

REPORT TO THE SWRS BOARD OF EDUCATION

Educating our future...



**"Agayumaciq-Ilu
qigcikluku.**

Respect spirituality"

--Bristol Bay Yup'ik Values

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Superintendent's Office David J. Piazza, Superintendent

Site Travel

Superintendent Piazza traveled to Aleknagik to participate in the ribbon cutting ceremony for the new Aleknagik Wood River Bridge. The ceremony lead by Aleknagik City Administrator Kay Andrews drew a large crowd of Aleknagik community members and other Dillingham friends interested in witnessing the completion of the bridge. Senator Lyman Hoffman, Representative Bryce



Edgmon, Aleknagik City Mayor Jane Gottschalk, and Alaska Department of Transportation and Public Facilities Commissioner Marc Luiken were on hand to cut the ribbon. Most of the participants drove across the bridge and headed to the Aleknagik School to view a Yup'ik dance performance by the students and partake in a catered luncheon. Senator Hoffman and Representative Edgmon also presented a legislative citation to the family of Bobby Andrew for his service and advocacy over the years.

REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION

Superintendent Travel

Superintendent Piazza traveled with Associate Superintendent Steve Noonkesser to King Salmon to attend the Alaska Superintendents Association's (ASA) Fall Meeting/Conference on September 23rd. The superintendents try to meet every other year off of the road system in order to experience both urban and rural challenges and potential solutions for providing quality learning environments across the state.

The first day's pre-conference activities began with an overview of the Bristol Bay Borough School District and the Lake and Peninsula Borough School District presented by superintendents Bill Hill and Ty Mase respectfully. The tour of the school facilities in Naknek were led by student council members and other student leaders within the school. During the afternoon, participants were able to join in a tour of the Brooks Falls facilities in the Katmai National Park and Preserve. While many of the activities within the park system had concluded for the year, the park service staff were able to share information and a glimpse of what National Park System resources are available across the state for educators to utilize to get students engaged with their natural surroundings and to take an active role in the management of natural resources for generations to come.



The Fall Meeting/Conference, focusing on the theme “Lead the Opportunity”, was lead by Copper River School District Superintendent and ASA President Dr. Michael Johnson. This year’s program included pre-recorded video presentations by Senator Lisa Murkowski and Senator Dan Sullivan, as well as, in-person comments provided by Michael Swain, President of the Bristol Bay Borough School District Board of Education; Glen Alsworth, Sr., Mayor of the Lake and Peninsula Borough; and Patty Alsworth, Vice President of the Lake and Peninsula School District Board of Education.

Additional Reports were presented by: Superintendent Dr. Annemarie O’Brien from the American Association of School Administrators (AASA) National Governing Board; Superintendent Ty Mase from the Mt. Edgecumbe Advisory Board; Superintendent Lance Bowie representing the Alaska School Activities Association (ASAA) and Superintendent Jack Walsh representing the Special Education Service Agency (SESA). Superintendent Piazza also presented to the group on the annual status of the Professional Teaching Practices Commission (PTPC).

Meeting participants also reviewed and adopted a set of Joint Position Statements that will be forwarded to the Alaska Association of Elementary School Principals, the Alaska Association of Secondary School Principals, and the Alaska Association of School Business Officials. This process included the addition of a new position statement in support of the small school size funding count to remain at 10 students.

A featured presentation by the Department of Education and Early Development included previews of the reports that will be forthcoming on the Alaska Measures of Progress assessment. Commissioner Hanley, Dr. Susan McCauley, and Margaret MacKinnon provided samples of district and school level reports, as well as, the format for individual student reports that will be sent home to parents. There was concern expressed by the superintendents that the information provided will do little to help students, parents, schools or the district directly pinpoint specific standards that may need further intervention to improve student achievement.



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Instruction & Information Systems

Steve Noonkesser, Associate Superintendent

PROGRAM SUPPORT & TRAVEL

A major highlight of this past month was a round of site visits by Reading Mastery Trainer, Cindy Paxton. She is a dynamic trainer that has worked with our staff on several occasions, most recently at our fall inservice. During her site visits, Cindy spent time with individual Reading Mastery instructors first demonstrating aspects of the program and then observed instructors providing advice and coaching. Feedback received after each site visit has been overwhelmingly positive and we are planning further training with her.



Cindy Paxton has been an educator for 43 years. She began her career as a Special Education teacher with the Devereau Day School District in Scottsdale, Arizona for Learning Disabilities and Emotional Disturbed Students. She currently works as an independent consultant for SRA McGraw-Hill Company in Columbus, Ohio.

During her visits to sites, we had discussions about how we might improve our intervention process for struggling readers. Cindy suggested improving our implementation of Corrective Reading, a part of our adopted reading curriculum. The program is an intensive, supporting program for Reading Mastery designed to help catch student up that are significantly behind in their acquisition of reading skills. Based on our discussions with Cindy and staff, she will be returning to the district in November to hold a two day workshop for staff who will be leading Corrective Reading groups.

We are also planning another visit to Togiak School for Cindy to again work with one-on-one with staff on reading instruction. We are looking forward to Cindy’s next visit.

INSTRUCTIONAL SUPPORT TEAM



Les Parks
Technology Coordinator



Dianna Schollmeier
Elem. Ed. Specialist



Corey Evans
Technology Specialist



Charles Becker
Sec. Ed. Specialist

Instructional Team Notes

Instructional Materials

- Through site visits Charles Becker and Kyle Schneider have been able to locate and retrieve materials that have been misplaced or are no longer used and get them to sites where they are needed. Cooperation with the technology and maintenance departments have made it possible to use backhauls from charter flights to do this while minimizing transportation costs.
- Materials recovered and reallocated will have the district thousands of dollars in the coming year.
- One of the material sets that has been brought back are the Corrective Reading materials which were originally adopted with the Reading Mastery program in 2010, but have been rarely used. These materials have been inventoried and a supplemental purchase made in the amount of \$12,000.
- We are currently finishing up an online curriculum order form to help streamline how teachers request curriculum materials. This form will keep a digital record of what materials are sent out to which sites. Our hope is that with a more streamlined system, we will be able to have a better inventory of what materials are at each site.

Reading Mastery/Corrective Reading

- Southwest Region continues to reinforce its commitment to teaching reading through direct instruction.
- The month of September began with an inservice held in Dillingham for para-professionals who teach reading groups. The inservice was led by Cindy Paxton on the topic of Reading Mastery, the district's adopted K-5 curriculum.
- Following the Dillingham inservice, Cindy Paxton spent two days each in Manokotak, Koliganek, and New Stuyahok to do teacher coaching and lesson mentoring. She also did one day each in Twin Hills and Aleknagik. Cindy previously did this coaching and mentoring Togiak in February.
- After Cindy Paxton's visit, our Reading Mastery professional trainer, she pointed out that our number one need was for a consistent district wide method of collecting and interpreting our student's data. Thus, a district form has been created for each grade-level, which collects three crucial data points: fluency rates, formative assessment score, and summative assessment scores. The collection of this information will allow for more immediate and appropriate remediation; give teacher better tools to form student groupings; and allow each student's comprehension and decoding skills to be accurately tracked and passed on from teacher to teacher.
- There will be another inservice in late November to get a few teachers or para-professionals from each site fully trained in Corrective Reading. Corrective Reading focuses on bringing students who are in Third grade or above, but still reading more than two years below grade level and focusing on them until they are ready to rejoin their peers.



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Academic Vocabulary

- Over the summer, we used Marzano's method to adopt a district academic vocabulary program that focused on tier 2 words and at the middle school/high school end tier 3 words. The following is a description of the different tiers in academic vocabulary:
- **Tier 1 Words:** Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are clock, baby, happy and walk.
- **Tier 2 Words:** High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Domain specific words; verbs that describe cognitive processes such as integrate, organize, comprehend, collaborate, distinguish, initiate, decide, recognize, elaborate, assess, employ, communicate, consider, infer, reflect, represent, solve, defend, diagnose, research, and apply.
- **Tier 3 Words:** Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.
- Now that our word lists have been adopted, and our SWRSD Assessment Team has written assessment questions, we are ready for the next steps. This past month we have provided professional development to our elementary teachers on effective instructional strategies for teaching academic vocabulary. For grades 5-12, we purchased a year license to vocabulary.com that allows our students to practice SWRSD's tier 2 word lists and other tier 2 words that are appropriate to their grade level. We are continuously working on the improvement of our word lists, and the implementation of our SWRSD Academic Vocabulary Program.



Reflex Math

- We currently have 270 active students using this innovative math fact program across our district. Our fluency gain has gone from 14% to 40%, with our students answering a total of 566,000 math facts over a two-month period of time. Research shows, that if this program is used for a period of 2-years that these student gains will stick with the student forever.

Technology Team Notes

In addition to the usual tech-support duties we all provide for staff and students, technology staff was busy this past month with preparations for our rollout of the new student laptops in grades 6-12. It is an exciting time as students receive updated computers and software.

The technology team has been busy engaged in many other activities including:

New Koliganek School

- WiFi Access Points installed in gym
- VLAN configurations completed and documented
- Data closet wiring completed, tidied up, and labeled

eRate Funding Year 2014

- Forms 472 filed: Bristol Bay Telephone - vendor approval completed, reimbursement received, Nushagak Cooperative - vendor approval completed, reimbursement pending, United Utilities - vendor approval completed, reimbursement pending

New Student Laptop Rollout

- WKK completed, KNW in progress, KEK in progress, KMO pending, TOG pending, TWA pending



#smallschoolsmatter

from the Alaska Dispatch News (<http://www.adn.com/article/20151014/campaign-ensure-small-rural-schools-stay-open-ramps>)

"Meghan Redmond, one of two teachers in the tiny Southwest Alaska village of Twin Hills, handed out white stickers in Anchorage this week printed with the line "#smallschoolsmatter" as part of a growing statewide campaign to keep small schools open while lawmakers prepare to wrestle with a multibillion-dollar budget gap.



The rallying cry from teachers, superintendents and students is largely preemptive and centered around the concern that in attempts to save money, the state Legislature might increase the minimum number of students a school must have to get full funding. For example, Redmond said, if legislators increase the minimum student count from 10 to 25, it could lead to the shutdown of about 60 schools, which often serve as the lifeblood of rural villages.

"It's something that's being talked about and we don't want to have to fight for our schools. We don't want it to even become a bill," said Redmond, who teaches at a K-8 school with 21 students. Some state legislators acknowledged they will likely discuss upping the minimum student count as one of many ways to trim the \$1.3 billion education budget. However, none have said they have a specific bill in the works."

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State & Federal Programs

Jon Clouse, Director

Title I-A AK STEPP

Schoolwide/School Improvement Plans

Each school completes a needs assessment specific to their school, community, and students needs. School improvement teams review a wide range of data to identify areas of improvement at the school level and if appropriate, specific grade levels. Data sets that a school improvement team would review could include curricular data, attendance & graduation rate data, state assessment data, district assessment data, behavioral data, universal screening data, surveys, and other sources of data. Schools may determine several areas in which there is a need but are asked to focus efforts on two or three specific areas for the school year. SMART goals are developed in order to determine if the strategies implemented around these focus areas are successful.

Title IA – Highly Qualified

Ninety percent (90%) of core content area courses are being taught by highly qualified teachers and 100% of instructional paraprofessionals are highly qualified. I work with staff in the development of plans to assist staff in becoming highly qualified with periodic checks on the progress. As a result, each staff member that is teaching a course in which they are not highly qualified will work towards become highly qualified. Additional information on the number of courses being taught by highly qualified teachers is included in the packet.

Site Visit – Migrant Recruiting

I spent time in Togiak from September 14th -16th to assist in the migrant recruiting efforts by Martha Fox, the Togiak migrant recruiter. Martha, Kyle Schneider, and myself were able to contact most of the families during that week. I also traveled to Manokotak from September 24th and 25th to work with our Manokotak migrant recruiter, Virginia Bartman. She had already contacted 90% of the families before I showed up so I helped complete paperwork and contact the rest of the families. Kyle and I have nearly finished up the recruiting for the communities of Twin Hills, Aleknagik, and Ekwok.

Career & Technical Education: Industrial Arts (Carl Perkins)

The Bristol Bay Regional Career & Technical Education center (BBRCTE) is a partnership between Southwest Region School District, Lake & Peninsula School District, and Bristol Bay Borough School District that is designed to provide students with week-long intensive experiences/training in career & technical education related fields including construction, welding, business, culinary arts, aeronautics, heavy equipment, emergency technician training, and other areas. Students also have opportunities to participate in evening sessions that result in certification in CPR/First Aid, driver's permits/licenses, career counseling, mock interviews, public speaking, and social events. We had three students complete the first session at the BBRCTE center during the week of October 5th through the

9th. Two of those students are participating in a construction strand that will give them a total of 4 weeks of intensive training that could result in 15 college credits towards and occupational endorsement in Construction & Trades Technology, receive OSHA 10 certification, and get an NCCER Core certification.

Title IC: Migrant Education History

We are a fully operational ETS testing center. We have administered three testing sessions and several Praxis Core and Praxis II examinations since last spring. The latest test administration was on August 29th. These exams are required for certification and are the most common method to become highly qualified. ETS no longer supports paper/pencil exams and so many of our staff had to travel to Anchorage to take these exams. Now that SWRS is a testing center, travel costs have



Student Information & Support Specialist: Kyle Schneider

Civil Rights Data Collection

The Civil Rights Data Collection (CRDC) is a federal program that gathers data every two years related to enrollment, race, sex, limited English proficiency and disability. The report it generates is designed to show how well schools and school districts are doing at providing equal educational opportunities for all students.

Principals are collecting data this year, and we will report it to the U.S. Department of Education during the 2016-2017 school year.

Fall OASIS Report

The fall count period began on September 28th and runs through October 23rd. Kyle has been working this month to check the accuracy of student data and to update the Fall OASIS report that must be submitted to the state by November 6th. This report will contain data about every student enrolled in the district. The Alaska Department of Education and Early Development then uses the enrollment data contained in the report to determine funding levels.

Impact Aid

The Impact Aid count day is October 23rd this year. The following week, Kyle will send out information to secretaries so that they can confirm students' information. Once students' information is confirmed, the district can compile it and begin the work to get our submission certified as correct by our local agencies.

Migrant Recruiting

As of October 9th, 122 students have been approved by the state as eligible for the Migrant Education program. We have submitted paperwork to the state for 33 more students. These numbers do not include potential migrant students who recruiters have yet to contact or students whose paperwork is in progress. At this point last year, we had 90 students approved and 96 students whose paperwork had been submitted but not yet approved. The deadline for having students approved as eligible for the Migrant Education program is November 15th.

Now that the first group of approvals has been received from EED, letters will be sent to parents to notify them of their child's eligibility and the services offered under the program.

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Togiak Positive Behavior Intervention & Supports (PBIS)

This fall, Kyle has been working to support Togiak School's implementation of PBIS. While in Togiak for Migrant Education recruiting from Sept. 14th through Sept. 18th, Kyle met with the PBIS team, and spent time in classrooms conducting student behavior observations for teachers that expressed interest in starting behavior interventions.

Kyle is heading back to Togiak for more Migrant Education recruiting from Oct. 12th through Oct. 15th and will spend some more time working with their PBIS team.



Counseling & Assessment Specialist: Steve Ito

The Alaska Developmental Profiles for Kindergarten students were completed district-wide before the EED deadline of November 1st. The purpose of the Alaska Developmental Profile is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations. All Kindergarten teachers did an exemplary job getting this annual task done early.

Applications have been approved by the Alaska Commission on Postsecondary Education (ACPE) to re-enroll SWRSD sites with the Alaska Career Information System (AKCIS). The Alaska Career Information System (AKCIS) is an annually updated, comprehensive career and educational research and exploration system for teens and adults. AKCIS is a dynamic web-based program that can easily navigate between occupational information, the related programs of study and training, and the schools that offer the training

Currently reviewing training in the World-class Instructional Design and Assessment (WIDA) Protocol for limited English proficient students. The World-class Instructional Design and Assessment materials assesses students abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluates Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The assessment tool for the WIDA training is the new ACCESS 2.0 for ELLs, which will be given annually to limited English proficient students during a testing window from February 1 through March 31.



Yup'ik Studies

Esther Ilutsik, Director

K-5th Yup'ik Studies Instructional Aides In-service

The K-5th grade Yup'ik Studies Instructional Aides came together here in Dillingham, September 17 and 18, 2015 to work on revising the K-2nd grade Total Physical Response Story-telling Curriculum. TPRS is a process that focuses on a set of vocabulary words. Then the students are given the definition using pictures and motions. The words are then combined into a short story at the end of the unit with the students being able to understand the story script. One of the up-coming lessons using the TPRS is a short unit on Tegganeq Angucinraq (Nick Gumlickpuk) who shares a traditional activity that took place in the fall- Emm-paa! Ask the students about this wonderful activity that would happen during the month of Qaaritavik. The following units are now going through the final proof-reading for pilot implementation - Can'giq, Yaaruin, Issaluaq, Ungnara'urluu'er, Issaluaq and Palutaq, Cauyaq and Kiuryaq (Qiuryaq). Qu yana cakneq to Itegmialria (Herbert Lockuk, Jr), Natu (Bertha Pavian-Lockuk), Cuungaq (Melody Noden), Maalu (Martha Foster), Cikiar (Genevieve Kapatak), Cungass'aq (Grace Gamechuk) and Tat'iq (Tatianna Andrew) for their work.



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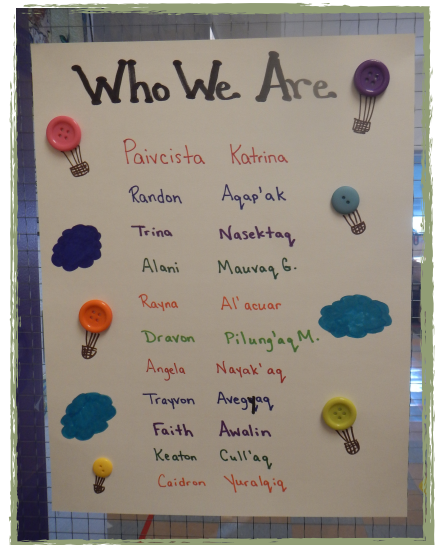
Iquaq

Traveled to Iquaq (Ekwok) to work with our newest member of our Yup'ik Studies Instructional Aides Arnagauq (David Williams). It was delightful to watch him as he worked with the students. We called parents to get Yup'ik names of the students. The students were working on their Yup'ik name posters. They will be posted on the bulletin board just outside the Yup'ik Studies classroom. This followed with Yup'ik dances. The older students learned the Yugiyama Ullagamlen. All the students auditioned for drumming and singing. Arnaqauq and I selected two. They both had mastered the song and will be working on the beat. The young students learned the Ala-i dance and the story. In addition, the students are working on a wooden palayaq (boat) and/or qayaq.



Manuquutaq

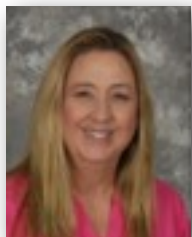
Traveled out to Manuquutaq (Manokotak) to work with Cungass'aq (Grace Gamecuk) to finalize the units developed during the K-5th grade in-service. Also was delighted to find that the students Yup'ik names were being emphasized in all the classrooms, not just the Yup'ik classroom. I was impressed to find that many of the non-Native teachers were given beautiful Yup'ik names. Quyana Yup'ik Studies Instructors! Also found time to work with Agnutekayak (Louise Gloko) and was impressed with the focus of the students as she worked with them. The Kindergarten students were able to introduce themselves in Yup'ik. Assipaa! Had the opportunity to observe Dana and Larry leading the Yup'ik dance group. And lastly had the opportunity to visit the Elders who were not able to get to the school for The Elder Photo Project.



Alaqaqiaq

Dove up to Alaqaqiaq (Aleknagik) October 6, 7 and 8 to help Cuungaqaq (Melody Noden) our Yup'ik Studies Instructor as the students prepare for the dance presentation at the Aleknagik Bridge Ribbon Cutting Ceremony scheduled for October 13, 2015 at 11:30. The students will perform during the luncheon. They are learning the Yugiyama Ullagamken (the entrance dance), The Akutaq Dance (all) and Ala-i Dances (1st and 2nd grade). Wishing them all the best for a fun and great performance!





Special Education

Sherry Becker, Director

This past month, our School Psychologist, Occupational Therapist and Physical Therapist completed the first of their school site visits. During their visits, they completed evaluations, completed observations, worked with students and consulted with school staff. The E-Therapy program for speech/language services is going well and the students seem to enjoy working online with the speech therapist.

All district staff participated via distance in the Child Find and Confidentiality training provided by the special education director on Wednesday, September 16, 2015. The secondary special education teachers have been meeting for one hour on Wednesdays via distance to discuss the high school to adult transition needs of their students, how to refer their students to the Department of Vocational Rehabilitation (DVR) and to Tribal Vocational Rehabilitation (TVR). They will continue to meet on Wednesday afternoons to discuss this and other issues related to the successful transition of students with disabilities.

Over the past month, the special education director visited Aleknagik, Twin Hills and Togiak schools. The special education director provided 29 Togiak certificated and classified staff with Fetal Alcohol Spectrum Disorders (FASD) 101 training as well as detailed information on the district-wide intervention process, special education referral process and interventions they could use for students struggling in academic and/or behavioral areas. Another FASD 101/Intervention training is scheduled for Manokotak School staff on Monday, Oct 19,, 2015.

The special education teachers attended a special education teacher meeting/training on Saturday, October 10, 2015. Some teachers attended this meeting in Dillingham in person and others attended via distance. Policies and procedures specific to special education were discussed at this meeting and included:

- Referral process for Infant Learning Program children, HeadStart children and K-12 students already enrolled
- Paperwork expectations – state and federal requirements
- Extended School Year – ESY
- Services and Supervision of Services
- Placement issues
- Compliance monitoring
- Related services
- TIENET RTI Intervention Module Training
- Section 504 Training

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Two representatives from EED, Sam Jordan and Coleen Gabriel, will be in the district office on October 13 – 16, 2015. The purpose of their visit is to complete the required 5-year compliance review. They will be reviewing special education student files and staff certification to ensure that our district is in compliance with state and federal laws pertaining to the education of children with disabilities. A meeting will be held during their visit for the parents of all district students receiving special education services. This meeting is scheduled for Wednesday, October 14, 2015 from 5:00pm – 6:00pm. Parents have been notified and will be able to access this meeting via video or teleconference at their local school. The purpose of this meeting is to allow parents an opportunity for district staff to introduce themselves, answer questions and hear parent comments regarding what is working, what is not, and what suggestions they may have for improvements.

the end of an era...

This past month, demolition was completed on the condemned, old school building in Manokotak. A number of community members commented on the number of memories made in that old building.





Facilities & Maintenance

Rick Dallmann, Director

Togiak

- Area lighting broken fixture replaced
- Replaced school water pumps and controls
- Winter preventative maintenance completed on all boilers

Twin Hills

- Fuel is scheduled for delivery Oct. 23rd

Manokotak

- Demo of the old school has taken place cleanup is still in progress
- Sale of surplus housing at the old school site is in progress
- Winter preventative maintenance completed on all boilers

New Stuyahok

- Heat recovery project is still in progress
- Winter preventative maintenance on the boilers is scheduled

Ekwok

- Winter preventative maintenance is completed
- Working on power issues

Koliganek

- Working through issues at the new school
- Broken water pipes flooded the gym and kitchen area
- Training is on going
- Teacher Housing project is still on schedule, interior painting has been completed in all three buildings, metal siding is in progress, interior finishes are started.
- We are still hoping for occupancy in late Nov. early Dec.

Aleknagik

- Deck and plexi glass project is still in progress
- Fuel delivery is scheduled for Oct.25th



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Aleknagik School

Audra Finkenbinder, Principal/Teacher

Time seems to just be flying by at Aleknagik North Shore School - here we are already at the end of the first quarter of the 2015-2016 school year with Parent/Teacher Conferences planned for October 21st – 22nd.

Within the last few weeks, we have had students compete in a Cross Country Meet in Dillingham, Volleyball practice has begun, students have completed the STAR assessments, AIMSweb fluency checks, in addition to CIPA Training.

Aleknagik School had three students compete in the Cross Country Meet in Dillingham on September 19th. All three athletes placed within the top twelve runners for his/her category. In the middle school girls' race, Katrena Finkenbinder placed 6th and Reagan Finkenbinder placed 10th. In the middle school boys' race, Austin Finkenbinder placed 11th.

Soon after Cross Country season came to a close, Volleyball practice started and this year there is a possibility to field two teams! We are excited about the opportunity to have two teams (one of which will be co-ed) and are looking forward to a great season!

Students have completed the STAR Reading Assessments as well as the AIMSweb fluency assessment. Teachers will use the data collected from these assessments to adjust instruction to better meet student needs.

In accordance with the Children's Internet Protection Act and Southwest Region School's Acceptable Use Policy, all students have received instruction in Basic Internet Safety and will continue to receive training on a quarterly basis throughout the school year.



There are currently seven Lakers participating in the District sponsored Million Word Challenge. It is wonderful to see these students reading (some quite voraciously) on their own time and looking for new books to read once they have completed and passed each AR test.

Students in grades 3-5 have been utilizing Reflex Math, an online fluency program. Aleknagik School is proud to announce that Katrena Finkenbinder has reached 100% fluency in her math facts! With each practice session, other students are also well on their way to being 100% fluent.

Southwest Region School District is in the process of replacing the laptops that have been utilized by the older students for quite a number of years. The 6th – 8th grade students in Aleknagik are thrilled to have the privilege of using the new Mac Book Air laptops.

On October 13th , Aleknagik students attended the Wood River Bridge Ribbon Cutting Ceremony and performed dances at the potluck afterward. The ribbon cutting ceremony marks the official opening of the bridge connecting the North Shore of Aleknagik to the South Shore.



Students of the Month

K-4: Robin Toyukak

5-8: Jolynn Bavilla

*Congratulations!
Keep up the good work!*



REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



Koliganek School

Cody McCanna, Principal

Professional Development

All staff at Koliganek School had several opportunities this fall to participate in professional development opportunities. K-5th grade staff had the opportunity to work with a Reading Mastery trainer who took over their classrooms and showed teachers how to do the program effectively. All staff walked away from the experience with a better understanding of RM and how to improve instruction for students. Professional educators at Koliganek School have also had the opportunity to be trained in Marzano's Design Questions 1,6 and 2 thus far. Teachers now understand how to incorporate learning goals and scales into an effective lesson while using Marzano's seven action steps to design a lesson involving new content.



Disaster Avoided

Staff was alarmed on October 8, 2015 at 8:40AM when a water pipe broke in the mezzanine above the gym. Water was gushing threw the ceiling of the kitchen and the ballroom, down the stairs of the mezzanine and then onto the gym floor. We immediately shut the water off and started the clean-up process. All the water was removed within an hour and a half of the spill thanks to all the help from the staff and the local construction workers.



Students of the Month

K-1: Kasia Barnes
2-3: Gusty Tunguing IV
4-5: Tristan Tunguing
6-8: Alexis Moses
9-12: Rachael Norbert

Behavior Reward Ticket Winners

K-1: Gerasim Nelson
2-3: Asante Barnes
4-5: Parraq Nelson
6-8: Gust Johnson
9-12: Jaden Ishnook



Manokotak 'Nunaniq' School

Deb Forkner, Principal

It's been a busy month at Manokotak Nunaniq School. Beginning of the year testing is completed and teachers are using the data to be sure students are placed in appropriate classes. The quick cross-country season has come to an end and volleyball and wrestling are in full swing now.

After completing the STEPP Needs Assessment the staff together set two goals for this year.

- By the end of the 2015-16 school year, 85% of all students will meet their growth goal for academic vocabulary.
- By the end of the 2015-16 school year, the chronic tardiness per quarter for grades seven through twelve will be less than 50%. Chronic tardiness is defined as 5 or more tardies in a quarter.

Two students, Liana Evon and Leah John, attended the first of three construction sessions at the CTE center in Naknek. Byron Mochin attended the business session at the same time.

The Junior/Senior Career Trip to AFN Elders and Youth Conference and UAA Career Fair is scheduled for October 11 through October 20. Twenty students and five chaperons will attend AFN and the Career Fair. They will also visit AVTEC and Job Core and tour the UAA campus. While at UAA they will meet with representatives from the Alaska Native & Rural Outreach Program. A big thank you to The Village of Manokotak for allowing JOM funds to be used to provide this opportunity for our students.

October 19, Sherry Becker, Special Education Director, will be providing an all day in-service for all staff members to help them learn strategies for

working with students with Fetal Alcohol Syndrome (FAS).

Principal Forkner will attend the state AMP results rollout meeting on October 17 and the Principal's Conference October 18-20 in Anchorage.

As always, we continue to be S.M.A.R.T (Safe, Motivated, Active learner, Respectful, Teamplayer) at Manokotak Nunaniq School.



REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



'Chief' Ivan Blunka School

Robin Jones, Principal

Everything is continuing to go well at Chief Ivan Blunka School! After the first round of the MAP and vocabulary assessments, the teachers collaborated to develop plans for differentiating their instruction to better meet the unique student needs. We are also in the process of developing individual learning plans for the students based on the performance data. We are very fortunate to have principal intern, Meghan Redmond (TWA), aiding our teachers in this process. We are also thankful to have the technology resource, Reflex Math, in our school this year! Students are eager to improve their math fluency with this tool and teachers are actively celebrating the students' success along the way!

In our Professional Learning Communities, we have been devoting time toward developing behavioral interventions and strategies to help maintain a safe school environment that is conducive for learning. I am often amazed by the opportunities and incentive programs that the staff continues to develop in an effort to improve the overall student experience. The staff was also afforded the opportunity to participate in CPI training, which strengthens our vision to provide a safe and culturally sensitive environment by promoting care, welfare, safety, and security for all. In the coming months, we will continue to focus on providing rigorous learning goals and performance scales, along with piloting a peer observation program.

We were so very proud to send Casey Konukpeak to the state cross-country championships in Anchorage, where he placed 81st! We have had a great turnout for both our volleyball and wrestling programs so far and look forward to watching them compete in the near future!

Student of the Month

Charisse Suskuk – 3rd Grade

Student of the Month

Jacob Andrew – 8th Grade

Student of the Month

Roberta Christopher – 12th Grade

Employees of the Month

Laura Crawford & McCally Petla





Togiak School

Sam Gosuk, Principal

I thought I would share the Togiak School Vision in English and Yupik for this report. Together we create a safe, respectful and culturally sensitive environment where learning, preserving, and application of values that create lifelong learners, promoting the community and individual success in the future they choose. Quyumta taqutukut uitankegcinarqelriami atunem takaqulluta qanruyutnun niisngaluta, elitelput umyuaqluki, aturluki qanruyutet taqsuunata-llu eliqurluta, yuullgutput umyuaqluki wangkutnek-llu cali aulukluta piiyuumilput piciurrluki.

Using part of this vision, this year as part of an attempt to expose the teachers to our culture, I let the teachers know that my goal is to expose some of them especially the new teachers to our culture. I took a several new teachers fishing in fall and they all got silver. I hope to bring along several more teachers out to the wilderness around us to have them be exposed to the elements around us so they can see for themselves what we as community do to subsist. Also during the all staff meeting, I encouraged them to go to potlucks the community do. I am happy to say that the majority of our new teachers and some of our 'old' teachers went to the community potluck.

Right now as part of the vision "respectful and culturally sensitive environment" – uitankegcinarqelriami atunem takaqulluta," I shared with the staff during our last meeting the words the class of 2011-12 made, "Ilaten ata kinkurluki pikina," which means, "love one another." That it is what our forefathers have stated to us when we were kids. Right now it is what we need to work on as a community, and the CSC wanted to put on the agenda "Bullying," a their September meeting for the October meeting. I have asked several parents to come to this meeting and plan to ask more parents to come. Working together with the community, with our shared goal or vision, we can pass on to our younger generation the values to care for each other in our community with creative ideas toward accomplishing some the Togiak School Vision and helping the next generation.

*Kanruyutet atuuguut
yungnaqetlrianun.*

*Instruction is useful
for people who
want to survive.*



REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



Twin Hills School

Meghan Redmond, Lead Teacher

This school year, Twin Hills School is focusing on a Yup'ik Value of the Month. Students are encouraged to follow the value of the month to earn “caught being good” cards! The student with the most cards at the end of the month will be named Wolf of the Month for that month. We are working with the community as well to let them know what the value is each month and call the school if they see a student following the value, in the hopes that we will encourage good behavior at home as well as at school. For the month of September, the value we focused on was “Be helpful to one another.” Over 150 value cards were earned by the students collectively this month, and two students had the most cards.

Congratulations to Ciara Hernandez (6th grade) and Tommy Pleasant (6th grade) who were named Wolves of the month for September! Congratulations!

For the month of October, the value of the month is “Respect Spirituality”.

In the month of September, we also had several students who had perfect attendance! Congratulations Daniel Pleasant, Peter Small, Ciara Hernandez, Tommy Pleasant, and Fritz Tommy, Jr.!

In response to the recent talk around the state about the possibility of an increase in the minimum student count in a school from 10 to 25, the students, teachers, and community members Twin Hills have started a campaign to bring awareness to the negative impact this would have on the communities that contain the 65 schools that would face closure because of this. Please join us in fighting for our small schools across the state! We must stop this before it can even become a bill.



“If our school is closed, we won’t have yummy lunch every day. We won’t have the best janitor in the world. We won’t have the best teachers in the world.”

-Antone

Twin Hills, Alaska

#smallschoolsmatter

Cross Country Running



Marzano Teacher Evaluation Training

