

# Meeting 4 - Title VI Indian Education

## SWRSD Parent Advisory Committee Meeting

April 21, 2023 immediately after Meeting 3

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Reports & Feedback
  - a. Program Overview
  - b. Application & Budget
    - i. ED506 Form
  - c. Evaluations & Data
5. Recommendation Development
6. Action Items
  - d. Recommendations
7. Adjournment

*MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.*

### SCHOOL BOARD GOALS:

- *Cultural Programs*
- *Academic Growth for All*
- *Life-Ready Programs*
- *Strong, Dedicated Staff*
- *Community Involvement*

### Resources

- 22-23 Yup'ik Studies Curriculum Guide
- Curriculum resources
- ED506 Form
- 22-23 Application
- 22-23 Budget
- 21-22 Annual Performance Report
- 22-23 PAC Approval Form

# Southwest Region School District

2022-23

## Federal & State Grant Synopsis

### **Title VI – Indian Education**

*Purpose:* The Indian Education program supports the efforts of school districts, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging state academic achievement standards as all other students.

*Information:* Southwest Region School District is developing a Yup'ik Studies curriculum that incorporates the rigorous state and district academic standards. The funds are used for professional development, and personnel including instructional aides and teachers.

<b>Category</b>	<b>School Year 2022-23</b>
Certified Staff Salaries	\$148,220
Instructional Aide Salaries	\$0
Benefits	\$60,968
Staff Travel	\$2,594
Supplies	\$2,475
Indirect	\$8,664
Total	\$216,922

## 2022-23 Title VI Indian Education Application Unofficial Version

This is the unofficial version because the application that comes from the online system isn't in a user friendly format.

### ELECTRONIC APPLICATION SYSTEM FOR INDIAN EDUCATION (EASIE) PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. Public

reporting burden for this collection of information is estimated to average 3.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection

of information. The obligation to respond to this collection is required to obtain or retain benefit under [Sections 6111-6119 of the ESEA](#).

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email

[ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number of the collection.

### DEFINITIONS AND FREQUENTLY ASKED QUESTIONS

This year's EASIE Part II application has been preloaded with all available data certified from the prior year. If your entity finds that data are not preloaded for one or more questions, no prior year data was available to load for that question. If any data needs to be updated, applicants can overwrite the preloaded data in the data fields.

## **Section 1: General Project Information**

Allocation Information: Total SY 2022-23 Allocation 1 - Initial Allocation Amount: \$214,220

Indian Student Count: 543 Grant Award Date: 2022-07-01 through 2023-06-30

Title VI project will provide activities/services for that grade.

Grades Offered: K 1 2 3 4 5 6 7 8 9 10 11 12

## Section 2b: Comprehensive Program for American Indian/Alaska Native Students

### 1. Coordination of Services with Formula Grant Programs

Please indicate any other Federal Aid programs, such as Title I, Rural and Low Income School Program (RLIS), Small, Rural Achievement Program (SRSA), Impact Aid, or similar, that:

(a) were available to your entity during the last school year (2021-22); and

(b) if that program is currently coordinated with Title VI services.

Prior Program Type

Program Type	(a) is this program available?	(b) is this program coordinated with Title VI services?
Department of Education Formula Grant Programs		
Title I	YES	YES
Rural and Low-Income School Programs	YES	NO
Impact Aid	YES	YES
Migrant Education	YES	NO
Other Federal, Tribal, State, or local Programs		
BIE: Johnson O'Malley	YES	NO
ESSER II COVID Relief	YES	YES
ESSER III COVID Relief	YES	YES
Other Program 3		
Other Program 4		
Other Program 5		

## 2. Description of Comprehensive Program for American Indian/Alaska Native Students

Each application must include a description of the applicant's specific use of Title VI funds in coordination with your overall comprehensive program for meeting the culturally related academic needs of Indian children, including their language and cultural needs.

Describe how the comprehensive program for AI/AN Students (using a variety of funding sources) will meet the culturally related academic needs of AI/AN students, including their language and cultural needs with an explanation of specific programs and activities. In addition to your explanation of the comprehensive program, also include a description of coordination with other Federal, State and local aid programs such as Title I, Rural and Low Income School Program (RLIS), Small, Rural Achievement Program (SRSA), Impact Aid, or Johnson O'Malley that currently coordinate with your Title VI project, or which will coordinate with Title VI during the grant year.

Title VI funds must be used to supplement (and not supplant) other Federal, State and local funding sources (see FAQs Part II).

Please enter narrative response here (Please limit to 2,000 characters): All schools within Southwest Region School District are Title I Schoolwide schools. The district coordinates with other programs including Title IA, Impact Aid, ESSER II COVID Relief, ESSER III COVID Relief and the general fund budget to support the districts comprehensive initiative to support the culturally related academic needs of our Alaska Native/American Indian children. This comprehensive programs is call the Yup'ik Studies program. The Yup'ik Studies program was based on Tribal and parent feedback. The Yup'ik Studies program focuses on the culturally-relevant pedagogy to meet the unique learning styles of our Alaska Native/American Indian children. One example is the Total Physical Response System for teaching the Yup'ik language. The Yup'ik Studies program also emphasizes teaching the Yup'ik language in all grades. There is dedicated time for Yup'ik language instruction including secondary courses for which students receive credit toward graduation. Another specific component of the Yup'ik Studies program is to teach the Yup'ik traditions, kinship studies, traditional place names, seasonal activities, and other culturally-relevant topics. Title VI funding is used to fund three full-time teachers for salaries and benefits. These three teachers will provide instruction to students based upon the objectives of the Indian Education grant, with a focus on 6-12 grade students. The programs listed in first paragraph are used to ensure that the Yup'ik Studies program is being implemented in all of our schools and at all grade levels. Title IA, Impact Aid, ESSER II COVID Relief, ESSER III COVID Relief and the general fund budget support the salaries of paraprofessionals and teacher salaries and benefits to implement the Yup'ik Studies program. In addition, these programs support curriculum development, instructional supplies, intensive instructional camps, and professional development for staff on the curriculum, and pedagogy.

### 3. Coordination of Services Professional Development

Describe the professional development opportunities that will be provided by your coordination of services to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children, and all teachers who will be involved in programs assisted by this grant, have been properly trained to carry out such programs. The professional development opportunity or opportunities can be funded using other local, State, and/or Federal funds.

	Types of Staff	Type of Professional Development Activity	Content
1	Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Cultural Awareness Education and Sensitivity
2	All teachers and other school professionals	Pre-service training or orientation	Cultural Awareness Education and Sensitivity
3	Subset of teachers	Workshops/Sessions	OTHR: Development & Implementation of Yupik Studies Curriculum
4	Subset of teachers	Conferences, including national, regional, state, or LEA-sponsored	OTHR: Pedagogy development

### 4. Dissemination of Assessment Data

Provide information on how the state assessment data of all Indian students (not just those served) are used. Indicate how you plan to disseminate information to the Indian Community, Parent Committee, and the Indian Tribes whose children are served by the local education agency.

Please check all that apply. All applicants must respond to these items.

Public hearing for application	YES
Indian Parent Committee meeting	YES
Other open meeting	YES
Within a written report	YES
Posted on website	YES
Sent home with student(s)	YES
Radio broadcast	NO
Newsletter/Newspaper	NO

5a. Use of Assessment Data

Indicate how assessment data from the previous school year were used.

No changes in services/programs	YES
Modification to services/programs	NO

6. Public Hearing Requirement Date

Having a public hearing satisfies the program requirement of providing a full opportunity to understand the program and to offer recommendations regarding the program. Holding a public hearing is a required element for all Indian Education Formula Grant applicants and must be conducted prior to application certification.

Indicate the date on the public hearing was held for SY 2022-23: 03-01-2022

7. Description of Meaningful Collaboration with Tribes

To be answered by LEAs, LEA-C, BIE Operated, and Bureau Grant and Contract Schools and Consortium of BIE contract/grant schools only.

As required by ESEA Section 6114, provide information detailing your LEA's meaningful collaboration with Tribes located in the community in the development of the comprehensive program and the results of the collaboration.

1. Are there local Indian Tribes located in the community? Yes

Southwest Region School District has several policies and procedures in place to ensure that meaningful collaboration occurs with tribes in the communities in which includes a survey, public meetings in each community, and an annual public meeting. In October 2021, the District sent a survey to each Tribal Council to get more information about the comprehensive program. This survey served as a method of evaluation and to identify needs that need to be addressed. In addition to the survey, a public meeting occurs in each community to discuss the comprehensive program. These meetings were in-person and via zoom in order to maximize participation. Tribal representatives are invited to attend this meeting. Below are the dates for which this meeting occurred and the Tribal Organization in that community.

8/30/21 Aleknagik Tribal Council in Aleknagik

10/20/21 Clarks Point Village Council in Clarks Point

9/22/21 New Stuyahok Tribal Council in New Stuyahok



10/5/21 New Koliganek Village Council in Koliganek

10/20/21 Manokotak Village Council in Manokotak

9/16/21 - Ekwok Village Council in Ekwok

01/24/22 Togiak Traditional Council in Togiak

9/1/21 - Twin Hills Village Council in Twin Hills

An annual public meeting was held on March 1, 2022. Tribal council representatives were invited to this meeting. The comprehensive program was presented and there was an opportunity for feedback and collaboration during this meeting. The collaboration efforts have resulted in the district working to provide more distance learning opportunities for Yupik language acquisition courses that are taught by Yupik language experts. In addition, the Yupik Language Facilitator whose responsible for creating Yupik Studies curriculum, develop professional development for Yugtun instructors, and serve as a linguist expert will continue for the next several years.

*As required by ESEA Section 6115, Title I schoolwide applicants must identify how the use of funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. In the section below, describe how the use of funds in a Title I schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.*

Southwest Region School District serves eight, very small communities located in rural Alaska. The total student body in our schools range from 13 at the smallest school to 200 at the largest school. In order to provide the most efficient and effective services to students, it is necessary to consolidate the funds in a schoolwide program. The consolidation of funds allows students to receive culturally-relevant instruction from certified teachers. Students from the smaller schools will have access to these teachers through distance/blended learning systems. It is critical to be able to provide greater access to high-quality instruction for all of our Alaska Native/American Indian students. Without the consolidation of funds into schoolwide programs, we would not be able to serve all of our students equitably. Other benefits include a broader range of access to elective courses and project-based instruction during "exploration weeks" that are focused around the project objectives and schoolwide program goals. Overall, the consolidation of funds provides a more robust program for all students.

## **Section 5: Section 427 of General Education Provisions Act (GEPA)**

*Use the space below (limited to 2000 characters) to provide information for GEPA Section 427. Describe the steps you propose to take to ensure equitable access to, and participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.*

School Board Policy 0410 Non Discrimination in District Programs and Activities. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The district will ensure that Alaska Native/American Indian students and economically disadvantaged students are able to participate equally in the program. The program will be extended to all grade levels and each school with dedicated time for Yup'ik Studies instruction. This will include instruction provided via distance delivery to students that might not have a fluent Yup'ik teacher. The professional development will provide instructors with the skills and knowledge to implement high quality instruction to students. Teachers certified to teach Yup'ik Studies courses will meet basic language proficiency and local cultural knowledge. Courses will be made available to high school students with meet the foreign language requirements to be eligible for the Alaska Performance Scholarship. All teachers will participate in professional development to ensure cultural standards are a part of lesson plans to integrate the local culture wherever possible.

## Section 6: General Comments

*Use the space below (limited to 2000 characters) to provide additional information including the following:*

*(a) If you selected "Other" from any drop-down menu, provide comments describing the reason why "Other" was selected; if there is not space to define it within the data sections.*

*(b) If needed, provide an explanation of any anomalies that assist the Department in analyzing your application.*

Type of Professional Development Activity 3 - The training for the subset of teachers is specific to the delivery of the curriculum that has been developed through the project. The focus is effective instructional activities including total physical response system of instruction and effect implementation of the curriculum. Type of Professional Development Activity 4 - The training for the subset of teachers is specific to focus on best practices of Native language instruction. There are a number of conferences that focus on successful implementation of Native language instructional methodologies from which the Yupik Studies teachers and staff will benefit from learning about. The idea is to build a Native language program to stop language loss and begin preserving the language in our communities by starting with the students. Research indicates that a strong foundation in cultural identity supports is linked to academic improvement. A key component to a strong cultural identity is being fluent the Native language.

**ED 506 Form**  
**Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program**

**Parent/Guardian:** This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

**Student Information**

Name of the Child \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade level \_\_\_\_\_

Name of School \_\_\_\_\_ School District \_\_\_\_\_

**Tribal Membership**

The individual with Tribal membership is the (select only one): \_\_\_\_child \_\_\_\_child's parent \_\_\_\_child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: \_\_\_\_\_

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

The Tribe or Band is (select only one):

- ☐ Federally Recognized Tribe
- ☐ State Recognized Tribe
- ☐ Terminated Tribe
- ☐ Alaska Native
- ☐ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- ☐ Membership or enrollment number establishing membership (if readily available) or
- ☐ Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). \_\_\_\_\_

**Attestation Statement**

I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_ Date \_\_\_\_\_

**For Parent/Guardians:**

**Definitions:**

Indian means an individual who is (1) A member of an Indian Tribe or Band, as membership is defined by the Indian Tribe or Band, including any Tribe or Band terminated since 1940, and any Tribe or Band recognized by the State in which the Tribe or Band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

**Student Information:** Write the name of the child, date of birth, grade level, name of school and school district. Only name one child per form.

**Tribal Membership:** Write the name of the individual with the tribal membership, if it is not the child listed. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one identifier: the child, child's parent or grandparent, for whom you can provide membership information.

Write the name and address of the organization that maintains updated and accurate membership data for such Tribe or Band of Indians. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally recognized Tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the Tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. Write the enrollment number establishing the membership for the child, parent or grandparent, if readily available, or other evidence of membership.

**Attestation Statement:** Provide the printed name of parent/guardian and signature, address, phone number and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W238, Washington, D.C. 20202-6335

## 2021-22 Title VI Indian Education Annual Performance Report

This annual performance report is delayed due to the COVID-19 pandemic and is based on data from the 2019-2020 school year. Note, there were no statewide assessments that year so there is no statewide data to report.

### ELECTRONIC APPLICATION SYSTEM FOR INDIAN EDUCATION (EASIE) PAPERWORK BURDEN STATEMENT

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reporting burden for this collection of information is estimated to average 3.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection

of information. The obligation to respond to this collection is required to obtain or retain benefit under [Sections 6111-6119 of the ESEA](#).

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[ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number of the collection.

### DEFINITIONS AND FREQUENTLY ASKED QUESTIONS

This year's EASIE Part II application has been preloaded with all available data certified from the prior year. If your entity finds that data are not preloaded for one or more questions, no prior year data was available to load for that question. If any data needs to be updated, applicants can overwrite the preloaded data in the data fields.

**Section 1: Grantee Information**

Type of Applicant: LEA Individual

Type of Application: Formula grant project consolidated with a Title I schoolwide program

Application Timeframe : Multi-Year

Current Application Cycle: Year Of 4

Grade Levels Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Reporting Period: Jul 1 2021 12:00AM - Jun 30 2022 12:00AM

**Section 2: Grant Objective Participation Data Comment**

*The comment section is mandatory for all grantees. All grantees are required to provide highlights of the project's goals describing the extent the activities and services address the unique cultural, language and educational needs of Indian students. Character limit is 2,000 characters.*

*Note : For Title I Schoolwide programs, you must include information about project activities and services, and the extent to which the activities and services address the unique cultural, language and educational needs of Indian students, and how the use of funds in a schoolwide program produced benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.*

**District Response:**

*The consolidation of funds allows students from smaller schools to have access to instructors at the larger schools (through distance/blended learning systems) to teach the content that would otherwise not be available. This provides greater access to high-quality instruction for all Alaska Native students in the district that would otherwise be sporadic without other funding sources. The program continues to provide language courses taught via distance delivery and blended models from two teachers in Manokotak School to students in two very small schools. There was a district-wide language contests that included teams from each school that worked on a storytelling component, vocabulary component, and a written component. In addition, there is a distance learning course to teach traditional songs and dances which also reinforces language acquisition and cultural identity. This instructional model allows students access to regional language experts and cultural knowledge bearers that may not be readily available in their own communities.*

*The Cultural Mentorship program continues to be a successful model to break down cultural barriers for new teachers in our schools. Experienced teachers and community members serve as cultural mentor to new staff as part of a comprehensive orientation program. Other benefits include a broader range of access to elective courses and project-based instruction during "exploration weeks" that are focused around the project objectives and schoolwide program goals. These exploration weeks occur four times each year and part of the program is to provide opportunities for students to participate in an culturally integrated, culturally rich classes that aren't typically available in a traditional year-long model.*

*Overall, the consolidation of funds provides a more robust program for all students.*

### Section 3: Cultural Data

The pre-filled data in the tables below are National aggregate percentage scores for AI/AN students in grades four and eight selected NIES culturally-related questions. The NIES is administered every four years. Please find additional information here:

<https://nces.ed.gov/nationsreportcard/nies/>

All AI/AN students includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study who reported on learning about AI/AN traditions: 2019

**Note:** This data cannot be edited and is only for review purposes. Sample sizes are rounded to the nearest 100.

This is national data, not local data.

#### **Who taught you most of what you know about an AI/AN traditions (ways of life, customs)?**

	<b>Grade 4</b>	<b>Grade 8</b>
No one has taught me about AI/AN traditions	15%	12%
Family members	45%	57%
Friends	4%	2%
Teachers	23%	17%
Tribal representatives or elders	7%	9%
Someone else	7%	3%

#### **How often do you attend classes in school that are taught in an AI/AN language?**

	<b>Grade 4</b>	<b>Grade 8</b>
My school does not offer classes that are taught in an AI/AN language	43%	50%
Never or hardly ever	23%	24%
Once or twice a month	10%	6%
Once or twice a week	11%	8%
Everyday or almost every day	14%	11%
Someone else	7%	3%

#### **Do students in your school receive instruction about AI/AN cultures in current events and issues important to tribes or cultural groups?**

	<b>Grade 4</b>	<b>Grade 8</b>
Yes	40%	44%
No	60%	56%



*The pre-filled data in the tables below are National aggregate percentage scores of AI/AN students in grades four and eight meeting NAEP achievement standards by scoring at or above the basic level in reading and mathematics on the most recently available NAEP culturally responsive assessments, which are administered every four years.*

**Note:** *This data is unable to be edited and is only for review purposes. Sample sizes are rounded to the nearest 100.*

*This is national data, not local data.*

***National Assessment of Educational Progress (NAEP) Reading – Indian Students Only  
Data Provided Below is from the Following Year: 2019***

<i>Grade Level</i>	<i>Percentage at or above NAEP Basic</i>
<i>4</i>	<i>50%</i>
<i>8</i>	<i>50%</i>

***National Assessment of Educational Progress (NAEP) Math – Indian Students Only  
Data Provided Below is from the Following Year: 2019***

<i>Grade Level</i>	<i>Percentage at or above NAEP Basic</i>
<i>4</i>	<i>68%</i>
<i>8</i>	<i>52%</i>

## Section 4: State Assessment Data

*Title VI requires that application assess the needs of Indian students to ascertain the areas for project focus. As you review your ED Facts assessment information, you should consider the areas of assistance that would best enable Indian students to achieve state standards. When choosing program objectives, keep assessment data in mind. Additionally, your progress toward meeting your selected objectives will be measured based on the assessment data that you provide.*

**Note:** Due to COVID-19, assessment data were not collected by states for SY 2019-20. As a result of this, there are no data pre-filled in the tables below for Indian students and all students in Reading and Mathematics for SY 2019-20.

**2020-2021 State Assessments – Mathematics – Indian Students**

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	49	*	5% or less
4	32	•	10% or less
5	47	•	5% or less
6	43	•	5% or less
7	35	•	10% or less
8	38	•	10% or less
<i>Total</i>	244	*	5% or less

**2010-2021 State Assessments – Reading– Indian Students**

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	50	*	5% or less
4	33	*	10% or less
5	47	*	5% or less
6	42	*	5% or less
7	35	*	10% or less
8	39	*	10% or less
<i>Total</i>	246	*	5% or less

- **Results cannot be published without releasing personally identifiable information.**

**2020-2021 State Assessments – Mathematics – All Students**

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	53	*	5% or less
4	33	*	10% or less
5	50	*	5% or less
6	46	*	5% or less
7	36	*	10% or less
8	42	*	5% or less
Total	260	*	5% or less

**2020-2021 State Assessments – Reading– All Students**

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	54	*	5% or less
4	34	*	10% or less
5	50	*	5% or less
6	45	*	5% or less
7	36	*	10% or less
8	43	*	5% or less
Total	262	*	5% or less

***\*Results cannot be published without releasing personally identifiable information.***

**2020-2021 Graduation Rate**

<i>Graduation Rate Indian Students</i>	<i>Graduation Rate All Students</i>
77%	77%

**Section 5: Local Assessment Data - NWEA MAP benchmark from fall 2020-21 school year**

**2020-2021 Local Assessments – Mathematics – Indian Students**

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	43	*	10% or less
4	53	*	10% or less
5	35	*	10% or less
6	56	*	10% or less
7	42	*	20% or less
8	34	*	20% or less
<i>Total</i>	248	20	8.06%

**2010-2021 Local Assessments – Reading– Indian Students**

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	38	*	20% or less
4	45	*	10% or less
5	30	*	10% or less
6	52	*	10% or less
7	43	*	10% or less
8	34	*	10% or less
<i>Total</i>	242	15	6.20%

***\*Results cannot be published without releasing personally identifiable information.***

**2020-2021 State Assessments – Mathematics – All Students**

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	43	*	10% or less
4	53	*	10% or less
5	35	*	10% or less
6	56	*	10% or less
7	42	6	14.29%
8	34	*	20% or less
<i>Total</i>	<i>263</i>	<i>23</i>	<i>8.75%</i>

**2020-2021 State Assessments – Reading– All Students**

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	39	*	10% or less
4	49	*	10% or less
5	32	*	20% or less
6	55	*	10% or less
7	46	*	10% or less
8	35	*	10% or less
<i>Total</i>	<i>256</i>	<i>19</i>	<i>7.42%</i>

***\*Results cannot be published without releasing personally identifiable information.***

*The local assessment information is the NWEA MAP benchmark from fall 2020-21 school year.*

**Section 5: Budget Data**

**2020-2021 Budget Data**

<i>Amount Budgeted</i>	<i>\$230,158</i>
<i>Amount Expended</i>	<i>\$230,158</i>
<i>Funds Remaining</i>	<i>\$0</i>
<i>Percentage Remaining</i>	<i>0%</i>



***SWRS FY23  
Curriculum Guide  
&  
Resources***

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328

Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8220 ext 320

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# Elementary Curriculum



**GOOGLE DRIVE:** Access to teacher folders

## **MyView Literacy: Kindergarten- 5<sup>th</sup> Grade**

myView Literacy Interactive Tour: <https://www.savvas.com/index.cfm?locator=PS3a38>

Website for Content: [www.savvasrealize.com](http://www.savvasrealize.com)

Getting Started YouTube link: [Content Dashboard Training](#)

Online Training Video: <https://mysavvastraining.com/assets/files/special/welcome-to-my-savvas-training-v2/story.html>

Overview Training (\*you are an SSO - Single Sign-on User)

On Demand Training: [myView Tutorials](#) (Pre-recorded Trainings)

[Whole Group Reading](#)

[Small Group Reading](#)

[myView Writing](#)

**TEACHER USER NAME:** *(first initial & last name@swrsd-ak)* **PASSWORD:**

## **Intervention/SPED**

### **Reading Mastery: Kindergarten-1<sup>st</sup> Grade**

Reading: Student Reading Storybooks, Student Workbooks (A-B-C), Practice Decodable Stories (Blackline Masters), Teacher Set, SRA Lesson Connections, Phonemic Awareness Cards, Test Booklets

Language Arts: Student Workbook (A/B, C/D), Teacher Material Kit, Teachers Guide

### **Reading Mastery: 2<sup>nd</sup> Grade-5<sup>th</sup> Grade**

Reading: Student Reading Textbooks, Student Literature Anthology Textbook, Student Workbooks, Teacher Material, Teacher Guides, and Test Booklets

Language Arts: Student Textbook, Student Workbook, Teacher Material, LA Teachers Guide



## K-5 Science - Houghton Mifflin Harcourt - *Science Dimensions*

Hard Copy: Teacher Edition, Student Edition (Interactive Worktext)

Online Resources: *Ed: Your Friend in Learning* (Digital Teacher Resources)

(<https://www.hmhco.com/one/login/?connection=00003301>)

**username:**

**password:**

[www.aksci.org](http://www.aksci.org)

Mystery Science (<https://mysteryscience.com>) **USER NAME:**

**PASSWORD:**

## Social Studies Alive! K-5

**Kindergarten:** Me and My World

**1<sup>st</sup> Grade:** My School and Family

**2<sup>nd</sup> Grade:** My Community

**3<sup>rd</sup> Grade:** Our Community and Beyond

**4<sup>th</sup> Grade:** ~~Alaska Studies~~ - **Alaska - A Land in Motion**

**5<sup>th</sup> Grade:** Regions of Our Country

Hard Copy: Lesson Masters, Lesson Guide, Assessments, Student Edition, Interactive Student Notebook, Visuals, Placards, Interactive Desk Maps (4<sup>th</sup>) Alaska textbook

## GoMath K-5

Hard Copy: Teacher Resources/Edition, Student Edition (Write-in Textbook/Write-in Extra Practice), RTI- 3 tier interventions, Grab & Go Center Activities, Wipe off boards, Manipulative Kits

Online Resources ([thinkcentral.com](http://thinkcentral.com)): Teacher Resources/Edition, Student Edition, Guides and Tutorials, Online classes, assignments, and assessments, ePlanner, Animated Math Models, HMH Mega Math, iTools, Projects, eGlossary, eStudent Edition, Soar to Success Math, Professional Development Video Podcasts, Real-World Videos, Interactive White Board Lessons

**USER NAME:**

**PASSWORD:**

Reflex is an adaptive online system that helps students become fluent with their math facts.

Reflex Math ([www.go-el.com](http://www.go-el.com))

**USER NAME:** (email)

**PASSWORD**

**Reflex Math Teacher User Guide:**

[https://content.explorellearning.com/help/center/Reflex\\_Teacher\\_Guide.pdf](https://content.explorellearning.com/help/center/Reflex_Teacher_Guide.pdf)

Frax Math ([www.go-el.com](http://www.go-el.com)) (Adaptive and game-based Fractions for grades 3+ )

**Frax Teacher Guide:**

[https://content.explorellearning.com/help/center/Frax\\_Teacher\\_Guide.pdf](https://content.explorellearning.com/help/center/Frax_Teacher_Guide.pdf)

## Physical Education

Adopted Spring 2016 —

Framework located in SWRS Teachers (RO) Drive / Curriculum and Instruction Folder in Google Docs

<https://drive.google.com/drive/search?q=pe%20framework>

SWRS PE Framework is aligned to state and national standards, and **Ready To Use PE Activities** book for K-2, 3-4, 5-6

Contents in the framework

Skill Progression Chart K – 5

Grades K – 2: Framework (Outcomes & Activities) Grades 3

– 5: Framework (Outcomes & Activities)

## Health

Adopted Spring 2016 (Binders for each grade level located at site—“Blackline Master”)

### Healthy Lifestyle and Choices (HLC)

Program Overview

This comprehensive, sequential program provides youth with the knowledge and skills practice to make healthier choices. Taught cross-curricular or as part of physical education, the HLC Behavioral-Health Curriculum should be implemented once per week over a 45-minute period. Each lesson includes five easy steps and a lesson booster activity for key message reinforcement. The new second edition features the **Case Crusaders®**, an animated cast of characters who make complex social and emotional concepts easier for youth to grasp. Topics covered include:

- Life Skills
- Nutrition
- Fitness
- Safety
- Conflict Resolution/Violence Prevention
- Substance Abuse Prevention

#### Highlights

- Easy to use, 5-step lessons
- Comprehensive and hands-on, requiring few supplies
- Includes the new [choosemyplate.gov](http://choosemyplate.gov) guideline for food portions and variety, and the most recent fitness recommendations for youth
- The HLC Poster Set supplements the program by illustrating key concepts
- Aligned cross-curricular and with the National Health Education Standards
- Proven to positively impact health knowledge and behaviors

- Includes program knowledge and behavioral assessments

Esther Ilutsik  
[eilutsik@swrsd.org](mailto:eilutsik@swrsd.org)  
907-842-8229 ext 329



## **Yup'ik Studies**

Grades K-2: Introduction to Yup'ik Language and Culture - TPRS

Grades 3-5: Introduction to Yup'ik Language and Culture - TPRS

Grades 6-8: Yup'ik Only Rule

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

## Language Arts Curriculum Middle and High School

**GOOGLE DRIVE:** Access to teacher folders

### MS Language Arts

Reading/Oral 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>: *EMC Mirrors & Windows*: Level I (6<sup>th</sup>) Level II (7<sup>th</sup>) Level III (8<sup>th</sup>) 2012, 2016. Student & Teacher Hardcopy Textbooks. Teacher has online access to all materials. No online access for students. Student *Grammar and Style* workbook.

Online Resources: <https://emc.bookshelf.emcp.com>

**username:** **password:**

[AGS and Language Essentials are supplemental materials — the *Grammar and Style* workbook is the primary source for grammar lessons.]

### HS English I, II, III, IV; ELA Courses

Reading 9<sup>th</sup>/10<sup>th</sup>/11<sup>th</sup>/12<sup>th</sup>. *EMC Mirrors & Windows*: Level IV (9<sup>th</sup>); Level V (10<sup>th</sup>); Level VI *American Traditions* (11<sup>th</sup>); Level VII *British Traditions* (12<sup>th</sup>/Optional) 2012, 2016. Student and teacher hardcopy textbooks. Teacher has online access to all materials. No online access for students. Student *Grammar and Style* workbook is the primary source for grammar lessons.

Online Resources: <https://emc.bookshelf.emcp.com>

**username:** **password:**

#### Junior and Senior Level ELA Courses:

11th Grade Semester 1: Survey of American Literature (English IIIC) 11th  
Grade Semester 2: Practical Speaking and Writing (English IIIC)

12th Grade Semester 1: Alaska Yukon Literature (English IVD)

12th Grade Semester 2: British Literature (English IVB) **OR** Speech (English IVC)

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

## Language Arts Curriculum Middle and High School

### Other Teacher Texts:

**Bailey, Larry J. (2013) *Working* Fifth Edition with *Getting a Job Workbook* (11th-12th) AGS: English for the World of Work (12th/Optional)**  
**Public Speaking Tenth Edition (2018) by Steven A. Beebe and Susan J. Beebe (12th/Optional)**  
**Nexttext Introduction to Journalism (11th - 12th/Optional)**

### Online Resources:

[vocabulary.com](http://vocabulary.com) — academic vocabulary resource

username:

password:

## Math Curriculum Middle & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

### GoMath 6-8

Hard Copy: Teacher Edition and Resources, Student Edition, Assessment

Online Resources: [my.hrw.com](http://my.hrw.com) Teacher Edition and Resources, Guides and Tutorials, Help Center, Interactive Answers and Solutions, myNotebook, Teacher One Stop, Student Edition, Student Resources, ExamView, Real World Videos, Practice Skills, Animated Math, Math OnCore Interactive (Interactive Lessons: SmartBoard/Promethean), Reflex Math (Math fact practice)

**User Name:**

**Password:**

### Pre-Algebra Holt McDougal Larson

Hard Copy: Teacher Edition and Resources, Student Edition, Student Additional Practice & Problem Solving Workbook

Online Resources: [my.hrw.com](http://my.hrw.com)

**USER NAME:**

**PASSWORD:**

### Holt High School Material (Algebra I & II, Geometry, Pre-Calculus)

Hard Copy: Teacher Edition and Resources, Student Edition, Student Additional Practice & Problem Solving Workbook

### Glencoe/McGraw Hill (Financial Mathematics)

Hard Copy: Mathematics for Business and Personal Finance - Teacher Edition, Student Edition

**USER NAME:**

**PASSWORD:**



# Math Curriculum Middle & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

Online Resources: Plato Pre-Approved Courses (Algebra I, Geometry, Algebra II); Other courses may be available but need to go through the approval process.

Reflex is an adaptive online system that helps students become fluent with their math facts.

Reflex Math ([www.go-el.com](http://www.go-el.com))      **USER NAME:** (email)      **PASSWORD**

**Reflex Math Teacher User Guide:**

[https://content.explorelearning.com/help/center/Reflex\\_Teacher\\_Guide.pdf](https://content.explorelearning.com/help/center/Reflex_Teacher_Guide.pdf)

Frax Math ([www.go-el.com](http://www.go-el.com)) (Adaptive and game-based Fractions for grades 3+ )

**Frax Teacher Guide:**

[https://docs.google.com/document/d/1rWONksdcde\\_xfGN3o2eigKLaTON\\_wyo1Wf20GMfik0/view](https://docs.google.com/document/d/1rWONksdcde_xfGN3o2eigKLaTON_wyo1Wf20GMfik0/view)

Upon teacher request, middle school and high school students will be given a reflex seat.

# Science Curriculum

## Middle School & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

### **Middle School Science 1/2/3: FY21 Year 1**

*Science Dimensions - Houghton Mifflin Harcourt 2018 (4 modules per year)*

#### **Year 1:**

Module A: Engineering & Science  
Module B: Cells & Heredity  
Module E: Earth's Water & Atmosphere  
Module I: Energy & Energy Transfer

#### **Year 2:**

Module C: Ecology & the Environment  
Module F: Geologic Processes & History  
Module H: Space Science  
Module J: Chemistry

#### **Year 3:**

Module D: The Diversity of Living Things  
Module G: Earth & Human Activity  
Module K: Forces, Motion, & Fields  
Module L: Waves & Their Appearances

Hard Copy: Teacher Edition (One per Module A-L), Student Edition (Interactive Worktext per Module)

**username:**

**password:**

# Science Curriculum Middle School & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

## High School Biology

Biology Textbook by Miller & Levine; Study-Workbook; Teacher Edition

Online: SuccessNetPlus online resource for student books, lab workbooks, and study workbooks

## High School Physical Science

Teacher Express CD-Rom, Concepts in Action (with Earth and Space) Student and Teacher Texts; Reading & Study Workbook

## High School Earth Science

Earth Science by Tarbuck & Lutgens Student and Teacher Editions; Guided Reading & Study Book;

## High School Environmental Science

Environmental Science: Student and Teacher Editions; Guided Reading & Study Book; Teacher Express CD-Rom

Online: SuccessNetPlus online resource for student books, lab workbooks, and study workbooks

## High School Chemistry

Chemistry: Student and Teacher Editions; Guided Reading & Study Book; Teacher Express CD-Rom

Online: SuccessNetPlus online resource for student books, lab workbooks, and study workbooks

# Social Studies Curriculum

## Middle School & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

### Middle School

*(Taught in rotations or larger group setting)*

**(2022-23) Social Studies Alive: America's Past**

**(2023-24) History Alive! The Medieval World and Beyond**

**(2024-25) History Alive! The Ancient World**

Hard Copy: Lesson Masters, Lesson Guide, Assessments, Student Edition, Interactive Student Notebook, Visuals, Placards, Interactive Desk Maps

**USER NAME:**

**PASSWORD:**

### High School

—United States - History and Geography (Modern Times) (McGraw Hill)

—Building Citizenship - Civics and Economics (McGraw Hill)

—World Geography (McGraw Hill)

—Alaska: A History of the 49th State (Second Edition)

**USER NAME:**

**PASSWORD:**

Online Resources ([connected.mcgraw-hill.com](https://connected.mcgraw-hill.com)): Lesson Plans, Assessments, Resources, Teacher Addition, Lesson Kick offs, Student Edition, Annotated Student Edition, Activities and Worksheets, Art Connections, Geography Skills, Maps, Games, Graphic Novels, Graphic Organizers, Videos

**username:**

**password:**

# Physical Education & Health Curriculum Middle & High School

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243 ext 3463

## Physical Education:

Adopted Spring 2016—SWRS PE Framework is aligned to state and national standards, and **Ready To Use PE Activities** book for grades 7-9. The major change is the ability for high school students to earn credit for wrestling, volleyball, basketball, and NYO.

Contents of Framework: **LOCATED IN CURRICULUM & INSTRUCTION FOLDER IN GOOGLE DOCS**

**Middle School:** Framework (Outcomes & Activities)

**High School:** Framework (Outcomes & Activities)

- High School PE Credit Pathways
- Attitude Towards Participation and Effort Rubric
- High School Course syllabi
  - General Physical Education
  - Special topics: Personal fitness
  - Weight Training and Conditioning**
  - Plato PE Course
  - Team Sports
- High School Fitness Test Requirements
- Presidential Data norms

## Health

### Grades 6-8 “HEALTHY LIFESTYLE AND CHOICES”

Adopted Spring 2016 — (Binders for each grade level located at site—“Blackline Master”)

The HLC Middle School Program engages youth to become their own health advocate. Because middle school students rather not be told what to do or how to think, the HLC Middle School Program is designed to teach important health skills by providing youth with information about positive behaviors and consequences, and allowing them to work in teams to reach healthy conclusions.

The program includes important health skills based on National Health Education Standards, but allows instructors the flexibility to choose, rearrange and embellish topics based on the personal needs of students.

The program is divided into units, including:

- Wellness
- Mental and emotional health
- Effective communication and decision-making
- Alcohol, tobacco and other drugs
- Injury and violence prevention
- Physical activity and nutrition
- Growth and development
- Diseases/HIV/AIDS
- Environmental health

#### Highlights

- Promotes positive behavior choices and helps students advocate for their own health
- Comprehensive, yet flexible for instructors and students
- Includes short-term and long-term assignments for individuals and teams
- Includes program assessments

## Health — Plato

### Grades 9-12

Adopted Spring 2016— Plato courseware has been adopted for the core curriculum. Please contact Instructional Department to create a class.

Course Title: SWRS Health v2.0 June’16 (Updated to v3.0 Summer 2018)

**username:**

**password:**

# Plato - Edmentum

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243  
ext 3463



## Plato 6 - 12 Courseware

Plato courseware provides online curriculum for full courses, credit recovery, re-teaching, flex assignments. Over 100 core courses and 80+ CTE courses.

***Access through a Clever integration with PowerSchool.***

## Exact Path K - 8

- ◆ Adaptive and targeted student learning paths in reading, writing, and math Pinpoint
- ◆ student understanding utilizing your NWEA™ MAP® results
- ◆ NWEA™ MAP® results create automatic individualized learning plans for every student Create
- ◆ complete student profiles of individual strengths and needs
- ◆ Report global growth scores upon each successive administration
- ◆ Monitor student progress at every point of their individualized learning path

## Assessments 7-12

7-12 adaptive and fixed form assessments to diagnose students individual strengths and needs. Creates dynamic individual learning paths in reading, writing, and math.

***Access through a Clever integration with PowerSchool.***

## Support

Access support videos and tutorials via your teacher account. Click the "support" option on the right side of the screen below the purple HELP center icon.

Dismiss All



[Privacy Policy](#) | [Support](#) | [Help](#)

# Yup'ik Studies

Esther Ilutsik  
[eilutsik@swrsd.org](mailto:eilutsik@swrsd.org)  
907-842-8229 ext  
329



## Yup'ik Studies

YCC 100: Traditional and Modern Yup'ik Dancing (One Year: Grades 9-12) YCC 101:

Introduction to Yugtun (One Year: Grades 9-12)

YCC 102: Tupignariuq: A Time for Seashore Weaving (One Semester: Grades 9-12) YCC

150: Traditional Yup'ik Tools, Clothing & Materials (One Semester: Grades 10-12) YCC 200:

Traditional Yup'ik Place Names (One Semester: Grades 9-12)

YCC 201: Yup'ik Orthography (One Year: Grades 10-12) YCC

301: Yup'ik Studies Subsistence I (One Year: Grade 11)

YCC 401: Yup'ik Studies Subsistence II (One Year: Grade 12)



## Classroom Resources & Subscriptions

Rick Mauderer  
[rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)  
907-842-8228 ext 328



Kirk Kofford  
[kkofford@swrsd.org](mailto:kkofford@swrsd.org)  
907-842-8243  
ext 3463

**ReadWorks.org**

<https://www.readworks.org>

**Free – Create username and password**



<http://www.reflexmath.com>

**UserName:**

**Password:**

Focus group: Grades 1st - 6th (available for other grade levels upon request)

Reflex helps students of all ability levels gain fluency in their math facts.

Three Levels:

Addition & Subtraction Facts (Proficiency Goal 2nd Grade)

Multiplication & Division Facts 0 - 10 (Proficiency Goal 3rd Grade)

Multiplication & Division Facts 0 - 12 (Proficiency Goal 4th Grade)

**MYSTERY**science

<https://mysteryscience.com>

#StayCurious



**UserName:**

**Password:**

Mystery Science (for grades K-5) is a supplement to the district adopted curriculum HMH *Science Dimensions*.



## MAP —

### NWEA Assessments

Password:

Teacher Access — A proven assessment solutions, customized professional learning, and industry- leading research keep you ahead of the curve as times and standards change. Access individual student data and class data. SWRS tests students three times a year. Use Destination PD to learn the power of this tool through PD videos and courses.

**Destination PD — <https://login.nwea.org>**

Professional online learning courses to prepare you to use MAP in your classroom, retrieve and utilize student reports, goal setting for a class, student and class learning continuums, and support on how to understand students strength and weaknesses.

## AKCIS

<http://acpe.alaska.gov/>

Education planning tools and resources to support students to be college and career ready. Resumes, career inventories, college and career search engine, and more! Every students online career portfolio!

## Academic Vocabulary

SWRSD has made it a priority to intentionally teach academic vocabulary to our students. Using the following websites you can locate and add the SWRS wordlists to your account and assign them out to your students or make your own wordlists aligned with your curriculum.



**Grades K-5 : Vocabulary Spelling City**

UserName:

Password:



**Grades 6-12 : [vocabulary.com](https://vocabulary.com)**

UserName:

Password:



## OverDrive — Your SWRS & Alaska digital library

<https://alaskaschoolsak.libraryreserve.com>

Our online Alaska digital library. Students use their PowerSchool Username. Staff uses their [swrsd.org](mailto:swrsd.org) email address.

## Open eBooks

<http://openebooks.net/getstarted.htm>



Open eBooks is an app containing thousands of popular and award-winning titles that are free for children from in-need households. These eBooks can be read without checkouts or holds. Children from in-need families can access these eBooks, which include some of the most popular works of the present and past, using the Open eBooks app and read as many as they like without incurring any costs. The goal of Open eBooks is to encourage a love of reading and serve as a gateway to children reading even more often, whether in school, at libraries, or through other eBook reading apps.

Every student needs a registration code — A teacher can request a classroom set of codes to set up every student.



BrainPOP and BrainPOP Jr. are available to all Alaskans through the statewide SLED website. For username and password setups, call 1-800-440-2919.

<http://lam.alaska.gov/sled/>





<http://schools.clipart.com>

School Edition

\*Username: swrsd

\*Password: clipart

The school edition of clipart.com offers a wide variety of images, fonts and sounds for downloading. Enter keywords or browse categories to find images for: homework, newsletters, school related websites, posters, clubs, science projects, handouts and SO much more.



<http://lam.alaska.gov/sled/>

Username: alaskalib Password:

19statehood59

SLED, the Statewide Library Electronic Doorway, is an easy-to-use World Wide Web site that connects people to library, government, local community, and Internet information resources. Connections to new information resources are constantly being added to SLED. SLED is a public service providing easy and equitable access to electronic information.

Welcome to SLED, Alaska's Information Dividend!



Database Assistance

If you're an Alaska resident, call 1-800-440-2919 for a password.

★ HIGHLIGHTED RESOURCE



Sesame Street eBook World

Give your kids an enhanced learning experience that's fun and educational. They'll learn from the alphabet and numbers from Sesame Street's lovable, well-known characters. Find eBooks in English and Spanish, with animated, interactive, audio, and read along formats. New content is added regularly. Available as an app for iPad or Android tablets for offline access. Paid for by the Alaska Dept. of Education and Early Development.

LED is available to all Alaska State residents, the username will be changed if it is being shared outside Alaska or on the web.

<https://www.juniorachievement.org>



Our programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities.

**The Mission** <https://www.educatorsrising.org>

Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.



**The Challenge:** Today's teacher recruitment pipeline is not working.

**The Solution:** Together, we can grow the next generation of highly skilled educators.

#### **EdRising Academy Curriculum\***

Co-curricular Programs

For students to truly explore teaching as a potential career path, we must create meaningful learning opportunities within the school day. Educators Rising now offers a solution for schools or districts interested in implementing new education-focused courses or pathways or refreshing existing ones: the EdRising Academy curriculum



First Book provides access to new books for children in need.

To date, First Book has distributed more than 135 million books and educational resources to programs and schools serving children from low-income families throughout the United States and Canada. First Book is transforming the lives of children in need and elevating the quality of education by making new, high-quality books available on an ongoing basis.

We are proud of our past success and even more excited about the future. First Book is uniquely positioned to become a leader in providing digital resources so that children in need don't miss out.

No matter how formats and technologies change, children from low-income families will still need access to rich and varied content. First Book is helping guide the publishing industry as it evolves so that all children can benefit from new technologies and flourish as readers.

- See more at: <https://www.firstbook.org/first-book-story#sthash.kLoPFS8z.dpuf>



DIGITAL PUBLIC LIBRARY  
OF AMERICA

<https://dp.la>

The Digital Public Library of America brings together the riches of America's libraries, archives, and museums, and makes them freely available to the world. It strives to contain the full breadth of human expression, from the written word, to works of art and culture, to records of America's heritage, to the efforts and data of science. DPLA aims to expand this crucial realm of openly available materials, and make those riches more easily discovered and more widely usable and used, through its three main elements:

***A portal that delivers students, teachers, scholars, and the public to incredible resources, wherever they may be in America.***

Far more than a search engine, the portal provides innovative ways to search and scan through the united collection of millions of items, including by timeline, map, format, subject, and partner.

***A platform that enables new and transformative uses of our digitized cultural heritage.***

With an application programming interface (API) and maximally open data, DPLA can be used by software developers, researchers, and others to create novel environments for learning, tools for discovery, and engaging apps.

**\*\*Please inform department on any other curriculum and/or resources that need to be added or edited.\*\***