

REPORT TO THE SWRS BOARD OF EDUCATION

Educating our future...



**"Tuvqakiaqluten-llu
yuullgutevnek
piyugngaaqavet.**

**Share possessions
and knowledge with
honor"**

--Bristol Bay Yup'ik Values

Board of Education

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Superintendent's Office

David J. Piazza, Superintendent

Travel

Superintendent Piazza, all seven school board members, and six student council representatives from across the District attended the Association of Alaska School Boards (AASB) Fall Conference in Anchorage. This year's conference theme of "Leading Children to Excellence" emphasized the importance of effective school board governance at the local level.

As in past years, Superintendent Piazza and SWRS School Board Member 'MeMe' Wonhola participated in the Resolutions Committee process on Thursday, November 5, 2015. The resolution process provides an avenue for school boards from across the state to help AASB establish priorities and direction during the upcoming legislative session. The SWRS school board, along with the Kodiak and Lake and Peninsula school boards, had recommended a new resolution for consideration this year regarding the need to maintain the ten student minimum for school funding. MeMe and Dave sat on the School Funding Subcommittee #1 to ensure that the resolution was passed out of committee and moved to the floor for a vote during the Sunday Resolutions adoption process. During the motion to adopt Resolution 2.46 "Urging the State of Alaska to Maintain the 10 Student Minimum ADM For School Funding," several school board members from across the state including those from larger districts spoke in favor of the motion to ensure that all students had a chance to learn and to continue to have strong and healthy communities in the rural areas no

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matter what their size. The resolution was adopted by the AASB membership.

This year's opening session showcased the Ayaprun Dancers from the Lower Kuskokwim School District. This was a special performance, as the student's school was effected by a fire that destroyed many of the teaching supplies and the cultural history of the school including the drums used by the group.

The first conference keynote speech was delivered by Jeff Kinneeveauk the President and Chief Executive Office for ASRC Energy Services. Jeff provided examples of the organization and services provided by his company, as well as, how his cultural identity and upbringing in Pt. Hope shaped the successes in his life. He pointed at the importance for students to be ready for employment through the acquisition of basic skills, content knowledge, and traditional values and skills.

The sectional on School Law provided information on three primary topics as presented by several school district attorneys. Leal Harrison, with the law firm Faulkner Banfield discussed issues surrounding the recent legalization of marijuana in the State of Alaska. She pointed out that School Boards may continue to enforce their drug free policies as Districts remain required to abide by the Federal laws surrounding this issue and the Alaska law does not legalize marijuana for minors. Allen Clendaniel with the firm Sedor, Wendlandt, Evans, and Filippi discussed first amendment issues related to free speech. Finally, Susan Sonneborn with the law firm of Jermain Dunnagan & Owens, P.C. provided information regarding Do Not Resuscitate (DNR) orders that may be in place for students with severe medical conditions. Medical professionals, including school nurses are required by law to follow the orders. However, she cautions to error on the side of providing CPR or other life saving methods, for other personnel within a school system as those personnel are not obligated to comply with a DNR order and may be subject to a wrongful death lawsuit if no attempt to provide CPR occur.

Dave was able to participate in two of the "Snapshot" sessions. Lon Garrison with AASB demonstrated the BoardBooks website that can be used to manage electronic board meeting packets. This system is very similar to the BoardDocs system that Southwest Region School District currently utilizes.

The snapshot session "Elders in the Schools – A Win, Win, Win" presented by Jan Abbott from RurAL CAP described the project where elders may be paid a nominal stipend to work within the school systems. This is currently the project that is utilized in Manokotak and New Stuyahok, where elders work with students in the Yup'ik Studies classrooms. There continues to be funding for this program, and it may be possible for other schools to become active and utilize this funding source to provide increased elder participation in the schools.

School Attorney John Sedor presented a session entitled "Dedicated Fun: a Journey of Discovery Including the Dedicated Funds Clause and the Required Local Contribution." This session was intended to help board members understand issues around the Ketchikan Borough law suite and what it could mean if the Required Local Contribution (RLC) does not remain part of the school funding formula.

The keynote session, held on the second day of the conference, was presented by Denise Juneau who is the State Superintendent for the Montana Office of Public Instruction in Montana. Ms. Juneau is the first American Indian woman to be elected to a statewide executive level office in the state of Montana. Her office has implemented multiple initiatives to improve the educational programs in the State of Montana and in particular to make a substantial positive environment for Indian students across their state. Denise provided an introduction to the programs Indian Education For All, Schools of Promise, and Graduation Matters Montana. Superintendent Piazza, also attended a breakout session following the keynote with additional information regarding the Montana projects presented by Ms. Juneau and Mandy Broaddus.

The district level administrators in attendance participated in a workshop with AASB's Executive Director Norm Wooten to enable the members of the Alaska Superintendent's Association (ASA) and AASB to continue to work closely with each other as the legislative session approaches. Following that meeting, ASA members met to discuss issues surrounding the current implementation and reporting from the Alaska Measures of Progress assessment.

During the final day of the conference, board members dealt with the passage of resolutions that will provide the foundation of AASB's lobbying agenda for the upcoming Legislative Session. The Alaska Teacher of the Year was announced during the luncheon, as well. Congratulations go out to Teresa Duncan from the Dillingham City School District as a runner-up in this year's competition.



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Instruction & Information Systems

Steve Noonkesser, Associate Superintendent

PROGRAM SUPPORT & TRAVEL

A highlight of this past month was the Youth Leadership Institute held during the fall AASB Conference. Six SWRS high school students attended this year. The institute was enjoyed by students and according to chaperones and student government advisors, students are still talking about the experience with their peers.



Cindy Paxton will be returning to the district next week to lead a two day workshop for staff who will be leading Corrective Reading groups. She will also be returning again in December to visit Togiak and work one-on-one with staff on reading instruction.

Staff have also been engaged in researching and evaluating the possibility of re-thinking our high school instructional model to possibly include small sites. The challenge is complex and staff are evaluating a range of issues including financial feasibility, enrollment, instructional model design and implementation. We will continue to update the board as we work through this process during the coming months.

INSTRUCTIONAL SUPPORT TEAM



Les Parks
Technology Coordinator



Dianna Schollmeier
Elem. Ed. Specialist



Corey Evans
Technology Specialist



Charles Becker
Sec. Ed. Specialist

Instructional Team Notes

Reflex Math

- As a district we now have 330 active students, solved over 1 million math facts, and of those active students moved from 40% fluency last month to our current 48% fluency.

Reading Mastery/Corrective Reading

- On the heels of a two-week trip across the district in September to refine and enhance Reading Mastery instruction for all students, plans have been put in place to hold a training for Corrective Reading later in November. Corrective Reading is an accelerated program that focuses on a student's gaps in decoding and comprehension so the student can rejoin his or her peer group. Another training that has been planned is for the trainer to visit the Togiak site to help all instructors, certified and paraprofessionals, implement the program with fidelity.
- Another outcome of the September training was a recommendation that all instructors begin using more of the assessment components from the program, and tracking the data from those assessments year-to-year. This led the development and implementation of a spreadsheet that has been developed that is currently available to all teachers to become familiar with. Beginning in January, use of the spreadsheet will be required.



Academic Vocabulary

- We are continuing to provide professional development to teachers on academic vocabulary. Our current focus is to provide strategies on teaching academic vocabulary. Vocabulary.com has been adopted for a resource for grades 5 to 12. This program provides intensive practice on tier 2 vocabulary words while assessing student's vocabulary level and building on it from where they are. We are continuing to look for tier 2 vocabulary resources to support our lower grades, but currently have Marzano teaching strategies in place.
- The district has also purchased and been offering inservice training on two books aligned with the Teacher Evaluation Model by Robert Marzano; Vocabulary games for the Classroom, and Building Academic Vocabulary.

PE/Health Committee

- The PE/Health Committee met via videoconference this past month. We have developed a plan to create a district framework for Physical Education for each site to follow. In this framework, a motor skill progression chart will be included. This chart explains what motor skills each student should master by a particular grade level. Another chart will provide objectives and activity resources by grade level or grade level spans that align to State and National Physical Education Standards. By developing a district wide personalized framework, we will be able to write objectives and create activities that meet our student's physical education needs. The goal is to have a draft of this framework ready to present by end

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of first semester. Second semester, the committee will be reviewing Health curriculum to present to the board for possible adoption.

Technology Team Notes

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

Ongoing Support

- The technology department has provided support to district users in a wide variety of areas this month with video conferencing, staff email, and student email being some of the most frequent support requests.

iPad Project

- Corey has been working on updating the JSS Server. This is the server that handles the iPad device management.

MAP Assessment

- Preparing the NWEA MAP system for our winter test window that begins on November 30th and runs until December 11th.

Better Cloud

- The district's Better Cloud subscription is due for renewal, this is an application used to make management of the district Google assets easier to manage. The renewal quote has come in more expensive than last year. We are currently negotiating with the vendor to align price with budgeted amount.

eRate

- Funding Year 2014 - 472 filed: Bristol Bay Telephone - vendor approval completed, reimbursement received; Nushagak Cooperative - vendor approval completed, reimbursement received; United Utilities - vendor approval completed, reimbursement received
- Funding Year 2015 - No news, going along smoothly
- Funding Year 2016 - Preparing to file Form 470

New Student Laptop Rollout

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

CIPA Lessons

- Quarter 1 completed at all sites and Quarter 2 planned at all sites, delivery in progress

AMP/KITE

- New LCS server software installed and tested
- Developing new KITE Client application installer and configuration scripts.





State & Federal Programs

Jon Clouse, Director

Title I-A AK STEPP

Schoolwide/School Improvement Plans

Our schools are well on their way on updating and revising their AK STEPP plans. Every school has completed a needs assessment based on various data sets. Every school has identified areas of need unique to their students and has developed SMART goals select areas of need. These SMART goals are the emphasis of the AK STEPP plan and but the AK STEPP plan covers a wide range of indicators that have been linked by research to improving student learning. For November, each school will be working on the first three indicators in the step plan, as well as, determining strategies that can be implemented to meet the SMART goals. These three indicators include:

Implementation of district-adopted curriculum

2.03 – The implementation and use of universal screeners

3.02 – Development of a plan for all students to receive core instruction and low-performing students to receive additional support.

Included in the packet are the needs assessment for each school and a rubric for the indicators addressed by each school in AK STEPP.

Title IA – Highly Qualified

Last month, the percentage of courses being taught by highly qualified staff was reported at 89%. That percentage has increased to 94% (this equates to six

classes). All staff that are not highly qualified in a content area have a plan to become highly qualified.

Title IA as been able to support a number of activities including part of the fall inservice, site-specific training, and after school programs. Title IA supported job-embedded professional development in the effective implementation of Reading Mastery. Cindy Paxton completed a nine-day, seven-location training that involved working directly with teachers and aides through coaching, modeling, and collaborative discussions about Reading Mastery. All schools have some level of after school program to provide extra support to students. The format and focus are specific to the student needs at each site.

Site Visit – Migrant Recruiting

I spent time in New Stuyahok on November 4th & 5th to assist in the migrant recruiting efforts by Pauline Askoak. Pauline worked very hard and has done another fabulous job recruiting students. I'm happy to report that the recruiting process in which funding is determined has come to a close. Unfortunately, we will have about 30 less migrant children than last year.

Career & Technical Education: Industrial Arts (Carl Perkins)

I am the southwest regional representative to the Alaska Association of Career & Technical Education (AK ACTE) organization and was able to attend the AK ACTE Professional Development conference from October 19th to the 21st. Josh Gates, CTE/Math

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teacher from Chief Ivan Blunka School and Greg Cejka, CTE teacher from Togiak were also in attendance. The conference was most helpful when it came to networking with other districts in order to see what successful programs are being implemented, strategies of implementation, and challenges to implementation. I was able to connect with several school educators, district coordinators, and post secondary personnel that I continue to correspond with regarding personal & career planning strategies, expanding construction pathways, developing an education pathway, and learning about other resources available to help build students skill set.

Title IC: Migrant Ed. Administration

There are a number of procedures and documents required by the Migrant Program. Some of these procedures include a Comprehensive Needs Assessment (CNA), a Service Delivery Plan (SDP), and an Evaluation of Effectiveness (E2). The CNA is required by all districts that have a migrant program and is determined by reviewing migrant student achievement data, parent surveys, and feedback from parent nights, recruiters, and site coordinators. The SDP is the document that outlines the district specific procedures, goals, methods of implementation, and services provided. The E2 is a document is developed based on the results of the migrant education program. This evaluation process looks at each goal and makes a determination on whether that goal was met or not. The evaluation process is critical to shaping the services of the migrant program for the following year.

I spent the next two days (October 22nd & 23rd) as part of the Alaska Department of Education and Early Development CTE Rural Task Force. This is a temporary group of representatives from rural districts from around the state that have been brought together to address concerns with the effective use of Carl Perkins funds around the state but particularly in rural districts. It has been very informative and there have been some creative ideas proposed to address the findings with the Carl Perkins program as a result of EED's audit by the U.S Department of Education.



Student Information & Support Specialist: Kyle Schneider

Impact Aid

Kyle is currently working on the Impact Aid report in conjunction with the school secretaries. He has finished preparing data in PowerSchool to create the reports that school secretaries will use to determine eligibility for Impact Aid funding. On October 24th, secretaries received the information to begin work on their village's Impact Aid report and the maps needed to fill out the forms.

Migrant Recruiting

Migrant Education recruiting has wound down and we have submitted our paperwork to the Alaska Department of Early Education & Development (EED) Migrant Education Office. As of November 6th, EED has approved the paperwork we submitted for 231 children in our villages. We have submitted and are awaiting paperwork for 2 more children, and expect to receive paperwork for an additional 2 children.

Letters have been sent to parents to notify them of their child's eligibility and the services offered under the program once the recruiting window ends on November 13th. After the enrollment period closes, village-based Migrant Education Coordinators will begin working to provide services.

School Year	Number of Migrant Eligible Children
2015-2016	231-235
2014-2015	264
2013-2014	260
2012-2013	214
2011-2012	227



Counseling & Assessment Specialist: Steve Ito

The new Alaska Measures of Progress (AMP) reports were available to the district office the beginning of November. AMP is not a pass/fail assessment. Students score on a scale that is divided into four achievement levels, Level 1 to 4, from low to high. Students in Level 3 and Level 4 are meeting the standards. Students in Level 1 and Level 2 are partially meeting the standards.

Statewide, results varied from grade to grade. In English language arts, the percentage of students who met the standards ranged from approximately 29 percent to 42 percent. In mathematics, the percentage of students who met the standards ranged from approximately 21 percent to 41 percent. The remaining students partially met the standards, to varying degrees.

Alaska's current standards are more demanding than the former standards. As a result, AMP is a more difficult assessment than the state's former assessment. The goal is to better prepare students academically for careers and further education after high school, whether it is a job, the military, an apprenticeship, a technical certificate, a two-year college degree, or a four-year college degree.

AMP gives families, educators, and the public a more accurate understanding of whether students are on track to graduate with the academic skills they need to have choices in an ever-changing economy. Printed copies of the student reports have shipped to district offices and are expected to arrive no later than Thanksgiving.

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Yup'ik Studies
Esther Ilutsik, Director

NIEA (National Indian Education Association), Portland, Oregon October 14 – 17, 2015

Key Note Addresses

Randi Weingarten, American Federation of Teachers President - How do you make the curriculum REAL to the students that you are working with?

Matika Wilbur, Swinomish/Tulalip, Project 562 Photographer - We have to stop telling our children that they live in two worlds. How do we teach society about ourselves if we don't do it?

Kamana'opo no Grabbe, Ph. D, Native Hawaiian, Office of Hawaiian Affairs - Our biggest challenge is to hold on to our cultural heritage and language.



Conference Sessions

There were many sessions that were excellent. I will just highlight a few.

Indigenous Perspective on Literacy and Storytelling – Farland, Nez Perce Ed Dept. Dr. Pinkham, Lapwai School District, Pinkham, Nez Perce Cultural Resource

- The importance of using the experience of the lives of students in the classroom.
- Within and through stories, we teach our relationships.

Empowering Our Families Through a Community Learning Exchange – Marfil, INPEACE; Ruelas, Papahana Kuaola, Sato and Burgess, Kamehameha Schools

- What goal do you have for your family and/or community? What will it take to arrive there?

Journey to Become a Culturally Proficient Schools – McGee & Young Chief

- Think about the first time when you became aware of the differences in race.

Power of Place: Indigenous Learning Defined, Designed and Built by Students and Community – Sanchez, Evans of Crowscall Consulting

- Kids need to formulate ideas of who they are...
- What is the most powerful learning experience you have had?

Total Immersion Plus (TIP) Methodology and Strategies by Finlay M. Macleod

Albuquerque, New Mexico

October 22–23, 2015

Louise Gloko, Yup'ik Studies Instructor of Manokotak was sponsored by the Bristol Bay Campus and myself (Southwest Region Schools) attended the Total Immersion Plus: Methodology and Strategies by Finlay M Macleod. Mr. Macleod was born in the Western Isles, Scotland and grew up in a community where Scottish Gaelic was the everyday language but he did not speak it fluently until 18 years of age after eight years of self-motivated learning with the help from fluent speakers in his extended family. In the late 70's he became Chief Executive of Comhairle nanSgoiltean Araich (CNSA), the Gaelic Pre-school Council to promote Gaelic throughout the country. The CNSA slowly moved towards a philosophy that believes parents, other adults and family, and then children (in that order) are the future of Gaelic. His 30 + years of experience in teaching and promoting the Gaelic showed that helping adults become fluent speakers is the priority, so that they can surround the child(ren) with the language in the home. Mr. Macleod is the founder of the Moray Language Center that offers Gaelic courses using the Total Immersion Plus (TIP) approach to learning to speak the language in a short time, designed mainly for adults.

Mr. Macleod began by stating that it took 150 years for English to take over the home language. And followed with the question, "Does the community ever become an extension of the school or does the school ever become an extension of the community? He said to begin your classes by asking families to make a list of activities that you do with the toddler to school age. What activities are they and begin to list the indigenous words that can be used during that time. With older children what are the families doing in the home. What words are used during the different meal preparations, etc. You have to have things that are linked together. So for example if we had the breakfast then you would include all the items used in your home for breakfast- you need to see it and to touch it, and to have non-verbal actions that are a part of everyday communication. The language is then taught with no ENGLISH translation, only actions. He stressed the importance of speaking the language at a normal pace and not slowing it down. You need the ear to catch the normal sounds. You need to know the flow (rhythm) of the language and be able to "direct" it out as a musical director. You must repeat the word 400 times to remember it –not repeating but in many creative and different methods. He stressed that you need to see the ITEMS as they talk to you. Everything talks to you if you allow it. Plan – where and how is the language used in the community? Build a Language Center in the community where only the indigenous language is spoken. Develop language of proficiency in the indigenous language. Success breeds success. Lastly, the most important is not to worry about whether your children speaking English- English is everywhere! ENGLISH needs no SUPPORT, it eats the INDIGENOUS LANGUAGES!

Lastly, we must use fluent speakers. They are the most valuable resource. We need to coach them on how to share their language. We need to work with them and to stress this important contribution to their community.

Louise reflected on her own classroom practices and will be using Yup'ik throughout her lessons. She will begin by bringing in actual materials that are used in the home so that the children can bring those familiar items into the home conversation using Yup'ik. And she is excited to use and incorporate the "flow" of the language into her classes.

The information gained will be developed into language classes for our Yup'ik Studies Instructors (Adult Learners) who will in turn strengthen their current teaching methods and practices. In addition, this information will help us as we continue to work on our Yup'ik Studies Curriculum Development especially for the 6th, 7th and 8th Grade students.

Quyana cakneq for all the support.

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Special Education

Sherry Becker, Director

Training:

The special education director provided a Fetal Alcohol Spectrum Disorder (FASD) 101 inservice on October 19, 2015 for 17 teachers and paraprofessionals in Manokotak. This was a good opportunity for the Manokotak staff to come together and learn about FASD, including terminology, facts, and effects on the body and the brain. We discussed the purpose of diagnosis, primary and secondary disabilities resulting from FASD, and we discussed Alaska's resources and approach to decreasing the prevalence of FASD. The training day ended with the Manokotak staff presenting what they learned to their peers about strategies to use when working with students with FASD and similar disabilities.

Special Education Director's Training:

The special education director attended EED's director's training in Anchorage on October 22-23, 2015. Topics discussed at this training included:

- Special Education Law – A Year in Review with Art Cenosa, Esq.
- Part C to Part B MOA – improving the transition process for children ages 3-5
- Overview of the Grants Management System
- State special education website changes and additional resources
- Council for Administrators of Special Education meeting – will be offering a 1,000.00 scholarship for potential special education service providers/teachers – must be currently enrolled in a program leading to a special education career
- ATLA reviewed their services for Assistive Technology
- Review of the special education handbook
- Review of trends in data statewide and national
- Intensive Needs Funding Training
- Presentation about Employment First by Rich Sanders with the Governor's Council on Disabilities and Special Education

Compliance:

The special education department completed their 5-year compliance review with Alaska State Department of Education & Early Development (EED) on 10/13/15 through 10/16/15. During their visit to our district, the two representatives from the state were able to observe the E-Therapy Speech/Language services online and they visited Aleknagik School where they observed a speech session in person. They were pleased with what the experience and will be mentioned that they would be taking information back to EED regarding

the program. Many districts in the state are currently using or considering to us telepractice as a method of providing some of their related services.

We have received the state's report outlining the findings discovered during our district's compliance review. Some of the findings require the district to complete training for the special education staff and some findings involve reconvening IEP/ESER meetings and/or completing paperwork and parent notifications, etc. The required special education staff training will be held on December 12, 2015. Documentation will be collected over the next 6 months showing that the special education department has completed the required trainings and have made the necessary corrections as indicated in the state's report.

- “Strengths” identified by the state during the compliance review included:
- Strong justification for eligibility on ESERs
- Strong statement of affect
- Good director to teacher communication
- Implementation of teletherapy
- Good transition plans

“Areas of Need” identified by the state during the compliance review included primarily procedural errors in the eligibility and written notice process.

Special Education Parent Meeting:

A special education parent meeting was held on the evening of October 14, 2015. Parents joined us from various school sites by video and by teleconference. The purpose of this meeting was for district staff to introduce themselves, answer parent questions, and hear their comments regarding what is working, what is not working, and suggestions they may have for improvements. Representatives from the State Department of Education and Early Development were present at the meeting in addition to Southwest Region School District special education teachers and administrators. The feedback received from the parents was very positive overall with only one concern in the area of providing additional training for our paraprofessionals that work with preschool-aged children. This training is being planned and supplemental materials and supplies have been ordered to address the specific needs identified.

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Facilities & Maintenance

Rick Dallmann, Director

District-Wide

- All fuel and propane deliveries are completed for the year
- Winter preventative maintenance is ongoing.
- We have a representative from EED Facilities scheduled to come out in February to certify our Maintenance Program

Manokotak

- Demo of the old school and remaining buildings is completed cleanup should be completed by Nov. 15th

New Stuyahok

- Heat recovery project is still in progress we plan to have this project completed by Dec.31st and close out the grant

Koliganek

- Working through commissioning issues at the new school
- The gym floor has mostly recovered from the flooding, we are planning to have the flooring contractor come back in the spring once school is out and refinish and repaint the floor. This cost will be taken care through the sub-contractor that caused the damage; other items damaged from the flooding have either been replaced or will be replaced to keep all of the warranties in place.
- Training is on going
- Teacher Housing project is still on schedule, interior painting has been completed in all three buildings, metal siding is completed, flooring has started in all three buildings. Teachers should be moving into the units before the end of Nov.





Aleknagik School

Audra Finkenbinder, Principal/Teacher

The month of October included quite a few events for Aleknagik students, staff, parents, and community members: Students in grades 6-8 received new MacBook Air laptops, volleyball season began, Quarter One came to a close, Parent/Teacher Conferences were held, and a Halloween Carnival concluded the month.

Aleknagik students in grades 6-8 received new MacBook Air laptops in October continuing the one-to-one laptop program for 6th – 12th grade students across the district. The 6th – 8th graders use the laptops for supplemental educational programs, research, vocabulary and spelling definitions as well as word processing.



Laker volleyball season began with practices being held in October and continuing in November. This year there are a total of 13 Lakers playing volleyball, which has provided us the opportunity to have two teams! In addition to hosting matches in Aleknagik, the teams traveled to Dillingham for the Bunny Boot tournament, held a Parents vs. Players night, and will travel to Manokotak before Thanksgiving Break. It has been great to watch the teams compete in addition to seeing their determination to improve upon their skills. The girls, coaches, and spectators all have had a wonderful time and the Lakers look forward to future athletic events!

The last week of October, Aleknagik School participated in Red Ribbon Week activities in support of being Drug and Alcohol free. The week consisted of the following dress up days: Ravishing Red Monday, Backwards Shirt Day Tuesday, School Spirit Day Wednesday, Twin Day Thursday, and Be Your Hero for a Day Friday. Each student and staff



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member who participated was entered to win a daily prize that was handed out at the end of each day.

Aleknagik School ended the month of October with a Halloween Carnival that had an array of carnival booths, a concession stand, a cakewalk, costume contest, and a haunted house to complete the evening. A huge THANK YOU is extended to all who helped make the Halloween Carnival such a fun event.



There are currently eight Lakers participating in the District sponsored Million-Word Challenge. It is wonderful to see these students striving to reach this reading goal!

It is hard to believe that we are already in the month of November and that the middle of the second quarter is upon us! Aleknagik School will be sending home progress reports prior to the Thanksgiving break and before we know it, the second quarter will conclude.

Aleknagik School will be celebrating Thanksgiving on Wednesday, November 25th with a community potluck. I want to take this opportunity to wish everyone a Happy Thanksgiving and safe travels for those who will be visiting relatives out of town.

Students of the Month

K-4: Abigail Ilutsik

5-8: Austin Finkenbinder

*Congratulations!
Keep up the good work!*



William Sonny Nelson School

Nate Preston, Principal

We are finishing up the First Quarter at William “Sonny” Nelson school. Our current enrollment is 17 students. We have completed all beginning of the year testing and the first parent-teacher conferences. We are continuing to work on vocabulary and Reflex Math. The staff and students are reviewing the AMP scores. In addition, we are very interested in the scores we will get from MAP and the vocabulary test in December.

We have completed MAP, Vocabulary, AMP, Star, Kindergarten Developmental Profile, and Kindergarten testing. We have also completed the first round of parent teacher conferences. After testing, we have made changes to groupings and instituted an after school program. In addition, Ekwok has also completed the first round of CIPA lessons. Furthermore, we have started a positive behavior instruction strategy and have combined it with Yupik values of the month for an award raffle at the end of each month. Student behavior has improved and students are looking forward to the raffle. We are proud to mention that we had 100% turn out for parent teacher conferences. In the conferences we went over students grades and scores.

William “Sonny” Nelson school is focusing on Reflex Math and the district’s vocabulary word list. Reflex Math is going very well. At the current rate of fluency, growth for multiplication grades 4th through 8th should all be completed by the end of December. The majority of 3rd grade should be completed with multiplication some time in January or February. The 1st graders are around 30 % mastered on Reflex Math and should have the addition and subtraction level program completed by the end of the year. The staff is interested in how the Reflex Math fluencies will compare with the MAP scores in December. Learning the District’s Grade Level Academic Vocabulary Word List continues and we think all the students can be at 85% fluent by the end of the year. We will be very interested in how they score in December. We have just received and are starting to review the AMP scores. Once we review the scores we will prioritize areas to improve in. Our AMP scores leave us a lot of room for improvement.

We are looking forward to having our first Migrant night in late November early December. Everyone cannot wait until Thanksgiving potluck. The Village will be present and I am sure we will we have a great time.

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Koliganek School

Cody McCanna, Principal

Teacher Evaluation

All certified teachers at Koliganek School will be involved in the Teacher Evaluation process during the months of October and November. Teachers will have the opportunity to be observed in their classrooms to show how they are implementing the Marzano Elements of Effective Instruction. Teachers also have the chance to invite the instructional leader into their classroom to do coaching observations as well. This allows teachers the opportunity to receive feedback that is non-evaluative before they are evaluated on the specific elements.



Extra Curricular Activities

Koliganek School was saddened by the lack of motivation and willingness of its student-athletes when they were unable to come together to create a volleyball team this year. However, there are a handful of hardworking student-athletes who have joined wrestling this year.

In The Classroom

Teachers and paraprofessionals have been working hard to ensure students are given quality instruction. Teachers meet weekly during their Collaborative Meeting to discuss educational issues and work to improve the quality of education for all students. We do have some serious concerns about the majority of our students in grades 6th -12th who are not showing a concern for learning. The staff has been working with parents and the CSC to come up with positive opportunities and solutions to help students become more motivated.

Students of the Month

K-1: Gerasim Nelson
2-3: Jalene Larson
4-5: Parraq Nelson
6-8: Cody J. McCanna
9-12: Rachael Norbert

Behavior Reward Ticket Winners

K-1: Kasia Barnes
2-3: Alison Johnson
4-5: Natasha Nelson
6-8: Troy Bright
9-12: Jasper Kapotak



Manokotak 'Nunaniq' School

Deb Forkner, Principal



**PERFECT
ATTENDANCE
1st QUARTER!**

The first quarter of the school year is in the books and Manokotak Nunaniq School is happy to report that we met our STEPP goal of less than 50% chronic tardiness for the quarter. Only 34% of our students had 5 or more tardies. Staff will continue to work to get that percentage even lower in future quarters. We are also pleased to report that 46% of our 3rd-12th graders made the honor roll.

Staff meetings continue to focus on the Marzano elements of effective teaching. Currently, Element 2: Tracking Student Progress is the school wide focus.

The Junior/Senior AFN and Career Trip was a huge success. Students got a wide variety of experiences while on the trip. Many students are now making plans to attend college, AVTEC and Job Corp. One student was heard saying after attending the career fair, "I didn't know there were so many opportunities out there".

Two students will return to Career & Technical Education Program at Naknek to attend the second session of the Construction strand. Several other students have applied for the Business strand.

JoAnne Knight and two students attended a Photography class offered through Bristol Bay Campus. It is exciting to see so many students taking advantage of the opportunities for classes we are not able to offer and getting college credit as well.

6th-12th graders are very excited to have their new laptops. A parent information night was held on October 29. ALL high school students had a parent present at the meeting.

Manokotak hosted Togiak, New Stuyahok and Dillingham JV volleyball teams the weekend of October 23. The weekend of October 30, Manokotak hosted "The Take Down on the Tundra" wrestling meet. Sixty wrestlers representing Manokotak, New Stuyahok, Togiak, Dillingham, Koliganek and Newhalen schools participated. Middle School volleyball will host a mini tournament November 20-21.

REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



'Chief' Ivan Blunka School

Robin Jones, Principal

We just finished up quarter one and have a lot to celebrate at Chief Ivan Blunka School! We are happy to report that 41 of our secondary students finished quarter one on either the Honor Roll or the Highest Honor Roll. We are also happy to report that 52 students school-wide had perfect attendance for quarter one. We had three students with 100% fluency on their math facts. Students were also recognized for achievements in reading, math, citizenship, and congeniality. We are so proud of our students' accomplishments!

In our Professional Learning Communities, we are still in the process of developing plans for differentiating instruction and organizing students to practice and deepen knowledge based on student performance data. We are also collaborating with Meghan Redmond (TWA) to develop individual learning plans in the area of vocabulary for all secondary students. We continue to devote time toward developing behavioral interventions, tools, and strategies to strengthen classroom management and to help maintain a safe school environment that is conducive for learning. In the month of November, we will also be focusing on peer observations and formal observations.

Our volleyball teams continue to make us proud with tournament participation across Bristol Bay. Our wrestling team has performed exceptionally well in all competitions, and we will likely have many state contenders.

Students of the Month

Jocelyn Gumlickpuk - Kindergarten

Craig Wonhola - 6th Grade

Mariah Blunka - 12th Grade

Employees of the Month

Helen Wonhola & Justin Gumlickpuk





Togiak School

Sam Gosuk, Principal

Kanruyutet atuuguut yungnaqetlrianun.

Instruction is useful for people who want to survive.

Some of us were thinking, “what is that white stuff out there?” Winter is finally seem to be here and many kids are seen to be sliding on the roads being happy. November is a time when smelt come and so do the fattened seal. One teacher was taken along for a seal hunt with local hunters and he enjoyed the trip for the day.

Several things have happened in our school some of which involved the community and our culture. First of all, in games now we are continuing not to charge our staff including our CSC to games related to sports or activities sponsored by the school. The result is that more certified and classified staff being in the games and some are helping out. Hopefully this will help our school have more school spirit. This was started last year after talking with our CSC members.

We had a good community involvement for our yearly Halloween Carnival on a Saturday. Most of the staff volunteer their Saturday time to fundraise for their classes. Some classified helped out and also some classified even fundraised for their sports team. One teacher using the interest of the students relating to Halloween had her students plant pumpkin seeds which grew into plants and they were able to take those home to their parents.

In our school, Donna Matthews our Science teachers is working with the elementary students to help them get interested in science. It is called Science Buddies and the older students do their lab work with the elementary. It is very interesting for the elementary and fun for the everyone involved. This will surely benefit the interest of the students on science both in elementary and upper grade levels of middle school and high school.



Also, the community has a Fablab, and Greg Cejka is starting to give field trips to the middle school and high school students to the lab and giving them hands on demonstration training to make logos and using the laser printer on vinyl to make stickers. This is very modern use of computer skills and hands on work with new technology will surely raise the interest of students to take responsibility for their education seriously.

REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



Twin Hills School

Meghan Redmond, Lead Teacher

The 8th grade students look forward to October every year, because we are lucky to have Twin Hills Village Council sponsor a trip to AFN Elders and Youth. This year, the conference was in Anchorage, and all three 8th graders had the opportunity to attend. At AFN Elders and Youth, we participated in two excellent breakout sessions where we learned how to sing a two-part Yup'ik chant with Ossie Kairaiuak and how to make cottonwood salve. We

also were able to participate in a round table that discussed what Alaska Native students would like to see in their education and schools. The most important thing we were able to participate in was writing the resolution in opposition of raising the minimum number of students in a school from 10. With the help of former senator Mark Begich, we worked with Dana Bartman (Manokotak Vice Principal) and Debbie Hoseth (Twin Hills Village Council member) to draft the resolution, which was eventually passed by the AFN Elders and Youth Convention.



Twin Hills also help a letter writing session at the beginning of November to provide the community with the chance to come together and write letters to our legislators, the governor and lieutenant governor, and the legislators that are leading the call for the change in the minimum number of students in a school. We are planning on holding a second letter writing session before sending off the packets of final letters.

Congratulations to Trinity Kvamme (2nd grade) for being named at the Twin Hills “Wolf of the Month” for October!

For the month of November, the Yup'ik Value of the Month is “Share Possessions and Knowledge with Honor”.

In the past month, we have had several students who have achieved 100% fluency in Reflex Math! Those students are Abby Kvamme (addition and subtraction), Adam Kvamme (addition and subtraction), Ivan Sharp (addition and subtraction), and Peter Small (multiplication and division). They have each earned a backpack for their awesome efforts!

Twin Hills

