

Alaska Trip Proposal

(Student can be contacted at the number 1 (907) 444-4060 at any time during this trip.)



By the Chignik Lagoon Students and Teachers

Anna Cramer	Joe Ward
Isabella Erickson	Nancy Mills
Meghan Jones	Sara Erickson
Dustin Erickson	
Katie Jones	
Etelani Tupuola	
Tatiana Anderson	
Gilanna Tupuola	
Madison Carr	
Savannah Carr	


Question 1

Who is providing this information?


The Chignik Lagoon students and teachers are providing this information about our trip to Anchorage, AK during Fur Rendezvous.

Question 2

Has a letter of support by the principal been submitted? (Provide a copy.)



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



LPSD Board of Education
PO Box 498
King Salmon, AK 99613

Dear Board Members,

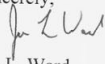
Please accept this letter as a statement of support for the trip being proposed by the Chignik Lagoon School Student Government and staff. I believe that the trip should be approved because of the cooperative relationship Chignik Lagoon School has developed with parents and the community, the reputation that the school has for working on completing standards in previous trips, and the current focus and commitment the planners have in addressing standards across the curriculum.

Chignik Lagoon School has worked very hard to maintain a positive, mutually-supportive relationship with parents and the community at large. This relationship has led to effective collaboration with the village council in a number of projects and trips. It is reflected in the commitment of each family to have at least one parent to accompany their children who are travelling. You can be sure that the school and village will work to ensure that this trip is an excellent learning experience for all.

Chignik Lagoon School has taken trips in the past that demonstrate its commitment to taking every advantage of the learning opportunities available to address standards that students need to complete. Their commitment to learning the use of trips to facilitate it has been demonstrated multiple times.

The staff, students and parents involved in the planning of this proposed trip have searched diligently to include several activities that will give the students opportunities for learning across the curriculum.

While this proposed trip does take place during the school year, it takes full advantage of a unique, Alaskan event. The planning has been thoughtful with a concern for meeting the learning needs of each student involved. I strongly encourage you to approve the trip being proposed by Chignik Lagoon School.

Sincerely,

Joe L. Ward
Chignik Lagoon Principal
jward@lpsd.com
(907) 845-4004

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

Rev 1/2010

Question 3

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

The main purpose of this field trip is to extend the science and social studies curriculum and provide real world examples for what we are learning in class. The students will see the animals that they have learned about at the Anchorage Zoo. They will work with dry ice and liquid nitrogen during one visit to the Anchorage Museum. The other visit to the museum will allow them to examine real objects that tell about Alaskan history. At the Alaska Aviation Museum, they will experiment with airplane designs and learn how the differences in structure change how they fly.

The secondary purpose of this field trip is to extend Cultural Awareness and Employability. The students will be in Anchorage for the Fur Rendezvous Winter Festival. They will go to the native art market and see the Iditarod race start. They will see fine art at the Anchorage Museum and hear the Anchorage symphony. For employability standards, the students will go swimming, bowling, ice skating, and skiing/snowboarding/snowshoeing at Alyeska. This will expose them to many ways that they can exercise and stay healthy in childhood and into their adulthood as well.

Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
Feb. 25	26 Leave to Anchorage	27 Anchorage Museum – Cold Carnival Bowling	28 Anchorage Zoo Extreme Fun Center Swimming	Mar. 1 Anchorage Museum – A Moment in Time Putters Wild Ice Sculpture park	2 Anchorage Aviation Museum Native Arts Market Ice Skating	3 Iditarod Start Swimming Symphony
4 Alyeska	5 Leave to Lagoon	6	7	8	9	10

Tuesday 27th

10:00-1:30 Anchorage Museum

Science (**SC** 00.06.01, 00.15.01 01.06.01, 01.15.01, 02.06.01, 02.15.01, 03.06.01, 03.15.01, 04.06.01, 04.15.01, 05.04.01, 05.18.01, 06.06.01, 06.18.01, 07.01.01, 07.01.02, 07.03.01, 07.05.01, 07.06.01, 07.18.01, 07.20.01.02,

08.01.01, 08.01.02, 08.05.01, 08.06.01, 08.18.01, 08.20.01, 09.04.01, 09.09.01, 09.17.01, 09.20.01, 10.01.01, 10.04.01, 10.17.01, 10.20.01, 11.05.01, 11.18.01; **SS**.08.02.01, 08.02.03, 08.02.09)

Get cool, and delve into the science of cold and its impact on innovation in Alaska. Explore temperature, energy, and the phases of matter through observation and hands-on lab activities with dry ice and liquid nitrogen. Through a guided exploration at the Smithsonian Arctic Studies Center, learn about the inventive, resourceful ways in which the Alaska Native peoples survive and thrive in extreme cold. Includes: museum educator-led gallery experience, museum educator-led activity, and teacher-led exploration in the Discovery Center.

2:00-4:00 Rondy Carnival

(**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, **CA**.07.01.02, 07.01.03)

Students will attend the Fur Rondy carnival.

7:00 – 9:00 Bowling

Employability (**EM** 04.01.07, 05.01.07, 06.01.04, 06.01.05, 06.01.06, 06.01.12, 07.01.11, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.13, 08.01.08, 08.01.09, 08.01.10, 08.01.11, 09.01.11, 10.01.05, 10.01.06, 10.01.07)

Students will form teams and bowl at Center Bowl.

Wednesday 28th

10:15-12:15 Anchorage Zoo

Science (**SC** 00.08.01, 00.08.02, 01.08.01, 01.08.02, 02.08.01, 02.08.02, 03.08.01, 03.08.02, 04.08.01, 04.09.02, 05.09.01, 05.09.02, 06.09.01, 06.09.02, 07.01.01, 07.10.01, 07.10.02, 08.01.01, 08.03.01, 08.09.01, 08.09.02, 08.10.01, 8.10.02, 09.01.01, 09.07.01, 09.09.02, 10.01.01, 10.07.01, 10.07.02, 10.08.03, 11.09.02); Employability (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

Adventures in Churchill: Explore polar bears with zookeeper Christin Groth as she shares her visit to the polar bear capital of the world! Zoo School programs include an engaging classroom presentation with hands-on biofacts, and a visit to see the zoo's bears in action! Then a self-guided tour of the other exhibits.

2:00-4:00 Extreme Fun Center (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

7:00 – 8:30 Swimming

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)
Students will be swimming and engaging in various water activities.

Thursday 1st

10:00-1:30 Anchorage Museum

Social Studies (**SS** 01.03.01, 02.03.01, 03.01.02, 03.02.02, 03.03.01, 08.02.01, 08.08.02, 08.02.03, 08.02.04, 08.02.05, 08.02.06, 08.02.07, 08.02.08, 08.02.09, 08.02.10, 08.02.11, 08.02.12, 08.02.13, 08.02.14, 08.02.15, 08.02.16, 08.02.17, 10.04.05); Cultural Awareness (**CA** 04.01.02, 05.01.02, 06.01.02, 07.01.02, 08.01.01, 08.01.02, 09.01.02, 09.01.03, 10.01.01, 11.01.01)

Venture into the past of Alaska and get glimpses at important moments in the history of this place. Through a guided gallery experience, examine objects that hold stories that tell parts of Alaska's history. Explore what maps tell us about past and present through an engaging game. Then, experience creative representations of Alaska through time by artists in the museum's new Art of the North galleries. Includes: museum educator-led gallery experience, museum educator-led activity, teacher-led exploration in Art of the North Galleries, and teacher-led exploration in the Discovery Center.

3:00-4:00 Putters Wild

Employability (**EM** 04.01.07, 05.01.07, 06.01.12, 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)
Students will play miniature golf.

7:00 – 8:00 Ice Sculpture park

Employability (**EM** 04.01.07, 05.01.07, 06.01.12, 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)
Culture Awareness (**CA** 04.01.06, 05.01.04, 06.01.03, 07.01.05, 07.05.01, 09.01.01, 09.01.02, 10.01.02, 11.01.01)

Students will walk through the Fur Rondy ice sculpture park.

Friday 2nd

10:00-11:30 Alaska Aviation Museum

Science (**SC** 00.01.01, 00.01.02, 00.02.01, 00.03.01, 01.01.02, 01.01.02, 01.02.01, 01.03.01, 01.07.01, 02.01.01, 02.01.02, 02.02.01, 02.03.01, 02.07.01, 03.01.01, 03.01.02, 03.02.01, 03.03.01, 03.07.01, 04.01.01, 04.01.02, 04.02.01, 04.03.01, 04.07.01, 04.15.01, 05.01.01, 05.01.02, 05.02.01, 05.03.01, 05.07.01,

00.06.01, 00.06.02, 00.06.01, 00.06.01, 06.07.01, 06.16.01, 07.01.01, 07.01.02, 07.02.01, 07.07.01, 07.07.02, 07.17.01, 07.16.01, 07.19.01, 07.20.01, 08.01.01, 08.01.02, 08.02.01, 08.03.01, 08.07.01, 08.15.01, 08.16.01, 08.16.02, 08.17.01, 08.19.01, 08.20.01, 09.01.01, 09.01.02, 09.02.01, 09.03.01, 09.06.01, 09.06.02, 09.14.01, 09.15.01, 09.16.01, 09.19.01, 09.20.01, 10.01.01, 10.01.02, 10.02.01, 10.03.01, 10.06.01, 10.15.01, 10.16.01, 10.17.01, 10.18.01, 10.20.01, 10.21.01, 11.01.01, 11.01.02, 11.02.01, 11.03.01, 11.07.01, 11.15.01, 11.16.01, 11.17.01, 11.18.01)

Science of Flight- Students experiment with different shapes to create a successful aircraft. Class covers scientific method/engineering design, four forces of flight, and axis of flight. Docent-led Tour: Docent tours of the museum are 45 minutes, cover the history of Alaska through aircraft, include interactive elements, and are appropriate for all grade levels.

1:00-3:00 Native Arts Market

Cultural Awareness (**CA** 04.01.06, 05.01.04, 06.01.03, 07.01.03, 07.01.04, 07.05.01, 09.01.01, 09.01.02, 10.01.01, 10.01.02) Employability (**EM** 06.01.06, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 08.01.06, 08.01.09, 08.01.10, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06)

Students will look at the art made by local artists in the Fur Rondy Native Arts Market.

6:00-7:00 Ice Skating

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will ice skate at the Fur Rondy Family Skate on Westchester Lagoon.

Saturday 3rd

10:00-12:00 Iditarod Start

Social Studies (**SS** 03.02.02, 08.02.01, 08.02.03); Cultural Awareness (**CA**.05.01.01, 05.01.02, 06.01.01, 06.01.02, 07.01.02, 09.01.03); Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will attend the ceremonial opening of the Iditarod race.

2:00-4:00 Swimming

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will be swimming and engaging in various water activities.

8:00-10:00 Anchorage Symphony Orchestra

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07); Cultural Awareness (**CA**.04.01.03, 05.01.03, 05.01.04, 06.01.03, 06.01.05, 08.01.02, 08.01.04, 10.01.02, 11.01.01)

Shades of Passion: Fusing the verve of Brazilian music with the lyrical themes of J.S. Bach is concert opener, Villa-Lobos' festive Bachianas Brasileiras No. 4. Scriabin's aptly titled Poem of Ecstasy delivers on themes of passion, love, and creativity. Hailed by Downbeat Magazine for her "scintillating plays of light and subtle colors," ASO harpist Megan Bledsoe Ward performs Concerto for Harp and Orchestra by preeminent Canadian composer R. Murray Schafer. What better closer than Ravel's intense and rhythmic Boléro!

Sunday 4th

1:00-4:00 Alyeska

Employability (**EM** 04.01.07, 05.01.07, 06.01.06, 06.01.12, 07.01.05, 07.01.06, 07.01.07, 07.01.08, 07.01.09, 07.01.11, 07.01.13, 08.01.06, 08.01.09, 08.01.10, 08.01.11, 09.01.07, 09.01.10, 09.01.11, 09.01.12, 10.01.05, 10.01.06, 10.01.07)

Students will choose between skiing, snowboarding, and snowshoeing at Alyeska Resort. Those who choose skiing and snowboarding will receive 2 hour lessons on their sport.

Question 4

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

This trip will be available to all students enrolled in the Chignik Lagoon School.

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.)

Monday, February 26

12:00-2:00 Flight to Anchorage
3:00 Check into hotel
5:00 Dinner
7:00-9:00 Swim or rest
10:00 Lights out

Tuesday, February 27

8:00 Wake up and breakfast
9:15 Travel to Anchorage Museum
10:00-1:30 Anchorage Museum - Cold presentation and eat lunch at Muse. restaurant
2:00-4:00 Rhondy Carnival
5:00 Dinner
7:00-9:00 Bowling at Center Bowl
10:00 Lights out

Wednesday, February 28

8:00 Wake up and breakfast
9:30 Travel to Anchorage Zoo
10:15-12:15 Anchorage Zoo - Polar bear presentation
12:30 Lunch at Zoo
2:00-4:00 Extreme Fun Center in Wasilla
5:00 Dinner
7:00-8:30 Swimming at hotel
10:00 Lights out

Thursday, March 1

8:00 Wake up and breakfast
9:15 Travel to Anchorage Museum
10:00-1:30 Anchorage Museum - A Moment in Time presentation and lunch at Muse.
3:00-4:00 Miniature golf at Putter's Wild
5:00 Dinner
7:00-8:00 Walk through Fur Rondy ice sculpture park
10:00 Lights out

Friday, March 2

8:00 Wake up and breakfast
9:15 Travel to Alaska Aviation Museum
10:00-11:30 Alaska Aviation Museum - Science of Flight
12:00 Lunch at the Diamond Center
1:00-3:00 Walk around Native Arts Market
5:00 Dinner
6:00-7:00 Ice Skating and Fur Rondy family skate

Saturday, March 3

8:00 Wake up and breakfast
9:00 Travel to downtown Anchorage
10:00-12:00 Watch Iditarod start
1:00 Lunch
2:00-4:00 Swimming at hotel
5:00 Dinner
6:00 Get dressed for Symphony
7:00 Travel to Symphony
8:00-10:00 Anchorage Symphony Orchestra - Shades of Passion
11:30 Lights out

Sunday, March 4

10:00 Wake up and breakfast/lunch
11:00 Travel to Alyeska and organize lessons and rentals
1:00-4:00 Alyeska - ski, snowboard, or snowshoe
5:00 Dinner in Girdwood
6:00 Travel to hotel and pack
10:00 Lights out

Monday, March 5

8:00 Wake up and breakfast
10:00 Flight from Anchorage to Chignik Lagoon

Question 6

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

Arrangements have been made at Homewood Suites at 101 West 48th Avenue, Anchorage, Alaska, 99503, USA with the phone number 1-907-762-7000.

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 airlines that is contracted with the school district to fly student for other activities. These airlines have been specially selected to ensure our safety.

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 Lagoon to Anchorage, AK.

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, the airlines that have been chosen will only fly from 8am to 10pm.

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.

Once this trip has been approved by the school board, the chaperones will be chosen with input from both the local LSAC and the staff. Chaperones will not be allowed to travel without a signed C14a form. Those forms will be submitted to our principal, Mr. Ward 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.)

Monday, October 02, 2017
Rhonda Gregorio, Health Aide
Chignik Lagoon Clinic
PO Box 25
Chignik Lagoon, AK 99565

To whom it may concern:

The following students are beneficiaries of Indian Health Services and receive health insurance:

Isabella Erickson
Dustin Erickson
Meghan Jones
Katie Jones
Etelani Tupuola
Gillana Tupuola
Tatianna Anderson-Martin
Madison Carr
Savannah Carr

Thank you,


Rhonda Gregorio



Alaska Electrical Trust Funds

PENSION FUND - HEALTH AND WELFARE FUND - LEGAL FUND
701 E Tudor Suite 200 • Anchorage, AK 99503
(907) 278-1246 • (800) 478-1248 • Fax: (907) 278-7576
www.aetf.com



9/07/17

JOHN E JONES
PO BOX 56
CHIGNIK LAGOON AK 99565-0056

xxx-978

CERTIFICATE OF GROUP PLAN COVERAGE

* IMPORTANT - This certificate provides evidence of your prior health coverage. You may need to furnish this certificate if you become eligible under a group health plan that excludes coverage for certain medical conditions that you have before you enroll. This certificate may need to be provided if medical advice, care, diagnosis, or treatment was recommended or received for the condition within the 6-month period prior to your enrollment in the new plan. If you become covered under another group health plan, check with the plan administrator to see if you need to provide this certificate. You may also need this certificate to buy, for yourself or your family, an insurance policy that does not exclude coverage for medical conditions that are present before you enroll.

The most recent 24-month period is shown below. Any letter or number in the column below a specific month indicates eligibility for that calendar month, unless an individual dependent has an enrollment or termination date indicated which would eliminate some months of eligibility.

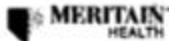
For further information call the telephone number above.

	Sep	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan	Dec	Nov	Oct
Coverage	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>16</u>	<u>16</u>	<u>16</u>
			500	500	500	500	500	500	500	500	500	500

	Sep	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan	Dec	Nov	Oct
Coverage	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>15</u>	<u>15</u>	<u>15</u>
			500	500	500	500	500	500	500	500	500	500

Dependent Name	Soc. Sec. No.	Enroll	Term
JONES, SAMANTHA J	xxx-xx-6002	1-01-08	
CRAMER, ANNA M	xxx-xx-0135	1-01-08	
JONES, MEGHAN C	xxx-xx-9087	6-05-16	
JONES, KATIE A	xxx-xx-0908	6-05-16	





Meritain Health
1405 Xenium Lane North, Suite 140
Minneapolis MN 55441

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

Explanation of Benefits

RETAIN FOR TAX PURPOSES
THIS IS NOT A BILL

J58B (20,578) 1 of 2



Forwarding Service Requested

*****ALL FOR AADC 795 88
20578 3 AB 0-403
SAMANTHA JONES
PO BOX 56
CYBORG LAKE AK 99565-0056

Customer Service Information

Need help understanding your benefits? Contact Us.

CLAIMS CUSTOMER SERVICE
952-546-0062 800-808-2009

Group Name: LAKE & PENINSULA SCHOOL DIST
Group #: AK042
Division: 001
Draft Ref #:
Insured: SAMANTHA JONES
Insured ID: 8318184446
Patient: ANNA M CRAMER
Patient Acct #: 345802A-KCL-40000
Prepared On: 08/25/2017 By: SY3
Benefit Year: 2017 Claim: Medical
Provider: RICHARD ASHER
Provider TIN: 920044965

Claim #: TCY9661
Patient: ANNA M CRAMER

Provider: RICHARD ASHER
Patient #: 345802A-KCL-40000

Treatment Date	Procedure / Revenue Code	Billed Amount	Provider Discount	Ineligible Amount	Reason Code	Applied to Deductible	Applied to CoPay	Paid At	Other Payment	Payment Amount	Patient's Responsibility
08/14/17-08/14/17	69394 /	\$279.00	\$0.00	\$279.00	s	\$0.00	\$0.00	0%	\$0.00	\$0.00	\$279.00
Column Totals		\$279.00	\$0.00	\$279.00		\$0.00	\$0.00		\$0.00	\$0.00	\$279.00

Patient's Responsibility: \$279.00

Other Insurance Credits \$0.00
Total Payment Amount \$0.00

Accumulators

Description	Satisfied	Claim Year
Family Deductible	\$156.38 of \$300.00	2017
Individual Deductible	\$56.38 of \$100.00	2017

Reasons for Denial

- According to our records AK ELECTRICAL HEALTH AND WELFA is the primary carrier for this patient. Their statement of payment or denial is required for these services in order to determine benefits available under this plan due to the Coordination of Benefits provision. Please forward their statement to us along with a copy of this EOB. Failure to provide this will result in the non-payment of this claim.
- Provider discount through AETNA PPO. Patient not responsible for this amount.

ENROLLEES: You can view eligibility, benefit information and claim status online at your convenience! To gain access, logon to www.mymeritain.com.

This document contains important information that you should retain for your records. This claim was processed in accordance with the group health plan described in your Summary Plan Description (SPD). If your claim was denied (in whole or in part), the decision to deny your claim was based on the Medical Benefits and/or Plan Exclusion section(s) of the Plan because the benefits requested are not covered by the Plan and this document serves as notice of an adverse benefit determination. (Please refer to the reason(s) provided for additional information.)

If you think this determination was made in error, you have the right to appeal (see the back of this page for information about your appeal rights). If you are enrolled in an ERISA-governed plan and your appeal is denied and all levels of review have been exhausted, you have the right to bring a civil action under ERISA 502(a). (To determine whether your health plan is an ERISA-governed plan, please refer to your SPD.)



Merrain Health
1405 Xenium Lane North, Suite 140
Minneapolis MN 55441

BY TELEPHONE
ONLY FOR

J588 [20,578] 2 of 2

Reference Info

Enrollee: SAMANTHA JONES
Group #: AK042



Important Information about Your Appeal Rights

What if I need help understanding this denial? Contact us at the customer service number located on the front of this notice if you need assistance understanding this notice or our decision to deny you a service or coverage.

What if I don't agree with this decision? You have a right to appeal any decision not to provide or pay for an item or service (in whole or in part).

How do I file an appeal? You or your authorized representative has the right to an appeal within 180 days of the date you receive a denial. If you decide to appeal this claim, your appeal (including any additional information you would like to provide) should be sent in writing to Attn: Appeal Department, Merrain Health, P. O. Box 41960, Minneapolis, MN 55441-0970 or to the address outlined in your SPD. See also the "Other resources to help you" section of this form for assistance filing a request for an appeal.

What if my situation is urgent? If your situation meets the definition of urgent under the law, your review will generally be conducted within 48 hours. Generally, an urgent situation is one in which your health may be in serious jeopardy or, in the opinion of your physician, you may experience pain that cannot be adequately controlled while you wait for a decision on your appeal. If you believe your situation is urgent, you may request an expedited appeal by following the instructions above for filing an internal appeal or you may contact us at the customer service number located on the front of this notice.

Who may file an appeal? You or someone you name to act for you (your authorized representative) may file an appeal. You can appoint an authorized representative by requesting an Appointment of Authorized Representative form at www.merrain.com.

Can I provide additional information about my claim? If your claim was denied and you have been offered the opportunity to provide additional information to have your claim reconsidered (as identified on the front of this notice), you have 50 days from the date of this notice to provide the additional information.

Can I request copies of information relevant to my claim? Yes, upon written request, you may request copies (free of charge) of all relevant documents, information and records and to send us your comments in writing. You may also request (in writing) a copy of any internal rule, guideline or protocol that was relied upon in processing your claim, including an explanation of the scientific or clinical judgment that was applied to any claim that was denied based on a medical necessity, experimental treatment or similar exclusion or limit contained in the Plan. If you think a coding error may have caused this claim to be denied, you have the right to have billing and diagnosis codes sent to you, as well. You can request copies of this information by contacting us at the customer service number located on the front of this notice.

What happens next? If you appeal, we will review our decision and provide you with a written determination, and we will process the appeal in accordance with your Plan document and the Department of Labor regulations (if applicable).

What additional rights do I have if I am enrolled in a non-grandfathered health plan as determined under the Patient Protection and Affordable Care Act? If your Plan is not a "grandfathered plan" as determined by the Plan Administrator and communicated to you in writing (e.g., in the Summary Plan Document or "SPD"), and if we continue to deny the payment, coverage, or service requested or you do not receive a timely decision, you may be able to request an external review of your claim by an independent third party, who will review the denial and issue a final decision. You also may request a simultaneous external review of any urgent care appeal you may file without exhausting the internal appeals process. This paragraph does not apply to "grandfathered" plans (as stated in your SPD). For more information on how to file a request for an external review with the Plan contact the customer service number located on the front of this EOB. A request for an external review must be requested no later than four months after the date of receipt of this notice. You also may direct questions regarding the status of your health plan to your plan administrator or by contacting us at the customer service number located on the front of this notice.

Other resources to help you: For questions about your rights, this notice, or for assistance, you can contact the Employee Benefits Security Administration at 1-866-444-EBSA (3272). Additionally, a consumer assistance program can help you file your appeal. One way to locate an office of health insurance consumer assistance or ombudsman is to contact your local U.S. Department of Labor Office and/or your State insurance regulatory agency. The U.S. Department of Labor has a website that identifies states that have established a consumer assistance program. For an up to date listing of each state with a consumer assistance program visit www.dol.gov/ebsa/health_reform, or contact us at the customer service number located on the front of this notice.

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*

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 se_riously.

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:

- One pupil is larger than the other
- The eyes are turned in different directions
- 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 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 severe:

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

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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 district office will be notified. If 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.

Alaska Regional Hospital

2801 Debarr Rd, Anchorage, Alaska 99508

(907) 276-1131

Providence Alaska Medical Ctr.

3200 Providence Dr, Anchorage, Alaska 99508

(907) 562-2211

Alaska Native Medical Center

4315 Diplomacy Dr., Anchorage, Alaska 99508

(907) 729-1600

Mat-Su Regional Medical Center

2500 South Woodworth Loop, Palmer, Alaska 99645

(907) 861-6000

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, student government will have backup funds and replace items necessary within financial reason.

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 1 (907) 444-4060.

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 anytime 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 District Office will be notified, ASAP!

Consequences: If rule C is broken, 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 second infraction occurs, 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 second infraction occurs, 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?

Homewood Suites	3465
Flight	13,000
Food	2800
Rental car	600
Alyeska	800
Anchorage Museum cold	50
Anchorage Museum moment	50
Aviation Museum	0
Anchorage zoo	150
Bowling	280
Extreme Fun Center	857.5
Putters Wild	170
Symphony	780
Ice skating	35
Total	23037.5

Question 15

How is the travel program to be funded?

This travel program will be funded by the Chignik Lagoon Student Government. The student government has been raising money for the last 5 years and has \$20,185.07 currently in the account.

Question 16

Will students be required to fundraise?

The Chignik Lagoon Student Government has already raised most of the funds to pay for the costs of this trip. We will continue to raise money throughout the school year as we have done for the last 5 years.

Question 17

What amount of out-of-pocket expenses will the individual family be required to pay?

There will be no required out of pocket expenses for students and required certified chaperones to travel. If parents wish to accompany their children as chaperones, they will be required to pay for airfare.

Question 18

What provisions are being made for students who cannot afford to participate in this trip?

All students will be able to afford to participate in this trip because we will be using student government funds.

Question 19

List all district employees who will be traveling on this field trip.

The district employees that will be traveling for this trip will be Sara Erickson, Nancy Mills, and Samantha Jones.

Question 20

How will the personnel expenses for substitutes be paid?

Substitutes will not be needed because all students will be traveling on this trip.

Question 21

Is there reimbursement to the sponsors or chaperones? If so, how much? How will costs for sponsors and chaperones be covered?

There will be no need for reimbursements.

Question 22

Number of days student has been absent from school before this trip? (Provide for each student.)

Savannah Carr - 3

Katie Jones - 2

All other students have no absences as of Monday October 9, 2017.

Question 23

What is the total number of days absent, including trip, for each student? (Provide for each student.)

Please see question twenty two (22) for the answer to this question because the trip is covering many standards and will be considered class time.

Question 24

How many days will students be absent from school for this trip?

The students will not be absent for this trip because the trip is covering many standards (see lesson plan in Question 3) and will be during school days.

Question 25

What is the entire length of this trip? (indicate the number of days or weeks)

This trip will be 8 days in total, 2 travel days and 6 educational days.

C13b Non-District Sponsored Out of District Travel Request

Question 1

What is the purpose of the trip? How does this trip support instruction? Has it been tied to standards?

Please see question 3 of the previous pages.

Question 2

Please list the names of chaperones and students wishing to attend this trip. Are all students listed eligible to travel?

These are the anticipated students and chaperones:

Gilanna Tupuola
Etelani Tupuola
Jolene Tupuola
Madison Carr
Savannah Carr
Christina Anderson
Tatianna Anderson
Nancy Anderson
Katie Jones
Meghan Jones
Anna Cramer
Samantha Jones
Henry Erickson
Isabella Erickson
Sara Erickson

Question 3

Has principal and LSAC approval been secured for this trip?

Yes, LSAC has been involved in the planning of this trip. Please see the attached letter from our principal, Mr. Ward.

Question 4

How were students selected for this trip?

Please see question 4 of the previous pages.

Question 5

Please provide an anticipated daily schedule.

Please see question 5 of the previous pages.

Question 6

What arrangements have been made to house students (provide location and contact #)

Please see question 6 of the previous pages.

Question 7

What arrangements have been made to assure the safe passage of students to and from this event (please attach travel forms)

Please see question 7 of the previous pages.

Question 8

What procedures are in place for responding to emergencies (illness, robberies, death or injury of a family member)?

Please see question 12 of the previous pages.

Question 9

How will serious violation of the rules be handled (theft, sexual misconduct, alcohol/tobacco/drug use, curfew violations, failure to cooperate, abandoning the group)?

Please see question 13 of the previous pages.

Question 10

How is the travel to be funded? What is the expected cost of this trip?

Please see question 14 and 15 of the previous pages.

Question 11

What arrangements have been made to cover the classes of certified staff members?

Please see question 20 of the previous pages.

Question 12

How many days will students be absent from school for this trip?

Please see question 22 of the previous pages.