

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
September 24, 2026, 11:00 AM

Agenda

1. CALL TO ORDER	
2. PLEDGE OF ALLEGIANCE	3
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4. INTRODUCTION OF VISITORS	
5. ORDERING OF AGENDA	
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10. UNFINISHED BUSINESS	

- 11. **EXECUTIVE SESSION**
- 12. **NEW BUSINESS**
 - a. Fall 2026 Policy Updates 122
- 13. **PERSONNEL**
- 14. **PUBLIC COMMENT**
- 15. **FUTURE AGENDA ITEMS AND MEETING DATE**
- 16. **GOOD OF THE ORDER**
- 17. **ADJOURNMENT**



3

September 24, 2026
School Board Meeting

PAYROLL

CHECK REGISTERS

6/11/2026 – 9/14/2026

42131 – 42139

GENERAL

CHECK REGISTERS

6/08/2026 – 9/14/2026

103654 – 103759

PAYROLL & GENERAL

Direct Deposits & Vendor Payments

6/11/2026 – 9/14/2026

FY26 Vouchers 1400 – 1431

FY27 Vouchers 1000 – 1063

Site Report – Igiugig – September 2026

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Kathy Touring - Head Teacher

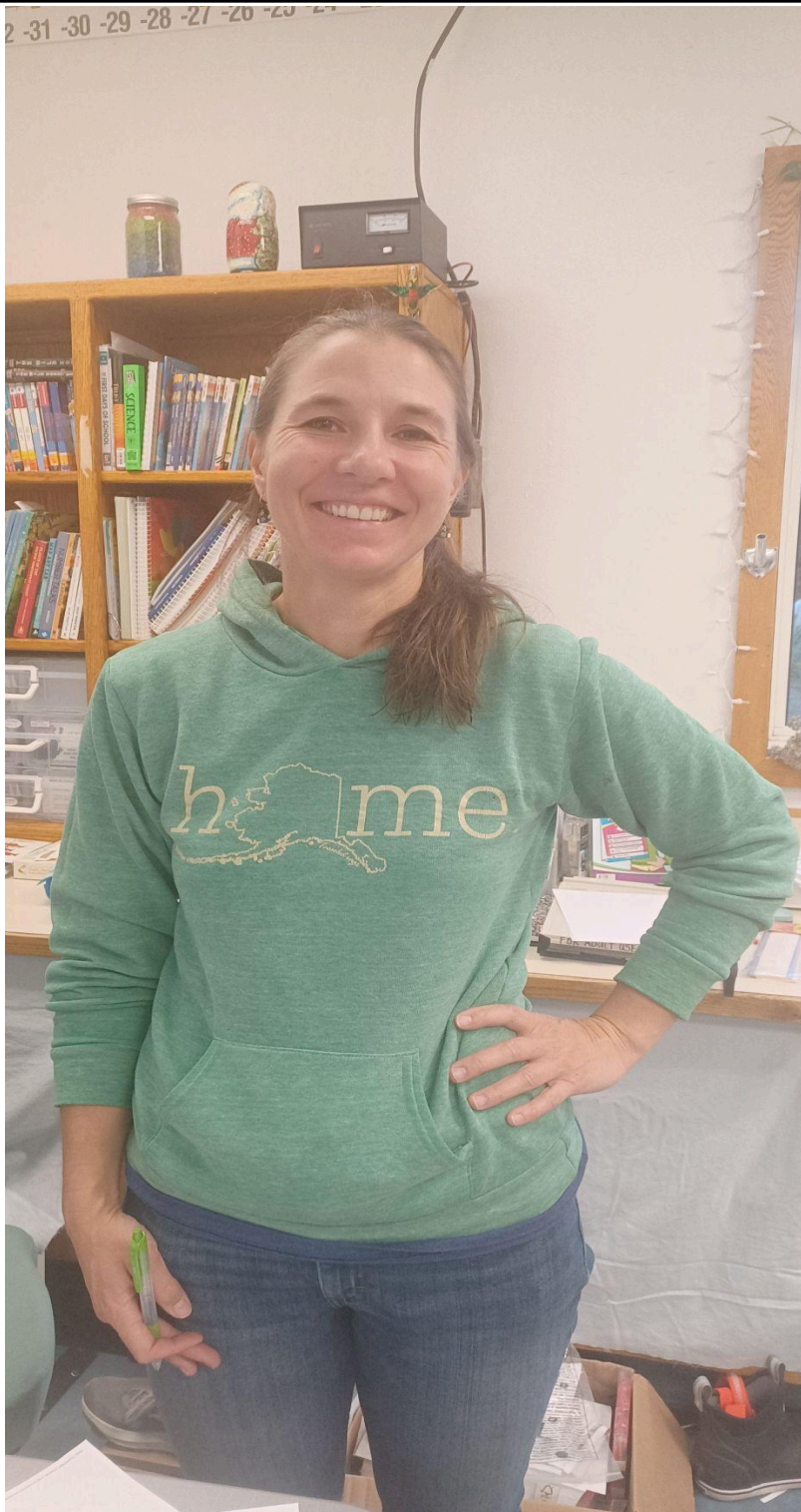
Photos & Description of Activities and Events



Community members organize First Friday at the Office.



We opened the year with traditional Yu'pik dance and storytelling.



Heidi Chamberlain joins us from the Palmer area in the elementary class this year.



Renae Zackar returns to Igiugig this year after a time away as Elementary Aide and PreK teacher - welcome back, Renae



Deran McDowell has joined us as custodian at Igiugig school. Deran has worked for Tim in the maintenance department for LPSP previously and will continue to help out in that area as well.

Personnel Update

We have seen many changes in personnel at Igiugig this year. Colter Barnes returns as principal and Kathy Touring as Secondary/Head Teacher. Olga Zackar also returns as Night Gym aide. We welcome Heidi Chamberlain as Elementary teacher and Renae as Elementary and Preschool aide. Martha Crow is our cook this year and Ida Nelson is classroom aide. We welcome Deran McDowell as custodian/PE aide/Night Gym Aide. The position for Lower Elementary teacher is currently open.

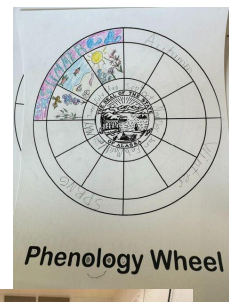
Classroom Highlights

The K–5 students recently conducted a science experiment to test whether the local plant sweetgale would repel insects. Our brave students sacrificed one arm to test our hypothesis, demonstrating their commitment to scientific research!

We have also started phenology wheels to observe and record the seasonal changes happening around Igiugig. As we learn about the cycles of plants, animals, weather, and daylight throughout the year, the students are already teaching me so much about the place they call home.

Upcoming place-based learning opportunities will include harvesting potatoes at the greenhouse with Kylene, followed by a potato potluck where students will share some of their favorite potato recipes.

Another highlight has been our beginning-of-the-year potluck, generously organized by our amazing parents. We are grateful for the wonderful support and involvement of our school community!



LSAC Activity
Our first LSAC Meeting is scheduled for the last week in September
Community Engagement
Igiugig Village Council hosted visiting author Terry Tempest Williams and filmmaker Mark Titus in September at the Igiugig School. Christina Salmon and Alicia Tinney continue to support our students with outstanding volunteer engagement organizing a back-to-school potluck and planning various activities for the fall semester.
Professional Development
Certified employees are active in professional development, attending LPSD In-Service as well as assessment training for mCLASS testing. Classified staff is currently training for PreK Aide and Food Service through LPSD.
Pupil % Attendance K-12
Attendance is at 94% for the month.
Student and Staff Safety
Community efforts in the area of road safety have been emphasized at the start of the school year.
Other

Site Report – Kokhanok – September, 2026

To: Superintendent Kasie Luke and LPSD School Board Members	From: Colter Barnes, Principal
Photos & Description of Activities and Events	
1) We started out the school year with an all-school assembly where we shared out about our summer, played games, introduced new staff/roles, walked through our schedule, and developed school-wide expectations. We also hosted a sleepover the weekend before school for those students who EARNED the attendance incentive/reward from last spring (miss no more than 5 days of school in a semester). We plan to continue this again this year... 2) Our theme for this year is "Show Up". We will continue to reinforce this mantra with students, staff, parents, and community. 3) Our food-service program is off to another fantastic start; healthy, delicious, local, and with student input/engagement. Our account balance looks like we should be safe for the year as well. Elder lunches will start on October 1st and we thank BBNA for their support. 4) Our cross-country team has its district qualifying meet this Friday at 3pm. Then whoever qualifies for regionals will head to Manokotak the following weekend. They have been working hard everyday and we look forward to watching them run! 5) We have after school clubs 5 DAYS A WEEK! Tuesday's movie club, Wednesday's PEP club, Thursday's art club, Friday's game club, and Saturday's is sports club! 6) We currently have 3 students on the payroll (2 custodians and 1 cook's helper). 7) Battle-of-the-Books is already underway! We look forward to a strong showing again this year. 8) We had 11 students accepted into the 1st CTE sessions of the year; a new site record! 9) We made our school a phone-free zone... and the students have taken it in stride. It feels really good to be aligned with the science! And our classified staff is supporting this initiative by engaging with students and staying off of our phones as well. 10) PEP club update: We have 8-11 students show up to Pep Squad meetings. We are making signs and preparing spirit bags for our cross country runners. Spirit bags include drinks and snacks and are given to players before competitions to show our support and school spirit. We will hold our 1st pep rally will on Friday, September 18th. The Pep Squad will lead the school in cheers and give spirit bags to our runners.Volleyball starts September 30. Pep Squad will meet every Wednesday to prepare for the season. Pep Squad needs to actively fundraise this semester. Ideas include selling baked goods, pizzas at games, and Warlord stickers. We will determine one fundraising activity by the end of the month.	



Personnel Update

Elementary (K-2): Krista Hobson (Alum!, 4th year in this position; game club advisor)

Elementary (3-5): Gabrielle Calhoon (2nd year in Kokhanok, 3rd year with the district; art club advisor)

Secondary (6-12) Math & Science: John MacNeish (New to Kokhanok & LPSD; movie club advisor)

Secondary (6-12) ELA & SS: Kim Phillips (19th year as a teacher, 3rd in KOK, Student-Government advisor)

Special Education: Kimberly Goode (20+ years in education, 3rd year in KOK, PEP Squad advisor)

Student Teacher: Ben Einarsson (working alongside Kim Phillips)

SPED Paraprofessionals: Agnes Mike, Moses Mike, Seth Breazeale, Kaylynn Hobson, Amanda Norbert

Preschool Teacher: Kaylynn Hobson

Secretary: Irene Wilson

Cook: Ona Wassillie

Cook's Helper: Honey Roehl

Custodian: Logan Apokedak, Jacob Newyaka, Lenny Cobb

Maintenance & Bus Driver: Johnny Mike

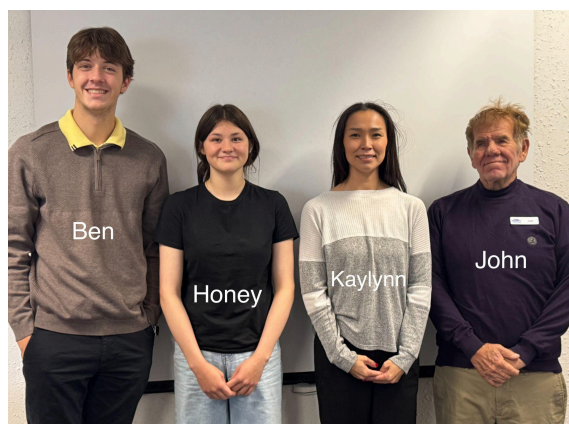
Night Gym Aide: Smitka Delkittie

Elder Lunch Delivery: Smitka Delkittie & Megan Klopp

September Substitutes: Efftekia Newyaka, Jolene Jackinsky, Sandy Hobson

September Visitors: Anne Hillman (Behavioral Health, Southcentral Foundation)

September Volunteers: Jolene Jackinsky



Classroom Highlights

K-2 classroom highlights: see attached newsletter

3-5 classroom highlights: see attached newsletter

Secondary highlights:

September started fast and furious! The secondary students started reading a book called Most Dangerous in our Reading and Writing class. It is about the Vietnam War, and we are learning a lot about it. In Social Studies, the secondary students are studying the Civil War. We are also working to meet our soft standards in the afternoons. The students are learning how to build resumes and write professional emails. Last Friday evening, the high school students took their teachers to Gibraltar to see bears and salmon. We had hot dogs, s'mores, and a great time!

SPED highlights:

We are supporting 10 students in their classrooms and small group tutoring. Three students receive 1:1 reading, writing, and math interventions. Three students receive small group instruction. Ten students are supported in the general education classroom.

The SpEd team provided small group testing. The tests help us to measure reading, writing, and math skills. We will take the same test again in the middle of the year to measure growth.

All four high school students in Special Education applied for BBRCTE courses. Courses include technology and construction. We will know soon if they have been accepted.

We have 2 students who are on track to graduate this year. The SpEd team supports the students in developing graduation plans, earning credits for graduation, and gaining experience that is relevant to transition to adult life.

Two Paras attended training in phonemic awareness and reading interventions. One Para will provide small group instruction for students in grades K-2 and the other will support grades 3-5.

LSAC Activity

President: Clint Rawls

Vice-President: Megan Klopp

Secretary: Oxenia "Ocky" Mike

Member: Charlene "Babe" Roehl

Member: Brenda Nowatak

Our first LSAC meeting of the new year is scheduled for Monday, September 21st at 4:00pm in Ms. Phillips' classroom. We will be discussing our food-service program, LSAC elections, Battle-of-the-Books, Hawaii high school trip update, school smokehouse site relocation, fall parent-teacher conferences, site AK Star data, new cnc router & 3-d printer plan, and our greenhouse proposal. A busy and exciting fall lays ahead!

Professional Development

- 1) New teacher inservice was from August 20th-22nd in Port Alsworth. Ben & John said it was a great orientation, setting, and warm welcome to the district.
- 2) All staff inservice was from August 26th-28th. It was very informative and well organized, and great to connect with our LPSD family spread out through the borough.
- 3) Monday the 31st was a teacher work-day. This time is SO CRUCIAL for teachers to set up their classrooms and prepare for the 1st day/week of school! Next year can we have 2 work days please?
- 4) Monday, September 14th was a district-wide inservice day. There was Amplify & SPED training, an AI presentation, and more. My staff reported that it was a very productive day.
- 5) Kokhanok's weekly staff meeting is every Monday from 3:45-4:15. It has been a nice way to get prepared and create a shared vision for the week ahead.

Community Engagement

Our Kokhanok Village Council (KVC):

- 1) held a Back-to-School BBQ on Monday, August 31st outside the new office building. All school staff attended, as well as many of the students and community.
- 2) bought EVERY elementary student their own COMPLETE SET of this year's battle-of-the-books.
- 3) gave every one of our teachers \$1,000 to spend on supplies for the year. These funds are encouraged to be used for hands-on, engaging learning opportunities, connecting classroom learning to our local community/region and environment, supporting place-based education, including outdoor learning, subsistence, science, local history, or community-based projects, strengthening Alaska Native culture, language, traditional knowledge, arts, or skills, and/or providing students with learning opportunities or resources that may not otherwise be available in the regular classroom budget.

A huge THANK YOU to our KVC for being so supportive of our students & staff!!!

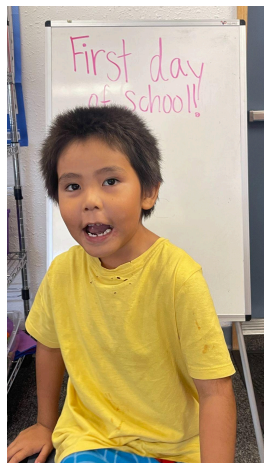
Pupil Attendance %

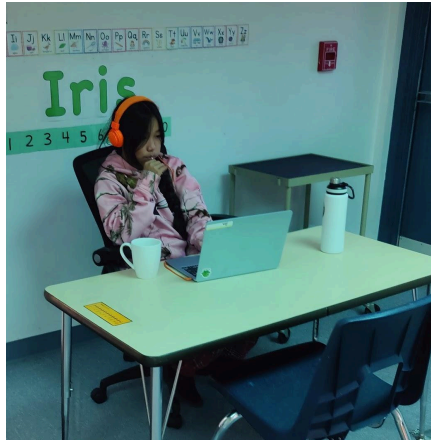
We currently have 37 students (PreK-12) enrolled, and our attendance rate was 92% in September.

Student & Staff Safety

We did not have a fire drill in the first 11 days of school.







CLASSROOM NEWSLETTER

ms. krista's class

SEPTEMBER NEWS

We are excited to be back at school! This year I have levels 0-2 and a total of 8 students.

The first week of school we ventured to the hill behind the school. We looked at the plants that cranberries, black berries and blueberries grow on.

We picked black berries and blueberries and the students made akutaq.

Anne came to our class to teach a lesson on things we can control and things we cannot control.

The KVC was able to order each of my students their own sets of Battle of the Books, which we are extremely grateful for. Qu yana!



CLASSROOM CURRICULUM UPDATE

This month the students have done the beginning of the year MAP testing. The students worked hard and put forth their best efforts in the test taking.

This year we have a new reading curriculum. The students and I are adjusting to the new curriculum and look forward to using it throughout the school year.

In math we have been getting back into learning our schedule and routine.

In writing we are working together on writing a narrative paper.



UPCOMING EVENTS

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

Board game club on Fridays at 3:30-4:30

Movie Club on Tuesdays at 3:30-4:30

LSAC meeting on September 21st

Miss Gabrielle's CLASSROOM NEWSLETTER September

What We're Learning

- Students completed their fall state benchmarks in reading, math, and language
- In science class, we are working through 4th grade science standards. This month's unit is on animal and plant structures.
- Battle books have been received (thank you KVC!) and we have started reading Charlotte's Web as a class
- We are lucky to have Miss Kaylynn as our para in the mornings!
- Students are learning days of the week and weather terms in Yup'ik
- Art club has begun meeting weekly on Thursdays



The 1st day of school - we are all so excited to be back!

Upcoming Events

- Inservice (No School) - Sept 25th
- Fall Break (No School) - Oct 21st - 26th
- Family Fun Night - Sept 29th
- End of 1st Quarter (early release at 2pm for students) - Oct 30th

Weekly Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
	Movie Club w/ Mr. John	Pep Club w/ Miss Kimberly (as needed)	Art Club w/ Miss Gabrielle 3:30-5:00	Game Club w/ Miss Krista 3:30-4:30

Site Report – Chignik Lagoon – September 2026

To: Superintendent Kasie Luke and LPSD School Board Members	From: Sara Erickson, Head Teacher
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Photos & Description of Activities and Events

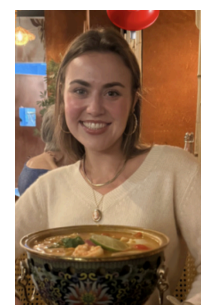
We got the first day started right by taking pictures of all the students with their new grade.





Personnel Update

Sara Erickson, Elementary and Head Teacher
 Julie Boggan, Secondary Teacher
 Kathy Freeman, Itinerant Sped
 Emma Cypher, Student teacher for Elementary
 Samantha Jones, Sped aide
 Henry Erickson, Classroom aide
 Bud Campbell, Cook and PE aide
 Brianna Billideau, Janitor



Classroom Highlights

Elementary - We have started the school year strong. We have been using the new CKLA reading curriculum and starting Everyday Math. We are getting our first benchmark done so we can see who needs interventions or extra help.

Secondary - We're off to a great start! Upper Elementary and Secondary students kicked off the school year with lots of smiles and great energy in our first-day pictures. We've also started an exciting new reading

curriculum to build strong literacy skills. This week, students are working through MAPS testing as we establish goals and benchmarks for the year ahead.

It's shaping up to be a fantastic school year! We're excited to learn, grow, and make great memories together.

LSAC Activity

We had our first LSAC meeting on September 10. We got a lot of planning for the school year accomplished.

Community Engagement

We had a back to school potluck on September 11 so the community could meet our new principal, Shakim Blackwell who came up from Perryville, and teachers.



Professional Development

We had in-service classes before school started and for a couple of days in September.

Pupil Overall Enrollment Number and % Attendance # K-12

Include enrollment of K-12 students + % attendance for overall school monthly

Student and Staff Safety

We are looking at finding a battery for our AED machine because it has expired.

Other

Site Report—Chignik Lake—September, 2026

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

From: Shakim Blackwell, Principal

Photos & Description of Activities and Events



Personnel Update

New Staff

Shakim Blackwell, Principal
Isabela Bodily, Lower Elementary Teacher
Jana Ewing, Upper Elementary Teacher
Kathy Freeman, Itinerant SPED Teacher
Jordan Branca, Student Teacher for Secondary

Returning Staff

Diana Hejtmanek, Secondary and Head Teacher
Nina Garner, Preschool Teacher
Inez O'Domin, Cook
Myra Constantine, Custodian



Classroom Highlights

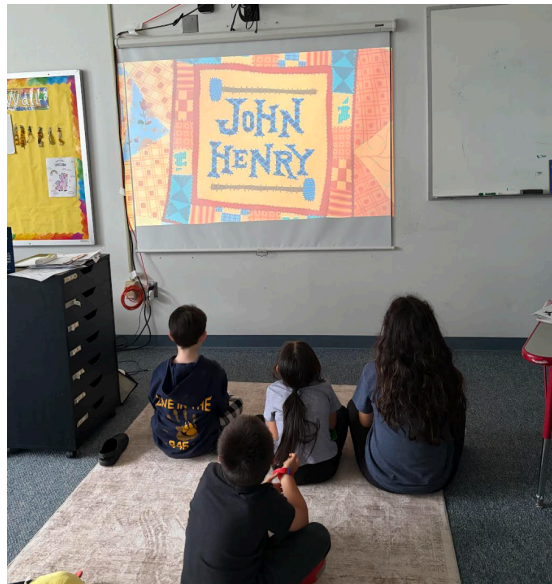
Elementary

The elementary students have started very strong! As everyone gets comfortable with each other, our routines have really impacted our classroom mood. I am so excited to begin my first year teaching in such a beautiful place with wonderful students.

We have been gauging standards and reviewing skills and standards learned last year, tying them into what we are learning now. We are currently in our Fairy Tales and Tall Tales unit for knowledge. The class really enjoyed the story of John Henry that was included, as well as the short film they saw about his life story. The students are loving the stories that come with the new ELA curriculum. CKLA has been a wonderful tool in the classroom, and I am excited to see the results it gives at the end of the school year.

Students are also learning about the plant cycle and the importance of caring for our planet. They made nature bracelets while observing different stages of the plant cycle, had so much fun, and cleaned up the school playground as a way to give back.

We are off to a great start!



Secondary

We are off to a wonderful start to the school year! The students have been excited and engaged as they settle into their classes and begin the year with a positive outlook.

During these first few weeks in our science classes, students have been preparing for their upcoming Physical Science coursework by participating in a variety of hands-on measurement activities. They have practiced measuring in several different ways, including using water displacement, weighing



objects with a triple-beam balance, and calculating speed. These activities have allowed students to apply scientific concepts in a practical, engaging way.

Our class is also working on individual projects inspired by our summer trip to Hawai'i. Students are developing projects that highlight their experiences and what they learned during our time on O'ahu. We are looking forward to putting together a community night where students can share not only the highlights of our trip, but also the different cultures, perspectives, and ideas they encountered and learned about while in Hawai'i.

The students have also really enjoyed having our student teacher, Jordan Branca, in the classroom. Jordan has quickly become a wonderful addition to our school community, and the students have appreciated getting to know him and learn from him. He has been teaching our History and Social Studies classes, giving students another opportunity to engage with the material through a fresh perspective and teaching style. The students have responded very positively to having him lead their classes, and it has been exciting to see them build a strong rapport with him. We are grateful to have Jordan with us and look forward to all that he will contribute throughout the remainder of the school year.

LSAC Activity

Our first meeting took place on September 8, 2026.

Members:

- Seat A: Vacant
- Seat B: Vacant
- Seat C: Nina Garner
- Seat D: Vacant
- Seat E: Miranda Lind

We want to thank Marty Takak and Mary Isaac for their service on the Chignik Lake School Board! However, we did not have enough members to form a quorum, so this became an informational session. We are currently looking to fill the vacant positions.

Community Engagement

Parents joined us for a school roundtable to discuss our school improvement plans and share ideas for family engagement, including events and other ways families can take a more active role in our school.

Professional Development

We started the year with New Teacher In-Service to help our new staff get settled and ready for the year. Our regular in-services have also given teachers time to prepare, work together, and get ready for students. Thanks to everyone who helped put it all together!



In addition, staff met in Anchorage to discuss the school improvement process and new math curriculum. We also visited the Alaska Native Cultural Charter School to observe how they integrate Elders, culture bearers, and culturally responsive teaching into their routines.

Pupil Overall Enrollment Number and % Attendance # K-12

We have 5 Pre-K students and 19 students enrolled in K-12. We have had a roughly 90% attendance rate to date.

Student and Staff Safety

Staff attended the FY27 Alaska School Safety & Well-Being Summit, where we learned new ideas and strategies for creating safer, more supportive schools for our students and staff.

Other



LAKEVIEW HOMESCHOOL

Lake & Peninsula School District

PRINCIPAL: Nate Davis
ndavis@lpsd.com

Teacher: Nathan McArthur
nmcarthur@lpsd.com

School Year: 2026-27

September homeSITE REPORT 9-18-26

Students Enrolled

16 Students on the LVHS roster, 2 of them for only 4 weeks.

2026-27 District-directed* students: 13; Parent-directed students: 3**

Teacher Nathan McArthur returns this year with his .5 FTE emphasis on supporting homeschool students for Lake View Homeschool. He is leading the pilot for the independent learning software Accelerate to see if it provides more support for homeschool students.

**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.

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 SAVVAS 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 McArthur.

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 – September, 2026

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

From: Newhalen School

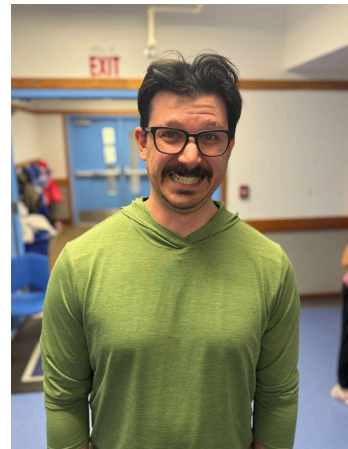
Photos & Description of Activities and Events



Preschool- Kelsea Rychnovsky



K/1- Stephanie Barthelman



Student Teacher- Joe Aquino



1/2 - Alexis Pursell



2/3 - Marcie Lester



Student Teacher- Mitchell Ellsworth



4- Erik Schneider



5/6- Roy Womack



MS/HS- Megyn Reedy



MS/HS- Sydney Robertaccio
Paraprofessionals:



MS/HS- Kristin Moore



Special Education- Chelsea Nelson



Sarah John



Savannah Anelon



Katie Hanson

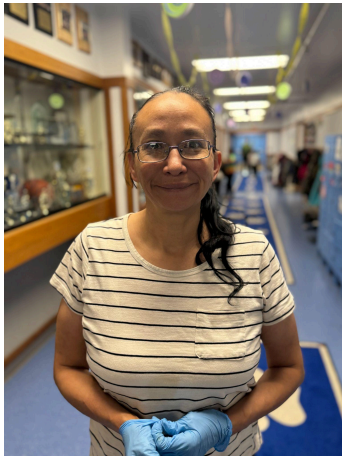


Henry Olympic



Kelsea Rychnovsky

Janitorial Staff:



Jonelle Ludvick



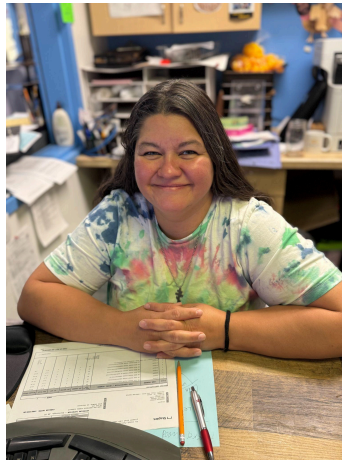
Nathan John



Maintenance - Dean John



Head Cook- Sheena Ishnook



Administrative Asst- Evelyn Trefon



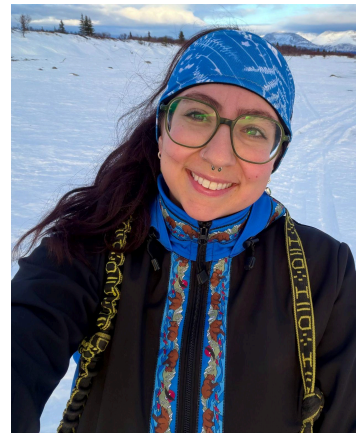
Principal- Ed Lester



Game Day Master- Bob Rychnovsky



LPSP School Social Worker (In Training)
Elisabeth Ludwig



School Counselor & BBRCTE Career Guide
Patty McCasland (she/her)

LPSP



Voted Best Staff of LPSD- NEWHALEN

Personnel Update

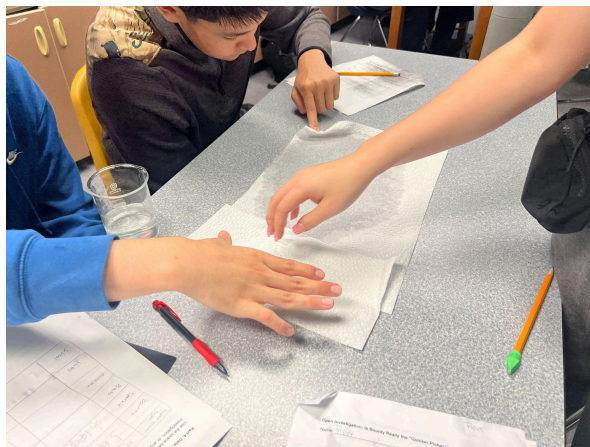
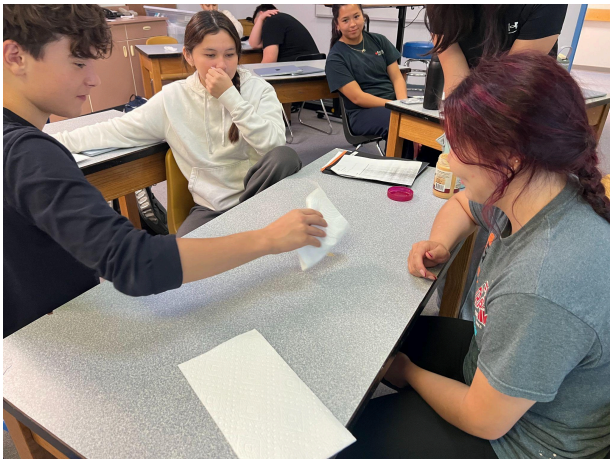
We have hired a new cook and are currently looking for a new cook helper.

Classroom Highlights

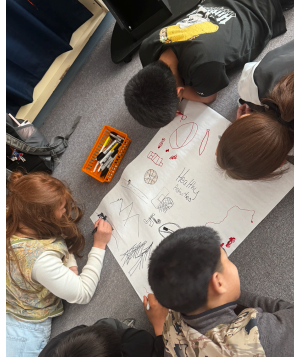
(Place based projects highlighted, focus on literacy, support received, etc)



Secondary students on the first day of school. 39 students in the secondary program this year.



High school physical science started off the year by creating their own investigations to test paper towels and see if Bounty really is the “quicker picker upper”.



Secondary students working in groups to identify their Sources of Strength.



Students practicing integer addition with cards as positive and negative values.

Students are using the Glowforge to design keychains and earrings to fundraise for the lunch/snack program.



First/Second grade Classroom pets
(found on the side of the road!!!)



First day of school photoshoot with our new murals!



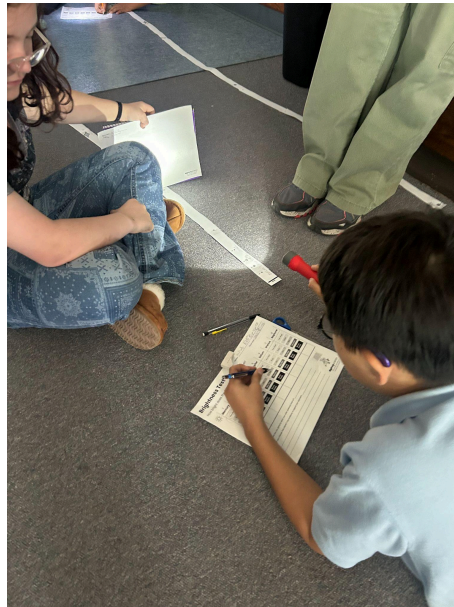
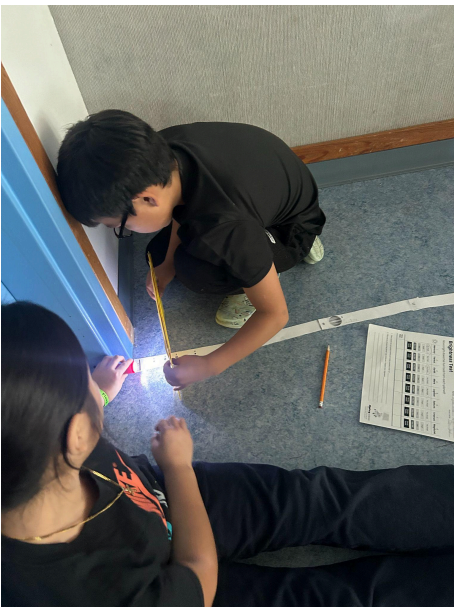
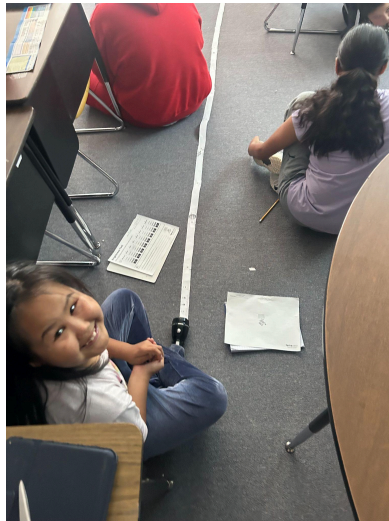
Starting a unit on Geography. Beginning with a mapping activity.



Elementary students learning with new reading curriculum



First day of Preschool!



Level 5/6 students working on Patriot Day activity and science project

LSAC Activity
Evelynn Trefon- Chairperson Dawn Wassillie- Vice Chair Ayla Rickteroff- Secretary Kelsea Rychnovsky- Board Member Amanda Parker- Board Member LSAC held a meeting on August 31st. Welcomed Amanda to the board.
Community Engagement
Back to school night was held September 9.
Professional Development
Staff was focused and involved in teacher inservice. Patty spent three days in Anchorage with RootEd learning more about Career Guidance and supporting students in post secondary planning. The Student Services team spent two days in Anchorage getting trained to be elementary coaches to support Sources of Strength at an elementary level. Patty was accepted to a national Grief Sensitive Schools Leadership Academy for this school year and will be working on year long professional development to better support students as they navigate grief and loss.
Pupil Overall Enrollment Number and % Attendance # K-12
Preschool: 6 K-6: 56 7-12: 40
Student and Staff Safety
Discussed driver safety with students. Teachers practice lockdown procedures with their classrooms.
Other

Site Report – Nondalton – September, 2026

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Eric Oba, Head Teacher

Photos & Description of Activities and Events



We had two great events to start the year so far: a banana split back to school bash, and the student government hosted a pizza and games night. Both were well attended, and the students, families and community had a great time playing games and mingling.

Personnel Update

Teachers: Eric Oba (Secondary Teacher), Faith Woodcock (Elementary/Middle Teacher), Kristen Ferrante (new - Elementary/SPED). Staff: Betty Wilson (All around school support), Michelle (Maintenance), Teresa (Cook), Nen (paraprofessional), Makayla (paraprofessional), Shantel Wilson (new- Preschool Aide), Carrie (Night Gym aide).

Classroom Highlights
Mr. Oba's class started the school with a visitor from Student Services, Patty McCasland who helped them engage in the district's Sources of Strength programming. Ms. Ferrante's K-2nd class has been busy reviewing and learning letters, sounds, basic reading skills, number sense, writing skills, and maps. On Wednesday, (9/16), we took a field trip to see a moose that had been processed and it's different body parts.
LSAC Activity
Our plan is to have Nondalton LSAC meetings on the third Thursday of the month, as that provides efficient flow with both Tribal and City meetings on other weeks. Our first meeting is scheduled for Thurs Sept 17th at 4pm.
Community Engagement
Members of the Nondalton Tribal organization have reached out to our school personnel hoping to begin having our school participate in the community recycling program. Our teachers put on a Banana Split dessert event to begin the year, and then on Monday Sept 14th the Student Government hosted a Pizza and Games night that was well-attended and enjoyed!
Professional Development
Certified staff engaged in several days of inservice training prior to school beginning, as well as inservice days on September 14th and an upcoming inservice day on September 25th.
Pupil % Attendance K-12
92% attendance, with tardies on a sharp decline; zero tardies in the last 3 days.
Student and Staff Safety
We navigated a particularly tricky community safety event near the school on Sept 4, and our Nondalton School staff, teachers, and parents all successfully worked closely together to ensure our student's safety was the main focus. Big thanks to the LPSD community for their support during and after that event.
Other

Site Report – Tanalian School – August-September 2026

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Matthew Grossmann, Head Teacher

Photos & Description of Activities and Events

We got to host the New Teacher and Student Teacher Inservice here in Port Alsworth. New teachers stayed in Tanalian School teacher housing and the student teachers stayed in Tanalian Bible Camp cabins, where Tanalian School Aide Darcy Lorentzen cooked their meals. All 25 of them had the opportunity to fly in a bush plane, climb Tanalian Mountain, and get in some four-wheeler training before heading off to their villages.



First day of Pre-K went great! There are 9 students, which is almost double what we had for most of last year.



And here's the whole K-12 Tanalian student body and staff on the first day.



On Sept 3 we did a 2026 Mix-Six Volleyball State Championship banner reveal party & community VB games!



Student Gov kicked off the school year with Spirit Week: Pj's, Dress like a Teacher, Vacation, and Lynx colors.



Personnel Update



Nate Davis - Principal of Tanalian and LVHS, and HR Director for LPSD

Worked at Tanalian since: 2013

Summer highlight: Family Camp: All my grandchildren and children visiting Sherri and I at Port Alsworth.

Goal for this school year: To support all LPSD staff.



Matthew Grossmann - Head Teacher, HS Science/Social Studies, 6-8th Science, 8-9 Math, 6-9th PEP

Worked at LPSD since: 2006

Summer highlight: Watching Tanalian senior Erik McGee play volleyball on a team that represented AK in a big volleyball tournament in Chicago.

Goal for this school year: Figure out the hydroponics system and provide some fresh veggies/greens for the lunch program.



Sasha Alsworth - First year teacher! 6-12th ELA/Math, 3-5th Writing/Technology

Worked at Tanalian since: Aug 2026

Summer highlight: Hiking with my kids.

Goal for this school year: In my first year of teaching, chase progress more than

Classroom Highlights

Mr. Grossmann has split his Jr. High students into small groups and challenged each team to build a boat out of cardboard and a limited list of a supplies. When the boats are complete they will be tested for floatation and durability in a race at the lake!



Students grew so much over the summer and seem very happy to all be back together again!



LSAC Activity

First meeting is scheduled for Wed, Oct 7 at 6:30pm.

Community Engagement

Sept 8 - Volleyball Championship banner unveiling, plus community volleyball games. The Lynx Lair was open as well for drinks and treats!

Professional Development

Teachers are being trained on the new Reading curriculum, testing platforms, TC+, and learning and connecting with LPSD staff during our beginning of the year inservice days.

Pupil % Attendance K-12

92.61% attendance rate for Tanalian: 9/1-9/17

Student and Staff Safety

Students encountered wasp/bees on the playground, and one was stung. We tried to find the nest, but did not have any success.

Other

Moose season is here, and they are practically hopping into people's freezers! What a blessing!

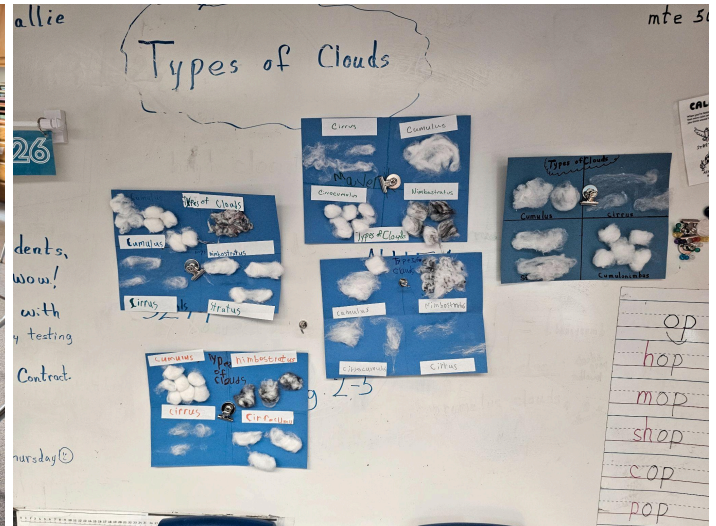


Site Report – Meshik – September, 2026

To: Superintendent Kasie Luke
and LPSD School Board Members

From: JW Newton, Principal

Photos & Description of Activities and Events



Personnel Update

Teachers:

K-3 Linda Gies (Returning veteran teacher)

4-5 Callie Gates (First year teacher)

6-12 JW Newton (Fourth year teacher currently serving as Principal, Student Government/School Store Coordinator and community Emergency Medical Responder)

Seth Wilsoncroft - Student Teacher with an emphasis on Social Studies (6-12). Seth will also coach cross country and volleyball in addition to monitoring Night Gym.

Classified:

We recently hired Nadia O'Domin as custodian. She is scheduled to start Monday, September 21.

All other classified positions remain unfilled, including cook. Teachers are currently fulfilling these important and time consuming obligations.

Classroom Highlights

Linda Gies and Callie Gates are spearheading our elementary efforts. Elementary students are strengthening early reading and writing skills through CKLA curriculum, using hands-on activities to explore earth science concepts (clouds this week), developing positive classroom routines and encouraging collaboration across all elementary grade levels.

Middle and High School students are focused on a variety of topics and interests. Several students are also engaged with distance courses and Amplify Tutoring. Secondary students are engaged with distance courses addressing Math and ELA. Current classroom instruction includes Alaska History, World History/International Relations, and Biology, in addition to Technology and Cultural Awareness. Students are also engaged in all aspects of our school store and fund raising activities.

LSAC Activity

LSAC members are very active in the school community. We have not scheduled our first meeting. However, Meshik staff and students appreciate the guidance and support to Meshik School whenever it is needed.

Community Engagement

Meshik hosted a potluck and community discussion on Thursday, September 10. The event was very well attended by students and community members. We had very thoughtful and productive discussions about our school vision, staffing concerns and future plans for activities focused on bringing our southern schools together.

Callie Gates, our new elementary teacher, is also a linguist focused on language revitalization. She has initiated the Alutiiq Language Club for students and community members. The first meeting is currently being planned.

Professional Development

JW Newton is enrolled in the University of Alaska's Educational Leadership graduate program.

Pupil % Attendance K-12

Meshik School's current total enrollment is at 19 students.

Student and Staff Safety

Our school playground was recently removed due to safety concerns. We appreciate the skilled help from Micarlo Christensen and Radley Christensen.



Other

Meshik School would like to thank the Village of Port Heiden for assisting with our efforts to hire and retain classified staff and supporting our school lunch program.

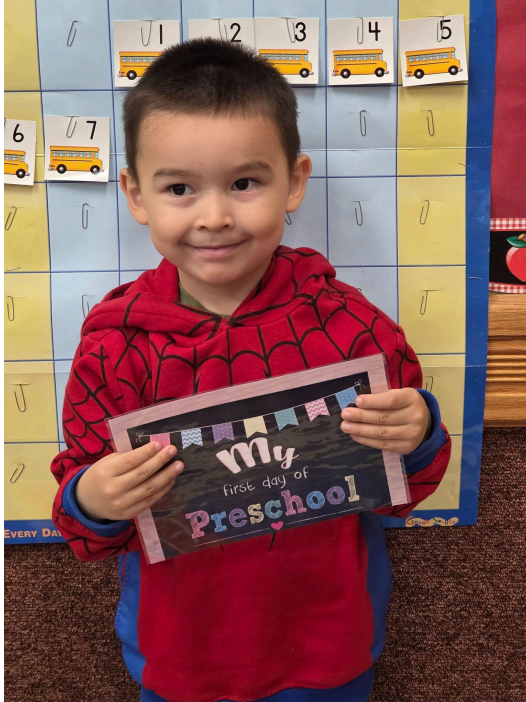
Beginning this Fall 2026 Meshik and Newhalen students will begin a two year collaborative project led by Appalachian State University. The project is titled "The Empathic Planet: Harnessing Immersive 360° Videos to Amplify Environmental Awareness & Engagement in Youth" and will also include schools from North Carolina and South Carolina.

SiteReport-Perryville-September, 2026

To: Superintendent Kasie Luke
and LPSD School Board Members

From: Shakim Blackwell,
Principal

Photos & Description of Activities and Events



Perryville currently has all of its positions filled.

New Staff

Shakim Blackwell, Principal
Olivia Rawls, Elementary Teacher
Chase Kirkwood, Secondary Teacher
Mikey Phanley, Classroom Aide

Returning Staff

Audrey O'Domin-Kosbruk,
Preschool Teacher and General Aide
Kennisha Shangin, Maintenance and Custodian
Mark Kosbruk, Cook
Angelina Phillips, Night Gym Aide



Classroom Highlights

Pre-K

Our 1st day was September 8th. We are now in full swing, getting our routine down and adjusting well to our new Pre-K curriculum. I have a total of 3 students.

Elementary K-5

Great start to the school year! Kids are excited and ready to learn. We are setting up a schedule and routine with the students and understanding how to do stations and rotate around the room. Testing was hard, but the students did phenomenally! They answered the questions to the best of their ability and strived to do well. They love going to the library and picking out a book for the week. We have been reading a lot of John Jory books to model how to speak up for ourselves and treat others in school. Excited to see what this year holds for them.

Secondary

Secondary has gotten off to a great start in the curriculum so far. Middle school social studies is pushing through its second chapter as of the 17th. Overall, students are well-behaved and maintain a steady pace in the classroom. All follow expectations and classroom procedures.

LSAC Activity

Our first meeting is scheduled for Monday, September 21.

Members:

- President: Dana
- Vice President: Donna
- Secretary: Kennisha
- Vice Secretary: Angelina

Seats B and E are currently empty.

Community Engagement

Our Back-to-School Night is scheduled for Monday, September 21. Mix-Three Volleyball will be hosted by Perryville on October 14-16. Community members are encouraged to cheer on our students.

Professional Development

We started the year with New Teacher Inservice, helping our new staff get settled and ready for the year. Our regular in-services have also given teachers time to prepare, work together, and get ready for students. Thanks to everyone who helped put it all together!

Pupil Overall Enrollment Number and % Attendance # K-12

We have 4 Pre-K students and 18 students enrolled in K-12. We have had an 88.13% attendance rate to date.

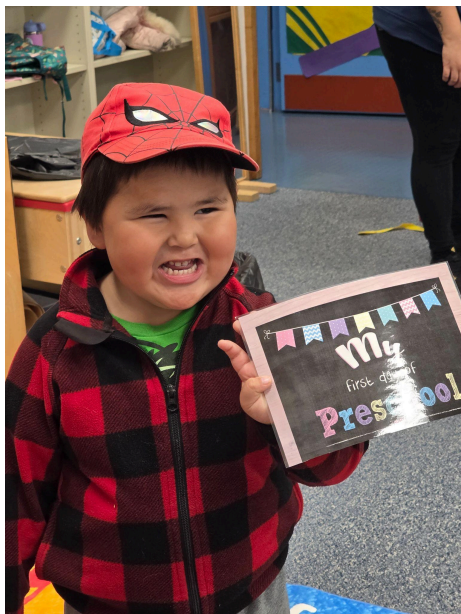
Student and Staff Safety

Staff attended the FY27 Alaska School Safety & Well-Being Summit, where we picked up some new ideas and strategies for creating safer, more supportive schools for our students and staff.



Other

Perryville is hosting the upcoming Mix-Three Volleyball Jamboree on October 14 - 16



Minutes Minutes for April 14th, 2026 PVL

The Lake and Peninsula School District
Regular Local School Advisory Committee Meeting
Date: April 14th, 2026
Time & Place: 4:00 PM/Perryville Middle/High School Room

CALL TO ORDER: 4:13pm

INTRODUCTION OF VISITORS:

APPROVAL OF AGENDA: Donna motioned to approve agenda and Dana seconded.

APPROVAL OF PREVIOUS MINUTES: Dana motioned and Donna approved.

REPORTS

PRINCIPAL REPORT

- Lunch Program: USDA
- New Principal: Shakeem Blackwell: he will be stationed out of Perryville. We have hired Cynthia and Chris Cook. They are a married team. Cynthia will lead the K-5 classroom and Chris who goes by Coach, will lead the 6-12 team. These are highly qualified candidates from Florida, I believe they will make a great addition to Perryville.
- This will be our last LSAC for the school year. Thank you for the team work. It really has been an honor and a privilege to serve on the traditional lands of the Alutiiq and Suqpiag People. Thank you for allowing me to be a part of your community and culture.
- Preenrollment forms went home today, please fill those out and return them as soon as possible. We will give a candy bar to each student who returns their form.
- State funding still remains an issue for the district and for the whole state. Urge all to talk to representatives and communicate about this to get this message out.

TEACHER REPORT

1. Preschool: Preschoolers learned about local traditions of starring, masking, we learned letters Ll- Ss. She can speak up to 50 Alutiiq words and phrases. We are learning addition, more, less. We also observed minus tides and what we harvest, how we harvest from the tide pools. I brought in octopus and bidarkie to explore and try. We had a welcome back to school pajama party after winter break, celebrating her 60th Day of school.
2. Intermediate/Secondary: SNAP meet was super fun. The secondary kids have been working hard to prepare and working hard for the talent show. They created speeches and three high schoolers and three middle schoolers showed up and showed out. Perryville came over to play a basketball pop up game and it was a lot of fun and good food. Sources of strength suicide prevention program to help create awareness for mental struggles folks can have. Great Science Fair Project. We didn't win. Prom was fun for our high school students. Busy. Finishing up what standards and work can be completed for the school year. Less than 4 weeks of school.

Minutes Minutes for April 14th, 2026 PVL

3. Elementary: Book orders went out for the last time this year. 2nd-5th are improving in spelling and all students are working on finishing their levels for the school year.
4. Minus Tide Walk on Monday to 3 Star. Parents are welcome to join in. Notes will go home later this week.

STUDENT GOVERNMENT REPORT

- Student Government Report: Student Government with student store has been a success and we are running low. Great support from the community purchasing items. \$300-\$400 sold in one day. Ordered new graduation decorations for high school celebration. Pre K/Kindergarten and 12th Grade and 8th grade to 9th grade.

OLD BUSINESS:

- President: Dana Vice President: Donna Secretary: Kennisha Vice Secretary: Angelina/Kaylynn
- Graduation Update: how does it look? Do we have everything ordered? May 6th, 2028

NEW BUSINESS/Concerns:

- Choose New Calendar Dates. See Calendar. Make a google survey.
- Would you like me to send out a google survey like last year? Yes
- Picnic: May 8th, 2026 Dana will order burgers, hot dogs, chips, and paper products, condiments and the school drinks and dessert.

FUTURE AGENDA ITEMS AND SET MEETING DATE

- TBD

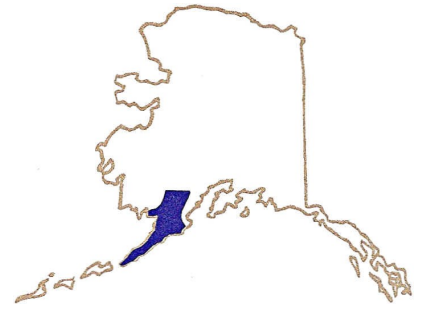
The meeting adjourned at 4:40pm.



Lake and Peninsula Borough

*P.O. Box 495
King Salmon, Alaska 99613*

*Telephone: (907) 246-3421
Fax: (907) 246-6602*



July 6, 2026

To : Kasie Luke
Lake and Peninsula School Board

From: Nathan Hill
Lake and Peninsula Assembly

Re: Ad-Hoc Education Committee

At its March 17, 2026 meeting, the Lake and Peninsula Borough Assembly adopted Resolution 26-06 establishing an ad hoc Education Committee to work collaboratively with the School District Board and staff. The committee was created to research best practices in education, explore issues affecting our students and communities, and develop recommendations for consideration by the Assembly and School Board.

Over the past year, the Assembly and School Board have met twice to discuss shared priorities in education. Most recently, during the May workshop, both bodies emphasized the importance of stronger communication, regular collaboration, shared problem-solving, and the development of clearer structures for working together. One of the ideas that emerged from those discussions was the creation of a joint committee or working group to help move initiatives forward between joint meetings.

Meeting twice a year has been valuable, but with the number and complexity of issues we face, it can be difficult to make meaningful progress during those sessions alone. A smaller committee can meet more easily, research ideas, evaluate options, and develop proposals for consideration by the full Assembly and School Board. This allows joint meetings to focus more on discussion and decision-making rather than on working through every detail.

The committee is intended to support—not replace—the work of either governing body. It provides a forum for collaboration between meetings while respecting the authority of both the Assembly and the School Board.

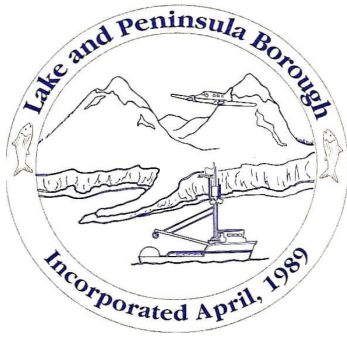
To help move this effort forward, the Assembly respectfully requests that the School Board appoint representatives to participate on the Education Committee. The Board may designate School Board members, district staff, or others it feels would best contribute to the committee's work.

Possible areas of focus include:

- Researching best practices from other communities and school districts.
- Exploring solutions to issues identified during our joint meetings.
- Strengthening educational opportunities, workforce development, and community partnerships.
- Developing recommendations and proposals for future Assembly–School Board discussions.

The May workshop concluded with a shared commitment to continue building relationships, improving communication, and keeping future generations at the center of our work. The Assembly believes this committee is a practical next step toward fulfilling that commitment and maintaining the momentum we have built together.

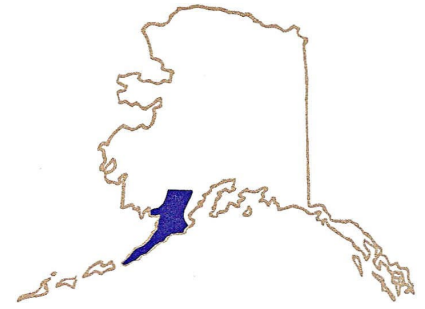
We appreciate the School Board's partnership and look forward to continuing to work together for the benefit of our students and communities. Please provide the names of your appointed representatives at your earliest convenience so the committee may begin scheduling its initial meeting.



Lake and Peninsula Borough

*P.O. Box 495
King Salmon, Alaska 99613*

*Telephone: (907) 246-3421
Fax: (907) 246-6602*



September 15, 2026

Kasie Luke, Superintendent
Lake and Peninsula School District
101 Jensen Rd
King Salmon, AK 99613

Re: Proposed AHFC Rural Professional Housing Grant Application – Newhalen Duplex

Dear Superintendent Luke and Members of the Board,

The Lake and Peninsula Borough is considering an application to the Alaska Housing Finance Corporation (AHFC) Rural Professional Housing Grant Program, which awards competitive grants each year to construct, rehabilitate, or acquire rental housing for rural teachers, health care workers, and public safety personnel. Because the primary beneficiaries of this project would be District staff, the Borough Assembly would like the District's input before committing to an application.

Proposed project. The Borough would construct a new duplex in Newhalen on the school lot, using the same duplex design the Borough has built previously. The project is estimated to cost approximately \$1.1 million and would require at least \$400,000 in matching funds from local sources, as AHFC does not fund projects at 100 percent.

The Borough respectfully asks the District to consider and respond to the following questions:

1. Does the District want the Borough to pursue an AHFC Rural Professional Housing grant to construct a new duplex in Newhalen?
2. If so, is the District willing to contribute a portion of the School Endowment Fund (currently approximately \$8.6 million) to provide the matching funds required for the grant application?
3. If the District does not wish to contribute matching funds, does the District nonetheless support the Borough applying for and securing this grant and providing

the approximately \$400,000 in matching funds itself? Under this approach, the Borough would rent the units at market rates.

AHFC's application window is time-limited, so we would appreciate a response from the Board by October 25, 2026, so the Borough can determine whether and how to proceed. Borough staff is available to present this proposal at an upcoming Board meeting or to answer questions at your convenience.

Thank you for your consideration and your continued partnership in addressing housing needs in our communities.

Sincerely,



Nathan Hill
Borough Manager

cc: Lake and Peninsula Borough Assembly

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.

60

Date: September 18, 2026
To: Lake and Peninsula School Board
From: Kasie Luke, Superintendent
Re: Report: September 24, 2026

Dates & Happenings:

- Virtual Inservice, Friday, September 25, 2026
- Regional XC in Manakotak, September 25 - 27, 2026
- [2026-2027 Count Period:](#) September 28 - October 23, 2026
- [Session 1 BBRCTE:](#) October 5-16, 2026 - Naknek & Dillingham
- Mix 3 Volleyball - Perryville, October 14-16, 2026

2026-2027 Projection of Schools

We will continue to have 9 active school sites in LPSD for the 2026-2027 school year as well as the active Lake View Homeschool communities. Enrollment numbers as we begin the school year by site:

61

- | | |
|---|--|
| ★ Chignik Lagoon: 13, K-12 Wolverines | ★ Meshik: 16, K-12 Wolves |
| ★ Chignik Lake: 22, K-12 Wolves | ★ Newhalen/Iliamna: 88, K-12 Malamutes |
| ★ Igiugig: 22, K-12 No-See-Ums | ★ Nondalton: 15, K-12 Warriors |
| ★ Kokhanok: 32, K-12 Warlords | ★ Perryville: 18, K-12 Eagles |
| ★ Lake View Home School: 16, K-12 from all over LPSD! | ★ Tanalian: 30, K-12 Lynx |

Count period for 2026-2027 school year is **September 28, 2026 - October 23, 2026.**

LPSD Food Service

USDA/National School Lunch Program: Perryville and Chignik Lake are participating in the National School Lunch Program (NSLP) utilizing USDA foods for the anticipated 2026-2027 school year.

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

Celebrating a Huge National Honor for Community Language Champions!

Huge congratulations to the Sovereign Native Village of Igiugig on being selected for the Department of the Interior's Living Languages Grant Program. On September 10th, Beth Hill, Finn Hill, April Hostetter, and Courtney Boskofsky traveled to Washington, D.C., to represent our region, share their community's work, and accept this national award. This achievement is an incredible testament to the passion, heart, and dedication of everyone working tirelessly to keep Indigenous languages thriving for our youth.

It is a true honor for LPSD to partner with our Tribal communities, and we remain deeply committed to finding new, meaningful ways to bring language programs into our schools every day. Congratulations to Igiugig and everyone who makes this vital work possible.



LPSD District Student Government 2026-2027

Ms. Diana Hejtmanek (Chignik Lake Head Teacher & Secondary Educator) will serve as the teacher lead of our 2026-2027 District Student Government. I look forward to meeting with our student body to continue conversations from Spring 2026 forward!

- ★ Honey Roehl - Kokhanok
- ★ Ida Lester - Newhalen
- ★ Ava McCoy - Newhalen
- ★ Courtney Boskofsky - Chignik Lake

- ★ Clarise Lind - Meshik
- ★ Malachi Grossman - Tanalian
- ★ Avery Nelson - Igiugig



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 313-384



September 17, 2026

To: Lake and Peninsula School Board

From: Tim McDermott

Re: Maintenance Report

As the LPSD communities begin the FY27 school term, operations are settling and the Maintenance team remains committed to supporting safe, functional learning environments across the District. Operating under tight constraints, navigating the challenges of rising costs and limited financial resources, our Maintenance Department is doing a fair job keeping facilities balanced and operational under the circumstances. The assets are aging and very little is being done to address renewal/ replacement or stimulate local workforce development. Maintenance is grateful for the leadership from site administrators and the villages. These team members provide vital daily support, enhancing operations and working environments for the school facilities. At this level, communication between the site administrators, the villages, and the Maintenance is essential. Community support continues to be a cornerstone of LPSD success, and it is sincerely valued and encouraged.

There was little summertime effort at the sites. Except for the oversight of the District BACnet, the sites were effectively unattended at most locations, some with little to no communication or supervision. There was literally no one on staff at most of our schools for half of the month of May, all of June and July, and half of August. As it stands the District Wide Projects and the Individual Site Needs lists from last spring remain mostly deferred. We were able to execute the commissioning of the backup generation at the Port Alsworth School, the return of the fuel system to its original design at Nondalton after having to bypass most of it last winter due to fuel problems, and the window glass replacement at the Perryville School.

The Safety and Compliance work log from August as follows.

- Caught up on correspondence/tasks from June and July
- Site visit to Perryville
- Site visit to Meshik
- CIP application session
- HB 28 meeting
- Assist borough with site questions
- Travel planning
- Product research and ordering

In September, Maintenance personnel are juggling support where and when it is needed. Staffing remains a challenge. In order to build a more sustainable future systemic solutions that strengthen our capacity must be explored. Continuing success depends on patience and communication.

For the time being, Maintenance encourages staff, students, and community members to email facilities requests and concerns to maintenance@lpsd.com with descriptions, photos, and relevant specifics, including make/model numbers when possible. For urgent needs, Maintenance can be reached directly at 907-469-0460. Thank you for your continued support and partnership as we struggle to maintain the health, safety, and improvement of our community facilities.

LPSD Curriculum Report

September 2026

To: LPSD School Board Members and Superintendent Kasie Luke

From: Moon McCarley, Director of Curriculum and Assessment

NEW K-5 Reading Curriculum

After a semester long piloting process, Core Knowledge Language Arts (CKLA) was chosen as the new reading curriculum. CKLA is published by Amplify. Piloting teachers appreciated the robust foundational skills and features they felt could work in multi level classrooms. Those teachers who will be using CKLA attended a full day of training during August inservice and will have another day of coaching and planning during October inservice. There are always challenges with transitions. I am working with teachers, principals and the team at Amplify to address any issues that arise.

K-12 Mathematics Review

While it is unconfirmed, there is wide speculation that legislation similar to the Alaska Reads Act will be coming for mathematics instruction sometime soon. Additionally, our subscriptions for Everyday Math and Reveal math end in fy27. During fy27 we will begin to evaluate the need for new math curriculum. It's important to not overwhelm teachers who are already rolling out a new reading program. Additionally, it would be preferable to know which math programs are going to be recommended in any new legislation. As part of their School Improvement Plan, Chignik Lake School will be piloting and adopting a new math curriculum for their students. Their findings will help set the groundwork for a districtwide piloting and selection process in the future.

New Social Studies Standards and Civics and Senate Bill 23

In order to align with the newish Alaska Social Studies Standards LPSD is in the process of revising our current standards. In the spring, Sara Erickson and Stephanie Barthelman worked with Nicole Metzgar on the K-5 standards. They took a huge number of standards and consolidated them into a manageable number of standards that align with the LPSD mission and vision. You can see them in the [LPSD 2026-2027 Standards Booklet](#) on pages 151-156. The 6-12 standards will be revised this year. This is good timing as the Alaska State Senate passed SB23 in June. This bill includes new requirements for civics instruction for high school students. The LPSD social studies committee will be able to align the new standards with the LPSD standards and the requirements of this new legislation. A brief about Bill 23 was created by DEED and is included with this report.

New Teacher and Student Teacher Induction

New teachers and student teachers arrived in Anchorage on or before August 19. The 20th was whirlwind day in Anchorage, getting their emails and computers, meeting with the business office, getting cell phones and driver's licenses and SHOPPING. On the 21st everyone traveled to Port Alsworth for a weekend of learning about LPSD, enjoying the beautiful area, and getting to

know each other. It takes a lot of logistics planning and work but this induction experience is a great way to welcome new team members to LPSD.



LPSD takes of Lake Clark Air



These two expressed interest in joining the team but ultimately decided to pursue other opportunities.

October Inservice

LPSD is partnering with the Bristol Bay Foundation BUBBLE grant team and BBBSD on this year's October inservice. The main focuses will be on the language program, place-based learning, and culturally responsive teaching practices. Along with these staff will do other types of professional development and get to know each other in person. The process of planning with our partners has been fun with everyone bringing their own perspective and enthusiasm to the process. In person inservice is a big undertaking but it has so many positive pay offs for our staff. We are fortunate to have the financial support of the BUBBLE, CLSD, and Title 1 grants that will make this possible.



Alaska Social Studies Standards

Brief for Districts: Civics & Senate Bill 23

Key Vocabulary | Annotated Law | Summary of Takeaways | FAQ

Purpose and Audience

This document was drafted to:

- Share the enrolled version of AK SB 23
- Unpack the responsibilities, recommendations, key terms, and key dates detailed in the law
- Share FAQ's regarding implementation of SB23

This document is intended to support the following audiences:

- Alaska School Districts
- Teachers in Alaska who teach Civics, Comparative Government or Social Studies
- Pre-service teachers preparing to teach Civics, Comparative Government, or Social Studies in Alaska
- Interested community partners

Context:

- On June 18, 2026, Alaska Senate Bill 23 passed into law without Governor Dunleavy's signature. The effective date of the law is July 1, 2027; this means that the implementation date for AK DEED and AK school districts is July 1, 2027.
- The enrolled law (the version which passed into law on June 18) is available [here](#).

****It is highly recommended that district superintendents, district content / curriculum supervisors, district social studies teachers, and any other staff members with relevant connections to high school Civics / Comparative Government instruction closely read the enrolled law.****

Key Vocabulary

Civics may refer to:

1. Standards related to Civics which occur in all grades, K-12, in the 2024 Alaska Social Studies Standards.
2. A grade 8 course in “U.S. History and Civics” as articulated in the 2024 Alaska Social Studies Standards.
3. A course, often in high school, on Civics offered in Alaska School Districts.

SB23 may refer to:

1. An act of law passed on June 18, 2026 by the Alaska legislature relating to civics education, civics assessments, and secondary school graduation requirements. **SB 23 takes effect July 1, 2027.**

open educational resource (according to SB 23) may refer to:

1. Learning, teaching, or research material in any format that resides in the public domain
2. Learning, teaching, or research material in any format that is under copyright and has been released under an open license that permits access at no cost as well as reuse, repurpose, adaptation, and redistribution by others.

passing score (according to SB 23) may refer to a student who:

1. Achieves a grade of 70 percent or higher in a one-semester course
2. Correctly answers 70 percent or more of the questions in a civics assessment
3. Achieves a score of 70 percent or higher on a civics project based assessment.

Annotated Law

To disaggregate the enrolled law, see the annotated version below.

Key:

AK State Board of Education / AK DEED responsibilities & requirements

AK District / AK School responsibilities & requirements

Required Civics topics

Key definitions, terms, and critical definitions and dates.

Annotations	Senate Bill 23
	AN ACT 1 Relating to civics education, civics assessments, and secondary school graduation 2 requirements; and providing for an effective date. 3 _____ 4 * Section 1. AS 14.03 is amended by adding a new section to read: 5 Sec. 14.03.076. Comparative government and civics education and 6 assessments requirement. (a) The board shall make available on the department's 7 Internet website and periodically update a list of open educational resources relating to 8 comparative government and civics education curricula, civics assessments, and civics 9 project-based assessments. A school district may use the list provided by the board to 10 instruct students in comparative government and civics. 11 (b) The list provided under (a) of this section must include resources about 12 instruction on 13 (1) the founding history of the United States, including foundational 14 documents and the principles of government of the United States; 15 (2) federalism, including the role and operations of local, state, and

Annotations	Senate Bill 23
	1 national governments; 2 (3) the institutions of the United States government, including the 3 responsibilities of the executive, legislative, and judicial branches; 4 (4) the rights and responsibilities of United States citizenship; 5 (5) civil liberties and civil rights; 6 (6) the Constitution of the State of Alaska and the Constitution of the 7 United States; 8 (7) political parties and interest groups; 9 (8) campaigns and elections; 10 (9) the United States Congress; 11 (10) domestic policy; 12 (11) foreign policy; 13 (12) comparative systems of governments used globally and by Alaska 14 Natives; 15 (13) international relations; and 16 (14) major issues facing local, state, and the United States 17 governments. AK schools' requirements and exceptions for issuing diplomas in relation to SB 23 civics requirements 18 (c) A school may not issue a secondary school diploma to a student unless the 19 student has received instruction on the topics listed in (b) of this section and the 20 student has 21 (1) completed one semester of a comparative government and civics 22 education course and achieved a passing score in the course; 23 (2) achieved a passing score on a civics assessment; or 24 (3) achieved a passing score on a civics project-based assessment. 25 (d) Notwithstanding (c) of this section, a school may issue a secondary school

Annotations	Senate Bill 23
	26 diploma to a student who has not met the requirements of (c) of this section if the 27 student provides the governing body with evidence that the student 28 (1) transferred into a public school in the state after completing grade 29 10 at a school in another state; 30 (2) has, either within the previous five years or from a secondary 31 school in another state, received instruction on the subjects listed in (b) of this section 1 and achieved a passing score in a one-semester course or on a civics assessment or 2 civics project-based assessment that is similar to the course or assessments described 3 in (c) of this section; or 4 (3) is a student with a disability who receives a waiver from the 5 governing body. 6 (e) If a student has achieved a passing score as required under (c) of this 7 section, the school shall document on the student's transcript that the student achieved 8 a passing score. A student may retake the assessment required under (c)(2) of this 9 section as needed to achieve a passing score. 10 (f) The department shall adopt regulations to recognize a student who has 11 attained a high level of proficiency in civic knowledge, civic skills, a civic mindset, 12 and civic experiences by affixing a seal of civic readiness on the student's school 13 transcript and diploma. 14 (g) In this section, 15 (1) "open educational resource" means learning, teaching, or research 16 material in any format that resides in the public domain or is under copyright and has 17 been released under an open license that permits access at no cost as well as reuse, 18 repurpose, adaptation, and redistribution by others; 19 (2) "passing score" means a student achieves a grade of 70 percent or

AK DEED requirement to
create a Civics Seal program

Definition: **open
educational resource**

Definition: **passing score**

Annotations	Senate Bill 23
New AK Graduation Requirements language will impact district graduation requirements / publications Implementation date for AK Districts / Schools and SBOE / AK DEED: 7/1/27	20 higher in a one-semester course, correctly answers 70 percent or more of the questions 21 on a civics assessment, or achieves a score of 70 percent or higher on a civics project 22 based assessment. 23 * Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to 24 read: 25 APPLICABILITY: GRADUATION REQUIREMENTS. The requirement that a 26 school issue a secondary school diploma only to a student who has met the requirements set 27 out in AS 14.03.076(c), enacted by sec. 1 of this Act, applies to students who enter grade nine 28 on or after July 1, 2027. 29 * Sec. 3. This Act takes effect July 1, 2027.

Key Takeaways

- AK SBOE will provide a list of “open educational resources” via the AK DEED website
 - o AK districts may use this list of open educational resources
- SB23 articulates a list of 14 required instructional topics
 - o The list of open educational resources must include these instructional topics
- For AK Schools issuing diplomas, there are multiple requirements and exceptions in relation to SB 23 civics requirements
- AK DEED will create a Civics Seal program
- SB 23 provides definitions for **open educational resource** and **passing score**
- New AK Graduation Requirements language will impact district graduation requirements / publications
- 7/1/26 is the implementation date for AK Districts / Schools and SBOE / AK DEED

FAQ's

1: When does the law start?

The implementation date for SB 23 is July 1, 2027.

2: Districts: What does the law require Alaska districts to do?

For Alaska schools issuing diplomas, there are multiple requirements:

- Students must receive instruction in the topics listed in **see Sec 1 (b)** of the [enrolled law](#).
- Students must complete one of the following:
 - o one semester of a comparative government and civics education course and achieved a passing score in the course;
 - o achieved a passing score on a civics assessment;
 - o or achieved a passing score on a civics project-based assessment.

Also, for Alaska schools issuing diplomas, there are multiple exceptions. See **Sec 1 (c)** of the [enrolled law](#) for details.

Districts may use resources from the list of open educational resources to be published on the AK DEED website (July 1, 2027.)

3: What does the law require the AK State Board of Education / AK DEED to do?

SB 23 requires the AK SBOE / AK DEED to:

- AK SBOE will provide a list of “open educational resources” via the AK DEED website
- Resources on this list must include the instructional topics listed in **Sec 1 (b)**.
- AK DEED will create and implement a Civics Seal program (starting July 1, 2027)

To support these requirements, AK DEED will also

Create a Civics Working Group made up of a AK Educators and stakeholders.

AK DEED and the Civics Working Group will develop a rubric for selecting high quality instructional materials. This rubric will be used to create the list of open educational resources to be published on AK DEED’s website. Also, this rubric will be shared with AK districts to support with the selection and adoption of curricula.

4: What does the law require teachers to do?

The law does not explicitly name requirements for Alaska teachers. However, teachers teaching Civics / Comparative Government courses should plan to cover the list of instructional topics in **Sec 1 (b)** of the [enrolled law](#).

Teachers interested in supporting implementation of the law may apply to participate in AK DEED’s Civics Working Group, details forthcoming. Email curtis.jensen@alaska.gov for more information.

Teachers are also welcome to support students’ participation in the Civics Seal program, which will launch AY 27-28.

5: According to the law, what does “passing” mean?

According to SB 23, **passing score** means “a student achieves a grade of 70 percent or higher in a one-semester course, correctly answers 70 percent or more of the questions on a civics assessment, or achieves a score of 70 percent or higher on a civics project based assessment.”

****this definition only applies to civics and comparative government scores relevant to the requirements set out in SB 23.****

6: What does “open educational resource” mean?

According to SB 23, **open educational resource** means “learning, teaching, or research material in any format that resides in the public domain or is under copyright and has been released under an open license that permits access at no cost as well as reuse, repurpose, adaptation, and redistribution by others”

****this definition only applies to civics and comparative government scores relevant to the requirements set out in SB 23.****

7: How will the list of resources be chosen?

AK DEED will collaborate with the Civics Working Group (see question 8 for more details) to finalize and publish a Civics High Quality Instructional Materials (HQIM) Rubric. AK DEED will issue a Request for Information (Winter 2026-27) to collect details about open educational resources available from AK districts and potential vendors. The Civics Working Group will use the Civics HQIM Rubric to assess materials received through the RFI process to be featured on the AK DEED website. The Civics HQIM Rubric will be shared with AK Districts and made available to the public. The list of open educational resources will be published in Spring 2027 on the AK DEED Social Studies website.

8: What does “Civics Seal program” mean? How can my district / classroom / student participate in the Civics Seal program?

A “civics seal program” will be a program to “recognize a student who has attained a high level of proficiency in civic knowledge, civic skills, a civic mindset, and civic experiences by affixing a seal of civic readiness on the student’s school transcript and diploma.”

Details about the Civics Seal program will be released in Spring 2027. Any AK high school student is eligible to participate. For more details, email curtis.jensen@alaska.gov.

9: I'd like to help with the list of open educational resources / the Civics Seal Program / implementing the law. How can I get involved?

AK DEED is creating a Civics Working Group (CWG) to support civics education and implementation of SB 23. Details about the application process will be released in Summer 2026, with applications finalized and work beginning in Fall 2026.

CWG applications are open to: AK Educators, community stakeholders, and tribal partners. Special preference will be given to applicants who currently teach civics or work on active civics education projects. CWG positions will include stipends. Email curtis.jensen@alaska.gov for more information.

10: How does this law align with the AK Social Studies Standards?

The 2024 Standards feature Civic Content Anchor Standards which are embedded in every grade level, K-12. This means that students will encounter the Civics anchor standards and Civics content recursively throughout their Alaska classroom experience, K-12.

In grades 6-8, Civics anchor standards are embedded in themes which include grade-leveled content standards. At grade 8, the course “U.S. History and Civics” features a Civics focus in Theme 5.

In grades 9-12, Civics anchor standards are listed with 9-12 content standards. Related content standards are embedded in course themes for each course included in the document: U.S. History, World History, and Alaska History.¹

Senate Bill 23 articulates a list of fourteen instructional topics. According to the law, for Alaska schools issuing diplomas:

- Students must receive instruction in the topics listed in **Sec 1 (b)** of the [enrolled law](#).
- Students must complete one of the following: one semester of a comparative government and civics education course and achieved a passing score in the course; achieved a passing score on a civics assessment; or achieved a passing score on a civics project-based assessment.

There is no specific Civics or Comparative Government course articulated in the AK Social Studies Standards.

¹ [Crosswalk: Civics in the Alaska Social Studies Standards](#)

The 14 instructional topics listed in **Sec 1 (b)** of the [enrolled law](#) intersect with the AK Social Studies Standards in multiple locations. To unpack these intersections and support implementation of SB 23, AK DEED is preparing Crosswalk: Civics in the AK Social Studies Standards vs. Senate Bill 23, forthcoming in Fall 2026.

12: How do I find out if my district's adopted curriculum meets the requirements of the law?

Refer to the list of required instructional topics on **Sec 1 (b)** of the [enrolled law](#).

13: Who can I contact if I have questions about the law? Civics? Social Studies?

Contact Curtis Jensen, AK DEED ELA / Social Studies Content Specialist: curtis.jensen@alaska.gov

LPSD Technology Board Report

September 2026 - Sam Rigby

Start of the School Year

Michael Prinz joined the LPSD IT team on August 1 and is now based out of Port Alsworth.

Michael and I traveled for 10 days in August to complete site work at our schools and to facilitate his onboarding and training. Michael will travel to Kokhanok the week of September 21 to provide on-the-ground tech support and staff technology training.

Student and Staff Devices

Our current 1:1 K-5 student iPad deployment is aging and will no longer be eligible for major software updates by 2027. Replacement will cost approximately \$70,000. No funding source has been identified yet.

The bulk of our laptop fleet has been refreshed within the last two years and is expected to remain in service until at least 2029.

New This Year

We have implemented a new printer management system to help manage hardware costs and offer proactive printer supply management. We are still completing a full inventory of our printers, but our best estimate is that about 20% are beyond their life expectancy and will need to be replaced within the next year. Our standard printer models range from \$250 to \$700 per unit.

Mobile Smart Displays - BBRCTE was awarded a third USDA Distance Learning and Telemedicine (DLT) grant that funded the purchase of mobile smart displays for each of our schools. The hardware is en route to the schools now and has already been installed and put to use at some. The vendor is sending a team out, paid for by the grant, to assist with the setup and configuration of these displays.

Cybersecurity

We are continuing to prioritize cybersecurity hardening and incident response. Our existing security systems and policies have continued to prevent successful cyberattacks. We experienced our first direct attack a few weeks ago via targeted email phishing. It was unsuccessful, with no accounts or data compromised, due to appropriate security protocols and staff training.

Our current cybersecurity focus is data security. In the era of cloud storage and AI, it is too easy for FERPA-protected student information and other sensitive data to be exposed to unauthorized entities. We are reviewing all LPSD data being shared with third-party entities to ensure that appropriate controls and monitoring are in place.

Monthly Activity Report- LPSD
Month: September, 2026

To: LPSD School Board
From: Ed Lester
Date: 9/14/2026

Cross Country:

Students are currently working hard across the region to prepare for the regional cross country meet which will be held in Manokotak on September 26th. The top 10 boys and the top 10 girls will qualify for the state cross country meet on October 3rd in Anchorage.

Volleyball:

Mix-Six teams have started practices and are looking forward to their first games in October.

Mix-3 teams are getting ready and looking forward to the first Jamboree which will be October 14-16.

ASAA:

Mix-6 Volleyball State Berths: motion and second "to reduce the Denali Conference to one berth beginning with the 2026 season."

Next Meeting October 5/6

Date: September 16, 2026
 To: LPSD School Board
 From: Laura Hylton, Finance Director
 RE: September Board Report

Capital Project Funding

The CIP project application LPSD submitted in September 2024 to correct deficiencies in water supply for school sprinkler systems for Nondalton, Igiugig, Port Heiden and Chignik Lake was funded by SB214. The project agreement has been reviewed and a request for modifications to the agreement has been submitted to DEED. A 30% match is required in the amount of \$1,393,524. Possible partner grants to assist in match are being explored. More information on scope and project agreement will be provided. Summary of award is below:

3. Project Funds - Major Maintenance Grant Fund (14.11.007)

Chapter 35/SLA 26, Page 4, Line 33 & Page 5, Lines 3-4

Funding Authority:

AS 14.11.030; AS 14.11.015(b); and 4 AAC 31.023(a)-(b)

	Funding Source Total
Grant Amount	\$3,251,557
Recipient's Participating Share:	\$1,393,524
Other Funds	\$0
Project Total	\$4,645,081

4. Project Budget

Cost Category	% of Construction	Total Project Budget
1. Construction Management (by consultant)	2.00%	\$74,321
2. Land	N/A	
3. Site Investigation	N/A	
4. Design Services	10.00%	\$371,606
5. Construction	100.00%	\$3,716,065
6. Equipment	0.00%	
7. District Administrative Overhead	8.00%	\$297,285
8. Percent for Art	0.00%	
9. Project Contingency	5.00%	\$185,804
Totals	125.00%	\$4,645,081

Audit

The FY26 audit is complete and draft statements are under review and will be finalized in the next few weeks well ahead of the November 15th deadline for submittal to the State. The audit went well and no issues were identified in test work or compliance work.

Reporting Update

Grant quarterly reports for FY26 were all filed for reimbursements in May and June for quarter ending June 30, 2026. Annual Final Expenditure Reports for all DEED grants were submitted timely.

FY27 grant agreements and budgets are nearly completed. The first quarter ends September 30 and reimbursement reports will be due by October 31.

Grants and Federal Funding

Part III of the Indian Education grant the Annual Performance Report is due on October 9th.

ESEA program monitoring will be conducted by DEED on all LPSD ESEA programs in FY27. Monitoring is conducted every 3-5 years depending on the district risk assessment by DEED. LPSD's last monitoring was in 2020. Monitoring is an involved process and will cover all ESEA programs Title I-A, School Improvement, Title I-C migrant and Title II. Perkins Non-Traditional Occupations Grant for BBRCTE is also being monitored.

The Federal government is on a continuing resolution through the end of November so no shutdown will happen before the election.

The FCC is reviewing the E-RATE program to determine if the program is still needed or if the goal of providing internet access to all schools, libraries, tribal libraries and rural health entities has been met. Public comment was solicited August 14, 2026 and initial comments are due October 13, 2026. [FCC 26-41](#) notice of public rule making asks broad questions. Much of the Notice focuses on program changes, the Notice also asks whether the E-Rate program should be "limited or sunset".

Financial Report attached.

Year to date actual information is attached.

Legislative Session

LPSD will receive one-time funding estimate \$638,895, energy relief grant of \$293,723, BBRCTE Residential Boarding Program fund up to \$633,641 for BBRCTE in addition to projected BSA foundation funds. HB263 provided these funds \$115 million in one-time funding outside the foundation formula, and \$29.1 million for Energy Relief equal to 30% of the highest energy cost from FY23-25 per district upon approval of the district budget.

The municipal debt reimbursement was fully funded for L&PB's 2014 bond debt projects for schools.

HB28 providing for energy support for school districts outside the foundation formula for fiscal years FY28 and beyond. DEED is developing guidelines and possibly regulations for HB28 with annual energy consumption reports, certification a district has reviewed its energy management program. Information will be an annual report most likely due to DEED by August 15th. The grant will be based on a 3 year average of audited energy data from the general fund energy expenditures. For FY28 the grant will be based on energy expenses for FY26, FY25 and FY24 as FY27 audits are not due to DEED until the 15th of November.

Lake and Peninsula School District

100 Board Report
Fiscal Year: 2026-2027

From Date: 7/1/2026 To Date: 9/18/2026

Account Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance	% Budget
Instruction	\$4,506,808	\$ 368,518	\$4,138,290	\$3,010,334	\$1,127,956	25.03%
Lake View Home School	\$ 122,747	\$ 13,672	\$ 109,075	\$ 41,473	\$ 67,602	55.07%
CTE	\$ 592,532	\$ 64,593	\$ 527,939	\$ 138,276	\$ 389,663	65.76%
SPED direct instruction	\$1,282,800	\$ 59,433	\$1,223,367	\$ 843,064	\$ 380,303	29.65%
SPED support services	\$ 219,915	\$ 20,752	\$ 199,163	\$ 228,091	-\$ 28,928	-13.15%
Student support	\$ 74,672	\$ 7,913	\$ 66,759	\$ 27,090	\$ 39,669	53.12%
Instructional Support	\$ 626,048	\$ 91,489	\$ 534,559	\$ 318,458	\$ 216,101	34.52%
Instructional Technology	\$ 802,401	\$ 112,542	\$ 689,859	\$ 612,384	\$ 77,475	9.66%
School Admin - Principals	\$ 779,052	\$ 83,606	\$ 695,446	\$ 672,295	\$ 23,151	2.97%
School Support - Secretaries	\$ 105,744	\$ 2,162	\$ 103,582	\$ 57,913	\$ 45,669	43.19%
District Admin - Superintendent & Board	\$ 686,070	\$ 87,054	\$ 599,016	\$ 223,150	\$ 375,866	54.79%
District Admin - Business Services	\$ 791,140	\$ 250,924	\$ 540,216	\$ 664,213	-\$ 123,997	-15.67%
Maintenance and Operations	\$3,233,724	\$ 836,923	\$2,396,801	\$ 935,233	\$1,461,568	45.20%
Student Activities	\$ 346,701	\$ 6,738	\$ 339,963	\$ 65,605	\$ 274,358	79.13%
Other Fund TRS & PERS OB	\$ 0	\$ 218	-\$ 218	\$ 1,230	-\$ 1,448	0.00%
Other Fund TRS & PERS OB	\$ 0	\$ 551	-\$ 551	\$ 7,463	-\$ 8,014	0.00%
Debt Service - leases	\$ 52,302	\$ 0	\$ 52,302	\$ 0	\$ 52,302	0.00%
Transfer Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0.00%
Grand Total:	\$14,222,656	\$2,007,088	\$12,215,568	\$7,846,272	\$4,369,296	30.72%

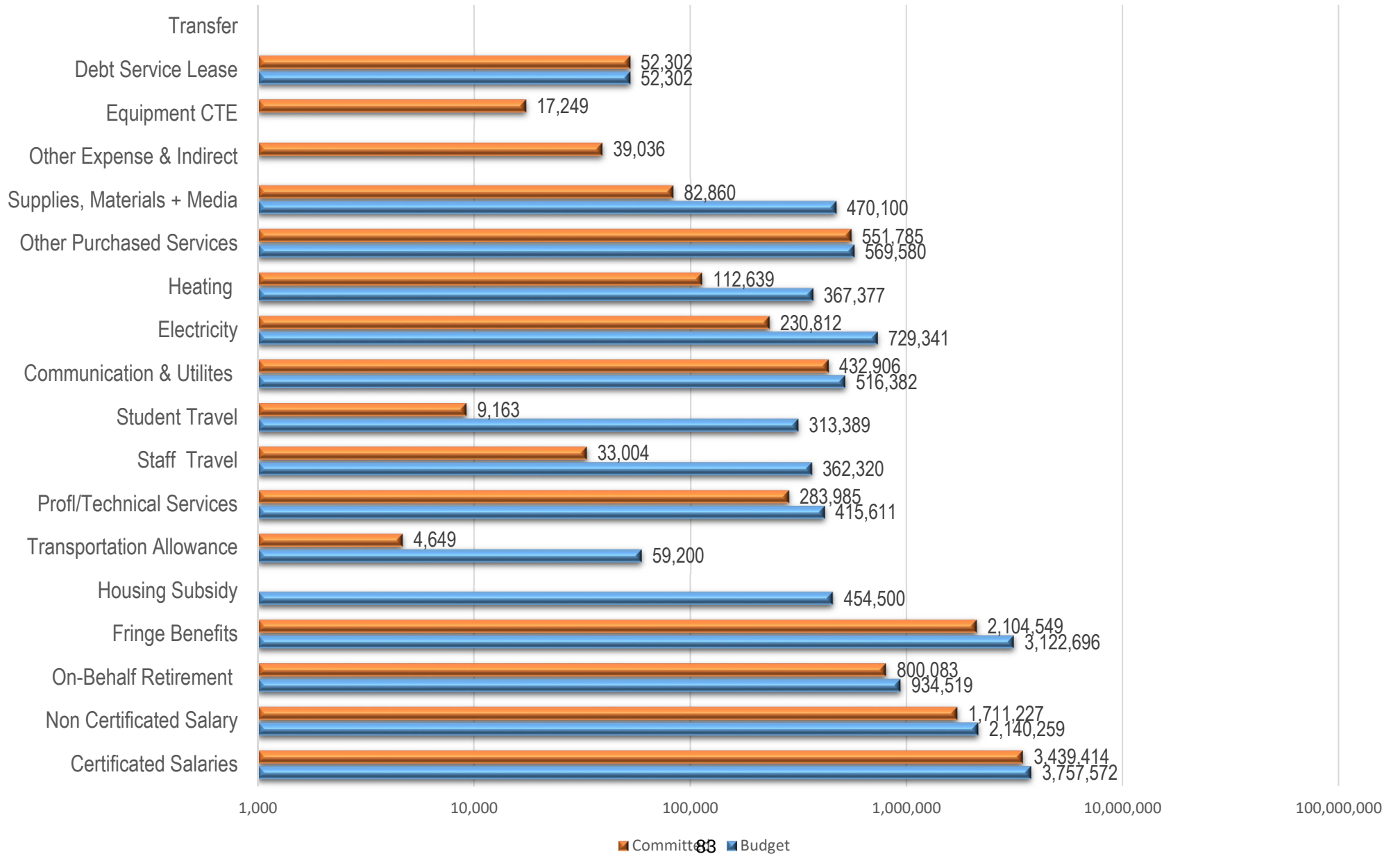
Budget Notes:

- 1) Revenue for Foundation Base Student allocation of 6,660 with one-time funding estimated to add \$638,895 depending on Oct. Student count
- 2) Addition of Energy Relief Grant of \$293,723 funds received with approval of LPSD FY27 budget by DEED.

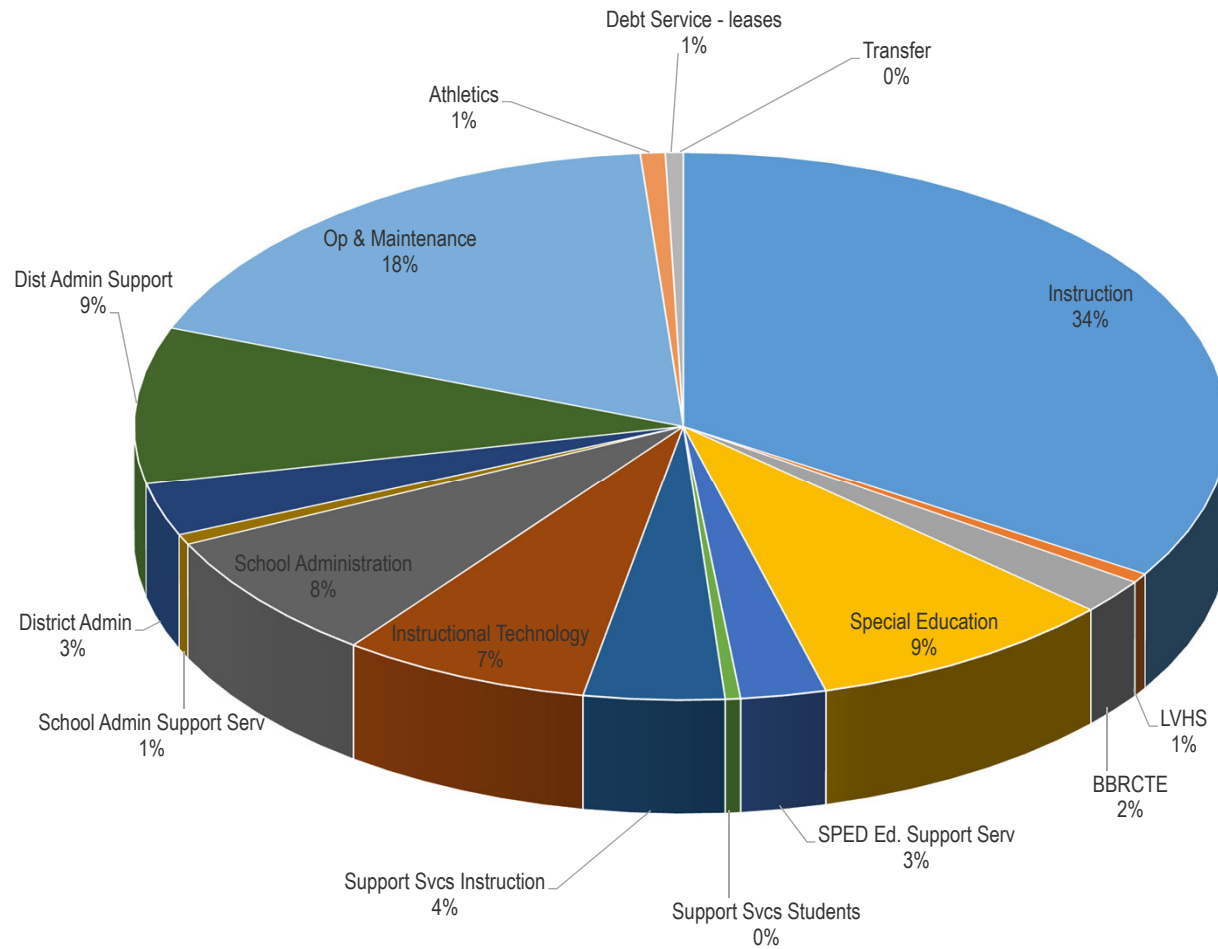
Expenditure Notes:

- 1) Special Education support services will be revised due to increased enrollment of IEP students service provider contracts were increased.
- 2) District Admin - Business Services will be over budget until grant indirect costs offsets are posted throughout the year.
- 3) Other fund TRS & PERS OB transfer to Student Support annually at year end.

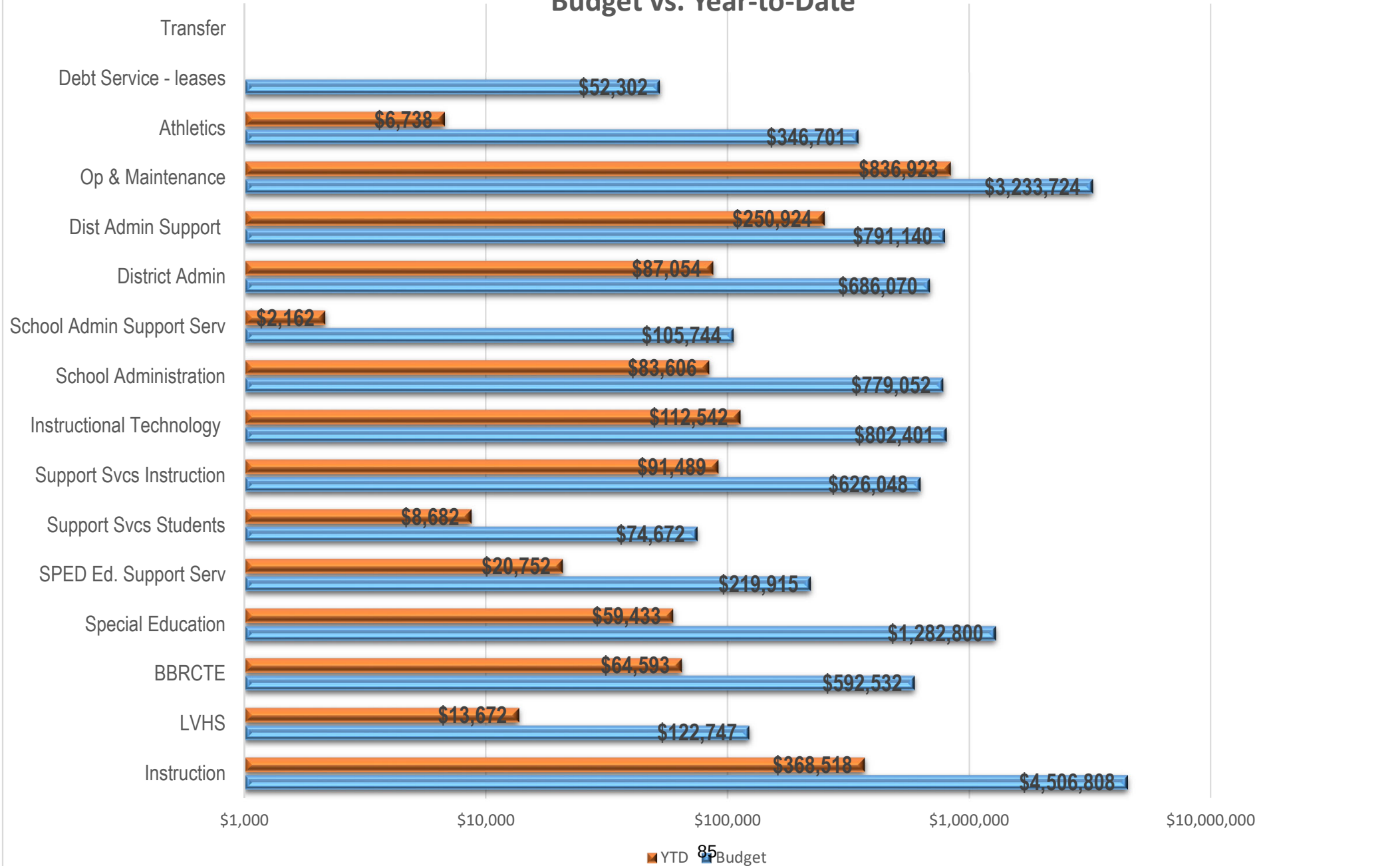
Budget vs. Committed Expenses by Category (Committed - Year-to-Date and Encumbered)



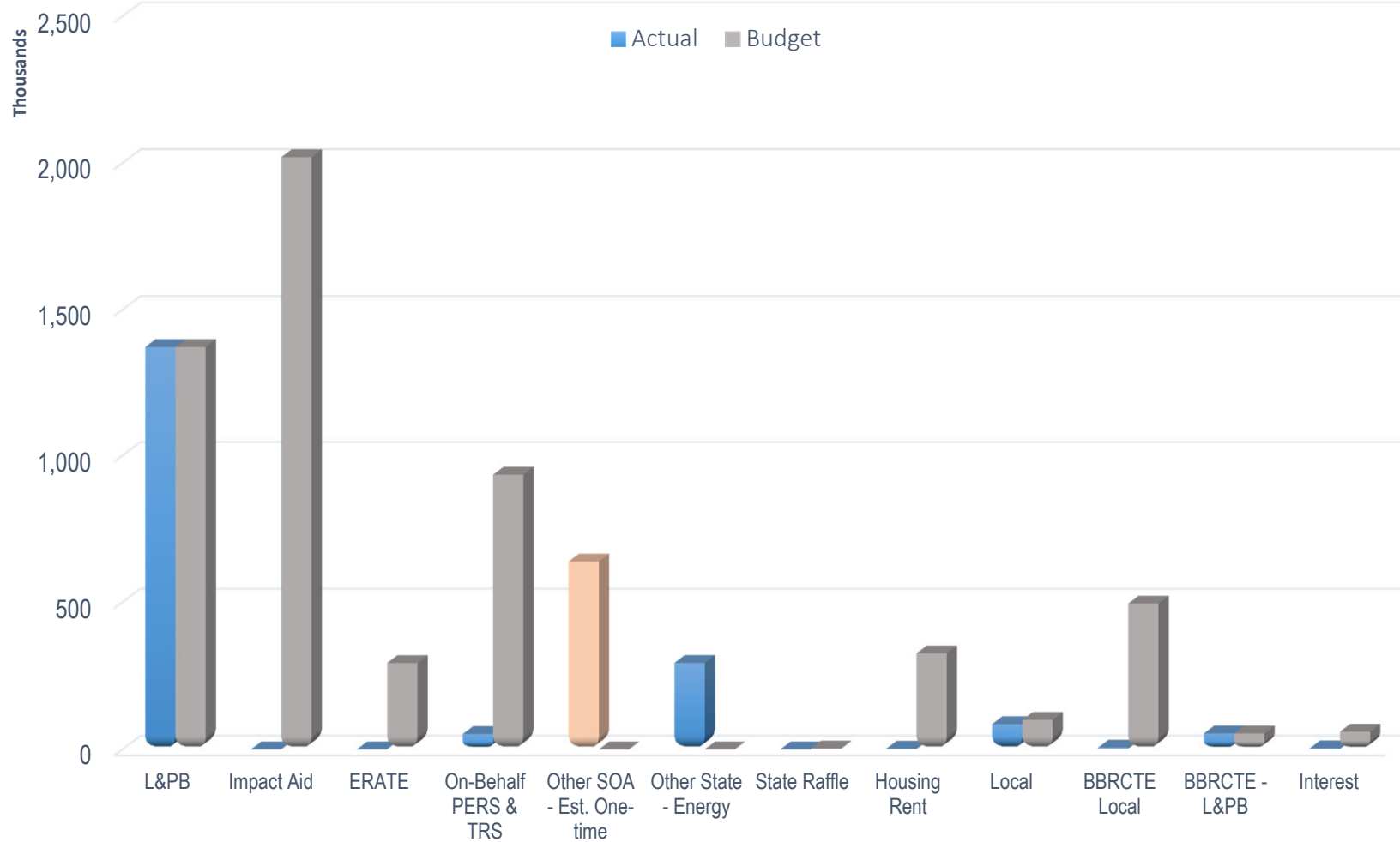
General Fund Expended and Encumbered by Department



Expenditures by Department Budget vs. Year-to-Date



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



Lake and Peninsula School District

100 Board Report
Fiscal Year: 2026-2027

From Date: 7/1/2026 To Date: 9/18/2026

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SPED support services	\$ 219,915	\$ 20,752	\$ 199,163	\$ 228,091	-\$ 28,928	-13.15%
Student support	\$ 74,672	\$ 7,913	\$ 66,759	\$ 27,090	\$ 39,669	53.12%
Instructional Support	\$ 626,048	\$ 91,489	\$ 534,559	\$ 318,458	\$ 216,101	34.52%
Instructional Technology	\$ 802,401	\$ 112,542	\$ 689,859	\$ 612,384	\$ 77,475	9.66%
School Admin - Principals	\$ 779,052	\$ 83,606	\$ 695,446	\$ 672,295	\$ 23,151	2.97%
School Support - Secretaries	\$ 105,744	\$ 2,162	\$ 103,582	\$ 57,913	\$ 45,669	43.19%
District Admin - Superintendent & Board	\$ 686,070	\$ 87,054	\$ 599,016	\$ 223,150	\$ 375,866	54.79%
District Admin - Business Services	\$ 791,140	\$ 250,924	\$ 540,216	\$ 664,213	-\$ 123,997	-15.67%
Maintenance and Operations	\$3,233,724	\$ 836,923	\$2,396,801	\$ 935,233	\$1,461,568	45.20%
Student Activities	\$ 346,701	\$ 6,738	\$ 339,963	\$ 65,605	\$ 274,358	79.13%
Other Fund TRS & PERS OB	\$ 0	\$ 218	-\$ 218	\$ 1,230	-\$ 1,448	0.00%
Other Fund TRS & PERS OB	\$ 0	\$ 551	-\$ 551	\$ 7,463	-\$ 8,014	0.00%
Debt Service - leases	\$ 52,302	\$ 0	\$ 52,302	\$ 0	\$ 52,302	0.00%
Transfer Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0.00%
Grand Total:	\$14,222,656	\$2,007,088	\$12,215,568	\$7,846,272	\$4,369,296	30.72%

Budget Notes:

- 1) Revenue for Foundation Base Student allocation of 6,660 with one-time funding estimated to add \$638,895 depending on Oct. Student count
- 2) Addition of Energy Relief Grant of \$293,723 funds received with approval of LPSD FY27 budget by DEED.

Expenditure Notes:

- 1) Special Education support services will be revised due to increased enrollment of IEP students service provider contracts were increased.
- 2) District Admin - Business Services will be over budget until grant indirect costs offsets are posted throughout the year.
- 3) Other fund TRS & PERS OB transfer to Student Support annually at year end.

Department of Education and Early Development
FY2027 Projected State Program Allocations
Allocations are subject to adjustment based on individual program requirements
Updated July 23, 2026

District	FY2027 Projected ADM	Projected \$6,660 BSA Foundation Program	Projected \$115M Prorated One- Time Funding	Projected PFD Raffle Grant	FY2027 Energy Relief Grants	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Municipal Debt Reimbursement	PROJECTED FY2027 TOTALS
ALASKA GATEWAY	357	\$ 8,749,369	\$ 640,000	\$ 2,599	\$ 302,371					\$ 786,519		\$ 10,480,858
ALEUTIAN REGION	23	1,244,980	91,401	371	21,000					0		1,357,752
ALEUTIANS EAST	147	3,823,373	353,222	1,435	205,571					55,419	727,404	5,166,424
ANCHORAGE	41,128	333,733,901	32,192,371	130,743	5,539,634			416,114	644,000	20,592,648	13,807,288	407,056,699
ANNETTE ISLANDS	263	5,244,704	456,704	1,855	138,675					58,123		5,900,061
BERING STRAIT	1,595	32,584,914	3,065,980	12,452	1,800,830		354,285			94,105		37,912,566
BRISTOL BAY	86	962,715	133,739	543	81,300					275,995		1,454,292
CHATHAM	175	3,998,845	282,433	1,147	104,588					49,786		4,436,799
CHUGACH	702	5,875,634	414,394	1,683	86,083		224,805			0		6,602,599
COPPER RIVER	364	6,623,852	474,346	1,926	186,089					511,884		7,798,097
CORDOVA	372	5,230,973	440,406	1,789	99,000					149,736	851,560	6,773,464
CRAIG	578	5,776,538	439,570	1,785	112,885					101,515		6,432,293
DELTA/GREELY	964	11,854,559	823,072	3,343	261,682					1,205,787		14,148,443
DENALI	1,054	8,048,370	629,930	2,558	140,767					338,338		9,159,963
DILLINGHAM	372	5,139,822	421,093	1,710	184,134					550,560	746,365	7,043,684
FAIRBANKS	10,920	98,703,513	10,189,956	41,385	2,026,483			150,139		9,979,520	4,758,735	125,849,731
GALENA	8,022	51,310,594	3,520,464	14,298	596,537		2,889,828			84,048		58,415,769
HAINES	230	2,788,321	294,911	1,198	79,112					160,571	62,773	3,386,886
HOONAH	106	2,625,843	199,800	811	62,349					38,478		2,927,281
HYDABURG	55	1,269,932	90,058	366	58,206					0		1,418,562
IDITAROD	249	5,820,421	449,101	1,824	256,639					38,293		6,566,278
JUNEAU	3,803	33,915,707	3,717,663	15,099	532,862			121,053		2,615,344		40,917,728
KAKE	112	2,543,062	195,107	792	75,538					36,960		2,851,459
KASHUNAMIUT	308	4,483,742	487,496	1,980	135,000					1,848		5,110,066
KENAI	8,104	74,278,159	7,613,259	30,920	1,885,478			123,793		7,749,528	1,791,533	93,472,670
KETCHIKAN	1,859	26,467,617	2,253,818	9,153	339,254					1,554,522	247,507	30,871,871
KLAWOCK	110	1,764,099	182,903	743	45,909					78,100		2,071,754
KODIAK	1,842	24,992,735	2,254,403	9,156	610,047					1,555,542	3,632,679	33,054,562
KUSPUK	268	6,108,200	577,056	2,344	285,000	6,079				212,792		7,191,471
LAKE AND PENINSULA	288	8,718,844	638,895	2,595	293,723		633,641			125,354	889,993	11,303,045
LOWER KUSKOKWIM	3,668	67,672,666	5,757,308	23,382	2,039,366		871,463	175,805		1,236,116		77,776,106
LOWER YUKON	1,971	44,759,843	3,520,724	14,299	1,446,840		655,682			1,971		50,399,359
MAT-SU	18,737	183,764,162	16,111,899	65,435	2,010,476			113,096		16,952,768	11,900,381	230,918,217
NENANA	2,221	15,805,079	1,088,238	4,420	66,600		1,136,001			143,514		18,243,852
NOME	673	10,518,472	821,852	3,338	470,700					486,975	0	12,301,337
NORTH SLOPE	1,707	19,692,051	2,545,618	10,339	1,019,550		272,527			2,322,751	0	25,862,836
NORTHWEST ARCTIC	1,744	39,460,270	2,922,815	11,870	1,858,680		545,054			51,570	0	44,850,259
PELICAN	15	431,152	32,551	132	6,178					0		470,013
PETERSBURG	454	6,872,299	584,682	2,375	177,202					206,570	47,877	7,891,005
PRIBILOF	60	1,046,088	107,443	436	45,605					0		1,199,572
SAINT MARY'S	167	4,513,541	315,527	1,281	122,173					39,078		4,991,600
SITKA	1,019	11,589,103	1,092,063	4,435	324,860					504,920	622,650	14,138,031
SKAGWAY	122	1,298,649	162,872	661	54,814					5,368		1,522,364
SOUTHEAST	210	5,248,204	359,194	1,459	111,415					223,938		5,944,210
SOUTHWEST	568	10,976,601	1,028,757	4,178	583,632					412,368		13,005,536
UNALASKA	348	3,952,780	445,830	1,811	131,953					274,224		4,806,598
VALDEZ	553	4,433,840	595,177	2,417	274,500					493,935	1,549,899	7,349,768
WRANGELL	266	3,303,240	289,140	1,174	94,400					226,366		3,914,320
YAKUTAT	83	1,233,951	107,626	437	31,140					58,760		1,431,914
YUKON FLATS	184	5,621,618	496,342	2,016	453,135					59,064		6,632,175
YUKON/KOYUKUK	3,304	27,394,358	1,919,572	7,796	590,040	18,235				110,656		30,040,657
YUPIIT	510	10,823,392	842,286	3,421	404,514					1,020		12,074,633
Mt. EDGECUMBE	420	3,526,394	328,933	1,335	233,046					0		4,089,708
OTHER \1		26,027,300							3,851,374			29,878,674
Sub Totals	123,456	\$ 1,294,648,391	\$ 115,000,000	\$ 467,050	\$ 29,097,565	\$24,314	\$ 7,583,286	\$1,100,000	\$4,495,374	\$ 72,813,247	\$ 41,636,644	\$ 1,525,229,227

\1 OTHER INCLUDES SESA, HB114 EARLY EDUCATION PROGRAM FUNDING, AND OTHER ADJUSTMENTS.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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September 17, 2026

To: Board of Education
Lake and Peninsula School District

From: Marjorie Waggoner
Contracting Special Education Director

Re: Special Education Report

Getting Off to a Successful Start!

It is exciting every fall to welcome our students back to school and help them get restarted working toward their IEP goals and objectives. It is also exciting to welcome students who moved to LPSD from other districts in the state and country. Sped teachers are amending out-of-district IEPs to meet student needs in LPSD schools, reviewing ESERS and IEPs, and making necessary amendments to keep IEPs in line with state and federal regulations. Along with all of this it is our goal to instill in our student a sense of belonging and an atmosphere of fun, challenge, and success!

Welcome to our New-to-District Special Education Teachers!

We are fortunate to have Kathy Freeman and Kristen Farrante joining our team of special education teachers this year. Kathy will be our South itinerant SPED teacher working with Chignik Lagoon, Chignik Lake, and Perryville. Kristen will be our SPED teacher for Nondalton and Igiugig. We welcome these two fine teachers to the LPSD family.

August Inservice

The special education teachers participated in the August teacher inservice “smorgasbord” in the areas that were pertinent to their positions. We also held a special session for sped teachers in which we discussed many topics which included the new Embrace special education records system, intensive criteria, science based strategies for dyslexia, special education procedural review related to upcoming state monitoring, home school IEPs, transition plans and using alternate courses for students to earn credits toward graduation. Moon McCarley also joined us to talk about Testing Accommodations and the Essential Elements (standards) required to be used for students taking the Alternate Assessment.

Related Services

Paulene Manning and I have been working with Presence to get caseloads set up and providers assigned to each school site for speech and OT services. We are also contracting with Clover Therapy to provide speech services at some of our sites. This was necessary to provide flexibility of scheduling allowing students to receive speech therapy at times other than those scheduled for core subject instruction. I have been working with Mary Olson, our contracted PT, to schedule her site visits. I have also been working with Vince Henry, our contracted school



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psychologist, outlining the testing that he will need to complete this year, discussing evaluation needs of individual students, and developing an assessment calendar for the busy school year.

State Monitoring

The State Special Education Department monitors each district every four years on a rotating basis. 2026/27 is our turn to be monitored again. They will be doing a “desk monitoring” starting in October, looking at the documents that are saved on PowerSchool and/or Embrace to determine compliance with Special Education law. I always look forward to the monitoring because the emphasis is on finding areas in which a district needs improvement and supporting the district in developing new practices to better meet the regulations and better serve the sped students.

I am happy to be a part of LPSD again this year (my 12th year with LPSD)! I look forward to a challenging and rewarding year.



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2024-2025 Disproportionality Report Lake and Peninsula Borough School District

Disability Identification 2024-2025 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Identification for Special Education		1.27		2.65**		0.40	1.15
Identification for Autism		0.00		0.00		0.00	0.00
Identification for Emotional Disturbance		0.00		0.00		0.00	0.00
Identification for Cognitive Impairment		4.25**		0.00		0.00	13.1**
Identification for Specific Learning Disability		1.89		5.89**		0.59	0.59
Identification for Speech Impairment		2.41		0.00		0.00	1.02
Identification for Other Health Impairment		0.93		0.00		1.22	1.30

Least Restrictive Environment 2024-2025 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Placed in Regular Classroom <40% of Day		0.19		0.00		0.00	0.00
Placed in Separate Sch. Home/ Hospital & Residential Facility		3.7**		0.00		0.00	0.00

Discipline 2023-2024 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Number of Students with ISS Suspension <=10 Days*		0.37		10.55**		0.00	0.00
Number of Students with ISS Suspension >10 Days*		0.00		0.00		0.00	0.00
Number of Students with OSS Suspension/Expulsion <=10 Days*		0.00		0.00		0.00	0.00
Number of Students with OSS Suspension/Expulsion >10 Days*		0.00		0.00		0.00	0.00
Total Number of SPED Disciplinary Removals*		0.15		4.09**		0.00	0.00

Key	At risk for disproportionality (between 2.0 and 2.49).	At risk for significant disproportionality (>= 3.5).
	Disproportionality (between 2.5 and 3.49).	Significant disproportionality (3 consecutive years >=3.5).
	* data analysis different from that used for indicator 4.	** Although risk ratio is >=2.5, this cell is not included in Federal reporting calculations due to data point(s) that did not meet the minimum cell size(s).
	ISS=In school suspensions, OSS=Out of school suspension	



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Disproportionality in Alaska

DEED conducts an **annual analysis** of data¹ to determine **disproportionality by race ethnicity** in the following areas:

- **Identification** of students for special education and related services;
- **Identification** of students in specific **disability categories**;
- **Placement** of students with disabilities in education settings; and
- **Discipline** of students with disabilities.

No Disproportionality
 $RR^2 < 2.0$

- DEED will provide each district with its disproportionality annually with notification of disproportionality or risk as appropriate.
- No review or action is required, but recommendations and resources are provided.

At Risk for Disproportionality
 $2.0 \leq RR < 2.5$

Disproportionality
 $RR \geq 2.5$

- DEED will notify each district and provide the data indicating disproportionality.
- The district is required to complete a self assessment (or selections from a self assessment) to determine whether the disproportionality is the result of inappropriate identification or noncompliant policies, procedures or practices.
- As needed, DEED conducts follow-up reviews to verify the information provided in the self assessment and review additional data.
- The district is required to correct any noncompliance identified during the self assessment and follow-up reviews.
- DEED considers these data and any results of subsequent reviews when making local determinations.
- DEED provides intensive TA to districts, upon request, to assist in improving policies, procedures and practices that may be resulting in disproportionality.

At Risk for Significant Disproportionality
 $RR \geq 3.5$

- In addition to all actions listed above for disproportionality:
 - The district is required to complete additional sections of a self assessment to determine the root cause of the disproportionality and develop an action plan for disproportionality.
 - DEED will provide intensive TA to each district.

Significant Disproportionality
 $RR \geq 3.5$ for three consecutive years

- In addition to all actions listed above for disproportionality and at risk for significant disproportionality:
 - The district will be required to use 15% of its Part B grant award for coordinated early intervening services for students who are not yet identified as special education students.
 - The district will report on the students who receive services and track them for two years.
 - DEED will conduct an onsite compliance review of policies, procedures and practices and require the LEA to report publicly on any required revisions.

¹ The data used for these calculations are data required under section 618 of IDEA. For discipline calculations, rates of suspensions and expulsions greater than 10 days are used.

² RR refers to the risk ratio calculation that DEED has chosen to use to calculate disproportionality. The equation used for the risk ratio is:

$$\text{risk ratio} = \frac{\text{risk for racial/ethnic group}}{\text{risk for all other students}}$$



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To: Marjorie Waggoner, Special Education Director
From: Colleen Shivers, Education Specialist II 
Date: May 15, 2025
Re: Annual Disproportionality Analysis and Report



As required by IDEA, DEED conducted its annual analysis to identify disproportionality in identification and LRE (2024-2025 data) and discipline (2023-2024 data). The results for Lake & Peninsula Borough School District are reported in the attached 2024-2025 Disproportionality Report. Please refer to the "DEED Disproportionality Definitions and Required Actions" enclosure for Alaska's disproportionality definitions and the actions required of districts for determinations of disproportionality and significant disproportionality.

While your district has not been identified as having disproportionality, DEED recommends that you review the data for any potential risk for disproportionality.

Alaska determines disproportionality using a risk ratio methodology. A risk ratio, when applied to a category of students in special education from a specific racial/ethnic group, answers the question, "What is a specific racial/ethnic group's risk of receiving special education and related services compared to the risk for all other students in the district?" So, if the risk ratio for Hispanic students is 3.0, that means that Hispanic students are three times as likely to be identified for special education. The equation used for the risk ratio is:

risk ratio =
$$\frac{\text{risk for racial/ethnic group for special education}}{\text{risk for all other students for special education}}$$

When a district did not have sufficient data to determine a risk ratio, Alaska calculated an alternate risk ratio that compares district data to statewide data.

Please contact Colleen Shivers at colleen.shivers@alaska.gov or 907-465-8705 with any questions.

District Assessment Report – September 2026

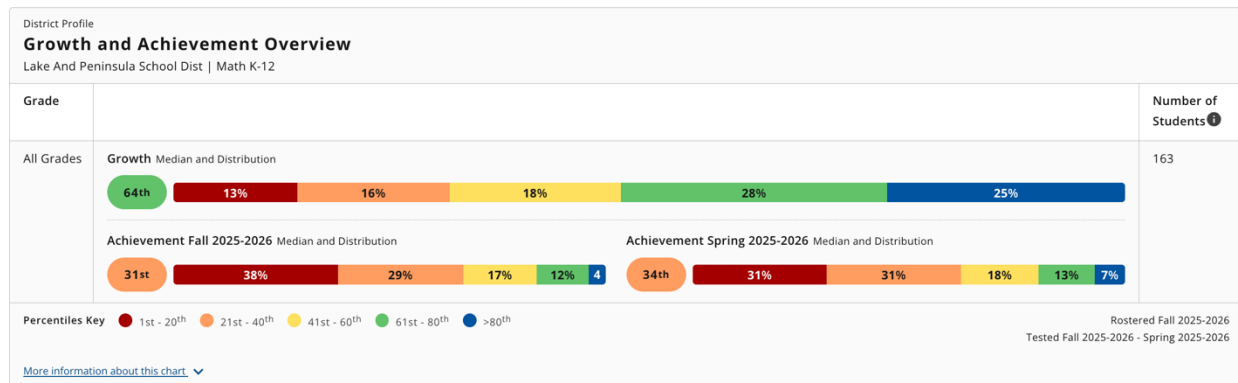
To: Kasie Luke
and LPSD School Board Members

From: Moon McCarley, Director of
Assessment

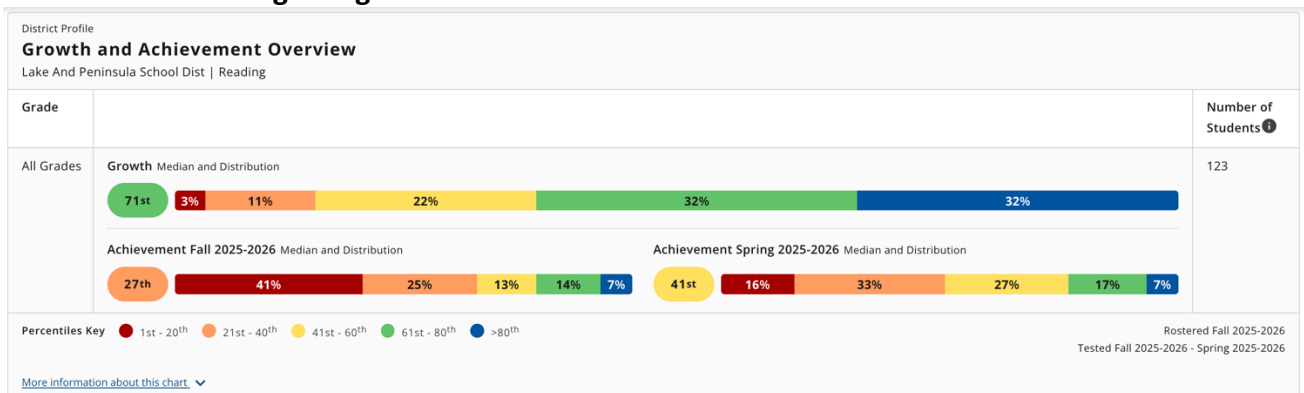
NWEA MAP Growth Assessments – Students in grades K-9 – Used to make instructional decisions for individual students, classes, and schools.

- The beginning of year (BOY) benchmark window was set for September 8-18. At the time of this report, makeup assessments were in progress.
- BOY data will be shared in the October board report.
- Overall LPSD showed improvement in both subjects. ELA was particularly promising.
- Following are comparisons of LPSD MAP Growth scores from BOY to EOY

MAP Growth Math Beginning of Year – End of Year



MAP Growth ELA Beginning of Year – End of Year



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

- LPSD scores on the AK Star and Alaska Science Assessment dropped this year. This appears to be the case in other districts in our region and similar districts around the state.
- The statewide scores stayed virtually the same.
- LPSD 3rd grade scores exceeded the state average in ELA.

Alaska System of Academic Readiness (AK STAR)

All Grades

	Advanced / Proficient		Approaching Proficient / Needs Support				
Subgroup	Count	Percentage ¹	Count	Percentage ¹	Enrollment ²	Participation Rate	Group
English Language Arts	30	20.00%	120	80.00%	157	95.54%	View
Mathematics	25	16.56%	126	83.44%	157	96.18%	View

AK STAR Statewide

All Grades

	Advanced / Proficient		Approaching Proficient / Needs Support				
Subgroup	Count	Percentage ¹	Count	Percentage ¹	Enrollment ²	Participation Rate	Group
English Language Arts	17,491	32.89%	35,694	67.11%	66,807	79.61%	View
Mathematics	17,087	32.20%	35,984	67.80%	66,807	79.44%	View

AK STAR LPSD 3RD grade ELA

Summary Results by Score Level ■ Needs Support ■ Approaching Proficient ■ Proficient ■ Advanced

Organization	Organization Type	Grade	English Language Arts Student Scores			
			Students Tested	Average Score	Score Levels ⓘ	
State	State	03	7847	1571	36%	36% 18% 10%
LAKE AND PENINSULA BOROUGH SCHOOL DISTRICT	District	03	25	1572	36%	28% 32% 4%

Alaska Science Assessment LPSD

Alaska Science Assessments

All Grades

	Advanced / Proficient		Approaching Proficient / Needs Support				
Subgroup	Count	Percentage ¹	Count	Percentage ¹	Enrollment ²	Participation Rate	Group
Science	14	19.44%	58	80.56%	75	96.00%	View

Alaska Science Assessment Statewide

All Grades

	Advanced / Proficient		Approaching Proficient / Needs Support				
Subgroup	Count	Percentage ¹	Count	Percentage ¹	Enrollment ²	Participation Rate	Group
Science	7,953	37.81%	13,083	62.19%	28,265	74.42%	View

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

- The BOY (beginning of year) mClass benchmark window is the same as MAP Growth. At the time of this report some schools were still finishing these up. Results will be shared in the October Assessment Report.
- Following are comparisons of mClass benchmark scores from the BOY to EOY assessments for the 2025-2026 school year.

Beginning of Year fy26 – End of Year fy26

Benchmark performance

 Export

Levels: ☒ Well below ☒ Below ☒ At ☒ Above

Reference data ⓘ: ☒ Hide ☐ National ☐ Alaska

Population	Measure	Levels	Students	
Population selected	Composite Score	BOY	54% 20% 19% 7%	138
		EOY	51% 15% 22% 12%	128

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

- Detailed fy26 ADP results data can be found here:
<https://education.alaska.gov/assessment-results/ADP/ADPResults?DistrictYear=2025-2026&DistrictId=30>
- The ADP window is open until November 1. Teachers are currently doing observations and can begin uploading student scores into the online portal on September 21.
- Data from the ADP is usually available in late November.

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

- Any student identified to take the DLM will test in the weeks prior to AK STAR assessments.

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

- The state of Alaska is not scheduled to participate in the NAEP assessment this school year.

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.

High-Quality Programming



Grant Funding

- Pre-Elementary Grant (Year 1)
- Grantee Meeting- Nov. 3 (Anchorage)

Start Dates

- Sept. 8: Lagoon, Lake, Newhalen, Tanalian, Kokhanok, Perryville
- Sept. 15: Nondalton, Igiugig (new staff training)

Professional Development

- Aug. Inservice: 26, 27, 28- Curriculum Onboarding, Screening & Progress Monitoring Procedures, Grant Initiatives
- Monthly PLC: Late Start- 1st Monday each month
- PLC Content (Fall):
 - Trauma Informed Instruction and Mental Health for Young Children
 - Collaborative activities
- Monthly Coaching Cycles & Classroom Action Planning for implementing early childhood best practices
- NW Pyramid Summit: Nov. 4-5 (Anchorage)

Developmental Screenings & Family Engagement

- Brigance for Early Development
- ASQ 3: Family Questionnaire
- Meet with families to develop individualized learning plans with identified goals.

Early Literacy Program

- Updating Community Baby List
- Anticipated distribution- Spring 2027

***See Early Learning Programs Overview*

Preschool Enrollment

- Chignik Lake - 4 (Nina)
- Chignik Lagoon - 2 (Elaina)
- Newhalen - 4 (Kelsea)
- Perryville - 3 (Audrey)
- Port Alsworth - 10 (Alison)
- Kokhanok - 3 (Kaylynn)
- Igiugig - 2 (Renae)
- Nondalton - 1 (Shantel)
- Port Heiden (no preschoolers enrolled)

****Homeschool resources have been offered to families in need.**



Curriculum Spotlight

Theme 1: Me & You

- Week 1- Feelings
- Week 2- All About Me
- Week 3- Feelings
- Week 4- Friends

****Comprehensive early childhood curriculum, aligned with Science of Reading and Evidence Based Best Practices**



Als Pals

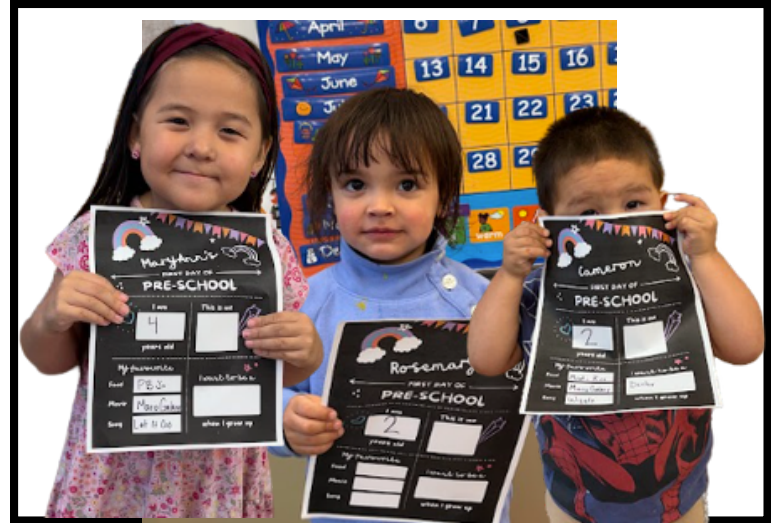
- Structured Social Emotional Learning
- Theme 1- Friendships, Understanding Emotions, Self-Regulation
- Aligned with progress monitoring tool

Culture Curriculum

- Seasonal Subsistence Calendar (for the year)
- Traditional Foods (sharing with others)
- Naming Dolls (identity)



First Days of Preschool



PRE-K
where the
ADVENTURE
Begins





Lake & Peninsula School District

Early Learning Programs



STANDARDS

AK Early Learning Guidelines

Birth to 60 Months

Teaching Strategies Gold

60 Core Standards

AK Native Knowledge Network

Traditional Values

MISSION & VISION

Nourish student growth & development by investing in partnerships with families, providing safe & nurturing EC learning environments, & implementing culturally responsive, play-based educational opportunities.

Promote academic success through early intervention & fostering whole child development in the domains of social, emotional, literacy, cognitive, & mathematics.

Grow self-directed learners, within inclusive & responsive learning environments, who are grounded in their culture & contribute to their communities

ALASKA QRIS

Quality Rating & Improvement System

- ~ Administration & Leadership
- ~ EC Educator Qualifications & P.D.
- ~ High-Quality Learning Environments
- ~ Positive Interactions & Child Outcomes
- ~ Family & Community Partnerships
- ~ Culturally Responsive Practices

CHILDREN

Implement developmentally appropriate practices throughout integrated, play-based learning experiences & responsive relationships to nurture student growth.

FAMILIES

Honor family values & heritage to collaboratively identify student learning goals & additional supports to foster whole child, early learning & development.

EC EDUCATORS

Participate in P.D. opportunities with the intent to bolster foundational knowledge of early childhood development & learning and set personal goals for professional growth.

INDICATORS OF HIGH-QUALITY

Environment

CLASS Tool - Meaningful Interactions
Pyramid Model - EC Best Practices

Curriculum & Resources

[PreK On My Way](#): Core Curriculum
[Readiness & Writing](#): Multi-Sensory
[Heggerty](#): Phonemic Awareness
[CHILD Cultural Curriculum](#): Place-Based

Instruction

Multi-Tiered System of Supports (MTSS)
Response to Intervention (RTI)
Balanced Child & Teacher Led Activities

Assessment

Brigance Developmental Screener
ASQ 3 - Family Surveys
Teaching Strategies GOLD

FOSTERING PARTNERSHIPS

Family Resources

Brigance Readiness Activities
Family Kits- BRIDGE Bags & Literacy Packs
CHILD AK Native Language App

Collaborative Opportunities

Individualized Learning Plans
Family Meetings (Quarterly)
Family Events (Quarterly)
Family Surveys
ASQ- Family Questionnaire

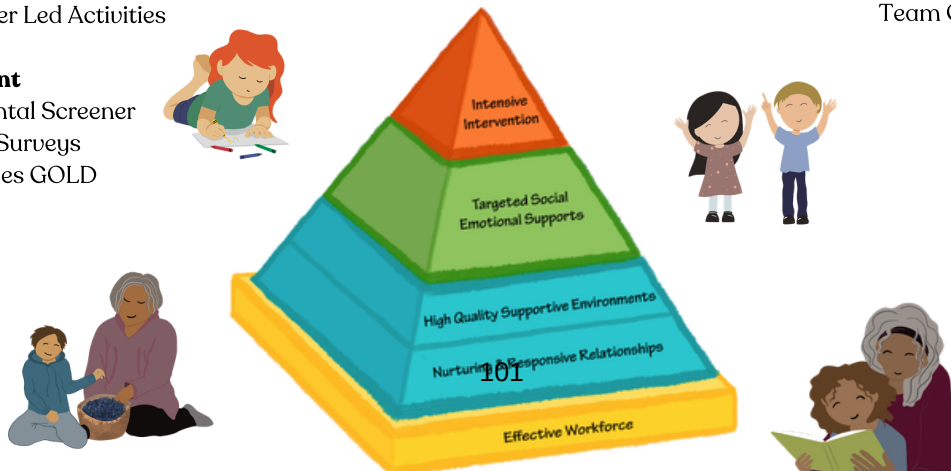
PROFESSIONAL DEVELOPMENT

District Initiatives

P.D. Goal - 40+ hrs annually
LPSD Fall & Winter Inservice
Regional Early Childhood Conferences
Effective Curriculum Implementation
Professional Learning Community (1st Monday)
Program-Wide Continuous Quality Improvement

Self - Assessment for Growth

CLASS Observation Tool
Pyramid Implementation Best Practices
Coaching & Reflective Action Planning
Team Collaboration





Comprehensive Literacy State Development

Points of Contact: Moon McCarley & Amber Kresl

Year 2 - CLSD Grant Funding

Grant Initiatives supported by DEED & Glean Education



LPSD Grant Goals

**Intended to support all grade bands: Birth-PreK, Kinder-5, 6th-12th*

Differentiating Student-Focused Readiness

(Structured Literacy & MTSS Framework of Support)

Implement structured literacy practices aligned with the science of reading for all students across grade levels. Through a Multi-Tiered System of Support (MTSS), we will provide data-informed, differentiated instruction that targets foundational reading skills and ensures literacy readiness for all learners.

Evidence:

- Refine our District Comprehensive Literacy Plan, with the support of a literacy specialist and expand it into Middle and Secondary grades.
- Develop an engaging, literacy-rich after school program, intended to provide additional learning time and enrichment activities.
- Provide high-dosage, online tutoring to streamline intervention practices.
- Design local, project-based learning opportunities, with literacy embedded at all levels.
- Obtain evidence-based supplemental resources to support middle and secondary literacy instruction.

Building Staff Capacity

(Literacy-Focused Professional Development)

Invest in ongoing, high-quality professional learning for educators, instructional leaders, and support staff focused on evidence-based literacy practices. This includes training in the science of reading, assessment literacy, and culturally responsive pedagogy to build collective efficacy across the district.

Evidence:

- Align PD efforts across PreK, K-5, Middle, and Secondary, from high-quality partners supporting evidence-based best practices in literacy instruction.
- Facilitate district-wide literacy PLC, aligning curriculum implementation with evidence-based practices.
- Provide scaffolded paraprofessional training opportunities in foundations of literacy and RTI.
- Host an intentionally designed Literacy Retreat with focused professional learning.
- Develop a robust LPSP Coaching program to provide individualized support for educators.

Fostering & Sustaining Partnerships

(Family/Community Engagement & Partnerships)

Foster strong, sustainable partnerships with families, and community leaders to support literacy development in and beyond the classroom. These partnerships will ensure shared responsibility and collaboration in promoting a culture of reading, storytelling, and lifelong learning.

Evidence:

- Host District-wide, literacy focused family events, with designed facilitator guides.
- Create literacy newsletters to share activities, aligned with science of reading & evidence-based literacy practices to foster literacy experiences within the home.
- Provide targeted guidance to school staff on effective communication efforts with families.
- Provide engaging, project-based learning activities that connect reading and writing to students' lived experiences, strengthening both academic outcomes and cultural identity.
- Maintain strong community partnerships, already in place, through increased communication and opportunities.



THE LAKE AND PENINSULA SCHOOL DISTRICT

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

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



Date: September 17, 2026

To: LPSD School Board

From: Kacy Lou Humphreys

Regarding: September Student Services Report

As of today, our team has been back in action for a month and boy, have we been busy! Right before we came back to school, we received news that the Student Services Program was selected as a full recipient for the \$15,000 GCI Suicide Prevention Grant that we applied for in June. This is great news and we have already been putting in work to continue our partnership with Sources of Strength by launching their Elementary strengths-based suicide prevention curriculum. This last week, Patty, Kacy Lou, and Elisabeth spent time in Anchorage alongside our partners at VOA Behavioral Health getting trained on the new elementary curriculum. We are looking forward to launching this during our weekly SEL lessons via Zoom in October. Prior to our Sources of Strength training, Kacy Lou also had the opportunity to present at the Alaska Safety & Well-Being Summit alongside LKSD's Lead Social Worker, Meghan Crow, on the topic of culturally relevant suicide prevention. The work our team is doing in suicide prevention is pioneering in our state and it is an honor to have the opportunity through our new funding source to do so this month, especially given that it is National Suicide Prevention Month.

Speaking of Sources of Strength, we have chosen to highlight a different strength in our district-wide programming each month. Throughout September we are asking teachers to lean into the ideas of Family Support as our students and communities engage in our subsistence-based strengths with biological and chosen family members. Next week (the week of September 21st) our team is sponsoring a district-wide Sources-coded Spirit Week. We would love it if you would consider showing your LPSD spirit and participating on Thursday during your board meeting. The flier below details "Sport Your Team / Wear Purple or Grey" Thursday.

In addition to all of our program planning and training for the new year, we have been laying the groundwork to begin our regular caseload 1-on-1 student meetings next week. This year, our team will also be hosting weekly Secondary Student Services Spotlight Zooms on Tuesdays from 2:00-2:30. These will begin the week of the 21st as well and will cover a variety of topics including: post-secondary training / trade school / college previews, scholarship information, FAFSA how tos, BBRCTE opportunities, secondary-level social-emotional learning, mental health coping strategies, and more. We will be beginning our Spotlight by talking specifically about suicide prevention (September 22nd) and healthy relationships (September 29th). We welcome you to join; simply email Kacy Lou for the Zoom link if you are interested.

In the realm of school social work, Elisabeth has been hard at work writing our first family engagement newsletter of the school year (coming in October), ordering shoes for students through

Kicks4Kids, supporting our homeschooling families across the district, and supporting our site administrators through our weekly absentee reporting. She will continue to take social work courses through UAA this school year for her recertification and is also pursuing her American School Counselor Association Grief & Loss Specialist certification. Both Patty and Kacy Lou completed this certification in the last year and feel strongly that the content we learned will quickly be put to good use in our daily work.

Patty was recently accepted to Grief-Sensitive Schools Leadership Initiative's Grief Sensitive Schools Leadership Academy. She will spend the next nine months learning alongside a cohort of 20 educators across the nation learning more about crisis and trauma-informed grief practices to integrate at a systemic level to support students, staff, and communities, as they navigate grief and loss. She will participate in monthly learning, have a mentor coach, and will complete a capstone project to apply grief literacy into the context of our communities. Kacy Lou will be continuing on her Ph.D. work this year in Indigenous education and mental health and is looking forward to devoting more time to the Yugtun language learning that will support the creation of her doctoral dissertation in coming years..

We have many more exciting things unfolding, which we will talk more about in our October Board Report. We are currently awaiting news about possible grant funding for a portion of our program's future through the Project AWARE Grant from SAMHSA (The federal government's Substance Abuse and Mental Health Services Administration) alongside our partners at VOA Behavioral Health. Kacy Lou, Superintendent Luke, and our grant partners are continually searching for funding sources to support our program beyond the end of our current mental health grant in collaboration with Dillingham City School District.

While our future at times seems a bit uncertain, our team remains committed to being present and fully-invested in our work today. What an honor it is to continue to do our dream jobs in the communities we love so much.

For the kids, always—

Kacy Lou Humphreys, Elisabeth Ludwig, & Patty McCasland

The Sources of Strength Wheel



What strength(s) are you feeling particularly strong in today?



Sources of Strength Spirit Week 9/21 - 9/25

More Comfort Monday

Stay comfortable & wear your pajamas. Or wear blue for physical health & healthy activities!



Try to Find Tuesday

Look for positive friends and mentors, wear camo. Or orange for family support!



Better Together Wednesday

Dress alike with a positive friend. Or wear yellow for positive friends!

Sport Your Team Thursday

Represent your favorite jersey/sports team. Or wear purple or grey for spirituality or generosity!



Zoom Day Friday

No school for students! Wear business on the top and comfort on the bottom.

Staff, we encourage you to think about opportunities for moments of personal wellness during the school day!

KICKS FOR KIDS

**GET FREE SHOES AND BOOTS FOR YOUR
STUDENT(S)**

*Kicks for Kids is an organization that will send new shoes
and boots to students in our communities. Please fill out
this form to take advantage of this opportunity.*



Feel Free to contact Elisabeth Ludwig, LPSD's School
Social Worker(in-training) for more information:
eludwig@lpsd.com
907-931-5477



Return this portion of the flyer to school:

NAME(S):

SCHOOL:

SHOE SIZE(S) :
(PLEASE SPECIFY CHILD OR ADULT SIZING)

DOES THE STUDENT NEED:
(YOU MAY PICK MORE THAN ONE)

WINTER BOOTS: YES / NO

RUBBER/RAIN BOOTS: YES / NO

SNEAKERS: YES / NO

SPORT SPECIFIC SHOES: YES / NO
IF YES, PLEASE LIST SPORT:



Commercial Set Net Camp & Commercial Fishing for Credit

- Two LPSD students participated in BBRCTE's Set Net Camp this summer¹⁰⁸
 - 1 - NEW Student
 - 1 - LAK Student
- Four students completed Commercial Fishing for Credit applications
 - 4 KHK students

October Intensives

- October 5-9
 - Introduction to Outboard Systems (Dillingham) 109
 - Public Safety: Police, EMS or Fire (Dillingham)
 - Introduction to Stick Welding; SMAW (Dillingham)
 - Introduction to Building Maintenance I (Naknek)
 - Introduction to Healthcare Careers (Naknek)
 - Traditional Arts & Rural Entrepreneurship (Naknek)
 - Workplace Technology, Communications and Writing (Naknek)
- October 12-16
 - Exploring Careers in Education (Naknek)
 - Introduction to Building Maintenance II (Naknek)

November Intensives

- November 2-6
 - Solar Electric Design and Installation (Dillingham) 110
 - Introduction to Diesel Mechanics (Dillingham)
 - Introduction to Culinary (Naknek)
 - Introduction to IT Support Specialist (Naknek)
 - Introduction to Construction Trades (Naknek)
- November 9-13
 - Introduction to Aluminum MIG Welding; GMAW (Naknek)
 - Introduction to Heavy Equipment (Naknek)



rootEd
ALLIANCE

111

Mission of RootEd

- Every rural student should graduate high school on a path to achieve career success and economic stability.
- 100% of seniors have a career plan, including a vision-setting conversation, postsecondary plan, and financial plan, by the time they graduate
- 100% of seniors complete a career exposure opportunity by the time they graduate
- 100% of seniors submit an application for postsecondary education, career training, a full-time job, or military service by the time they graduate.

Career Guidance

We have 21 projected seniors this year in LPSD! Below are the following planned pathways from some of our students:

112

- Attend AVTEC for Diesel & Heavy Equipment
- Attend college and play volleyball
- Attend Bible School in Greece
- Attend College of the Ozarks for culinary and business
- Attend college, Pre Med
- Join the US Army
- Join the Military
- Attend college for nursing or a related health care field
- Attend college for Information Technology
- Attend Fort Lewis College

Advanced Online Coursework

- From my awareness, 8 LPSP students are taking Advanced Online classes through two different universities
- 2 Students in PTA
- 1 student in NON
- 1 student in KHK
- 3 students in NEW
- 1 student in LAK

Staffing



Lila Watson

Transition Coach

Lila Watson was hired by BBNC as a Transition Coach and will be working alongside the Career¹¹⁴ Guides to help support students after graduation!

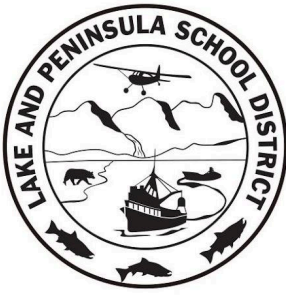
Email: lwatson@bbrcte.org

Post Secondary Testing

- PSAT testing in October
- Workkeys testing being offered in November during Volleyball Districts in November
- ACT is being offered December

Contact Info

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: September 9, 2026

To: LPSD School Board Members

From: Nate Davis- Director of Personnel

Re: September Personnel Report

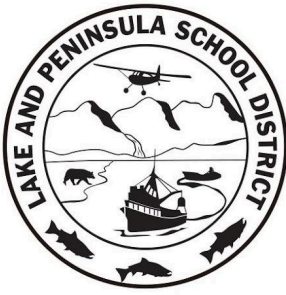
Certified Staffing

- As of August 1, all Certified Teaching positions were filled to start the 2026-27 school year. Please welcome:

- Shakim Blackwell, Principal Perryville, Chignik Lake and Chignik Lagoon
- Chase Kirkwood, Perryville Secondary
- Olivia Rawls, Perryville Elementary (with husband, Josef, Temp. Maint.)
- Kathy Freeman, Chignik Lagoon Special Education
- Jana Ewing, Chignik Lake Elementary
- Isabela Bodily, Chignik Lake Elementary
- Callie Gates, Meshik Elementary
- Heidi Chamberlain, Igiugig Elementary
- John MacNeish, Kokhanok Secondary
- Michael Prinz, Districtwide Technology Specialist, Port Alsworth
- Erik Schneider, Newhalen Elementary
- Megyn Reedy, Newhalen Secondary
- Kristen Ferrante, Nondalton Special Education/Elementary
- Glen "Sasha" Alsworth, Tanalian Secondary

- By late August, Igiugig was predicting 22 students plus pre-school, up from finishing last year at eight students, so we posted for another full time teacher at Igiugig and have been actively pursuing several leads.
- Ms. Moon McCarley and I had the pleasure of hosting New Teacher Induction for 12 new teachers and 8 student-teachers for about three days in Anchorage. Here several LPSD key employees gave presentations. Then we spent about three more days at Port Alsworth for software, educational, outdoor, and Alaska training. Training was productive and we all enjoyed the new camaraderie that always comes when joining Team LPSD.
- Ms. Moon McCarley then continued to lead us all in our August Inservice- professional development for all new and returning teachers.
- Some teachers are still in-progress with their new or renewal certifications. DEED Teacher Certification is 5-7 weeks behind at this time.

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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- Extra-Duty Contracts have been issued for Student Government, Cross-Country Running, and Volleyball.

Classified Staffing

- Principals have posted, interviewed, and offered jobs to fill most of our school support classified positions for 2026-27.
- We want to give a big shout-out to Laura Hylton and her team for the newest edition of our Classified Employee Handbook FY 27- FY 30 which can be found at lpsd.com/employment.
- Meshik continues to have all but one classified position open, so teachers are filling in where most needed and other positions remain unfilled. Meshik had to close their school lunch program until a Cook could be hired. We have posted all positions at Meshik, around the district, and even on the road system- to see if anyone is willing to move to Port Heiden to help support students and the learning process. LPSD appreciates the partnership with the Village and has heard that the Village is willing to pay village residents extra from Village funds, if they land a job at school at the district rate of pay.

Student Teachers and University Partnerships

LPSD welcomes these student-teachers and to all of their LPSD host teachers:

- Joe Aquino- SUNY, Newhalen Elementary
- Mitchell Ellsworth, SUNY, Newhalen Elementary
- Emma Cypher, SUNY, Chignik Lagoon Elementary
- Jasmine Tiedeman, Kutztown, Tanalian Elementary
- Ali Reed, Kutztown, Tanalian Elementary
- Ben Einarsson, Kokhanok Secondary
- Jordan Branca, Chignik Lake, Secondary
- Seth Wilsoncroft, Meshik, Secondary

A big thank you to all of our LPSD host teachers who are taking the time to train up these student teachers as the next generation of educators. They also often introduce the student teachers to the community and to Alaska- where we hope they will spend at least part of their teaching career and pass on the good news to other teachers.

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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Recruitment:

We currently have the following positions posted to the Alaska Educator Recruitment and Retention (AERRC) website:

- Igiugig Elementary

Contract Adjustments:

FY 27 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, SEPTEMBER, 2026



NAME	LOCATION	REASON	NOMINATOR, POSITION
Matthew Grossmann	Port Alsworth	Every day that I've been here, Matthew is in the school working hard, putting above-and-beyond effort into everything he's working on. Always kind and always prepared. He is available to help even if something is outside of his direct work duties. If he doesn't know already, he finds a solution. You can tell he cares about not only his student's academic success, but also cares about their growth as individuals.	Michael Prinz, IT Technology Specialist

LPSD SHINING STARS, SEPTEMBER, 2026

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RECRUITMENT AND SELECTION -ALL PERSONNEL

BP 4111/4211/4311

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be "highly qualified." Rather, teachers should be fully licensed and endorsed in each subject they are teaching.

The district shall employ the most qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified staff, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that an employee be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

No inquiry shall be made with regard to age, race, color, religion, sex or national origin of persons proposed for or seeking employment. Questions regarding disability shall be asked only when directly related to the job and as permitted by law.

Note: The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

RECRUITMENT AND SELECTION - ALL PERSONNEL

BP 4111/4211/4311

Before considering the hire of an applicant who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute [AS 14.20.022](#). Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under [AS 14.20.022](#).

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Note: [AS 14.20.020](#) requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, [AS 14.20.020](#) also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. [AS 14.20.035](#) requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be approved or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board approves someone to fill the position. The School Board has the authority over the employment of all employees, however, the Board may delegate the Superintendent or designee the authority to make staff hires without prior Board approval. If such authority is

RECRUITMENT AND SELECTION - ALL PERSONNEL

BP 4111/4211/4311

delegated, the Superintendent or designee shall notify the Board of all hires at a regularly scheduled Board meeting.

(cf. 10000 - Concepts and Roles)

Note: [AS 14.08.111](#) and [AS 14.14.090](#) require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (regional school boards)

[14.14.090](#) Additional duties

[14.20.010](#) Teacher Certificate Required

[14.20.022](#) Subject-matter expert limited teacher certificate

[14.20.035](#) Evaluation of training and experience

[14.20.100](#) Unlawful to require statement of religious or political affiliation

[14.20.110](#) Penalty for violation of [AS 14.20.100](#)

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.210](#), [04.212](#) and [06.899](#)(6) Highly Qualified Teachers and Objective Uniform Standards

[6 AAC 30.810](#) Employer records

[6 AAC 30.840](#) Retention of records

UNITED STATES CODE

Every Child Succeeds Act, [20 U.S.C. 6301](#), et. Seq. ([P.L. 114-95](#) December 10, 2015)

Revised 10//2026

07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

SECURITY CHECK - ALL PERSONNEL

BP 4112.5/4212.5/4312.5

Note: The following sample policy is based on material from the Juneau School District and may be modified or deleted as needed.

The School Board desires to hire personnel whose background, conduct, and behavior reflect the highest standards of integrity and professionalism, and are deemed appropriate for work with children. The District will investigate the background of all applicants (including volunteers) prior to hire in the district. This investigation will include questions related to an applicant's background and criminal history, including a background check, and may include a fingerprint check.

Falsification or omission of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position. For certified staff, a complaint may also be made with the Alaska Professional Teaching Practices Commission (PTPC).

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

PERSONNEL RECORDS - ALL PERSONNEL

BP 4112.6/4212.6/4312.6

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration.

Note: The Alaska Supreme Court has upheld a broad policy of public access to records and has ruled that employment applications of police chief and city manager may not be exempt from disclosure in view of the public's strong interest in high level public officials. It is likely therefore that Superintendent or designee applications, and possibly other employee applications, are subject to public disclosure.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 1312.1 - Complaints Concerning Personnel)

Note: [4 AAC 19.040](#) exempts employee evaluations from public disclosure and requires districts to establish procedures as to which supervisory personnel may have access to evaluation documents. [AS 14.20.149](#) provides that information provided to a district under the district's certificated employee evaluation system is not a public record and is not subject to public disclosure. The Alaska Supreme Court in Anchorage Daily News has held that the evaluation of head public librarian is a public document. AASB recommends public requests for evaluations of district administrators be reviewed with district legal counsel on a case-by-case basis.

All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or designee, and those individuals authorized by the Superintendent or designee or School Board in accordance with administrative procedures. The School Board may collectively request to review an employee's file at an executive session of the School Board, pursuant to a specific employee action and/or complaint process, and in accordance with the Alaska Open Meetings Act.

Employees shall be notified whenever derogatory information is to be placed in their personnel files. Employee may review and comment on the contents of their personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator.

Legal Reference:

ALASKA STATUTES

[44.62.310](#) *Government meetings public*

[40.25.120](#) *Inspection and copying of public records*

[23.40.070](#) *Declaration of Policy (PERA)*

[14.20.149](#) *Employee Evaluation*

ALASKA ADMINISTRATIVE CODE

[4 AAC 19.040](#) *Use of the evaluation*

COURT DECISIONS

Municipality of Anchorage v. Anchorage Daily News, 794 P.2d 584 (Alaska 1990)

City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P.2d 1316 (Alaska 1982)

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

ASSIGNMENT - CERTIFICATED PERSONNEL

BP 4113

Note: The following sample policy may be revised or deleted to reflect district philosophy. This subject area is covered by collective bargaining laws.

The School Board recognizes strategic assignments are essential to supporting student success and maintaining a healthy, consistent school environment. While assignments must comply with applicable laws and credentialing requirements, the strengths, experiences, and well-being of district staff are important considerations. Since both students and staff benefit from stability, continuity, and positive relationships, assignment decisions should also consider the impact on school climate by minimizing unnecessary disruptions, and promoting consistency in student-teacher relationships.

The Superintendent or designee may assign certificated personnel to any position for which their preparation, certification, experience and aptitude qualify them. Teachers may be assigned to any school within the district. Teachers shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Note: The following optional paragraph should be reviewed in conjunction with the district's collective bargaining agreement, if any, and revised or deleted as appropriate.

The assignment of certificated personnel shall comply with applicable collective bargaining agreements and alternative and charter school contracts.

Legal Reference:

ALASKA STATUTES

[14.20.147](#) *Transfer or absorption of attendance area or federal agency school*

[14.20.148](#) *Intradistrict teacher assignment*

[14.20.158](#) *Continued contract provisions*

[23.40.070](#) *Declaration of policy (PERA)*

UNITED STATES CODE, TITLE 20

Every Student Succeeds Act, [P.L. 114-95](#)

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

EVALUATION/SUPERVISION - CERTIFICATED PERSONNEL

BP 4115

Note: [AS 14.20.149](#) requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.

Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. [4 AAC 04.205](#). A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in [4 AAC 19.055](#). The Educator Evaluation regulations are found at [4 AAC 19.010-19.099](#).

The School Board believes that evaluations can provide important information relevant to employment decisions, help staff improve their professional skills, improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district's certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district's certificated employee evaluation system will incorporate those procedures and mandates required by law.

The district shall provide in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

Individuals conducting an evaluation must hold a type B administrator certificate or be a site administrator under the supervision of a person with a type B certificate, be employed by the school district as an administrator, and complete training in the use of the district's evaluation system.

A certificated employee has a right to comment within 10 days on the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

(cf. 4116 - Nontenured/Tenured Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

[14.20.149 Employee Evaluation](#)

[14.08.111 Duties](#)

[14.14.090 Duties of school boards](#)

[23.40.070 Declaration of policy \(PERA\)](#)

ALASKA ADMINISTRATIVE CODE

[4 AAC 19.010-4 AAC 19.099](#) *Evaluation of professional employees*

[4 AAC 04.200](#) *Professional content and performance standards*

[4 AAC 04.205](#) *District performance standards*

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RESIGNATION - ALL PERSONNEL BP 4117.2/4217.2/4317.2

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

Note: The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. The following language can be revised to reflect your district's needs.

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district will agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked thirty calendar days prior to the staff member's first contract day of the school year.

If a request to release a certificated staff member from his or her contract is made when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter, the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 18.010](#) *Teachers' and administrators' contracts*
[20 AAC 10.020](#) *Code of ethics and teaching standards*

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LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

DISMISSAL - CERTIFICATED PERSONNEL

BP 4117.4

Note: AASB recommends that districts consult with legal counsel well before dismissal proceedings are to be instituted. The complexity of legal provisions pertaining to dismissal make such consultation imperative.

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law. Employees shall have the right to call witnesses in a pre-termination hearing held under the procedure set forth in AS 14.20.180.

(cf. 4116 -Nontenured/Tenured Status)

(cf. 4117.6 - Nonretention)

Legal References:

ALASKA STATUTES

[14.20.140](#) Notification of nonretention

[14.20.145](#) Automatic re-employment

[14.20.170](#) Dismissal

[14.20.175](#) Nonretention

[14.20.180](#) Procedure and hearing upon notice of dismissal or nonretention

[14.20.205](#) Judicial review

[14.20.215](#) Definitions

ALASKA ADMINISTRATIVE CODE

[4 AAC 18.010](#) Teachers' and administrators' contracts

Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)

Kenai Peninsula Borough Bd of Education v. Brown, 691 P. 2d 1034 (Alaska 1984)

Stirling v. North Slope Borough School District, Supreme Court No. S-18853 (Alaska 2025)

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LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

SUSPENSION/DISCIPLINARY ACTION - CERTIFICATED PERSONNEL BP 4118

The School Board expects its employees to perform their duties in accordance with state law and School Board policy and administrative regulations.

(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

The Superintendent or designee may take disciplinary action, including: 1) verbal warning, 2) written warning, 3) letter of reprimand, 4) suspension without pay, and 5) dismissal, as he/she deems appropriate, and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. [AS 14.20.170](#).

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 4300 – Management Employee Definitions)

Legal Reference:

ALASKA STATUTES

[14.20.030](#) *Causes for revocation and suspension*

[14.20.170](#) *Dismissal*

[14.20.175](#) *Nonretention*

[14.20.180](#) *Procedures upon notice of dismissal or nonretention*

ALASKA ADMINISTRATIVE CODE

[20 AAC 10.020](#) *Code of ethics and teaching standards*

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LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

DUTIES OF PERSONNEL - ALL PERSONNEL

BP 4119.3/4219.3/4319.3

Note: By requiring employers to reasonably accommodate persons with disabilities who are capable of performing the job, the Americans with Disabilities Act spotlights the need for complete, specific job descriptions. Job descriptions are expected to play an important part in implementing this federal law.

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. As a best practice, job descriptions should be reviewed annually as part of the evaluation process.

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with School Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

AMERICANS WITH DISABILITIES ACT, P.L. 101-336
42 U.S.C. 12101 et seq.

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LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

HARASSMENT - ALL PERSONNEL

BP 4119.12/4219.12/4319.12

The School Board is dedicated to providing a safe environment. Harassment disrupts a student's ability to learn and a school's ability to educate. Personnel are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful.

Personnel are prohibited from engaging in any form of harassment in any school-related setting, including but not limited to: school property, during school hours, on school buses, at bus stops, and at school-sponsored activities, events, or functions.

Harassment means and includes, but is not limited to, intimidation by threats of or physical violence; the creation of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

(cf. 4119.21/4219.21/4319.21 – Codes of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in employment)

(cf. 5141.42 - Professional Boundaries of staff with students)

Legal References:

ALASKA STATUTES

[AS 14.18.010 - 14.18.100](#) Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) *Prohibition of Gender or Race Discrimination*

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

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