for selected schools:  
 Chignik Lagoon School – no students testing in the selected grade  
 Chignik Lake School – Tuesday, March 19, 2026  
 Igiugig School – Wednesday, March 18, 2026  
 Perryville School – Thursday, February 19, 2026  
 Tanalian School – Thursday, March 5, 2026

Please contact me if you would like to further discuss any of these assessments, the resulting data, or anything related to LPSD’s administration of the Alaska Reads Act.

Available results for any statewide assessment can be accessed here: <https://education.alaska.gov/assessments/results>

**Glossary of assessment terms:**

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

**Interim Assessments** – assessments used to measure where students are in their learning and predict success on summative assessments and other educational measures. These are usually

given at specific intervals. Examples are; benchmark assessments (MAP Growth) and progress monitoring of intervention programs. These give teachers objective measures of student academic progress. Both teachers and students can see if they are “on the right track.” These are most impactful when they are used by educators to change or continue with specific instructional plans.

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

**Criterion Reference Assessment** – A criterion referenced assessment measures whether or not a student has mastered a fixed criteria or standard. Example: A 3<sup>rd</sup> grade reading standard is “Read grade-appropriate irregularly spelled words.” A criterion reference assessment would provide a predetermined list of 3<sup>rd</sup> grade appropriate irregularly spelled words. If the student can read the words they pass. If they can’t, they don’t.

**Norm Reference Assessment** – A norm referenced assessment measures how well a student compares to other, similar students, in their understanding of specific standards. Example: With the same standards as above – A student is presented with the same list of words. They read as many of the words as they can. This number is compared to how many words other 3<sup>rd</sup> graders can accurately read. The results are a percentile.

# LPSD Literacy Report – February 2026

## CLSD Grant and Alaska Reads Act

**To:** Kasie Luke  
and LPSD School Board Members

**From:** Moon McCarley  
CLSD Grant Coordinator  
Alaska Reads Act Lead

### CLSD Grant - <https://education.alaska.gov/clsd-cohort-2>

Comprehensive Literacy State Development Grant - *Focus on literacy Birth-12<sup>th</sup> grade with a goal of raising student achievement in literacy through all levels*

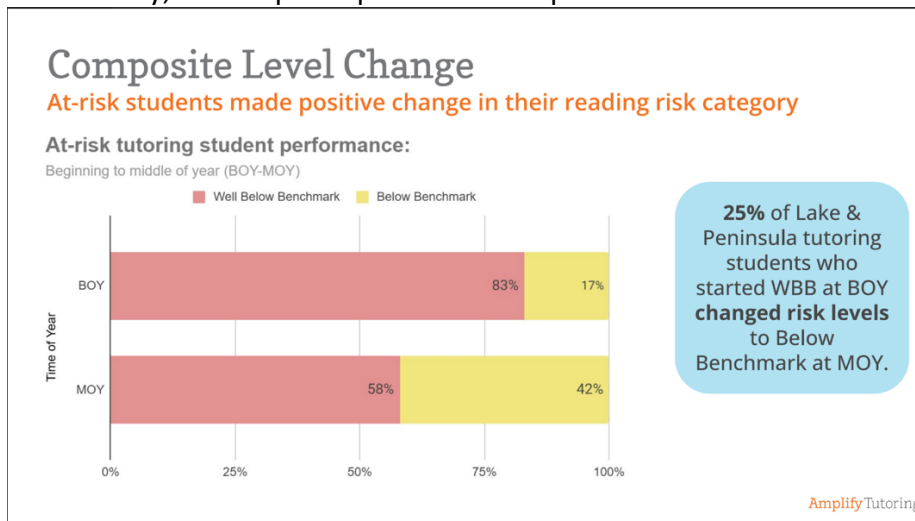
### Alaska Reads Act - <https://education.alaska.gov/akreads>

*Focus on literacy K-3 with a goal of having students reading on grade level by the end of 3<sup>rd</sup> grade with an emphasis on the Science of Reading*

**CLSD:** Differentiating Student-Focused Readiness (*Structured Literacy & MTSS Framework of Support*)

**Alaska Reads Act:** 3<sup>rd</sup> Grade Reading Proficiency, Early Intervention and Support, Data Driven Progress

- I met with the Amplify Online Tutoring team to review middle of the year data for those students participating in the program. These are 2<sup>nd</sup>-4<sup>th</sup> grade students with scores below benchmark who attend our smallest schools. Of those students who attend regularly, 75% showed average or above average growth. Additionally, 25% of participants moved up an achievement level.



- The next step in differentiating instruction is to introduce interventions middle and secondary grades.

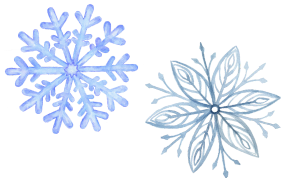
**CLSD: Building Staff Capacity** (*Literacy-Focused Professional Development*)

**Alaska Reads Act: Educator Professional development**

- The CLSD grant has funding to send a team of educators to the Science of Reading Symposium in early May. The timing of this conference isn't ideal but it's such a quality learning opportunity it's worth attending right before the end of the school year.
- I attended the annual MTSS conference. The presenters and sessions are very high quality. One session focused on a district wide approach to addressing attendance issues. I look forward to looking at this with the leadership team to see how this might benefit LPSD. Originally the CLSD grant wasn't able to be used to send people to the MTSS conference. By the time that decision was reversed it was too late to send a full team.
- The Elementary PLC focused on looking at MOY benchmark data and discussing ways the data can be shared with parents and students without overshadowing all of the other successes students are having in school. Following data conversations the PLC started exploring ways to supplement phonics instruction *if* the data indicates a need.
- Classroom paraprofessionals participated a professional development session with the Glean team on January 22. The topic was the alphabetic principle.

**Fostering & Sustaining Partnerships** (*Family/Community Engagement & Partnerships*)

- Family engagement activity totes have been sent to all sites. They contain snacks and supplies for an Olympic themed family night. Each site will have all the resources needed to host a family engagement activity night.
- LPSD is partnering with the Bristol Bay Foundation and Bristol Bay Borough School District to plan a collaborative, in person inservice for October 2026. This inservice will braid funds from the Bristol Bay Foundation's TC2H grant as well as LPSD and BBBSD's CLSD grants.



# Early Learning Report

February 2026



## Early Learning Programs

### Family Engagement

- Pyramid Framework Sessions- Supporting early childhood social & emotional development
- Early Learners Calming Strategies- Feb. 6 @ 12:30
- Resources have been provided to families to support social & emotional developmental skills at home.

### Professional Development

- Leadership Coaching for the Director occurs monthly through Learn & Grow, Alaska's Quality Recognition & improvement Systems
- PLC- Jan. 12: Music for developing language and literacy
- PLC- Feb. 2: Monitoring progress and development
- SCAAEY Conference (Anchorage): Feb. 19-21
- Coaching and Classroom Action Planning- In Progress

### Assessment

- In Progress: TSG- Progress Monitoring Checkpoint #2
- Focused student observations on Alphabet and Numeracy knowledge

### Curriculum Review

- Currently In Progress
- Committee- EC Director, 2 PK Educators, Director of Assessment
- Seeking a comprehensive program, which includes all domains of early learning. Strongly embedded social/emotional components within daily activities. With emphasis on playful, hands-on learning for whole child development.
- If you'd like to explore those for Considerations, click the image for each curriculum.
- Team mtg notes are shared with all PK educators for additional insight.
- Committee Mtg Decision-Feb. 27th
- Procurement Timeframe- Early March

### Grant Management

- Anticipating the release of a new Pre-Elementary grant application and already outlining goals, initiatives and projects to enhance current operations and continue our journey of high-quality programming for early childhood.
- Analyzing budgets and preparing for 2<sup>nd</sup> semester projects.
- Early Literacy Bags to be assembled and shipped the week of Feb. 23<sup>rd</sup>. Providing access to engaging, early literacy materials Birth to PK!



### Enrollment Updates

- PVL- 2
- LAK- 5
- LAG- 2
- IGI- 2
- NON- 2
- NEW- 3
- PTA- 6
- KHK- 1 (Newly Opened!)



# Early Learning Report

February 2026



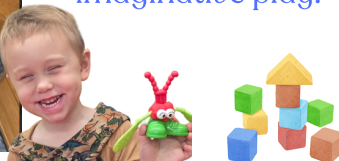
## Joyful Learning Through Play



Developing critical cognitive & motor skills: spatial awareness, reasoning, problem solving and persistence!



Engaged learning in STEM, peer collaboration, and imaginative play!



Virtual Music Classes: strengthening neural connections, language & literacy skills and physical coordination!



Sharing local treats: Octopus = Yum!



Sorting, Classifying, Patterns, Counting, oh my!

97



Social/Emotional: sharing, taking turns, developing strong language & friendship skills!



# CLSD Grant Updates

February 2026

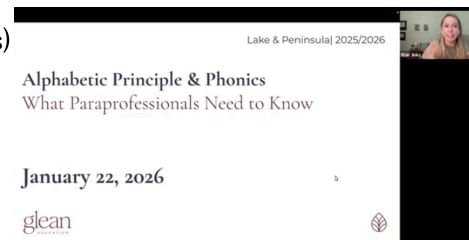


## CLSD Grant Milestones

- Leadership Coaching (Glean): Feb. 3rd
- Mentoring Team Mtg: Feb. 5th- Monthly check in with each Mentor & collaboration time.
- CLSD CoP (Glean & DEED): Feb. 24<sup>th</sup> District literacy plan work session. Welcome to Join!
- Jan. Literacy Newsletter- Released!
- Family engagement events: District wide, to begin in Feb. with an Olympics theme!
- Amplify Tutoring in place at most sites, with positive teacher and student feedback.
- REWARDS- pilot roll out 2<sup>nd</sup> semester
- Strong intervention systems in place for elementary, striving to replicate practices for middle and secondary grades with newly available resources.
- Science of Reading Symposium (May 1-3)- Planning for in-person participation is in progress.

## Paraprofessional Literacy Training Series

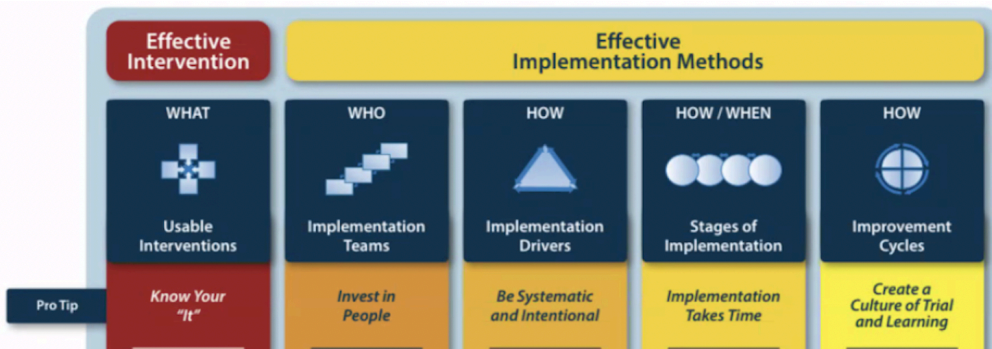
- Training #3: Jan. 22<sup>nd</sup>- Understanding Alphabetic Principle (9 participants)
- Training #4: Feb. 12<sup>th</sup>- Early Phonics & Explicit Instruction
- Building capacity within our multi-level classrooms through intentional paraprofessional monthly training sessions.
- Provided by Glean Education



## Glean- Leadership Team & Literacy Consulting

Intended to enhance leadership team foundational knowledge in effective literacy instruction & best practices and assist with analyzing current practices while seeking solutions for areas of improvement.

- Data Reflection (DIBELS-M.O.Y): What do we see? What does the data suggest about literacy learning? What are the implications for instruction and intervention?
- Where positive student outcomes occurred, discussed how to replicate what's working well.
- We also discussed the importance of determining how to move students from Far below (red) to Below (yellow) for greater overall impact on literacy skills development.
- Will revisit the significance of developing SMART goals- Specific, Measurable, Achievable, Timeframe.



### Questions.... Contact:

Moon McCarley-CLSD Coordinator, Family Engagement, PLC Facilitator

Amber Kresl- CLSD Grant Manager & Mentoring Program Lead

## CLSD Grant Priorities

- Differentiating Student-Focused Readiness through Structured Literacy and MTSS
- Building Staff Capacity through Literacy -Focused PD
- Fostering & Sustaining Family/Community Partnerships
- Monitoring student data to improve positive student outcomes in literacy development

**Date:** February 5, 2026  
**To:** LPSD School Board  
**From:** Kacy Lou Leyba  
**Regarding:** January / February Student Services Report

Our team was grateful for the winter break and opportunity to reset, because we jumped back in with both feet in January. January 13th through the 15th, Newhalen School partnered with PIC (Programs for Infants and Children) as they visited Newhalen / Iliamna to support future LPSD students ages birth through 3 who have potential developmental delays. Our team helped to facilitate a family play circle at the school with the PIC speech and occupational therapists, and we are looking forward to doing so for other sites throughout the spring semester. The following week Patty dove in with both feet supporting our secondary student athletes as they attended the North/ South Tournament. Her support came in many forms, but we were reminded throughout the tournament the importance of students having the opportunity to talk to trusted adults about some of the hard things in their lives that they are currently navigating.

Speaking of trusted adults and providing spaces for students to have conversations about mental health and wellness, Kacy Lou spent two days in January partnering with Kenai Peninsula Borough School District to see how they are currently implementing Sources of Strength, the upstream suicide prevention and peer leader program that LPSD will be rolling out to students at SNAP Meet in April. Our team is currently brainstorming adult advisors for each of our sites who would be willing to help oversee and implement a Sources of Strength team following SNAP and into the next school year. If you know of anyone in your community who would be a good fit to encourage our youth as they spread awareness about mental wellness and positivity, I would love to hear your suggestions! Patty and I will be heading to the Sources of Strength Train the Trainer at the end of February / early March to continue building out how our Sources implementation will look in the unique context of LPSD.

Our team is also excited to announce that we received a \$3,000 grant from the Alaska Children's Trust grant program. The purpose of this grant is to take student leaders to Juneau sometime this spring to advocate with legislators for the continued funding of social emotion, mental health, and career and technical education in our state. If you are interested in potentially joining our team and students on this trip, please let me know, as we are currently in the process of strategizing for that trip.

We have many more exciting things planned for the spring including our bi-annual Strengths and Difficulties questionnaire, continued partnership with VOA Alaska's Behavioral Health team for telehealth counseling for our students, and course, SNAP Meet.

I have also attached screenshots of our new monthly newsletter which is being put together by Elisabeth and Moon to help inform our families of practical social-emotional learning tips, ways to improve student attendance, home learning extension opportunities, and more. I am grateful for the hard work of our team and the ways we are seeking to involve families more in the work we are doing. Thank you for all the hard work you all do as well!

For the kids, always—

Kacy Lou Leyba

WHAT'S NEW

LPSD



January 2026

# MENTAL Wellness

January is Mental Wellness Month. Alaskans are more susceptible to seasonal affective disorder. Common symptoms include: persistent low mood or sadness, low energy, feeling sluggish or tired, sleeping more or having trouble waking up, difficulty concentrating, irritability, appetite changes, eating too much or too little, little motivation to do things you usually enjoy, and an increase in unsafe coping skills. Support is available. Reach out to your local behavioral health consultants. If you or someone you know is struggling, call or text the 988 Suicide and Crisis Lifeline.

## BE Seen

Low light and snow-covered sidewalks make it hard for drivers to see people walking. Wearing reflective materials can help keep pedestrians safe. Someone wearing reflectors can be seen up to 500 feet away, while someone in dark clothing is only visible from 55 feet. Reflective tape can be applied to jackets, backpacks, walkers, and other outdoor items. Contact [info@safelaskans.org](mailto:info@safelaskans.org) if you need more help ordering reflective tape. **Order here:** <https://safelaskans.org/reflectivetape/>

## BREATHING Techniques

Deep breathing is a great way to regulate your nervous system and calm your mind. Here's an example:

- Step 1: Breathe in, counting to four slowly. Feel the air enter your lungs.
- Step 2: Hold your breath for 4 seconds. Try to avoid inhaling or exhaling for 4 seconds.
- Step 3: Slowly exhale through your mouth for 4 seconds.
- Step 4: Wait for another 4 seconds before you breathe in again.

Repeat this exercise until you feel re-centered. Thirty seconds of deep breathing will help you feel more relaxed and in control.

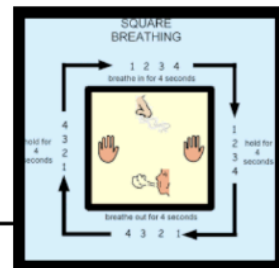
### One Small Thing

One small thing families can do at home to support their child is reading for 20 minutes a night. This leads to improved learning in and out of school. It's exercise for the brain!



## upcomingEVENTS

- Jan. 12** First day of 3 Person Basketball
- Jan. 20-24** No Name Calling Week
- Jan. 21-24** Basketball Jamboree North & South
- Feb. 2-6th** District Battle of the Books (K-12)
- Feb. 23-26** State Battle of the Books (3-12)



# WHAT'S NEW

# LPSD



January 2026

## READER Spotlight

**Elisabeth Ludwig- LPSD Social Worker**

My favorite thing to read is a good fantasy novel. I usually read in the evenings, or on the weekend. I would recommend The Harry Potter Full-Cast Audio Edition on Audible.

**Matilda "Tilly" Ludwig- 2<sup>nd</sup> Grade**

My favorite things to read are Amelia Bedelia books. I read every night. I think everyone should read Rainbow Magic By: Daisy Meadows

## LITERACY MYTH of the Month

**Myth:** Reading only counts when it is a book.

**Truth:** Reading comes in many forms, and they ALL count! Reading can include listening to books, reading directions and labels, looking at maps, charts, and weather reports, reading articles, graphic novels, and online reading.

**Tips for getting out the door on time:**



Adults, find your keys, wallet, and phone.

Establish a morning routine.



Gather any items that need to go to school and put them in your backpack

Choose and lay out clothes and shoes the night before.



## Ask a TEACHER

### GOOD ATTENDANCE Matters!

Your student can suffer academically if they miss 10% of school days - Just one day every TWO WEEKS! Set a great example for your student- Show them ATTENDANCE MATTERS!

### Is it okay to read the same book again?

Yes! **Reading the same book again is a good thing.**

When children reread favorite books, they:

- Feel more confident
- Notice new details
- Better understand the story and words

Repetition helps children focus less on figuring out each word and more on meaning. It also makes reading feel safe and enjoyable, especially for younger readers.

WHAT'S  
NEW

LPSD



February 2026

**MENTAL** Wellness

February is International "Boost Self Esteem" Month. Also, Random Acts of Kindness week is the 16<sup>th</sup>-23<sup>rd</sup>. One easy way to boost your self esteem is by coming up with a positive phrase to say to yourself every day. Giving ourselves positive messages builds positive connections in our brain. Additionally, performing random acts of kindness can reduce symptoms of depression and anxiety, according to the American Psychiatric Association. These acts can increase happiness and self esteem in both the giver and receiver. This acts can be contagious. All the more reason to spread some kindness!

**PROM Closet**

Do you have old prom outfits collecting dust? Want us to take them off your hands?

We are in need of prom dresses, men's formal wear, & ties for our 2026 Prom!

**Please mail donations to:**

**Patty McCasland**

**PO BOX 89**

**Iliamna, AK 99606**

\*Flat rate boxes work well to ship to Alaska!

**EASY** Random Acts of Kindness

1. Call someone you haven't talked to in a while.
2. Write a letter or card for someone.
3. Tell someone you are proud of them.
4. Listen to someone.
5. Say good morning.
6. Give a compliment.
7. Pick up litter.
8. Visit with an elder.
9. Return a lost item to its owner.
10. Make someone laugh.

For more ideas, visit:

<https://www.randomactsofkindness.org/>

**One Small Thing**

Reading aloud isn't just for little kids. Older kids still benefit from listening to stories, articles, or nonfiction. Reading together helps build understanding and keeps reading enjoyable.



**upcomingEVENTS**

- Feb. 2-6** District Battle of the Books (K-12)
- Feb 15** BBRCTE Intensive Week 3 applications due
- Feb. 16-18** 3-Man Basketball Districts in Port Heiden
- Feb. 16-23** Random Acts of Kindness Week
- Feb. 25** 5-Man Basketball Regionals
- Feb. 23-26** State Battle of the Books (3-12)



# WHAT'S NEW ~ LPSD

## READER Spotlight



February 2026

### Diana Hejtmanek- Chignik Lake Secondary Teacher

There are so many different Genres that I love to read! Young Adult books are my favorite! I love being able to recommend a really good book to my students! I've recently started to get into suspense and thrillers. I have always been a big fan of fantasy books. Another genre I read a lot is romance. I love to read by listening to audiobooks during the evenings when I'm working out, doing chores around the house, before bed, traveling, and pretty much any chance I have. My recommendations are: That's not my name by: Megan Lally-- It's about a teenage girl who wakes up with amnesia and no memory of her identity, only to be claimed by a man who says he's her father! This book was the book that me into thrillers. It had me hooked from the very beginning. It had me guessing all the way until the very end and I had no idea how the book was going to end! Little White Lies by: Jennifer Lynn Barnes -- The main character, Sawyer, is given a lucrative offer from her estranged grandmother to join the world of Southern debutantes, hoping to discover the identity of her father. This book has it all! Secrets, Scandals, and Kidnapping!

### Shay Sakoriya- 8<sup>th</sup> Grade

I like mystery books because they keep me engaged in the story. They challenge me to try and stay one step ahead of the author, and figure out what is going to happen next. I read during school when I have any extra free time. Project Hail Mary is my current favorite book because the alien was super funny to me. I liked that it took place in space and they had to try and save the universe.



### LITERACY MYTH of the Month

**Myth:** "More books means better readers."

**Truth:** Time and connection matter more than the number of books. Children don't need shelves full of books to grow as readers. What helps most is:

- Time spent reading or listening to reading
- Talking about ideas together
- Feeling supported and encouraged.

Even a few well-loved books, read often and shared together, can make a big difference.

### How do I know if my child understands what they read?

## Ask a TEACHER

### Understanding doesn't always mean getting every word right.

You can check for understanding by asking your child to:

- Retell the story in their own words
- Explain something they learned
- Share what surprised them or made them curious

If they can talk about the ideas, they're building strong reading skills, even if reading is still hard.



# BBRCTE Intensive Week 3

## Intensive Week 3:

March 15th-March 21st, 2026



Apply Now!  
[bbrcte.org](http://bbrcte.org)

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### Introduction to Diesel Mechanics

Curious about how boats and marine engines work? This introductory course gives high school students a hands-on look at marine diesel engines and the skills needed to keep them running. Students will learn how diesel engines operate, identify major engine parts and systems, and understand how power is transferred in marine vessels.

Through classroom instruction and practical activities, students will learn how to diagnose common engine problems using a systems-based approach and perform basic repair and maintenance tasks. The course also emphasizes proper tool use, safety, cleanliness, and professional work habits.

By the end of the course, students will have a strong foundation in marine diesel engine operation, troubleshooting, and repair, perfect for students interested in marine careers!



### Pathway to Cosmetology

The pathway to cosmetology involves understanding the field, building skills, and fostering relationships. Students learn the importance of sanitation and hygiene in the cosmetology field. Site visits to schools and salons provide valuable industry insights and dedicated hands-on practice with mannequins foster creativity. Additionally, support is offered for post-graduation endeavors, including assistance with applications and financial aid.

# BBRCTE Intensive Week 3

## Intensive Week 3:

March 15th-March 21st, 2026

**Deadline to Apply:**  
February 15th @ 11:59 AKST



Apply Now!  
[bbrcte.org](http://bbrcte.org) 106

### Iron Workers

The Iron Workers course is a comprehensive program that provides students with the essential skills and knowledge needed to pursue a career in ironworking. This course covers a wide range of topics, including safety procedures, blueprint reading, welding techniques, and structural steel construction. Students will engage in hands-on training to develop proficiency in various ironworking tasks, preparing them for entry-level positions in the industry. By the end of the course, students will have a solid foundation in ironworking principles and practices, setting them on a path towards a successful career as an ironworker.



### IBEW: Telecommunications & Wireman

IBEW Telecom & Wireman course is a comprehensive 40-hour program tailored for high school juniors and seniors interested in pursuing a career in the telecommunications and electrical industry. This course provides hands-on training and theoretical knowledge in telecom and wireman skills, preparing students for potential opportunities in the electrical field. Students will gain practical experience and insights into the industry, equipping them with the necessary skills to excel in a future apprenticeship or career in telecommunications and electrical work.



# BBRCTE Intensive Week 3

## Intensive Week 3:

March 15th-March 21st, 2026

Deadline to Apply:  
February 15th @ 11:59 AKST



Apply Now!  
[bbrcte.org](http://bbrcte.org)107

### Aviation Ground School Course

This course provides comprehensive preparation for the FAA Private Pilot Knowledge Test and introduces students to foundational skills and knowledge in aviation. The curriculum covers essential topics, including flight planning, navigation, weather analysis, aerodynamics, and federal aviation regulations.

Students will engage in practical learning activities, including time in an FAA-approved flight simulator to develop essential piloting skills in a controlled environment. The program incorporates hands-on experiences such as a discovery flight with a certified instructor, allowing students to gain firsthand experience in operating an aircraft.

Career exploration is integrated through guided tours of local air taxi services, airport operations, and control tower facilities, offering insights into various professional roles in aviation. This course combines theoretical knowledge, practical application, and industry exposure to provide students with a comprehensive foundation for pursuing a private pilot certificate and exploring careers in aviation.



### Amped up on Energy with ARE

Amped on Energy Camp is your chance to get hands-on, try new things, and see how energy powers Alaska.. up close! Spend a week building, experimenting, and solving real-world challenges alongside other students who like learning by doing. You'll explore renewable and traditional energy systems, use STEM skills in fun, interactive ways, and meet people who work in energy careers across the state.

This isn't a sit-and-listen camp. You'll work in teams, tackle challenges, and build skills like problem-solving, teamwork, and confidence; skills that matter no matter what career you choose. If you're curious about how things work, enjoy hands-on projects, or want to explore high-paying, in-demand careers in Alaska, this camp is for you!



# BBRCTE Intensive Week 3

## Intensive Week 3:

March 15th-March 21st, 2026



Apply Now!  
[bbrcte.org](https://bbrcte.org)108

Deadline to Apply:  
February 15th @ 11:59 AKST

### Introduction to Power Tools (Women in the Trades)

This training for high school girls covers the basics of carpentry and trades math, including accurate use of a tape measure with hands on exercise cutting various shapes out of drywall to fit around wood shape on a board. Proper use of hand and power tools. Students will construct a small table and ladder shelf using compound miter saw, pocket hole jig, drill, impact driver, and sanders. Other power tools will be covered throughout the class. This course is the first of a two-part sequence. Students who complete it will continue to Intensive Week 4: Residential Wood Framing.



### Village Maintenance



Training covers basics of carpentry and trades math including accurate use of tape measure with hands on exercise cutting various shapes of drywall to fit around wood shapes on a board. Safe use of hand and power tools that are needed for metal stud framing. Layout of wall studs, door and window openings using metal studs framing techniques. Proper installation of drywall, mudding, taping and hole patching. Basic plumbing and electrical. Types of doors, parts of doors, door swings, types of door jambs, installing pre-hung doors, hands on installing a deadbolt and doorknob. Hands-on exercise on wood trim finishes. Introduction of cabinets, countertops flooring and exterior finishes.

# BBRCTE Intensive

## Week 4

- **Naknek**
  - Crew Class & Setnet Safety Class
  - Emergency Trauma Technician
  - Introduction to Aluminum Welding
- **Anchorage**
  - Education Immersion / Paraprofessional Certification
  - Electrical 40 Hour Wireman Training
  - Residential Wood Framing (Women in the Trades)
  - Aviation Capstone (FAA Knowledge Exam)
  - Ironworkers
  - Village Maintenance

# Student Celebrations

- Ava (NEW), Iliana (KHK), & Kelly (LEV/LVHS) have been accepted to BBRCTE's Ground School course and will self study for the FAA Knowledge Exam that they will be eligible to take in March during our Intensive Week <sup>110</sup>
- Finn (KHK) has begun ground school for her Instrument Rating
- Kylie (LVHS), Kelly (LVHS), Courtney (LAK), Keisha (LAK), Clarise (PTH) are taking the Alutiiq language class this spring through BBRCTE
- Erika (NEW), Avery (IGI), Lucia (KHK), Iliana (KHK), Garren (KHK), Arianna (KHK), Dawson (KHK), Bryson (KHK), Elia (KHK) are taking the Yup'ik language class this spring through BBRCTE.

Quyana to all of our wonderful staff and families who encourage and support these efforts!

# Student Celebrations

**Pagan (NEW) was selected as ASAA's Student of the Month for November.**

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GCI's 'ASAA Student of the Month' for December is Newhalen senior Pagan Lester! Pagan, a 4-time state qualifier for Cross Country, Wrestling, and Basketball, will also receive an Assoc. of Science degree from UAF this spring as she graduates from high school! Great Job and Go Malamutes!



# UA Scholars

- Pagan (NEW)
- Mikiah (PTA)
- Riley (LVHS)
- Ana (PVL)
- Charlie (PTH)

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UA Scholars are the Top 10% of their class, in LPSD it is the top senior at each site measured through GPA

Students received a \$15,000 scholarship spread out across 8 semesters at a University of Alaska school (Anchorage, Fairbanks, Southeast)

# Student Celebrations

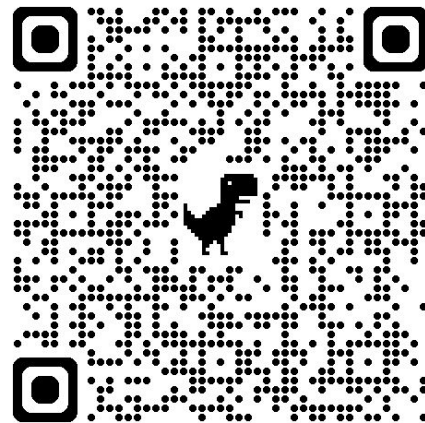
- Per the lovely Mrs. Metzgar:
  - So far, we have had 9 students from 6 different schools sign up to take 14 advanced online classes this Spring

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# Scholarships

- In the thick of it with scholarships!
- BBRCTE has a scholarship database where we track and update scholarships as we become aware of them and as they open

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# Junior Meetings

- Beginning to set up meetings with juniors to check in and begin looking ahead at senior year and post secondary

# VIRTUAL BRISTOL BAY LANGUAGE CLASSES- HIGH SCHOOL

Are you or do you know a student interested in learning Alaska Peninsula Sugt'stun (Alutiiq) or Yugtun (Yup'ik)?

Join us for 7 weeks of Virtual Language Classes!

## WHAT YOU'LL LEARN:

- How to Introduce yourself and family in casual settings
- Develop basic reading skills and learn the alphabet
- Learn how to construct simple sentences
- Be able to express basic haves and wants
- Be able to hold a small conversation
- Play Go Fish! (Iqallugsurten!)

Dates: Feb. 9th - April 3rd (will pause for Spring Break)

Who: *High School Students enrolled in LPSD, DCSD, BBBSD, & SWRS* (available for dual credit through BBRCTE/UAF)

Class Meeting Days/Times: *Mon/Tue/Thu 1:30 - 2:30 PM*

Please email [culture@bbrcte.org](mailto:culture@bbrcte.org) by January 9<sup>th</sup> if you're interested in registering . Seats are limited.



# VIRTUAL SONG AND DANCE

Please join us for virtual traditional song and dance  
Fridays from 12:30pm-1pm  
February 6th-April 17th

\*Will pause for Spring Break on March 13th



Guest instructors will be highlighting all 3 cultural groups from the Bristol Bay Region

- Alutiiq
- Dena'ina
- Yup'ik

Register ahead of time to receive the zoom link and reminders:



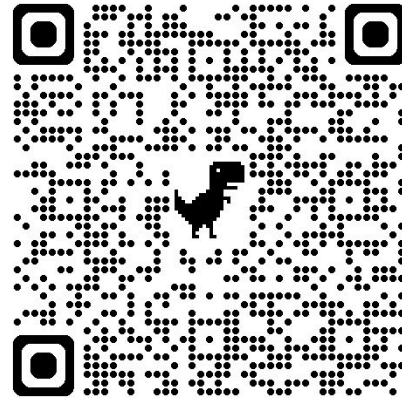
# Patty Internship

- Started Internship 2 this January, working with students grades 9th-12th individually and in groups for social emotional learning, career exposure opportunities, postsecondary planning, academic planning, goal setting, supporting referrals for external services, etc. 117

# We're Hiring!

- BBRCTE Outreach and Communications Career Guide

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# Partner & External Opportunities

Yagheli du! We invite you to join our...

## 2ND YEAR BEGINNER

# DENA'INA

# LANGUAGE CLASS

**Tuesdays + Thursdays 2:30 - 3:15 PM on Zoom**  
**January 20<sup>th</sup>, 2026 - April 2, 2026**

This class is available to high school and elementary students of the Bristol Bay region as well as anyone interested in studying Inland and Iliamna dialects of Dena'ina.

**Register at:**



**Instructors:**

Michelle Ravenmoon  
Bianca Jensen  
Ethan Atwater  
Danielle Stickman

**URL:**

<https://app.smartsheet.com/b/form/019aff7275a4755895ad76694093decb>



## Applications are Open for the 2026 BBNC Culture Camps!

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Applications are open for the 2026 Bristol Bay Native Corporation (BBNC) Young Adult and Youth Culture Camps! The culture camps are a great opportunity for BBNC shareholders and descendants to immerse themselves in the cultures, languages, and traditions of the Bristol Bay region. Participants will experience camping and living off the land through a variety of activities and from local knowledge bearers from across the region and state.

### Young Adult Culture Camp



**Eligibility:** BBNC shareholders and descendants  
ages 18–26 during camp

**Dates:** June 10–14, 2026

**Location:** Alaska (*specific location TBD*)



### Youth Culture Camp



**Eligibility:** BBNC shareholders and descendants  
in grades 9–12 in the 2025–26 school year

**Dates:** July 30 – August 4, 2026

**Location:** Alaska (*specific location TBD*)



To learn more and apply, scan the QR code for the camp you're interested in attending. The application deadline for both camps is **Thursday, April 16, 2026, at 5:00 p.m. Alaska time**. Space is limited, so we encourage you to apply early. If you have any questions, please contact Rebecca Sedor at [rsedor@bbnc.net](mailto:rsedor@bbnc.net) or (907) 266–1522.

# RURAL ALASKA HONORS INSTITUTE



May 26<sup>th</sup> - July 10<sup>th</sup>, 2026

*Challenge Yourself*

Since 1983, RAHI has been giving rural and Alaska Native students an unforgettable crash course in college success. At RAHI, students earn up to ten college credits in six weeks and learn how to thrive academically by experiencing life on campus, building self-confidence, and developing a statewide community to carry with them throughout their lives.

Application Period:  
**JAN. 1 - MARCH 1, 2026**

## Prepare for Your Future

- ★ Free college experience
- ★ Free college credits
- ★ Scholarship opportunities
- ★ Mentor relationships
- ★ Connect with peers across the state



Apply at [uaf.edu/rahi](http://uaf.edu/rahi) or scan the QR code using a smartphone.



## Eligibility Requirements

- ✓ Alaska Native or rural Alaskan
- ✓ High school junior or senior
- ✓ 3.0 or higher GPA
- ✓ Ability to read at or above grade level
- ✓ Committed to postsecondary education

## CONTACT US:

Rural Alaska Honors Institute

✉ [uaf-rahi@alaska.edu](mailto:uaf-rahi@alaska.edu)

☎ (907) 474-5876

🌐 [www.uaf.edu/rahi/](http://www.uaf.edu/rahi/)

**UAF** RURAL ALASKA HONORS INSTITUTE  
University of Alaska Fairbanks



WWAMI  
School of Medical Education  
UNIVERSITY of ALASKA ANCHORAGE



# Della Keats



**DELLA  
KEATS**  
Health Sciences Program

*Summer 2026*



**Are you a high school junior or senior interested in health care??**

Experience university residential life, complete health science-related pre-college coursework, and job shadow different medical or health care professionals!

**Application Deadline: February 13, 2026**



**Apply Today!**

[uaa.alaska.edu/dellakeats](http://uaa.alaska.edu/dellakeats)



## Lisa Murkowski Summer Internship:

It's that time of year again to spread the word about a cool opportunity for Alaska's graduating high school seniors. Senator Murkowski is seeking applications for her annual Summer High School Internship Program. More details are available in the attached and at <https://www.murkowski.senate.gov/assistance/students/internships>. But in short:

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**Who:** Alaskan graduating high school seniors may apply for the internship. A total of twenty students will be selected.

**What:** Graduating high school seniors will have the opportunity to work in a professional office, learn about the United States Congress, attend hearings and briefings, shadow the Senator, perform special projects, and explore Washington, D.C. Interns will be paid a stipend that is intended to help defray the costs of transportation to and from Washington, D.C. and housing.

**When:** Ten of the twenty selected students will serve in the first session from June 1 to June 26 and the other ten will serve in the second session from July 13 to August 7. Applicants may indicate their preference on the application.

**Where:** Interns will be housed at the Washington Intern Student Housing dorms on Capitol Hill, two blocks from the Senate Office Buildings. The dorms have a kitchen area and are furnished.

**How:** The application, which includes additional details, is found at [https://www.murkowski.senate.gov/imo/media/doc/2026\\_high\\_school\\_intern\\_information\\_and\\_application\\_form.pdf](https://www.murkowski.senate.gov/imo/media/doc/2026_high_school_intern_information_and_application_form.pdf).

**Deadline:** The deadline to apply is 11:59 p.m. Alaska time on Monday, March 23, 2026. Applications should be sent via email to [angelina\\_burney@murkowski.senate.gov](mailto:angelina_burney@murkowski.senate.gov) to ensure they arrive by the deadline. Although applications may be sent by U.S. Postal Service, FedEx, etc., the Senate's mail screening process will add additional time to the delivery. *No late applications will be considered.*

**Questions:** If you or any student interested in applying, or a parent has a question, please feel free to contact Angelina Burney at 202-224-9302.



UNIVERSITY of ALASKA SOUTHEAST

# ALASKA AQUACULTURE SEMESTER

STUDY SUSTAINABLE OCEAN FARMING  
FALL SEMESTER 2026

Hands-on training in mariculture and salmon enhancement, blending lab and field experience with essential maritime skills. Situated in Sitka's pristine waters, it's perfect for practical learning.

- ✓ FISH PATHOLOGY
- ✓ ALASKA AQUACULTURE LAB
- ✓ ALASKA SALMON CULTURE
- ✓ AQUACULTURE INTERNSHIP
- ✓ INTRO TO MARICULTURE
- ✓ MOTOR MAINTENANCE
- ✓ COLD WATER SURVIVAL
- ✓ SMALL VESSEL OPERATOR



FOR MORE INFO:

✉ [ABOWERS4@ALASKA.EDU](mailto:ABOWERS4@ALASKA.EDU)  
🌐 [AQUACULTURESEMESTER.ALASKA.EDU](http://AQUACULTURESEMESTER.ALASKA.EDU)





APRIL 26-28  
2026

# ALASKA AQUACULTURE LAB

## 3-DAY COURSE AT UAS SITKA

Explore the biology and cultivation methods for shellfish, seaweed and salmon species through engaging lectures, interactive labs, and exciting field trips to local salmon enhancement facilities and mariculture farms. Gain the skills needed to succeed in this thriving industry!



### FOR MORE INFO:

✉ [ABOWERS4@ALASKA.EDU](mailto:ABOWERS4@ALASKA.EDU)

🌐 [UAS.ALASKA.EDU/CAREER\\_ED/FISHERIES](http://UAS.ALASKA.EDU/CAREER_ED/FISHERIES)

# YAMAHA OUTBOARD MAINTENANCE CERTIFICATION: TRAIN THE TRAINER **4-TEACHERS** **June 16-27th, 2026**

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each. Additionally,  
this course requires completion of an online module and a  
final test PRIOR to arrival in Valdez.

This 3-Credit Summer Semester  
Professional Development course is:

- Free to Alaska teachers!
- Held in Valdez, Alaska
- Includes tuition, housing, and partial travel reimbursement



## Who should come?

- Intended for teachers who want to be able to lead courses in outboard engine service instruction.

## Why Should You Come?


- The Yamaha Maintenance Certification Program, Maintenance Training Courses are broken out into 4 in-person modules and completion of ITOS, which is 10 online modules and a final exam, PRIOR to arrival in Valdez for in-person training. They are customizable for each school/area's needs. The 5 modules include:
  - Intro to Outboard Systems (to be completed online before camp starts).
  - Portable 9.9hp Engines
  - Mid-range F30/40 HP
  - Inline F150 HP
  - V-engine 4.2L 225+HP
- All students that complete all 5 modules will be able to teach and certify students in their district for all 5 modules.

## What to Expect

- ✓ Boat trip on Prince William Sound
- ✓ Looking at vocational opportunities available for Marine Engine Technicians
- ✓ Preparation to lead courses in outboard engine service instruction
- ✓ Teachers who successfully complete the course will be qualified to teach and certify students in all modules

## Contact Information

Contact: Katie Bobowski

 [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

Register at:  
[bit.ly/3LI2Cn6](https://bit.ly/3LI2Cn6)  
or scan the QR code.



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# MARINE ECOLOGY & MARICULTURE

## 4-TEACHERS

May 30th-June 5th, 2026

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each.

This 3-Credit Summer Semester Professional Development course is:

- Free to teachers!
- Held in Seward, Alaska
- Includes tuition, housing, and partial travel reimbursement



### Who should come?


- Intended for teachers of science who are not science teachers by training.

### Why Should You Come?

- Gives teachers the ability to reconnect to and re-energize their passion for teaching.
- Activities will provide hands-on outdoor training while using the location as an outdoor lab for place-based learning.
- Explore the interconnected relationships of the marine ecosystem.
- Develop place-based, culturally-responsive knowledge, awareness, and practical skills.

### Contact Information

Contact: Katie Bobowski

 [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

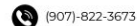
### ACTIVITIES MAY INCLUDE

- ✓ Investigate the intertidal ecosystem
- ✓ Kayaking in Resurrection Bay
- ✓ Hike in a temperate rainforest with local science experts
- ✓ Tour a tribally managed marine research facility
- ✓ Carry out basic shore-based and boat-based marine ecology research techniques

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# MARINE ECOLOGY & MARICULTURE

## 4-TEACHERS

August 2nd-8th, 2026

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each.

This 3-Credit Summer Semester Professional Development course is:

- Free to teachers!
- Held in Valdez, Alaska
- Includes tuition, housing, and partial travel reimbursement



### Who should come?

- Intended for teachers of science who are not science teachers by training.

### Why Should You Come?

- Gives teachers the ability to reconnect to and re-energize their passion for teaching.
- Activities will provide hands-on outdoor training while using the location as an outdoor lab for place-based learning.
- Explore the interconnected relationships of the marine ecosystem.
- Develop place-based, culturally-responsive knowledge, awareness, and practical skills.

### ACTIVITIES MAY INCLUDE

- ✓ Investigate the intertidal ecosystem
- ✓ Kayaking in Valdez Harbor
- ✓ Tour of fish hatchery
- ✓ Exploration of Bligh Reef, site of Exxon Valdez Oil Spill
- ✓ Carry out basic shore-based and boat-based marine ecology research techniques

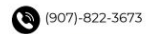
### Contact Information

Contact: Katie Bobowski  
✉ [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

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(907)-822-3673



<https://pwsc.alaska.edu/>

# ECOLOGY OF GLACIER

## BAY 4-TEACHERS

June 11th-17th, 2026

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each.

This 3-Credit Summer, 1-Credit Fall Semester  
Professional Development course is:

- Free to Alaska teachers!
- Held in Gustavus, Alaska
- Includes tuition, housing, and partial travel reimbursement



### Who should come?

- Intended for teachers of science who are not science teachers by training.

### Why Should You Come?


- Gives teachers the ability to reconnect to and re-energize their passion for teaching.
- Activities will provide hands-on outdoor training while using the location as an outdoor lab for place-based learning.
- Develop place-based, culturally-responsive knowledge, awareness, and practical skills.
- Collaborative workshop activities allow teachers to meet and network with other educators who are living through the same experience.
- Explore the unique ecology of Glacier Bay National Park.

### ACTIVITIES MAY INCLUDE

- ✓ Boat trip into Glacier Bay National Park
- ✓ Hike in a temperate rainforest
- ✓ Investigate the intertidal ecosystem
- ✓ Visit the Xunaa Shuká Hít, the Huna Tribal Ancestors' House

### Contact Information

Contact: Katie Bobowski

 [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

Register at:  
[bit.ly/3LI2Cn6](https://bit.ly/3LI2Cn6)  
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National Institute of Food and Agriculture  
U.S. DEPARTMENT OF AGRICULTURE

 (907)-822-3673

 [pwsc.alaska.edu/](http://pwsc.alaska.edu/)

# COASTAL ALASKA ECOLOGY 4-TEACHERS

May 28th-June 3rd, 2026

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each.

This 3-Credit Summer, 1-Credit Fall Semester  
Professional Development course is:

- Free to Alaska teachers!
- Held in Cordova, Alaska
- Includes tuition, housing, and partial travel reimbursement



## Who should come?

- Intended for teachers of science who are not science teachers by training.

## Why Should You Come?

- Gives teachers the ability to reconnect to and re-energize their passion for teaching.
- Develop place-based, culturally-responsive knowledge, awareness, and practical skills.
- Collaborative workshop activities allow teachers to meet and network with other educators who are living through the same experience.
- Mixes classroom activities with place-based/outdoor activities, which asks the teachers to not only consider their curriculum, but to also consider their classroom environment.



## ACTIVITIES MAY INCLUDE

- ✓ Hike in a temperate rainforest
- ✓ Field research activities in wetlands
- ✓ Investigate the intertidal ecosystem
- ✓ Boat trip in Prince William Sound

## Contact Information

Contact: Katie Bobowski  
✉ [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

Register at:  
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# FAR NORTH AGRICULTURE

## 4-TEACHERS

July 26th-August 1st, 2026

\*2 required Zoom sessions prior to the onsite course.  
Times/Dates TBD. Approximately 2 hours each.

This 3-Credit Summer, 1-Credit Fall Semester  
Professional Development course is:

- Free to Alaska teachers!
- Held in Fairbanks, Alaska
- Includes tuition, housing, and partial travel reimbursement



### Who should come?

- Intended for teachers of science who are not science teachers by training.

### Why Should You Come?

- Gives teachers the ability to reconnect to and re-energize their passion for teaching.
- Develop place-based, culturally-responsive knowledge, awareness, and practical skills.
- Collaborative workshop activities allow teachers to meet and network with other educators who are living through the same experience.
- Mixes classroom activities with place-based/outdoor activities, which asks the teachers to not only consider their curriculum, but to also consider their classroom environment.



### ACTIVITIES MAY INCLUDE

- ✓ Tour of a local farm
- ✓ Introduction to hydroponics
- ✓ Forestry management
- ✓ River float trip

### Contact Information

Contact: Katie Bobowski

✉ [uaa\\_pwscforteachers@alaska.edu](mailto:uaa_pwscforteachers@alaska.edu)

Register at:  
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## ELEVATE YOUR CTE TEACHING SKILLS IN WELDING OR CULINARY ARTS



### Join AVTEC's hands-on intensive!

Are you ready to take your CTE teaching to the next level? AVTEC is excited to offer **one-week CTE intensives in Welding or Culinary Arts**, designed exclusively for Alaska's secondary CTE teachers.

**Experience:** Five days of immersive, hands-on training in AVTEC's state-of-the-art labs, guided by expert faculty.

**Focus:** Strengthen your technical skills, explore industry standards, and learn innovative teaching strategies to bring back to your classroom.

You'll also join a **Professional Learning Community** through the Alaska Education Exchange, connecting with peers statewide to share ideas and lesson plans.

**Dates:** May 25–29, 2026

**Location:** AVTEC Campus, Seward, Alaska

**Cost:** **No tuition or fees!** Perkins PD funds cover your room, board, and supplies.

### Why participate?

- Gain technical experience in your pathway.
- Develop engaging teaching methods aligned with industry standards.
- Network with CTE professionals and AVTEC faculty.
- Impact your students' success and future career opportunities.

Spots are limited! **We're limiting enrollment to six teachers for Culinary Arts and nine teachers for Welding.** Don't miss this opportunity to grow professionally and inspire your students.

### Apply now or learn more:

shannon.ryan@avtec.edu / (907) 224-6145

Let's work together to strengthen CTE education across Alaska!

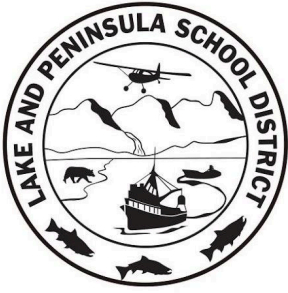


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# Contact Info

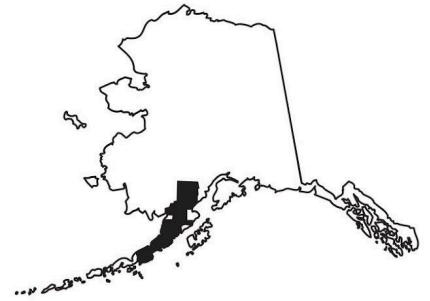
- 907 318-3011
- [pmccasland@bbrcte.org](mailto:pmccasland@bbrcte.org)



# THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive  
King Salmon, AK 99613  
907-246-4280

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



**Date:** February 6, 2026  
**To:** LPSD School Board Members  
**From:** Bill Cornell- Director of Personnel  
**Re:** February Personnel Report

## **FY27 LPSD School Calendar**

The 2026-2027 DRAFT LPSD School Calendar is attached to the Board's packet for consideration and feedback. This draft has been discussed with our Admin Team and shared with school staff and the District Student Government for feedback. After the Board's initial review during this month's work session, the calendar will go to LSACs for further review and feedback, before proposing final site calendars for approval to the Board in April.

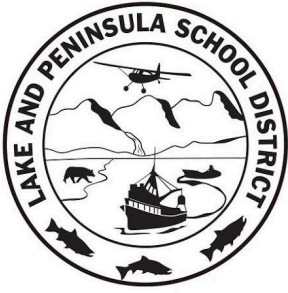
## **Spring Tutor and Student Teacher Orientation**

We were able to welcome, orient, and shop with student teachers and tutors January 8-10. Currently, we have six student teachers serving in Newhalen, Nondalton, Port Alsworth, Port Heiden, and Chignik Lake; and, three tutors serving in Chignik Lake, Kokhanok, and Nondalton. We are fortunate to have these individuals serving our students in our schools this spring!

## **Staff Retention "Staff" Surveys**

We will be implementing a Staff Retention Survey again this year in the interest of gaining perspective on why staff decide to stay with, or leave, LPSD. This survey, which we implemented for the first time last year, provides valuable information on retention. I will be sure to share feedback from the survey with the Board.

Chignik Bay • Chignik Lagoon • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock • Newhalen  
Nondalton • Chignik Lake • Perryville • Pilot Point • Port Alsworth • Port Heiden • Pedro Bay



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## **Staff Recognition**

I want to thank the following individuals, who will be resigning at the end of their current contracts, for their service to LPSD:

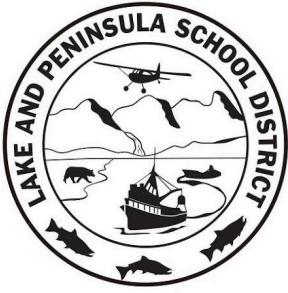
- Cam Metzgar- For the past 20 years, Cam has been one of our bedrock educators, providing mentorship and inspiration to many throughout the district. His service in Nondalton (seven years), Kokhanok (two years), and Port Alsworth (11 years) has positively impacted so many students. In addition, his calm, humble demeanor, and depth of knowledge, has led to immense respect from colleagues. Thank you, Mr. Metzgar!
- Nicole Metzgar- After completing seven years of teaching in Nondalton, Nicole transferred to Kokhanok for two years where she taught and served as Head Teacher, and then Principal-Teacher. For the past 11 years, Nicole has been serving in Port Alsworth. We've been fortunate to have Ms. Metzgar serve as our Curriculum Director for the past five years, providing professional development and well organized inservices, with a positive can-do attitude. In addition to serving as Curriculum Director, Ms. Metzgar has also served as Itinerant Principal of Meshik School this year. Thank you for your leadership, Ms. Metzgar!
- Kate Cornell- After a year teaching as a secondary generalist in Chignik Lake in 2006, Kate transferred to Newhalen and taught there until 2016. For the next seven years, she served as Child Find Coordinator, Migrant Ed. Coordinator, Executive Assistant to the School Board, and Curriculum Director, before transitioning back into the classroom in 2023. Your flexibility and leadership is inspiring, Kate!
- Melody Schilke- Ms. Schilke was the head teacher and elementary teacher in Chignik Lake for one year, and South Area Principal for the past two years. You have been such a solid foundation for the south over the past three years, Ms. Schilke. Thank you!

## **Certified Recruitment/Staffing:**

We continue to be fully staffed for the spring semester!

FY27 Teacher contracts were issued on January 21, 2026. The 30 day window for teachers to accept or reject their contracts closes on February 20. This will allow us to know exactly where all of our teacher openings will be, then work towards filling them with qualified candidates.

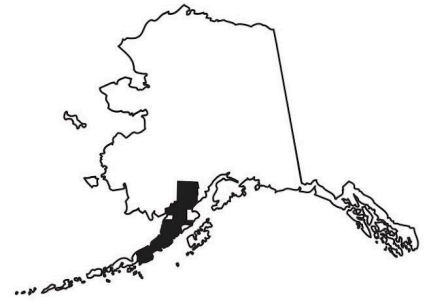
Chignik Bay • Chignik Lagoon • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock • Newhalen  
Nondalton • Chignik Lake • Perryville • Pilot Point • Port Alsworth • Port Heiden • Pedro Bay



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Currently, we have the following openings posted to our website, and the Alaska Educator Retention and Recruitment Center (formerly ATP), for the 2026-2027 school year. If you hear of any interested candidates, please feel free to share my contact information with them.

- Itinerant SPED Teacher- Based in Chignik Lagoon or Chignik Lake
- Itinerant SPED Teacher- Based in Nondalton
- Secondary Generalist- Tanalian School- Port Alsworth
- Secondary ELA/Social Studies- Newhalen School
- South Area Itinerant Principal- Based in Chignik Lake or Perryville
- Director of Personnel- In-Region Preferred
- Director of Curriculum- Internal Posting Only

### **Contract Adjustments:**

FY26 contract adjustments, and FY27 contracts movement are outlined on the Personnel Approval List.

As always, please reach out to me at [bcornell@lpsd.com](mailto:bcornell@lpsd.com), or at (907)571-1211 if you have any questions.

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NAME	LOCATION	REASON	NOMINATOR, POSITION
Justin Zimin	Palmer	Justin contributes to the culture of our school district in a way that feels both grounding and uplifting. He is consistently kind, patient, and deeply understanding, listening with true intent to hear and learn from others. His calm and approachable presence builds trust and ease, and he brings a warmth to everyday interactions that helps people feel comfortable and supported. He approaches his work with persistence and care, especially in his advocacy for culturally responsive teaching and classes. Justin regularly seeks outside perspectives and welcomes feedback in order to see the bigger picture and better understand the systems that influence our processes. With that understanding, he works thoughtfully to make those processes smoother and more supportive for everyone involved, always keeping students at the center of his decisions. He has also been a wonderful cubicle neighbor and the kind of colleague whose presence quietly makes the workday better. I admire his passion and the intention he brings to making education, especially education connected to culture, more accessible to students across our region. His quiet leadership, integrity, and steady encouragement leave a lasting and meaningful impact on our school community.	Cassie McArthur, Student Data/Federal Programs
Dawna French	Palmer	Dawna brings a bright and joyful energy into the office that truly feels like sunshine. Always bubbly and kind, her presence naturally lifts the spirits of those around her. It is impossible not to smile or feel a little lighter when she is nearby. She offers a listening ear without judgment and provides encouragement in the moments it is needed most. Dawna is a true gem who cares deeply not only about the work she does, but about the people around her as well. Her passion and giftedness shine through in both big and small ways, creating a sense of connection and belonging. The warmth and positivity she brings each day make a meaningful and lasting impact to those around her.	Cassie McArthur, Student Data/Federal Programs
Melody Schilke	Chignik Lake	Melody serves our south sites with a presence that is both visible and deeply supportive. She actively engages with students and families within her communities, building genuine connections and fostering a strong sense of belonging. I especially appreciate the way she shares the happenings at her schools, celebrating students, staff, and everyday moments that reflect a healthy and engaged school culture. She is equally supportive of staff and works diligently to ensure that documentation, compliance, and operational details are handled with care and consistency. The role of a principal carries many complexities and behind the scenes responsibilities, and she navigates these demands with steadiness and professionalism. Even in challenging or nuanced situations, she leads with grace and ensures that the focus remains on students and the communities she serves. Melody's commitment and balanced leadership make a meaningful and positive impact across our south sites.	Cassie McArthur, Student Data/Federal Programs
Ed Lester	Newhalen	Ed Lester goes above and beyond for not only his school, but the entire school district and all students. He is a great leader for the students of Newhalen school to look up to. He works hard, gives selflessly and is an all around great person. Thank you Mr. Lester for all that you do for our school we are thankful for the generous amounts of time and love you pour into our school and community.	Administrator, Iliamna Village Council
Evelynn Trefon	Newhalen	Evelynn is equally the Jill of all trades. Evelynn is the calm in all the chaos she prepares for meetings well in advance, keeps our teachers, students and community well informed, ensures all kids are accounted and cared for. Evelynn is someone everyone can look up to and learn from. Evelynn cares for everyone, for example during this cold spell we are having she went out of her way to make sure all students stayed inside after school until parents picked them up, she made sure all elders had enough heating fuel. She truly is one of a kind. Thank you for all your hard work Evelynn.	Administrator, Iliamna Village Council

LPSD SHINING STARS, FEBRUARY, 2026

Stephanie Barthelman	Iliamna	This school year, Steph has taken on the role of Student Government Advisor at Newhalen and it has been a joy to watch her step into the role. She is at every event, supporting our youth in learning skills such as responsibility, ownership, money management, and the importance of supporting your peers and community. She has helped students bring exciting events to the school this year such as a Glow Run / Turkey Trot and gingerbread decorating night. Quyana Steph for your continued advocacy for our youth and supporting them as they develop into leaders!	Patricia McCasland, Career Guide
Ed Lester	Newhalen	I am a better human and educator every day because of Ed's leadership at our school. He is an incredible role model for what it means to be an educator, to advocate for you, to create safe spaces for them to feel like their most authentic selves. He brings a humorous approach to the school that many of the students enjoy. He meets students where they are and holds everyone to high expectations. He is selfless and never complains which is what makes him an incredible leader. He supports students in everything they want to do, no matter how crazy the idea. He helps provide guidance and expertise based on all of his years working in the district. He leads morning workouts to provide youth with an opportunity to engage in healthy lifestyle choices. He steps in when staff are out and subs are not available. He jumps to help you when you are in need, no questions asked. Ed is an incredible human and the influence he has doesn't stop at his office or our school days, it radiates into the community. When students are visiting from other sites, he makes an effort to say hi to each and every one of them. He makes a personal connection with them because he cares about them as students and as humans. I am grateful to know Ed and work alongside him to support youth all across our district. Quyana for all that you do Ed, it does not go unnoticed!	Patricia McCasland, Career Guide
Eric Oba	Nondalton	I am nominating Mr. Oba for a Shining Star because he is an incredible addition to our LPSD family. He jumped in day one and has built incredible rapport with his students. When I meet with students from his school, I can see that rapport in the way that they interact with him and especially when they joke with him. He is a great advocate for his students and pushes them to be creative problem solvers that care about their community. He brings them outside to engage in place based science lessons, he makes personalized music playlists to play during the school day, writes daily jokes and riddles on the board, and supports students in seeking external opportunities outside of the classroom such as BBRCTE courses and . Little things like these really make a difference in cultivating a school environment where students feel safe, connected, and excited to learn! Quyana for all that you do Mr. Oba!	Patricia McCasland, Career Guide
Diana Hejtmanek	Chignik Lake	Diana is an incredible supporter and advocate for her students. She cares for them deeply and that is evident in her ability to seek out professional development opportunities to strengthen her craft, her willingness to answer my emails and phone calls to collect student paperwork or hear about new opportunities, her encouragement in students taking BBRCTE courses both online and in person, and the list goes on! When students are navigating challenges, she is proactive and forward thinking to best meet their needs while creating a safe and welcoming space for her students to be their most authentic selves. Her genuine love and care for her students shines through each and every day. Keep up the great work Diana!	Patricia McCasland, Career Guide
Courtney Boskofsky	Chignik Lake	I wanted to take a moment to recognize Courtney for all of her hard work this school year! She has taken a lot of interest in seeking out opportunities to learn and grow outside of the classroom. She jumped into District Student Government mid year after we had an opening, accepted an opportunity to serve on an advisory board, has expressed interest in advocacy even though it can be scary to use your voice. She was offered an opportunity to serve in a support role in our upcoming Sugt'stun Language course. Her desire to better her community and be involved in language revitalization efforts is admirable. She is a role model for students in our region and watching her grow into a leader has been such a joy this year! Keep up the great work!	Patricia McCasland, Career Guide

LPSD SHINING STARS, FEBRUARY, 2026

Cassie McArthur	Palmer	Cassie does an outstanding job turning around files for transfer students and responding to special requests for records. She is very speedy, gracious, and cheerful. In recent months, she has also been programming special reports that support principal, teacher, and student services efforts to increase student learning by having easy access to data. She is a Shining Star for our district!	Nate Davis, Principal
Patti Brock	Port Alsworth	Patti Brock is a steady and faithful teacher. She is successful in teaching our youngest students their reading, writing, and arithmetic. Her quiet spirit adds calm to the room and her students and aides respond in turn. In addition, Mrs. Brock helps the high school students by doing the scorebook for their volleyball and basketball games- always saying, "yes," when asked. Patti Brock is a Shining Star for Tanalian School.	Nate Davis, Principal
Niki Thurkow	Port Alsworth	Niki is a vital part of our basketball and volleyball officials team. She keeps the scorebook or scoreboard at nearly all of our home games. We are so thankful for her willingness to serve and to be available to support our student activities! Her sweet spirit and easy smile can only nearly be disrupted by very exciting ball games with her at the controls! Niki Thurkow is a Shining Star for Tanalian School!	Nate Davis, Principal
Mark McGee	Port Alsworth	Mark is a vital part of Tanalian School's activity scene, always calling in advance to volunteer to help out with anything. In recent years, he has become our head volleyball and basketball official, not only getting certified on his own accord, but also constantly learning. He watches recordings of expert trainers as well as recordings of himself to strive to improve. He also recruits, trains, and motivates younger sports enthusiasts to get certified, officiate our games, and to improve. Mark McGee is a Shining Star for Tanalian School!	Nate Davis, Principal
Nicole Metzgar	Port Alsworth	Nicole Metzgar is a longtime, dedicated educational professional, supporting our whole district as our Curriculum Director and Meshik School as principal. In addition, she coaches Tanalian girls basketball, training them to strive for excellence in character and skills. In this, her last year, we remember her 20 years in LPSD at several of our schools, supporting student learning as mentor, writing prompts guru, classroom learning, and so many other hats well-worn. Nicole Metzgar is a Shining Star for LPSD!	Nate Davis, Principal
Bill Cornell	Newhalen	Bill Cornell has served LPSD so well and so graciously for 20 years. In this his last year, we remember his teaching days, Curriculum Director days, the wild game he has harvested and shared, and his Director of Personnel days among a few great hats he has worn. And, oh, the number and quality of the teachers, tutors, student-teachers, principals and other staff he has recruited and trained! Bill Cornell is a Shining Star for LPSD!	Nate Davis, Principal
Cam Metzgar	Port Alsworth	Cam is a steady-eddy in the classroom, quietly and calmly teaching up students in LPSD for 20 years. His students consistently score at the top of the state in Reading, Writing, and Math! He has it figured out-systematic and comprehensive instruction! In addition, he prepares his students for Battle of the Books, where his teams often make it to state and won the State Championship in 2023. He is also our Tech Liaison, fixing all he can and keeping our tech up and running to support learning. Cam Metzgar is a Shining Star for LPSD!	Nate Davis, Principal
Sherri Davis	Port Alsworth	Sherri is not only a successful long-term aide for our elementary students, but continues to take parapro courses to improve herself and student learning and assessment. In addition, she is a key part of our sports officials team, keeping the scorebook or the scoreboard for nearly every home basketball or volleyball game. She also multiplies herself by training other officials, helping make Tanalian School even more robust in hosting excellent activities. Sherri Davis is a Shining Star for Tanalian School and LPSD!	Nate Davis, Principal

LPSD SHINING STARS, FEBRUARY, 2026

Brandey Voran	Port Alsworth	Aunt Brandey is a fan favorite of her students, teaching them their standards diligently with energy, smiles, and accountability. She also instigates school wide projects with her students, teaching them community service as they often decorate the whole school with their projects, Thanksgiving turkeys, Valentine hearts, and Easter bunnies, among others. She also leads her high school math students to sponsor Pi Day for all the K-12 students, complete with out of class math activities and eatable pie for the winners. Brandey Voran is a Shining Star for Tanalian School!	Nate Davis, Principal
Matthew Grossmann	Port Alsworth	Matthew Grossmann is a servant leader of the highest caliber. Not only does he teach the full LPSD schedule with multiple subjects over seven grade levels, but he goes out of his way to help in many, many other ways. Mr. Grossmann jumps in to help with custodial, maintenance, lunch, and live streaming- wherever sees a need. This year, he said "yes" to the Knik Tribe's initiative to get GlowForge and 3D printing into rural schools. He not only hosted the weeklong STEM teachers and projects for all of our students, but has continued to engage the students and the GlowForge in STEM projects throughout the year. His leadership with LPEA is an example of even one more service to teachers and LPSD. Matthew Grossmann is a Shining Star for Tanalian School and LPSD!	Nate Davis, Principal
Nathan McArthur	Palmer	Nathan McArthur underwent a major shift this school year by taking on the Teacher Coordinator position for LakeView Homeschool in addition to his educational technology position. Going into this new structure for our LPSD homeschool, there were a lot of unknowns. However, the creation of this new position, with Mr. McArthur taking the lead, has worked wonders for students. He has given students and parents more time and expertise than we could ever have accomplished under the old system. In addition, his skills in technology have been a great complement to his experience as a teacher in providing both improved learning opportunities and organization for students/parents/principal. Nathan McArthur is a Shining Star for LakeView Homeschool and LPSD!	Nate Davis, Principal
Christian Meneskie	District-wide	Christian Meneskie has been a teacher in the LPSD Distance Program for many years. His expertise and persistence in mathematics has been a real asset to LPSD as he provides daily, personal, and skilled instruction for so many students. He provides excellent opportunities for students to progress in math, to receive extra help in math, and to make up any assignments they may have missed. In addition, his service allows onsite teachers more time to focus on the other subjects with their students when mathematics is not their strength. Christian Meneskie is a Shining Star for our Distance Program and LPSD!	Nate Davis, Principal
Marli Nikolaus	District-wide	Marli is a bright and energetic teacher who provides joyful English instruction to more than sixty students in LPSD. She inspires them to completion and strives for excellence in her teaching of Reading and Writing standards. She is prepared, organized, and relentless in her pursuit of student progress. In addition, since she is teaching English for so many sites, she is a blessing to so many onsite generalist teachers who then have extra time to aim for student progress in the other subjects. Marli is a Shining Star for the Distance Program and LPSD!	Nate Davis, Principal

## LPSD SHINING STARS, FEBRUARY, 2026

Ed Lester	Newhalen	<p>I'd like to stream those shining star beams on Ed Lester. His tireless involvement often goes without thanks, not because it goes unnoticed, but because it's just his character and it has just become expected of him. Ed's obvious love for our district and every kid that has come through it began years before he even had kids of his own here. His willingness to step in wherever needed speaks volumes about his character and his unwavering love for the district, every student that has passed through it and his staff. I have included (sent in an email) a few pictures of Ed donning just a few of the many hats he often wears, which include (but are not limited to) a principal, sports director, friend, counselor, mentor, teacher, fan, coach, referee, cook, dishwasher, janitor and let us not forget perhaps the most important of all, a husband and a father. Ed, thank you for your unmatched commitment and dedication to our district, our students, your staff and peers; YOU ROCK!!!</p>	Sarah John, Paraprofessional
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**LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL**

**RESIDENCY AND REMOTE WORK**

**BP 4180/4280/4380**

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

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

*Adopted 02/2026*

Lake and Peninsula School District

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## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

### RESIDENCY AND REMOTE WORK

AR 4180/4280/4380

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

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

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

#### **Procedure**

Any employee seeking remote work or telecommuting must enter into a written remote work agreement. A request for remote work or telecommuting will be evaluated based upon the following factors:

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

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

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

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

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

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

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

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

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

*Adopted 02/2026*

**Lake and Peninsula School District**

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## **LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 1000 - COMMUNITY RELATIONS**

### **VISITS TO THE SCHOOLS**

**AR 1260**

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

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

### **Conduct on School Property**

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

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

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

*Adopted 02/2026*

**Lake and Peninsula School District**

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## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

### ADMISSION

BP 5111

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

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

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

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

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

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5116 - School Attendance Boundaries)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12<sup>th</sup> grade, is of school age. [AS 14.03.070](#). The school year begins on July 1 and ends June 30.

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

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

*Legal Reference:*

ALASKA STATUTES

*14.30.010 When attendance compulsory*

*14.03.020 School year*

*14.03.070 School age*

*14.03.080 Right to attend school*

*14.30.045 Grounds for suspension or denial of admission*

*14.03.160 Suspension or expulsion of students for possessing weapons*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.055 Immunizations required*

UNITED STATES CODE

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

*Revised 02/2026*

Lake and Peninsula School District

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## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

### ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128

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

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

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

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

*(cf. 5125.2 - Challenging Student Records)*

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

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

Legal References:

ALASKA STATUTES

*14.03.113 District determination of scholarship eligibility*

*14.43.810-.849 Alaska Performance Scholarship Program*

**ALASKA ADMINISTRATIVE CODE**

*4 AAC 43.010-.900 Alaska Performance Scholarship Program*

*Revised 02/2026*

**Lake and Peninsula School District**

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## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 - STUDENTS

### ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

AR 5128

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

#### **Eligibility Determinations**

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

##### **A. Course Work Requirements**

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

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

#### **Curriculum Requirements**

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

##### **Math and Science Curriculum:**

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

- vii. calculus II
  - viii. statistics.
2. Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:
- i. physical science;
  - ii. earth science;
  - iii. biology;
  - iv. chemistry;
  - v. physics;
  - vi. marine biology;
  - vii. anatomy and physiology.
3. Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. composition;
  - ii. American literature;
  - iii. world literature;
  - iv. speech and debate;
  - v. advanced composition;
  - vi. creative writing;
  - vii. British literature.
4. Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:
- i. World history;
  - ii. American history;
  - iii. geography;
  - iv. American government/civics;
  - v. economics;
  - vi. Alaska history;
  - vii. western or eastern civilization;
  - viii. psychology;
  - ix. sociology.

#### Social Studies and Language Curriculum

1. Math - 3 units of credit, consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- i. algebra I;
  - ii. algebra II;
  - iii. geometry;

- iv. trigonometry;
  - v. pre-calculus;
  - vi. calculus;
  - vii. calculus II;
  - viii. statistics.
2. Science – 3 units of credit consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- i. physical science;
  - ii. earth science;
  - iii. biology;
  - iv. chemistry;
  - v. physics;
  - vi. marine biology;
  - vii. anatomy and physiology;
3. Language arts – 4 units of credit consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. composition;
  - ii. American literature;
  - iii. world literature;
  - iv. speech and debate;
  - v. advanced composition;
  - vi. creative writing;
  - vii. British literature;
4. Social studies – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. world history;
  - ii. American history;
  - iii. geography;
  - iv. American government/civics;
  - v. economics;
  - vi. Alaska history;
  - vii. western or eastern civilization;
  - viii. psychology;
  - ix. sociology.
5. Foreign, Alaska Native or American sign language – 2 units of credit in the same language.

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

## **B. Grade Point Average and Standardized Examination Scores**

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

### 1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

**or**

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

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

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

### 2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

**or**

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

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

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

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

**or**

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

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

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

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

### **Notice to Parents/Guardians of Eligibility Determination**

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

### **Permanent Record**

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

### **Annual Transmittal of Records**

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

## Appeal Procedures

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

### A. Appeal Form

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

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

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

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

### B. Appeal Process

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

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

### **Extension of Scholarship Eligibility**

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student's graduation from high school.

To qualify for an extension of scholarship eligibility, a student must:

1. Submit a written request to the Commissioner no later than 30 days before the student's period of scholarship eligibility under 14.43.825(b) is set to expire; and
2. Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control.

*Revised 2/2026*

**Lake and Peninsula School District**

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# E 5128 ALASKA PERFORMANCE SCHOLARSHIP (APS)

E 5128(a)



## ALASKA PERFORMANCE SCHOLARSHIP (APS) Sample Appeal Form for Public School Students \_\_\_\_\_ School Year Only

### AS 14.03.113. District determination of scholarship eligibility.

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

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

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ M.I. \_\_\_\_\_ DOB \_\_\_\_\_ AKSID \_\_\_\_\_

Permanent Mailing Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_ Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

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

My ACT score is \_\_\_\_\_ My SAT score is \_\_\_\_\_ My WorkKeys score is \_\_\_\_\_ My GPA is \_\_\_\_\_

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

Were your requirements met by high school graduation? Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

School District Review and Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

Class of 2015 & Beyond

# ALASKA PERFORMANCE SCHOLARSHIP

## Collegiate Eligibility Checklist



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

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

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

### Math & Science Curriculum

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

OR

### Social Studies & Language Curriculum

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

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

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

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

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

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

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

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



Student GPA: \_\_\_\_\_

Student Test Score & Test Date: \_\_\_\_\_

Questions? Visit [APS.alaska.gov](http://APS.alaska.gov)



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

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

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

### Now that you have the APS Award – Keep it!

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

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

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

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

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

**LAKEVIEW HOMESCHOOL CORRESPONDENCE PROGRAM**

**AR 6182**

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

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

**Program Eligibility and Enrollment**

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

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

**Individualized Learning Plan (ILP)**

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

- A. The ILP shall be developed collaboratively by the student (as appropriate), the parent/guardian, and a certificated teacher assigned by the district.
- B. The ILP must:
  - 1. Provide a course of study aligned with state and district standards;
  - 2. Include provisions for ongoing assessment and statewide testing;

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

### **Teacher Liaison Assignment and Duties**

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

The Teacher Liaison shall:

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

### **Monitoring and Contact Requirements**

#### **A. Monthly Two-Way Contact**

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

#### **B. Quarterly Work Sample Review**

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

### **Grades, Records, and Transcripts**

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

## **Student Standing**

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

### **A. Good Standing**

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

### **B. Alert Standing**

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

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

### **C. Removal from Enrollment**

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

## **Attendance for Synchronous or Hybrid Courses**

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

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

## **Assessments and Statutory Compliance**

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

- B. The district shall provide or arrange for secure testing environments.
- C. Parents/guardians shall comply with the AK READS Act, including screening and intervention requirements for K–3 students.

### **Curriculum, Materials, and Equipment**

- A. Curriculum materials and instructional resources must be approved by the district and aligned to state standards.
- B. Materials and services purchased with public funds must directly support instructional needs documented in the ILP.
- C. District-issued equipment and materials shall be returned upon withdrawal or graduation.

### **Parent and Student Responsibilities**

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

- A. Support and comply with the ILP and Parent–School Agreement;
- B. Participate in required monitoring, communication, and submission of work samples;
- C. Make good faith efforts to support assessment participation;
- D. Comply with applicable district policies and handbooks.

### **Appeals**

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

### **Associated Documents**

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

- Alaska Department of Education and Early Development Correspondence Study Guidance

*Adopted: 02/2026*

## Lake and Peninsula School District

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

## Participants

### Students

Joseph Bereskin  
Allison Boskofsky  
Aria Boskofsky  
Courtney Boskofsky  
Jordan Kalmakoff  
Keisha Kalmakoff  
Landon O'Domin  
Aaryan Sakoriya  
Akshay Sakoriya  
Mikkel Wassillie

### Chaperones

Diana Hejtmanek  
Melody Schilke  
Nathan McArthur

## Question 1

*Who is providing this information?*

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

## Question 2

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

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



**Chignik Lake School**  
100 School Road  
Chignik Lake, AK 99568  
(907) 845-4008

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

Dear Distinguished Members of the Lake and Peninsula School Board,

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

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

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

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

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

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

Respectfully,

Melody Schlike: Principal: Chignik Lake

## Question 3

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

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

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

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

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

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

 Hawaii Blog/Vlog Project

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

### **May 15th - Pearl Harbor National Memorial**

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

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

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

### **Standards Connections**

#### **Social Studies (Levels 6–12)**

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

## Science (Levels 6–12)

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

## Cultural Awareness

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

## Employability

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

## May 16th - Polynesian Cultural Center

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

## Standards Connections

### Social Studies (Levels 6–12)

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

## Science (Levels 6–12)

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

## **Cultural Awareness**

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

## **May 17th - Beach and City Tour**

### **Morning:** Beach Day

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

### **Afternoon:** City Tour

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

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

## **May 18th - Hanauma Bay and Diamond Head State Park**

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

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

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

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

## **Hanauma Bay Nature Preserve**

### **Science (Levels 6–12)**

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

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

### **Social Studies (Levels 6–12)**

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

## **Diamond Head State Monument**

### **Science (Levels 6–12)**

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

### **Social Studies (Levels 6–12)**

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

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

## **May 19th- Hawaiian History & Cultural Foundations**

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

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

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

## **Kualoa Ranch – Moli’i Fishpond**

### **Science (Levels 6–12)**

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

### **Social Studies (Levels 6–12)**

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

### **Cultural Awareness**

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

## **Bishop Museum**

### **Social Studies (Levels 6–12)**

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

### **Science (Levels 6–12)**

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

### **Cultural Awareness**

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

## **May 20th - Dole Plantation and Travel Evening**

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

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

## **Dole Plantation Standards Cultural Awareness (CA)**

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

## **Question 4**

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

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

## **Question 5**

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

### **Wednesday May 13th- Travel Day**

Travel from Chignik Lake to King Salmon

Check on staying at district housing

### **Thursday May 14th- Travel Day**

King Salmon to Anchorage, Anchorage to Honolulu

**Friday May 15th- Pearl Harbor**

7:30-8:00 Breakfast

9:00-12:00 At Pearl Harbor

12:00-1:00 Lunch

1:00-4:30 At Pearl Harbor

6:00 Dinner

Lights out at 10:00

**Saturday May 16th- Polynesian Cultural Center**

7:30-8:00 Breakfast

9:00-7:00 Polynesian Cultural Center

Lights out at 10:00

**Sunday May 17th- Beach & City Tour**

7:30-8:00 Breakfast

10:00-12:00 Beach

12:00-1:00 Lunch

1:00-6:00 City Tour

7:00 Dinner

Lights out at 10:00

**Monday May 18th- Kualoa Ranch**

7:30-8:00 Breakfast

9:00-1:00 Educational Tour

1:00-2:00 Lunch

2:00-5:00 Bishop Museum

6:00 Dinner

Lights out at 10:00

**Tuesday May 19th- Hanauma Bay**

7:30-8:00 Breakfast

9:00-2:00 Hanauma Bay

2:00-4:00 Diamond Head State Park

6:00 Dinner

Lights out at 10:00

### **Wednesday May 20- Travel Day**

7:30-8:00 Breakfast

9:00-1:00 Dole Plantation

Evening- Fly to Anchorage

### **Thursday May 21-Travel Day**

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

## Question 6

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

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

## Question 7

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

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

## Question 8

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

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

## Question 9

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

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

## Question 10

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

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

## Question 11

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

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

## Question 12

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

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

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

#### **A. Serious Accidents**

Under occurrence of any items below, we will

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

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

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

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

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

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

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

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

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

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

### **HOW TO RECOGNIZE HEMORRHAGING**

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

### **CONTROLLING HEMORRHAGING**

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

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

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

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

blood flow to the tissues.

#### TYPES OF SHOCK

1. Hypovolemic shock caused by

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

2. Neurogenic shock caused by

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

3. Psychogenic shock caused by .

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

4. Cardiogenic shock caused by

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

5. Septic shock

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

6. Anaphylactic shock caused by

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

#### SIGNS AND SYMPTOMS OF SHOCK

Confusion

Dizziness

Nausea

Thirst

Dilated pupils (with severe shock)

Treatment: (for mostly Hypovolemic shock but will work for

others as well)

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

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

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

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

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

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

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

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

which do not necessarily involve injury to the eye:

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

#### **IV. BURNS**

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

#### **PARTIAL-THICKNESS BURNS**

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

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

#### **FULL-THICKNESS BURNS**

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

#### **CRITICAL AND SEVERE BURNS**

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

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

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

### **MODERATE BURNS**

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

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

### **MINOR BURNS**

Minor burns include the following:

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

### **TREATMENT OF BURNS**

Thermal and electrical burns

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

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

### Bibliography

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

## **B. Illness/Hospitalization**

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

\*Wash your hands

\*Drink lots of water

\*Eat healthy food

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

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

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

### **Hospitals in Honolulu**

The Queen's Medical Center  
1301 Punchbowl St.

Honolulu, HI  
(808) 691-1000

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

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

### **Urgent Cares in Honolulu**

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

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

### **C. Robbery and Muggings**

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

#### **D. Serious loss of personal property**

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

#### **E. Death or Injury of a family member at home**

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

## **Question 13**

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

*Detail the specific rules and consequences related to the following:*

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

#### **A. Theft and Larceny**

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

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

#### **B. Sexual Misconduct**

Rules

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

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

### **C. Alcohol/Drug Use**

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

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

### **D. Repeated Curfew Violations**

**Curfew Time:** 10:00.

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

### **E. Disorderly Conduct or Refusal to Cooperate**

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

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

### **F. Abandoning the group or being absent for scheduled Activities**

Rule:

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

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

## **Question 14**

*What is the overall budget for this proposed field trip?*

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

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

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

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

## **Question 15**

*How is the travel program to be funded?*

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

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

Signature of Trip Organizer \_\_\_\_\_

C-13b

Cameron Metzgar  
P.O. Box 112  
Port Alsworth, Alaska  
(907) 282-4174

Tuesday, January 27, 2026

Dear Superintendent Luke, Madam President Gerda Kosbruk, and Members of the Lake and Peninsula School District School Board,

Please accept this letter as my formal resignation as a classroom teacher at Tanalian School.

It has been a pleasure teaching in three of our schools during the past 20 years. This region has been a wonderful place for me to raise my children and grow as an educator. LPSD has felt like a family to me and I very much appreciate the opportunities it has provided.

Thank you for being a supportive and encouraging organization for me to teach in. LPSD is truly a special district.

Sincerely,

Cameron Metzgar

3 February 2026

Dear Superintendent Luke and LPSD School Board Members,

Through much consideration, many tearful conversations, and a lot of reflection, I am sending this letter as notification of my resignation from Lake and Pen School District after the end of this current school year. Lake and Pen has been my home for the past 20 years and while my heart aches a bit at the thought of leaving, it's time to focus on family for a while.

I will be forever grateful to the incredible colleagues I've had over the years, the amazing students I've had the privilege to teach, and the incredible community I've been lucky enough to be part of for so long. Thank you for giving me the opportunity each year to come back to this place and for supporting education the way you do.

Please keep in touch and know you're always welcome if you're in our neck of the woods in the coming years!

Sincerely,

Kate Cornell

Jan. 16, 2026

**Melody Grace Schilke**

300 School Road  
Chignik Lake, AK 99548  
mschilke@lpsd.com

**Lake & Peninsula School District  
School Board**

101 Jensen Drive  
King Salmon, AK 99613

Dear Kasie Luke and Members of the Board,

Please accept this letter as my formal resignation from my position as Principal of Chignik Lake, Perryville, and Chignik Lagoon, for the upcoming school year 2026-2027. I am submitting my resignation early to allow the district ample time to recruit and secure qualified leadership and staff, recognizing the unique nature of our communities and the challenges that accompany staffing in such remote and special places.

Serving the students, families, and communities of Chignik Lake, Perryville, and Chignik Lagoon has been one of the greatest honors of my professional life. These communities have welcomed me with warmth, resilience, and generosity, and I will always carry a deep love and respect for the people who call them home. It has been a privilege to work alongside such remarkable students whose strength, culture, and determination continually inspire me.

I am profoundly grateful to the teachers, staff, and support personnel who dedicate themselves every day to ensuring students are cared for, challenged, and supported. Their commitment, flexibility, and heart for students are extraordinary, and I have learned so much from serving beside them. I also wish to express my sincere appreciation to the Lake and Peninsula School District for the opportunity to serve, for the trust placed in me, and for the continued support.

This decision was not made lightly. It comes from a place of respect for the communities and the district, and from a desire to ensure continuity and stability for students and staff by providing early notice. I remain deeply invested in the success of these schools and will do everything possible to support a smooth transition.

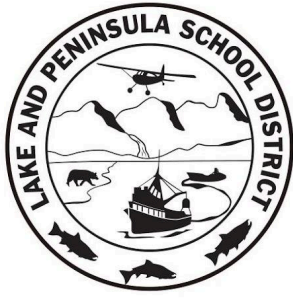
Thank you again for the honor of serving as principal.

With sincere appreciation,

Melody Grace Schilke



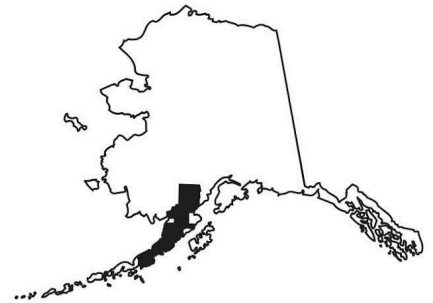
Principal, Chignik Lake, Perryville, and Chignik Lagoon



# THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive  
King Salmon, AK 99613  
907-246-4280

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



To: Bill, Kasie, and LPSD's School Board Members:

Yagheli ehlan du and good morning. This is a letter to formally resign from my position with LPSD at the end of my current 2025-2026 contract.

I need to pop over to Juneau for a few years to support family— specifically our 80-year old grandpa who lives alone and our 15-year old daughter who loves to play softball.

It has been and continues to be a joy and pleasure to collaborate and work with you all. I look forward to seeing what we will accomplish together this spring.

Chin'an,  
Quyana,

Nicole Metzgar