

Meeting 1 - Regular Meeting

SWRSD Parent Advisory Committee Meeting

October 28, 2024 at 11:00 am



Zoom Link: <https://us06web.zoom.us/j/85126890118>

Meeting ID: 851 2689 0118

Phone Dial In: 1 719 359 4580

Meeting ID: 851 2689 0118

1. Call to Order
2. Roll Call
3. Public Comment
 - a. Read public comment instructions
 - b. List those wishing to make public comment. First and last name and community.
 - c. Open for public comment by calling on each person.
4. Approval of Agenda
5. Approval of Minutes from February 26, 2024 Annual Meeting
6. Reports & Feedback
 - a. FY25 Grant Synopsis
 - b. New Educational Programs/Initiatives
 - c. Indian Policy & Procedure
 - d. AK Reads Act
 - e. District MTSS Plan for K-5 Reading
7. Action Items
 - a. SWRSDPAC Procedures Review
 - i. Article V, Section I - Officers
 1. Propose adding language to this section for clarity.
 - ii. Revise Article V, Section III, item 1h - Terms of Office
 1. Correct a spelling mistake
 - b. Indian Policy & Procedures Recommendations
 - c. Educational Programs/Initiatives Recommendations
8. Public Comment
9. 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

- Minutes from February 26, 2024 Annual Meeting
- SWRSDPAC Procedures
- FY25 Grant Synopsis
- FY25 Curriculum Overview
- Indian Policy & Procedures
- AK Reads Act Resources
- District K-5 MTSS Plan for Reading

Southwest Region School District
Parent Advisory Committee Annual Meeting Minutes
February 26, 2024 at 9:00 am

1. Call to Order

The meeting was called to order by Mary Andrew, at 9:12 am

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Shellie Aloysius, Member, Aleknagik
Betty Gardiner, Member, Clarks Point
Germaine Eningowuk, Member, Togiak
Christian Valdez, Member, Ekwok
Nolan Foster, Member, Twin Hills

Excused Absent:

Teresa Ayojiak , Member, Manokotak

Guests in Attendance:

Miriam Olsen, Aleknagik Tribal Council	Brandi Yeagar, Aleknagik Tribal Council
Margie Aloysius, Aleknagik Tribal Council	Randy Tinker, Aleknagik Tribal Council
Candance Chythlook, Aleknagik Tribal Council	Bruce Ilutsik, Aleknagik Tribal Council
Allen Ilutsik, Aleknagik Tribal Council Administrator	
Dianna Schollmeier, Migrant Education Coordinator	
Jon Clouse, Federal Programs Director	

3. Election of Officers

Germaine Eningowuk moved to elect Mary Andrew as the Chair; Shelly Aloysius moved to close nominations, second by Germaine Eningowuk.

Shelly Aloysius nominated Germaine Eningowuk as the Vice Chair; Betty Gardiner moved to close nominations, second by Shelly Aloysius.

Germaine Eningowuk nominated Shelly Aloysius as the Secretary; Shelly Aloysius declined.

Shelly Aloysius nominated Betty Gardiner as the Secretary; Betty Gardiner declined.

Shelly Aloysius nominated Christian Valdez as the Secretary; Germaine Eningowuk moved to close nominations, second by Shelly Aloysius

Mary Andrew is the Chair.

Germain Eningowuk is the Vice Chair

Christian Valdez is the Secretary

4. Public Comment

No public comment

5. Approval of Minutes for Regular Meeting on April 21, 2023

Germaine Eningowuk moved to approve the minutes with a second by Shelly Aloysius. Motion carried.

6. Approval of Minutes for COVID Relief Advisory Meeting April 21, 2023

Germaine Eningowuk moved to approve the minutes with a second by Shelly Aloysius. Motion carried.

7. Approval of minutes for the Indian Policy & Procedure Meeting April 21, 2023

Germaine Eningowuk moved to approve the minutes with a second by Shelly Aloysius. Motion carried.

8. Approval of Agenda

Germaine Eningowuk moved to approve the agenda with a second by Shelly Aloysius. Motion carried.

9. Reports & Feedback

District staff gave oral reports to support the resources presented at the meeting.

- Nolan Foster asked about the guidelines for Title IA.
- Germaine Eningowuk asked how the COVID Relief funds had been used in the past.
- Germaine Eningowuk asked about the school improvement process.
- Shelly Aloysius and Germaine Eningowuk expressed concern about the 20 hours of reading support over the summer for identified third graders due to a lack of staff and motivation during the summer. Shelly made a suggestion to incorporate instructional aides into a summer reading program.
- Germaine Eningowuk appreciates how students can earn elective credit through BBRCTE.
- Germaine Eningowuk suggested establishing future meeting dates in the SWRSDPAC procedures. District office staff will work with PAC members to determine these dates.

10. Action Items

a. SWRSDPAC Procedures Review and Update to include i, ii, iii)

Germaine Eningowuk moved to approve the SWRSDPAC Procedure updates with a second by Shelly Aloysius. Motion carried.

b. Indian Policy & Procedures Recommendations

There were no recommendations so no action needed.

c. Educational Programs/Initiatives Recommendations

The SWRSDPAC suggested a resolution regarding a district review of the culturally related instruction to ensure that all students had opportunities to learn and participate in local cultural activities. Examples included Yup'ik dancing, involving elders, and expanding Eweek offerings.

Germaine Eningowuk moved to approve the resolution with the recommendations to be forwarded to the Superintendent and School Board for review, with a second by Shelly Aloysius. Motion carried.

11. Public Comment

No public comment

12. Next Meeting Date

To be determined through a survey of SWRSDPAC members

13. Adjournment

Germaine Eningowuk motioned to adjourn with a second by Shellie Aloysius. Adjourned at 10:29 am.

Mary Andrew, SWRSDPAC President

Date

Christian Valdez, SWRSDPAC Secretary

Date

FY25 Grant Synopsis

Southwest Region School District

2024-25

Federal & State Grant Synopsis

Title I, Part A – Improving Basic Programs*

Purpose: To increase the achievement of all students, particular those who are economically disadvantaged.

Information: Schools with at least 40% poverty are eligible to operate as schoolwide, which requires a schoolwide plan for improving achievement. A Title I Schoolwide school is allowed to consolidate funds from other sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district specialists, purchase and implement supplemental curriculum, enhance lines of communication with parents and staff, provide professional development, and afford the opportunity for after school programs and parent involvement activities.

Category	School Year 2023-24	School Year 2024-25
Certified Staff Salaries	\$60,435	\$82,234
Instructional Aide Salaries	\$449,768	\$344,352
Benefits	\$139,685	\$103,292
Professional & Technical Services	\$43,750	\$83,975
Student Travel	\$7,500	\$0
Staff Travel	\$135,900	\$106,853
Other Purchased Services	\$82,350	\$78,600
Supplies	\$129,830	\$135,962
Student Tuition	\$10,000	\$6,000
Other Expenses (Dues & Fees)	\$13,320	\$3,500
Indirect	\$59,725	\$59,763
Total	\$1,119,363	\$1,005,430

Title I, Part A – School Improvement

Purpose: The School Improvement grant is designed for districts schools that have been identified as needing comprehensive support and interventions (CSI) or targeted support and interventions (ATSI). CSI schools are identified either by a graduation rate of less than 66.7% or are 5% of the lowest performing schools in the state based on the annual accountability measures. TSI schools are identified based on the growth of consistently underperforming subgroups based on the annual accountability measures. The goals of the grant are to provide additional support in the areas of greatest need as determined by a needs assessment. Based on 2018-19 data, Togiak School has been identified as a CSI based on graduation rate only, while Twin Hills and William Sonny Nelson schools have been identified as CSI schools under the 5% lowest performing Title I schools. Based on the 2021-22 data, Manokotak Nunaniq School has been identified as ATSI for the Alaska Native subgroup.

Togiak, Twin Hills, and William Sonny Nelson Schools are entering their second year of implementation of a school success plan that is unique to each of their identified needs. Manokotak Nunaniq School is in its first year of ATSI and will complete a needs assessment and develop a plan of implementation.

Information: The local school improvement team consisting of a variety of stakeholders, plan for and implement an improvement plan that will promote increased student achievement. A school improvement plan is required to be developed by the stakeholders of the school. This process is a continuous effort throughout the year. These funds are typically used for curriculum resources, professional development, and parent involvement activities.

Funding was \$50,000 for Togiak and \$50,000 for Twin Hills and \$50,000 for William Sonny Nelson and \$25,000 for Manokotak Nunaniq.

Category	School Year 2023-24	School Year 2024-25
Certified Staff Salaries	\$32,560	\$9,120
Classified Staff Salaries	\$19,732	\$8,838
Benefits	\$10,340	\$3,757
Professional Services	\$36,780	\$53,371
Student Travel	\$0	\$0
Staff Travel	\$46,070	\$83,450
Other Purchased Services	\$0	\$0
Supplies	\$7,800	\$6,000
Indirect	\$8,720	\$10,465
Total	\$162,000	\$175,000

Title I, Part C – Migrant Education

Purpose:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
- Ensure that migratory children benefit from State and local systemic reforms.

Information: Finding and enrolling eligible migrant children is a cornerstone of the Migrant Education Program (MEP) and its importance cannot be overemphasized. The majority of migrant children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if districts did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children, who are the most difficult to locate. Migrant education recruiters contact families in each village to determine the eligibility of children for the migrant education grant.

The term “migratory child” for Alaska means a child who has not graduated and is under 20 years of age who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain (or seek), or accompany such parent or spouse, in order to obtain (or seek), temporary or seasonal employment in agricultural or fishing work —has moved from one school district to another; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The Alaska Migrant Education Program completed a Comprehensive Needs Assessment (CNA) in 2018. Needs were identified in the following six areas:

- Academic support
- Student support services
- Family literacy
- High school graduation
- English language acquisition for LEP students
- And school readiness.

In 2018, Alaska completed a Service Delivery Plan for the Migrant Education Program. This plan outlines strategies for meeting the needs of migrant students identified in the Comprehensive Needs Assessment (CNA). It also sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated.

These funds are used to employ personnel, provide educational services for migratory children, and promote the migrant education recruitment process. Southwest's Migrant Education Program provides 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 number of opportunities for students to build a personal library. Other services include family nights based on educational activities, summer school opportunities where available, college credit classes, enrichment activities (ANSEP and Student Conservation Association), career preparation, tutoring, behavioral health counseling, and other community specific services.

Category	School Year 2023-24	School Year 2024-25
Certified Staff Salaries	\$43,350	\$18,000
Classified Salaries	\$104,130	\$84,600
Benefits	\$34,995	\$17,310
Housing Subsidy	\$19,680	\$16,400
Travel Allowance	\$0	\$10,000
Professional & Technical	\$53,645	\$179,790
Staff Travel	\$64,640	\$30,500
Student Travel	\$126,330	\$90,084
Utility Services	\$2,500	\$1,000
Other Purchased Services	\$2,500	\$0
Supplies	\$127,730	\$10,6771
Indirect	\$32,975	\$35,263
Tuition & Stipends (Students)	\$0	\$0
Total	\$612,475	\$589,718

Consolidated Admin Pool – Administration of Title Programs

Purpose: The consolidated admin pool (CAP) allows for funds to be moved from various Title grants to a central fund for the administration of grant programs. Basically, this makes the administration of the grants more efficient and it meets audit requirements more easily.

Information: The following amount of funds were moved from each grant to the CAP fund:

- \$187,644 from Title IA
- \$218,064 from Title IC

Category	School Year 2023-24	School Year 2024-25
Certified Staff Salaries	\$195,910	\$200,550
Benefits	\$121,370	\$109,632
Professional & Technical	\$375	\$5,375
Staff Travel	\$12,190	\$44,400
Utility Services	\$4,810	\$10,840
Supplies	\$12,650	\$10,650
Indirect	\$19,760	\$24,260
Total	\$367,070	\$405,707

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.

Category	School Year 2023-24	School Year 2024-25
Certified Staff Salaries	\$136,335	\$141,282
Instructional Aide Salaries	\$4,730	\$0
Benefits	\$65,260	\$65,312
Staff Travel	\$0	\$0
Supplies	\$0	\$0
Indirect	\$10,310	\$10,330
Total	\$214,000	\$216,923

Title IC Migrant Book Program

Purpose: Migrant funding for providing literature to migrant students.

Information: This funding is used to provide a variety of books to migrant children. Migrant children get to choose age-appropriate books at each school. In addition, the SWRSD Migrant Program mails Alaska-themed/culturally relevant books to migrant children. Both activities are part of the Literacy in the Home initiative through the migrant program.

Category	School Year 2023-24	School Year 2024-25
Supplies	\$12,332	\$12,100
Indirect	\$702	\$770
Total	\$13,034	\$12,870

Carl Perkins

Purpose: To provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. Career and technical education is about helping students, workers and lifelong learners of all ages fulfill their working potential. First and foremost it's about high school and college education that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning.
- Employability skills, from job-related skills to workplace ethics.
- Education pathways that help students explore interests and careers in the process of progressing through school.

Information: The funds can only be used for programs serving students in grades 9-12. The funds are used for professional development, and the enhancement of CTE and counseling programs. Recent efforts have resulted in a the expansion of CTE programs at many of our schools and the opportunity for students to apply to the Bristol Bay Regional CTE program.

Category	School Year 2023-24	School Year 2024-25
Certificated Salaries	\$40,690	\$35,000
Benefits	\$11,270	\$5,244
Staff Travel	\$0	\$0
Professional & Technical	\$0	\$0
Indirect	\$2,600	\$2,012
Total	\$54,560	\$42,256

Rural & Low-Income School Grant

Purpose: This funding is new to eligible school districts through the Small & Rural School Achievement program direct from the US Department of Education. The funds are designed to support local academic needs under the purview of Title II-A or Title IV-A.

Information: The funds will be used to support instruction for students.

Category	School Year 2022-23	School Year 2022-23
Contracted Services	\$18,750	\$0
Supplies	\$0	\$18,920
Indirect	\$0	\$945
Total	\$18,750	\$19,870

Johnson O'Malley

Purpose: Johnson O'Malley (JOM) programs offered to American Indian and Alaska Native students vary and may include such programs as culture, language, academics and dropout prevention. Eligible applicants are tribal organizations, Indian corporations, school districts or States with eligible American Indian and Alaska Native children attending their schools or public school districts that have established Indian Education Committees to approve supplementary support programs that benefit American Indian and Alaska Native students. Eligible American Indian and Alaska Native students are enrolled members of a federally recognized tribe or at least one-fourth or more degree of Indian blood descendant of a member of a federally recognized Indian tribal government eligible for services from the Bureau.

Information: Local Tribal Councils/Organizations can manage and expend JOM funds or work with the local school to manage and expend JOM funding. If the funding goes through the school, a resolution and budget proposal is required to be approved by the local Tribal Council/Organization. The primary use of JOM funds has been to support cultural programs such as Native Youth Olympics. The funding levels vary between Tribal Organizations.

Title VII – Impact Aid

Purpose: Impact Aid provides financial assistance to school districts affected by federal activities. Because federal property is exempt from local property taxes, Impact Aid helps to replace the lost revenue that would otherwise be available to pay for educating children who live on federal property or whose parents work on federal property.

Information: The district receives funding for each child that lives on Indian lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts. Impact Aid funds are in the unrestricted class, meaning that the funds may be used for any number of activities but in accordance with their local and State requirements. The State of Alaska applies 90% of the Impact Aid revenue towards our basic state foundation funding. This means that the majority of Impact Aid is not additional funding but in fact replaces the foundation funds that the state would have paid based on student count.

Southwest Region School District uses Impact Aid for a wide variety of expenses, including the salaries of teachers and instructional aides; fringe benefits for teachers and instructional aides; development of curriculum and purchasing curriculum resources; providing technology in the schools; instructional supplies and equipment, computers, and other equipment.

This funding varies from year to year but is usually somewhere between \$4.9 million and \$5.2 million. This funding goes into the general operating budget.

FY25 Curriculum Overview



SWRSD FY25 Curriculum Guide & Resources

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Elementary Curriculum

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[GOOGLE DRIVE](#) - Access to teacher folders

MyView Literacy: Kindergarten- 5th Grade

myView [Literacy Interactive Tour](#)

[SAVVAS](#) Website for Content

Getting Started:

Online Training:

Overview Training:

On Demand Training:

Whole Group Reading

[Content Dashboard Training](#)

[Video](#)

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

[myView Tutorials](#) (Pre-recorded Trainings)

[Small Group Reading](#) [myView Writing](#)

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

Or [Login w/Clever](#)

Special Education Literacy

Reading Mastery: Kindergarten-1st 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: 2nd Grade-5th 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

Elementary Curriculum Continued

Math- Kindergarten- 5th Grade McGraw Hill – Reveal Math K-5 ©2020

K – 5 Resources

Student Bundle:

- Write-in Student Editions (Consumable)
- Write-in Student Practice Book (Consumable)
- Student Digital License

Teacher Resources:

- Teachers Edition - Hard Copy
- Teacher Digital Licenses
- Assessment Resource Book
- Differentiation Resource
- Reveal Math Implementation
- Reveal Math Manipulative Kit
- Reveal Math Workstation Kit: Teacher Guide, Game Station Resource Book, Application Station Cards, Transparent Spinners, People Pawns, Number Cubes 1-6

Online Resources - [Login w/Clever](#)

Additional Math Resources

RTI-3 Tier interventions: Grab & Go Center Activities, Wipe off boards



ReflexMath – 2nd Grade through 8th Grade

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

[\(Login w/Clever\)](#)

[Teacher How-To Videos](#)

[Teacher Guide](#)



FraxMath – 3rd Grade through 8th Grade

Frax Math is an adaptive and game-based online platform that helps students become fluent in fractions.

Frax 1 & 2

[\(Login w/Clever\)](#)

[Teacher Guide](#)

Elementary Curriculum Continued

Social Studies- Kindergarten- 5th Grade

McGraw Hill – Impact K-5 ©2020

K – 5 Resources

Student Bundle:

- Print Inquiry Journal (Consumable)
- Research Companion
- Explorer Magazine
- Online Student Center

Teacher Resources:

- Teachers Edition - Hard Copy
- Digital Subscription Inquiry Journal Teachers Guide
- US History Topic Tests & Lesson Quizzes – Hard Copy

- Kinder:** Learning and Working Together
1st Grade: Our Place in the World
2nd Grade: Exploring Who We Are
3rd Grade: Our Communities
4th Grade: Regions in the US
5th Grade: US History Making a New Nation

Online Resources - [Login w/Clever](#)

Science - Kindergarten- 5th Grade

Houghton Mifflin Harcourt – Science Dimensions

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

Online Resources - [Ed: Your Friend in Learning](#) (Digital Teacher Resources)

Physical Education

Adopted Spring 2016 —

Framework - Southwest Region School District's PE Framework is aligned to the Alaska Department of Education & Early Childhood [State Standards](#), [National Standards](#), and *ReadyToUsePEActivites* book for grades K – 2, 3 – 4, 5 – 6.

Contents 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 **USDA MyPlate** 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

English Language Arts Curriculum Middle and High School

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Middle School English Language Arts (ELA)

6th/7th/8th: EMC Mirrors & Windows: Level I (6th) Level II (7th) Level III (8th) 2012, 2016. Student & Teacher Hardcopy Textbooks.

Teacher has online access to all materials.

Student *Grammar and Style* workbook.

[Carnegie Learning Portal](#)

Carnegielearning.com/portal

The Grammar and Style workbook is the primary source for grammar lessons.

High School English Language Arts (ELA) IV, V, 11th Grade, & 12th Grade

9th/10th/11th/12th. EMC Mirrors & Windows: Level IV (9th); Level V (10th); *American Traditions* (11th); *British Traditions* (12th/Optional) 2012, 2016. Student and teacher hardcopy textbooks. Teacher has online access to all materials. [Online Resources](#)

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)

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)

Math Curriculum Middle & High School

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Reveal Math for Middle School

Student Bundle:

- Volume 1 & 2 Write-in Student Editions (Consumable)
- Student Digital License
- Language Development Handbook
- ALEKS Assessment Tool

Teacher Resources:

- Teachers Edition – Volume 1 & 2 Hard Copy
- Teacher Digital Licenses
- Language Development Handbook
- ALEKS Assessment Tool

6th Grade – Course 1 Reveal Math © 2020

7th Grade – Course 2 Reveal Math © 2020

8th Grade – Course 3 Reveal Math © 2020

[Login w/Clever](#)

Pre-Algebra Holt McDougal Larson



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

Math Curriculum Middle & High School Continued

Reveal Math for High School Material

Student Bundle:

- Volume 1 & 2 Write-in Student Editions (Consumable)
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- Language Development Handbook
- ALEKS Assessment Tool

Teacher Resources:

- Teachers Edition – Volume 1 & 2 Hard Copy
- Teacher Digital Licenses
- Language Development Handbook
- ALEKS Assessment Tool

Algebra 1 Reveal Math © 2020

Geometry Reveal Math © 2020

Algebra 2 Reveal Math © 2020

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Online Resources: Plato Pre-Approved Courses (Algebra I, Geometry, Algebra II)

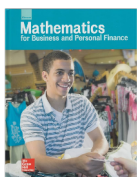
**Other courses may be available but need to go through the approval process.*

Holt High School Material (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

Math Resources

Additional Math Resources



Reflex Math – 2nd Grade through 8th Grade

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

[\(Login w/Clever\)](#)

[Teacher How-To Videos](#)

[Teacher Guide](#)



Frax Math – 3rd Grade through 8th Grade

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Frax 1 & 2

[\(Login w/Clever\)](#)

[Teacher Guide](#)

Science Curriculum Middle School

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Curriculum Specialist
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Middle School Science

Taught in Rotations

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

FY21, 24:

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

FY22, 25:

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

FY23, 26:

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)

Login w/Clever

Science Curriculum High School

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Biology

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

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

[Assessment Resource](#) – If you need access, please email chall@swrsd.org.

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

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

Physical Science

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

Earth Science

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

Social Studies Curriculum

Middle School

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Middle School Impact Social Studies

Taught in Rotations

FY25, 28: United States History: Voices and Perspectives © 2023

FY26, 29: Exploring Geography & Global Issues ©2023

FY27, 30: World History: Voice and Perspectives ©2023

Student Bundle:

- Textbook – Hard Copy
- Inquiry Journal (Consumable)

Teacher Resources:

- Teachers Edition – Hard Copy
- Teacher Digital Licenses
- Inquiry Journal Teachers Guide
- Topic Tests and Lesson Quizzes Book

[Login w/Clever](#)

Social Studies Curriculum Continued

High School Social Studies

United States History – Full Survey - McGraw Hill ©2023

Student Bundle:

- Hard Textbook
- Inquiry Journal (Consumable)

Teacher Resources:

- Teachers Edition - Hard Copy
- Digital Subscription
- Inquiry Journal Teachers Guide
- US History Topic Tests & Lesson Quizzes – Hard Copy

World History – Full Survey – McGraw Hill ©2023

Student Bundle:

- Hard Textbook
- Inquiry Journal (Consumable)

Teacher Resources:

- Teachers Edition - Hard Copy
- Digital Subscription
- Inquiry Journal Teachers Guide
- World History Topic Tests & Lesson Quizzes – Hard Copy

United States Government & Civics – Full Survey – McGraw Hill ©2023

Student Bundle:

- Hard Textbook
- Inquiry Journal (Consumable)

Teacher Resources:

- Teachers Edition - Hard Copy
- Digital Subscription
- Inquiry Journal Teachers Guide
- United States Government & Civics Topic Tests & Lesson Quizzes – Hard Copy

Exploring Civics & Economics – Full Survey – McGraw Hill ©2023

Student Bundle:

- Hard Textbook
- Inquiry Journal (Consumable)

Teacher Resources:

- “Economics” Teachers Edition - Hard Copy
- Digital Subscription
- Inquiry Journal Teachers Guide
- “Economics” Topic Tests & Lesson Quizzes – Hard Copy

Social Studies Curriculum Continued

High School – Alaska History

Aunt Phil's Trunk – Bringing Alaska's History Alive

Volume One: Early Alaska until 1898, Klondike Gold Rush.

Textbook

Teachers Guide

Student Workbook (Consumable)

Volume Two: 1900 - 1912

Textbook

Teachers Guide

Student Workbook (Consumable)

Volume Three: 1912 - 1935

Textbook

Teachers Guide

Student Workbook (Consumable)

Volume Four: 1935 - 1960

Textbook

Teachers Guide

Student Workbook (Consumable)

Volume Five: 1960 - 1984

Textbook

Teachers Guide

Student Workbook (Consumable)

Volume Six: Alaska Native Cultures

Textbook

Teachers Guide

Student Workbook (Consumable)

Physical Education & Health Curriculum Middle & High School

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Physical Education

Adopted Spring 2016 —

Framework- Southwest Region School District's PE Framework is aligned to the Alaska Department of Education & Early Childhood [State Standards](#), [National Standards](#), and **Ready To Use PE Activities** book for grades 7-9. The significant change is the ability for high school students to earn credit for wrestling, volleyball, basketball, and NYO.

Contents in the Framework

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

The program includes essential 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 the Instructional Department to create a class.*

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

Plato - Edmentum

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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.

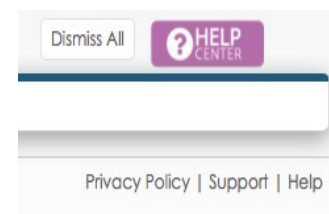
Access through a [Clever](#) integration with PowerSchool.

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

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.



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.

Yup'ik Studies

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Yup'ik Studies

Elementary

Grades K-2: Yup'ik Studies

Grades 3-5: Yup'ik Studies

Middle School

Grade 6: Middle School Yup'ik: Course 1

Grade 7: Middle School Yup'ik: Course 2

Grade 8: Middle School Yup'ik: Course 3

High School

Grades 9-12: YCC 101: Introduction to Yugtun (**One Year**)

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

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

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

Classroom Resources & Subscriptions

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ReadWorks.org

ReadWorks: Delivering high-quality content, tools, and support for reading comprehension
-Create your free account.

MYSTERYscience

#StayCurious



Mystery Science login through **Clever**

Mystery Science is for grades Kindergarten through 5th grade and is a supplement to the district-adopted curriculum HMH *Science Dimensions*.



ReflexMath login through **Clever**

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

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

Three Levels:

1. Addition & Subtraction Facts (Proficiency Goal 2nd Grade)
2. Multiplication & Division Facts 0 - 10 (Proficiency Goal 3rd Grade)
3. Multiplication & Division Facts 0 - 12 (Proficiency Goal 4th Grade)

Teacher How-To Videos
Teacher Guide



Brain Pop and Brain Pop Jr. are available to all Alaskans through the statewide **SLED** website. For username and password set-ups, call: 1-800-440-2919.



Classroom Resources & Subscriptions Continued



[NWEA Assessments - MAP](#)

Teacher Access – A proven assessment solution, customized professional learning, and industry-leading research to 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 different videos and courses.

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



[OverDrive](#) — Your SWRS & Alaska Digital Library

*Students use their **PowerSchool Username**.

*Staff uses their swrsd.org email address.

[The Alaska Commission on Postsecondary Education \(ACPE\)](#)

Education planning tools and resources to support students to be college & career ready. Resumes, career inventories, college & career search engines, and more! Every student's online career portfolio!!

[AKCIS](#) – *The Alaska Career Information System*

The Alaska Career Information System is a comprehensive Personal Learning & Career Plans (PLCPs) resource for discovering national and Alaska-specific education and career opportunities.



[Open eBooks](#) is an app containing thousands of popular and award-winning titles 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 service 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.

Classroom Resources & Subscriptions Continued

Academic Vocabulary

Our district has made it a priority to teach academic vocabulary to our students intentionally. Using the following website, you can locate and add the Southwest Region School District wordlist to your account and assign them out to your students or make your own wordlist aligned with your curriculum.



Kindergarten – 5th Grade

[Vocabulary Spelling City](https://www.vocabularyspellingcity.com/) is on a mission to expand knowledge and vocabulary words and reading comprehension.

Login through [Clever](#).

School Edition Clip Art



Username: swrsd

Password: clipart

The school edition of clipart.com offers various 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.

Junior Achievement



jobs that make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students implement these lessons and learn the value of contributing to their communities.



[First Book](#) provides access to new books for children in need. 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 continuously.

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 children in need don't miss out.

No matter how formats and technologies change, children from low-income families 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.



DIGITAL PUBLIC LIBRARY
OF AMERICA

[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.

The Mission

[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.

****Please inform the instructional department on any other curriculum and/or resources that need to be added or edited.** - Thank you, Candice Hall chall@swrsd.org.**

Indian Policy & Procedures

**INSTRUCTION
EDUCATION OF NATIVE/INDIAN CHILDREN**

E 6174.1 {1}

INDIAN POLICIES AND PROCEDURES

Note: Districts receiving federal Impact Aid are required to have "IPPs" or Indian Policies and Procedures. The following sample was adopted from sample policies issued by the Department of Education.

The Southwest Region School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all Native Alaskan/American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by Impact Aid Funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the District may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the District to fully comply with all requirements of Title VII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration, and staff of the District.

ATTESTATIONS

The Southwest Region School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the FY 2025 Impact Aid application.

Deleted: 2024

The Southwest Region School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2025 Impact Aid application.

Deleted: 2024

INSTRUCTION
EDUCATION OF NATIVE/INDIAN CHILDREN
POLICIES AND PROCEDURES

E 6174.1 {2}

The following Indian policies and procedures become effective upon school board approval.

POLICY FOR STANDARD 1

The Southwest Region School District will disseminate relevant applications, evaluations, program plans, the equal participation assessment, and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

PROCEDURE FOR STANDARD 1

The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail (electronic mail preferred) to Tribal officials a copy of the following documents and mail a summary of the following documents to Indian parents:

- Impact Aid Fiscal Year 2025 application;
- Evaluation of all educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

Deleted: 2024

In addition, information regarding these materials will be included in the District's monthly newsletter, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations in the questionnaire to be disseminated in the fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

The District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Parent Advisory Committee and a summary will be prepared and disseminated in at least 5 days in advance of public hearings held no later than December of the current school

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year to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publicly advertised by advertisement, newsletter or in writing to allow all interested parties to attend. In addition, representatives from the District will schedule meetings with the local tribes to seek input.

Parents of Indian children, tribal officials, the Parent Advisory Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Parent Advisory Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY FOR STANDARD 2

The Southwest Region School District will provide an opportunity for tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the education programs and activities.

As part of this requirement, the District will:

1. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
2. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

PROCEDURE FOR STANDARD 2

In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.

Indian parents and Tribal officials will be given notice of any and all meetings including, the above-referred questionnaire, to be disseminated in the fall

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semester. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The District may re-locate meetings or times to encourage participation.

The Parent Advisory Committee of the District will meet semi-annually for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

At each of the scheduled monthly school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, at least one public hearing is annually scheduled during a Community School Committee (CSC) meeting at each school which is primarily devoted to providing information and addressing questions regarding educational programs including federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

The District representatives will schedule meetings with the affected tribe or tribes to discuss ongoing programing goals.

POLICY FOR STANDARD 3

The Southwest Region School District will at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. As part of this requirement, the District will:

1. Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
2. Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

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PROCEDURE FOR STANDARD 3

The District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. The District will monitor Indian student participation in all academic and co-curricular activities.
- B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.).
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Parent Advisory Committee

The District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Parent Advisory Committee, Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children. The evaluation of the Indian children's participation in educational programs will be shared at least two weeks before the meeting.

The District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials within one month of publication by mail or e-mail.

Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Parent Advisory Committee meetings, directly to the school district by (phone, email, writing, etc.). In addition, parents of Indian children and tribal officials may comment in the fall semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children. The period for comments will be open during the

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entire school year, however, in order to make program changes the comments provided from the start of the school year through January 31 will be considered for program changes.

This data will be utilized to develop appropriate supports for various programs.

If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the Parent Advisory Committee and tribal officials, will modify its education program in such a way as to improve Indian participation.

POLICY FOR STANDARD 4

The Southwest Region School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

PROCEDURE FOR STANDARD 4

During the organization meeting of the Parent Advisory Committee, the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Parent Advisory Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within one month of adoption by the School Board. Implementation of changes in the Indian Policy & Procedures will occur within 90 days of approval by the School Board.

The Parent Advisory Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Parent Advisory Committee shall make recommendations to the Board to modify its policies and procedures.

The District will hold a School Board meeting to modify policies and procedures if the Parent Advisory Committee indicates such modification is necessary.

The District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by mail/email.

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POLICY FOR STANDARD 5

The Southwest Region School District will respond at least annually in writing to comments and recommendations made by the Parent Advisory Committee, tribal officials or parents of Indian children, and disseminate the responses to all parties by mail/email, posting on the website, and posting at tribal offices prior to the submission of the IPPs by the District.

PROCEDURE FOR STANDARD 5

The District will at least annually respond in writing to comments and recommendations made by the Parent Advisory Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by mail/e-mail, posting on the website, and posting at tribal offices, prior to the submission of the IPPs by the District.

POLICY FOR STANDARD 6

The Southwest Region School District will provide a copy of the IPPs annually to the affected tribe or tribes.

PROCEDURE FOR STANDARD 6

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by mail and posting at tribal offices.

Added: 01/2009

Reviewed: 08/2014, 01/2017, 08/2017, 11/2021, 08/2022, 08/2023,

08/2024

SOUTHWEST REGION SCHOOL DISTRICT

Reviewed: January 24, 2017

Adopted: January 24, 2017

Reviewed: August 22, 2017

Adopted: November 28, 2017

Reviewed: August 28, 2018

Adopted: November 20, 2018

Reviewed: December 2, 2019

Adopted: November 12, 2020

Reviewed: November 23, 2021

Adopted: November 23, 2021

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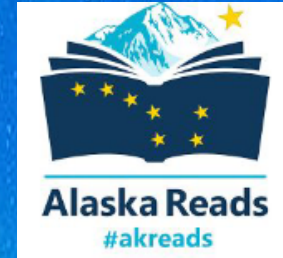
E 6174.1 {8}

Reviewed: August 23 , 2022
Adopted: December 13, 2022
Reviewed: August 29, 2023
Adopted: December 5, 2023
Reviewed: August 27, 2024

Alaska Reads Act



Alaska Reads Act FAQs



What is the Alaska Reads Act?

- The Alaska Reads Act is a law passed in June 2022. The goal of the Alaska Reads Act is to have all students, regardless of school choice, reading on grade-level by the end of the third grade. For more information, visit the department of Education website at <http://education.alaska.gov/akreads>

How does the Alaska Reads Act impact my elementary student?

- Every K-3 student will be given a literacy screener in the fall
- Students scoring below proficient on the literacy screener in the fall will be placed on an individualized reading intervention plan or iRIP
- Students who score below the 20th percentile on the fall screener will also receive additional reading instruction outside of the school day

What is an individual Reading Intervention Plan (iRIP)?

- An Individual Reading Intervention Plan (iRIP) is a specific improvement plan tailored to the student's individual needs in reading
- The iRIP is created by a team that includes the student's teacher, other school staff, as well as parents/guardians

What if my student makes progress during the school year?

- The literacy screener will be repeated in the winter and spring
- Any student in grades K-3 who demonstrates proficiency on a later screener will exit their iRIP

What if my child has not made progress by the end of the school year?

- Any **K-2** student who is not proficient by the end of the school year may be considered for retention
- This conversation may take place during the 2nd semester and will include parents/guardians, the student's teacher, and the school principal. **The team might make recommendations about retention, with the parents making the final decision**
- **3rd grade** students who are not proficient by the end of the year **might be retained** unless the parent/guardian agrees to ensure that their student receives 20 hours of reading instruction over the summer prior to entering the 4th grade

How does this affect my 4th/5th grade student?

- 4th and 5th grade students will be screened using the MAP assessments. Students who fall below proficient may receive interventions

Southwest Region School District
574 Kenny Wren Road
Dillingham, AK 99576

Aleknagik Clarks Point William "Sonny" Nelson School Koliganek Manokotak "Chief" Ivan Blunka Togiak Twin Hills

District K-5 MTSS Plan

Southwest Region School District K-5 MTSS Plan for Reading

Component	Tier I Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
Curriculum/Program	Universal Curriculum: <ul style="list-style-type: none"> • MyView SAVVAS • UFLI Foundations 	Intervention Programs: <ul style="list-style-type: none"> • Amplify Intervention 	Intervention Programs Options Include: <ul style="list-style-type: none"> • Amplify Intervention • UFLI Foundations • Heggerty • Exact Path • MyView SAVVAS <ul style="list-style-type: none"> ○ Success Maker
Learner	<i>ALL Students- Whole group instruction- with common deficit</i>	Students identified "Below Proficient on the screening tool benchmark.	Students with persistent reading deficiencies identified by the screening tool, even after intervention from Tier II - on a written plan.
Frequency	5 Days per week	3-5 days per week	3-5 Days per week
Time	90-120 minutes per day	30 – 45 minutes per session in addition to Tier 1 instruction.	30 – 60 minutes per session in addition to Tier 1
Group Size	Whole class plus small group differentiated instruction	Small group intervention as suggested up to 5 students	Ideally delivered one-on-one, or small groups up to 4 students maximum.
Assessments used	mCLASS fall, winter, spring.	mCLASS Core (diagnostic)	mCLASS Core (diagnostic)
Progress Monitoring:	N/A	mClass minimum every 3-4 weeks	mClass minimum every 2 weeks



The Alaska Reads Act



Southwest Region School District K-5 MTSS Plan for Reading

Home Support for Early Literacy	<p><u>District-provided resources and/or parent training support early literacy at home.</u></p> <p>Family literacy nights through Title IA and/or Migrant Education</p> <p>UFLI has an “at-home” component that parents can use</p> <p>Parent friendly resources will be sent home about the Reads Act and about supporting literacy at home.</p> <p>Migrant program send home kindergarten readiness supplies</p> <p><u>Communication Plan about Reads Act includes:</u></p> <p>School Board meetings</p> <p>School-based open houses/community meetings</p> <p>School-based CSC meetings</p> <p>Parent Teacher conference</p> <p>District mail outs</p> <p>School-based mail outs</p> <p>SWRSD PAC meetings</p>
Professional Development Plan for Reading	<p>Ongoing training and support aligned with the core reading program, supplemental reading curricula, assessments, and data-based decision making.</p> <p>MyView UFLI</p> <p>mClass (DIBELS)</p> <p>Amplify Intervention</p> <p>Core (diagnostic)</p>
Reads Act Required Summer Learning	<p>The district will be providing 20 hours of reading intervention for 3rd graders that have retention waivers. The district will also be providing reading intervention for other K-5 students based on capacity.</p>

Action Items

Southwest Region School District Parent Advisory Committee Bylaws

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Article I – Committee Name

The name of the committee shall be Southwest Region School District Parent Advisory Committee (SWRSDPAC).

Article II – Purpose and Objectives

The SWRSDPAC has been established to ensure the goals/objectives, planning, implementation, and evaluation of the Elementary & Secondary Education Act (ESEA) which includes Title I, Migrant Education, and Indian Education; and any other state or federal program requiring parental involvement. The establishment and work of the SWRSDPAC are to comply with the rules and regulations governing ESEA programs and SWRSD School Board policy. The advisory committee was established to assist the district in meeting the unique culturally related academic needs of its Alaska Native student population and will assist the district:

1. To improve supplemental educational opportunities for students who qualify for Federal Programs.
2. To involve qualified parents in the planning, development, evaluation, and monitoring of federally funded programs.
3. To work cooperatively with the Southwest Region School District (SWRSD), acknowledging that the SWRSD School Board has final program approval authority.
4. To review proposals and recommendations regarding the school district's Federal Programs, consistent with SWRSD policies.
5. To monitor Federal Programs and assure that federal funds are used to supplement, not supplant, programs within SWRSD.

Article III – Responsibilities

Section I. General

1. The Federal Programs Director or designee will act as chief communicator and contact between grant funded programs and the community, on behalf of the SWRSDPAC.
2. The SWRSPAC Chairperson, Federal Programs Director or designee will act as liaisons between the SWRSPAC and grant funded programs.

Section II. SWRSDPAC

1. SWRSDPAC members will attend all meetings in entirety in order to establish a quorum, fully participate in the discussion, and to cast a vote.
2. SWRSDPAC members will represent their community and/or organization, and will serve as a liaison between the Federal Programs Department and the population/organization in which they represent.
3. SWRSDPAC members will provide recommendations on behalf of the population/organization that they serve.
4. The SWRSDPAC will hold regular, open meetings to discuss and act upon any business to ensure proper and effective operation of grant-funded program.
5. The SWRSDPAC will recommend applications and budgets for each program to the SWRSD Superintendent and Board of Education
6. SWRSDPAC members shall not act or speak on behalf of the entire SWRSDPAC as an individual; members should only represent their own viewpoint.
7. The SWRSDPAC shall have all additional responsibilities, consistent with grant regulations.

8. SWRSDPAC shall have no powers beyond those expressly set forth herein.
9. SWRSDPAC shall abide by all SWRSD School Board policies and administrative regulations.

Article IV – Committees

Section I. Committee Membership

A parent or guardian is eligible to serve on the advisory committee as long as he or she has a child or legal ward enrolled in school who has qualified status, as defined by Title IA, Migrant Education, or Indian Education.

Section II. Committee Composition

1. The Indian Education committee shall consist of ten (10) members including one (1) qualified parent from each community, one (1) teacher, and one (1) student.
2. The Title IA program committee shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.
3. The Migrant Education program committee shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.
4. Other grant committees shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.

Article V – Committee Officers, Duties, Voting

Section I. Officers

Officers shall be elected by their respective committee and shall consist of a chairperson, vice-chairperson, and secretary. Each officer shall be elected for a one year-term.

Section II. Duties

1. The chairperson shall preside at all meetings and sign all letters, reports, and all other committee communications. The chairperson will perform other duties as may be prescribed by the SWRSDPAC.
2. The vice-chairperson shall represent the chairperson and substitute for the chairperson during his/her absence. The vice-chairperson shall perform other duties as assigned by the chairperson or by the SWRSDPAC.
3. The Federal Programs Director or designee will record minutes of meetings and send them to the Secretary for review and confirmation. The Secretary will perform any other duties assigned to him/her by the SWRSDPAC.

Section III. Terms of Office

1. Committee members shall be selected to serve for two (2) years with staggered seats as follows:
 - a. Aleknagik - expires in 2026 and every two years thereafter.
 - b. Clarks Point - expires in 2024 and every two years thereafter.
 - c. Ekwok - expires in 2026 and every two years thereafter.
 - d. Koliganek - expires in 2024 and every two years thereafter.
 - e. Manokotak - expires in 2024 and every two years thereafter.
 - f. New Stuyahok - expires in 2025 and every two years thereafter.
 - g. Togiak - expires in 2025 and every two years thereafter.
 - h. Twin Hills - expires in 2026 and every two years thereafter.
2. Continuation in committee shall be based upon a member's willingness to serve but if there are other interested parents, then an appointment shall be made from a list of candidates by the SWRSDPAC.
3. A member shall be removed from office upon missing two (2) consecutive regular or special meetings, without being excused by the committee's Chair. Removal may also occur by motion approved by two-thirds (2/3) vote of the members present at a duly constituted meeting.
4. Any member's vacancy through resignation or removal shall be filled for the remainder of the school year by appointment from the Federal Programs Director or designee, or during the next meeting, whichever comes first. The member that is resigned will be asked to recommend names for potential replacement members.

Section IV. Voting Privileges

1. Each adult member, as defined in Article IV Section I, shall have one (1) vote in any matter submitted to the SWRSDPAC for general vote at the annual meeting, or other duly constituted meeting. Proxy voting and absentee ballots shall not be permitted. Voting on all matters will be by voice called for by the chairperson. Any member may request a roll call vote. A roll call vote will occur whenever committee members are in attendance remotely.
2. Decisions of the SWRSPAC shall require a majority vote of the quorum, which is a majority of currently seated SWRSDPAC members.

Article VI – Meetings

1. The SWRSPAC shall conduct regular meetings at a public location designated by the chairperson twice during the school year, or more often, if needed. One of those meetings will be called the “Annual” meeting
2. All regular and special meetings of the SWRSDPAC shall be conducted in accordance with Robert’s Rules of Order.
3. Special meetings may be called by the chairperson, or by majority poll of the SWRSPAC by any member.
4. A public hearing may be called to get more input from the public.
5. The secretary or designated member shall notify all SWRSDPAC members at least seven (7) days in advance of regular meetings, giving the date, time and location.
6. Notice of special meetings shall require the SWRSDPAC secretary/treasurer, or designated member, to notify members at least twenty-four (24) hours in advance of the meeting, giving date, time and location.
7. An agenda for each upcoming meeting and minutes of the previous meeting shall accompany the notice of the meeting and shall be send to all members of the SWRSDPAC.
8. All regular business and special meetings shall be open to the general public. During open meetings, an open forum will be available to the public for five (5) minutes per public comment unless a longer time is approved by the SWRSDPAC, with no immediate response expected from the SWRSDPAC.

Article VII – Amendments

These processes may be amended at any meeting by two-thirds (2/3) vote of the members of the SWRSPAC present.

Article VIII – Ratification

These processes were reviewed and approved by the SWRSDPAC on February 26, 2024.