

October 2020

# Yukon-Koyukuk School District Staff Connections

## *From the Desk of Superintendent Boyd*

### *Student Opportunities and Parent-Teacher Conferences*

Thank you for helping your student/s successfully complete the first quarter of the school year! We hope that you will join your students for Parent-Teacher Conferences scheduled at each of our schools for the beginning of November where students will showcase their hard work. YKSD has a lot to celebrate and students have been working hard! It is obvious that they were excited to get back into schools with their friends and teachers after being out since last March.

To celebrate our students, on a quarterly basis all staff and students from across the district get together for the last half an hour of the school day to play games, have a virtual assembly and to win great prizes for their schools such as Ice Cream Sundaes! In addition, at every YKSD Regional board meeting, the YKSD Regional board selects students from the nominations and recognizes them for their hard work with a gift certificate and their names will be placed in the local and district-wide newsletter.

While many schools across the nation are closed and providing distance learning, at this time our schools are open for in person learning. With that said, we have had to close school buildings temporarily in Minto, Nulato and Ruby due to COVID-19 confirmed cases. The schools and communities worked together with the medical teams and followed strict protocols to help stop the spread of the virus. While the schools were closed, the staff created remote lesson plans and delivered the packets to the families.



There are many activities taking place at this time of year. Please be sure to check with your child's teacher to learn more. Student Government meetings will be held monthly using the Video Conferencing. Student Government is a wonderful way for high school students to participate in leadership activities and to serve as role models for the student body.

Our Technology Education Coordinator is working hard to find fun ways to engage students from a distance and to help them learn more about the Science Technology and Engineering Fields. You will also hear more about afterschool Virtual Bingo for all staff and community members. This month was the first run of it and there were about forty (40) people having fun! We hope to see you next time!



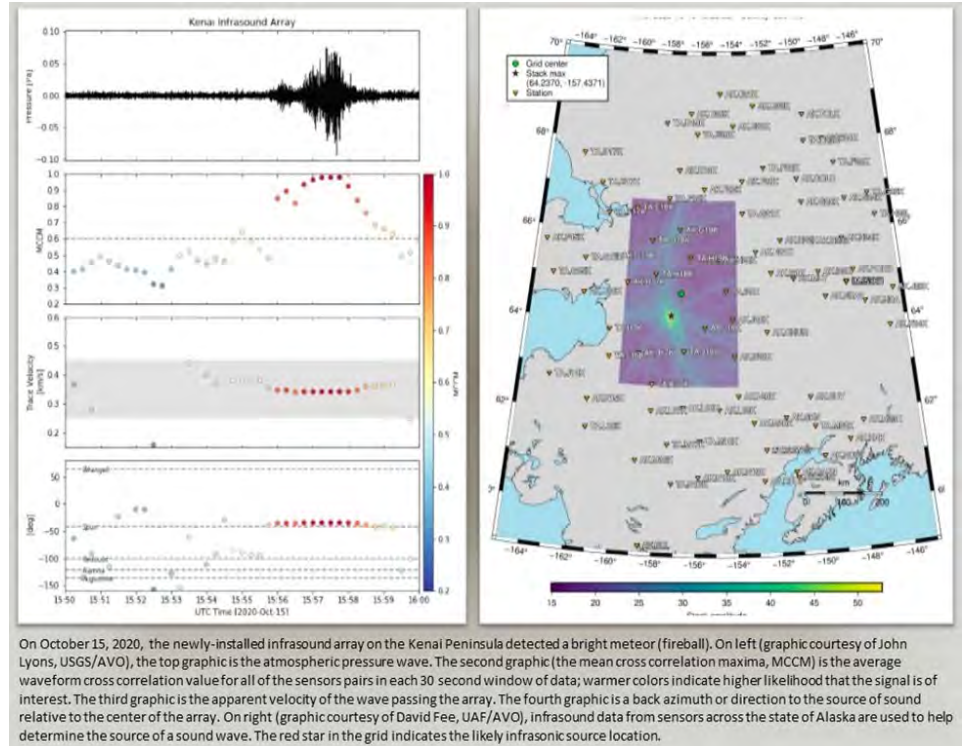
## Meteor Lands Close to Kaltag

Superintendent Boyd

The Alaska Volcano Observatory's Kenai infrasound array set off alarms on Oct 15. It was not volcanic activity but a bright meteor ("fireball") streaking across the sky ~ 360 mi away.

Scientists from UAF's Geophysical Institute and the Alaska Volcano Observatory used a network of infrasound sensors across the state to locate source of event ~ landing about 40 mi from Kaltag.

Good thing it didn't hit the school or community!



## YKSD Regional School Board Election Results Superintendent Boyd

The YKSD Regional School Board election took place this month. Please join me in congratulating Fred Bifelt from Huslia, Dian Gurtler from Manley, and Anne Titus from Nulato for being elected to the YKSD Regional School Board! I would like to extend a heartfelt thank you to our retiring board member, Maurice McGinty. Maurice has advocated tirelessly for YKSD students and has helped the District receive new schools and new programs. Our new School Board President officers and members are listed below.

**Fred Bifelt** from Huslia, Board Chair  
**Shirley Kruger** from Nulato, Vice Chair  
**Gloria Patsy** from Nulato, Treasurer  
**Ruth Folger** from Minto, Secretary  
**Wilmer Beetus** from Hughes  
**Anne Titus** from Ruby





Yukon Koyukuk School District  
Administrative & Support Offices  
4762 Old Airport Way  
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Kerry Boyd  
Superintendent

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**Yukon-Koyukuk School District  
Resolution 21-01**

WHEREAS, Maurice McGinty was born in Kaiyuh and was raised there by his grandparents, Francis and Ester McGinty until age six when his family relocated to Nulato so Maurice could attend school. In 1970 Maurice married Josephine Demoski and raised seven children. Maurice and Josephine have many grandchildren and dearly love them all; and

WHEREAS, Maurice was accepted into Copper Valley School which he attended from 1958-1960. At age 19, he voluntarily enlisted in the U.S. Army where he served two years. After returning to Alaska from Texas, Maurice enrolled in courses at the University of Fairbanks and earned his Bachelor's degree in Elementary education and Master's degree in Administration, with a certificate in Guidance Counseling. Maurice previously worked as a dorm manager for Galena Charter School and as a Special Assistant to the Superintendent at Yukon Koyukuk School District in Nenana. He served as a Principal in Nulato, Koyukuk, Kaltag, and Huslia schools. He served as a Guidance Counselor in Kaltag, Nulato, Koyukuk, and Ruby and taught high school and junior high in Nulato. Maurice retired in 1997; and

WHEREAS, Maurice is extremely active in the Native community. He strives to instill in the next generation the importance of being active in their communities and if the importance of Native culture and obtaining higher education; and

WHEREAS, Maurice loves teaching children. He believes in making children whole and productive citizens of society and that it takes a community to raise a child. He strongly believes that children are our future and worked tirelessly to promote their social, economic, and personal growth both at home and in his professional career; and

WHEREAS, Maurice has dedicated his life to the betterment of Alaska Natives through education, involvement in his community, and living a subsistence lifestyle. He has always been involved in community events and will continue to serve the Native community through his commitment to our younger generation and the challenges they face, advocating survival of Athabascan cultural traditions and passing his knowledge on to younger generations; and

WHEREAS, Maurice served tirelessly on the Yukon Koyukuk Regional School Board from 2006 through 2020, including 10 years as Chairperson.

WHEREAS, Maurice has brought to the school board leadership, wisdom, and expertise of teaching and counseling that we all learned from and the students benefited from. He is very thoughtful and always considers the students first; and

WHEREAS, Maurice has worked as a leader with the board members through the years and made some very difficult decisions. His continued focus on the students and education has created an innovative district with many meaningful opportunities for students; and

WHEREAS, Maurice has been the most excellent board president a school board, school district, and school superintendent could ever ask for; and

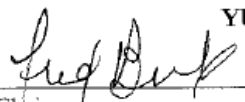
WHEREAS, Maurice has a great sense of humor, is smart, a leader, and enjoys his Singapore Sling with friends and family; and

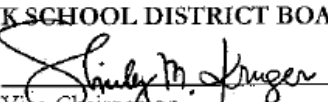
NOW, THEREFOR BE IT RESOLVED that the Yukon School District Regional School Board, hereby recognizes Maurice McGinty as a person who has demonstrated leadership, strong commitment, competence, and achievement in the education of children.

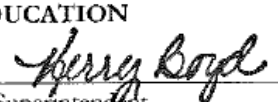
NOW, THEREFORE BE IT RESOLVED: it is tough to see you retire; you will always be remembered for your lifelong dedication to education.

**PASSED, APPROVED AND ADOPTED BY THE SCHOOL BOARD OF THE YUKON-KOYUKUK SCHOOL DISTRICT  
THIS 22nd DAY OF October, 2020**

**YUKON-KOYUKUK SCHOOL DISTRICT BOARD OF EDUCATION**

  
Chairperson

  
Vice-Chairperson

  
Superintendent

The mission of the Yukon-Koyukuk School District, in active partnership with its families and communities, is to provide our students with the skills and knowledge necessary to become contributing members of their families, communities and society.

## *Thank you Gana-A'Yoo Limited*

Superintendent Boyd

The Yukon Koyukuk School District would like to thank Gana-A'Yoo Limited for their generous donations of \$25,000 for the Andrew K Demoski, Kaltag, and Ella B. Verneti Schools. These donations are a reflection of Gana-A'Yoo Limited's commitment to education. Yukon Koyukuk School District is fortunate to have a great partnership with this organization.



## *Happenings from the Office of*

Gina Hrinko, Director  
of State and Federal Programs

Happy *Fall* from the Federal Programs department (although it's starting to look like winter here in Fairbanks)! We're so excited that our schools were able to reopen, even with all of the necessary protocols to keep everyone healthy and safe. Thank you to all staff for modeling these procedures for our students so that they more fully understand how important it is to keep everyone healthy.

We are excited to start the new school year off with a few new grant projects. The district recently received funding to continue student leadership activities and Phlight Clubs, offer more student choices/options in terms of CTE intensive sessions, and to continue our work with Native language by developing more supplemental materials that support the new workbooks. Professional development will be provided to teachers on how to best use the workbooks and pronunciation videos will also be developed. Additionally, every school should have received the first book distribution for students. It is our hope that students enjoy the opportunity to choose a fun book that they can add to their home collection and read with their family.



**Other happenings:** Our migrant recruiters are busy interviewing families to see who will qualify as migrant. The migrant program provides qualified students with books, supplemental academic materials and enhanced learning through the use of technology. More information to come once the recruitment process has been completed.

**A final thought** – even in the midst of difficulty, lies opportunity. Always be on the lookout for creative ways to “reach” your students. If you have an idea for teaching a concept, or for implementing a project as a supplement to what your students are learning in class, please reach out and let us know! We may have funding for the supplies/materials you need to implement your vision. As always, we appreciate your hard work and dedication to YKSD's students and families!

## STREAM Kits

Kristi Burns,  
Grants Coordinator

STREAM kits were sent out to Ruby, Huslia, Allakaket, and Hughes. Every family was also given a book to enjoy with their family.

Each family in Ruby and Huslia were given camping themed activities to do at home. Some of the activities were as follows: marshmallow math, reading and writing about making s'mores. They listed how it looked, tasted, felt, sounded, and smelled. The older students created a water filter out of a plastic water bottle.



Each family in Allakaket and Hughes were given dinosaur themed activities to do at home. Some of the activities were as follows: dinosaur math board game, sorting snacks according to their shape, reading a story and doing a STEM activity with it. The older students created mini volcanoes.

As for the remaining sites, be looking for the dinosaur themed kits within the next two months. They are coming your way!

## Pumpkins

PreK students are enjoying fall themed units. Recently, they worked on a pumpkin unit. They learned about the life cycle, measured the height and circumference, predicted if the pumpkin would sink or float, made pumpkin bread or pie, carved the pumpkins, ate the roasted seeds, and took home mini pumpkins.

*All of Kaltag's primary class enjoying pumpkins.*



## *Business Office News*

Heather Heineken,  
Chief Financial Officer

### *Meet Heather Heineken Our New CFO*

Heather Heineken has joined the Yukon-Koyukuk School District as the Chief Financial Officer. Heather was raised in the Fairbanks community graduating from North Pole High School and then receiving a BBA in Management from UAF, BBA in Accounting and MBA in Management from UAS. Heather has worked in a variety of positions including positions at the University of Alaska, with many small businesses across Alaska and her most recent position was the Director of Business Services and Risk Management Liaison for Fairbanks North Star Borough School District. Heather is married to Chad and they have two adult sons, Max, and Allan. She also has many four-legged children including dogs, cats, goats, and horses.



### **YKSD Business Office Monthly Training**

**Tune in for a variety of Topics the 3rd  
Thursday of Every Month at 2pm**

<https://bluejeans.com/9073749409>

#### **Upcoming Schedule of Training Topics**

November 19—HR and the Hiring Process

December 17—P-Card Reconciliation Process

January 21—Raven Reimbursement

February 18—Purchasing Process from Requisition to PO and Why

March 18—Chart of Accounts Review

Business office Training Resources Available online at: <https://www.yksd.com/domain/16>

# Blueberry Bread

Rachel Spencer,  
Food Service

(Nellie's Recipes, and Alaska Native Traditional Food)

Servings: 32

Total time: 50 minutes

## Ingredients:

4 cups Whole wheat flour	1 cup Eggs, frozen
4 cups All-purpose flour	1 lbs. (2 cups) Butter, softened and warm
2 tsp Salt	3 cups Sugar, granulated
4 Tbsp Baking powder	4 tsp Vanilla
1.25 cup Powdered milk	5 cups Water
	8 cups Blueberries, frozen

## Instructions:

1. Preheat oven to 350 degrees.
2. In a large bowl, cream together eggs, butter and sugar until light and fluffy (2-3 minutes).
3. Add water and vanilla to butter mixture and mix well. Set aside.
4. In a separate bowl, combine flours, salt, baking powder and powdered milk.
5. Slowly fold flour mixture into butter mixture (do not overmix- fold until just combined).
6. Add in blueberries and fold just until blueberries are mixed in.
7. Grease steam table pan (hotel pan) and add blueberry bread dough (it should be wet and sticky).
8. Bake in oven for 35-40 minutes or until toothpick is inserted in center and comes out clean.



## COUNSELING CORNER

Cristina Welker, Direct of Special  
Education and Support Services

What are these lessons my school counselor is offering over video? It's Second Step!

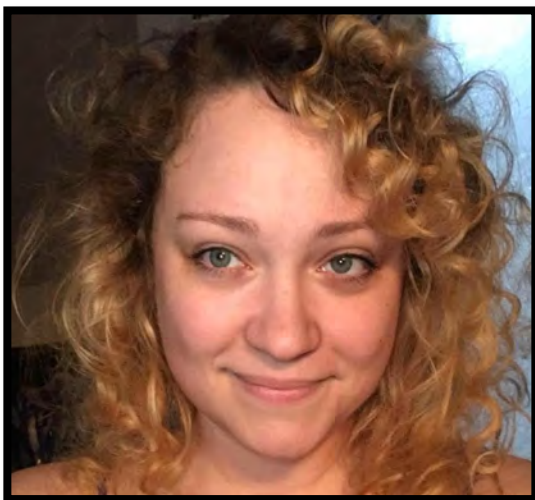
*Second Step* is a social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal setting. YKSD utilizes the SEL, Bullying and Child Protection components for a comprehensive well-rounded program for our River students.

Your awesome school counselors, Kela Gillihan, Jolene McGinty, and Patty Woody are enjoying reaching out to all of our classrooms and providing enriching, engaging lessons to our students!

# SECOND STEP®



## Meet Our New Registrar



**Rachael McDowell**

I love working for YKSD as a Registrar and part-time Administrative Assistant in the Wasilla Raven office. I grew up in Wasilla and I'm a life-long Alaskan. I attended Northwest University in Kirkland, WA, where I earned my Bachelor degree in Inter-cultural Studies. After undergrad, I moved back home, where I met my husband Stephen. We now have two children, Fraeya and Gunnaer. While juggling life as a mom, I earned my Master of Arts in Management from Wayland University. I've worked for YKSD for almost four years now, starting out volunteering and then working part-time assisting the Wasilla office, and now I'm serving in my current role as Registrar/Admin Assistant.



# Be Happy, Be Brave, Be Drug Free

Patty Woody, Minto School and Rampart  
School Itinerant Counselor & Career and  
Technical Education Coordinator

## *Red Ribbon Week* *October 23 - 31*



# October is National Bullying Prevention Month

Patty Woody, Minto School and Rampart School Itinerant Counselor & Career and Technical Education Coordinator

The goal: encourage schools, communities and organizations to work together to stop bullying and cyberbullying and put an end to hatred and racism by increasing awareness of the prevalence and impact of all forms of bullying on all children of all ages.

## Challenge Others To Be Kind

Make kindness go viral with an act of kindness and challenge friends and classmates to pay it forward with their acts of kindness.

Make a video of everyone doing acts of kindness and send it to your school counselor [pwoody@yksd.com](mailto:pwoody@yksd.com) for Minto and Rampart, [jmcginty@yksd.com](mailto:jmcginty@yksd.com) for Nulato, Koyukuk, Kaltag, and Ruby; or Kela Gillihan at [kgillihan@yksd.com](mailto:kgillihan@yksd.com).

## STAND UP for Others

When you see someone being bullied, be brave and STAND UP for them. Bullies have been known to back off when others stand up for victims. If you don't feel safe get the help of an adult immediately. Be part of the solution -- not the problem!

Share an inspirational video, poster, message, or story with your school counselor.

## Inclusion

- Don't let anyone feel alone. Make it the week of #NOONEEATSALONE
- Include other students in school activities
- Include other students in afterschool activities
- Invite someone you don't know that well to do something with you. Learn about each other.
- At one point or another each of us has felt insecure, or stressed out, or alone. It is important to remind our friends and classmates that we are all in it together and we are there to listen and support each other. Use the hashtag **#HereForYou** on social media and the YKSD Facebook page to let your classmates know that they have your support and a person to reach out to if they ever need to talk.

## Conversations with Your Peers

- Hold a discussion in your classroom where you allow students to openly speak and discuss their experiences with bullying and cyberbullying, and how these experiences have effected them and how they dealt with these moments.
- Discuss how you can change the culture of your school.
- Share your ideas with your school counselor. The best ideas will be shared online!



**For resources on preventing bullying visit this website [Stomp Out Bullying](#)**



## Take the Pledge

**I am a Kid Against Bullying!  
And I will:**

**SPEAK UP**  
when I see bullying

**REACH OUT**  
to others who are bullied

**BE A FRIEND**  
whenever I see bullying



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## Thank You for Your Service

By Gale Bourne, Direct of  
Facilities and Maintenance



*Sigwien Cleveland hard at work.*

The YKSD Maintenance Department would like to thank you Sigwien Cleveland for your many years of service at the Johnny Oldman School in Hughes. You ensured our school was comfortable, clean and safe through the cold winter months, keeping the heat on, water thawed, ATVs running, and much, much more. Always cheerful and polite, it was a pleasure to work with you. So once again, we wanted to say, "Thank You!" You will be missed.



## *Assessment Department News*

Patty White, Assistant Superintendent,  
Distance Education and Assessments

This fall has been a busy time for District Assessments. We began the year with all students, grades K-11, taking the Northwest Education Association Measure of Academic Progress (NWEA MAP) assessments, in September. We have completed these assessments 3 times per year for grades 3 – 12 for the past nine years. All MAP testing is completed on the computer and scored immediately, which provides teachers with needed information right away. As an added benefit, the computerized tests give our student experience with testing on a computer, which will be the testing method for the State of Alaska Test, PEAKS, in the Spring of 2021. To see your school's data, the state has a new website where you can see one school or compare schools, go to <https://education.alaska.gov/compass/>



Upcoming District assessments include: MAP mid-year testing January 11-29; ACCESS test for student with Limited English Proficiency in February and March; the annual State of Alaska test, PEAKS – March 29- April 30; and MAP end of year testing April 26–May 13.

Please feel free to contact Andrea Durny at [adurny@yksd.com](mailto:adurny@yksd.com), 374-9424 or Patty White at [pwhite@yksd.com](mailto:pwhite@yksd.com), 374-9407 if you have any questions or would like more information regarding District Assessments.



## *MAP Testing*

By Andrea Durny, Coordinator  
of Student Support and Testing

MAP Testing – All students in grades K-11 will take NWEA Measures of Academic Progress, MAP, assessments three times this school year. Teachers will analyze their student data and share individual student results with parents at Parent-Teacher conferences in October. For students scoring below the average range in Reading and Math on MAP, teachers will set individual goals for students in Response to Intervention (RTI) plans. The Fall window for MAP was Sept. 8-30. School staff will analyze individual student growth reports and RTI plans and School Improvement Plans will be updated accordingly.

## *Districtwide Fun Run*

By Andrea Durny, Coordinator  
of Student Support and Testing



The 11th Annual Fun Run took place October 2<sup>nd</sup>. Each year this continues to be a fun time for students and families alike. All students in grades K-12 were welcome to participate. Each site mapped out their route prior to the race and also kept the times. Students who participated were given a t-shirt. Trophies will be awarded to the top three runners in the district for each category.



*Hughes*



*Koyukuk*



*Nulato*



*Allakaket*



*Huslia*

### **Top Runners by Category**

#### **Grades K-1, 1/2 mile**

1. Greyson Madros, Nulato. 2.41
2. Amara Kruger, Nulato. 2.46
3. Cylar Sipary, Nulato. 2.53

#### **Grades 3-7, 1 mile**

1. Owen Bellamy, Hughes. 6.40
2. Sasha Dayton, Koyukuk. 8.00
3. Kyler Beetus, Hughes. 8.04

#### **Grades 8-12, 3 miles**

1. Travis Madros, Nulato. 19.36
2. Kenneth Stickman, Nulato. 23.49
3. Jared Henry, Huslia. 24.10

## *Kaltag Pumpkins*

By Andrea Durny, Coordinator  
of Student Support and Testing

Thank you to Ann Neglaska for organizing a fundraising event to purchase every student a pumpkin to carve with their families. The pumpkins were purchased and delivered to each household by Kendra Ekada. Thank you to everyone who made this family activity possible.



*Caius McGinty with  
his pumpkin.*



*Cadence Madros with  
her pumpkin.*

## *Area Wide Student Council (AWSC)*

By Andrea Durny, Coordinator  
of Student Support and Testing

Nominations are now open for the AWSC. Currently are seeking two representatives from each site (Grades 8-12). We will be reorganizing the Board at the first general meeting. Seats filled so far are:

Hughes- Crystalee Sam and Lewis Williams

Koyukuk- Dazlyn Dayton

Ruby- Charles Ambrose and Mackenzie Sleeman

Minto- Jackson Wolfe, Adrianna Charlie and Isaiah Alexander

Huslia- **vacant**

Nulato- **vacant**

Kaltag- **vacant**

Allakaket- **vacant**

Rampart- **vacant**



## *YKSD Home Away Program*

By Andrea Durny, Coordinator  
of Student Support and Testing

Formerly known as the Boarding Home Program, this program offers financial assistance to students in grades 8-12 who meet application requirements and want to remain or transfer into the village.

Applications are accepted at the beginning of each school year; the FY21 registration period closed on October 2<sup>nd</sup>.



# Reading Connection

Tips for Reading Success

Beginning Edition

October 2020

Yukon-Koyukuk School District

Chane Beam, Director of Teaching and Learning

## Book Picks

Read-aloud favorites

### ■ *Doggy Defenders: Willow the Therapy Dog* (Lisa M. Gerry)

Some dogs have incredible jobs helping people, and Willow is one of them. This nonfiction book follows a therapy dog named Willow through her day at work. She spreads cheer in a hospital and a retired veterans' home, and she even "reads" with children at a library. Part of the Doggy Defenders series.



### ■ *Hair Like Mine* (LaTashia M. Perry)

A little girl thinks her hair is too curly and frizzy, and she struggles to find someone with hair like hers. With guidance from her mother, who insists that no two people have the same hair, face, or toes, the girl learns about the value of differences.

### ■ *The One Day House* (Julia Durango)

This is the heart-warming story of a young boy named Wilson and his older neighbor, Gigi. When Gigi's house desperately needs repairs, Wilson wants to make it nicer for her. Thanks to caring friends and neighbors, he gets his wish faster than he imagined. (Also available in Spanish.)



### ■ *Ronan the Librarian*

(Tara Luebbe and Becky Cattie)

No legendary barbarian wants to read a book ... right? That's what Ronan the Barbarian thinks until he finds a book in his raided treasure. He loves the book so much that he teaches his fellow barbarians to enjoy reading, too.



## Make time for reading

Any time is a great time for your child to read! Here's how to fit more reading into busy days.

### Check the weather

Invite your youngster to be the family weather reporter. Each evening, she can read tomorrow's forecast in the newspaper or on your phone's weather app. Encourage her to use weather symbols, such as raindrops or suns, if she needs a little help figuring out the words. Soon she'll recognize words like *rainy* and *sunny* right away.



math practice, she could read the numbers and fractions in the recipe, too.

### Explore recipes

When you cook, let your child read the recipe with you. Make it easier by having her get out the ingredients. Hearing you say potatoes or cheese, finding the item, and maybe seeing the word on the package will help her as she sounds out the words in the recipe. *Tip:* For

### Listen to audiobooks

While you're working from home or running errands, your youngster can enjoy books independently. Download audiobooks and check out print versions of the same books from the library. She can follow along with the story as she turns the pages and perhaps learn to recognize new words. ♥

## Write to keep in touch

"Will you be my pen pal?" With this idea, your youngster can write friendly letters and stay close to loved ones.

Together, ask a relative to be your child's pen pal. Explain that your youngster is learning to write—and they can help! Then, let your child pick out stationery or search online for "free stationery printables kids."

Now help your youngster write a greeting ("Dear Aunt Lori"). Underneath, he could write about or draw pictures of activities he's been doing, like roller skating or caring for his new kitten. He should also ask his pen pal questions. ("How is your job?") When your relative writes back, you and your child can read the letter—and write a reply. ♥



# What sounds do you hear?

Sounds and syllables are like the nuts and bolts of words. Call your youngster's attention to word parts with these activities that will help him grow into a strong reader.

**Swap the sound.** With your youngster, think of a word family, or a group of words with the same "last name" (for example, *-all*). Now take turns saying a word with that ending (*fall, wall*). If you say a nonsense word (*zall*), ask your child to make up a silly definition. "*Zall*: A black-and-white striped ball that zebras play with!"



**Blend the consonants.** Have your youngster put these letter tiles or magnetic letters into a bag: B, C, F, G, H, L, P, R, S, T, and W. He can pull out two letters (perhaps S and P), then help him try to blend them and say a word that includes the blended sound (*spider*). If the sounds can't be blended, like B and T, he should put them back and pull out new letters.

**Subtract a syllable.** Say a familiar word that has more than one syllable, such as *pumpkin* or *television*. Now encourage your youngster to take away one or more of the syllables: "If you take *pump* out of *pumpkin*, what do you have left?" (Answer: *kin*.) What happens if he "subtracts" vision from *television*? (He'll have *tele*.)♥

able, such as *pumpkin* or *television*. Now encourage your youngster to take away one or more of the syllables: "If you take *pump* out of *pumpkin*, what do you have left?" (Answer: *kin*.) What happens if he "subtracts" vision from *television*? (He'll have *tele*.)♥

## Fun with Words

## Sensational writing tools

Put down your pencils! Your child can practice forming letters and words with these fun-to-touch materials.

### Sugar

Let your youngster spread a thin layer of sugar on a baking sheet. Then, she could write each letter of the alphabet with her finger.



### Paint

Have your child dip her finger in paint and write on construction paper. She might write the color word that matches each color of paint she uses, like yellow for yellow paint.

### Soil

Your youngster will get fresh air and enjoy nature by writing outside. Help her find a stick and a patch of soil. She could etch words in the dirt, perhaps to list things she sees outdoors (*birds, clouds*).♥

## OUR PURPOSE

To provide busy parents with practical ways to promote their children's reading, writing, and language skills.

Resources for Educators,

a division of CCH Incorporated

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ISSN 1540-5648

## Q&A

## Don't forget the spaces!

**Q** When my daughter writes, a whole sentence sometimes looks like one long word. How can I get her to put spaces between words?

**A** Ask her to read her writing out loud so she can "hear" the spaces. As she reads, have her draw a vertical line where she thinks each space should be.

You can also show her spaces in books. Pick a sentence, and ask her to count the words. She'll need to pay attention to the spaces to figure out how many words there are.

Finally, encourage her to use her finger as a "space bar" by laying it on her paper after she writes each word. It will show her how much space to leave before she begins the next word. Or let her decorate a craft stick with stickers and use that as a space bar.♥



## Parent to Parent

## Play library—at home

My son Elijah and I missed our weekly visits when the pandemic closed down our library. So he came up with the idea to play library at home, which has given us a nice way to talk about books.

First, Elijah made library cards for all of us. To play, we place books around our living room and use the coffee table as the checkout counter. Sometimes Elijah is the librarian. He recommends

books for me, "scans" them at the checkout, and leads story hour. Other times, we trade roles. After we finish playing, we put the books back on the shelf in alphabetical order, just like real librarians do.

We're enjoying library time even when we're not at the actual library, and Elijah is learning to think critically about books to give good recommendations.♥



# Reading Connection

Working Together for Learning Success

October 2020



## Book Picks

### ■ *Joey Fly Private Eye in Creepy Crawly Crime* (Aaron Reynolds)

In the first book of the Joey Fly, Private Eye series, this graphic novel mystery stars an all-bug cast. Joey Fly is a detective who wants to protect Bug City. His latest case: Find Delilah the butterfly's missing diamond pencil case.

### ■ *The Thrifty Guide to Ancient Rome* (Jonathan W. Stokes)

Your child will become a "time traveler" in this guidebook that transports readers to Ancient Rome. A humorous book from the Thrifty Guide series, it weaves in historical information and introduces young readers to an important period in history. Includes maps and illustrations, and advises travelers on where to stay, what to wear, and more.



### ■ *Sarai and the Meaning of Awesome (Sarai #1)* (Sarai Gonzalez and Monica Brown)

Sarai has always lived close to her cousins and grandparents. When their rented home goes up for sale, her mission is to raise money so they don't have to move. She sells cupcakes and lemonade, and even enters a dance contest. Book 1 in the Sarai series. (Also available in Spanish.)



### ■ *10 Plants that Shook the World* (Gillian Richardson)

How much trouble can a simple plant cause? Plenty! This book gets to the roots of 10 plants that started wars, helped medicine, and altered history. Fun facts, history, and anecdotes show how something as small as a plant can change the world.



Yukon Koyukuk School District  
Chane Beam, Director of Teaching and Learning

## Fall for nonfiction

Reading about the real world is fascinating! Whether your child is already a nonfiction reader or is new to these books, you can help him fall in love with "reality reading." Try these tips.

### Discover interesting people

Biographies, autobiographies, memoirs, and diaries are often popular with youngsters. Encourage your child to find books about athletes, inventors, or presidents. Just one good story can get him hooked on nonfiction.

### Use fiction as inspiration

Sometimes the setting or subject of a novel can lead to new nonfiction reading. Talk to your youngster about fiction he reads, and suggest topics he might look into. Was he fascinated by New York City or the Roaring Twenties in a recent story? He could ask a librarian to recommend nonfiction books that give him the real scoop.

### Keep up with the news

The newspaper is a regular source of nonfiction. Hand your child a section,



and invite him to read alongside you. He can try different parts to find a favorite—and to discover various kinds of nonfiction. For instance, he could read factual accounts in the news section and persuasive pieces on the opinion page. *Tip:* Share news websites, too.

### Explore a school subject

Perhaps your youngster is studying the solar system in science class or Greek mythology in social studies. Have him type that topic into the library database and look for nonfiction books. They can deepen his knowledge and offer new insights that will help him in school. ■

## Unraveling words

Your youngster is reading and comes to a word she doesn't know the meaning of. What does she do? These strategies can help her figure it out:

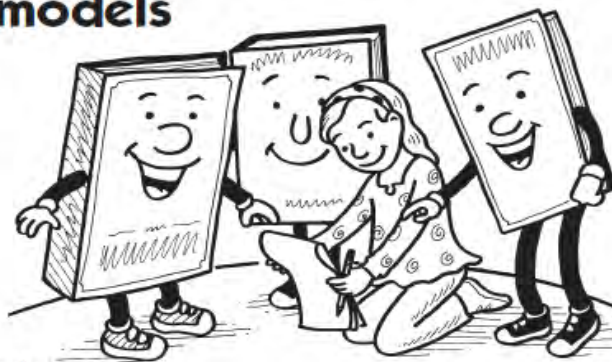
- Reread the sentence, and try to substitute a different word that would make sense. The context might make the unfamiliar word clear.
- Study the word for clues. Does she recognize any part of the word, such as a *prefix* (beginning), *suffix* (ending), or *root* (base word)?
- Write down the word. Then, look up its meaning and synonyms in a dictionary or a thesaurus. Seeing synonyms for the word can help her remember its definition in the future. ■



## Authors as role models

The pages of your child's favorite book hold more than a good tale. They contain examples of writing techniques she can use in her own stories. Encourage her to watch for these.

**Transitions.** Good writing flows smoothly from one event to another, and transition words and phrases make that happen. Suggest that your youngster look closely at how an author switches the action to a different place ("Meanwhile, back at the villain's lair ...") or time ("Later, while Mom fixed dinner ..."). Ask her why clear transitions are important (they lead the reader through the story).



When she writes a story, suggest that she circle places where the action changes. Then she can come up with interesting transitions.

**Tense.** An author may choose to write in the past or present tense. Have your child look for books with examples of each and try reading a sentence or two in the opposite tense. *Example:* "The leaves are falling from the tree" (present) vs. "The leaves fell from the tree" (past). Which does she prefer? What effect does each have? The present tense may make her feel like the story is happening right now, for instance. Encourage her to experiment with each technique in her own stories. ■

## Make reading fun(ny)

Psst! Want your youngster to spend more time reading? Tickle her funny bone! Consider these three hints.

1. Keep joke books and volumes of silly poems on the coffee table, in the bathroom, and in the car for quick reading any time.
2. Help your child find humorous stories at the library. She could ask her teacher, the librarian, or cousins and friends for funny authors they like. (Two to try: Tom Angleberger and Jeff Kinney.)



3. Look up comic books at the library. Also, when you read a funny comic strip or cartoon in the newspaper, cut it out to share with her, or email your youngster ones that you find online. ■

### Parent & Parent

#### Act it out

When my son Steven had trouble following story plots, the reading specialist suggested that we take advantage of the fact that he likes to perform in school plays. She said they were acting out reading material during resource sessions at school, and she thought this approach would work at home, too.

The funny thing is, it has turned out to be a great activity for our entire family. To "see" the action in the novel he was reading for class, we used his little brother's action figures as characters from the story.

While I read, Steven and Timmy moved the figures around on the table according to the description from the book. Then, the two boys acted out the chapter themselves. As Steven made up the dialogue, I could tell that he understood what had happened in the story. Now reading time has turned into acting time! ■



### Fun with Words

#### What's in a contraction?

Contractions such as *it's*, *she'll*, and *wouldn't* add variety to our language and help to make writing flow smoothly. These activities will show your youngster how language sounds without contractions and help him learn to spell them.

#### Talk and listen

Announce that no contractions are allowed at dinner! During conversations, your child will need to choose his words carefully. He might say, "I will have some peas" instead of

"I'll have some peas." Everyone must listen closely to see if anyone uses a contraction. Who can go the longest without saying one?

#### Read and write

Ask your youngster to read a short newspaper article out loud, replacing each contraction with the two words that form it. For example, if he sees *you're*, he would say *you are*. Then, have him write each contraction on one side of an index card and the two words that form it on the other side. This will help him remember the correct spelling. ■



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[www.rfeonline.com](http://www.rfeonline.com)  
ISSN 1540-5583

# Math+Science Connection

Building Excitement and Success for Young Children

October 2020

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

## TOOLS & TIDBITS

### Clocks are everywhere

Your child can find clocks and tell time just about anywhere, from the microwave to the town square. When she spots one—digital or analog—help her read it. Talk about what usually happens at that time of day. ("You're right, the cable box says 7:30. That's when we eat breakfast.")

### Force of friction

Playing with toy cars teaches your youngster about *friction*, or the resistance caused by two surfaces rubbing together.

Ask him to roll a car across the carpet and then across a hard floor. He'll see that the car travels farther on the floor because there's less friction.

### Book picks

■ In *Albert Keeps Score* (Daphne Skinner), a little brother wants an equal amount of everything his sister has—pumpkin seeds, books, and more. Part of the Mouse Math series.

■ Your child will get a glimpse of Earth and its place in the universe in *Here We Are: Notes for Living on Planet Earth* (Oliver Jeffers).

## Just for fun

**Q:** What can you put in a barrel of water to make it lighter?

**A:** Holes.



## This is the way we add

As your child learns about addition, he'll start by using objects—then move on to drawing pictures and finally writing numbers. Have fun together with these autumn-themed addition ideas.

### Acorn adding

Pretend to be squirrels getting ready for winter, and go outdoors to gather nuts. After you've each found some, let your youngster add his plus yours. He can count the nuts in each group, find the total, and say the problem: "I collected 5 nuts, and you found 7 nuts.  $5 + 7 = 12$ ."

### Leaf pictures

Enjoy a nature walk and collect colorful leaves from the ground. Your child can sort them into piles and add the piles to make different combinations. ("I have 3 red leaves and 6 orange leaves.  $3 + 6 = 9$ .") After your walk, he could draw leaf problems on paper. Maybe he'll color 8 yellow leaves and 2 green leaves, and say, " $8 + 2 = 10$ ."



### Apple equations

Let each family member cut out 10 "apple slices" from red paper and a "pie crust" from brown paper. Have each person write any number (1–20) on his pie crust. Now everyone writes an addition problem on each of his slices that equals a number on anyone's crust. If your crust says 15, your youngster could write  $8 + 7$  on an apple slice and place it on your crust. Ask your youngster to check all the equations. 🍏

## Design a seesaw

A seesaw is a familiar example of a simple machine called a *lever*. Here's how your youngster can create her own seesaw.

Have your child roll play dough into a ball, flatten the bottom, and set it on a table. Now ask her to balance a ruler on the *fulcrum* (the support for a lever, in this case the play dough).

Now let your youngster make two more play dough balls to represent each of you—one smaller and one larger. She should place them on opposite ends of the ruler. She'll see that "you" push down on one end of the lever, lifting "her" up. Suggest that she experiment with moving each of you closer to and farther from the fulcrum until she balances the seesaw! 🍌



# Pumpkin studies: Big learning, big fun

A pumpkin is full of opportunities for your youngster to explore science and math. Get a pumpkin, and try these activities.

**Outside.** Encourage your child to observe her pumpkin and think of words to describe it. She might say it's *orange, round, smooth, and heavy*. Now ask her to count the number of stripes, or ribs. As she counts each rib, she could paint it or color it with a marker. That will help her keep track, and she'll end up with a colorful pumpkin.



**Inside.** Cut the top off the pumpkin so your youngster can observe what the inside looks and feels like. Explain that the firm part is called *flesh* (that's the part we use for pumpkin pie), and the stringy material is *pulp*. Have her count the seeds—suggest putting them in groups of 10 and counting them by 10s.

**Fun fact:** A pumpkin has about one row of seeds for every rib. Let your child look at different-sized pumpkins.

Which does she predict has more seeds? She could investigate to confirm her prediction.



## MATH CORNER

### Coin caterpillars

Ten coins all in a row ... what do they make? A money caterpillar! With this idea, your child can learn about how much coins are worth.

#### Find the value

Let her line up coins (real or pretend) to make "caterpillars" of different lengths. Perhaps she'll use 6 pennies for one caterpillar and 5 nickels for another. Now help her count the money to figure out how much each caterpillar is "worth" (6 pennies = 6 cents, 5 nickels = 25 cents).



#### Show the price

Give your youngster a specific "price" (say, 38 cents). How many caterpillars can she make that are worth that amount? *Examples:* 3 dimes, 1 nickel, and 3 pennies or 1 quarter, 2 nickels, and 3 pennies. Can she form a caterpillar worth \$1?

## PARENT TO PARENT

### Estimation made easier

My son Terrance is learning to estimate in school, and he wanted to estimate at home, too. My brother, who is a teacher, suggested that we set up a three-jar system to help Terrance practice estimating.

We got three identical clear jars. My son put 1 marble in the first jar and 5 marbles in the second. Then, I dropped a handful of marbles in the third jar. Terrance looked at the first two jars to estimate how many were in the third. Knowing how much space 1 marble and 5 marbles take up in a jar, he estimated 20. When he dumped them out—much to his delight—he was close (there were 18).

Now Terrance tries larger handfuls and different objects in the three jars. So far, he has estimated cereal rings, crayons, and dry pasta. It's satisfying for him to make such accurate estimates.



## SCIENCE LAB

### Geology: Rock on!

Your youngster will be impressed to learn how some fossils form in rocks, with this edible experiment.

**You'll need:** 2 slices of bread, plastic wrap, small snacks (animal crackers, pretzels), heavy books

**Here's how:** Have your child lay a piece of bread on plastic wrap, arrange snacks on top, and cover with a second slice of bread and another piece of plastic wrap. Now help him set the books on the stack. After 10 minutes, he should pick up the

books, separate the layers of bread, and remove the snacks.

**What happens?** Your youngster will see imprints left by the snacks.

**Why?** The pressure from the books flattens the bread around the snacks, leaving imprints. In nature, pressure from layers of mud and other materials in the Earth form imprints in rocks called fossils. By studying them, scientists can learn about animals or plants that lived long ago and made the impressions. In this case, your child will see the shapes and sizes of his snacks—and then you can enjoy the snacks together!



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## INFO BITS

### Let's skip count

Can your child skip count by numbers other than 2s, 5s, or 10s? Give him a random number (say, 7) and a starting point (perhaps 65). He would count 65, 72, 79, 86. Then, have him skip count backward. Maybe you'll have him begin at 103 and count back by 11s (103, 92, 81, 70).

### Making mountains

Have your youngster lay two sheets of paper on a baking sheet so they overlap slightly and spread sand (or soil) over the seam. Holding down the top sheet with one hand, she should



slowly push the other sheet underneath. The sand starts to mound. This shows how underground movements help form mountains over time.

### Book picks

■ Marty views every situation like a math equation in *The Math Wiz* (Betsy Duffey). But can he solve the problem of being picked last in gym class?

■ Captivate your child with fascinating facts about tarantulas, diving bell spiders, jumping spiders, and more in *Spiders* (Kay de Silva).

### Just for fun

**Q:** Which weighs more, 1 pound of rocks or 1 pound of feathers?

**A:** Neither—each weighs 1 pound!



## Mental math games

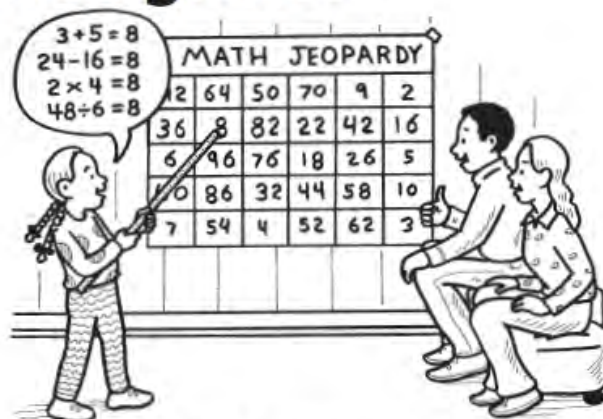
The more often your youngster does math in her head, the more efficient she'll become. Play these games that will inspire her to come up with strategies for solving problems—without pencil and paper.

### Math Jeopardy

In this game, players first choose answers and then call out problems. Let your child draw a Jeopardy board (6 columns, 5 rows) and write a one- or two-digit number in each box.

Take turns picking an answer (say, 8) and stating four problems (addition, subtraction, multiplication, division) that equal it. *Example:*  $5 + 3$ ,  $60 - 52$ ,  $4 \times 2$ ,  $16 \div 2$ . Your youngster will practice doing all four operations in her head!

Check problems on a calculator. If they're all correct, score 8 points and cross out the 8. When all answers are chosen, the person with the highest score wins.



### Fact fluency race

Who can score closest to 100 points without going over? Each player rolls a die to get her starting score. On each additional roll, she may add the number rolled to her score *or* multiply the number by her score.

Say your youngster has 32 points and rolls 5. By using the mental math strategy of rounding, she'll realize that  $32 \times 5$  would put her over 100, since  $30 \times 5 = 150$ . So adding ( $32 + 5 = 37$ ) is the better choice.

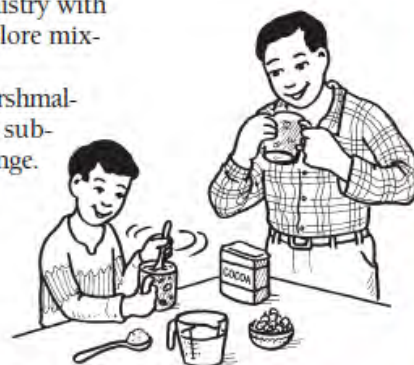
Keep track of scores on paper. A player may choose to stop rolling at any time—the winner is the person who gets closest to 100. 🎲

## Mixtures and solutions

Stir up your child's enthusiasm for chemistry with some hot chocolate! Here's how he can explore mixtures and solutions.

First, let him scoop cocoa powder and marshmallows into a mug. It's a *mixture* because the substances don't dissolve, melt, or otherwise change. What happens when he adds hot milk? It becomes a *solution* because the cocoa dissolves and the marshmallows melt.

Together, think of more examples of mixtures and solutions. Your youngster might say that trail mix is a mixture and lemonade is a solution. 🍹



## Geometry: Move it, draw it

Your youngster can stretch his body and his mind with these ideas for learning geometry through movement and art.

**Strike a pose.** Have your child sit upright with his legs straight out in front of him and his arms stretched above his head. He's a right angle ( $90^\circ$ ). How could he make an acute angle (less than  $90^\circ$ )? (Lean



forward.) An obtuse angle (more than  $90^\circ$ )? (Lean backward.)

Now suggest that he hold his arms so they're parallel lines (lines that never touch). Can he make perpendicular lines (lines that intersect at right angles) with his arms?

**Create abstract art.** Encourage your youngster to draw a dozen straight, crisscrossing lines all over a piece of paper and color the shapes he forms.

He could use a different color for each type of shape (trapezoid, rhombus, pentagon) and count how many of each there are. Now let him display his colorful work of art on the refrigerator.

**PARENT  
TO  
PARENT**

### Solving for x

I noticed my daughter Lucy's math assignments had problems with  $x$  in them. Since I didn't do equations like that until middle school, I asked her teacher why they were already doing algebra.

He explained that teaching kids to solve for  $x$  is an early algebra skill that builds number sense and gives them a head start on the more advanced math they'll do later. That made sense to me, so I asked how I could help Lucy work on algebra.



The teacher said we might make up problems with numbers missing in different places, such as  $x + 7 = 12$ ,  $5 + x = 12$ , or  $5 + 7 = x$ . He pointed out that Lucy doesn't have to use  $x$ —she could draw a heart, a star, or anything she likes.

Lucy decided to write problems on the sidewalk using pictures in place of  $x$ . Sometimes, we leave equations on sticky notes for each other to find—under dinner plates or on the bathroom mirror, for instance. Her current favorite math activity? Typing equations on my phone or tablet—with emojis in place of  $x$ .

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### MATH CORNER

#### Place-value scarecrow

This twist on "Hangman" will build your child's understanding of place value.

1. Secretly think of a four- or five-digit number. (You may use the same digit more than once.) Draw a blank line for each place.

Example: For 5,078, write   ,   ,   ,   .

2. Your youngster should guess a digit (0–9). If he guesses 7, you would say, "There's a 7 in the tens place," and he would write a 7 in the correct blank (  ,   , 7   ).

3. If he guesses a digit that's not in your number, he draws a scarecrow body part and writes the digit next to it.

4. When all the blanks are filled in, ask your child to read the number to you ("Five thousand seventy-eight").

5. Switch roles, and play until your scarecrow is complete.



### SCIENCE LAB

#### Why does my brain do that?

Your family may get tongue-tied with this brain-testing experiment.

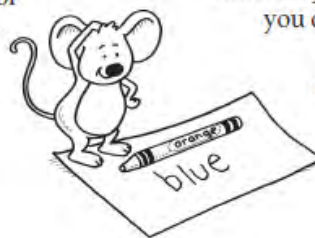
**You'll need:** 2 sheets of white paper, 8 different-color crayons or markers, stopwatch

**Here's how:** On one piece of paper, have your child write 8 color words with matching crayons (blue with a blue crayon). On the second sheet, she should write the same words, but this time in a different order and in the "wrong"

colors (blue might be written in orange). Time family members as they quickly say the colors of the words on the first page. Repeat with the second page—make sure to say the colors and not read the actual words (say, "orange" rather than "blue").

**What happens?** You say the colors when they match the words faster than they do when they don't match.

**Why?** One part of the brain reads words and another part identifies colors. When you try to simply name the colors, your brain instead tries to read the words.



## *Districtwide Math Activity*

Morris White,  
Math Specialist

The Teaching and Learning Department hosted a Districtwide Math Activity Friday, October 16, 2020. The purpose of the event was to engage students in different YKSD schools in participating in a single math task.

The students measured distances on the school basketball court and compared their measurements to one another.

The math task will be done by all students in the school district: Grades K-2, 3-5, 6-8, and 9-12. The school district provided various measurement tools, such as yarn, rulers, yard sticks and even paper-clips for students to use to make their measurements.

There was a lot of excitement during the hour-long activity. Students were actively collecting data from their measurement and sharing the measurement with their teacher.

Because of the success of this math activity, additional projects such as this will be held during the entire school year.

Thank you to all the students, teachers, administrators and consultants. We all worked together to bring place-based math to our classrooms.



# *Denaakkenaage' Hunek Denakenaga' Khunek ~ Native Language News*

Susan Paskvan,  
Native Language Coordinator

## *Language Classes*

Denaakk'e is taught to a total of 18 classes across the district and Tanana City Schools. One teacher, Annette Moses, is teaching it on site. Benhti Kokht'ana Kenaga' is taught in the two elementary classes in Minto. Students receive 30 minutes of direction instruction on a Monday/Thursday or Tuesday/Friday schedule. Teachers and students have resources to complement the instructions with online tools.

## *Homeschool Kits and Online Resources*

Homeschool Kits were mailed out to new families at the two schools that shut down this fall. The feedback from the spring homeschool kits were anecdotal. Some families sent me comments that they enjoyed playing the games with the students. No official survey was done to see if the families used the kits.

## *Denaakk'e and Benhti Workbooks*

Holly Wofford and I received the final edits for the Denaakk'e and Benhti workbooks. We had those published, along with posters, through local printing companies. Since we started teaching in September, we finished Unit 1 Introduction, singing the Denaa Oho song, and started Unit 2. We've had a few modifications by grade level, such as having students write out their Introduction in Google Classroom with a link to Google Docs. It has been so much easier teaching with the workbooks in each student's hands.

## *Resources*

In order to support our classroom teachers and students, the following resources have been uploaded to the Internet for our families:

**Google Classroom** – each class has a Google Classroom. Some classes have three separate classes, but they are all joined together as if it were one class. For example, one class may have Allakaket, Hughes, and Huslia students. In Google Classroom, students have links to a Native Language Bitmoji Classroom. This allows them to have easy access to videos and recordings. Classroom Assignments are also uploaded to their pages. I use FlipGrid to record a video with a question: Nedaats'e ne'ooze'?; Nedats'e ne'uzra'?; What's your name? and students can record a video back with their responses.

Go to [YKSD.com/departments/Native Language](https://YKSD.com/departments/Native%20Language). Or use this link: [Native Language Online Resources](#).

Youtube: [Susan Paskvan Channel link](#)

VoiceThread: lessons where participants can record their voice.

Doyon Languages Online: Ten lessons in conversational style.



Holly Wofford, Language Assistant, created this Bitmoji Classroom. Teachers and students can click on the icons to gain access to digital stories and video recordings in the two languages Benhti Kokht'ana Kenaga and the three dialects of Denaakk'e.



Screen shot of John Rumrill's 5<sup>th</sup> grade Denaakk'e class.

# Tech Corner

Chelsea Hurst, Instructional  
Technology Supervisor

## ClassLink LaunchPad

YKSD has so many online programs that teachers and students can take advantage of. Many of these programs can be found on the Classlink Launchpad. The Classlink Launchpad is a one stop shop for teachers and students to easily log into online programs without having to remember numerous usernames and passwords. One program on the Classlink Launchpad is ThinkCentral Science Fusion Virtual Labs. This program allows Middle and High School students to enhance their science curriculum beyond the textbook by participating in virtual labs and science experiments. Shout out to Cynthia Brown and her students for taking advantage of this great program!



## COMPUTER SCIENCE FOR ALL

The State of Alaska and Code.org, a nonprofit computer science organization, have partnered to bring the opportunity to learn computer science to ALL students in Alaska. Code.org believes in providing access to learn computer science regardless of the skill level or background of teachers and students. Here at YKSD, we have big plans to bring computer science, specifically Code.org, to ALL students.



Stay Tuned! December is the month of Computer Science. Students from all around the world will participate in the Hour of Code. The purpose of Hour of Code is to promote computer science in classrooms across the globe. Code.org believes that all students should have access to computer science courses in the same capacity as algebra or biology. Not only does coding allow students to engage in a technology driven society, but gain essential problem solving skills necessary for the real world. During the month of December, YKSD will provide several opportunities for students and teachers to engage in coding!

## *Our New AK Grad Teachers*

Daniel Barnes,  
Technology Supervisor



We're pleased to welcome Jennifer Ingman and Richard Wilkin as the new teachers for AK Grad! Jennifer and Richard both joined the program earlier this summer, and have quickly settled into their unique roles helping hundreds of students statewide reach their graduation goals. The AK Grad program is very fortunate to have teachers with the expertise and enthusiasm of their caliber. Here's a little bit more about them in their own words:

### *Jennifer Ingman*

I am an Online Instructor for AKGrad. I grew up in Alaska and have been teaching in the state since 2015. I have always been curious about the world, so it was natural for me to pursue math and science. My goal as a teacher is to make learning math and science an enjoyable experience for my students. In my free time I love being outdoors, either fishing or hiking.



### *Richard Wilkin*



Greetings and salutations! My name is Mr. Wilkin and I am an Online Teacher of English and Social Studies at AK Grad. I've been in Alaska since 2018 after having lived overseas (South Africa, United Arab Emirates, and China) for 17 years. I've been in education for 18 years and have spent time in various roles including teacher, coach, principal, and head of school. I love spending time with my wife and children, outdoor activities, and pretty much all sports. I really enjoy working with students and seeing growth and development.

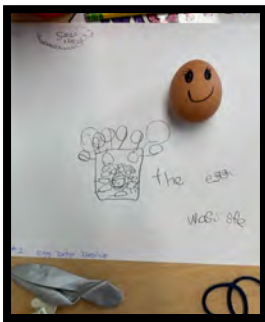
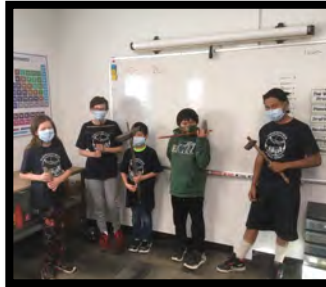


## Johnny Oldman School

Kristina and Andrew Bellamy,  
Teachers

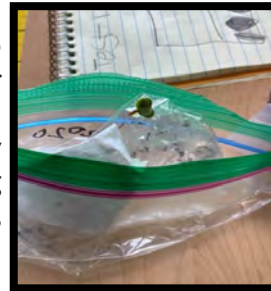


In the Middle School Class, we have been immersing ourselves in ancient world history! Beginning with the stone age and progressing towards ancient Egypt, we have worked on several projects to better understand the peoples and cultures from 5000+ years ago. Activities have included creating our own cave paintings with charcoal, designing stone tools, molding sun-dried mud bricks, and most recently, writing, filming, and editing a "local TV newscast" of Ancient Egyptian topics.



The elementary students in Hughes were so excited for school! During the first week of school we held our belated Kindergarten Graduation. Mrs. Bellamy's class has been hard at work exploring the design process; they created their own kites and problem-solved how to get their kites in the sky. Hands-on learning can be seen on a daily basis! A few activities we have worked on revolved around the scientific method. For instance: "Can seeds grow without soil?" After changing the variable and conducting a second test we found that it is possible. Likewise, these scientists-in-training also observed how an egg's chemical properties can be changed in our "Can an egg bounce?" experiment. The children were able to use their senses and write in detail what happened over the course of a week.

Our science lessons carry over into writing and reading as we also researched the Mars rover landings. After reading about the rover landings, we put into practice what we learned by creating a design for an egg drop device. The goal was to purchase materials with only \$100, from Mrs. Bellamy's classroom store, and to safely drop an egg from a 12-foot height. After discussing our first tests and redesigning, many students successfully dropped an egg without breaking it!



## Minto School

Heather Bjerke, Teacher



What do Cinderella stories and pancakes have in common? They both originate from all over the world! This year, Ms. Bjerke's K-2 Minto classroom has been exploring both through our project-based learning project, 'The Perfect Pancake.' Each week we read a Cinderella story and pair it with a pancake recipe from that region. The students write down information from the book so we can compare and contrast the Cinderella stories. We map where the story and recipe are from, and then we head to the kitchen and make the pancake recipes. The project is cross-curricular and incorporates chemistry, biology, language arts, writing, mathematics, and geography. The students also tie-dyed masks and aprons to prepare for the project. We will continue with this project throughout the school year and have several more cumulative writing and science projects associated with it in the spring. Check out our blog! <https://hbjerke8.wixsite.com/theperfectpancake/home>



## Minto School News

Vicky Charlie, Principal

Things have been relatively quiet at Minto School, with the exception of having to close down for two weeks and move to remote learning due to positive COVID cases in our village. We were excited to hear that there would be no disruptions as far as visitors and sports during the first semester so that we could focus hard on academics. We were doing great for four weeks and were just about done with our MAP testing then we had to move to remote learning for two weeks. Now that we are back in session we are once again focused on academics. We will be meeting individually with each student to review their MAP scores and look forward to gains for the winter benchmark. Despite being in a pandemic, the school climate is great! Students are happy to be at school again with their friends. There are no behavior issues and students are focused. We will continue to celebrate the little successes and are trying really hard to keep parents informed on happenings at the school and with their child. We know that the next seven weeks will fly by and that Christmas break will be here before we know it so we will remain focused on academics without disruptions!

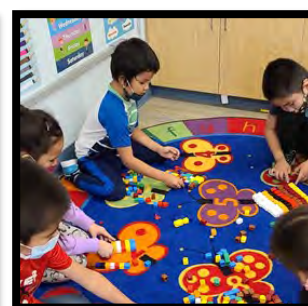


## *Merrelaine A. Kangas School*

Dee Washburn,  
Teacher

### *Pre-K –2nd Grade (Mrs. Washburn)*

We are in school and loving it! “My learning begins with me!” We have a beautiful classroom and it is filled with beautiful children and their laughter, smiles, and learning minds. Here are a few pictures of what we are learning.



We are learning how to social distance while we learn how to build with blocks, read silently, and use manipulatives to build arrays and count them. We are also learning how to read and write and get along with our friends.

### *3rd—6th Grade (Mrs. Titus)*

**Reading:** My students have dove head first into Accelerated Reader and are loving it! They are finding so many great books at their reading level, both in our classroom library and on MyOn. So many students have already been taking AR tests and earning points toward the first "point club" goal. We've also enjoyed reading books aloud as a class. We recently finished The Unlikely Adventures of Mabel Jones - a great book about booger picking and pirates!

**Math:** IXL is a game changer! My students are using it as a friendly competition, racking up the number of questions they answer daily. When the whole class reaches a milestone, they earn a classroom prize. They've already answered thousands of questions as a class! A few students have gone above and beyond, aiming for one of the Top 3 spots in the class to earn a prize on Friday. It's so rewarding to watch these students' excitement for math!

### *Middle School and High School (Mrs. Brown and Mr. Day)*

Our students are excited about the Accelerated Reader program that has been approved by our school district. Many of them are far ahead of expectations and this is exciting to the staff.

One of the students in the Geometry class made a comment on the class that he wished it would be longer, another student stated that he thought geometry was hard, but realizes now that it's much easier than he expected. Finally, another student who was struggling in math last year is catching on quickly and he is finding that math is fun.

We are also teaching the students about the importance of family history. Last week we obtained permission from all of the parents to let the students start a four generation family tree. We do this twice a week and the students are really getting into finding information about their families.

In the woodshop the students started making the sheaths for their hunting knives that they will be making. Actually the knives are knife blanks that the Grants department ok'd us to buy. After they made their sheaths, they put handles on their knives. Each one of the students did a fantastic job. They are now working on their model houses. These are kits that we purchased through the Grants department and the students learn about blue prints, what a scale of 3/4 to 1 foot refers to on the blue prints.

Overall, the students at Merrelaine A. Kangas School is having a wonderful school year. We would also like to put out a great big thank you to Gina Hrinko for all the supplies she approved over the summer and at the beginning of the year. Without her assistance we wouldn't be able to do half of the projects we are doing. So thank you Gina!



## Allakaket School

Debi Kaufman, Teacher



*Beautiful aurora over the Koyukuk River in Allakaket.*



*This is a picture of our staff here in Allakaket. Jazel Welkener (wife of John), John Welkener (Secondary), Kosten Ivey (Sped), Karry Betson (K-2), Debi Kaufman (Reading Specialist), Larry Parker (Principal), and Judith Withers (3-5).*

*Mother and daughter (Becky and Rhea Linus), proudly born and raised in Allakaket, Alaska. Becky is our school cook and Rhea is one of our teacher's aides.*



## Jimmy Huntington School

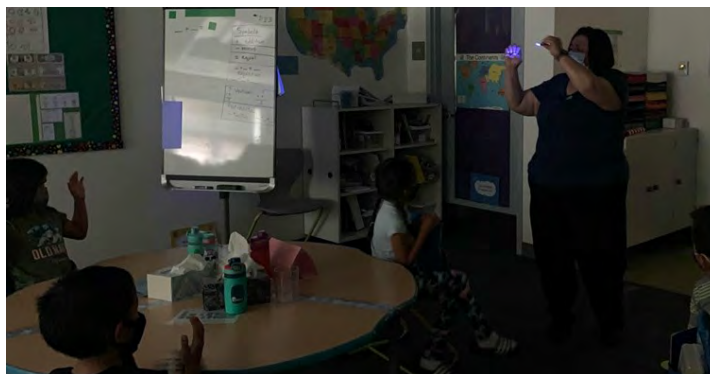
Casey Weter, Principal

All classes in Jimmy Huntington School did a germ activity at the beginning of this school year to show how germs spread from person to person or from furniture to person.

### *Annette Moses' germ activity with her 2<sup>nd</sup> grade students.*



*Annette Moses shining a black light onto one of her student's hands after they all put on fake germs. The black light was used to show what was missed after washing with soap and water and to show how germs spread from person to person.*



*Annette Moses showing her class the fake germs on her fingernails.*



## *Ella B. Vernetti School*

Brandy Henderson,  
Principal



*Koyukuk 4<sup>th</sup>-8<sup>th</sup> graders working on the district-wide math challenge*



*Staff and students are very thankful for the generous donation from Gana-A'Yoo. Students are already thinking of ways to use the money to improve their school.*



*Koyukuk students enjoying the special treat from the district office.*





# Rampart School

David Filby, Principal



Rampart School remembers the history of Rampart at one time being one of the largest cities in Alaska. On the walls of Rampart School are native history including pictures of Wyatt and Josephine Earp, who had business in Rampart.

The past week brings about a foot of snow and dropping temperatures that are now dipping below zero degrees at Rampart School. Staff and students are preparing for a snowy Halloween Weekend.

The school continues to stay vigilant with adhering to Covid-19 procedures with mask wearing, social distancing, and hygiene.



Students have kicked off the school year with regular classes and learning. Rampart looks forward to the second quarter being even better than the first!!!



## Kaltag School

Hannah Graham, Teacher

### School Celebrations



The students were awarded root beer floats from the district for their hard work this year. We are so proud of the students. Also, starting last week, the whole school is participating in Motivation Monday with our principal Andrea Nield. All classes join in together online to celebrate a student of the week and listen to words of encouragement to start the week out right!

### Recent News

The students have been working so hard in science in the afternoons. They younger kids have been working on pumpkin investigations. They learned about density, making observations, and baked a pie to learn all about mixtures and changing from a liquid to a solid through the use of heat. The older students have been working on building catapults and investigating physical and chemical changes.



## WHAT'S HAPPENING THIS WEEK

### Hannah's Class

We haven't been able to send spelling homework home the past couple of weeks because the school printer is not working. Please continue to read to your child at home and talk about the story.

### Noah's Class

The students are reading a book called Crossover. This book is written in prose and poetry. Talk to your child about your favorite poetry!

### Zonya's Class

We attended a storytelling session at the resource center. Dolly Solomon shared about the sucker fish. History students learned how to write in ancient Sumarian cuneiform. Our science classes compete in weekly STEM challenges. The math class participated in a district wide basketball court measurement challenge





## Kaltag School *continued*

Zonya Harris, Teacher

### Cuneiform

Kaltag World History students have just finished studying about Mesopotamia and the Fertile Crescent. In their studies they learned about early civilizations and their contributions. Students really enjoyed learning how Sumerians used cuneiform to communicate. The students completed an exercise in which they crafted their name in cuneiform. Keirsten Madros was so impressed by this alphabetic form that she engaged the class in a Sumerian cuneiform Hangman game.

A Cuneiform "Alphabet"			
A	𐎶	N	𐎠
B	𐎵	O	𐎪
C	𐎶	P	𐎶
D	𐎵	Q	𐎶
E	𐎶	R	𐎶
F	𐎶	S	𐎶
G	𐎶	T	𐎶
H	𐎶	U	𐎶
I	𐎶	V	𐎶
J	𐎶	W	𐎶
K	𐎶	X	𐎶
L	𐎶	Y	𐎶
M	𐎶	Z	𐎶

[watsoneastwoldblog.wordpress.co](http://watsoneastwoldblog.wordpress.co)

### Catapults



Each week Kaltag students in grades 5-12 participate in a STEM activity. Recently we learned about catapults. Teams were devised and the research began to investigate the best construction methods to achieve the optimal result. Each team was given the same supplies which consisted of craft sticks, rubber bands, tape, and a plastic spoon. The challenge culminated in each team given three attempts to launch a cotton ball with the winner achieving the greatest launch distance. Calvin McGinty, Trinity Madros, and Petyon Ekada built the winning catapult. We had a great time learning and working together!





## Andrew K. Demoski School

Shaine Nixon, Principal



*Top Left: Kindergarten through third grade playing by the river. Top Right: Principal Nixon hunting with a sleeping bear (Justin Deacon). Bottom Right: All the students gather together before the Fun Run*

This certainly isn't the way we thought it would be going this fall. Covid has really taken away our freedom to just be ourselves and go about our lives as we normally have. However, students have really been doing a great job at school working through the stringent guidelines that



we must follow to ensure their safety, that of the staff, and the community. We have all had a tough time these past few weeks with social distancing and not being able to enjoy the company of family and friends, but this too shall pass. Thank you for your understanding and working with us to keep your students healthy. It is my hope that we can continue with school, as normal as possible, until the Christmas break. If, however, we have to go back to remote learning, know that my staff and I are here to help you and your students maintain the highest level of learning possible. For now, let's keep supporting each other and staying positive in this difficult time.



## ***Raven Homeschool***

**Kimberly Bergey,**  
Director

Raven has seen phenomenal growth this year due to the Covid-19 pandemic. With this growth came an extraordinary amount of work. Raven staff are known for their exceptional customer service in the communities we serve. I would like to complement all the returning Raven staff for stepping up to this task willingly. Additionally, I would like to give a huge welcome to the many new Raven staff that have joined our team this year. You have been a welcome addition and we are very thankful you were able to hit the ground running! We are looking forward to a GREAT year!

### ***Raven Homeschool ~ Returning Staff***

#### ***Anchorage:***

Maegan Mascagno  
Danae Davis  
Terri Thurston  
Carmen Romero

#### ***Delta:***

Julie Szidloski  
Heidi Richards

#### ***Eagle River:***

Megan Rosendall  
Kim Bergey

#### ***Fairbanks:***

Julie Gillette  
Tami Rump  
Cathy Walker  
Chuck Backe  
Ryan Tilbury  
Heidi Wright  
Natasha Anderson

#### ***Juneau:***

Holly Shier  
Joan Gianotti

#### ***Wasilla:***

Monique Ratzlaff  
Natalie Shier -Transfer from ER  
Ruth Ross  
Cynthia Kemp  
Steve Duby.-Transfer from ER  
Joy Shier



### ***Raven Homeschool ~ New Staff***

#### ***Anchorage:***



My name is **Erika Jones** and I am a born and raised Alaskan. I have two active kids that play hockey and dance competitively. I spent the last 14 years working for ASD as a classroom teacher and as an elementary health specialist before accepting my dream job at Raven! I enjoy anything outdoors; from camping and hiking to traveling and walking my dogs. I have been married to my high school sweetheart for over a decade and we are proud to be raising our children where we both grew up.

I'm **Rebecca Adams**, mother of 2 daughters - soon to be 3 daughters (I'm due in February). I'm new to homeschooling both as a teacher and a mom. My oldest is in third grade, and she's been a champ at this new experience. My younger one is 3, so she's not officially homeschooling yet, but she's loving books, art time, and games. My husband and I are Alaska Native, and we've both grown up in Alaska enjoying the typical Alaskan hiking, fishing, and camping adventures. My other interests include sewing, baking, reading, and learning about/playing with animals. Thanks for welcoming me so warmly to the Raven team!



## *Raven Homeschool ~ New Staff continued*

Kimberly Bergey,  
Director

### *Eagle River:*

Hello! I am **Jamie Ruble**. My journey with Raven began in 2005 when I was a brand new homeschooling mom in Fairbanks. A few years ago I became the family liaison for the Anchorage office, and today I am beyond thrilled to be the new admin for the Eagle River office. My background as a homeschooler has truly helped in being able to assist our new-to-homeschooling parents and answer the hundreds of questions that go along with that. I have lived in Anchorage now for 11 years and can't imagine being anywhere else! I live with my husband, Joe, our youngest child, Stone, our 3 dogs (two goldendoodles and a husky), 1 cat, and 2 chickens. My favorite things to do are spend time with family, walk my dogs, play games, and read anything by Charles Dickens.



My name is **Cortney Fogarty**. I am a born and raised Alaskan who is happy to be back home after getting lost in Northern California for a few years. No matter where I lived, since 2007 I've been a teacher in just about every grade level up to 8th. There is so much joy in watching a student's light click on when they build a new understanding.

My most fondest memories as a child are being homeschooled with my four siblings in Anchorage, Alaska. I am so happy to be a part of the homeschool community again! Along with being a Teacher Advisor with Raven, I also get to be a parent. Raising my son is the best part of my life.

I know every parent works to make homeschooling a positive, fun experience for their children and I hope to support our families to make it a good experience for our parents, too!

Hello! I am **Kayla Guerrero** and an Advisory Teacher in the Eagle River office. I feel so fortunate to have my Raven family and look forward to many more years here as we plan to enroll our daughter next year. I live with my husband, Roger, daughter, Stella, and our three doodles, Luna, Granite and Mowgli. We just moved to Eagle River and have really enjoyed being a part of this community. As a family, we enjoy adventuring around Alaska on our bikes and kayaks. I am always up for an adventure and rarely turn down opportunities to explore!



**Stephanie Leigh** has been working with families, supporting them in their academic and creative growth for nearly twenty years. From desk work, to classroom learning, to community work in the arts, she's enjoyed watching families grow. Her favorite family being her own of course, with her husband, two boys, and personal household zoo.

## ***Raven Homeschool ~ New Staff continued***

Kimberly Bergey,  
Director

### ***Fairbanks:***



My name is **Heidi Nickel**. I grew up in Wisconsin where I earned my bachelor's degree from Viterbo University. I have been a teacher over various age levels since 2001. I have also obtained my master's degree in curriculum and instruction. Currently I live in North Pole with my husband of 21 years Chris (who was my high school sweetheart), our 17-year-old daughter Kadence, our 15-year-old son Koda, and our 4 year old daughter Selah. Fun little fact about me is that I am a drummer and I can say all 50 states in alphabetical order in less than 20 seconds. I am so excited to be part of the Raven team!

Hello! My name is **Bob Hawkins**. I moved to Alaska from Oregon in 1976 to teach in Barrow. I met my wife Debbie, from Montana, there and we moved to Fairbanks. I have taught and coached in different area high schools for 35 years; we have 2 sons, a daughter and 3 grand kids. For fun I enjoy most sport activities and working on and using my motorcycles, cars and bicycles. I spend most summers in the lower 48 traveling by motorcycle.

I have been with YKSD starting at Ruby in 2005, Minto in 2007, Hughes in 2008, Minto in 2011 and the District Office as a Career and Technical Education Specialist working with all the sites.



My name is **Kim Christensen**. I have a wonderful husband named Eric. We have three grown boys and are now empty nesters! I am from Colorado and recently just moved to Fairbanks. I have been a teacher for about 20 years and I am excited to be a part of the Raven team. I enjoy outdoor activities, shopping, and spending time with my family.

### ***Juneau:***

Hello Friends! My name is **Tracy Gunkel**, a wife to a wonderful husband, a mother to three fabulous children, a mother-in-law and, to top it off, a grandmother. Amongst teaching, my hobbies are walking/hiking with my family, gardening, and spending time in the much desired Alaska sunshine. I have been teaching and working on Prince of Wales Island for nine years. Prior to moving to Alaska, I had the privilege of homeschooling my older children from their early elementary years through high school. Homeschooling has been a passion of mine that has persisted through my public education experience. I look forward to joining the Raven team and will strive to learn and meet the needs of you and your family!



## *Raven Homeschool ~ New Staff continued*

Kimberly Bergey,  
Director

### *Juneau:*



Hello! My name is **Jaena Fiscus**, I am 19 years old and I have lived in Juneau, Alaska for 11 years! I have been independently homeschooled up through graduation, which was in May of 2019, so I am excited to have the chance to work with other homeschool families. I am currently enrolled as a full time online student with Liberty University and am working towards a bachelor's degree in Zoo and Wildlife Biology. My main passion is animals, learning about their behaviors and how they interact with other animals, however, I also enjoy cooking, playing my guitar or ukulele and spending time with my family. I am very grateful for my position here at Raven and I look forward to "meeting" everyone else!

I am **Beth Taube** and am so honored being asked to serve you as an advisory teacher. For the last 30 years I have been blessed to live in Alaska, primarily Fairbanks and Glennallen, moving to Juneau four years ago. I have taught pre-K through 12th grade. I sincerely believe that no one knows a student better than their family, that there are many ways to learn, and families deserve options when educating their children. My husband and I have three amazing daughters, who have ventured out into the world, but are always close to my heart and sending me texts! I enjoy sewing, my pink bicycle, and continually learning new things.



### *Wasilla:*




This wanderer has lived in six states, and has traveled to all 50 states, plus 10 countries and counting. For the past seven years, **Athaliah Duby** has served 17 Alaskan communities as a School Counselor and Teacher, from the Southeast Panhandle, to the Bering Strait, and many areas in between. Though she grew up in sunny Hawaii, she has decided to make Alaska her home and most recently put down roots in Wasilla. Though she is not new to YKSD, she is excited for her new advisory teacher position at the Wasilla office, where she joins her fellow advisory teacher and husband, Steve Duby. Steve and Athaliah have two children, ages 2, and 9 months. Athaliah's education background includes an AA in Performing Arts, a BS in Elementary Education from Brigham Young University-Hawaii, and a MEd in Professional School Counseling from Liberty University.

**Cathe Rhodes** moved to the Mat-Su Valley in 1982 coming from Indiana. She spent the next 20 years teaching and coaching at Wasilla Middle School and Colony High School before retiring in 2003. Cathe became a statewide mentor teacher, working with teachers new to the profession primarily in rural Alaska for the next 12 years. After several long term sub positions in Kaktovik, Cathe is excited to be joining the team at Raven Homeschool in Wasilla. Cathe lives in Palmer with her two cats, Gibbs and Sunny Boy, and enjoys her 6 grandchildren.



# Halloween Word Search



Q	M	T	J	V	M	P	L	P	L	S	W	R	Y	N	Y
S	B	R	L	E	F	W	H	X	B	V	C	L	P	K	W
P	H	P	Q	V	F	T	O	S	H	T	F	X	H	X	H
O	B	F	H	D	J	I	J	N	O	T	E	L	E	K	S
O	R	Q	C	A	N	D	Y	I	F	U	Q	I	O	O	B
K	G	H	O	S	T	S	L	K	J	J	E	N	D	O	S
Y	M	Z	L	G	J	F	C	P	H	E	K	Y	J	X	Y
I	T	E	C	O	S	T	U	M	E	S	L	A	H	X	A
V	G	A	X	B	K	L	M	U	M	M	Y	H	A	K	S
E	A	A	B	L	Z	S	T	P	P	I	B	U	L	H	M
D	M	W	F	I	T	P	A	R	T	Y	Q	G	L	C	U
A	E	Y	Q	N	U	G	E	S	S	L	H	Z	O	T	S
S	S	B	J	E	C	C	R	F	F	K	X	P	W	I	Y
T	R	I	C	K	U	P	T	J	A	S	L	Z	E	W	E
F	T	Z	Q	W	P	X	B	J	Q	A	B	I	E	U	W
M	T	V	C	R	J	K	U	D	T	M	U	S	N	H	O

BOO  
GAMES  
HALLOWEEN  
PARTY  
SPOOKY  
WITCH

CANDY  
GHOSTS  
MASK  
PUMPKINS  
TRICK

COSTUMES  
GOBLIN  
MUMMY  
SKELETON  
TREAT

# Thanksgiving Word Search

PSI  
LDGJIDMZT  
HLCLOPDMZCCXX  
NHRDNPDFHTXDWRTAB  
EOWTYJBEIZMBNOMFYTR  
GFSKFYPRODUGEITSOYWF  
NHXXRLQQVVJUQVFLORTOL  
BBYKTZLSPGWYAZUZOTQUDDP  
KXFTExFFLSTUFFINGBNDSOS  
GYOOHGYVIGOCXFNYDAAOJYYMW  
UCPFAOLOOZNJIQDRYNLVABPCC  
GRMTNBIWWQQXQGNJUVLELFMJU  
CLQAQKBMZLDSJYCSMMFYMSZW FHT  
DQPCUSLAGTHANKFULSIRBEC AFJH  
TFMPTGEFFEASTSROHSBAEGEDSNO  
SNENIQESEOEBOVUTJRHRVXSLR  
CAENVYXQOLRFQMCMMAYFLOWER  
YUYMIRHDJTFKYEKRUTYTPNCUT  
XCUNOCHGOGMKMHBMHVFAVWH  
YETGXRPMIRGLIPAEZRLWX  
NUAUGQPUMPKINRAVITAJJ  
LACDTIHQGEGBRYPPBD AJ  
DSXEJZDOVL SOQGIDSEM  
YYWQYFRLWJDTMTADL  
HRFVANLEOHSFB  
GONETYMKW  
XYG

TURKEY  
PIE  
MAYFLOWER  
FEAST  
THANKSGIVING

STUFFING  
PILGRIMS  
FAMILY  
PARADE  
GOBBLE

PUMPKIN  
THANKFUL  
FOOTBALL  
NOVEMBER  
AUTUMN

# 2020-2021 YKSD School Calendar

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
	P	P	P	N	N	
9	10	11	12	13	14	15
	I	I	I	I	I	
16	17	18	19	20	21	22
	I	I	I	I	I	
23	24	25	26	27	28	29
	I	I	I	V	V	
30	31					
	I					

SEPTEMBER 2020						
S	M	T	W	T	F	S
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		1	2	3	4	
		W	W	W	W	
6	7	8	9	10	11	12
	H	U				
13	14	15	16	17	18	19
						P
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	T	F	S
				1	2	3
					MT	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
						P
25	26	27	28	29	30	31
	P				E	

NOVEMBER 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M			
8	9	10	11	12	13	14
						P
15	16	17	18	19	20	21
22	23	24	25	26	27	28
			MT	H	H	
29	30					

DECEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
						P
6	7	8	9	10	11	12
13	14	15	16	17	18	19
					E	
20	21	22	23	24	25	26
	V	V	V	V	H	
27	28	29	30	31		
	V	V	V	V		

2020	
AUGUST	
3-5	Principal Workday
6-7	New Teacher Workday
13	Regional School Board Meeting
10-26	Teacher in-service
27-28	Teacher/Principal Vacation Day (non-contract)
SEPTEMBER	
1-4	Teacher Workdays
7	Labor Day Holiday
8	First day of school for students
19	Principal Workday (VTC)

<b>OCTOBER</b>	
2	Mid-term Progress Reports
22	Regional School Board Meeting
24-25	Principal Workdays
30	End of 1st Quarter/Early Dismissal for Students/Report Cards
<b>NOVEMBER</b>	
4	Parent-Teacher Conf-Early Dismissal for Students
14	Principal Workday (VTC)
25	Mid-term Progress Reports/Early Dismissal for Students & Staff
26-27	Thanksgiving Holiday
<b>DECEMBER</b>	
1-2	Regional School Board Meeting
5	Principal Workday (VTC)
18	End of Semester/Early Dismissal for Students/Report Cards
21-31	Holiday Break-No School

# 2021

## JANUARY

- 1 Holiday Break - No School
- 4-8 Teacher Inservice - No School
- 11 Students back to school
- 16 Principal Workday (VTC)
- 18 Martin Luther King Jr. Day-No School
- 21 Regional School Board Meeting

## FEBRUARY

- 8 Mid-term Progress Reports
- 15 President's Day - No School
- 27 Principal Workday

## MARCH

- 4 Regional School Board Meeting
- 5 End of Quarter/Early Dismissal for Students/Report Cards
- 8-12 Spring Break (varies by school)
- 27 Principal Workday (VTC)
- 29 Parent Teacher Conferences/Early Dismissal for Students

C	Last Day of School/Report Cards
E	End of Quarter-Early Dismissal for Students/Report Cards
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf-Early Dismissal for Students
MD	Minimum Day
MT	Mid-Term Progress Reports
N	New Teacher Workday
O	First Day of School for Students
P	Principal Workday (tentative dates)
S	Subsistence Days for Students & Teachers
T	Testing
V	Vacation Day (Students, Teachers, Principals)
W	Teacher Workday
○	Regional School Board Meetings

JANUARY 2021						
S	M	T	W	Th	F	S
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					H	
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	O					P
17	18	19	20	21	22	23
	V					
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
	MI					
14	15	16	17	18	19	20
	V					
21	22	23	24	25	26	27
						P
28						

MARCH 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
					E	
7	8	9	10	11	12	13
	V	V	V	V	V	
14	15	16	17	18	19	20
21	22	23	24	25	26	27
						P
28	29	30	31			
	M					

APRIL 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
					MT	P
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
				C	W	P
23	24	25	26	27	28	29
	P	P	P	P	P	
30	31					
	H					