

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
November 13, 2025, 11:00 AM

Agenda

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17.	ADJOURNMENT	



3

November 13, 2025
School Board Meeting

PAYROLL

CHECK REGISTERS

9/30/2025 – 11/3/2025

42037 – 42043

GENERAL

CHECK REGISTERS

9/30/2025 – 11/3/2025

103191 – 103274

PAYROLL & GENERAL

Direct Deposits & Vendor Payments

9/30/2025 – 11/3/2025

Vouchers 1093 - 1124

Site Report – Igiugig – October, 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Rob Fagerquist, Head Teacher

Photos & Description of Activities and Events



Our Preschool teacher held a community event for parents and kids where they shared in art-making and desserts

Halloween Carnival!



The Cake Walk



Best costume winner and the carved pumpkin contest entries.



We also celebrated Yako's (seated) birthday at the Halloween Carnival. It really made his day.

Personnel Update

All positions are filled. Rob Fagerquist (Middle&High School), Jenny Cundiff (Elementary) are the certified staff. Next month (November), starting on the 17th, Rob Fagerquist will be replaced by Kathy Touring (from Levelock). New hires: Olga Zackar has taken the night gym position, and Gabe Chang is now full-time our custodian. Ida Nelson, cook; Martha Crow, SPED Aide; Betsy Hostetter, Pre-K Aide; Tess Hostetter, Indian Aide; Alicia Tinney, PE Aide; and April Hostetter, SPED Aide continue in their positions.

Classroom Highlights

We had a visitor this month: Intisar Khanani. She is a published author, mostly of young adult fiction. We've been reading her books in class: "Sunbolt" in the middle school classroom, and "Tears of a Dragon" for the younger ones. We had a nice get-together in the library one evening where Intisar told us all about the writing process, how to be a storyteller, and the importance of culture in art. Intisar also visited our classrooms and talked to the students about careers in the arts.



Intisar (seated center) presenting to the community in the library

We also hosted Parent-Teacher conferences this month with a good turn out. We got to see every parent and were able to pass on good reports on all the students.

LSAC Activity

LSAC met on October 28th and discussed our upcoming Halloween Carnival, future community events, and personnel changes. Last month's LSAC minutes are attached.

Community Engagement

Christina Salmon once again stepped up and organized our Halloween Carnival from start to finish. Thanks again, Christina, you are a life-saver.

Professional Development

All personnel continue to learn on the job as we settle into our respective positions.

Pupil % Attendance K-12

Attendance is strong with few absences this month.

Student and Staff Safety

No problems in this area, thankfully. However, we did have a late-night visitor at our back door:



Apparently, he banged on the door and ripped off a bit of the trim, but got nowhere and left hungry and disgruntled.



Other

Site Report – Kokhanok – October, 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Colter Barnes, Principal

Photos & Description of Activities and Events

- 1) We had 3 secondary students attend Welding, GIS, and ITOS Outboard Motor BBRCTE sessions.
- 2) We also had 3 high schoolers take the PSAT on October 30th.
- 3) Our food-service program (breakfast, snack, lunch) and elder lunch delivery (30+ a day) have been top notch. I'd venture a guess that we've served more locally harvested food (salmon, dry fish, dry meat, moose, caribou, berries) than any school in the nation; proud & skilled hunters/providers here!
- 4) We continue to include native language instruction & games into our morning meeting daily routine.
- 5) We hosted the annual LPSD district-wide volleyball jamboree from October 8th-10th. With our team, we had almost 60 participants! There was a ton of great volleyball, food, sportsmanship, and fun had by all. We also offered tours of Kokhanok, had a bonfire with smores, and hosted a movie night.
- 6) Our PEP squad sold ice cream at the volleyball Jamboree and almost sold out. Profits will be used to purchase spirit gifts for the district tournament on November 17. They will also have 2 after school meetings before our team departs for Newhalen. GO WARLORDS!!!
- 7) We had an author (Intisar Khanani) visit our community for 3 days and she held workshops/presentations in both the school and community. She focused on oral story telling and writing in our elementary classes, and facilitated a book study with our secondary students who had previously read one of her most popular works, *Sunbolt*.
- 8) The student government put on a Halloween Carnival from 5-7pm on October 31st. There was a (very popular) haunted house, carnival games, group games, cake walks, costume contests, and even a silent auction. Roughly 50 people attended and lots of laughs, screams, and candy were shared by all.

Personnel Update

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

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)

Student Teacher: Maggie DeMare (½ elementary, ½ SPED)

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

Preschool/Family/Community Coordinator: Amanda Norbert

Secretary & Cook's Helper: Irene Wilson

Cook: Laura Andrew

Custodian: Jens Nielsen

Maintenance & Bus Driver: Johnny Mike

Night Gym Aide: Ona Wassillie

Elder Lunch Delivery: Jolene Jackinsky

Substitutes: Corbin DeMare,

October visitors: Intisar Khanani (author visit), Anne Hillman (Behavioral Health, Southcentral Foundation),

Lesa Meath (Alaska Statewide Mentor Project)

Classroom Highlights

K-1 highlights: see attached newsletter

Upper elementary highlights:

Thanks to our Kokhanok Village Council, EVERY student has been ordered a copy of the battle books! Our third grade battle books team just finished up a reading unit on the Wild Robot and have moved onto our next book study - The Unicorn Rescue Society.

In math, every level has wrapped up its first unit. Miss Ona, a para, and Miss Maggie, our student teacher, is in the room during that time, which means each station has an adult helping facilitate learning. Maggie teaches 2 out of 3 of the math levels, and Gabrielle reinforces with supplementary and extension activities. Ona's facilitates a game based math-fact masters program which helps students achieve math fact fluency in addition and subtraction.

In writing, level 3 is working on personal narrative pieces, which involves having the students document a small moment in their lives and write about it. They are looking forward to having the author visit this week and maybe give us some writers workshop insight.

Every day, the class has a different 30 minute block they call "specials". This is how Ms. Gabrielle incorporates the arts. They are working on either music, technology/typing, art lessons, or library visiting. Monday is music and they are currently learning the recorder, so they extend gratitude to their classroom neighbors Ms. Krista's and Ms. Phillips' classes for listening while they learn how to play Hot Cross Buns :-)

Secondary highlights:

The middle and high school science class is currently learning about cell theory. Mr. Romer was able to get a few kits funded from Donor's Choose that have been very interesting and hands-on. The one they just finished was about the classification of organisms. For that, they studied a few live organisms from each of the major Kingdoms using microscopes and magnifying glasses, such as ladybugs, venus flytraps, various molds, and other microorganisms. They then used a key to determine its Kingdom, Phylum, and Class.

The Level 5 Science class is wrapping up a study on ecosystems with a final project in which they will create a diorama of a biome of their choosing. The dioramas include a paragraph with the key vocabulary of the unit, as well as a food web of the organisms in their ecosystem. The dioramas will be shared with parents during the parent teacher conferences.

Ms. Phillips has recently combined English & Social Studies and is reading Bomb: The Race to Build & Steal the Worlds Most Dangerous Weapon. The students are really enjoying it.

SPED highlights:

-We have math and reading groups every morning that serve three students.

-Reading Intervention three times a day that serves 9 students.

-Maggie is about halfway through her student teaching semester. She is prepping, teaching, and evaluating student performances in both GenEd and SpEd.

LSAC Activity

President: Clint Rawls

Vice-President: Megan Klopp

Secretary: Oxenia "Ocky" Mike

Member: Charlene "Babe" Roehl

Member: OPEN

Our second LSAC meeting of the year took place on Monday, October 27th at 4:00pm in Ms. Phillips' classroom. We discussed our food-service program, upcoming events (author visit, Halloween festivities, parent-teacher conferences), Indian Policies & Procedures, our Thanksgiving plan, and ended the meeting by updating our approved nightgym aide list. We also discussed our upcoming LSAC election that will be held concurrently with local/state/federal elections on Tuesday, November 4th at the Old School. At the time of the meeting, we had not received any declaration of candidacy forms, so everyone planned on intensifying their recruiting methods :-)

Community Engagement

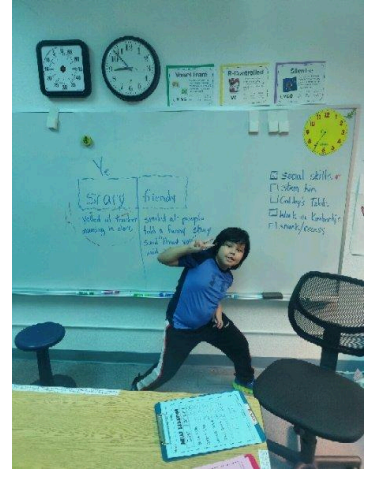
The most impactful form of community engagement this month came in the form of the community really showing up to support our volleyball jamboree, author visit, and Halloween festivities. While the latter 2 events were mostly just participatory, the volleyball jamboree would definitely not have been as successful without a strong community presence. Parents kept both the student and adult hospitality rooms STOCKED with homemade treats (agutak, cranberry pudding, dry fish/meat, cakes, muffins, fry bread, etc.), volunteered for dish duty after meals, and were just otherwise present and helpful with the day to day logistics of running an event like that. A big thank you to Kokhanok for encouraging and supporting ALL kids!

Professional Development

We had our (first in years!) IN-PERSON district-wide inservice in Newhalen from October 14th-18th. It was so good to get to spend time with colleagues (many who we've only previously met on Zoom sessions) learning, collaborating, problem-solving, and diving into our standards, assessments, PowerSchool, new curriculum, best teaching practices, etc. etc. There was also a craft & produce fair, fun evening activities (pickleball champs baby!), visiting the stores (plural!), and eat really, really well together. A huge thank you to Nicole for putting it together and for everybody who supported its success. And the Kokhanok staff would love to send a special thank you to both the cooks and custodians who kept morale and spirits high amongst what could be a tough situation/crowd. Thank you for going above and beyond the call of duty. [Inservice Agenda](#)

Pupil % Attendance K-12

We currently have 35 students (K-12) enrolled, and our attendance rate was 90% for October.



CLASSROOM NEWSLETTER

ms. krista's class

OCTOBER NEWS

October was a very busy month! Our school hosted a volleyball jamboree, which was a successful event. Quyana to all the community members who helped out. We appreciate it! The teachers traveled to Newhalen for Inservice and had the time to grow and learn in our professions. An author, Intisar Khanani, came to visit our school and community, which was a great treat! She visited our class and we did an activity of making up an oral story as a group. We also have had the pleasure of Peducia and Beth doing Yugtun lessons in our class. The students have been picking up words and phrases very quickly. I hear my students using Yugtun in conversations with their peers. Parents and community members are welcome to volunteer, read/tell a story, talk about your job/culture in our class. Our students would enjoy involvement from the community!

As a reminder students have outside recess everyday. Please send your child to school with appropriate winter gear. If you need help obtaining winter gear please contact or see me and I can help. Quyana!

YUPIK PHRASES WE'VE LEARNED

body parts: itgaq (foot) uqsuq (head) ciisquq (knee)
iruq (leg) ii (eye) aiggaq (hand) nuuyut (hair)

We also learned how to change words from singular to plural. Quyana to Beth for working hard on Yugtun lessons!



CLASSROOM CURRICULUM UPDATE

In math we studied: Kindergarten worked on understanding addition as putting together and adding to and subtraction as taking apart and taking from. We also worked on describing and comparing measurable attributes of objects. We focused on the shapes, triangles, circles, and squares.

First graders worked on telling and solving number stories, extending counting sequences forward and backward, addition within 10 and representing and interpreting data with tally marks. We also worked on the "turn around rule" which is the Commutative property in addition.

In reading we studied: Kindergarten for phonological awareness we worked on matching beginning sounds, recognizing rhyming words, identifying and isolating beginning sounds of words. For comprehension we worked on identifying the sequence of stories and making predictions. The high frequency words we learned: see, the, I.

First graders for phonological awareness we worked on isolating initial sounds and final sounds, and blending sounds. For comprehension we worked on organizing ideas, setting a purpose for reading, and being active readers. The high frequency words we learned: do, then, what, with, you, your, get, help, of, put, we, work.

UPCOMING EVENTS

Parent/Teacher Conferences November 6th and 7th

November 27th and 28th No school for Thanksgiving

Ms. Gabrielle has Art Club on Thursdays at 3:30-5:00



Site Report – LAG – October 2025

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 our first snow and made a snowman and did a science project about how far dinosaurs walk.



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

Classroom Highlights

From Sara, the elementary teacher: We are finishing up our biology unit in science and are starting to work on earth science. We are also starting a unit on citizenship in social studies.

From Julie, the secondary teacher: In Science, students learned how fossil dinosaur tracks reveal how quickly a dinosaur ran. They then attempted to see if they could have won a race with a dinosaur their size! We also learned what would happen if our bodies didn't have bones. We combined science with art and made skeleton hands. In Writing, we are continuing our narrative unit on amusement parks. Social studies has us literally all over the world! We are learning about Alaska history, early Native American tribes, and Early Humans and The Stone Age. The students have enjoyed using math to decode various activities (fractions, word problems, rounding numbers) to include where the Forgetful Pharaoh left his royal scepter. Capturing the elusive candy corn man, and the case of the Thankless Turkey.

LSAC Activity

We had an informational LSAC meeting on 10/28/25. There weren't enough members for a quorum but the teachers and principal informed the members that were there about what was happening in the school. We also planned the LSAC elections for November.

Community Engagement

We did not have a community event in October but we are planning a potluck on 11/18.

Professional Development

There were a number of inservice days in September where staff had training and worked on starting the year so that the students would be successful.

Pupil % Attendance K-12

100% attendance for September.

Student and Staff Safety

The fire inspector came and inspected all of our fire safety equipment for this month.

Other

Site Report – LAKE – October 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Melody Schilke: Principal

Photos & Description of Activities and Events

National Red Ribbon Week:



Personnel Update

Preschool/Secretary/Classroom Aide: Nina Garner

K-5 Sally Spellman K-5 with 13 students (our numbers are growing!)

6-12: Diana Hejtmanek

Custodian: Myra Constantine

Temp Maintenance: Clinton Boskofsky

Cook: Inez O'Domin

Night Gym Aide: Tonisha O'Domin

PE Aide: Ethan Andrews

Classroom Highlights

Students are learning everyday in the elementary and upper level classroom. In our secondary class, Ms. Diana Hejtmanek has taught students about the cells of life and created a hands-on learning project. In Ms. Sally's youngest of learners class, students are honing their reading, writing, and math skills. They are also doing many projects such as paper mache pumpkins, which made quite a mess but was so much fun.



LSAC Activity

Our Local School Advisory Committee will have our first official meeting on Nov. 6th. With many of our members traveling and not in the village we have been unable to meet officially, but LSAC members are always willing to touch base and communicate as necessary and support the needs of our students.

Community Engagement

The community came out in full support for our annual Halloween Carnival brought to you by our student government. Cake Walk Fundraiser, Costume Contest, Musical Chairs, and Haunted House Fun! Thank you to all our parents who donated cakes and made this possible.

Professional Development

Newhalen Inservice provided such great opportunities for in person visits that allow teachers to collaborate and create connections that will help foster a strong educational community throughout the year. It was the first time many teachers met face to face and not just on a computer screen. Teachers and principals learned and honed their skills in training that were relevant and adapted to meet the needs of each of our unique sites. We also enjoyed activities together outside the classroom. Thanks to Bill Cornell taking us on outdoor adventures.



Pupil % Attendance K-12

85% 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



Site Report – Levelock – November, 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Moon McCarley, Principal

Photos & Description of Activities and Events



Personnel Update
<p>Kathy Touring – Teacher, all levels – Head Teacher Izac Huesca – Cook Edwin Peterson – Classroom assistant, PE Aide Paulene Manning – Special Education Chris Apokedak – Custodian and Night Gym</p>
Classroom Highlights
<p>Kathy Touring has been working with all students to wrap up standards in anticipation of them transferring to other schools or Lakeview Homeschool. At this time six students enrolled in LVHS. One student transferred within the district. Nate McArthur was in Levelock for several days, helping students and parents transition to homeschool.</p>
LSAC Activity
<p>At the time of closure, Chadalin Washington was the only LSAC member. Her support of the school is much appreciated.</p>
Community Engagement
<p>There has been ongoing communication between the Levelock community and the school in anticipation of the school closing. Community leaders have indicated an interest in taking over the school building and ways to support those students who are enrolling in Lakeview Homeschool. The community is interested in creating a space for students to work on their homeschool classes, someone to assist them, and possibly continuing to serve lunches. Community members are motivated to bring new families into Levelock so that the school can open again for the fy27 school year.</p>
Professional Development
<p>Nothing to report</p>
Pupil % Attendance K-12
<p>Levelock School had 68.66% attendance for the month of October. We ended October with 6 students enrolled.</p>
Student and Staff Safety
<p>Nothing to report.</p>
Other



LAKEVIEW HOMESCHOOL

Lake & Peninsula School District

PRINCIPAL: Nate Davis
ndavis@lpsd.com

Teacher: Nathan McArthur
nmcarthur@lpsd.com

School Year: 2025-26

OCTOBER \ offSITE REPORT 11-6-25

Students Enrolled

We are working on gaining completed and signed Individualized Learning Plans (ILPs) from each parent/guardian and then quarterly evidences of learning for each subject. Our current numbers are below. We were sorry to see Levelock close. We have three students and their parent/guardians joining LVHS from Levelock:

NOVEMBER 6, 2025

21 Students enrolled, 2 for one month only while traveling

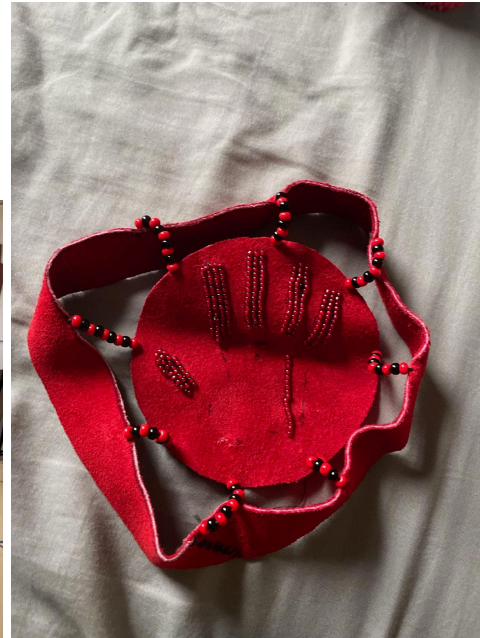
2025-26 District-directed* students: 16; Parent-directed students: 5**

4 Super Seniors, 3 Seniors... 3 on track to graduate this year.





Helping Levelock transition to homeschool



Cultural headdress from senior Angel

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 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 SAWAS or Reading Egg learning materials for Reading, Writing, Math, Science, and Social Studies. 4th- 12th 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.

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

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 – November, 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Newhalen School

Photos & Description of Activities and Events

Halloween carnival was a spooky delight...



Personnel Update

The personnel are doing great. Our student teachers departed in mid October. We were pleased to have them and look forward to the next set of student teachers.

Classroom Highlights

LSAC Activity

LSAC will be meeting in November.

Community Engagement

Halloween Carnival was enjoyed by all.

Professional Development

Newhalen School just had the honor of hosting District Wide Inservice. There were some great opportunities for collaboration and professional growth.

Pupil % Attendance K-12

Oct attendance-93.4%

Student and Staff Safety

Burr it's getting cold outside.... Safety talk this month was about dressing correctly for the weather no matter when or where you are.

Other

Newhalen's Lakeside Grapplers have been representing LPSD very well on the mats. We just finished up a weekend at a state wide tournament where 3 of our girls got to the podium.

Congratulations



Stormi-5th

Ida-3rd

Pagan-2nd

The Newhalen River Spikers have been hard at work on the volleyball court and preparing for regionals.



Site Report – Nondalton– November, 2025

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

October Health Fair - Walking Tacos- Thanks to South Central Foundation, Future Teacher in Training, Geoboard fun, Newhalen Inservice - Barbie Bungie (almost champs), Collaboration card playing, making watercolors class, Paint in a tin can, Thanks to Cook Teresa for gifting Headbands for all. Mural is up! Spirit Week - Crazy Hair Day.

Personnel Update

No personnel updates - all staff in place

Classroom Highlights

k-3 - Reading Battle of the Books, Author of the Month, “Eric Carle”. Continue vocabulary development, check out FreeRice.com. Fall art. Reading interventions have started, weekly spelling lessons. IXL math attached to MAP scores, all students have math skill plans. Next student reports will be on birds of prey.

Students working on dioramas.

Our Junior was accepted for her 2nd BBRCTE week.

Halloween Door decoration contest. Asking tribal council to vote.

Thanks to our maintenance crew, our mural is now up!

LSAC Activity
LSAC election was held Tuesday, October 21 and our 2nd meeting was Thursday October 23rd at 7PM. Agenda and approved minutes attached.
Community Engagement
Student Government hosted two movie nights, one for children and one for adults, they also provided concession snacks. They hosted a community Boo-gie dance for Halloween, games and cake walk. We are planning a field trip to our local tribal library, November 17th. Danielle Stickman will arrive first week of December to present a 3 day cultural workshop making firebags for all students and staff. We will have a community/school post Thanksgiving dinner before she leaves, at the community center.
Professional Development
Certified staff attended in-service in Newhalen in October. IXL training, Amplify training, writing standards, CPI training. Barbie Bungee, making water color paints, tin can painting, making salve. Great food, great company. Monthly trainings will be provided to paras.
Pupil % Attendance K-12 - 90% for October
18 students to date (2 pre-schoolers) 20 total
Student and Staff Safety
Monthly Fire Drill: October 2nd, Next one planned for November. CPI training
Other -
Volleyball team went to their first six mix. Next travel scheduled November 17th. Community volleyball game planned November 9th. Eric will be taking student photos.



Site Report – Tanalian School – October 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Nate Davis, Principal

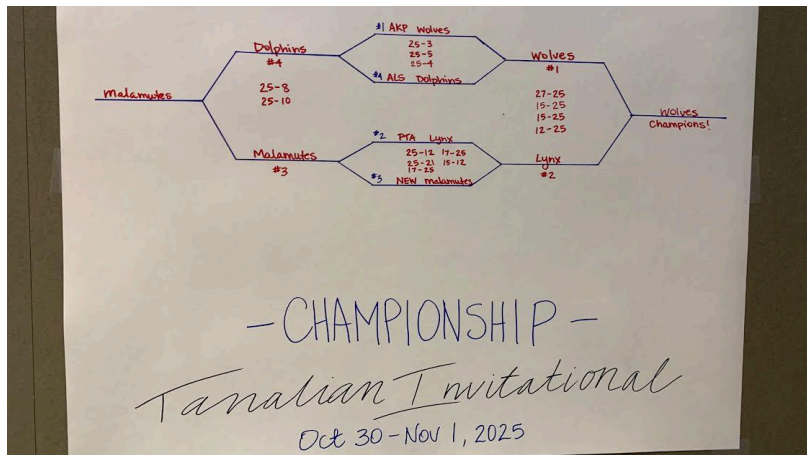
Photos & Description of Activities and Events

Oct 2 - Nine Tanalian students took the PSAT with Counselor Kacy Leyba proctoring.

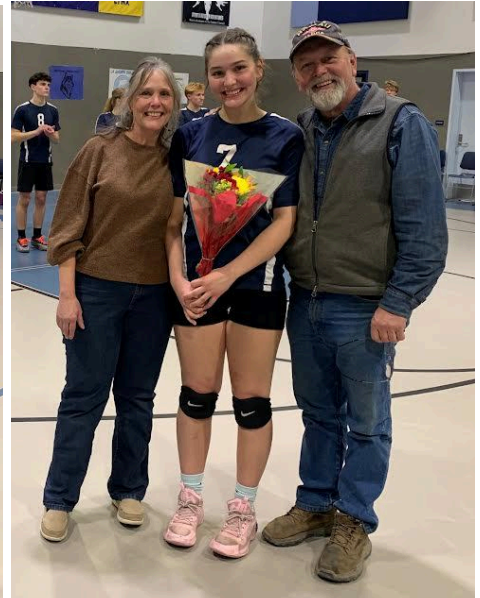
Oct 3-4 - State Cross Country races. Junior, Erik McGee and Sophomore, Hazel Metzgar ran and did great! Coach Heidi went along, but wasn't the main LPSD chaperone this year.

Oct 4 - Student Government hosted a movie night and raised money by selling pizza from Momma's Mission.

We hosted two home VB tournaments! Oct 8-11: Newhalen, Kalskag, and Sleetmute. And for Oct 31-Nov 1: Newhalen, Anaktuvik Pass and Anchor Lutheran joined us. The Tanalian Lynx Jv had their own team at each of the tournaments and with so much court time they were able to get lots of great experience.



We also celebrated Sr. Night for Ray Chmiel, Noah Davis and Mikiah Lorentzen.





Our fantastic Booster Club Moms pulled together to sell yummy dinners (Super Nachos and Indian) - their team is like a greased wheel! We are so thankful for wonderful support from the community and visitors!

The Lynx took two VB trips... One to Unalakleet Oct 16-18, and the other to Newhalen Oct 24-25.

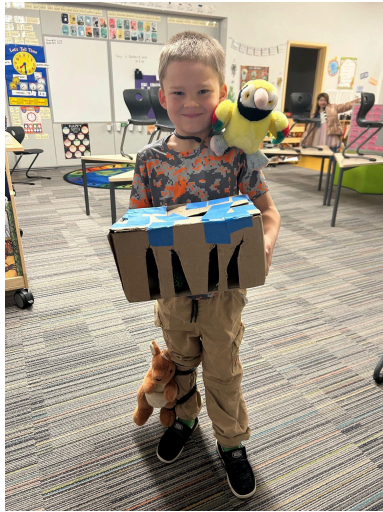
Oct 19-25 - Seven students (Noah, Warren, Noah, Landon, Ray, Malachi, and Hazel) went to CTE to learn about Welding, Electrical, Health Care, and GSI Mapping.

Oct 31 was the end of the first quarter and so an early release for students so teachers could finish out their grades.

Personnel Update

Natalie Utz, our student teacher, headed back to Pennsylvania on October 11. It was great to have her here working with the K-2 class students, and subbing as opportunities became available.

Classroom Highlights



LSAC Activity

LSAC elections were held Nov 1. Seats C, D, and Alternate were up for election. We had no candidates who met the declaration deadline, so LSAC made one appointment at their Nov 5 meeting and will pursue other candidates for appointment at the Dec meeting.

Community Engagement

Parents and community members happily subbed for several different positions this month as teachers and staff were away for Inservice and some sick days.

Professional Development

All certified staff went to Newhalen for in-person inservice - a first since 2021.

Pupil % Attendance K-12

Tanalian is at 92.6% for the school year. Two visiting students (who started the year) moved back to Texas Oct 15. Two other students who live here year round headed out on a month-long family trip on Oct 27. Plus there were a few sicknesses.

Student and Staff Safety

There were several bears hanging around, getting into garbage, but they have wandered off, thankfully.

Other

Got our first snow of the year. By the time it stopped we had about 8". The students just loved it!

Site Report – Meshik – October, 2025

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 Linda Gies (Ms. Gies last taught at Meshik Fall 2023. She is a long term sub with us until 12/19/25)

4-8 Laurent Seiter (Second year teacher with LPSD, also serves as Technology Liaison)

9-12 JW Newton (Third year teacher currently serving as Head Teacher, Student Government/School Store Coordinator and assist with local CTE efforts)

Madelynn Blankenship - Student Teacher with an emphasis on Social Studies and Special Education. She is primarily working with JW but will satisfy Special Education requirements with Ms. Seiter and Ms. Geiss. Madi is also coordinating Night Gym and coaching volleyball.

Madelynn will be leaving December 8.

Classified:

Natalie Lind - cook, bus driver, custodial duties

Daisy O'Domin - custodial duties (temporary)

Classroom Highlights

Elementary students are excited about the return of two classmates and the beginning of Amplify Tutoring. They are also learning the Pledge of Allegiance and embarking on the challenging concept of multiplication.

Middle School students are focused on a variety of topics and interests, including a project related to Native American dwellings, nature journaling and water color documentation of the Port heiden area, and reading new books about Alaska courtesy of Donor's Choose. 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. Currently, students are learning about the similarities between Alaskan and African colonization and resulting adverse impacts (environmental, trauma, cultural). Other students are engaged in learning Alutiiq language and dance, specific technology topics, and personal finance (consumer math).

LSAC Activity

We did not have an LSAC meeting in October, but LSAC members are actively engaged in Meshik School events. When questions or issues arise, they are present and supportive to help navigate and come up with solutions that are locally relevant and appropriate.

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

The next LSAC meeting is scheduled for November 13, 2025.

Community Engagement

Lauren Seiter is working with Bristol Bay Native Corporation and the Village to support cultural activities and language revitalization. JW Newton is currently working with the Village of Port Heiden as Tribal Youth Coordinator.

Meshik hosted a Halloween Party and costume judging contest. It was a great turnout and super scary.

Parent Teacher Conferences are scheduled for November 12th.

Professional Development

Teachers attended inservice at Newhalen School Oct 15-17.

LPSD Elementary Literacy Professional Learning Committees zoom every Wed from 2:30-4PM

Teachers are also taking other online university level courses this fall specifically related to Alaskan Native American history and culture.

Pupil % Attendance K-12

Our total enrollment is now at 25.
September attendance rate was 89%
October attendance rate was 72%

Student and Staff Safety

There has been a bear running down the roads, so students and staff have been extra aware and alert when traveling to and from school. With student enrollment numbers growing, the school now does two bus runs in the morning and two bus runs after school to make sure students are transported from home and school safely. Staff are committed to work together to make Meshik School a safe and inviting place for everyone.

Other

LPSD Maintenance Director, Tim McDermott was here October 27-30.
Itinerate Special Education Teacher, Paulene Manning was here October 18-21.

Two high school students attended Bristol Bay CTE Intensive Week 2 the week of October 20 - 24.

Three students have been practicing mixed 3 volleyball. They will be traveling to Newhalen the week of November 17 to participate in the Volleyball Jamboree.

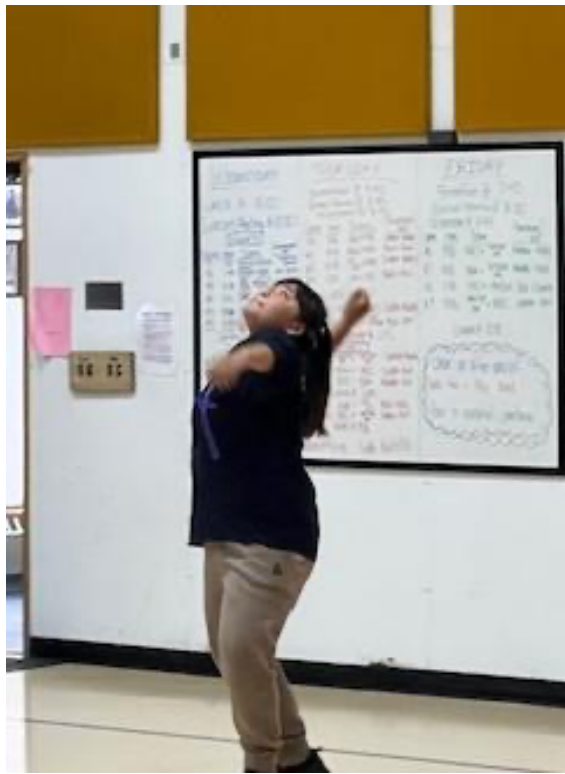
Perryville Site Report – October 2025

To: Superintendent Kasie Luke
and LPSD School Board Members

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

Athletics and Bird Calendar Awards





Volleyball



Red Ribbon Dress up day!

Personnel Update

Tom Walker is teaching grades 6-12
Rebecca Baker is teaching grades K-5.
Audrey O'Domin Kosbruk is teaching Pre-School
Sharlise Yagie: PE Aide
Mark Kosbruk: Cook
Ralph Phillips: Custodian
Kenisha Shangin: Temp Maintenance

Classroom Highlights

Students continue to make progress in their standards. Various volcano labs are being done with students after teacher Tom Walker attended the Volcano course at UAF.

Aligning with an emphasis on cultural awareness, Indigenous people's day was celebrated with elementary and secondary students joining together for discussion and a video to learn about the importance of Indigenous People and their own indigenous roots.

Student Government began holding meetings and conducting business in an organized fashion. Officers were elected and parliamentary procedure is used to keep meetings orderly.

Halloween carnival preparations are underway as students look forward to the Halloween holiday.

LSAC Activity

LSAC is scheduled to meet Nov. 25th. The LSAC is a supportive and steady voice in our school community.

Community Engagement A dessert potluck and award ceremony were held on October 21st recognizing athletic achievements and artistic talent / bird calendar winners. See pictures above!

Professional Development

Teachers attended the district staff development week from October 14-17. Topics included literacy, writing, CPI, Volcano labs, and other relevant subjects.

Pupil % Attendance K-12

Overall student attendance for October was 95%.

Student and Staff Safety

A fire drill was conducted on October 20th.
Volcano safety was discussed with secondary students.

Other

Open gym nights continue to be popular for students and the community.

The Lake and Peninsula School District

Regular Local School Advisory Committee Meeting - Igiugig

Date: September 23, 2025

Time: 4:00 p.m.

Location: Zoom Internet Conferencing/Igiugig School

LSAC AGENDA

1) Call to order Time

a) 4:05 PM, called to order by Tanya, 2nd by Ida

2) Roll Call of LSAC Members:

a) **LSAC Members:** Tanya Salmon, Ida Nelson (phone), Alicia Tinney, Christina Salmon-Bringhurst

STAFF: Ms. Jenny, Colter, Rob

Community Members:

Students: Shea, Avery, Katia, Olivia

3) Introduction of Visitors:

a) Colter

4) Approval of Agenda:

a) approved by Christina, 2nd by Tanya

5) Approval of Previous Minutes:

a) missing minutes, tabled

6) Student Reports:

a) none at the moment, tabled

b) **Student Government:** Student Government had elections: President Shea, Vice President Avery, Katia & Olivia as Secretaries, and Mackenzie as the Historian.

-Planning on doing a Halloween Party Oct. 31st, aiming for 4-5:30 PM. Planning on games, costumes, and concessions.

-Student Government either has a balance of \$37,085 or \$36,890 in their Village Council account and have \$4,423 in their District account.

-Senior Trip discussions have begun for the two seniors: Shea & Danni. Currently looking to ask Taty & Kiara to be chaperones on trip.

-Colter asked students if they were interested in hosting or visiting an “invitational sports event.” These events are non-funded through the school district. Decide by Friday Igiugig would like to host or if they would be interested in traveling to another community to attend either a basketball or volleyball event.

7) **Old Business**

a) Questions about steam bath project since Ms. Canning left. Jon has taken over the project and building location should be finalized soon.

8) **New Business:**

a) New staff/positions: Currently, we have Ida as the cook, Betsy as the preschool teacher, Martha and April with SPED, April as language director, Tess as Indian Ed. Aide, Alicia running gym night, Jenny as the elementary teacher, Rob as the temporary secondary teacher, and Christina & Gabe as custodians.

b) AFN Travel Funding: Rob announced that the District is no longer funding AFN travel. If we have students interested in going, is there funding available? Decided during meeting that the Tribe can afford funding. Students must write essays/applications in order to be selected to attend.

c) Middle school SNAP travel funding: SNAP is in April, however, the District is no longer funding travel for middle schoolers to attend. Just notifying LSAC in case they would like to send Middle Schoolers to SNAP. Christina said April may be able to have funds through the language program that would allow our Middle School students to attend.

d) LSAC Elections: unsure of when terms end. LSAC committee will stay the same.

d) Hiring Processes: Colter mentioned if we have any locals who would be interested in teaching, they now have the opportunity to earn college credit while working in the school apprenticeship program. Locals would be able to get their teaching certificate or degree through this program. Currently, Rob is a temporary teacher and will be done by the end of the 1st quarter. As of now, interviewing and looking at potential new teacher.

9) **Principal's Report:** Colter is the principal this year. The community did great with the transition of funding their school lunch program and this year is looking to be just as successful. Working on interviewing teachers for the secondary classroom. Thankful for community members stepping in and filling more school positions.

10) **Teacher and Aide report:**

a) **Ms. Jenny:** 5 students in the elementary classroom. As of now, the students are at or above benchmark testing in reading and at level in math. The kids have been studying/learning/presenting in Fat Bear Week. Parent teacher conferences are in October

b) **Rob:** 7 students in middle and high school with 2 seniors ready to graduate. Still learning the ropes on getting the schedule down and is a little hard with all of the teacher Inservice days. Currently, seeing

where students are with the last years' benchmarks. So far, the attendance is good. Kids are in XC now and moving right into volleyball.

11) Community Comment:

a) Parents expressed thanks to Jenny for accepting the elementary teacher position and thankful Rob stepped in with such short notice, to be the temporary secondary teacher.

12) Informational:

a) Christmas Craft Fair

i) Students need to think of dates for the Christmas Craft Fair.

b) BOB

i) January comes fast! Need to start planning BOB teams and coaches.

13) Future Meetings and Agenda Items: 10/21/25 at 4:00 PM

14) Adjournment Time

a) 5:07 by Ida, 2nd by Christina

**Kokhanok Local School Advisory Committee Meeting Minutes
September 30, 2025**

Called to order at 4:00 pm

Roll Call:

- Present: Clint, Megan, Charlene
- Late: Oxenia
- 1 open seat

Visitors:

Krista, Connor, Kim, Kimberly, Maggie, Dawson, Ari, Honey, Garren, Gary, Lysa, Nathan, Sawyer

New Business:

1. Experiencing Out

Connor provided an overview of the initiative.

Presentation by Dawson Hobson: Focused on commercial fishing.

Presentation by Ari: Focused on commercial fishing.

Presentation by Garren Nielsen: Focused on commercial fishing.

2. Student Report by Iliana:

Presented merchandise and pricing:

Shirts: \$30

Hoodies: \$50

Pants: \$40

Hats: ??

Old Business:

1. Food Service Update:

Colter: Highlighting the acquisition of almost 600 fish and a caribou from Nicholas Mike. The total food service budget is \$13,000. Feed an Elder, Feed a Child through BBNA, ensure program recognition.

Lysa mentioned a subsistence grant of \$40,000.

Clint inquired about meat availability for the jamboree, still under consideration.

Nathan suggested obtaining a walk-in fridge for better food storage.

2. Kayak Training Initiative:

Emphasized the need for training in cold water safety for staff and students. Plans to partner with the community for certified trainers.

New Business:

1. FY 26 Goal Setting:

Colter distributed SWOT analysis reports. The aim is to set actionable goals based on community data and feedback.

2. Club Applications:

Krista proposed a Board Game Club to enhance social skills and literacy. Funding needed for board games. Vote: All in favor.

Gabbie: Proposed an Art Club to encourage creativity outside academic settings. Vote: All in favor.

Kimberly: PEP Club, similar to last year, preparing for a volleyball tournament. Profits from the carnival will be reinvested into creating pep squad gifts, budgeting around \$250.

3. Upcoming Events:

Volleyball Tournament Jamboree: Scheduled from 10/8-10/10. Emphasis on participation from LSAC and parents, along with additional activities for attendees.

Kim: bSuggested a hospitality room for students during events, based on previous experiences at Snap.

In-Person Inservice: Scheduled from 10/14-10/18 for staff in Newhalen.

Parent-Teacher Conferences: 10/29-10/30.

Halloween Carnival: 10/31 from 5-7 PM.

LSAC Election: Scheduled for 11/4.

Reports:

Teacher, student teacher, and principal reports provided

Future Agenda Items:

Award Ceremony discussion for pins in basketball/volleyball.

Connor and Kim: Addressing phone policies in alignment with the school district.

Adjournment:

Meeting adjourned at 5:18 PM

Minutes-Approved 11/06/2025

The Lake and Peninsula School District
Regular Local School Advisory Committee Meeting
Date: May 06, 2025
Time & Place: 3:35pm

CALL TO ORDER: Meeting called to order at 3:37 pm by Marty

INTRODUCTION OF VISITORS

No new visitors

APPROVAL OF AGENDA: Approved

APPROVAL OF PREVIOUS MINUTES: Approved

REPORTS

PRINCIPAL REPORT

- Personal and big school Thank you to Mary and Marty for your support of student government. It was a big help and a huge success.
- The end of year celebration went well. Thank you for coming and showing your support.
- The Lunch Program will continue to need to be supported by the village council. We can continue to pay for USDA or move in our own direction, or do a hybrid where we use some donations provided by the village? Thoughts?
- Our hydroponics seems pretty successful. The lettuce and radishes at our event made a small salad we enjoyed at our school celebration. Currently there are zucchinis growing. I am going to see if we can get another hydroponics sponsored.

TEACHER REPORT

1. Preschool: Preschool students are learning and have finished off the year. We will have awards and a small graduation ceremony for them.
2. Intermediate/Secondary: Students are working their fingers to the last minute possible. They are still working on finishing the end of levels.
3. Elementary: With the resignation of Sonya Shelley, we are looking for a teacher to fulfill those shoes. Students have completed all their end of levels. I have been subbing since Sonya has been out.

STUDENT GOVERNMENT REPORT (include bingo night, how much money was raised, etc.)

- Final student government count for the year was \$25,000.

Minutes-Approved 11/06/2025

OLD BUSINESS:

- Culture Camp: just keeping it on the topic list. My return tickets are scheduled for the beginning of August. I would love to be here to support you, but understand if you need to have it at a time that is more convenient for the village.

NEW BUSINESS/Concerns:

- With the help of LSAC I would like to host an LSAC game night for all parents and students and literacy night for preschool parents and students. I would like to do this as one of our beginning of the year events. We can welcome parents and hopefully recruit some new members for LSAC. We have a solid team and just want to continue to grow it if possible. Marty Takak suggested a game night which is a great idea. What is the interest and who thinks they can be here to help?

FUTURE AGENDA ITEMS AND SET MEETING DATE: This will be our last meeting for the year! Thank you for making this a successful LSAC and bringing all your insight to the meeting. Tentatively set a date for next meeting for the beginning of the year.

Meeting adjourned at 4:25. Tentative date set for Sept. 02, 2025 at 3:45pm

LSAC Meeting Minutes
Thursday 9/18/25

Meeting called to order 7:02 PM

Members present: Rob Kakaruk, Betty Wilson, Ilea Aaberg. Not Present: Chris Aaberg, Korina Jeffries

Guests: Tracey Thomas, Faith Woodcock and Eric Oba , staff members

Introductions.

No minutes to read from previous meetings.

- Tracey passed out packets of LSAC handbooks.
- Discussion of Procedures, protocols and purpose.
- Selection of monthly meeting time and days. Third Thursday of each month at 7 pm, unless there is a conflict of interest.
- Need to set up new election for: Chair, co-chair, secretary, 2 members and alternate. Need to post election date two weeks in advance with all those wanting to fill seats. We were going to plan October 16, but AFN is that week, so we will plan for the following week.
- Goal setting
 1. Creation of more community and school effort to work – together.
 2. Proposal to host athletic event. We have the infrastructure. Request hosting the Jamboree scheduled for January 21 st, we have housing, food and can provide concessions.
 3. Have more holiday events where the LSAC board is invested in helping with: Movie night, haunted house, Christmas program.
 4. Culture camp, plan earlier and invite guests to teach classes.
- Teacher reports: H.S. Eric shared that two students are travelling after being selected for BBRCTE, Keisha for welding and Missy for construction. They fly out Sunday the 2st. Cross Country qualifying run is scheduled for Saturday, student government selling hot cocoa and hot cider. (Both runners qualified) and the meet is the weekend of the 27th. Middle school has begun a Native American study and Faith is looking for story tellers for local history. Elementary did “Bee reports” and have started reading “Battle of the Books”. MAP and Amplify testing is complete.
- Discussion as to where to post election and next LSAC meeting – school, post office, store, tribal office/library, city office. Nondalton school facebook and City of Nondalton facebook.
- Meeting adjourned 7:36 pm

Minutes respectfully submitted by: T. Thomas

Packets were also given to Michelle Wilson, Tara Labutta, and Korina Jeffries

LSAC Minutes Tanalian School

Wednesday, October 1st, 2025

6:30 PM

- I. Call to Order: Heidi call to order at 6:30pm.
- II. Roll Call: Nate Davis, Eric Davidson, Heidi Wilder, Elisha Wegner, Brandey Voran, Matthew Grossmann, Cam Metzgar
- III. Adoption of Agenda: Eric made motion to move “f. *Student Government Report- Mr. Davis or Jordan Alsworth*” to VI. after “*Student Presentations*” with the rest to remain. Elisha seconded. Motion carries.
- IV. For the Good of the Order: Heidi communicated appreciation for how we as an LSAC worked through differences respectfully and would like to continue that this year.
- V. Student Presentations (0-3 slots per meeting):
 - a. none.
- VI. Student Government – Jordan Alsworth - Just ordered new volleyball jersey’s; Movie night this Friday, selling pizza from Momma’s Mission and watching live action movie: How to Train Your Dragon; Starting to work through Harvest Festival plans. The Student Government would like to advertise more this year; Order has been put in for Lynx Lattes. Also got some items from Lake Clark Resort for Lynx Lair. Fundraiser with PAIC & 50/50 Cafe raised \$143.
 - a. Encouragement from Brandey to student government for coming in and encouraging spirit week.
 - b. Reminder to sell year books was brought up.
- VII. Approval of Minutes:
 - a. May 2025: motion to approve Eric; Elisha second; motion carries
- VIII. Communications:
 - a. Principal’s Report- Nate – AK star results are in from last spring. Will be sent to parents tomorrow. MAPs and Amplified September results are in and will be sent to parents shortly after AK star results are sent out. Would like kids to be in the blue area of results. Interventions are available for K-6 kids that need more help. Cross country– spirit week. 2 headed to state. Hazel Metzgar and Eric McGee. Volleyball schedule: next week going to Unalakleet. Hosting Oct 16-18. Email sent out about someone driving dangerously. Parents were encouraged to talk to students. Early release at 1pm on the day before Oct 15 Inservice. Will need help providing food for students when hosting with Lisa being unable to cook for tournaments this year.
 - b. Teacher Reports
 - i. Cam Metzgar – Teaching levels 6-8 reading and writing, supervising level 10 reading and writing with Marly (8 kids). Teaching 6-7th social studies; level 6 math, 3-5th writing, 6-8th PEP. Good start. Good group of middle schoolers. Larger group is nice.
 - ii. Brandey Voran – 3-5th all subjects. Writing with Cam, high school geometry. Going well. 9 students in elementary. They have grown a lot in just a month. 5-8th junior volleyball starting the 7th, next week.

- iii. Matthew Grossmann – High school early US history, biology and PEP; elective class period with some students. 7-8th math; junior high science. Grant through the Knik tribe got a wood cutting machine and learned how to design what they wanted to create.
 - c. Correspondence- Nate
 - i. School Board Committee meetings, Oct 6
 - 1. Finance + Air Taxi committees
 - a. Revisit some guidelines for Air Taxi regs.
 - ii. School Board Meeting Oct 9
 - d. Maintenance Report – Matthew doing temporary maintenance. Had Tim's crew for some time a couple weeks ago. There will be some non-LPSD renters in teacher housing - Richter's and Hummel's.
 - e. Technology Report – everything is up and running, all three printers currently working. Devices and internet all seem to be working. Matthew is working on getting the game camera working again.
 - f. Student Government Report- Mr. Davis or Jordan Alsworth – moved to earlier in meeting (VI)
 - ~~g. Student Representative Report~~
 - h. Financial Report- Nate – \$11,498.26 – booster; the software is not working great for the food bank budget; \$1,385.15 (from May minutes) - LSAC
 - i. Public Comments – none
- IX. Old Business:
 - a. Food Program: tracking finances has been a big struggle.
- X. New Business:
 - a. VB Club – Elisha motion to approve, Eric 2nd, motion carries.
- XI. Next Meeting: November 5th 6:30 pm
- XII. Adjournment: Eric motion to adjourn, Elisha 2nd, motion carries

Lake and Peninsula School District

School Board Student Services Committee Meeting Notes

October 30, 2025 – Teleconference/Zoom, 11:00 a.m. – 12:00 p.m.

Board Members Present: Beth Hill

Others Present: Kasie Luke, Bill Cornell, Kacy Lou Leyba, Patty McCasland, Marjie Waggoner, Elisabeth Ludwig, Nicole Metzgar, & Becca Stenson

Meeting Called to Order at 11:05 a.m.

1. Determine Student Services Committee Chair

- Decision postponed until all committee members are present.

2. Review of Current LPSD Student Services

- First meeting of the Student Services Committee.
- Reviewed the committee charge, current student services with the MTSS (Multi-tiered System of Supports) framework for student services.

Universal Supports:

- Reviewed the Universal supports currently in place to support all students.
- Introduction of Sources of Strength, a student-led, strength-based mental health and suicide prevention program that teaches positive coping skills and fosters trusted adult connections. Advisors are trained in each community, and the program can be customized with integration of local language and culture.
- Discussion of CPI (Crisis Prevention Intervention) staff training for certified and classified staff on crisis prevention and de-escalation strategies.
- Discussion of language and dance classes as student supports and with a goal to implement them more strategically across the district.

Targeted & Individualized Supports:

- Review of counseling, small group sessions, and 504 plans for targeted and individualized interventions.
- Discussion of student anxiety that can occur when leaving home environments and ways to support students using current resources or programs, including school trips and structured opportunities to build independence.

Attendance & Student Support:

- Discussed the importance of attendance and regular communication with families, including having a designated staff member (or possibly a student) contact families when students are absent. Ensure basic needs are met such as rides to school.

Partnership Support

- Discussed the value of partnerships, with community coordinators serving as bridges between schools and communities; reviewed existing regional and local partnerships and suggested potential additional partners.

3. Committee Questions & Concerns / Public Comment

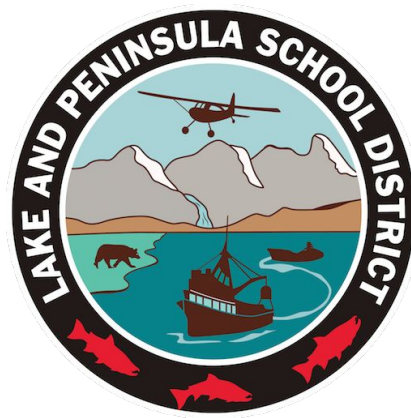
- Committee expressed interest in reviewing the current attendance policy to emphasize community and family support rather than truancy reporting; will develop recommendations for full Board.
- Committee agreed to a dedicated meeting focused on attendance policy, accountability, and supporting students in meeting standards and earning credit when absent.
- Request for update on language program at next meeting and discussion of ways the committee can support the initiative.

4. Next Steps

- Schedule next committee meeting via poll.
- Next meeting to focus on attendance policy revisions and language program progress.

Meeting Adjourned at 12:07 p.m.

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.

55

Date: November 11, 2025
To: Lake and Peninsula School Board
From: Kasie Luke, Superintendent
Re: Report: November 13, 2025

Dates & Happenings:

- LPSD District Volleyball - Monday, November 17 to Thursday, November 20, 2025 Newhalen School
- Thanksgiving Break - No School - November 27 & 28, 2025
- 1st Day of 5-person Basketball - December 3, 2025
- ASAA Mix-Six Volleyball State Tournament - December 4 - 6, 2025 - Anchorage
- Friday, December 19, 2025 final full day of school prior to winter break

AED Machines at Schools

In 2018, each Lake and Peninsula School District (LPSD) school received an Automated External Defibrillator (AED) through a grant provided by the Alaska School Activities Association (ASAA). These devices have served as critical safety tools for students, staff, and community members during school and athletic events. Upon recent review by our Safety and Compliance Officer, it was determined that the AED units provided through the ASAA grant are now outdated. The key components including batteries, electrode pads, and other internal parts are no longer manufactured or available for purchase, meaning the machines can no longer be serviced or maintained.

As a result, AED machines in our schools that no longer have all working parts have been taken down. The estimated cost to replace all AED units districtwide is approximately \$26,000. I will be sending a letter to local clinics, tribal councils, and community organizations to inform them of this issue and to invite their interest in supporting the purchase and maintenance of new AED units, ensuring continued access to this important life-saving resource in our schools.

LPSD - State Department of Education Major Maintenance CIP Update (FY27 cycle)

LPSD received word from DEED that we remain #9 on the 2026-2027 Major Maintenance Grant Fund Initial List

- ***Project: Fire Suppression System Upgrades, 4 schools: Nondalton, Igiugig, Meshik, Chignik Lake***
- ***Eligible Amount: \$4,645,081.00***
- ***Local Match (anticipated Endowment withdrawal): \$1,393,524.00***

57

Initial decision was made on November 5, 2025, where LPSD maintained its ranking of #9 from the previous year's review. There is a reconsideration of rankings period prior to December 2, 2025 where projects are reviewed and scored by DEED using both formula-driven and evaluative criteria practices. Rankings ultimately determine eligibility for future capital funding by the Governor and Legislature for the 2026-2027 budget cycle.

LPSD continues to benefit from the expertise of Independent Facilities Services Professional, Kathy Christy, whose background includes extensive management of rural Alaska capital projects. She is assisted by Laura Hylton, who brings many years of experience working alongside her. Within the district, Damian Hill, Safety and Compliance Officer, has contributed to the project work, with oversight provided by Mr. McDermott.

LPSD Food Service (no update since report in October 2025)

USDA/National School Lunch Program: Nondalton (*note below*), Perryville, Chignik Lake, Levelock, and Chignik 58 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 will continue to provide food for students through combined efforts within their community(ies). *Nondalton is interested in supporting food service, so we are working with NSLP to ensure their transition away from NSLP before the end of the school year has minimal impacts for the remaining NSLP schools and the community eligibility provisions.*

LPSD & Borough Housing Efforts

- The Lake and Pen Borough Assembly will officially adopt their Comprehensive Plan, November 18, 2025, and therefore will enable additional information and next steps for Borough-wide focus on housing deficits in communities.
- Awareness of grant application opportunities alongside the Borough remains on my radar. Mr. Nathan Hill and I are in contact regarding presentation of grant information for the School Board's consideration will be brought forth in January or February of 2026.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 313-3841



November 6, 2025

To: Lake and Peninsula School Board

From: Tim McDermott (907-469-0460 cell)

Re: Maintenance Report

The first two months of the FY26 school year are in the books and we are now well into the second quarter. In early October, Damian Hill, Jake Wilson, and Dean John represented our district at the annual Maintenance Conference in Anchorage, hosted by AASB and the Alaska Public Risk Alliance. Held at the Clarion Suites on October 7–8, the event provided valuable insights into school district maintenance and safety practices, along with excellent networking opportunities with DEED and maintenance professionals from across Alaska.

A snapshot of our Safety and Compliance Work Log for October reflects our ongoing commitment to safe and efficient operations and includes:

Strategic communications with DEED, Borough leadership, and internal stakeholders.

- Progress on CIP reuse applications and six-year project planning.
- Site visits to Perryville, Igiugig, and Levelock, addressing lighting, fire systems, housing, fuel checks, and data logging.
- Fire sprinkler and alarm inspections at Port Heiden, Chignik Lagoon, and Chignik Lake.

Specifically:

Communications with Tim
Communications with Borough Manager
Working with Kokhanok Village Council to begin reading power plant recovery BTU for school
Travel arrangements for maintenance staff attending maintenance conference
Attended annual maintenance conference in Anchorage
Alasbo "Good School Maintenance" training
Fire/sprinkler inspections
Storm damage monitoring and communications with insurance provider
Preventative Maintenance BRGR subcommittee meeting
Collaboration for drone mapping
Shipping and receiving from King Salmon

District-wide itinerant maintenance efforts in October were productive and visible.

- **Port Heiden:** Six days of field support addressed vehicle and site-related work orders and maintenance needs.
- **Nondalton:** Eight man-days were dedicated to installing new tires on school vehicles, mounting a new school sign, and completing numerous minor maintenance tasks.
- **Port Alsworth:** Six man-days were focused on constructing a new incinerator, purchased and operated by M&S Ventures, as a temporary solution to waste management challenges. Additional minor maintenance tasks were also completed.

- In November, itinerant personnel are actively supporting sites in **Igiugig** and **Chignik Lagoon**, with plans to extend efforts to **Chignik Lake**, **Port Heiden**, and **Perryville**, as conditions allow.
- We are also preparing for decisions regarding the **Levelock facilities**. The Maintenance Department is ready to respond based on the direction provided by the School Board and Borough leadership.

As we enter the winter season, we encourage everyone to stay safe and prepared. Please keep flashlights or headlamps, ice cleats, and appropriate clothing readily available. Let's continue to look out for one another—especially our students—during the darker mornings and evenings.

The Maintenance Department remains committed to supporting our schools through asset management, safety and compliance, supply, logistics, and personnel training. We value collaboration with site heads and administration and are excited to continue building strong, organized, and responsive operations.

For any maintenance needs, please reach out to the Maintenance Helpdesk, maintenance@lpsd.com

Thank you.



November 2025 Curriculum Report

To: LPSD School Board Members & Superintendent Kasie Luke

From: Nicole Metzgar, Curriculum Director

LPSD Professional Development

Recurring Para-Professional Literacy Training: Is being organized by Moon McCarley and taught by the Glean Team. There are 7 total sessions throughout the school year.

Recurring K-6 Literacy Professional Learning Community: Is being organized and taught by Moon McCarley every Wednesday from 2:30-4PM.

October 14-18 In-Person Inservice: Newhalen School successfully hosted their first ever LPSD Teacher Inservice. You could tell the Newhalen community was accustomed to hosting a large number of guests. The food was delicious, the bathrooms were clean, the waste cans were empty, the transportation was reliable, and the overall energy was tranquil and super positive. I highly recommend Newhalen School hosting future LPSD Teacher Inservices. Here is a [LINK](#) to the Teacher Inservice Schedule where you can see how teachers spent their day learning, collaborating, relaxing, creating, and supporting one another:

LPSD is using a digital survey to gather Inservice feedback from staff to help plan more awesome inservice opportunities for LPSD teachers in the future. Feedback is currently being collected.

Compensating Classroom Teacher PD Leaders: LPSD had 14.75 full time classroom teachers lead PD training this school year. **One of the very best PD a teacher can benefit from is one where they are learning from each other.** LPSD is grateful for the unwavering and generous teacher leadership in the district. Thank you to the following teachers who helped lead District Wide PD this school year: Sydney Boon, Diana Hejtmanek, Marli Manning, Christian Meneskie, Brandey Voran, Alexis Pursell, Sara Erickson, Kim Phillips, Kate Cornell, Matthew Grossmann, Cameron Metzgar, Tom Walker, Lauren Seiter, Julie Boggan, and Paulene Manning.

Mentor/Mentee Programs: LPSD and AK State Mentor and Coaching Programs are training and supporting our new to LPSD teachers and new to teaching teachers throughout the school year. These **mentoring and coaching relationships continue to strengthen and improve student achievement and teacher job satisfaction.**

FY26 LPSD Mentors: Diana Hejtmanek, Alexis Pursell, Kate Cornell, Stephanie Barthelman, and Marcie Lester.

FY26 AK State Mentors: Lisa Meath, Cassandra Mirosh, and Mike Kernin

LPSD Curriculum

FY26 LPSD Digital Standards Based Booklet [LINK](#)

★**Curriculum Calendar and Timelines:** It is time for LPSD to look at purchasing resources to continue to support the teaching and learning of reading, writing, and social studies. Historically, Endowment Funds have been used to purchase LPSD core curriculums . Here is a [link](#) to an updated LPSD Curriculum Calendar. The ELA and SS Standards and Curriculum Timeline is in progress

FY12: The date Social Studies Standards and Curriculums were last updated & implemented.

FY19: The date ELA Curriculums were last implemented FY19.

End of Quarter 1 Reporting Teachers are now able to view student Quarter Report Cards in their teacher PowerSchool accounts. Prior to this, Principals were the only ones with access and teachers needed Principals to share the Report Cards with them before they could view them.

Online Tutoring with University Partners Continues: This fall, 10 LPSD students are being tutored online by college students from Kukstown University in Pennsylvania. This partnership between Kukstown and LPSD has been going strong for a very long time. LPSD loves working with our Kukstown tutors. Thank you to Dr. Bazley who organizes the logistics on the University side with grace and kindness. She is fantastic to work with.

Social Studies Committee Dive Deep into new State Standards: During October Inservice, a group of teachers got together to learn about the new AK Social Studies standards. [LINK to an Overview of AK's new SS Standards](#). They shared their initial key take-aways and have requested: 1. Time to work on updating and organizing standards @ a daily/half daily rate of \$300/\$150, and 2. To purchase teacher pre-created lessons for Civics, World History, and US History @ a total purchase price of \$3434.00. [Link to SS Committee Feedback](#).

★ Instructional focus and deep dive on **essential standards for Reading, Writing, and Math**. Essential standards are highlighted blue in the SBS booklet. LPSD continues to have teachers grade all of the common core standards—curriculum is wondering if a shift to grade only the essential standards would be more efficient for record keeping purposes.

★ Working together to have a rigorous common expectation: **to write 10 min every day in every class; to problem solve deeply 10 min a day.**

It is a pleasure to serve the district. Please reach out as questions arise.
Quyana, Chin'an.
Nicole Metzgar nmetzgar@lpsd.com (907.781.3201).



It was an honor and a joy to be flown to October Inservice by **2016 LPSD Graduate, Josh Blom**. Josh graduated from Tanalian School during my first year of teaching in Port Alsworth.

Pictured left to right: Ms. Kasie Luke, Augustine Metzgar, Max Metzgar, Nate Davis, Patty Brock, Nicole Metzgar, Brandey Voran, Cameron Metzgar, Sara Wardell, Josh Blom, Matthew Grossmann

Monthly Activity Report- LPSD
Month: November, 2025

To: LPSD School Board
From: Ed Lester
Date: 11/1/2025

LPSD Volleyball

First thank you to Kokhanok for putting on a wonderful jamboree. A lot of long volunteer hours made for a great time for our students.

Regional/District Volleyball will be hosted in Newhalen November 17-20.

LPSD Student Government:

President: Pagan
Vice President: Finn
Secretary: Ida
Treasurer: Ava
Member 1: Shea
Member 2: Ryley
Member 3: Ana

LPSD SNAP meet update:

Planning for this event is on hold as we look at dates for this event.

ASAA

Upcoming Board Meetings and Workshops

1. December 8-9, 2025 Board Meeting (Anchorage)
2. February 16-17, 2026 Board Meeting (Anchorage)
3. May 4-5, 2026 Board Meeting (Kodiak)

LPSD ACTIVITIES 2025-2026 QUICK REFERENCE			
	Last updated 5/10/2023	9/10/2025	
Subject	Start Date	End Date	Location
PSAT-Fall			Kacy L

ACT/Workkeys-Spring			Kacy L
ANSEP App			Nathan M
1st day of XC	9/3/2025	10/6/2025	All Sites
New Teacher Orientation	8/21/2025		Anchorage
New Teacher Orientation	8/25/2025	8/26/2025	All Sites
All Teacher Inservice	8/27/2025	8/29/2025	All Sites
Labor Day- No School	9/1/2025		All Sites
Teacher Work Day	9/2/2025		All Sites
1st Day of School	9/3/2025		All Sites
1st day of School	9/3/2025	9/3/2025	All Sites
CTE Application Due- Session 1	9/8/2025	Noon	Jenny Shryock
Commercial Fishing for Credit Checklist	9/10/2025		Steve Noonkeeser
1st day of Mix-Six/Girls V-Ball	9/10/2025		All Sites
All Teacher Inservice	9/12/2025		All Sites
All Teacher Inservice	9/15/2025		All Sites
Benchmark	9/8/2025	9/12/2025	Moon McCarley
CTE Week 1	9/22/2025	9/26/2025	All Sites
All Teacher Inservice	9/26/2025		All Sites
All Teacher Inservice	9/29/2025		All Sites
District XC Qualifier	9/20/2025		All Sites @ Sites
Regional XC (must pass Qualifer)	9/25/2025	9/27/2025	All Sites @ Newhalen
CTE Application Due- Session 2	TBD		Jenny Shryock
1st day of Mix-3 V-Ball	10/1/2025		LPSD
ASAA XC State	10/4/2025		Palmer High School
Mix 3 Volleyball	10/8/2025	10/10/2025	Kokhanok
AFN/Youth and Elders Confrence	10/12/2025	10/15/2025	Anchorage
Indigenous People's Day; normal hours	10/13/2025		All Sites
Inservice	10/15/2025	10/18/2025	Newhalen
CTE Week 2	10/20/2025	10/24/2025	All Sites
AASG Meeting	10/23/2025	10/25/2025	

End of first quarter; Early release @ 2pm	10/31/2025		All Sites
Daylight Savings Time; normal hours	11/2/2025		All Sites
Election Day; normal hours	11/4/2025		All Sites
LPSD District volleyball	11/17/2025	11/20/2025	Newhalen
Thanksgiving break- No School	11/27/2025	11/28/2025	All Sites
1st day of 5 Person B-Ball	12/3/2025		ASAA
ASAA Mix-Six V-Ball State	12/4/2025	12/6/2025	Anchorage
Bristol Bay LeadershipYouth Forum			Jenny Shryock BBNC
Benchmark	12/15/2025	12/19/2025	Moon
End of second quarter; early release 2pm	12/19/2025		All sites
Christmas Break	12/20/2025	1/4/2026	All Sites
1st day of 3 Person B-Ball	1/12/2026		LPSD
B-Ball Jamboree North & South	1/21/2026	1/24/2026	Newhalen
Battle of the Books District	2/2/2026	2/6/2026	Teleconferences
HS State Battle of the Books	2/23/2026	2/23/2026	Teleconferences
MS State Battle of the Books	2/24/2026	2/24/2026	Teleconferences
5th/6th State Battle of the Books	2/25/2026	2/25/2026	Teleconferences
3rd/4th State Battle of the Books	2/26/2026	2/26/2026	Teleconferences
B-Ball Districts 3-Man	2/16/2026	2/18/2026	Port Heiden
CTE Application Due- Session 3&4	2/20/2026		Jenny Shryock BBNC
B-Ball Boys Regionals 5-Man	2/25/2026	2/28/2026	Bristol Bay
B-Ball Girls Regionals 5-Man	2/25/2026	2/28/2026	New Stuyahok
End of 3rd quarter; early release 2pm	3/6/2026		All Sites
Daylight Savings Time; normal hours	3/8/2026		All Sites
ASAA B-Ball State	3/11/2026	3/14/2026	Anchorage
CTE Session 3	3/16/2026	3/20/2026	All Sites
State Testing ELA/Math/Science AK Star	3/30/2026	4/3/2026	All Sites
SNAP Meet	4/6/2026	4/10/2026	Newhalen
Benchmark	4/20/2026	4/24/2026	Moon

NYO State	4/15/2026	4/18/2026	Anchorage
AASG Spring Conference	4/23/2026	4/25/2026	Juneau
CTE Application Due- Session 5			All Sites
CTE Session 4	4/27/2026	5/1/2026	All Sites
Last Day of School/End 4th quarter; early release 2pm	5/8/2026		All Sites
Teacher Work Day	5/9/2026		All Sites

Date: November 4, 2025
To: LPSD School Board
From: Laura Hylton, Finance Director
RE: November Board Report

Audit

The 2024-2025 Audit is complete and ready to issue. Due to the Federal Government shutdown the statements cannot be issued until the government reopens and the Federal Compliance Supplement is issued. Altman and Rogers is working with Heather Heineken at DEED on the issue and DEED is not planning to withhold Foundation payments if the November 15th deadline is missed solely due to the shutdown. DEED Letter attached.

Reporting Update

Fall Certificated and Classified Staff as of October 1 Reports, October 15, 2025 (Thanks to Mr. Cornell, Ms. French and Mrs. Blessing for all their work)

Federal Impact Aid Pre-K deduct submitted by October 31, 2025

2026-2027 Projected Enrollment due November 5, 2025

OASIS count period reporting due November 7, 2025

HB53 Fund Balance Reporting 1st report through October 31, 2025 due November 25, 2025

HB53 Fund Balance Reporting 2nd report through December 31, 2025 due January 20, 2026

2024-2025 Per Pupil Expenditure Report – Due December 15, 2025; this report data is reviewed, compiled and posted on DEED’s Report Card to The Pubic website [Here](#).

Indirect Cost Rate application Due December 31, 2025, generates the district’s Restricted Indirect Cost Rate applied to grants to offset the cost of financial administration resulting from grants.

Grants and Federal Funding

October is a busy month for grants with the end of the first quarter on September 30th. Grants from the State of Alaska reporting and reimbursements are completed quarterly in the GMS system. Applications and budget revisions are completed and all 1st quarter reports are submitted.

Health Insurance Renewal

2026 health plan renewal is nearly complete. Plan changes for 2026 are changing pharmacy providers from Express Scripts to CVS Caremark and updating the pharmacy copay amounts.

Express Scripts limited mail orders to greater than 30-day supply prescriptions limiting options for our participants without local pharmacy options, this combined with other administration concerns prompted the move to CVS Caremark. This move will provide access to more options for mail order prescriptions. CVS, Costco and Fred Meyer mail order systems will be available.

In 2024 the plan medical plan copays were updated and the pharmacy copays need to match because pharmacy benefits are not separate from the medical plan. Initial increase came in at 28.5%, negotiations are expected to decrease slightly to an estimated 25% increase.

Training and information sessions are scheduled for Thursday, November 20th and Tuesday November 25th from 3:45 – 4:45 pm AKST. Meeting links and information will be distributed in the near future.

Marsh & McLennan Agency conducted the reinsurance renewal quote process. Proposals were received from two carriers out of the eight companies who reviewed the solicitation six declined to quote for various reasons. LPSD purchases reinsurance policies to cover individual claims in excess of \$95,000 and aggregate insurance when the plan claims exceed estimated maximum claim liability.

A few informational slides are attached illustration trends in high cost claims, gene therapy and high cost drugs.

Financial Report attached.

Budgeted amounts are being reviewed and revised for actual placement of new hires, closing of the Levelock School and actual costs as they are developing.



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

OFFICE OF THE COMMISSIONER

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
TTY/TDD: 907.465.2815
Fax: 907.465.2806

October 31, 2025

Subject: FY2025 Single Audits and District Funding Continuation

Dear Superintendents,

The Department of Education and Early Development (DEED) would like to provide clarification regarding FY2025 single audits and their relationship to district funding.

The Federal Office of Management and Budget (OMB) has experienced an administrative delay in issuing the 2025 OMB Compliance Supplement. A draft version has been shared with auditors for planning purposes, and no significant changes are anticipated before final release. However, as outlined in GAQC Alert #488, auditors should not issue a June 30, 2025 year-end single audit until the final supplement is formally published.

To ensure this federal delay does not negatively impact Alaska school districts, DEED will not withhold funding under AS 14.14.050 solely due to audit delays resulting from the pending release of the 2025 OMB Compliance Supplement.

DEED will continue to monitor federal guidance and communications closely and share updates as new information becomes available. Thank you for your continued commitment to maintaining strong fiscal stewardship on behalf of Alaska's students and communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Deena Bishop".

Dr. Deena Bishop
Commissioner

cc: Alaska Business Managers

Lake and Peninsula School District

100 Board Report
Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 11/4/2025

Account Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance	% Budget
Instruction	\$4,408,877	\$ 788,216	\$3,620,661	\$3,202,231	\$ 418,429	9.49%
Lake View Home School	\$ 19,541	\$ 2,895	\$ 16,646	\$ 7,632	\$ 9,014	46.13%
CTE	\$ 441,751	\$ 95,114	\$ 346,636	\$ 143,052	\$ 203,584	46.09%
SPED direct instruction	\$1,258,006	\$ 165,264	\$1,092,742	\$1,091,923	\$ 819	0.07%
SPED special services	\$ 274,970	\$ 31,313	\$ 243,657	\$ 54,015	\$ 189,642	68.97%
Student support	\$ 61,245	\$ 9,140	\$ 52,105	\$ 25,585	\$ 26,520	43.30%
Instructional Support	\$ 693,427	\$ 175,430	\$ 517,998	\$ 469,509	\$ 48,488	6.99%
Instructional Technology	\$ 843,987	\$ 284,110	\$ 559,877	\$ 499,655	\$ 60,222	7.14%
School Admin - Principals	\$ 877,505	\$ 145,308	\$ 732,197	\$ 669,008	\$ 63,189	7.20%
School Support - Secretaries	\$ 100,069	\$ 15,277	\$ 84,792	\$ 101,707	-\$ 16,914	-16.90%
District Admin - Superintendent & Board	\$ 584,729	\$ 223,232	\$ 361,497	\$ 174,786	\$ 186,711	31.93%
District Admin - Business Services	\$ 810,516	\$ 325,938	\$ 484,578	\$ 500,825	-\$ 16,247	-2.00%
Maintenance and Operations	\$3,076,646	\$1,044,875	\$2,031,771	\$1,106,344	\$ 925,427	30.08%
Student Activities	\$ 439,168	\$ 105,717	\$ 333,452	\$ 53,057	\$ 280,395	63.85%
Other Fund TRS & PERS OB	\$ 0	\$ 271	-\$ 271	\$ 1,095	-\$ 1,366	0.00%
Other Fund TRS & PERS OB	\$ 0	\$ 1,432	-\$ 1,432	\$ 11,660	-\$ 13,092	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	\$3,413,531	\$10,546,985	\$8,112,084	\$2,434,902	17.44%

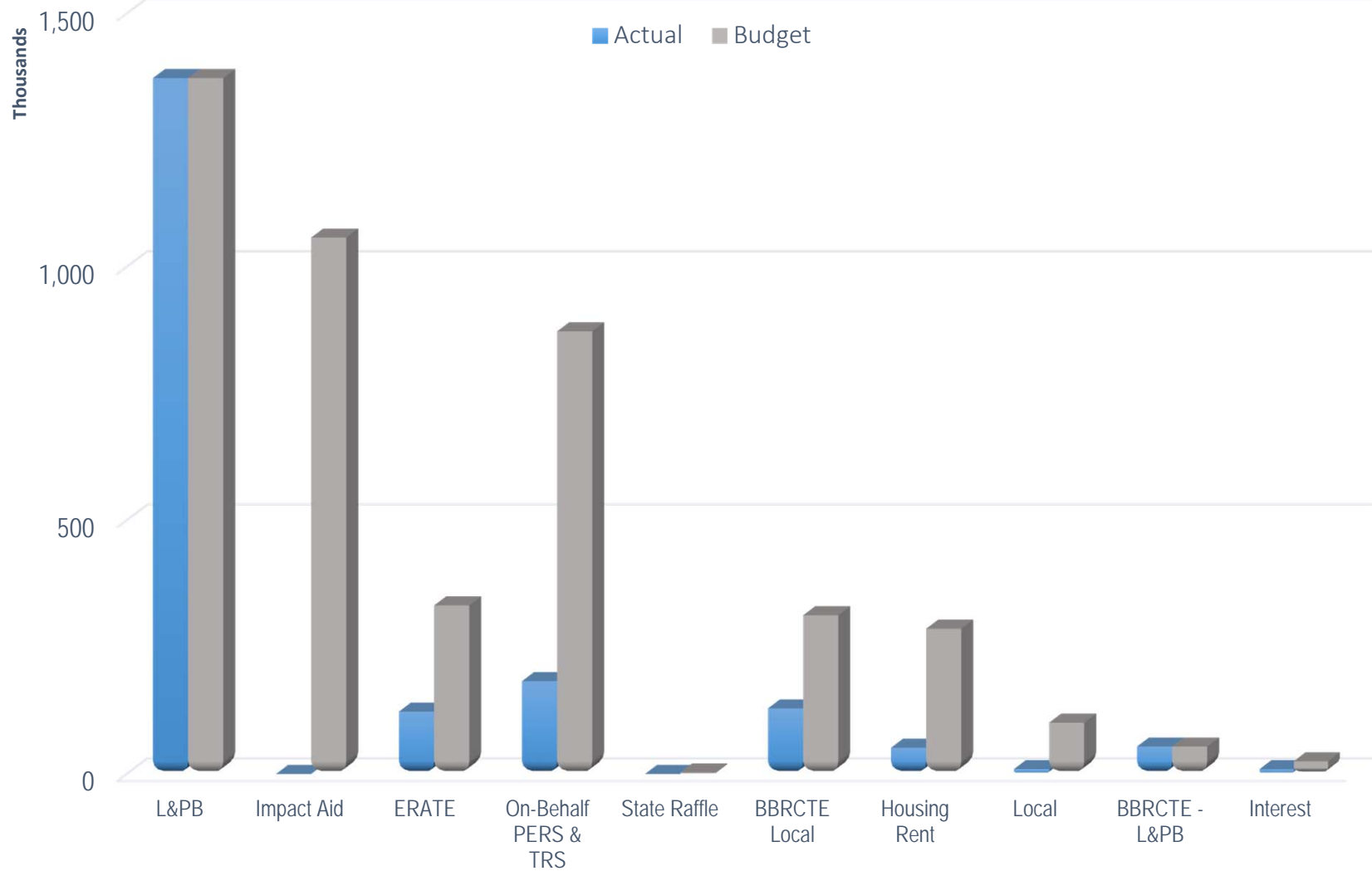
Budget Notes:

- 1) All Schools are open.
- 2) Revenue based on \$680 on BSA, receiving \$700

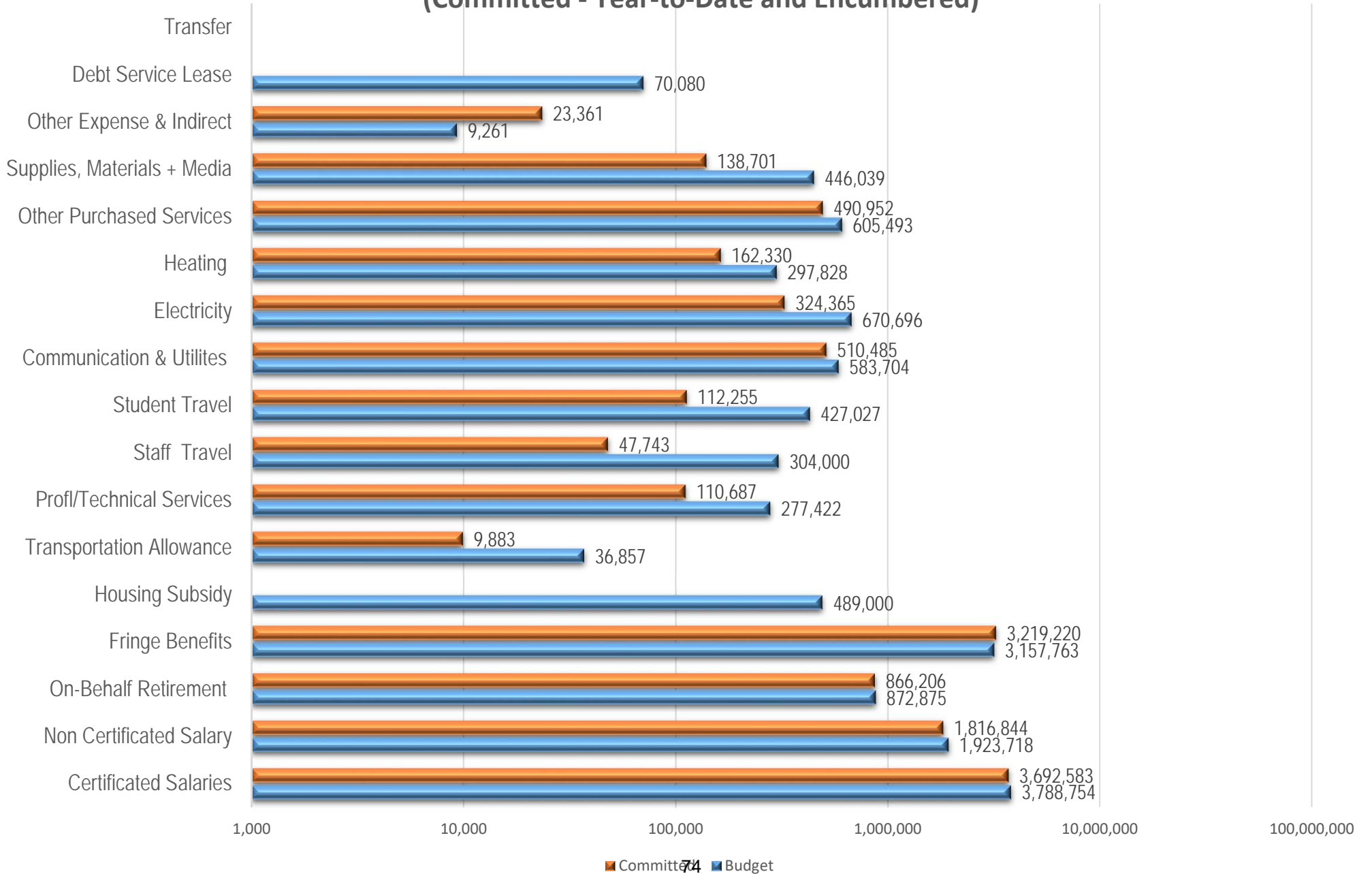
Expenditure Notes:

- 1) Salaries, Benefits and TRS & PERS on-behalf amounts will require budget revisions for actual amount of staff hired since March budget estimates.
- 2) District Admin - Business Services will be over budget until grant indirect costs are posted for the year.

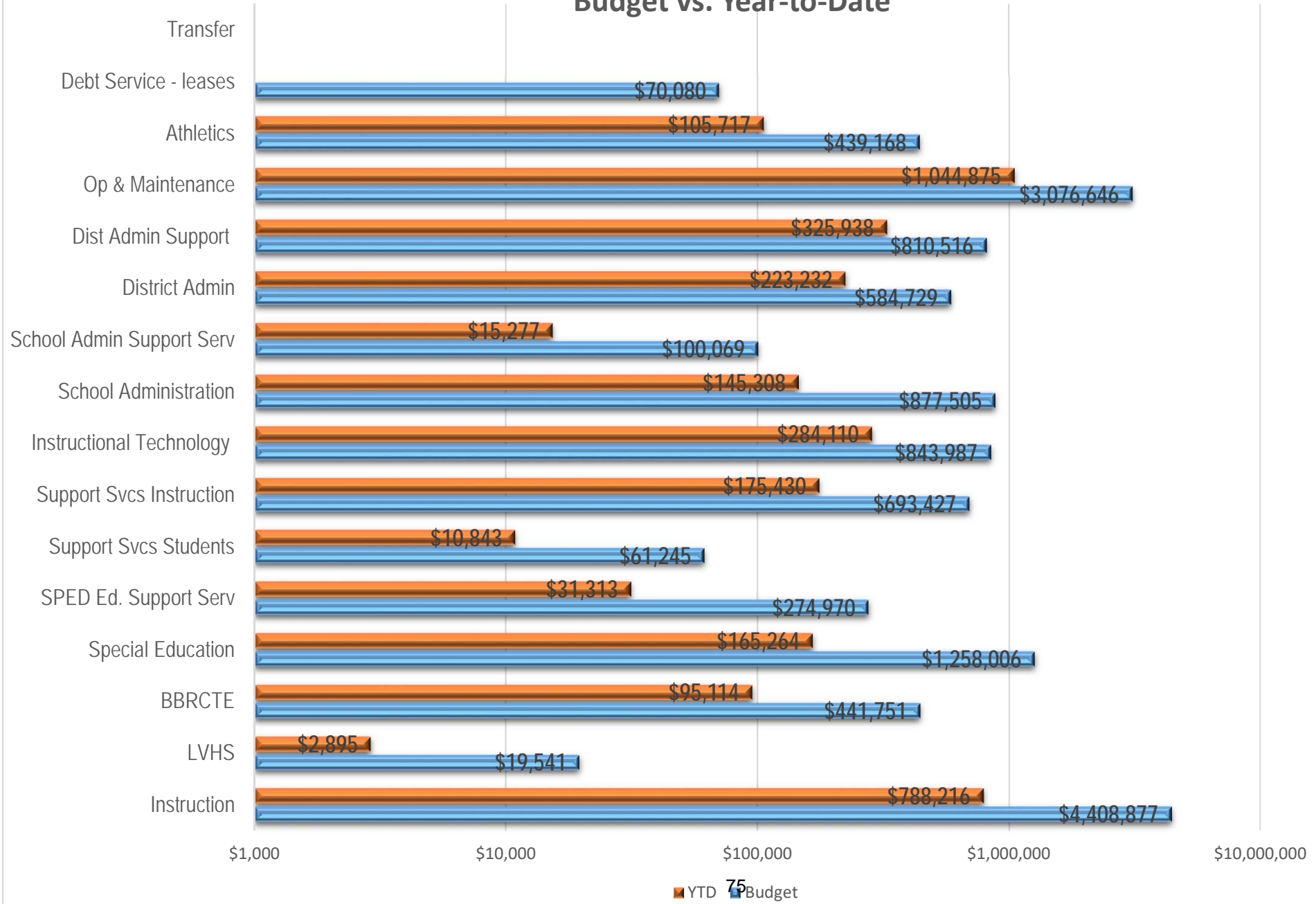
Budget vs. Actual (Year-to Date) Revenue Comparison (Excluding SOA Foundation)



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



Expenditures by Department Budget vs. Year-to-Date

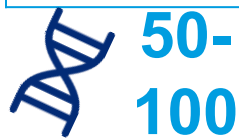


■ YTD
 ■ Budget

Lightning will be striking more often

Make sure your Client's plan is ready to weather the storm

Cell or gene therapies currently FDA approved	Indication	Total cost estimate (including therapy and treatment) ²
Hemgenix	Treatment of adults with hemophilia B who currently use factor IX prophylaxis therapy, or have current or historical life-threatening hemorrhage or have serious bleeding episodes	\$3,500,000 (drug cost only)
Zynteglo	One-time gene therapy to treat beta-thalassemia (also known as beta-thalassemia major or Cooley's Anemia) in patients who require regular transfusions	\$2,800,000 (drug cost only)
Skysona	Treatment of boys aged 4 to 17 years old with early, active cerebral adrenoleukodystrophy	\$3,000,000
Zolgensma® (Gene)	Spinal muscular atrophy in children under age 2 with biallelic of SMN1 gene	\$2,361,000
Luxturna® for both eyes (Gene)	Biallelic RPE65 mutation associated retinal dystrophy	\$944,000
Breyanzi® (Cell)	Adult patients with relapsed or refractory (r/r) large b-cell lymphoma including diffuse large b-cell lymphoma (DLBCL) & r/r follicular lymphoma	\$838,000
Kymriah® for Acute Lymphoblastic Leukemia (Cell)	Patients up to age 25 with r/r acute lymphoblastic leukemia	\$784,000
Kymriah (R) for Large B-Cell Lymphoma (Cell)	Adult patients with r/r large b-cell lymphoma including diffuse large b-cell lymphoma (DLBCL)	\$682,000
Tecartus™ (Cell)	Adult patients with r/r mantle cell lymphoma	\$797,000
Yescarta® (Cell)	Adult patients with r/r large b-cell lymphoma including diffuse large b-cell lymphoma (DLBCL) and r/r follicular lymphoma	\$812,000
Abecma® (Cell)	Adult patients with r/r multiple myeloma	\$979,500



50-100

gene and cell therapies are anticipated to receive FDA approval by 2025¹



These are lightning strikes right now—but will soon be more frequent as more therapies come to market including being approved for conditions for a much larger percentage of the population (prevalence) and for expanded indications.

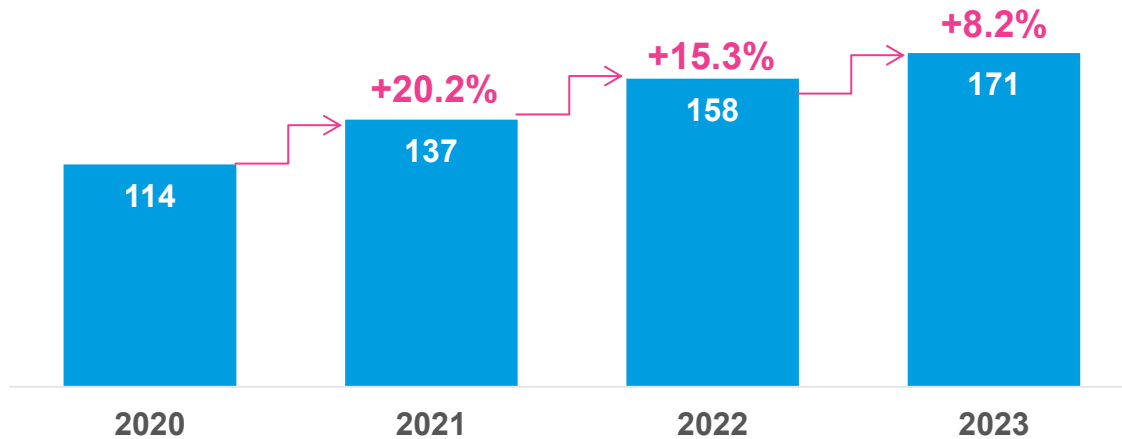
Source: 1. FDA.gov Jan. 15, 2019 News Release 2.*Cost of therapy is based on current known cost from publicly available information. NOTE: For full indications and label information, please visit manufacturer websites.

**Luxturna is priced per eye at a cost of \$425,000 per eye. Not all individuals may have retinal cells viable to have both eyes treated. If both eyes are treated, the therapy is not administered at the same time.

Million-dollar members

Large shock claims are happening more often, make sure your plan is ready

\$1M+ claims per year (per million covered employees)¹



1,000%

In 2022, TMHCC reported \$1 million+ claim frequency increased by 340%, the \$2 million+ claim frequency was over a 1,000% increase.²

11%

Of employers had at least one member with claims over \$1 million¹

28%

Members under 2 years old make up 28% of million-dollar claims¹

96%

of large employers are concerned about patient and plan affordability of gene and cell therapies in the pipeline³

\$50M

Largest known stop loss claim



Gene therapies represent significant million-dollar + risks to plans

Source: 1. 2024 Sun Life High-cost claims and injectable drug trends analysis. 2. TMHCC 2023 Annual Market Report. 3. Business Group on Health Large Employers 2023 Health Care Strategy and Plan Design Survey

Million-dollar members

According to the Mercer 2023 National Survey of Employer Sponsored Health Plans, **83%** of employers with over 500 employees **monitoring and managing high-cost claimants** as a **key strategy** for the next five plan years. This is with good reason—many employers are experiencing more and more million dollar plus claims.

There are many factors contributing to the explosion in million-dollar claims including advances in treatment which may require longer inpatient hospital stays, individuals having more comorbidities, use of high-cost specialty medications and more complicated surgeries. With more complicated care being delivered the chance of complications and or Sepsis increases.

Conditions with highest number of million-dollar claims by year

1	Malignant Neoplasm
2	Newborn/Infant Care
3	Cardiovascular
4	Sepsis
5	Leukemia, Lymphoma, Multiple Myeloma

Sources: 2024 Sun Life High-cost claims and injectable drug trends analysis, QBE Accident & Health Market Report 2022.

Marsh & McLennan Agency LLC



78

51%

of million-dollar claims are for claimants under 20 years old

33

Environment 2024

When it comes to stop loss claims we should consider the conditions with highest cost (reimbursements) as well as the conditions with the highest frequency. Stop loss carriers will consider the risks within your population and use your claims data to project total claims to set rates including what they may want to transfer back to the plan in terms of lasers.

What else are the stop loss carriers watching?



Members with conditions that may be low in spend now but potential high cost later such as eligibility for a gene or cell therapy in the pipeline, high-cost specialty drug, need for transplant, etc.



Continued impact of COVID, although actual claim dollars attributable to COVID are continuing to decrease, individuals with COVID represent increase in other health risks including higher rates of pre-term births which drives high dollar neo-natal claims as well as continued year over year increases in mental health/substance abuse claims which could impact overall health and drive medical spend for years to come.



Legislative impacts including push and pulls that could impact overall plan spend including drug pricing reform in the Medicare market that could lead to increased cost shifts to the employer market, the impact of Medicaid redeterminations including potential for increased enrollment in employer sponsored plans to name a few.



How biosimilars could lead to lower overall prescription drug spend including how PBMs structure their formularies and employer adoption of targeted biosimilar strategies.

Sources: 2024 Sun Life Stop-loss Research Report: High-cost Claims And Injectable Drug Trends Analysis.

Marsh & McLennan Agency LLC

Top high-cost claims by category for 2023

79

- 1 Malignant neoplasm
- 2 Cardiovascular
- 3 Newborn/infant care
- 4 Orthopedics/musculoskeletal
- 5 Leukemia, lymphoma, multiple myeloma
- 6 Gastrointestinal
- 7 Respiratory
- 8 Neurological
- 9 Sepsis
- 10 Physician treatment

How are other educational services employers insuring their risk?



All employers	Employer size	<200 lives	200-499 lives	500-999 lives	1,000+ lives
	Most common deductible	\$55K	\$125K	\$200K	\$375K

\$87.5K median stop loss deductible level for educational services employers with <500 employees

	All employers	Edu. services 500+ employees	Edu. services <500 employees
Funding method for most prevalent plan²			
Fully insured	62%	n/a	n/a
Self-funded with stop loss	34%	n/a	n/a
Self-funded without stop loss	4%	n/a	n/a
Type of stop loss coverage used			
Specific / individual stop loss only	25%	55%	15%
Both aggregate and specific stop loss	75%	45%	85%
Median per-person stop loss deductible, (with specific stop loss)	\$90,000	\$275,000	\$87,500

Top ten educational services high-cost claims

- 1 Cancers - leukemia/lymphoma/mult myeloma
- 2 Cancers - malignant neoplasm
- 3 Perinatal/neonatal
- 4 Respiratory diseases
- 5 Chronic kidney disease/dialysis
- 6 Cardiovascular diseases
- 7 Endocrine/metabolic diseases
- 8 Spinal muscular atrophy
- 9 Sepsis
- 10 Musculoskeletal/connective tissue

Sources: Tokio Marine HCC – Stop Loss Group’s (TMHCC’s) 2023 Custom Benchmarking and Annual Market Reports. 2 2023 Mercer National Survey of Employer-Sponsored Health Plans.

Cell and gene therapies

Plan sponsors need to understand the risk

81

Gene therapy drugs: a technique that modifies a gene to treat or potentially cure disease by either replacing or introducing a new or modified gene into the body to help treat a disease.

Impact: Low volume but high claim cost per treatment.

\$850K to \$3.5M and higher¹

Examples²:

Condition	Drug	Estimated Cost
Oncology	Lisocabtagene – Breyanzi	\$373k/treatment – 1-2 infusions per treatment
Spinal Muscular Atrophy	Zolgensma	\$2.1m/followed by Spinraza treatments
Diabetic Retinopathy	Luxturna	\$850k
Hemophilia B	Hemgenix	\$3.5M wholesale acquisition cost



These drugs can be catastrophic to an employer plan. Possible options:



Require gene therapy at in-network infusion center of excellence locations



Carrier pooling program



Eliminate coverage for gene therapy

66%

of employers are very concerned about the new million-dollar treatments getting approved by the FDA, with another 21% reporting being concerned.³

Sources: 1. EvaluatePharam: "Evaluate Ltd. London, England, www. Evaluategroup.com, May 2020 2. CIGNA: 2021 Specialty Drug and Biologic Pipeline, 2020 Analysis 3. 2022 Business Group on Health Large Employers' Health Care Strategy and Plan Design Survey

Trends in transplants

This category contains both the transplant itself as well as any issues post transplantation such as complications or transplanted tissues or organs. Transplant as a category includes infections, rejection of the transplant, and transplant failure.

42,887

In 2022, 42,887 organ transplants were performed in the United States, an increase of 3.7% over 2021 and a new annual record.¹

\$152K

Sun Life's 2022 average claim cost for transplant was \$152K with the highest claim in this category exceeding \$2.5M.²

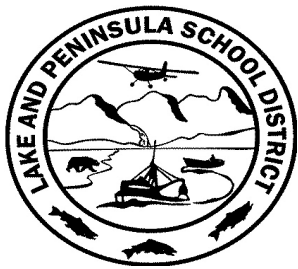
Transplant	# of transplants in 2022 ¹	2020 avg. days in the hospital	2020 average charges ³
Kidney	25,498	6.7	\$442,500
Liver	9,528	21.1	\$878,400
Heart	4,111	49.2	\$1,664,800
Lung (Double)	2,692	31.4	\$1,295,900
Bone Marrow- Allogenic (donor)	9,950*	34.3	\$1,071,700
Bone Marrow- Autologous (self)	14,745*	19.8	\$471,600



What can Plan Sponsors Do?

- Leverage Centers of Excellence networks for Transplants
- Address underlying chronic conditions that are leading to higher severity requiring transplant (i.e. targeted programs around diabetes, hypertension, obesity)
- Consider carve out solutions including Transplant and Renal Carve outs
- Work with Stop Loss carrier to have available solutions deployed to reduce exposure such as claims repricing, negotiations with facility

Sources: 1. TMHCC Annual Market Report 2. 2023 Sun Life Stop-loss Research Report: High-cost Claims And Injectable Drug Trends Analysis 3. Milliman 2020 U.S. organ and tissue transplants: Cost estimates, discussion, and emerging issues Average billed charges may be higher (perhaps significantly) than the actual amount paid for transplant services due to the presence of negotiated reimbursement arrangements, with actual charges likely to vary for private insurers, Medicare, or Medicaid. UNOS, totals as of June 1, 2021. * the number of transplants in this category is from 2020 data from data source # 3as 2022 figures were not available



THE LAKE AND PENINSULA SCHOOL DISTRICT

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



To: Board of Education
Lake and Peninsula School District

November 6, 2025

From: Marjorie Waggoner
Special Education Director (Contractor)

Re: Special Education Report

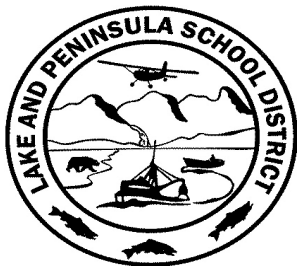
Fall Oasis Report

I have been working on the Fall Oasis Report with our registrar. It is always a challenge to ferret through the special education data to make certain the report is correct. I appreciate working with Casandra on this project.

Update On Student Count

The October count for students who had an IEP in our district on October 1st was 53. This number is 10 students fewer than last year's count. The number of students in each disability category is as follows:

- 02 Cognitive Impairment—5 students
- 03 Hearing Impaired—0 students
- 04 Speech or Language Impairment—10 students
- 05 Visual Impairment—0 students
- 06 Emotional Disturbance—0 students
- 07 Orthopedic Impairment—0 students
- 08 Other Health Impairment—6 students
- 09 Specific Learning Disability—25 students
- 10 Deaf Blindness—0 students
- 11 Multiple Disabilities—0 students
- 12 Autism—0 students
- 13 Traumatic Brain Injury—0 students
- 14 Developmentally Delayed—7 students



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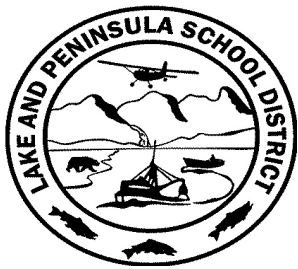


We claimed 4 students as in need of intensive services this year. Three of those students were verified previously. We will submit the required paperwork for verification of one additional student before November 14th. The state will determine whether or not the student meets the eligibility requirements for intensive services. The district usually receives that determination in February

LPSD Fall Inservice

It was wonderful to meet together in person again in Newhalen for our fall inservice. The special education team and I had time to work together to go over the nuts and bolts of special education that the sped teachers felt would benefit them the most at this point in their teaching careers. These nuts and bolts included working with students who demonstrate problem behaviors by developing functional behavior assessments and using the function of the behaviors to develop a behavior support/intervention plan to decrease or ameliorate problem behaviors. Also included was practicing the writing of SMART (specific, measurable, attainable, relevant and time-bound) goals and objectives for student IEPs. Time was spent discussing developing effective Transition Plans for students 16 years and up to lead them toward successful and fulfilling adult life beyond school. The appropriate times to develop 504 plans rather than IEPs to ensure that students have access to the regular education curriculum and accommodations to help them succeed. Last but not least, we explored what excellent pre-referral interventions and student assistant teams would look like.

As part of our requirement to train our teachers and staff in safe crisis prevention procedures, Paulene Manning and Kacy Lou Leyba, who have been trained by Crisis Prevention Institute and certified as trainers for our district, worked with our teachers and staff in the Newhalen gym to refresh those who have been previously trained and to certify those that have not. CPI teaches skills in verbal intervention as well as nonviolent crisis intervention. State regulations require that each school has a person or persons trained in appropriate verbal and physical interventions in the case of a behavioral episode that escalates and may become dangerous to students or staff.



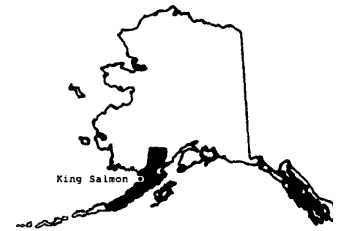
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Special Education Director Training

The annual fall special education directors' training with the DEED special education team was held October 22-44 in Anchorage. It was a wonderful opportunity for directors to network and learn the latest legal trends and regulation interpretation affecting special education. It was especially interesting this year learning about the changes that may be down the pike with the many staffing cuts in the Federal Office of Special Education Programs. There are many questions and few answers at this point in time. One item of importance to our district not related to the Federal cuts is that the State will be changing the computerized system for special education records used for the past several years (which was developed by PowerSchool) to a system developed by Embrace. We were assured that we will be able to migrate our information from PowerSchool into the Embrace system without difficulty, that Embrace will "talk" to PowerSchool SIS, and that the Embrace system is more user friendly and has much better customer service. Several school districts have been piloting Embrace this year and the reports are positive. The plan is to have all except the largest districts in the state using Embrace starting next school year.

Our school year is already a quarter completed. We have accomplished a lot this first quarter and look forward to more successes with our students through the year.

District Assessment Report – November 2025

To: Kasie 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.

- The next MAP Growth Benchmark window is December 15-19 with makeups to be completed by January 16.

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

- Nothing new to report

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

- In fy24 and fy25 Amplify was required for students in K-3rd grade. In fy26 it will include students through 6th grade with the option of including 7th and 8th graders.
- The Middle of Year Amplify benchmark window is December 15-19 with makeups to be completed by January 16.
- Those students who are receiving intervention instruction are regularly assessed in the Amplify progress monitoring system. Those results are not shared as they are individual to each student.

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

- The ADP has been completed for fy26.
- Results data is not publicly available at the time of this report.
- When it is available it can be found here:
<https://education.alaska.gov/assessments/results/results2025>
and I will share it in my report to the board.

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.

- NAEP assessment dates have been assigned for selected schools:
Chignik Lagoon School – no students testing in the selected grade
Chignik Lake School – Tuesday, February 17, 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 3rd grade reading standard is “Read grade-appropriate irregularly spelled words.” A criterion reference assessment would provide a predetermined list of 3rd 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 3rd graders can accurately read. The results are a percentile.

LPSD Literacy Report – November 2025

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-12th grade with a goal of raising student achievement in literacy through all levels*

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

- The CLSD grant was able to fund online tutoring for 2nd, 3rd, and 4th graders at the smallest schools in the district. This tutoring will cover the majority of the intervention instruction for those grades at the sites where elementary teachers have the biggest spread of levels.
- Because our literacy data is quite low and shows very little change from year to year, we are looking at our current program to see where our shortfalls are and how we can fill those gaps. One of the areas we are looking at is our current reading program. Elementary teachers looked at samples from multiple curriculum companies during inservice.

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

- The October in person inservice was very successful. Teachers attended sessions on a variety of literacy topics. One aspect of the sessions was bringing explicit literacy instruction into the grades not covered by the Alaska Reads Act.
- The principal team met with the team from Glean Education to examine how effective our current literacy processes are. Based on this information they will design a series of professional learning sessions for the rest of the year.
- November 6th was the first of seven professional learning sessions for para professionals. The topic was understanding dyslexia.

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

- The CLSD grant, Title 1, and Family Support all have funds to promote family engagement. The 3 departments will be collaborating on making the most of these funds to reach families while ensure site staff and families are not overwhelmed.
- Parent teacher conferences have been taking place at all schools. These conferences are an important tool in building relationships with parents and caregivers.

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 3rd grade with an emphasis on the Science of Reading

Alaska Reads Act Focus Areas

3rd Grade Reading Proficiency – The Alaska Reads Act emphasizes the need for all students to read on grade level by the time they complete the 3rd grade. The approach to this includes reading intervention instruction, building teacher efficacy, and using data to examine and refine what we are doing.

Early Intervention and Support – At this time, all 1st-6th grade students who have scores below benchmark on the Amplify mCLASS Dibels 8 literacy screener are receiving additional reading intervention instruction each day. This instruction is targeted to specific gaps that a student has. While intervention instruction is crucial to helping students read on grade level, it is challenging to provide this instruction with limited staff and broad range of levels in each class. This requires a lot of careful planning and effective use of resources at each site.

Educator Professional Development – Those educators who teach literacy in grades k-3 participate in a weekly PLC (professional learning community.) A PLC is an opportunity for teachers to collaborate with peers and learn more about topics that apply to their specific instructional areas. The overarching topics for this year are; the science of reading, multilevel instruction, data and assessment, and family/community engagement.

Data Driven Progress – Principals are discussing a data related topic at each of their weekly leadership meeting. Each site is having data discussions monthly. The topics for these can be how to access and read reports, discussing data with parents, helping students understand their own data, student goal setting, etc. We are working toward a consistent process for looking at and using data throughout the district.



Nature Collage
Emergent Writing
Drum Making
Outdoor Artwork
At-Home Literacy
Live Music & Movement

Early Learning Programs

Grant Updates

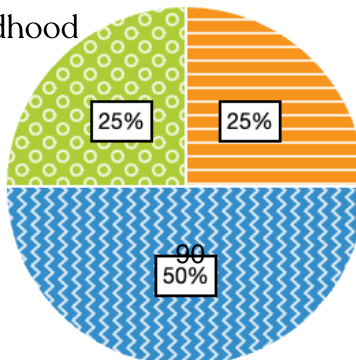
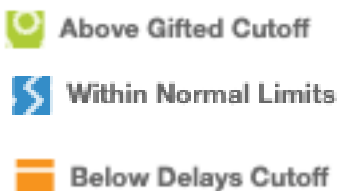
- Pre-elementary Grant (Year 3)
- Anticipated application- Jan 2026
- Curriculum Review- in Progress
- Selection of family subscription boxes- in progress

Professional Development

- PLC- 1st Monday each month (Nov. 3rd)
- Continuation of Music, Movement, & Literacy sessions following Oct. inservice
- Classroom Observations- in Progress
- Coaching Cycles to Begin (Oct.)
- NW Pyramid Summit- Virtual (Oct. 13, 20, 27)
- NAEYC Conference- Orlando, FL (Nov. 19-22)

Assessment

- TSG- Progress Monitoring Checkpoint #1 Nov. 22
- Screening- Brigance for Early Childhood



Community Babies

- List updated each semester by community literacy liaisons.
- List includes expecting mothers as well.

Children Ages Birth to 3yr

- Chignik Lake- 4
- Chignik Lagoon- 1
- Nondalton- 5
- Newhalen- 16
- Perryville- 4
- Port Alsworth- 13
- Igiugig- 4
- Kokhanok- 7
- Port Heiden- 5
- Levelock- 3





Grants Management Updates

November 2025



CLSD Grant Updates

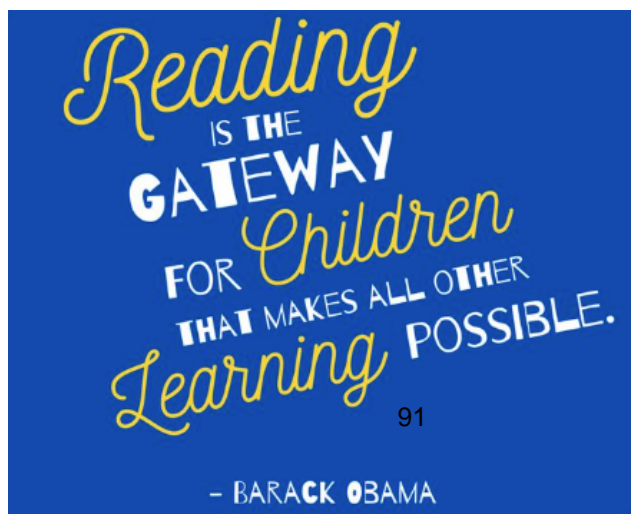
- CLSD CoP (DEED)- Last Tuesday each month (Amber & Moon)
- Leadership Coaching: Bi-monthly with Glean (CLSD Literacy Team & Admin)
- Mentoring Team Mtgs- 1st Wed each month (Nov. 6th)
- Oct. Inservice was a success!
- Amplify High-Dosage Tutoring in place
- Secured supplemental resources for targeted interventions in middle/secondary

Glean Education: Literacy Consulting

- District Analysis: Assessment, Core Instruction, Interventions/MTSS, & School Systems
- Enhance leadership team foundations in literacy instruction & best practices by conducting an initial audit of current procedures
- Audit Opportunities- strengthen Tier I instructional fidelity, improve data-based decision making, and establish consistent Tier 2 & 3 intervention systems
- Recognized elementary MTSS is solid and striving to replicate those procedures for middle and secondary for alignment
- Need to streamline efforts within Alaska Reads Act requirements with grant initiatives for positive student outcomes in literacy development
- (Begins in Nov.)- Building capacity within our classrooms through intentional paraprofessional monthly training series: Understanding Reading Difficulties, Phonological Awareness, Alphabetic principle, Early & Late Phonics, Reading Fluency, and Comprehension

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: November 6, 2025
To: LPSD School Board
From: Kacy Lou Leyba
Regarding: November Student Services Report

October is PSAT NMSQT (National Merit Scholarship Qualifying Test) month for sophomores and juniors. This year we had 37 students across 8 different sites register for the test! As we have begun winding down PSAT testing, we have begun ACT and WorkKeys Test registrations for juniors and seniors across the district. Post-secondary testing is always optional for students, but we have tried to make it our “rule of thumb” to have every student tenth grade and up complete at least one post-secondary-prep assessment each school year. These tests help students better understand their academic aptitude, but also provide them with information about potential best-fits for future career fields, college degrees, etc. We understand that not every student is college-interested; because of this, we have integrated the WorkKeys assessments on workplace documents, applied math, and graphic literacy into our test battery again this school year. In addition to giving students feedback on potential career paths that may suit them, completing these three WorkKeys assessments also provides students with a National Career Readiness Certificate declaring their proficiency in these topics at either a Platinum, Gold, Silver, or Bronze level. This certification looks excellent on student resumes, but is also accepted as an industry standard measure and entrance exam for several trade schools like AvTec. Students will have the opportunity to take the WorkKeys and ACT in November/ December, and again at the SNAP Meet this spring.

In October, Elisabeth hosted a family engagement night at Newhalen to discuss back to school rhythms. It has been wonderful to have her on our team to begin working specifically with families in our district. She continues to carry an SEL caseload and meets one-on-one, in small groups, and district-wide with students for lessons and interventions. With the Levelock closure occurring, she has also been closely supporting our Vikings transitioning to homeschool alongside Patty, Nate McArthur, and myself.

October also brought district-wide inservice, at which I co-led our district Crisis Prevention Institute verbal deescalation and physical skills training for all of our certified staff and several classified staff from across the district. This training focuses on supporting students experiencing “big feelings” and helping them to regulate their emotions before “bigger behavior” occurs. This training is valid for two years; typically Paulene Manning and I recertify one site at a time as we complete site visits, but there was something special and unifying about being able to recertify our whole team at once. While the topics are heavy to navigate, we enjoyed moments of levity and team building as we practiced the physical skills portion of the course together.

Our team has also spent a portion of October beginning to deep dive into a new peer-led mental health promotion and upstream suicide prevention curriculum that we are looking to potentially invest into using funds from our School Mental Health Grant. [Sources of Strength](#) has been proven to transfer exceptionally well to Alaskan contexts with Lower Kuskokwim School District, Tanana Chiefs Conference, Fairbanks North Star Borough School District, Kenai Borough School District, and several others having had successful implementations of the program. We are still in the pre-negotiation phase of this potential implementation, but have developed a great working relationship with their team, which has come alongside our student services team as a support over the last several difficult weeks.

That being said, one of our most pressing responsibilities as of late has been supporting our communities through the tragic loss that occurred in Newhalen on October 25th. As soon as I was made aware of that day’s events, I booked myself on the first available flight and immediately called upon Southcentral Foundation’s crisis response team to join us at Newhalen School. We are immeasurably grateful

for the support of Dani and Kelly with the SCF crisis response and rural behavioral health teams and their willingness to help us facilitate talking circles with the Newhalen students and staff. While the burden of grief has been difficult to watch our young people and staff carry across the region, I have personally been awestruck at our students' empathy, compassion, support of one another, and resilience through this trying time.

Thank you to all of you who continue to support our students and staff in the million small ways that you do. And as always, I am happy to answer any questions that you may have about anything mentioned in this report or otherwise.

With hope,
Kacy Lou Leyba



Pisurta Uniurta (The Hunter Who Missed)

Story as told by Justin Zimin

95

Song created at BBRCTE Intensive Week, September 2025, as a gift to Bristol Bay

(call: Pisurta uniurta!)

Ayaa pisurtuanga x2

Iwailartuanga x2

(repeat twice)

(hear the moose)

(moose call x2)

(missed shot!)

Ai'ya alartuanga x2

Kita, ell'uni! X2

(call: Takugiu cali!)

(successful shot!)



Click on the picture to open the video!

BBRCTE Intensive Week Student Participation

- **Intensive Week 1**
 - 5 Newhalen Malamutes
 - 2 Meshik Wolves
 - 1 Perryville Eagle
 - 2 Kokhanok Warlords
 - 3 Tanalian Lynx
 - 2 Nondalton Warriors
- **Intensive Week 2**
 - 1 Newhalen Malamute
 - 1 Levelock Viking
 - 3 Kokhanok Warlords
 - 3 Igiugig No-See Um
 - 7 Tanalian Lynx
 - 2 Meshik Wolves
 - 1 Nondalton Warrior

Certifications & College Credits Earned

Certification Earned:

- 5 Students - 2 UAF College Credits: 1 Tribal Governance, 1 Alaska Native Language
- 2 Students - Construction Site Safety Orientation (CSSO)
- 2 Students - Working towards NCCER Core Certification
- 4 Students - 1 UAF College Credit: ENVI F150
 - a. Building towards Skipper Apprenticeship Program
- 8 Students - 1 UAF College Credit: WMT F194P (Welding)
- 2 Students - Pre-Certification for Yamaha Mechanic
- 2 Students - Mariners First Aid & CPR
- 3 Students - UAV/FAA Trust Certification
- 2 Students - 2 UAA College Credits: Lifesaving Skills and Healthcare Careers
- 2 Students - Working towards Interim Credentials for IBEW
- 2 Students - 3 UAA College Credits: Creativity and the Arts in Early Childhood

BBRCTE Intensive Week 2 Highlights

Intro to Welding Careers

- This BBRCTE Intro to Welding Careers course, in partnership with UAF, covered the Shielded Metal Arc⁹⁸ Welding process (stick), metal fabrication basics, welding safety, career pathways and much more. Students completed a series of different welding joints and had the opportunity to participate in a group project, building an engine stand for an upcoming diesel engine maintenance class. Students also earned 1 credit through the University of Alaska Fairbanks Community and Technical College for the completion of this course.

ITOS

- Students were introduced to the fundamentals of marine engine maintenance, repair, and operation. Students learned about two and four stroke outboard motors, electrical systems, fuel systems, rigging, and diagnostic tools using Yamaha's curriculum. On Friday, students participated in AMSEA's Mariner's First Aid & CPR training, instructed by Tav Ammu. Students learned about injuries that are common in commercial fishing such as carpal tunnel, vibration white finger, and back pain. Prevention and maintenance strategies were also taught.

BBRCTE Intensive Week 2 Highlights

Lifesaving Careers:

- During the Intro to Allied Health Careers course in Naknek, students explored hands-on skills essential to the healthcare field. Each student earned certifications in CPR, First Aid, and Stop the Bleed, building confidence in their ability to respond in real-life emergencies.
- To better understand the human body, students dissected a heart, identifying its key components and functions. They also researched and presented on a healthcare career of their choice; covering duties and responsibilities, the hard and soft skills required, the necessary education or training, and compensation levels, with a focus on careers within the Alaskan economy and rural healthcare sector.
- A highlight of the week was the opportunity for students to shadow real healthcare professionals at the Camai Clinic, a huge thank you to the Camai staff for welcoming our students and offering meaningful mentorship.
- Students also had the unique opportunity to demonstrate the process of various procedures to other classes, practicing respectful patient interaction and learning how to communicate compassionately throughout the procedures using simulation mannequins.
- Looking ahead, these students are now positioned to pursue healthcare internships or apprenticeships within their own communities, taking the first steps toward careers that directly serve Bristol Bay.

BBRCTE Intensive Week 2 Highlights

GIS:

- During the October intensive, students who participated in the GIS course spent the week learning about Geospatial Information Systems and mapping in relation to the Bristol Bay Region. Each participant created their own map with detailed points, learned how those maps can be used, and how to share them with the world. Students also gained experience with drone operations, how they are used in mapping, and even earned industry recognized drone safety certifications. To wrap up the week, students used the skills they had learned by completing a study on road culverts around the Naknek/King Salmon area.

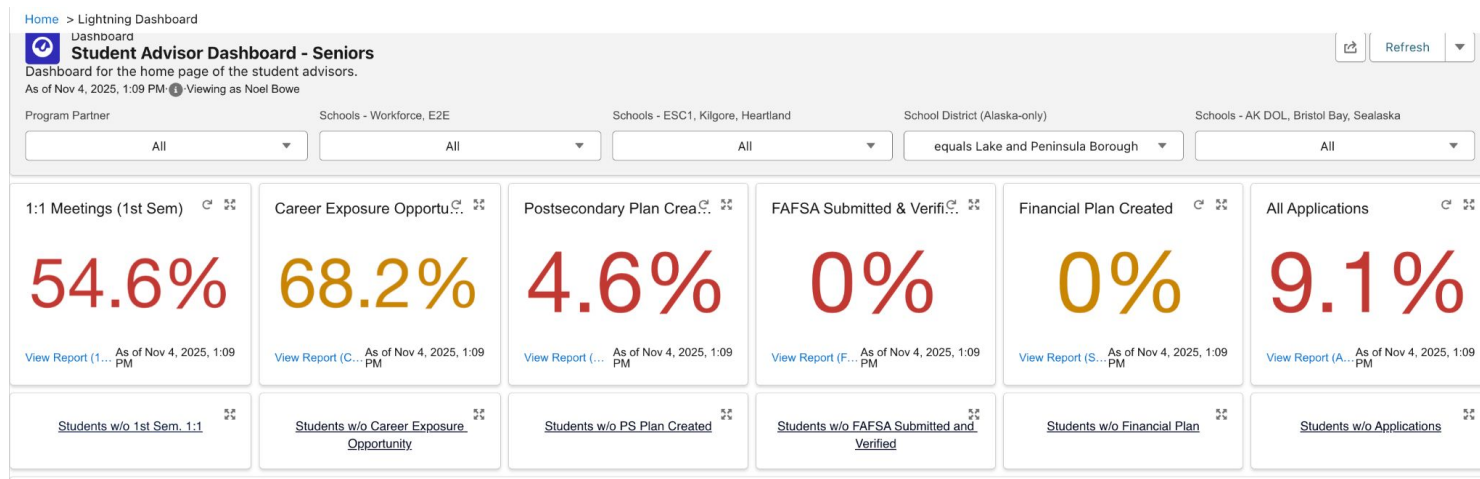
Electrical:

- During the October intensive, students dove into an exciting weeklong session on the basics of residential wiring. They rolled up their sleeves and learned how to wire everything from electrical panels to plugs, lights, and both single throw and three-way switches. After getting the hang of it, they tackled a hands-on project where they had to follow a drawing, mount, and wire everything from start to finish, making sure it all worked perfectly. To spice things up, I threw in a little challenge by creating a fault in the system. The students had to use their meters to troubleshoot and fix the problem, which really put their skills to the test. Now, they're moving on to the Electrical Interim Credentials program. It's a flexible, online pre-apprenticeship course for high schoolers and beyond who are interested in the electrical trade. Completing this course gives them a direct entry into the IBEW and counts towards their apprenticeship.

Career Guidance & RootEd

Career Counseling: RootEd LPSP

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Career Exploration Opportunities

This year, LPSD has hosted a couple of post secondary exploration Zoom sessions including:

- UAA
- UAA's Aviation Program
- AVTEC

Scheduled / In the Works:

- Iñisagvik College
- Land and Sea Aviation

ACT WorkKeys & ACT

- ACT Workkeys is being offered during Volleyball Districts
- Will also be offered at SNAP Meet

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Earners Can Showcase Their Accomplishment

After earning the WorkKeys NCRC, individuals can easily set up an online account at myworkkeys.com that enables employers to verify their credentials quickly and conveniently. They'll also want to showcase their accomplishment by [accepting their digital badge from Credly](#) and including it on transcripts, resumes, social media, job boards, and more.

Platinum NCRC



Platinum WorkKeys NCRC earners have scored a minimum level score of 6 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments.

Gold NCRC



Gold WorkKeys NCRC earners have scored a minimum level score of 5 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments.

Silver NCRC



Silver WorkKeys NCRC earners have scored a minimum level score of 4 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments.

Bronze NCRC



Bronze WorkKeys NCRC earners have scored a minimum level score of 3 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments.

	BRONZE	SILVER	GOLD	PLATINUM
Certificates are awarded by achieving a minimum	Level 3 score on all assessments.	Level 4 score on all assessments	Level 5 score on all assessments	Level 6 score on all assessments
Skill levels demonstrate ability for	16% of jobs*	67% of jobs*	93% of jobs*	99% of jobs*
Sample Occupation Correlation	<ul style="list-style-type: none"> • Auto Body Repair Technician • Veterinary Assistant • Janitorial Supervisor • Drywall Installer • Pharmacy Aid 	<ul style="list-style-type: none"> • Administrative Manager • Head Cook • Medical Assistant • Engineering Technician • Machinist 	<ul style="list-style-type: none"> • School Counselor • Pharmacy Technician • Semi-Conductor Processor • Business Executive • Electrician 	<ul style="list-style-type: none"> • Accountant • Technical Writer • Sales Manager • Registered Nurse Manager • Elevator Installer and Repairer

*Approximate percentage based on jobs in the WorkKeys® occupational profile database.

Student Shoutouts

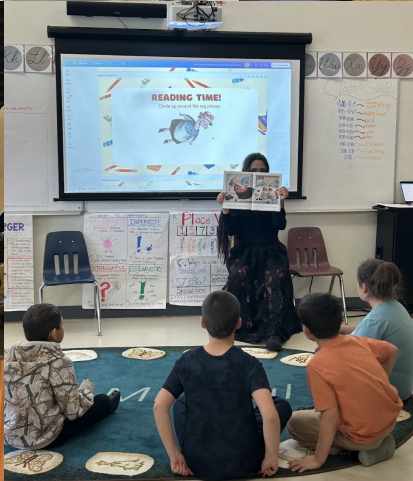
- Denali (NEW) has been accepted to UAF
- Pagan (NEW) has been accepted to Ottawa University ¹⁰⁵
- Finn (KHK) has been accepted to UAF for Alaska Native Studies
- Kaleah (NEW) has been accepted to UAA and UAF for Culinary Arts & Business

FAFSA

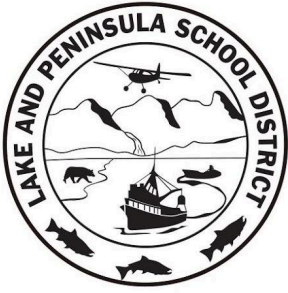
- 4 students have begun to work on their FAFSA applications

Contact Info

- 585 490-2709
- pmccasland@bbrcte.org



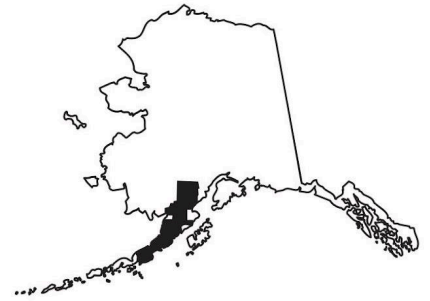




THE LAKE AND PENINSULA SCHOOL DISTRICT

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

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



Date: November 5, 2025

To: LPSD School Board Members

From: Bill Cornell- Director of Personnel

Re: October/November Personnel Report

October Inservice

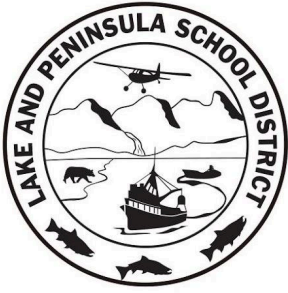
Thank you to everyone who made October Inservice happen, including staff, community, and the LPSD School Board. Being together built relationships, provided time for in-person professional development, and reconfirmed what an amazing place LPSD is to work!

In particular, I want to thank the Newhalen custodial and maintenance staff- Dean John, Nathan John, Janelle Ludvick; Admin Assistant Mrs. Evelyn Trefon, and Principal Lester; cooks Dawn Wassillie and Don Bastien; and, all of those who led evening sessions as opportunities for staff to connect. In addition, Ms. Nicole Metzgar put together a wonderful schedule that provided both an opportunity for professional development, as well as time to collaborate. These individuals made district staff feel welcomed and taken care of.

Staff Transitions at Levelock and Igiugig

Ms. Kathy Touring will be moving to Igiugig to take on the Secondary Generalist and Head Teacher roles November 8. A big “Thank you!” to Rob Fagerquist for all you have done over the past two months to provide instruction and head teacher support in Igiugig! Ms Touring and Mr. Fagerquist will be overlapping the week of November 10-14 to ensure there is a smooth transition.

Thank you to Mr. Nathan McArthur for making the trip to Levelock to be on the ground to help transition students to Lakeview Homeschool. Mr. McArthur and Principal Davis were able to meet with parents and students to help them understand how to be effective in homeschool, and help set up learning plans for students who plan to stay in the village.



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Student Teachers and University Partnerships

We have been able to meet with University of Montana, Kutztown University, and State University of New York (SUNY) students virtually. Overall, we were able to meet with over 300 students, including student teacher and Instructional Tutor candidates. In addition, through our partnership with Miles King and the Bristol Bay Foundation, we have made connections with the University of Colorado in Colorado Springs, Evergreen University, and Duke University.

My hope is that building partnerships with universities outside of our long-standing partnerships, might broaden our recruiting net. It is very likely that with changes to the work visa process, and hiring of international teachers, that this will be one of the most difficult recruiting years the state of Alaska has faced. I am grateful for our continued invested partnerships that we have been working on for years to ignite and keep alive.

Interest Based Bargaining with LPEA

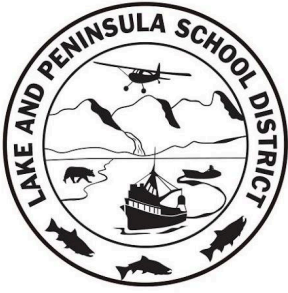
This is a bargaining year for teachers. It has been great to connect with LPEA representatives, in particular Interim President Mr. Matthew Grossmann, to discuss coming together to find solutions to common interests. Ms. Luke, myself, and the LPEA team currently have December 9-10 slated to meet and participate in Interested Based Bargaining training, followed immediately by interest based bargaining.

Welcome to New Staff

Speaking of university partnerships, Ms. Rosemary Sysak, a State University of New York graduate, has accepted the Elementary teaching position at Meshik School for the spring semester. Please join me in welcoming Ms. Rosemary Sysak officially to the LPSD family! Ms. Sysak student taught with Mrs. Barthelman in Newhalen, and is looking forward to joining LPSD as a full time teacher this spring.

In addition, I would like to welcome Ms. Maggie DeMare and Ms. Jenna Jones (both SUNY graduates) as Tutors for the spring; Ms. DeMare in Kokhanok, and Ms. Jones in Chignik Lake. Ms. DeMare student taught this semester with Ms. Goode in Kokhanok, and Ms. Jones student taught this semester in Chignik Lagoon with Ms. Erickson.

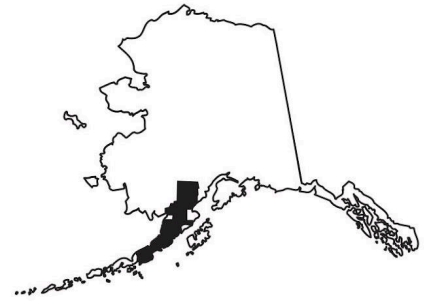
Chignik Bay • Chignik Lagoon • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock • Newhalen
Nondalton • Chignik Lake • Perryville • Pilot Point • Port Alsworth • Port Heiden • Pedro Bay



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In addition, we will be bringing on a number of student teachers from Kutztown University and SUNY this spring, and I should be able to provide the Board with a full list in December.

Recruitment:

We currently have the following positions posted to LPSD's website, the Alaska Educator Recruitment and Retention (AERRC, formerly Alaska Teacher Placement) website, and/or on Handshake:

- Instructional Tutor (five positions total for the spring semester; two positions have already been filled)
- General *FY27* Teacher Posting

Contract Adjustments:

FY 26 contracts, contract adjustments, and salary schedule movement are outlined on the Personnel Approval List

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

★ LPSD SHINING STARS, NOVEMBER, 2025 ★

NAME	LOCATION	REASON	NOMINATOR, POSITION
Stormi Anelon	Newhalen	I wanted to take a moment to recognize Stormi for her incredible school spirit and positivity. This October, she planned and organized a spirit week for Newhalen and it felt like it was right at a time when everyone needed a little boost. Throughout the week, Stormi was the most spirited of all! Showing up with a smile, laughter, and even a pink painted face for "On Wednesdays We Wear Pink." Her enthusiasm was contagious. It was a great reminder how important it is to celebrate and the importance of community. Stormi truly embodies the spirit and heart of LPSD! Keep it up Stormi!	Patricia McCasland, Career Guide
Jacob Newyaka	Kokhanok	Jacob is one of our new custodians, and he is doing a great job. He learned his role very quickly, and he does a thorough job of cleaning our school.	Kimberly Goode, Teacher
Dawn Wassillie	Newhalen	Dawn went above and beyond at Inservice to make sure that our family was fed and healthy, in spite of a few really tricky food allergies and sensitivities. Thank you, Dawn! You bring such warmth and nourishment to our community-- in more ways than one.	Kacy Lou Leyba, Student Services Coordinator
Kathy Touring	Levelock	Kathy is a shining example of commitment. She worked diligently to finalize everything in Levelock. It was clear that she cared deeply about the community, the school, and the children. I was honored to work alongside her during those difficult times.	Nathan McArthur, Ed Tech/ Homeschool Coordinator

CLASS SIZE

The Superintendent or designee shall establish and make available to the public a target average class size for each grade level. The target average class size may not exceed the following:

- **Pre-Kindergarten through Grade 6:** 23 students
- **Grade 7 through Grade 12:** 30 students

The class size targets may exclude mixed grade classes and courses in art, library, music, computer science, vocational-technical, and physical education.

LPSD recognizes that our schools traditionally maintain smaller class sizes than these maximum targets. Smaller classes allow for more individualized instruction and community-based learning environments. It is the District's intent to preserve these smaller class sizes whenever possible. Should enrollment approach or exceed these targets, it shall be considered a significant change in how our schools operate and will prompt review and administrative planning to maintain the quality of instruction and student support.

The Superintendent or designee shall also establish a procedure to reduce class sizes when possible and appropriate.

Legal Reference:

ALASKA STATUTES

14.03.065 Maximum classroom size

Created 11/2025

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

BP 5138(a)

STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES

The School Board recognizes that many students possess and use cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and their family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

(cf. 5030 – School Discipline and Safety)

Educational Uses

In many instances, there is educational value in utilizing portable electronic devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator.

Use of portable electronic devices for students with disabilities will be outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

(cf. 6159 – Individualized Education Program)

If use of a portable electronic device is required in individual instances (not provided for in an IEP or 504 plan) to assist a student with the student's education, permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy. In case of an emergency, verbal permission by a teacher or administrator is required in situations where permission can be obtained.

BP 5138(b)

Conditions of Use – Cellular Phones

Cellular phones shall be powered off during instructional time and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.), unless authorized by supervising personnel.

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs. The learning environment

includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of another student's learning environment. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

(cf. 6116 – Classroom Interruptions)

During the school day and instructional time, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

BP 5138(c)

Prohibited Conduct

Possession of a cellular phone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.

3. Taking, sending, downloading or uploading a harassing, threatening, or inappropriate photograph of anyone.
4. Using a cell phone/smartphone or camera to take photos in a restroom, dressing room, or locker room is prohibited, or to take a photo of any person who has requested that you not do so.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

Exceptions and Permitted Use

Nothing in this policy shall be interpreted to prohibit the use of cellular phones or other electronic devices when used for medical or translation purposes, or when a teacher or administrator of the school grants permission for a student to use a cellular phone or electronic device for educational purpose.

(cf. 5131 – Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.9 – Academic Honesty)
(cf. 5137 – Positive School Climate)
(cf. 6161.4 – Internet)
(cf. 6161.5 – Web Sites/Pages)

BP 5138(d)

Searches

The contents of a cell phone/smartphone, camera, or other portable electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

(cf. 5145.12 – Search and Seizure)
Legal Reference:

ALASKA STATUTES
14.33.300 Wireless telecommunications device policy

Revised 11/2025

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 3000- BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

BIDS

BP 3311

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Purchases Made Under Federal OMB Funding Awards

All bids under federal awards must be made in accordance with the standards set forth in [2 CFR 200.320](#), as set by FAR at [48 CFR part 2, subpart 2.1](#), listed below subject to FAR changes. One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than \$10,000 (\$2,000 for purchases subject to the Davis-Bacon Act)
 - a. No competitive quotes required
 - b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between \$10,000 and \$250,000
 - a. Rate quotes must be obtained from an adequate number of qualified sources
 - b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than \$250,000 invitation and firm fixed price
 - a. Two or more qualified bidders are required
 - b. Bids must be publicly advertised and solicited from adequate suppliers
 - c. Lowest bidder for the firm fixed price contract with specific requirements shall be awarded the contract
4. Competitive Proposals: Purchases more than \$250,000
Use when sealed bids are not appropriate qualification-based procurements, architectural/engineering professional services.
 - a. Require public notice
 - b. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
5. Sole Source: Purchases of any amount that meet one of the following four requirements
 - a. Good/service is only available from a single source
 - b. Only one source can provide the good/service in the time frame required
 - c. Written pre-approval from the Federal awarding agency
 - d. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

Minority Bidding

When procuring contracts under federal awards set forth in [2 CFR 200.320](#), the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

lists;

(2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

(3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

(4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

(5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

Exemptions

The following items are exempted from formal purchasing procedures:

A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or

B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or

C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or

D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or

E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or

F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or

G. Purchases involving replacement of equipment where similar equipment is being traded in; or

H. Purchases involving items regulated by Fair Trade Statutes; or

I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or

J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.

K. Proprietary (sole-source) items or services or items that are only available from a single source.

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 Purchasing Procedures, Procurement)

Legal Reference:

ALASKA STATUTES

[14.14.060](#) *Relationship between borough school district and borough*

[14.14.060\(h\)](#) *Procurement of supplies and equipment*

[14.14.065](#) *Relationship between city school district and city*

[14.03.085](#) *Procurement preference for recycled Alaska products*

[29.71.050](#) *Procurement preferences for recycled Alaska products*

[35.15](#) *Construction Procedures*

[36.15.020](#) *Use of local agricultural and fisheries products required in purchases with state money*

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) *Competitive pupil transportation proposals*

[4 AAC 31.080](#) *Construction and acquisition of public school facilities*

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), *Procurement Standards*

[FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS](#), 851 P.2d 56 (Alaska 1992)

Revised 10/2025

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 1000- COMMUNITY RELATIONS

VOLUNTEER ASSISTANCE

AR 1250

Note: This AR addresses some of the details associated with the use of volunteers.

This regulation provides the procedures for approving members of the public to serve as volunteers, including chaperones.

Responsibilities of Principals:

1. Coordinate the use of school volunteers.
2. Confirm that the school volunteer has completed the volunteer packet.
3. Require updated volunteer packets are received on the schedule set by the District.
4. Keep and maintain a register of volunteer activity at the school.
5. Inform volunteers of school rules and routines, answer questions, and provide volunteer support as appropriate.
6. When required to ensure the safety of students and the smooth operation of the educational program, principals may decline the services of any volunteer.
7. Determine which volunteers are required to complete mandatory reporting training and inform volunteers how to receive the training.

Responsibilities of the District

1. Develop a volunteer packet for individuals to use to apply as a volunteer.
2. Facilitate the volunteer approval process.
3. Verify the identity of the volunteer with a photo id.
4. Maintain the volunteer packet materials in the volunteer's file.
5. Review the background check and make an individualized determination about the volunteer in accordance with BP 4112.5 / 4212.5 / 4312.5.
6. Keep and maintain an approved volunteer list, with the dates that the background check was completed, in order for school principals to verify the eligibility status of volunteers.
7. Notify the volunteer of their eligibility status.
8. Notify volunteers when background checks need renewal.
9. Inform volunteers that they are subject to the District's policies and regulations where applicable.

Responsibilities of Volunteers

1. Complete the volunteer packet.
2. Obtain and pay for a background check.
3. Submit to the background check every two years.
4. Self-report any convictions that occur in the intervening time between background checks.
5. Recognize that they are neither employees nor an independent contractor and serve at the discretion of the District.

Mandatory Reporting Training

Volunteers who interact with children for more than four hours per work are required to complete mandatory reporting training. This direction will be provided by the school principal.

Note: Pursuant to AS 47.17.020(a)(9), “volunteers who interact with children in a public or private school for more than four hours a week” must report child abuse and child neglect. AS 47.17.020(a) requires school districts to provide training to such volunteers on the recognition and reporting of child abuse and neglect.

Created 10/2025

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 3000- BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

PURCHASING PROCEDURES

AR 3310

Note: The following sample regulation may be revised or deleted as needed.

Purchasing Requisitions/Purchase Orders

- 1) Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Vendor responsiveness, maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
- 2) Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
- 3) Every transaction between a buyer and seller involving the transfer of property, equipment, services, or supplies shall be made by purchase order, formal contract or credit card.
- 4) Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
- 5) Procurement cards issued in the responsible employee's name shall be utilized in accordance with parameters set forth in Procurement Card Use Agreement. Receipts and documentation shall be attached to the monthly procurement card statement, signed by the employee's supervisor and forwarded to the business office.
- 6) The business office or other appropriate administrative entity shall verify the availability of funds and prepare purchase order to commit the expenditures.
- 7) Goods and services purchased shall be obtained at the best value consistent with standard purchasing practice. Best value shall be based on the total life cycle cost of the item; which can include an assessment of the functionality of the item and can use cost/benefit analysis to determine the best combinations of quality, service, time and cost considerations over the useful life of the item as well as possible trade-in values for items being replaced.
- 8) The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
- 9) The District shall develop and maintain a log of contracts awarded for supplies, services and professional services together with any amendments to the contracts that include the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. The District may join with other units of government in cooperative procurement ventures where the best interest of the district shall be served.
- 10) The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.
- 11) All procurement transactions should provide full and open competition when in the best interest of the District. The District will adopt standard specifications for supplies and services wherever practicable. The standard specifications adopted by the district shall be based, insofar as possible, upon those proposed by the requesting person or department, modified as necessary to maximize clarity, uniformity, and open competition, while effectively meeting the requirements of the requesting department or individual as well as the efficient operation of the district.

Quantity Purchasing

Quantity buying shall be effected whenever practicable and feasible in order to achieve an economy of scale in accordance with the total needs of the school district.

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 9000 - BYLAWS OF THE SCHOOL BOARD

REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

BB 9250

Compensation of Board Members

The School Board recognizes the time and personal effort School Board members give to the district. School Board members will be allowed expenses and compensation subject to yearly budget allocation and as allowed by [AS14.14.140\(c\)](#). Annually, the School Board will assist the Superintendent in developing the parameters of the School Board's Operating Budget to be incorporated into the following year's overall district budget.

The following outlines eligible expenses and compensation. The compensation (stipend) and per diem will be paid upon submission of a claim signed by the Board member or submitted by an authorized staff member.

(A) Stipend

School board members are eligible to claim a stipend for every day or part day that the Board Member is either attending or traveling to, a board meeting, board approved attendance at either Board Training, In-Service, Bid Opening or Board Approved Committee Assignment Meetings. Daily stipend rate shall be \$150.00 per day or part of the day.

(B) Per Diem and Transportation

School Board members are eligible to claim per diem following current LPSD staff practices. Claims include a \$29.00 per day for incidentals and a \$52 for meals (altered for meals provided) for in-district/region, and \$129 per day out-of-district per diem for meals when away from home attending a Board Meeting or on Board Approved Board Business. (If the Board member arranges lodging Out-of-District per diem shall be \$175.00 per day)

District will arrange transportation for attendance at school board meetings and for approved board business from place of residence to board meeting or location of board business and return. District will book all lodging and car rentals, if needed. A claim for transportation expenses to either an alternate location or at a differently scheduled time shall be paid only if results in no additional cost, other than what would have been incurred, to the district.

(B) Health and Welfare Benefits

School Board members may participate in the health and welfare benefits program provided for district employees. The district shall pay the cost of all premiums required for School Board members electing to participate in the district health and welfare benefits program.

Legal Reference:

ALASKA STATUTES

[14.14.140](#) Restriction on employment

Updated 11/2025

Lake and Peninsula School District

Alaska Trip Proposal

(Students can be

contacted at the number 1 (210) 793-9388 at any time during this trip.)



By the Chignik Lagoon Students and Teachers

Alec Billadeau

Julie Boggan

Connor Billadeau

Sara Erickson

Question 1

Who is providing this information?

The Chignik Lagoon students and teachers are providing this information about our trip to Juneau, AK.

Question 2

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



THE LAKE AND PENINSULA
SCHOOL DISTRICT

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

1617 S Industrial Way #1
Palmer, AK 99646
907-746-2090



Chignik Lagoon School
P.O. Box 8
Chignik Lagoon, AK 99565
(907) 840-2210

October 16, 2025
Lake and Peninsula School District Board
P.O. Box 498
King Salmon, AK 99613

Dear Distinguished Members of the School Board,

I am writing to express my full support for an exciting and valuable educational opportunity for our students at Chignik Lagoon School. We are proposing a student travel experience to Juneau, Alaska, scheduled for **Feb. 21st through Feb. 28th, 2026**.

This trip will offer students a rich variety of learning experiences that align closely with the Lake and Peninsula School District's standards and our shared commitment to providing holistic, place-based education. While in Juneau and during travel, students will have the opportunity to visit:

- **Mendern Hall Glacier** – learning about geology and climate change by observing glacial landforms, understanding glacial movement, and seeing the direct impact of global warming on glacial retreat. They can also develop important sensory and fieldwork skills while learning about ecosystems, flora, fauna, and the history of the region.
- **Capitol Tour** – Kids can learn about the U.S. government, history, and architecture through a capitol tour by understanding the legislative process, seeing historical artifacts, and viewing the building's design and art.
- **Alaska Native Tour and Mt. Roberts Tram** – learning through storytelling, performances, and art while visiting the Alaska Native Tour and Mount Roberts Tram & the history of local Tlingit people and their connection to the land through films, guided walks, and interactive displays like the live raptor center and totem poles. The tram ride provides scenic views and a chance to learn about the natural environment of the area.
- **Juneau City Museum** – gives a comprehensive look at the state's history, art, and natural history of our beautiful state and this region of Alaska.

Each of these experiences is designed to expose our students to a broader worldview, foster curiosity, and inspire them to succeed. Many of our students have not traveled outside their community, and this trip will provide a rare and meaningful learning experience.

This journey will not only enrich classroom learning but also meet multiple LPSD standards in science, social studies, physical education. It is an investment in their education, growth, and potential futures.

I respectfully ask for the school board's full support in approving and assisting with the logistics of this trip.

Thank you for your continued support of our most precious resource and future.

Sincerely,

M. Schilke:Principal

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 purpose of the field trip to Juneau is to provide students with an immersive hands-on learning experience that connects classroom instruction to the unique environmental, cultural, historical, and government features of our state. Through visits to key sites such as the Mendenhall Glacier, the Juneau-Douglas City Museum, local ski areas, and the Alaska State Capitol, students will deepen their understanding of Alaska's natural systems, history, economy while building critical life and employability skills.

Students will explore Juneau's local history, indigenous cultures, and the development of Alaska's capital city, fostering an appreciation for the diverse peoples and events that have shaped the state.

By visiting the state capital, students will gain firsthand experience with state government, learning about the legislative process, Alaska's constitution and the roles of elected officials.

At Mendenhall Glacier, students will observe glacier formations, ecosystems, and evidence of climate change. They will learn how glaciers shape the land and affect local environments, linking to Earth Science concepts studied in class.

Skiing will integrate science, mathematics, physical education, and environmental awareness by allowing students to experience physics and motion firsthand, engage in physical fitness, and practice outdoor safety and teamwork.

Across all activities, students will develop a greater appreciation for Alaska's geography, communities, and natural resources. They will strengthen their understanding of how human and natural systems interact and how Alaskans adapt to and sustain their natural environment.

This field trip provides students with a comprehensive educational experience that nurtures academic understanding, personal growth, and career readiness.

Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
						Feb 21 Leave Chignik Lagoon for Anchorage
22 Fly Anchorage to Juneau, Tracy Arm Fjord	23 Mendenh all Glacier and Nugget Falls Hike	24 Skiing, Ca pital Tour	25 Skiing Alaska Native Tour and Mount Roberts Tram	26 Skiing Juneau City Museum	27 Fly Juneau to Anchorage	28 Fly Anchorage to Chignik Lagoon

Sunday 22nd

Tracy Arm Fjord

Science (05.SC.ES.EES2-1, 05.SC.ES.EES2-2, 05.SC.ES.ESS3-1, 08.SC.EES.ESS1-4, 08.SC.ESS.ESS2-6, 08.SC.ESS.ESS3-5)

Forty-five miles outside of Juneau, this scenic destination has it all — mammoth glaciers, towering granite walls, breathtaking mountains, waterfalls, and a large variety of wildlife. Tracy Arm is a 30-mile long fjord — a narrow inlet created by glacial activity — formed thousands of years ago. It winds its way past 7,000-foot snow-capped mountains and floating icebergs. At the end of the fjord lies the stunning Sawyer Glaciers, translucent blue mountains rising majestically out of the water. About once every hour, the North Sawyer and South Sawyer glaciers “calve” — an awe-inspiring phenomena in which large chunks of ice tumble into the sea below. Tracy Arm is also home to a large variety of wildlife including bald eagles, brown bears, goats, and whales.

Monday 23th

Mendernhall Glacier & Nugget Falls Hike

Science (05.SC.ES.EES2-1, 05.SC.ES.EES2-2, 05.SC.ES.ESS3-1, 08.SC.EES.ESS1-4, 08.SC.ESS.ESS2-6, 08.SC.ESS.ESS3-5)

Mendenhall, one of the most beautiful and accessible glaciers in North America, is just 13 miles from downtown Juneau and a few minutes from the airport. It’s a must-see destination for any Alaska vacation. You won’t believe your ice! A half-mile wide, with ice up to 1,800 feet deep, it’s little wonder this is Juneau’s most popular destination. Whether you’re in town for a day or week, there are

many ways to experience the glacier.

Just a short hike from the Mendenhall Glacier lies Nugget Falls, a spectacular 377-foot waterfall that tumbles into Mendenhall Lake. The easy, 2-mile round-trip trail to the falls offers stunning views of the glacier and surrounding mountains, making it one of Juneau's most rewarding short hikes.

This serene spot is a favorite for nature lovers and photographers, providing up-close encounters with Alaska's rugged beauty.

Tuesday 24th

Capital Tour

Social Studies (05.SS.GOV.01, 05.SS.GOV.02, 08.SS.CG.02, 08.SS.CG.03, 08.SS.CG.06, 08.SS.CG.07, 08.SS.CG.10, 08.SS.CG.14, 08.SS.CG.16, 08.SS.AK.11, 08.SS.AK.16)

Students will tour the state capital in Juneau and meet with our local representative, Bryce Edgmon. They will get to see how our state government works in person.

Skiing

Science (05.SC.ES, 05.SC.ED, 08.SC.ED) Employability (05.EM, 08.EM)

Skiing will integrate science, mathematics, physical education, and environmental awareness by allowing students to experience physics and motion firsthand, engage in physical fitness, and practice outdoor safety and teamwork.

Wednesday 25th

Alaska Native Tour and Mount Roberts Tram

Social Studies (08.SS.AK.01, 08.SS.AK.04, 08.SS.AK.06, 08.SS.AK.09, 08.SS.AK.17) Cultural Awareness (05.CA.01, 05.CA.05, 08.CA.02, 08.CA.03, 08.CA.05)

For travelers seeking a deeper connection to Alaska's heritage, the Alaska Native Tour offers an enriching cultural experience rooted in the traditions of Indigenous communities. Through engaging storytelling, hands-on activities, and visits to significant sites, guests will explore the rich history, values, and practices passed down through generations. This tour invites participants to not only witness cultural traditions but to understand the meaning and significance behind them.

Blending cultural insight with natural beauty, the tour highlights how Alaska Native Traditional knowledge complements modern science, illustrating how cultural practices reflect an organized and

sustainable way of life. Along the way, guests will learn about the meaning behind eight unique totems and the communities they represent. The experience culminates with a scenic ascent on the Goldbelt Tramway, rising 1,800 feet above Juneau's rainforest and offering sweeping views of the city and Gastineau Channel—an unforgettable ending to a journey that celebrates both people and place.

Thursday 26th

Juneau City Museum

Social Studies (08.SS.AK.01, 08.SS.AK.04, 08.SS.AK.06, 08.SS.AK.09, 08.SS.AK.17) Cultural Awareness (05.CA.01, 05.CA.05, 08.CA.02, 08.CA.03, 08.CA.05)

Juneau Museum offers a General History Gallery to learn about Juneau's past and present. This gallery hosts several exhibits highlighting Juneau's diverse cultural heritage. There is also a General History Gallery section that celebrates the rich history of the Tlingit, Juneau's first people. Learn about the complex family and clan relationships of the Tlingit people and the local Aak'w Kwáan and T'aaku Kwáan (clans).

Question 4

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

This trip will be available to all students 5th grade and above who are 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.)

Saturday, February 21

12:00-2:00 Flight to Anchorage
2:00 Tracy Arm Fjord
4:00 Check into Hotel
5:00 Dinner
10:00 Lights out

Sunday, February 22

8:00 Wake up and breakfast
11:00-1:00 Flight to Juneau
5:00 Dinner
10:00 Lights out

Monday, February 23

8:00 Wake up and breakfast
10:00 Tour of Mendenhall Glacier
1:00 Lunch
2:00 Nugget Falls Hike
5:00 Dinner
10:00 Lights out

Tuesday, February 24

8:00 Wake up and breakfast
9:00 Capitol Tour with Bryce Edgmon
12:00 Lunch
1:30 Skiing 1/3
5:00 Dinner
10:00 Lights out

Wednesday, February 25

8:00 wake up and breakfast

9:30 Skiing 2/3
1:00 Lunch
2:00 Alaska Native Tour and Mount Roberts Tram
5:00 Dinner
10:00 Lights out

Thursday, February 26

8:00 Wake up and breakfast
9:30 Skiing Lesson 3/3
1:00 Lunch
2:00 Juneau City Museum

5:00 Dinner
10:00 Lights out

Friday, February 27

8:00 Wake up and breakfast
1:00-3:00 Flight to Anchorage
5:00 Dinner
10:00 Lights out

Saturday, February 28

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 will be made at:

Best Western, 9300 Glacier Way, Juneau, AK 99801. 907-789-5005

Wyndgate Garden Airport, 4411 Spenard Road, Anchorage, AK 99517 866.532.4172

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. The students will then fly to Juneau on a commercial Alaska Airlines flight.

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 and about 1 hour and 40

minutes from Anchorage to Juneau.

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 Juneau 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.

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, Ms. Schilke before we travel.

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 his 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 helps 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

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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?

Hotel	3800
Flight to Anchorage	5496
Flight to Juneau	2000
Food	2800
Rental car	500
Mendenhall Glacier	10
Alaska Native Tour/Tram	430
Skiing	300
Juneau Museum	18
Miscellaneous Attraction Fees	500
Total	15854

Question 15

How is the travel program to be funded?

This travel program will be funded by JOM funds and student government funds. Chignik Lagoon Village says we have \$9,524.00 in our JOM account. The student government has been raising money 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.

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 chaperones to travel.

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 JOM and student government funds.

Question 19

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

The district employee that will be traveling for this trip will be Julie Boggan.

Question 20

How will the personnel expenses for substitutes be paid?

Substitutes will not be needed because there will be only a couple of students in that class left behind and they can work with the elementary class for those days.

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.)

Alec Billadeau - 4

Connor Billeadeau - 1

All other students have no absences as of Monday November 3, 2025.

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, 4 travel days and 4 educational days. The travel days are on weekends or scheduled inservice 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:

Alec Billadeau

Connor Billadeau

Julie Boggan

Shanda Billadeau

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, Ms. Schilke

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.

**Linda Johnson Memorial Scholarship Fund (“LJMS”) Committee By-Laws
The Lake and Peninsula School Board**

Purpose

The Linda Johnson Memorial Scholarship Fund was established by the Lake and Peninsula School District (the “District”) as a memorial to the late Linda Anelon Johnson, a former member of The Lake and Peninsula School Board who was thirty-six when she died in a snow-machine accident. The Linda Johnson Memorial Scholarship Committee (the “Committee”) serves to administer the District’s program for awarding scholarships, as more fully set forth in these Bylaws, as may be amended from time to time. In all its activities and actions, the Committee shall be bound by these Bylaws.

Organization and Responsibilities of the Committee

The Committee is composed of the Superintendent or his designee and one or more volunteer board member(s) appointed annually by the Lake and Peninsula School Board President during the November Board meeting. In the event of a vacancy, the School Board President may appoint a replacement Committee member.

The Committee reserves the right to establish both the amount and number of scholarships it deems necessary and appropriate. The aggregate amount of scholarships awarded shall not exceed the amount of available funds. The Committee will report to the School Board, at the May regular meeting, or upon request, the names and amounts of scholarships awarded.

Scholarship Committee Procedures:

1. The Committee will operate under the established guidelines.
2. Each January, applications will be sent to every Lake and Peninsula School District senior.
3. Each July, an attempt will be made to contact potential sustaining scholars.
4. All scholarship applicants will be notified of the status of their application within a reasonable timeframe.
5. Scholarship payments will be released only if verification of acceptance or enrollment is received. Deferments may be allowed at the discretion of the Scholarship Committee.
6. All scholarship payments will be made directly to the academic institution.

LJMS GUIDELINES:

Eligibility

To be eligible for consideration for the Linda Johnson Memorial Scholarship, a student must:

NEW HIGH SCHOOL GRADUATES:

- Graduate from a school within the District
- Provide a copy of an acceptance letter or course schedule from the educational institution the student will be attending
- Submit a completed LJMS application by deadline submitted per distributed instructions.,

SUSTAINING SCHOLARS/FORMER LPSD

GRADUATES:

- If previously enrolled in post-secondary institution, must have maintained an academic load of traditional full-time students, as defined by carrying a course load of at least 12 academic hours in an undergraduate or technical school program
- If previously enrolled in post-secondary institution, must have maintained a cumulative grade point average of at least 2.0
- If previously enrolled in post-secondary institution, must have maintained self as a student in good standing
- May receive the scholarship for up to 5 years if he/she attended high school only in the District;

otherwise, the recipient is limited being a recipient for the number of high school years a LPSD school was attended

- If a former LPSD student who did not apply during his/her senior year, the student may still be considered for LJMS Scholarship funding for up to 5 years after graduation, and will maintain eligibility as described above

Application Components

NEW HIGH SCHOOL GRADUATES/FORMER LPSD GRADUATES:

- (a) Cover letter which explains reason financial assistance is needed, and lists all other scholarships applied for or granted
- (b) A district-representative signed copy of high school transcript reflecting all grades to date
- (c) Letter of recommendation from either a principal and/or a teacher who is familiar with the student's character and academic history. Former LPSD graduates may substitute a letter from an employer, an instructor, or academic advisor.
- (d) A 500 word narrative which both details applicant's four years as a high school student and reflects applicant's goals for the future. This essay should accent any school and/or community activities or functions which applicants may have participated in during high school. Former LPSD graduates may modify narrative to include post-secondary work experience and motivation for returning to school.
- (e) Notification of acceptance to post-secondary school, if available at time of application

SUSTAINING SCHOLARS:

- A written request for sustaining scholarship funding
- A copy of most recent transcript, indicating that a 2.0 cumulative GPA has been maintained
- A copy of course schedule for the upcoming semester indicating that course-load is a minimum of 12 academic hours

Application Deadlines

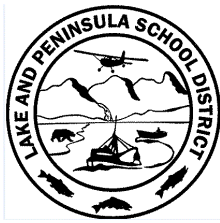
NEW HIGH SCHOOL GRADUATES:

Applications are to be submitted to the District Accountant by the following dates by mail or email. For spring graduates applications are due by March 31, at 5:00 p.m. or the next business day if the 31st falls on a weekend. For mid year graduates applications are due 30-days from the date of graduation.

SUSTAINING SCHOLARS/FORMER LPSD GRADUATES:

Sustaining Scholars: A written request, to include proof of continued eligibility as described above, is due to the District Accountant by August 15, 5:00 p.m. or next business day if the 15th falls on a weekend.

Former LPSD Graduates: Application components referenced above are due at the District Office by August 15, 5:00 p.m. or the next work day, if the 15th falls on a weekend.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P O Box 498
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(907) 313-3841


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



MEMORANDUM

DATE: October 3, 2025

TO: LPSD Finance Committee

FROM: Laura Hylton, Director of Finance 

SUBJECT: LJMSF Bylaws Changes and Funds

The LJMSF bylaws needed a few small updates. Two versions are included one showing the edits and a clean copy.

The balance in the LJMSF fund as of 9/30/25 is \$9,354.02. Four scholarships were distributed of the five awarded.

The balance in the CD is \$245,816.87, the investment earnings were transferred from the investment account to LPSD to pay scholarships in June. The CD matures in May 2025 and expected income is \$8,078.32 for the year.

The scholarship amounts for FY26 will need to be reviewed and adjusted based on added donations, investment income and anticipated seniors and continuing applicants.

Unit	Square Feet	Current Rent	Current Annual Rent	(15%) Increase	Annual Rent 15% increase
CHIGNIK LAGOON (3) West 3br LF	880	689.69	8,276.28	793.14	9,517.72
CHIGNIK LAKE (1) 3br house	1165	817.54	9,810.48	940.17	11,282.05
CHIGNIK LAKE (5) New unit 2, 2br	868	652.50	7,830.00	750.38	9,004.50
IGIUGIG - Leased Unit 3 bedroom house	912	733.53	8,802.36	843.56	10,122.71
KOKHANOK (1) - East Duplex	360	570.16	6,841.92	655.68	7,868.21
KOKHANOK (6) itinerant 1 bedroom, duplex	360	384.18	4,610.16	441.81	5,301.68
NEWHALEN (7) Newhalen House	864	684.38	8,212.56	787.04	9,444.44
NONDALTON (1) 1/2 Duplex - 2 br (full unit)	1040	709.68	8,516.16	816.13	9,793.58
NONDALTON (4) by runway - 2 br	856	681.73	8,180.76	783.99	9,407.87
NONDALTON (7) Triplex 3 - 2 br (Meter # 6096583)	1291	826.17	9,914.04	950.10	11,401.15
PERRYVILLE (2) House 3 br	1020	736.18	8,834.16	846.61	10,159.28
PERRYVILLE (3) Old School-middle back 1BR ITN	976	688.03	8,256.36	791.23	9,494.81
PERRYVILLE (4) Old School SW front 2 BR	646	704.63	8,455.56	810.32	9,723.89
PORT ALSWORTH (1) duplex lf side	914	700.99	8,411.88	806.14	9,673.66
PORT ALSWORTH (2) duplex RT side	914	700.99	8,411.88	806.14	9,673.66
PORT ALSWORTH (5) 2014 duplex-left side	1343.5	876.81	10,521.72	1008.33	12,099.98
PORT HEIDEN (1) RT side 2BR	676	588.74	7,064.88	677.05	8,124.61
PORT HEIDEN (3) LF side 1 BR	364	451.94	5,423.28	519.73	6,236.77
PORT HEIDEN (4) Shop unit	526.75	472.77	5,673.24	543.69	6,524.23
IGIUGIG - NEW (2) "Itinerant"	448	478.17	5,738.04	549.90	6,598.75
IGIUGIG Duplex #1 left side	914	700.99	8,411.88	806.14	9,673.66
CHIGNIK LAGOON (1) East 2 br RT	736	641.88	7,702.56	738.16	8,857.94
CHIGNIK LAGOON (2) Middle 2 br	696	595.38	7,144.56	684.69	8,216.24
CHIGNIK LAKE (2) 1/2 Duplex West end 1br	630	540.26	6,483.12	621.30	7,455.59
CHIGNIK LAKE (3) 1/2 Duplex East end 1br	630	540.26	6,483.12	621.30	7,455.59
CHIGNIK LAKE (4) new unit 1	868	652.51	7,830.12	750.39	9,004.64
IGIUGIG Duplex #1 right side	914	700.99	8,411.88	806.14	9,673.66
KOKHANOK (2) duplex S	760	583.43	7,001.16	670.94	8,051.33
KOKHANOK (3) 2 story dup. E	1104	747.47	8,969.64	859.59	10,315.09
KOKHANOK (4) 2 story dup. W	1104	747.47	8,969.64	859.59	10,315.09
KOKHANOK (5) 1 story Duplex, 2 bedroom	775	621.62	7,459.44	714.86	8,578.36
NEWHALEN (1) house	1152	814.21	9,770.52	936.34	11,236.10
NEWHALEN (2) 2 story house	1015	734.52	8,814.24	844.70	10,136.38
NEWHALEN (3) "Itinerant"	384	458.58	5,502.96	527.37	6,328.40
NEWHALEN (4) 2 Bed Room Rt side	864	684.38	8,212.56	787.04	9,444.44
NEWHALEN (5) 1 Bed Room LF side	434	475.18	5,702.16	546.46	6,557.48
NEWHALEN (6) 2 Bed Room	864	684.38	8,212.56	787.04	9,444.44
NEWHALEN Wassie Nickoli Rental	1344	694.01	8,328.12	798.11	9,577.34
NONDALTON (2) 1/2 Duplex - 3 br	1300	816.13	9,793.56	938.55	11,262.59
NONDALTON (5) Triplex 1 - 3 br (full unit)(Meter 6096582))	1604	950.10	11,401.20	1092.62	13,111.38
NONDALTON (6) Triplex 2 - 2 br (Meter 6096581)	1291	826.17	9,914.04	950.10	11,401.15
PERRYVILLE (1) Old School N. 2 br front	952	663.12	7,957.44	762.59	9,151.06
PERRYVILLE (5) Old School SE 2br back	896	678.40	8,140.80	780.16	9,361.92
PORT ALSWORTH (3) Teacher Cottage	720	733.19	8,798.28	843.17	10,118.02
PORT ALSWORTH (4) 2014 duplex-right side	1343.5	876.81	10,521.72	1008.33	12,099.98
PORT ALSWORTH (6) 2018 duplex -right side	1053.5	730.70	8,768.40	840.31	10,083.66
PORT ALSWORTH (7) 2018 duplex - left side	1053.5	730.70	8,768.40	840.31	10,083.66
PORT HEIDEN (2) middle unit 2 BR-whole unit	676	588.74	7,064.88	677.05	8,124.61
PORT HEIDEN (5) Shop conversion	688	559.52	6,714.24	643.45	7,721.38

Unit	Square Feet	Current Rent	Current Annual Rent	(15%) Increase	Annual Rent 15% increase
			\$ 395,038.92		\$ 454,294.76

Increase revenue all units occupied \$ 59,255.84

Increased Revenue current occupied units \$ 35,587.98