

# REPORT TO THE SWRS BOARD OF EDUCATION

Educating our future...



## Superintendent's Office

David J. Piazza, Superintendent

**"Iriiaten-llu  
kenkellerpeggun  
qigcikliki.**

**Through love, respect  
your children."**

**--Bristol Bay Yup'ik Values**

### **Board of Education**

Kay Andrews, President  
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## Staffing

(Board Goals 1, 4 & 5 • Instruction Goal 3)

In preparation for determining the staffing needs of the District for next year, the annual "Intent Forms" have been sent out to and received back from all certificated staff. At this time, the District has posted eleven teaching positions for known vacancies as resignations have been received from individuals who will not be returning. The District intends to offer contracts to the certificated staff before February 15th following standard timelines to ensure that the District has a few days of lead time in March to prepare for the Anchorage and out-of-state job fairs.

## Legislative Report

(Board Goal 2)

The Second Regular Session of the 29th Alaska State Legislature began on January 19th. Due to the fiscal status of the State, the House decided on February 8th, to concentrate fully on the creation and adoption of the budget through the passage of House Concurrent Resolution (HCR 23), which restricts "committee meetings of the Alaska House of Representatives to measures that substantially relate to and have as their primary purpose appropriating, raising, or allocating state revenue, until the Alaska House of Representatives passes a state operating budget." Similar practices appear to be taking place in the Senate as well.

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## SWRS Board Workshop

(Board Goals 1, 2, 3, 4 & 5)

Superintendent Piazza, Associate Superintendent Noonkesser participated with school board members as Dr. Thomas Alsbury led a full-day workshop to report his analysis of the SWRS Board's measurement against a set of standards established in high performing school boards. Dr. Alsbury indicates that highly effective boards are characterized by their use of a balanced approach to governance focused on improving student achievement. The standards of effective boards include Vision-Directed Planning, Community Engagement, Effective Leadership, Using Data for Continuous Improvement, Climate and Culture, Learning Organizations, Systems Thinking, Innovation & Creativity, Board Member Conduct, Ethics and Relations with Superintendent, and Budgeting and Financial Accountability. Dr. Alsbury presented an analysis of each standard as well as recommendations that the Board should consider to move towards meeting each standard at a high level.

## PTPC

(Instruction Goal 3)

Superintendent Piazza participated in the Professional Teaching Practices Commission (PTPC) meeting held on January 25th and 26th. While the agenda had originally included a formal hearing to address one of the PTPC complaints, the hearing was cancelled allowing for the discussion of additional items that were anticipated to be pushed back to the next meeting of the commission in April and allowed Dave to return to Dillingham in time for the School Board evaluation workshop.

## Staff Development: Response to Instruction/Intervention Conference

(Board Goals 4 & 5 • Instruction Goals 1 & 3)

Superintendent Piazza and Associate Superintendent Noonkesser attended the 2016 Anchorage RTI Conference: Integrating Behavior and Academics into a Seamless Multi-Tiered System of Supports on January 22rd-24h with a team of SWRS staff members. This annual set of workshops lead by the Alaska Staff Development Network (ASDN), the Department of Education and Early Development, and the Anchorage School District continues to be the primary source of information related to Response to Instruction/Intervention (RTI) within the state. Staff members from Aleknagik, Koliganek, Manokotak, New Stuyahok, Togiak and the District Office represented the District.

The full-day, pre-conference session for participants from rural school districts with previous RTI experience was presented by Shelby Skaanes. The day provided a recap of the major components that need to be in place for an effective Response to Intervention system and provided instruction in the use of a Problem Analysis Assessment Domain matrix to help determine why students are struggling. While focusing on the student or learner is a key component, the matrix calls for an analysis of the Instruction, the Curriculum, the Environment, as well as, the Learner (ICEL). Each of these domains then need to be analyzed through Review, Interviewing, Observation, and Testing (RIOT). Using the data gathered, a comprehensive plan can be written to address how to meet the specific needs of students.

The main conference began with a keynote address presented by Tricia McKale-Skyles entitled “Balancing Academics and Behavior: The Educator’s Chicken or Egg Conundrum.” The presentation stressed the need that both academics and behavior interventions and support structures must be in place at the same time to ensure that students have success within the educational system. Ms. Skyles discussed the STOIC (structure, teach, observe, interact, and correct) framework from the Safe & Civil Schools approach to behavior management that can be used for both academics and behavior when establishing effective RTI processes within the schools.

During a half day follow up session to the keynote, the session “Responding to Misbehavior: Tier II interventions for Challenging Students” provided a number of real-world and effective interventions to be utilized with students She points out that while we can never cure a student of their behavioral issues, that these students and their behaviors should be managed. Using positive interventions such as providing a disruptive student with a meaningful classroom or school-wide job will help the student make positive connections to the school. Since each school with the District has multiple tasks that could be accomplished each day by students under the direction of a caring staff member, a list of jobs, supervisors, and performance outcomes should be developed and shared school-wide to provide staff with this positive intervention for their toolkit.

A full day “strand” during the conference presented by Dr. Louisa Moats, provided a variety of interventions to help teach older poor readers. Moats described the need for school systems to establish a

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multi-component, explicit, systematic, and cumulative intervention approach to reading instruction. She shared Scarborough's idea that skilled reading is made up of many strands of a rope or language sub-skills in language comprehension and word recognition that must be developed and strengthened in parallel with each other. At the simplest level according to Moats, students must be able to decode printed words on a page through phoneme awareness and the use of phonics and understand the words through vocabulary development and reading comprehension skills while building fluency in both areas. Intervention strategies geared at helping students understand the five principles of English Orthography in the areas of the language origin of words, phoneme-grapheme correspondences, phoneme or grapheme positions within a word, the order and sequence patterns or letters in a word, and the morphology or meaningful parts of a word including prefixes, suffixes, base words, Latin roots, and Greek combining forms. Because teachers at the secondary school level focused more on academic content during their formal studies, the skills to help poor readers that reach the middle and high school level may not be part of the teaching toolkit for many classroom instructors.

An additional half-day "topic" session lead by Lexie Domaradzki on "Effective Formative Assessment" reinforced and built upon participant's knowledge of the comprehensive assessment system that must be in place for a functional RTI system. Domaradzki shared a side by side comparison of work on Formative Assessment by William & Black with that of Hattie's Visible Learning. The use of Shared Learning Targets, Effective Questioning and Dialogue, Descriptive Feedback, and Active Peer and Self Assessment provide students with a learning environment that has a high probability or effect size of ensuring student success.





## Instruction & Information Systems

Steve Noonkesser, Associate Superintendent

### Instructional Program

(Board Goals 1, 2, 3, 4 & 5 • Instruction Goals 1, 2, 3, 4, 5 & 6)

February is a month of taking stock and looking ahead. We were busy in January getting back to the routines of school and looking at progress made and the results of first semester assessments. February begins the process of moving ahead into a successful second half of the year and looking into next year.

We have also been very busy planning for an exciting change in our schools. With the numbers high school age students recently graduated from 8th grade in Aleknagik and Twin Hills, we now believe that a high school program may be both educationally and financially viable in those communities. We are also looking a options for high school age students that may wish to come home to Ekwok.

As always, we are focused on ways to provide common, quality educational opportunities to all SWRS students regardless of school size or grade level. We believe that to provide a viable program at all sites, it will take the resources of the entire district to guarantee that best outcome. We have a strong team across the team that has shown great willingness to work together, share resources and focus on the good of all students. We will be meeting in February with leadership to continue the process of working out details of a new program and are planning a series of further meetings with staff, student and CSCs to discuss the plan. We will be bringing more details before the board in the coming months, but our aim is to have a fully developed plan ready for initial implementation in the fall of 2016.

# INSTRUCTIONAL SUPPORT TEAM



Les Parks  
Technology Coordinator



Dianna Schollmeier  
Elem. Ed. Specialist



Corey Evans  
Technology Specialist



Charles Becker  
Sec. Ed. Specialist

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In late January, the district took a team of staff, accompanied by Superintendent Piazza and Assoc. Superintendent Noonkesser to the RTI Conference in Anchorage. As always, this staff development opportunity was a positive one and staff return home with new ideas and skills. A detailed report on the conference is previously noted in the Superintendent's Staff Development section.

## Instructional Team Notes

### Reading Mastery & Corrective Reading

(Instruction Goal 1)

- As was planned, Corrective Reading has been put in place at Togiak, Manokotak, Aleknagik, and Koliganek; providing specific, targeted, instruction to a select group of students who are reading more than two years behind their current grade level. Other sites have not identified a need for the program at this time as they are able to meet student goals and make progress using the standard Reading Mastery curriculum.

### Online Learning Systems Research

(Board Goals 4 & 5 • Instruction Goals 2, 3, 5 & 6)

- This past month we have started researching online vendors that offer full course modules with and without teachers. Using the International Association for K-12 Online Learning's (iNacol) 3-pt rubric, we are putting each vendor through a rigorous review of their content, instructional design, student assessment, technology, and course evaluation and support. We have reached out to other districts around the state to also seek reviews on how the programs they are using are working in their rural schools. Some of the programs we have been reviewing are: AKLN, Carnegie, Novanet, Compass Learning, Edmentum (Plato), APEX Learning, North Dakota for DL, BYU, Aleqs, K12, and Edgenuity. There are many more vendors out there, but we used the iNacol report and Marzano research to guide us on our selection pool.

### Staff Development: RTI Conference

(Board Goals 4 & 5 • Instruction Goals 1 & 3)

- Fourteen staff members attended the Response To Intervention conference in Anchorage. Staff were able to choose their own topics, with the most popular being: literacy in the elementary classroom, writing strategies for students in middle and high school, and strategies to manage student misbehaviors. Staff commented that the strategies for managing student behaviors focused on opening dialogue and building rapport with students by organizing directions into "high-probability" and "low-probability" requests. High-probability requests

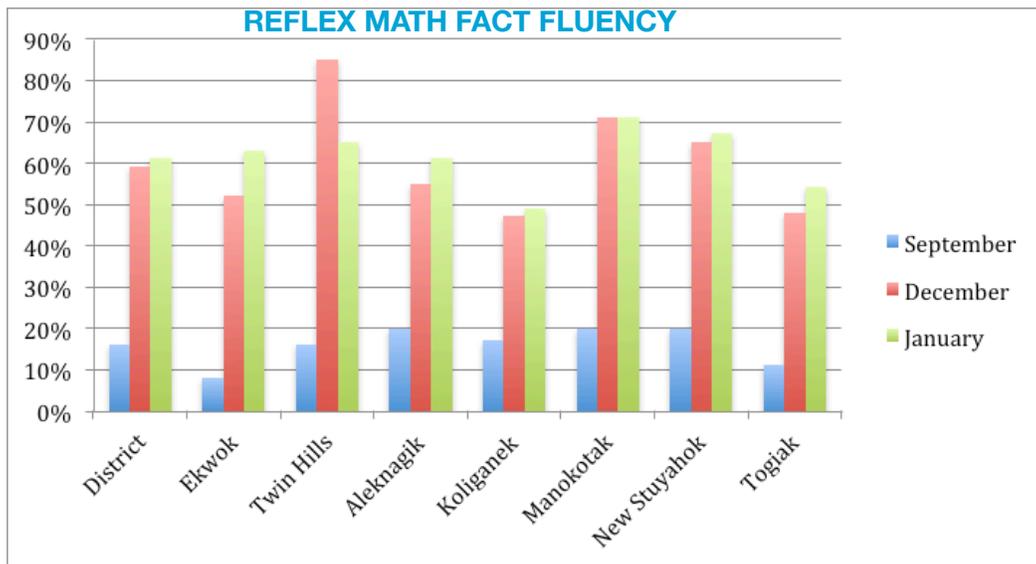


are directions that are well within a student’s ability to complete, such as writing their name on their paper or looking at the board. Low-probability requests are those which may be more difficult for a student to achieve, such as finishing every assignment or getting to class on time. High-probability requests give students a chance to be successful and gain recognition for their positive behaviors, while low-probability requests provide students an opportunity to challenge themselves and reach toward higher levels of accountability. These two types of requests are blended throughout the day with a preference toward high-probability, reducing stress and conflict for staff and students alike.

## Reflex Math

(Board Goals 4 & 5 • Instruction Goal 3)

- Last month we briefly discussed progress being made in math fluency. During January we took some time to look at what impact Reflex math might be having in other areas.



- Math fact fluency across the district grew by an average of 2% over the short month of January. Along with the growth in math fact fluency we also saw a tremendous growth in MAP (Math) scores being met; 80% of our students met their projected MAP growth target from fall to winter. Twin Hills is the only school that saw a decline, but that occurs when new students begin the program. In this case, there were first graders and kindergarteners that were ready to start mastering their addition/subtraction facts; thus, they started the Reflex Challenge.

## Academic Vocabulary

(Board Goals 4 & 5 • Instruction Goals 1 & 3)

- The district continues to use vocabulary.com as a resource to build tier two academic vocabulary in grade 6-12. We continue to look for a resource that will help grades K-6 build academic vocabulary, and are in the process of trialing a few products. As a district we answered a total 238,421 vocabulary questions on vocabulary.com, an increase of nearly 100,000 words from last month. Our continuous focus on vocabulary shows our teachers dedication in explicitly teaching academic vocabulary and understanding

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it's importance. Top three students within the program are: Mickia Walcott (KNW) with 6,688 words, Luther Andrews (TOG) with 5,637 words, and Vassilie Andrew (KNW) with 5,343 words. Top three teachers are Shayla Schwoch (TOG) with 90,999 words, Brian Mason (TOG) with 71,776 words, and Mollia Brown (KNW) with 63,834.

## Love of Reading Challenge

(Board Goals 4 & 5 • Instruction Goals 1 & 3)

- The third annual Love of Reading challenge is in full swing with participation at some level from every site. Students are rewarded individually by receiving a paper sled dog cutout for every book they read and classes are rewarded by collecting 100 dogs. Upon completion of 100 books, the class will receive a pizza party.



## Physical Education Framework

(Board Goals 4 & 5 • Instruction Goal 3)

- The PE committee worked this last month to align suggested activities to the drafted framework for elementary, middle school, and high school grade bands. This is still an ongoing process, with goals to have a SWRSD PE Framework draft ready for approval by spring.

## Technology Team Notes

The technology team has been busy engaged in the usual support duties, but this month the focus has been on a major project that has been in the works for several months now. The business office is migrating to Macintosh computers to improve support, functionality and enhance communications across departments. Corey has taken the lead on this project and has worked hard the past few weeks making the transition between platforms a smooth one.

## Business Office Transition

(Board Goal 2)

- Since the last board meeting the focus of the technology department has been on the migration of business office staff to their replacement computers. The district made the decision to use the needed renewal of the business office desktop computers to migrate the business office to Apple computers. The migration to Apple computers will for the first time have business office staff working on the same platform as the rest of the district which will simplify support of the business by the district technology staff. The migration has proceeded smoothly and at this time the migration of staff computers is complete and the business office staff are all working in their new machines.



## Student Government, Student Voice

### Jada Nukwak, Student District School Board Representative

#### Notes From Around the District

(Board Goal 1 • Instructional Goals 2, 3, 5 & 6)

- Togiak middle school and boys high school basketball teams have been traveling for scheduled games. Their high school girls team is also now competing. Attendance has improved with “Motivational Mondays” to address tardies and absences. Students also have monthly music cards as incentives for improving grades.
- Twin Hills students finished the fundraising for their eighth grade trip, with some students attending Junior Close Up in Juneau with others from New Stuyahok, and Koliganek.
- Koliganek students and staff are working hard in preparation for their upcoming carnival, and their middle school basketball team is very active.
- Ekwok School has hosted two movie nights, and prepare for their community carnival, Migrant Ed night, and a celebration of Dr. Seuss.
- Many Aleknagik students are working to accomplish the Million Word Challenge, with Katrina Finkenbinder already achieving this lofty goal! Additionally, their basketball team is very active, competing against other teams at every chance. Fundraising efforts continue at New Stuyahok, where students are invited to a monthly gym night when detention free and can also earn Eagle bucks for good behavior. Their middle and high school basketball teams are mid-season, with a peewee tournament in the making.
- Students at Manokotak Nunaniq student council are leading a community service project of cleaning a public building at the airport and are working together with the City on a community design contest for a new, official, city emblem or seal. Two Manokotak Nunaniq School students were selected by the United Tribes of Bristol Bay to attend the First Alaskans Institute Race Equity Summit with tribal support and funding. Many site spelling bees have taken place in preparation for the District Spelling Bee on February 18.
- Finally, a Togiak and Manokotak student attended the AASB Youth Advocacy Institute which will be reported separately.



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## AASB Youth Advocacy Institute – January 6–9, 2016 Guadalupe Gonzalez

Jada Nukwak and I were chosen to go to the Youth Advocacy Institute from February 6-9 in Juneau, Alaska. At this conference, we learned many things including how to read a bill, the process of how a bill gets approved, and all the details in between the first draft to when it becomes law or gets disapproved. On the first day, February 6, we were given a tour of the Capitol Building. During this tour, we saw all the conference rooms, the Senate, and the House of Representative meeting rooms. We also got to view a mock testimony and were taught how and when we'd be able to give them.

Students from the Juneau-Douglas High School led a workshop on how and when to advocate. I learned that there are certain steps in the process of advocating effectively.

- The first step is to decide if what you are advocating for is possible. For example, “Can we afford this?” “Are there any reasons why we cannot achieve this?”.
- Second, everyone needs to come together in order to make a change. Strength is in numbers and this way you can gain ideas from others.
- The third step is to set goals in order to achieve what you are advocating for. Goals ensure you get to where you need to be when you need to be.
- is getting the facts. What do you need in order to achieve your goals?
- Fifth is deciding who you want to impact. Yourself? Your school? Your community?
- Sixth is presenting your idea in order to make a change.
- Step seven is to review, adjust, and repeat the process in order to improve the idea and to make sure you do make a change.

On the second day, February 7, we got into groups and reviewed different bills so we could discuss what we agree and disagree with. We then talked about key issues in legislature, mainly focusing on education. In like size groups, based on school district sizes, we choose three issues we would like to focus on when we go and talk to our representatives and senators. In our group, we chose to focus on the Retire/Rehire bill, Language Immersion Schools bill, and the \$50 BSA bill.

February 8, we sat in on committee meetings concerning financial issues and the subject of the native language immersion schools. February 9, we had an appointment with our representative Bryce Edgmon. We discussed the state's budget, the education budget, how important it is that our school has broadband services, and some of the issues we were having in our schools due to the past budget cuts.

The main idea of this conference was to learn the process of advocating and gaining experience on how to effectively do so. I learned how to advocate for myself, my community, and for my school. I also learned the process of how bills are discussed and debated on and some of the legislative processes. This experience has improved my leadership skills and the way I will advocate.



## State & Federal Programs

Jon Clouse, Director

### Title I–A AK STEPP

(Board Goals 1 & 5 • Instructional Goal 3)

The AK STEPP plans developed by the schools and the district addresses improvement planning and schoolwide planning, which are both requirements of Title IA. Each month, there is a focus on several of the 16 indicators that in the AK STEPP plans. These indicators are research based and linked to improvement of academic performance. For the month of January the indicators of focus were 4.03 and 4.05. For the month of February the focus elements are 4.06, 4.07, and 4.08. Additional information about these indicators is provided below:

Implementation of district-adopted curriculum

4.06 – School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.

4.07 – School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.

4.08 – School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.

The district is working on the AK STEPP plan for the district-wide needs. A needs assessment was

completed and future meetings will focus on addressing a number of indicators that are linked to student success in learning by research. The indicators to be addressed during the month of February include:

6.01 – District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.

6.03 – District staff systematically monitors the implementation of the school improvement plans

### Carl Perkins & CTE

(Board Goal 1 • Instructional Goal 3 & 5)

The Director of State/Federal Programs is participating in a CTE Rural Focus Group led by the CTE Program Administrator at the Alaska Department of Education. The purpose of the group is to address federal findings at the state level for the quality of CTE programs. There has been a focus on smaller school districts to combine Carl Perkins funds to provide a greater “return on investment” for students rather than overcoming barriers individually. The partnership that has developed between SWRS, Lake & Peninsula School District, and Bristol Bay Borough School District to offer CTE opportunities using the intensive model continues to be highlighted during these conversations as a “working system” of collaboration. Work on developing a comprehensive district-wide Personal Learning and Career Planning process through AKCIS continues, as well as, work on creating more dual credit opportunities for students.

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## Monitoring of ESEA Programs

(Board Goal 1)

Southwest Region School District will be monitored on compliance and implementation of ESEA programs including Title IA (Program and Highly Qualified), Title IIA (Professional Development), Title IC (Migrant Education), and School Improvement. Several EED staff will conduct interviews with selected principals, teachers, paraprofessionals, and parents. The Director of State/Federal Programs has been gathering evidence of compliance and implementation and will spend two days answering questions and providing

## Highlight: Migrant Education Services

(Board Goal 5)

The services that are provided and/or made available to migrant students are based on an annual needs assessment conducted each spring. The needs assessment includes migrant student learning data, migrant parent surveys, and migrant staff surveys. SMART goals are developed for the identified need areas. The needs assessment and SMART goals are documented in the Service Delivery Plan for the migrant program. Southwest's Migrant Education Program will provide several services to our migrant students. These activities typically focus on literacy and are based upon the results of parent surveys. Southwest's Literacy in the Home Program provides a magazine subscription to each migrant student. Students will select a magazine from an age appropriate list that will be mailed to the student at home 10 or 12 times a year. In addition, each spring migrant students will receive books to encourage students to read over the summer. Migrant students will receive educational games/activities in the literacy and math content areas that they take home and/or on migrant trips.

Parents of birth to pre-school age migrant children will receive information and resources about the use and implementation of the ELGs and other age-appropriate developmental strategies that they can use to help prepare their children for Kindergarten. Parents of school-aged migrant children will receive information and resources on how to support reading and math in the home.

Each site also conducts two family nights for migrant education students and their parents. At these family nights, information is presented on how to use the literature that students receive to promote learning and building of reading skills. In addition, parents will receive training in strategies to support learning and study skills in the home.

Other services will be available when possible and will include access to additional education, career planning and exploration, health and nutrition, social services, and enrichment activities. The district has an MOU with the Bristol Bay Area Health Corporation – Behavioral Health Center for counseling services for migrant children. In addition, site migrant coordinators, migrant parents, and school staff work with the migrant program to identify students that may need the type of services listed above or other services.

clarity to the evidence submitted. The monitoring will occur on February 10th and 11th.



**Counseling & Assessment Specialist: Steve Ito**

District-wide, all Southwest Region School District sites are preparing for testing in grades 3 – 10 with the Alaska Measures of Progress (AMP) in English Language Arts and Math. The AMP assessment window is from March 29th to May 6th . The AMP test has two main components – English Language Arts and Mathematics, with a third (Science) component added for the 2016

administration. Although this is the second year of this relatively new assessment, it will be the last, as EED has chosen to abandon the AMP in the best interest of Alaska to consider new assessment structures that better align to instructional needs and are allowable due to changes in federal law.

The World-Class Instructional Design and Assessment WIDA ACCESS test window has begun and is within a window of February 1st to March 31st The ACCESS Test is an assessment of English language acquisition required by EED for identified Limited English Proficient students within our district that focuses on listening, speaking, reading and writing.



**Yup'ik Studies**  
Esther Ilutsik, Director

**Manuquutaq Site Visit**  
(Instructional Goal 4)

Traveled out to Manuquutaq January 12th and returned on the 13th. Angutekayak (Louise Gloko) is implementing TIP (Total Immersion Plus) with her middle school students. So it was delightful to watch the students so engaged and in tune with learning the oral language of their community and ancestors. This method of instruction will be referred as the “Yup’ik Only Rule” and she will share her experiences



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with the in-service session scheduled for January 27-29, 2016. In another class the students were all engaged in making a qaspeq. These were being made for the certified teachers and presented to them as they were completed. I was so thrilled to observe a presentation and to see the pride in the students' eyes as well as the teachers. The student that was observed was Bryon Mochin who completed a qaspeq he was making and had the privilege of observing him present it to Ryan O'Sullivan the 3rd and 4th grade teacher (affectionately known as Mr. O.) Teachers and students are taken with this practice of giving. Other students were making warm mittens and slippers. Quyana, Angutekayak, Elders and students.

Also, met with Cungass'aq (Grace Gamechuk) and had her proof-reading our TPRS K-2nd Grade Curriculum and our new "Poster" series that will also be introduced during the TIP in-service. Quyana, Cungass'aq.

Yuugista (JoAnne Knight) and I spent the evening in the village visiting and taking photographs of the elders who were immobile and didn't make it to the school when the school photographer was at site. We visited the homes of Anuska Bartman, Julia Apalayak, Anuska Nanalook, and John Pauk. I am in the processes of finishing up the short biographical information and need to get the photographs made up so that they can be ready to be hung in the school.

## Yup'ik Only Rule

(Instructional Goal 4)

Sixteen Yup'ik Studies

Instructors participate in the three - day session, January 27, 28 and 29, 2016 here in Dillingham despite the weather challenges. Three sites Twin Hill, Togiak and Manokotak used the distant learning system as they waited for flights to bring



them in and New Stuyahok and Ekwok cancelling and choosing to use the distant learning system. Was fortunate to have Melody Noden from Aleknagik and Herbert Lockuk, Jr. who had come in for a medical appoint to "beam" us out to the sites to get us started.

The central focus of the session was the "Yup'ik Only Rule" with Louise Gloko demonstrating the lesson that she is implementing with her middle school students in Manokotak. The participants, during the session, including those "beamed" in were her students. She then gave each instructor an opportunity to participant to play role that of an instructor. It was stressed that "Yup'ik Only Rule" will be considered by the 6th, 7th and 8th Grade Curriculum Committee as to whether it is something that should be addressed at that level. It was presented to all our instructors providing them some options that they might want to consider using within their own classes and as a way of having the students become familiar with the term, "Yup'ik Only Rule".

All our Yup'ik Studies Instructors received 1 credit ANS F251 Practicum in Native Cultural Expression.

We would like to thank the Bristol Bay Campus/University of Alaska Fairbanks for providing travel, hotel and part of the tuition cost for our Yup'ik Studies Instructors. Quyana cakneq!



## Special Education

### Sherry Becker, Director

The special education director and five of the district's special education teachers attended the Alaska Statewide Special Education Conference (ASSEC) on February 6-12th. Three teachers participated in the pre-conference presentations which included Special Education for Early Career Teachers and Special Education Review: A Review of Required Paperwork, Reporting, Planning, and Supervision. Helping Youth with Autism Spectrum Disorder to Cope Better: Ideas for Less Verbal Individuals: Ideas for More Verbal Individuals. The main conference consisted of three days of outstanding keynote speakers and numerous breakout sessions on a variety of topics. Many sessions received rave reviews by our district staff. Two teachers and the special education director remained for the two-day post conference, one of which focused on developing leadership skills and the other on post-high school transition for students with disabilities.

LeEsia O'Sullivan, Manokotak elementary special education teacher was awarded the Council for Exceptional Children (CEC) Special Education Teacher of the Year for the state of Alaska. Our district is very fortunate to have some outstanding special education teachers and we are very proud of LeEsia and believe this award is very well deserved! LeEsia's attention to detail and her organization skills have always been impressive. She is very knowledgeable and manages her growing caseload exceptionally; meeting timelines, reporting responsibilities, and the ever-growing paperwork shuffle that is our special education reality. She is a quick learner and is eager to step in to assist others throughout the district in the learning process when needed. It is evident in watching and working with LeEsia that she loves her work, loves being with her students, has a great deal of patience and understands that little steps in learning go a long way. She takes each student from where they are and provides experiences that will maximize their success ensuring that they will meet their full potential. She currently balances a caseload of 18 students in grades Pre K – 3. Three of the students having intensive needs. This is done in



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both the special education classroom setting as well as in the general education setting. Her training/supervision of the paraprofessionals working with her as well as her support of general education teachers of students on her caseload has is exceptional. She consistently demonstrates true dedication and passion to be the best that she can be as well as obtaining the best results for her students.

The special education department is currently working with Dillingham City Schools, SERRC and the Department of Vocational Rehabilitation (DVR) to develop a Transition Camp for students with disabilities, ages 14 and above. The Transition Camp will be held in Dillingham on March 7-9, 2016. The purpose of the Transition Camp is to support student transition from school to adult life. The camp provides students exposure to information and resources in the areas of post high school community living, education/training, and employment. 12-18 SWRSD students and 4 chaperones will participate in activities designed to identify and enhance positive personal traits to support their transition to life after high school. As an outcome, the students will present their Person Centered Plan to their peers and staff on the final day of the camp. The resources they learn about, the plan they develop, the experiences they receive will help them to begin planning for future employment, and education.



## Facilities & Maintenance

**Rick Dallmann, Director**

### EED Maintenance Program Certification

On Feb. 3-4 Department of Education Facilities Division was on site to re-certify our Maintenance Program. This occurs every five years and keeps us eligible for grant funding and other state funded programs. They focus on five different areas:

- Maintenance Management
- Energy Management
- Custodial Program
- Maintenance Training
- Capital Planning ( Renewal and Replacement of all systems

The only area we are not in full compliance is how we record our monthly fuel usage at each site. We are currently looking at a system to install a

remote sensor on each tank to record monthly use through the Internet. We currently have clock gages on each tank, but with over 30 tanks to monitor each month we have not been able to keep the records current. With the new sensors we can track everything from the Central Office and this will bring is into full compliance.

### New Stuyahok

- Waste Heat system completed and commissioned

### Twin Hills

- Kitchen Hood Fire Suppression System completed and paper work turned in to Fire Marshall.



## Business Office

**Ryan Ayars, Business Manager**

The business office has officially migrated to the Apple workstation. The tech office was very helpful in making the transition as smooth as possible. We are looking forward to all of the advantages that come along with using the same products the rest of the district utilizes.

Representatives from Tyler Technologies, along with the Chief Finance Officer from Kodiak Island Borough School District, visited us in order to present their Accounting and Human Resources Software. We spent the day going over human resource, payroll integration, purchasing, payables, finance, and reporting. Everyone was quite impressed with the capabilities and ease of use. Some of the highlights included the capabilities to keep all of the process paperless while using an electronic approval workflow, seamless integration with our current timekeeping software TimeClock Plus, and a very user-friendly employee web based portal. Everyone is excited to move forward and working towards a July 1st, 2016 go live date.

We submitted our 2017 Impact Aid application before the February 1st deadline. We received confirmation from the Impact Aid office in Washington, D.C. that it was received and the State of Alaska verified everything looked correct with their initial review. We also received the first two payments from our 2016 application that we will use in FY17. The first payment amounted to \$3,447,985.13 and the second payment amounted to \$869,316.28 for a total of \$4,317,301.41.

Working with Rick it we have found a great solution to monitor our fuel inventory while minimizing risk to our employees. TankScan offers a wireless tank monitoring system that makes it easy to optimize our operations and save. Currently, our tanks are measured twice a year manually. Three major concerns of manual measurements are efficiency, accuracy and safety. Climbing on any tank poses a risk for employees. Wet or cold weather can leave the surfaces slippery and add additional risk. Additionally, there is the concern of potential exposure to volatile hydrocarbons while manually measuring tank levels. The system will be able to detect leaks, daily consumption rates, and meet state requirements for fuel monitoring. We hope to have the equipment installed and the software operational by the end of the fiscal year.

# REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



## Aleknagik School

Audra Finkenbinder, Principal/Teacher

Aleknagik students have been quite busy participating in numerous events since returning to school on January 11th.

### MILLION WORD CHALLENGE

There are currently nine Lakers participating in the District sponsored Million-Word Challenge. Aleknagik School is proud of how these students are reading and striving toward the million-word goal. All together, the students have read over two million words (a total of 2,767,363 words have been read as of 2/9/16).



### SPELLING BEE

Aleknagik School will hold a school-wide Spelling Bee during which the top three spellers will be selected to compete in the District Spelling Bee. Winners will be announced in the upcoming Board Report.

### BATTLE OF THE BOOKS

There are three (3) Lakers who will be representing Aleknagik School in the State Battle of the Books competition on February 24th. Ayden Ilutsik, Austin Finkenbinder and Katrena Finkenbinder comprise the 5/6 Battle of the Books team! If you see them prior to the 24th, please wish them luck.

### MIGRATORY BIRD CALENDAR

Terry Fuller visited Aleknagik School on January 19th to present the students with information for the Alaska Migratory Bird Calendar. All students in grades 1-8 are participating in the Migratory Bird Calendar Contest this year and have been working diligently on their artwork. This year's theme is "Working Together to Save Migratory Birds".

### BASKETBALL

The Lakers basketball season is in full swing and we are very proud of the participation and enthusiasm of every student in grades 5-8. This is the second year we have been able to form both girls' and boys' teams! Thus far, the Lakers have traveled to Dillingham for a scrimmage, sponsored a game in Aleknagik, and traveled to New

### Students of the Month

K-4: Thomas Noden

5-8: Jaren Tinker

*Congratulations!  
Keep up the good work!*

Stuyahok for the Middle School Showdown. Future games include traveling to Manokotak the weekend of February 12th -14th, hosting a tournament the weekend of February 19th-20th and ending the season the weekend of March 4th-5th at the Super Cub in Dillingham.



## William Sonny Nelson School

### Nate Preston, Principal

William “Sonny” Nelson School is having a quiet February and preparing for a busy March. The only activity scheduled in February is one Migrant night. March will have Dr. Seuss’s birthday and carnival in the first week, WIDA testing in the second and we will be preparing for April testing.

To prepare for April’s testing period in addition to normal curriculum we will focus on key items in February and again in March. We selected the items after going over all the students MAP data. In February, we are focusing on word problems and understanding prompts. In March, we will focus on area and volume problems and we will be going over the rules of punctuation.

In March, we will start with Dr. Seuss’s birthday. The K-1 teacher will dress as the Cat in the Hat. We are trying to talk the aides in to being thing one and thing two. We will read Dr. Seuss stories and have cake with green eggs and ham. The carnival starts the day after Dr. Seuss’s birthday. Ekwok has scheduled games and activities for four days.

The academic goals for William “Sonny” Nelson School are proceeding nicely. The goal of having all students 85% fluent in vocabulary by May 5 looks to be on track. The last two weekly vocabulary tests have been passed by all students. The goal of all students 3rd grade to 8th grade to have completed Reflex Math appears to be on track. 80% of students 3 to 8 have completed Reflex Math multiplication and the two remaining students current growth rate should get them done in March.

# REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



## **Koliganek School** Cody McCanna, Principal

### **100th Day of School**

On February 5 students at Koliagnek School celebrated the 100th day of school. Students in grades K-5 spent the afternoon rotating between the three elementary teachers to participate in various 100-day activities. Students got the opportunity to use an app and see what they would look like if they were 100 years old, to name 100 animals, to paint 100 using 10 counts, make 100 high fives, play write to 100 Eskimo bingo style, do 100 calisthenics in the gym, and other engaging activities.



### **Student Activities**

Students, Charisse Tunguing and Cody McCanna, got the opportunity to travel to Juneau for the Junior Close-Up for a full week. They were able to eat lunch with Senator Lyman Hoffman and his wife, met Representative Bryce Edgmon, and be introduced to the House and the Senate floors. The coed middle school basketball team has been able to play in New Stuyahok and Newhalen thus far and will be traveling to Manokotak and Togiak later on in the season.

### **Professional Development**

Teachers have been working in their Collaborative Meetings to establish a school wide Writing Process and a Math Problem Solving Process. Posters for every classroom have been made for the Writing Process and teachers are using it as a tool to help students with their writing. The math poster will be finished soon so that the process can be taught to all students.

### **Students of the Month**

- K-1: Dillon Tunguing
- 2-3: Gusty Tunguing IV
- 4-5: Ivan Gumlickpuk
- 6-8: Tyson Olsen
- 9-12: Samuel Moses

### **Behavior Reward Ticket Winners**

- K-1: Kaisa Barnes
- 2-3: Gusty Tunguing IV
- 4-5: Michael Wyagon
- 6-8: Kaitlyn Herrmann
- 9-12: Alex Hanson



## Manokotak 'Nunaniq' School

### Deb Forkner, Principal

Manokotak Nunaniq Staff has spent a lot of time over the past month reviewing data to identify those students who are struggling. Many elementary students are now receiving an extra reading class each day to intervene and hopefully get them reading on grade level. Staff members have also held numerous parent meetings to create plans of support for struggling students. After school tutoring is in place two days per week to provide even more support for students.

An after school meals program for children under the age of 18 is now in place at the school. The program is sponsored by the Food Bank of Alaska at no cost to the school. Pre-packaged meals are available every afternoon.

Dana Bartman and two students (one from KMO, one from TOG) attended the Legislative Fly-in in Juneau. It was a great opportunity for these students to see our state government in action.

LeEsia O'Sullivan and Mary Lillie attended the State Special Education Conference. LeEsia O'Sullivan was recognized as the CEC Teacher of the Year for the state. The award could not have gone to a more deserving teacher.

Byron Mochin and Koltin Byayuk were recognized as Student of the Quarter for the second quarter at the last awards assembly. Both of these students continually are role models for others and display the qualities of a S.M.A.R.T. student.



# REPORT TO THE SOUTHWEST REGION SCHOOLS BOARD OF EDUCATION



## 'Chief' Ivan Blunka School Robin Jones, Principal

January was a busy month, but we are off to a great start at Chief Ivan Blunka School! One of our main goals as a staff for this semester was to incorporate more student incentive programs to acknowledge and encourage exemplary behavior. We have brought back our eagle bucks system, where each staff member has five eagle bucks a week to give out to students who are demonstrating exceptional behavior. We are also sponsoring monthly gym nights for students who remain detention-free. Both of these incentive programs have already made a significant positive impact on our school climate.

In our Professional Learning Communities, we continue to review student performance data to inform our instruction and to intentionally group students to practice and deepen knowledge. We were fortunate to send five staff members to the annual Response to Intervention (RTI) conference this year, and we are already diving into the RTI processes for students in both the behavioral and academic realms. We also continue to devote time toward our peer observation program.

We recently held our school-wide spelling bee and will have our top three students compete at the District level later this month. We were able to send two student representatives along with our Student Council Advisor to the State Capitol for the Junior Close Up Conference to learn more about the government and to advocate for the #smallschoolsmatter initiative. Our basketball teams have had the opportunity to play a lot of games already this season, and they continue to make us proud all across Bristol Bay!

### Students of the Month

Skyrah Anelon – 1st Grade  
Barbara Acovak – 8th Grade  
Margie Walcott – 10th Grade

### Employees of the Month

Brenna Williams & Vera Walcott





**Togiak School**  
**Sam Gosuk, Principal**

*Kanruyutet atuuguut yungnaqetlrianun.*

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

In Togiak School, we like to thank everyone’s thoughts and support for the community as it went through a loss during the end of January. The traumatic experience brought together the community and much support was given through the gifts of food, airfare, and support to families and relatives of the three who passed on. As the community go through the time of healing, we have hope and know that there is healing with the support of each other.

The families of the folks who lost loved ones met together and asked the school to go ahead and do Middle School Boys and Girls basketball games following the funeral and community potluck although we as a school hadn’t asked them. The game was a good starting of healing after a week of feeling of sadness and trauma. To do that, the community had an much earlier time of funeral time which was 11:00 a.m. To pay respect and condolences of the families of the loved ones, the teams and audience gave moments of silence during the games.

Now that we are going toward the end of the year, I would to point out one good thing that we received through the mail in January and from David Piazza. One of our teachers who was born here, went to high school here, went out to school and came back a teacher was on a picture for UUI scholarship poster, Colynn Isaacson. The applications are given to our school counselor which will be given to our anticipated graduates of 2016 who want to go to college or vocational school. There are at least 6 people who became teachers from Togiak. We encourage our young people, saying, “hey, if we can do it, you can do it too.” We have it displayed now and hopefully many anticipated graduates will take advantage of it.





## Twin Hills School

**Meghan Redmond, Lead Teacher**

We have been busy, busy, busy here in Twin Hills this winter!

At the end of January, we held our annual school spelling bee. All students in second through eighth grade participate every year. As soon as the studying lists were handed out, the students could talk of nothing else! This year's spelling bee was the longest we have ever held, so we could tell the students really studied. In the end, Peter Small (8th grade) placed first, Trinity Kvamme (2nd grade) placed second, and Daniel Pleasant (8th grade) placed third. These three students will participate in the district spelling bee in February against students across the district. Adam Kvamme (6th grade) received fourth place and will be our alternate. Congratulations!!!

Also at the end of January, Twin Hills hosted reporter, Daniella Rivera, from KTVA news in Anchorage. Daniella spent an entire day and evening getting dragged around Twin Hills by our extremely helpful students. We were recorded in school and at recess, along with other community members in Twin Hills and Clark's Point, about the impact changing the minimum number of students for a school to receive state funding would have on our communities. It was an amazing experience, and we thank KTVA for visiting Twin Hills! I hope everyone was able to catch Frontiers with Rhonda McBride and our episode entitled, "Schools on the Edge."

The first week of February, 8th grader student council member, Peter Small, attended Alaska Close Up in Juneau with two students from New Stuyahok and two students from Koliganek. The five students had an amazing time learning about the Alaska state government first hand. While in Juneau, the students attended committee meetings, sat in on a House and Senate session, and met with Representative Bryce Edgmon, Senator Lyman Hoffman, and Representative Lynn Gattis. Overall, the students stated that everyone was so friendly and welcoming, even when seen outside the capital. (They ran into Senator Dunleavy at Subway and had a great experience!)



In these wet, dark months, the students are especially thankful for our daily after school program, open gym nights, and movie nights on Fridays. We are all looking forward to nicer, brighter weather as spring approaches.