

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Work Session AGENDA**  
**November 13, 2025, 9:00 AM**

Agenda

- |  |    |
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| 1. Chignik Lagoon Student Trip Proposal                            | 2  |
| 2. SNAP Meet 2026 Dates  |    |
| a. FY26 Approved Quick Reference (SNAP dates are 4/6/26 - 4/10/26) | 25 |
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| 3. Fall 2025 Policy Updates  | 30 |

# 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

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**Chignik Lagoon School**  
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(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 Mendendall 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 Mendenhall Glacier and Nugget Falls Hike	24 Skiing, Capital 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 23<sup>th</sup>

Mendenhall 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 24<sup>th</sup>

### 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 25<sup>th</sup>

### 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 26<sup>th</sup>

#### 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.

**LPSD ACTIVITIES 2025-2026 QUICK REFERENCE**

	Last updated 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	4/13/2026	4/17/2026	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

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## **SNAP MEET FY26 CHANGE DISCUSSION**

November 13, 2025

LPSD School Board Work Session

### **CONSIDERATIONS for the BOARD:**

- The logistics of implementing SNAP Meet could be affected by other events in the community during the week of April 6-10, 2025.
- SNAP Week would be shifted to March 23-28, 2025
  - Requires students to return to school after the SNAP Meet with the intention to continue rigorous academics to complete the 2026 spring semester.
  - District Basketball would be incorporated into the March SNAP Meet instead of a separate event, and we would continue to keep the language, science, and career fair, and other typically scheduled activities to the best of our ability.
  - March SNAP would also focus on NYO/NYO State Qualifier
  - Since the District Basketball tournament will be combined, we would like to ensure Middle School students are included in the March SNAP Meet.
  - This change also takes into consideration other LPSD events and BBRCTE sessions.
  - We would ask LSACs to revisit their Floating Vacation days during Spring 2026 to fit their communities' needs best.
  - AKSTAR would be moved from 3/30/25-4/3/25 TO 4/13/25-4/17/25
- SNAP FY26 CHANGE DRAFT SCHEDULE attached in BoardBook for review.

**AASB Policy Review- November 13, 2025 - 3rd Reading (in black)**  
**Superintendent Recommendations for Consideration (in blue)**

**Yellow highlights** in working policy drafts = AASB new/updated language  
**Gray and crossed-out highlights** in working policy drafts = current LPSD policy language recommended for deletion

**BLUE highlights** Language to be considered for adoption within policy following 3rd reading

→ **BP 6152** (updated from 6151 to 6152) **CLASS SIZE**

- Although these class size requirements do not apply to our current class numbers in LPSD schools, this is a required policy adoption in accordance with Alaska State Statute adopted alongside HB 57.
- Language to be included if the Board would like based on public comment to include regarding our small schools and the class size policy:
  - 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.
- **Required.**

→ **BP 5138 STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES**

- In light of HB 57, this policy outlines changes to the model cell phone policy. It provides districts with an outline for how to regulate cell phones in schools, and provides clarifying definitions. Policy regarding cell phone use will vary by district needs and intentions, and this policy can be updated as desired.
- **Required.**
- Recommendation to not include the highlighted **blue** options. The policy without the **blue** options allows for site control/inclusion of LSAC discussion of how cell phones are managed.
- Include "**is prohibited**" as per the suggestion of the School Board during the discussion in the work session in October 2025.

→ **BP 311 BIDS**

- This update includes a list of items that are exempt from normal purchasing procedures. Items on this list may be removed (and be subject to normal purchasing procedures) at a Board's discretion.
- [Recommendation to adopt changes as presented.](#)

**Administrative Regulations (AR)** for your awareness:

ARs - addresses the expectations, roles, and responsibilities principals, the district, and volunteers have when utilizing volunteer assistance. This regulation is not exhaustive, and all the parties may have more or fewer roles.

- **AR 1250 VOLUNTEER ASSISTANCE**

- The associated BP 1250 was approved by the School Board on 2/13/25. The practices of this AR fall in line with the practice of current LPSD administration of oversight of schools.

- **AR 3310 PURCHASING PROCEDURES**

- This update adds additional best practices for purchasing requisitions and purchase orders, specifically addressing best value conditions and records procedures. Specific LPSD practices regarding procurement cards (Pcards) is included.

Additional Administrative Regulations (added for awareness November 2025)

- **AR 3342 DISTRICT-OWNED RENTAL PROPERTY**

- Establishes policies for managing district-owned rental housing in LPSD. It outlines categories of employee housing, prioritizing teacher access, and defines responsibilities for maintenance, furnishings, lease terms, and deposits. The regulation also details rental fee structures, occupancy rules, and prohibitions (including drugs, tobacco, and subleasing), ensuring that district housing remains safe, equitable, and well-maintained while supporting teachers' housing needs in remote communities

- **AR 3342.1 NON-EMPLOYEE LEASING OF BOROUGH OWNED/DISTRICT OPERATED HOUSING**

- Outlines LPSD's policy for non-employee leasing of borough-owned, district-operated housing. These units are primarily for teachers and educational staff but may be leased to outside entities only for short-term (day use under 14 days) or community project-related long-term use (15 days or more). The regulation sets rental fees, deposit requirements, background check obligations, and rate-setting procedures to ensure non-employee use supports community needs without competing with local housing providers or misusing educational resources.

**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 10/2025*



**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 Utilization Uses of portable electronic devices**

Approval for student use of such devices will be at the discretion of the classroom teacher, upon approval of the instructional use by the building administrator.

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.

**Conditions of Use – Cellular Phones**

Note: School boards may select one of the two options for the use of cellular phones in schools. These conditions may be modified as desired.

**(Option 1):** High school students (grades 9 - 12) may use cellular phones and other personal portable electronic devices before and after school, during passing periods, and during the student's lunch period. Elementary and middle school students (grades K-8) may use such

devices only before and after school. Devices should be powered off and put away at all other times.

**(Option 2):** Students may use cellular phones and other personal portable electronic devices only before and after school. Such devices should be powered off and put away at all other times.

#### **BP 5138(b)**

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 ~~and school-sponsored activities~~ 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.

**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 7/12 10/2025**

Lake and Peninsula School District

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## 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 do so. The Superintendent or designee shall establish procedures to insure that quotes are obtained for purchases. 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.

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.

### 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:**

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation 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.

(e. 3310-2 – ~~Federal~~ 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 ~~9/97, 07/12, 3/18~~ 10/2025

Lake and Peninsula School District

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## 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

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# 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 receipt 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.

## Site Purchasing

Principal/Head Teachers and department heads must prepare a requisition form whenever supplies, materials, and equipment are needed.

Requisitions are to be typed or printed and contain the following:

Name and address of vendor

Quantity required, including unit of issue

Catalog number

Item description

Unit cost and total price

Reason item is needed

Date merchandise is needed

Method of shipment (include insurance if over \$200.00)

Where item material is to be shipped

Page number

Signature of originator/Principal/Head Teacher

In the event the actual price is unknown, make an estimate. All purchase orders are encumbered monthly in the accounting records to assure expenditures are within budget limitations.

The specific reason for use of the item or program to be charged is very important in order to properly code the purchase order, such as Vocational Education, Indian Education, Title I, construction, maintenance, etc. Just indicating "for school use" is not acceptable.

In connection with construction and maintenance projects, be specific as to what is actually being done, such as construction of windbreak, equipment repairs, repair of school plumbing, parts for generator, etc. See Section on "Equipment Repair" when sending in items for repair.

At the time the requisition is prepared, the initiator should retain a copy and forward the requisition to the District Office Purchasing Clerk for processing. The School District shall fill the school order in accordance with the District Purchasing and Bidding Policy, which is included at the end of this Section.

The District bids items for use during the following school year. The bidding cycle will be completed. If an item ordered cannot be substituted with like or equal, please indicate with a "\*".

A specific schedule will be sent annually which will establish actual order dates. When a purchase order has been approved and mailed, copies are distributed as follows:

White copy (original) sent to vendor.

Green copy and canary copy retained by Purchasing Clerk.

Pink copy returned to initiator to serve as receiving report, if the merchandise is being shipped directly to the school. If the merchandise is routed through the District Office, the pink (receiving) copy is retained there in the Shipping and Receiving Department.

Golden rod copy sent to school for files.

**Ordering supplies and equipment by anyone other than Purchasing Dept. is prohibited.**

If it is necessary to place an emergency order, a Purchase Order number must be obtained from the Business Manager. The requisition is approved according to regular procedure.

## Receiving Reports

The person receiving the shipment must sign his/her full name (no initials) and indicate the date it was received on the receiving report (pink copy of Purchase Order). Payment to the vendor is not made until the receiving report is received. Upon receipt of merchandise send the packing slips and receiving copy IMMEDIATELY to the District Office.

If an item has not been received within two (2) months from date of Purchase Order, the District Office should be notified so that follow-up can be initiated. If items are received damaged, file a claim report with the carrier with an information copy to the Accounts Payable Clerk in the District Office.

To avoid problems, we have adopted a policy of **NO BACKORDERS**. However, some vendors continue to send back orders until the order is complete. Please keep a copy of your Purchase Order copy on partial orders until you know the vendor has canceled the item. Once an item is canceled it may be ordered from another supplier.

### **Vendor Selection**

Generally, the District Office will provide you with information on selected vendors so that we can get price breaks on quantities, shipping, etc. We will work to identify those vendors who provide good service at the best price. If you receive poor service from a vendor, inform the District Office so that action can be taken.

### **Local Purchases**

In most instances, local purchases should be done on an emergency basis--not as a regular practice. Local purchases require Principal/Head Teachers approval.

### **Purchase Procedures**

- 1) The requisitioning of supplies, equipment, or repairs is done by the Principal/Head Teacher, Coordinator, or teacher.
- 2) Requisitions from schools are approved by respective Principal/Head Teacher. 3) Purchasing Department checks requests for all necessary information.
- 4) Purchase requisition is sent to Authorized Signer.
- 5) Purchase Order number is affixed, order cut on computer or items taken from stock. 6) Purchase Order is approved by administrator for release to vendor.
- 7) Purchase order is sent to vendor by the purchasing department.
- 8) Items arrive; the school or person receiving the purchase checks as to quantity, damage, if any. 9) Delivery to person placing order.

### **Purchasing - Contracting**

The Lake and Peninsula School District to encourage full and open competition whenever practical among all School District contractors by competitive bidding practices, and to Districtize purchasing and contracting to realize the economies resulting there from.

The Superintendent or Chief School Administrator or his/her delegate has exclusive authority to supervise the purchase of personal property or the contracting for personal services.

The following are exempted from this policy:

- (A) Professional services (includes air taxi services).
- (B) Contractual services (if no competition exists).
- (C) The hiring of employees.

The acquisition of personal property or personal services, <sup>46</sup>the estimated cost of which exceeds one hundred thousand dollars (\$100,000.00), shall be by formal bids, advertised in a local newspaper of general circulation at least fourteen (14) days preceding the last day set for receipt of bids.

(A) Contract award or bid rejection on all formal bids shall be made by the Superintendent or Chief School Administrator. The Superintendent or Chief School Administrator shall notify the Board of all formal bid action.

(B) The following items or services shall not be subject to formal bid requirements:

1. Books
2. Proprietary (sole-source) items or services.
3. Emergency requirements.
4. Weekly and monthly food service requirements.
5. Goods or services from agencies of the Federal, State, or local government.

The acquisition of personal property or personal services, the estimated cost of which is less than one hundred thousand dollars (\$100,000.00), can at the discretion of the Superintendent or Chief School Administrator or his/her designee, be on the basis of "open market" or informal bid procedures under which the requirement for advertising the invitation need not be observed.

"Open Market" or informal bid procedures shall include the taking of quotations, when practical, from three (3) contractors, preferably in writing, or by telegram or fax.

#### **Definitions**

Purchasing Director means the Superintendent or Chief School Administrator or his/her designee.

Contractor refers to any person or entity contracting with the School District for the sale of personal property or personal service.

Proprietary Item means those items of personal property or personal service of any nature which, because of the singular characteristics of the item or service, can be supplied by only one contractor.

Contracting Officer means the Purchasing Director, or any other School District Administrative official designated by the Superintendent or Chief School Administrator to have supervision over the award of a contract.

*Revised 10/2025*

Lake and Peninsula School District

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

### DISTRICT-OWNED RENTAL PROPERTY

AR 3342

The Lake and Peninsula School Board recognizes the need for teachers to have adequate housing in the community in which they teach.

The Lake and Peninsula School District has a limited supply of Teacher housing which the District will continue to rent to teachers under the terms of this Policy Statement.

The District currently maintains four categories of employee housing as follows:

1. Borough owned/District Operated teacher housing.
2. District leased/subsidized housing. For those communities where an absence of affordable, quality housing is available, the Superintendent or Chief School Administrator is authorized to and will enter into lease agreement, provide limited utilities and arrange for limited furnishings. Rental charges would be the same as District operated housing.
3. District lease/non-subsidized housing. The Superintendent or Chief School Administrator is authorized, upon request by a contract employee, to lease housing for the employees with the rental rate set at the leased amount. No subsidy will be provided.
4. District lease/non-subsidized housing. In school communities without available district housing units and where there are, quality, rental opportunities available for teachers, the Superintendent or Chief School Administrator is authorized, upon written request, by a certificated employee to lease housing for the employee with the rental rate set at up to \$200.00 per month less than the leased amount that is set by the lessor. This lease agreement will be for nine (9) months of the school year. Selection of housing in such communities is the responsibility of the employee.

#### 1) Lease term

- a) Rent is charged for twelve months to eliminate staff having to move out of housing in the summer and the need for special summer approval and rates. Housing leases are for a twelve (12) month period.
- b) Full Time non-permanent employee lease agreement terms will match the employment contract issued to the non-permanent employee.

#### 2) Priority in Rental of District Teacher Housing.

- a) District Teacher Housing will be occupied by the Principal/Head Teacher and then by seniority in the school community to other teachers.

#### 3) Responsibility for Provision of Teacher Housing.

- a) It is the responsibility of the teacher to provide for his/her own housing if District Teacher Housing is not available.
- b) The Board cannot guarantee the condition of housing other than District Teacher Housing.

#### 4) Maintenance of District Teacher Housing.

- a) Heating systems and appliances will be kept in good repair and safe working condition by the District custodial and maintenance staff.
- b) Teachers will not be paid for repairs or improvements unless there is a definite agreement to that effect with the School Board.
- c) Teachers are responsible to request a work order through the Maintenance Department promptly when something is not operating properly in the housing.
- d) When remodeling, improvements, or redecoration, including interior painting, is necessary, it will be scheduled when units are vacated.
- e) When basic furnishings wear out or break from normal usage, they will be replaced as soon as is reasonable and possible.
- f) Effort will be made to repair, improve, and update all District housing and maintain it in good

- condition.
- 5) Items to be furnished in District Teacher Housing.
    - a) Appliances.
      - i) The District will provide a range and refrigerator in each Teacher Housing unit.
      - ii) Access to washers, dryers and freezer space will be provided.
    - b) Furnishings.
      - i) The District will maintain in each apartment a dinette table and chairs; divan; easy chair; one double bed or two twin beds in bedroom; chest of drawers.
      - ii) Appropriate flooring will be maintained.
      - iii) Draperies, curtains and/or blinds will be provided for windows.
    - c) Housekeeping items dishes, cooking utensils, linens, etc., will not be provided by the District.
  - 6) Termination of Lease/Inspection of Housing.
    - a) When a teacher moves out of District Teacher Housing, a representative of the Superintendent or Chief School Administrator will inspect the unit. Any charges for damages or repairs for which the teacher is responsible will be withheld from his/her housing deposit and, if it is not adequate, the additional amount will be deducted from the teacher's last paycheck.
    - b) A teacher who does not agree with the inspection of his/her District Teacher Housing unit may request a hearing with the Superintendent within ten calendar days following the inspection. The decision of the Superintendent will be final.
    - c) A teacher who is not returning to the district has ten (10) days after the last work day to vacate their housing unit. **The lease agreement terminates at the end of the (10) days and rent amounts are prorated in half month increments.**
    - d) **Lease agreements terminate upon termination of the teacher's contract. Rent amounts are prorated in half month increments upon termination of the lease.**
  - 7) Rental Fees for Housing.
    - a) In establishing a rental rate the District will consider floor space (square feet), basic appliances and furniture, plumbing, electricity, and number of bedrooms.
    - b) The Superintendent or Chief School Administrator and Maintenance Supervisor will determine the square footage; the Board will set the yearly rental rates.
    - c) There is no appeal on rental fees set.
    - d) Rental fees shall be deducted from the individual teacher's paycheck at the end of each pay period.
  - 8) Housing Rental Deposits.
    - a) A deposit of \$500.00 will be required when the teacher moves into the housing. The deposit will be deducted from the October paycheck. The deposit will be refunded when the teacher moves out of housing, minus any deduction for damages beyond normal usage or cleaning bills for a dirty apartment. Should additional costs be incurred due to damage or cleaning beyond normal expectations the additional costs will be deducted from the renter's final check.
    - b) An additional non-refundable pet deposit of \$200.00 for the first pet and \$100.00 per additional pet will be required for household pets. The deposit will be deducted from the November paycheck. This non-refundable deposit shall be deducted each time the renter moves into a new apartment, (Except for District Initiated Transfers).
    - c) Determination of damage will be made by a representative of the Superintendent or Chief School Administrator.
  - 9) Rules of Occupancy.
    - a) Each teacher should give the housing the care he/she would give his/her own home.
    - b) Where there is more than one apartment in a building, noise should be kept to a minimum.
    - c) Garbage must be kept in sealed or covered containers and disposed of in the village garbage area.

- d) In recognition of the problems involved with sewage and septic tanks in rural areas, great care should be taken in what is flushed down sink, tub, and toilet drains. No grease, coffee grounds, diapers, baby wipes or paper (other than toilet tissue), or other items should go down drains. Where small children are in residence, care should be taken they do not flush toys or other items down toilets.
  - e) The units must be cleaned and put into proper order prior to final inspection and before the teacher terminates his/her occupancy.
  - f) The teacher will allow the Superintendent or Chief School Administrator or his/her representative access to teacher housing for purposes of inspection upon reasonable notice and at reasonable times. This includes maintenance access in summer or winter when units are unoccupied and cold weather or needed maintenance requires access.
  - g) The growing, consumption or use of marijuana or any other controlled drugs in teacher housing is prohibited.
  - h) The use of tobacco, vaping and e-cigarettes are prohibited within all District Owned Property
- 10) Early Occupancy new staff: Requests for early occupancy by teachers will be based on meeting the following criteria.
- a) Site Administrator has started contract days and been on site.
  - b) Chief School Administrator or Superintendent approval is received in writing.
  - c) Occupancy prior to first work day requires rent and deposit to be paid prior to moving in.
- 11) Personal Belongings  
Teachers/renters are responsible to provide their own insurance coverage for all personal contents of housing units. The District assumes no responsibility or liability for personal belongings in housing units. Teachers/renters in District housing must furnish fire insurance on their own possessions if they desire it.
- 12) Summer Occupancy.
- a) Use of school facilities, vehicles, internet, equipment and supplies are not permitted for personal use.
  - b) Notice of summer occupancy dates must be submitted to Maintenance by the last day of school. Knowledge of occupancy dates allows for planning of system levels and maintenance.
- 13) Miscellaneous
- a) Animals on School Property. It shall be the policy of the District that written permission by the Superintendent or Chief School Administrator is necessary to have animals on or in school property. School property is defined as the grounds surrounding the school's teacher housing and buildings.
  - b) All dogs on school property must be tied or attended at all times.
  - c) Any and all modifications to School District Housing are prohibited without prior approval of the Superintendent or Designee.
  - d) Tenants are prohibited from sub-leasing any and all District Housing.
- 14) Rental to External Parties
- a) The District will consider Leasing of unoccupied Teacher Housing units for lease for support of community projects, upon formal request from the local governing authority.
  - b) Lease of Teacher Housing will be for no more than the term of construction of the community project.
  - c) The District will not lease to individuals.

07/12

(Revised ~~02/2020~~ 09/2025)

Lake and Peninsula School District

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

**NON-EMPLOYEE LEASING OF BOROUGH OWNED/DISTRICT OPERATED HOUSING**

**AR 3342.1**

LPSD leases borough owned housing units from the Lake and Peninsula Borough to provide teacher housing to operate schools. Housing is not leased to the general public for personal residences.

Teacher housing is operated to provide housing for teachers, itinerant staff and support persons who provide educational services to students.

LPSD does not compete with local entities or landlords who provide housing options in communities.

Use of housing by non-employees is defined as:

1. Day use, less than 14 days
2. Long-term use, Community projects 15 days or longer

Day Use:

1. Entities requesting day use of housing for community services will be charged \$250 per night per person.
2. Entities may choose to direct the fees to the local student government, Linda Johnson Memorial scholarship or the school lunch program.
3. The student government can opt to provide janitorial services for day use.
4. If entities direct fees other than to student government and student government is providing janitorial services \$20 per night will be provided for the service.

Long-term use:

1. LPSD provides housing for community projects when requested in writing by the community to contractors providing services or to the local government entity.
2. Occupancy while school is in session requires contractors to certify occupants have been background checked and are eligible to be on school property.
3. Lease agreements are required.
4. The Business Manager is the designated contact for all long-term housing leasing.
5. Damage deposits and/or actual damage repair cost will be applied as needed.
6. Utility costs vary by location and must be paid by the leasing entity as part of the lease monthly payments.
7. Entities are responsible for purchasing the internet. LPSD's ERATE funded internet is not available for non-educational use.
8. Lease amounts will be based on local bed and breakfast rates as published on public reservations sites. Average published rates as of fall 2025 are \$125/person/night. Rates will be reviewed at least annually.

*(Created 11/2025)*

## Lake and Peninsula School District

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