

March 2021

Yukon-Koyukuk School District

Staff Connections

From the Desk of Superintendent Boyd

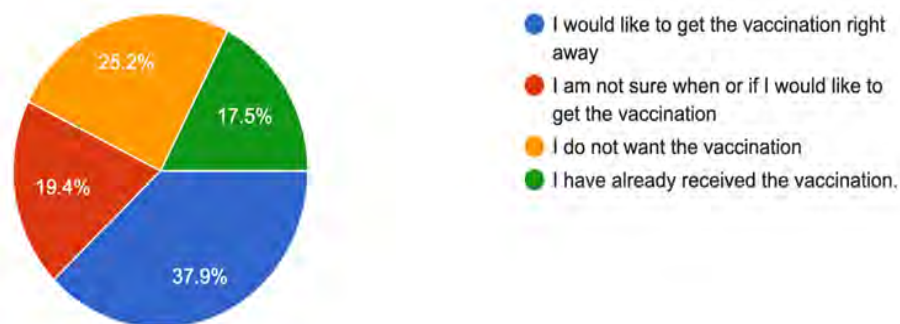
Happy Spring! As of this Staff Connections newsletter, all river schools are open in person for learning! This is the first time in quite some time that all nine of our schools have been able to provide in person learning! A big thank you to the Task Force teams in each of the communities for providing oversight and support helping to minimize the spread of COVID-19. Also, many of the YKSD communities are reporting very high percentages of vaccinated individuals.

Thank you to TCC for their excellent work traveling to so many communities providing expert medical support and the vaccine to community and staff members!

COVID-19 Survey

YKSD surveyed all of its staff about the COVID-19 Vaccine. Below are the results we received. At this time the vaccine is not a federal or state or district requirement, but it is highly encouraged.

Community Position
103 responses



The new CDC guidance, which could be released as early as Thursday, will include recommendations that people limit their social interactions to small gatherings in the home with other fully vaccinated individuals, wear masks in public and adhere to other public-health measures such as social distancing for the foreseeable future.

The CDC defines a fully vaccinated person as someone who meets the following criteria:

- Has waited two weeks or longer after second shot in two-shot series.
- Is within 3 months after receipt of the final dose in the series.
- Remains asymptomatic since COVID-19 exposure.

February is School Board Appreciation Month

Kerry Boyd, Superintendent

School board members are people who have an extraordinary dedication to our public schools. It's time we said thank you for their untiring efforts.

Too often we forget about the sacrifices board members routinely make.

Too often we forget about the important role board members play in ensuring local control over our public schools, control in the hands of people we know . . . people who are our neighbors.

Too often we forget in the tradition of a representative democracy, board members are our connection to influencing how public schools are governed.

Too often we are quick to criticize board members without really knowing all the details that went into any given decision.

Too often the efforts of board members go unrecognized and unrewarded.

The school board works closely with parents, education professionals and community members to create the education vision we want for students. It then formulates goals, defines results, and sets the course for an adequate and equitable education program for all students.

The school board is accountable to the public. It is responsible for assuring the public the money allocated to public schools has a good return on investment, overseeing regular assessment of the district's students, staff, and programs.

The school board is also a strong advocate for public schools, responsible for communicating the needs of the school district to the public, and vice-versa.

Join with others from throughout our district and state to salute the men and women who provide grass-roots governance of public schools. Make a special effort to tell each school board member that his or her hard work has been noticed and is very much appreciated.

Thank you YKSD School Board Members

Fred Bifelt, Chairperson ~ Huslia

Shirley Kruger, Vice Chairperson ~ Nulato

Gloria Patsy, Treasurer ~ Nulato

Ruth Folger, Secretary ~ Minto

Dian Gurtler ~ Manley Hot Springs

Wilmer Beetus ~ Hughes

Anne Titus ~ Ruby



Thank You

Thank you to all Community School Council (CSC) members districtwide for supporting students and staff!

Kerry Boyd, Superintendent

Allakaket School

Clinton Bergman
Delores Saunders
Veronica Bergman
Lawrence Williams
Valerie Bergman

Rampart School

Mike Wiehl
Michelle James
Yvonne Woods

Merrelaine A. Kangas School, Ruby

Pat McCarty
Katherine Kangas
Norma Williams

Johnny Oldman School, Hughes

Kyle Beetus
Janet Bifelt
Maggie Ambrose
Cynthia Beatus
Melanie Burtis

Ella B. Vernetti, Koyukuk

Jessica Huntington
Susan Dayton
Martha Dayton
Shirley Sam
David Dayton

Jimmy Huntington School, Huslia

Alisha Vent
Aubrey Felicia Bifelt
Lorraine Pavlick
Leona Starr
S. Joyce Sam

Minto School

Tawna Alexander
Leslie David
Brenda Jimmie

Andrew K. Demoski School, Nulato

Sharon Demoski
Maurice McGinty
Gloria Patsy
Lena Kriska
Martha Turner

Thank You

Board Recognition

The YKSD Regional School Board is pleased to highlight the excellence exhibited by our winners!

Staff Winner



Priscilla Williams

*Teacher, Grades K-3
Ella B. Verneti School
Koyukuk, Alaska*

Student Winner



Charles Ambrose

*Merrelina A. Kangas School
Ruby, Alaska*

Staff Nominees

Peter Withers, Allakaket School, Allakaket AK

Dr. Richard Andrews, Teacher, Andrew K. Demoski School, Nulato AK

Student Nominees

Kyler Beetus, Johnny Oldman School, Hughes AK

Kyron Titus, Minto School, Minto AK

Shaylee Dayton, Ella B. Verneti School, Koyukuk AK

Congratulations!

Counselor's Corner

Cristina Welker, Director of Special Education and Support Services

FYI! Accommodations for students with Disabilities on an IEP or 504 Plan

It's that time of year again!

Accommodations: are changes in practices and procedures that provide equitable access to grade level content during instruction and assessment that do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations are intended to reduce or even eliminate the effects of a student's disability; **they do not** reduce learning expectations. The accommodations provided to a student should generally be the same for classroom instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student. When accommodations are provided as part of a computer-based assessment, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments.



Career Fair

Patty Woody,
CTE Coordinator

Due to COVID-19, the face to face Healthy Living and Career Fairs did not happen this year. Instead Yukon-Koyukuk School District partnered with Nenana Native Council (NNC) to offer students the opportunity to participate in a virtual career/job fair. On February 22nd-March 5th, students were able to visit the NNC Virtual Job Fair. A big thanks goes to Danielle Marks the Tribal Development Specialist with NNC, who spearheaded this Virtual Fair.

Raven and River middle school and high school students, as well as students and adults from across the state, were invited to participate in this event. Students who took part in a scavenger hunt were entered into a prize drawing. Students were able to directly chat with employers and learn about a variety of jobs, training opportunities, and companies. Labor unions, trade schools, university, tribal organizations, employment agencies, State of Alaska, military, and small businesses provided information about their companies and opportunities. Great discussions took place relating to postsecondary training, apprenticeships, and job possibilities!



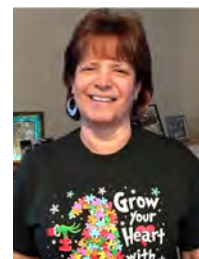
Autism Awareness

Cristina Welker, Director of Special Education and Support Services

Special Education Team



Names in order: Joann Pitka, Scott Brucker, Rachael McDowell, Nanette Burks, Kim Christensen, Cristina Welker, Richard Andrews, Natasha Anderson, Jonathan Pulley & Cynthia Brown, Joan Gianotti & Beth Taube, Maria Santolupo, Leslie Spilman, Kerry Boyd, Kristin Bacon, Breanna Semaken, Ariel Novak, Debbie Hawkins, Mary Sue Linus, Rhea Linus & Kosten Ivey, and Diane George. (Not all staff are pictured.)



Special THANK YOU to Cynthia Brown for the wonderful idea of the Autism Awareness T-Shirt again this year!

Reading Connection

Tips for Reading Success

Beginning Edition

March 2021

Yukon-Koyukuk School District

Chane Beam, Director of Teaching and Learning

Book Picks

Read-aloud favorites

■ *Goodbye Winter, Hello Spring* (Kenard Pak)



Explore the magic of the changing seasons in this joyful story of a boy and his dog who welcome the colors, animals, and flowers of spring. Your child can follow along as snowy winter nights transform into sunny spring days.

■ *Art Play! Activities for Preschoolers* (Meredith Magee Donnelly)

This book designed for little hands will inspire your youngster to make a magic wand, create a home for a stuffed animal, draw while dancing, and more. The easy-to-follow ideas use everyday supplies and focus on the process of making art.

■ *Mango, Abuela, and Me* (Meg Medina)

When Mia's Spanish-speaking *abuela* (grandmother) moves in with her family, the little girl isn't sure how they'll be able to communicate. Still, she's determined to learn Spanish and teach her *abuela* English. With the help of a parrot named Mango, Mia and her *abuela*'s relationship flourishes. (Also available in Spanish.)



■ *The Napping House* (Audrey Wood)

In the house where everyone naps, you would think everything was calm. And it is—until too many people and animals climb into the cozy bed. Your youngster will love discovering what happens in this silly story when one too many creatures try to take a nap.



Boost empathy with books

When your youngster reads a story, he might feel happy if one character wins a soccer game or sad if another's best friend moves away. Books can help him understand others' feelings in real life, too. Try these ideas to boost his empathy—and his reading comprehension.

Explore feelings

Ask a librarian to help you find books about emotions. She might suggest *The Color Monster* (Anna Llenas) or *The Boy with Big, Big Feelings* (Britney Winn Lee), for instance. Read the stories to your child, and let him look for words that describe characters' feelings (happy, sad, scared). Then, you can each share a time when you felt those emotions.

"Read" pictures

Have your youngster look at the pictures in books and try to figure out how characters are feeling. He might say a girl with her mouth open looks surprised or that a monster with a red face looks



mad. Together, read the page to find out why the character feels that way.

Handle tough times

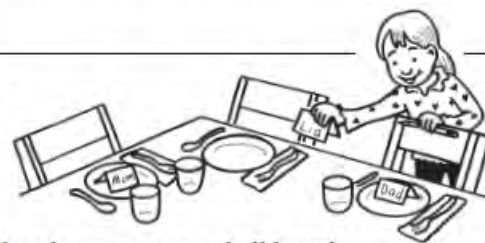
Seeing how characters deal with challenges, like being bullied or starting a new school, can help your child cope with his own struggles. As you read, encourage him to predict how a character might handle a difficult experience. What might your youngster do in the same situation? Read on to find out what happens.♥

Writing in the kitchen

Bring writing into the kitchen to show your child everyday ways she can practice:

- Let your youngster make place cards for each person at the table.
- Suggest that she write a menu for lunch options on a chalkboard or piece of paper.
- Ask her to help you make a grocery list. She might copy words from food packages to spell them.
- Have your child use mailing labels or write on freezer bags to identify leftovers. She can write what's inside and the date.

Idea: Keep slips of paper or a notepad in a kitchen drawer to encourage regular writing.♥



Persuade me!

Persuasive writing gives your child a chance to express her opinions—and to convince others that she has a good point. These activities will let her put her persuasive skills to work.

Advertisements. Suggest that your youngster draw a picture of a favorite product, such as a toy or her sneakers, and write an ad that would inspire others to buy it. For a train, she could write, "Trains are fun to play with. This train goes fast down the



hills. Kids will love it." Let her read her ad to you. She could hang it up like a billboard—or make more ads and staple them together to create a catalog.

Family message board. Leave persuasive messages for each other on a whiteboard, a bulletin board, or a space on the refrigerator door. Encourage your child to write recommendations for things like family outings or meals. She should also list

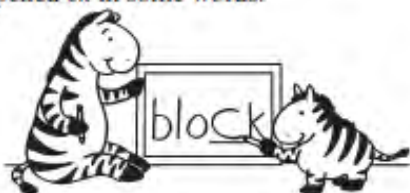
reasons in an effort to persuade you. *Example:* "Let's hike on Saturday. It's going to be sunny. Hiking is fun." When possible, try her ideas! ♥

Q&A

Spelling progress

Q My first grader sometimes leaves out letters in words when he writes. Is this something I should be concerned about?

A When children begin writing, they often write only the letters for the sounds they hear. So it's common for them to leave out letters. If your son writes *blok* (*block*), he's showing that he hears the *b*, *l*, *o*, and *k* sounds—and that he still needs to learn that *k* is spelled *ck* in some words.



As he learns new sounds and spelling patterns, he'll spell more words correctly. Help him with this idea. Say he's learning in school that *oa* sounds like *o*, and he writes *cot* (*coat*). Write the word, leaving a blank in place of the missing letter (*co_t*). Ask him to say the word aloud (*coat*), and see if he can fill in the blank (*a*). Now have him write a word with a missing letter for you to figure out! ♥

OUR PURPOSE

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Resources for Educators,
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Fun with Words

Roll-and-read suffixes

Rain, rained, raining ... your youngster can change a word by adding an ending like *-ed* or *-ing*. Play this game to help him explore suffixes.

Materials: poster board or construction paper, pencil, die, one game token per player

Help your child draw an S-shaped game-board path, label opposite ends "Start" and "Finish," and add lines to make spaces. On each space, have him write a word that can use the suffix *-ed*, *-ing*, *-er*, or *-s*, such as *play*, *dance*, and *call*.

Put your tokens on "Start," and take turns rolling a die and moving your token that number of spaces. Pick a suffix that makes sense and use the new word in a sentence. For *call*, your youngster might say, "I called Nana on the phone today." Reach "Finish" first to win. ♥



Parent to Parent

Film a book trailer

My daughter Liza loves to watch book trailers online. They're like movie previews—but for books! So she decided to create one of her own.

She practiced reading the book title (*Knuffle Bunny*), the author's name (Mo Willems), and the summary on the back. She also used sticky notes to bookmark her favorite pages so she could show them to her audience.



When Liza was ready, I recorded her giving an introduction and talking about the pages she had chosen. She wrapped up her trailer by leaving her audience with a question: "Will Trixie be reunited with Knuffle Bunny?"

My daughter has made several trailers since then, and she's building her speaking skills and learning to talk about books. I help her email them to our relatives and friends so their children can watch—and hopefully find new books to read. ♥

Reading Connection

INTERMEDIATE EDITION

Working Together for Learning Success

March 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

Book Picks

■ *Paint the Wind* (Pam Muñoz Ryan)

When 11-year-old Maya's grandmother dies, the little girl goes to Wyoming to live with relatives she's never met. There she enjoys new freedom and the friendship of a wild mustang. After the mustang saves Maya's life, she must decide whether to keep the horse or set her free. (Also available in Spanish.)



■ *Tiny Stitches: The Life of Medical Pioneer Vivien Thomas* (Gwendolyn Hooks)

In this inspiring biography, readers will learn about African American surgical pioneer Vivien Thomas. Unable to go to medical school, he landed a job in a research lab at an all-white college. There, he helped to pave the way for children's open-heart surgery.

■ *Professor Astro Cat's Deep-Sea Voyage* (Dominic Walliman)

Follow along as Professor Astro Cat explores the deep sea. Blending fiction and non-fiction, this book includes facts about shipwrecks, coral reefs, sea creatures, and much more. Contains illustrated diagrams and maps plus a glossary with ocean terms. Part of the Professor Astro Cat series.



■ *The Hero Revealed* (William Boniface)

Meet Ordinary Boy. In his hometown of Superopolis, he's the only resident without superpowers. Then, he gets to help his favorite superhero and learns that even regular people can be heroes. This humorous book is the first in the Extraordinary Adventures of Ordinary Boy series.



Creative study guides

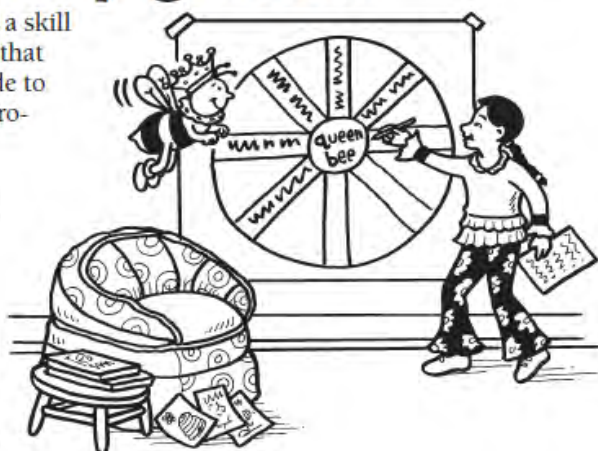
Reading for information is a skill every student needs. Suggest that your child create a study guide to use for her next test. In the process, she'll practice reading closely for key ideas and details. Here are formats she could try.

Details, details

For each section of a textbook chapter, have your child draw a wheel (a circle with spokes, coming out from its center in all directions). In the hub, she can write the topic (*queen bee*). On each spoke, she could write a detail about that topic (one queen bee per colony, lays up to 1,500 eggs per day).

Color-coding

Let your youngster choose a different-color pen or font for each kind of fact. For instance, if she's reading about the American Revolution, she could use blue to write notes about people (George Washington, Benjamin Franklin), red for dates (1775, 1783), and green for places (Bunker Hill, Yorktown).



Color-coding will help her remember the information.

Q&A

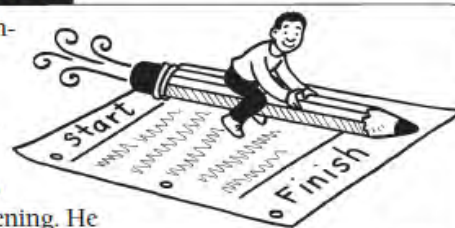
Ask your youngster to pretend she's an expert on a topic she's studying and that a news reporter has interviewed her. She can write an "interview transcript" and use it as a study guide. First, she should rewrite each topic as a question. For instance, "The Importance of Protein" might become "Why is protein important?" Then as she reads, she can fill in the answers to create her transcript.

Strong starts, fine finishes

It takes practice to write effective beginnings and endings for essays or reports. Share these tips with your youngster.

● **Introduction:** The opening sentence welcomes the audience and hints at what's to come. Encourage your child to experiment to find the most inviting opening. He might pose a question ("When was the first robot built?") or present a fact ("The earliest known robot had wings").

● **Conclusion:** The last sentence offers a snapshot of the ideas presented. Have your youngster reread his paper and ask, "What do I want readers to remember?" Then, he can write a line with that in mind. ("Robots may seem like new technology, but history shows they've been around for a long time.")



Combine books with crafts

Crafty activities can encourage your child to think more deeply about books—and make reading more enjoyable. Spark his imagination with projects like these.

Design graffiti boards. Have your youngster decorate poster boards with drawings and words related to a book. For example, if he's reading a mystery, he could draw a part of the setting, write clues from the story in a giant question mark, and fill the margins of the poster with his favorite quotes from the book. He'll



have to read carefully to pay attention to what's important.

Build models.

Let your child use household materials to make 3-D creations that match a book. If he's reading about roller coasters, he might engineer one with cardboard tubes and straws. Or for a tale

about forest animals, he could sculpt creatures out of clay. Have him dig for details in the text and examine the illustrations so he can make accurate models. ■

Parent & Parent

Be a better speller

My son Elliott has been struggling with spelling, so I shared rules I used at his age, like "i before e, except after c." But he said he'd learned that many words don't follow those rules. So I asked his teacher for better ways to help him at home.

The teacher suggested that Elliott keep a list of words he frequently misspells and post it over his desk. For example, she pointed out that he tends to put *-able* at the end of words that should have *-ible*. So Elliott made a list that included *collectible*, *edible*, *flexible*, and *visible*.

She also said that while rules can be useful, looking for exceptions might be a fun way to help Elliott remember difficult spellings. When he found *e* before *i* in a "neighborhood meeting" notice and on a "weigh produce here" sign in the store, he decided that words with *ei* have their own rule: *e* before *i* if it sounds like *a*. Now, he's looking for exceptions that don't include *ei*. ■



Q&A

Read and write about science

Q I think my daughter might want to be a scientist when she grows up! How could we use her love of science to help her with reading and writing, too?

A It's great that your child enjoys science so much. Try getting books of science experiments for her from the library. She can read them and pick out experiments to do at home—following the instructions will give her good reading practice.

Your daughter may enjoy reading science fiction, too. Ask her to point out inventions or technology in the stories that are based on real science or that she thinks could be possible in her lifetime.

You might also suggest that your child start a science journal. She could record the results of her experiments or write about what she spots during walks, such as animal tracks in the mud or flowers sprouting from the ground. ■



Fun with Words

Once upon a time

Give your youngster's speaking skills a boost with this family storytelling game.

1. Have each player write 10–20 random words (*feud*, *crucial*, *magical*) on separate slips of paper. Fold the slips in half, put them in a bag, and shake.

2. Let your child pull out a slip and begin telling a story that uses the word she drew. "Once upon a time, there was a *feud*

between two kings who just happened to be brothers." Then, the next person draws a word and continues the story. "One king thought it was *crucial* to build a moat to keep his brother's knights from invading." Continue taking turns picking slips and adding to the story.

3. The person who chooses the last word gets to wrap up the tale. ■



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Math+Science Connection

Building Excitement and Success for Young Children

March 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

TOOLS & TIDBITS

Tall vs. wide

Does a tall, narrow glass hold the same amount of liquid as a short, wide mug? Encourage your child to find out. He can measure water into each, 1 cup at a time, until they're full—counting as he goes. Which one holds more? Now he can try again with two different containers.



What's the weather today?

Let your youngster match clothes with the weather while she pretends to be a meteorologist. Have her read the forecast in the newspaper or online each day. Then, she can announce the weather and recommend clothing to family members. ("Today will be partly cloudy with a high of 50 degrees, so take your jacket!")

Book picks

■ In *Now What? A Math Tale* (Robie H. Harris), a cute puppy learns about shapes as he tries to build a bed out of blocks.

■ A class takes action to help baby sea turtles in *Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles* (Philippe Cousteau and Deborah Hopkinson).

Just for fun



Q: What gets wetter the more it dries?

A: A towel.

DIY number lines

Number lines are the perfect way for your child to see numbers in action. By creating and using her own number lines, she'll learn to compare numbers, see where they fit in, and even add and subtract. Here are three clever activities you can do together.

Line up sticks

Let your child number 11 craft sticks, 0–10, and put them in a cup. Have her pull out three sticks (say 4, 10, 3) and arrange them in order (3, 4, 10). Then, take turns drawing a new stick (perhaps 8), and putting it where it belongs (between 4 and 10, but closer to 10). When you have all the numbers, ask her to check that they're in the right order—and to rearrange any if needed.

Roll and move

Play a number-line game. Help your youngster put a strip of tape on the floor and write the numbers 0–20 along it, evenly spaced. Each player should place a

small toy at 0. On each turn, roll a die, move your toy that many spaces, and say the addition problem. If your child's first roll is a 2, she would say "0 + 2 = 2." Reach 20 first to win, then play from 20 to 0 for subtraction practice.

Find the spot

Ask your child to count by 10s from 0 to 100 and write each number on a separate sticky note. Have her stick the numbers in order on a wall, evenly spaced. Then, take turns writing random one- or two-digit numbers on new sticky notes for each other to add to the line. Where would your youngster put 44? (It goes between 40 and 50, but closer to 40.)



Animal hide-and-seek

Animals like lizards and chipmunks are naturally good at hiding from predators. That's because their colors match their habitats. Play this version of hide-and-seek to show your child how camouflage helps animals hide.

Have your youngster close his eyes while you secretly choose a stuffed animal and hide it in a place that matches its color. You might tuck a koala into a gray blanket or put a polar bear between two white pillows.

Challenge him to find the animals. Then, hide them again in spots that don't match their colors. Is it easier or harder for him to see them? Now it's your child's turn to use camouflage to hide animals for you to find.



Math talk

"How many strawberries would you like?" "What is today's date?" Try the following ideas to weave math into conversations with your child.

Ages. "I'm the youngest of all my cousins!" Use cousins' and siblings' ages to help your youngster compare numbers. Talk about who is older and younger, and help him figure out age differences. ("Your brother is 13, and you're 6. How many years older is he?")



Addresses. When you're out together, look for three- and four-digit numbers on houses, mailboxes, or curbs. Let your child read them aloud: "three hundred fifty-eight" for 358, and "six thousand seven hundred ninety-two" for 6792.

Food packages. At snack time, keep the bag or box on the table for a chat about nutrition labels. You might say, "There are 4 crackers in 1 serving. How much sodium does 1 serving have?"

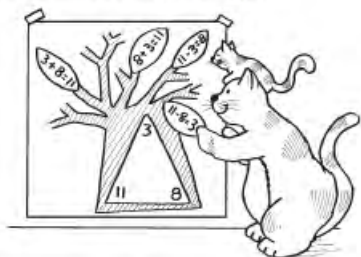
Board games. Game night offers many opportunities to discuss math. When you roll dice, say the addition problem aloud ("I rolled 4 and 6, and $4 + 6 = 10$ "), and count the spaces as you move your token. Encourage your youngster to do the same.

Q & A Fact-family trees

Q: My daughter is learning about "fact families." This sounds like fun! How can she practice at home?

A: A fact family is a group of math problems that share the same numbers. For instance, $4 + 5 = 9$, $5 + 4 = 9$, $9 - 5 = 4$, and $9 - 4 = 5$ are a fact family.

Suggest that your child make "family trees." For each fact family, she could draw a bare tree on paper and cut out four green paper leaves. Encourage her to choose two single-digit numbers (say, 3 and 8) and use them to write related facts on the leaves ($3 + 8 = 11$, $8 + 3 = 11$, $11 - 3 = 8$, $11 - 8 = 3$). Then, she can glue all the leaves to the tree and label it with the family's "name" (the three numbers in a triangle).



Encourage her to create more fact-family trees—until she has an entire fact-family forest!

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MATH CORNER

Ready for fractions

Exploring equal parts lays the foundation for the fractions your youngster will learn about when he's older. Enjoy these activities together.

• **Spot equal parts.** Encourage your child to look around the house for items divided into halves, thirds, and fourths. He might find a loveseat with two cushions (halves), a tub of Neapolitan ice cream with three flavors (thirds), and a staircase with four steps (fourths).

• **Draw pictures.** Suggest that your youngster use art to show equal parts. For example, he could sketch a four-leaf clover (fourths), a pizza with six slices (sixths), or a Ferris wheel with eight carriages (eighths). Ask him to tell you about his drawings so he gets a chance to use fraction words.



SCIENCE LAB

Shiny pennies

Find a penny, pick it up—and try this chemistry experiment. Your child will discover how to make dull pennies shine.

You'll need: tablespoon, vinegar, dish soap, 2 empty jars, 9 dull pennies, masking tape, marker, timer, towel

Here's how: Help your youngster measure 2 tbsp. vinegar into one jar and 2 tbsp. dish soap into the other, then label the jars with the tape. She can drop 3 pennies into each jar, place 3 pennies on the

counter, and set a 30-minute timer. When time's up, she should remove the pennies from the jars, dry them off, and compare the 3 sets of pennies.

What happens? The pennies soaked in vinegar are shinier than the others.

Why? Copper in pennies plus oxygen in the air form a chemical (copper oxide) that dulls pennies. Vinegar dissolves copper oxide—and the pennies become shiny again.



Math+Science Connection

Intermediate Edition

Building Understanding and Excitement for Children

March 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

INFO BITS

Rhythm of poetry

Read a poem together.

Then, see if your youngster can identify a pattern. Does every other line rhyme or have the same number of beats? Noticing the rhymes and rhythms will help her hear the math in poetry. *Idea:* Suggest that she use patterns to write her own poem.

Design a zip line

Challenge your child to engineer a "zip line" for a toy. Let him tie a string between two doors and create a safety harness for the toy from twist ties or rubber bands. Have him give the toy a push—does it make it all the way across the zip line? If not, he could improve on his design by trying different materials for the harness or adjusting the slope of his zip line.

Book picks

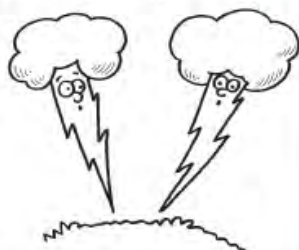
Youngsters can explore numbers in a wacky way with *How Many Guinea Pigs Can Fit on a Plane? Answers to Your Most Clever Math Questions* (Laura Overdeck).

The Science of Goo! From Saliva and Slime to Frogspawn and Fungus (DK) bursts with strange facts and gooey trivia that are bound to stick with your child.

Just for fun

Q: What did one lightning bolt say to the other?

A: You're shocking!



How far? How tall?

Accurate measurements are important not only in math, but also in science and engineering—and in everyday activities like sports, sewing, and planting. Your youngster will be excited to practice measurement with these real-life ideas.

Measure distance

Coaches and PE teachers measure running courses precisely to make sure all students run the same distance. Using a yardstick or tape measure, have your child carefully measure a 50-yard course outside (marking it in 10-yard increments). Then, family members can take turns running a 50-yard dash and timing each other. *Idea:* Let him make courses for other distances, perhaps 60 meters or 100 meters.

Measure height

Children love to discover they've grown even $\frac{1}{2}$ inch, so show your youngster how measuring accurately can determine his true height. Ask him to stand straight with his feet together and his back and heels against a wall.



Make a light pencil mark where the top of his head meets the wall, and help him use a tape measure to determine the distance from the floor to the mark. He can write his height at the mark (say, 55 inches), then measure other family members and record their heights. *Idea:* Measure him every six months so he can track his growth.

Tip: A carpenter's "golden rule" is "Measure twice, cut once." Encourage your child to double-check his measurements, too. If he gets the same result, chances are he measured correctly. If not, he should measure until he gets the same measurement twice.

It's an earthquake!

With this tasty activity, your child will learn about earthquakes—and enjoy eating the results.

First, have her spread cream cheese on wax paper and lay two graham crackers on top, side by side. The graham crackers represent *plates* in Earth's top layer (*crust*) and the cream cheese represents the second layer (*mantle*). Next, she can model an earthquake by slowly rubbing the crackers together, back and forth. Crumbs will come off, and the crackers will break.

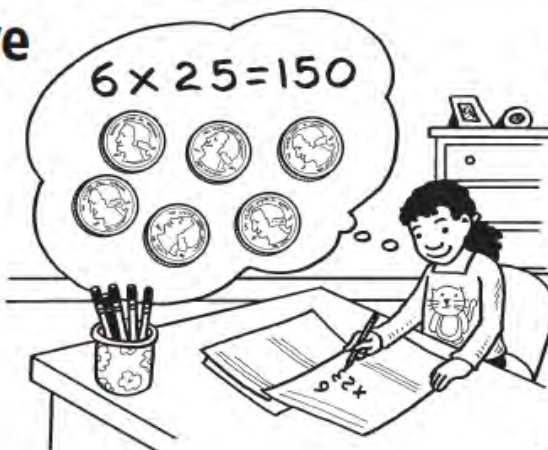
When plates in the crust slide past one another, they sometimes get caught on each other. Then, they suddenly break apart along the edges where they meet (the *fault line*), shaking the ground.



Estimate, then solve

Estimating answers to math problems before solving them gives your youngster confidence that her answer is right (Yay!) or tells her to try again (Oops!). Suggest these strategies.

Make it familiar. Ask your child to think of something familiar she could use to estimate an answer. For 6×23 , she might think, "23 is close to 25, and a quarter is 25 cents. Since 6 quarters



would be \$1.50 or 150 cents, 150 is a good estimate." Now she can compute the actual problem ($6 \times 23 = 138$). She'll know her answer is reasonable because it is close to, but smaller than, her estimate.

Make it simpler. Have your youngster round one of the numbers to the nearest 10 so it's easier to use. Say she's solving $42 \div 5$. If she rounds 42 down to 40, she would estimate $40 \div 5 = 8$. Because she rounded down, she'll know the answer will be slightly more than 8 ($42 \div 5 = 8$, remainder 2).

Q & A Study strategies for math tests

Q: What are some strategies my son can use to study for math tests?

A: Your child's graded math assignments make great study tools because they include the types of problems he's likely to see on tests. Encourage him to review them and correct any problems he got wrong. He could also change the numbers to create new practice problems, then check his answers on a calculator.



Your son might also hold virtual study sessions with a friend. They could make up quizzes for each other. Creating, taking, and grading the quizzes will all help them study—together.

Finally, if your son doesn't fully understand something that's going to be on a test (say, how to convert fractions into decimals), he should ask his teacher for extra help.

OUR PURPOSE

To provide busy parents with practical ways to promote their children's math and science skills.

Resources for Educators,
a division of CCH Incorporated
128 N. Royal Avenue • Front Royal, VA 22630
800-394-5052 • rfeustomer@wolterskluwer.com
www.rfeonline.com

MATH CORNER

Don't break the factor chain

With this game, your youngster can practice using factors and multiples. Factors multiply to make a number (4 and 6 are factors of 24 because $4 \times 6 = 24$). Multiples are the result of one number times another (24 is a multiple of 4 and 6).



1. Draw a 10×10 grid, and number the boxes 1–100. Using dry beans as tokens, place one on any square (say, 33).
2. The first player puts a bean on any factor or multiple of that number (for instance, 3, because $3 \times 11 = 33$, so 3 is a factor of 33).
3. The next player marks a factor or multiple of the new number (3). *Example:* Cover up 15, since $3 \times 5 = 15$, so 15 is a multiple of 3. Keep taking turns, each time marking a factor or multiple of the last number played.
4. The last person who can make a move wins.

SCIENCE LAB

See the water glow

Does your child know that 90 percent of deep-sea creatures "glow" in the dark? This demonstration lets him model *bioluminescence*—an animal's ability to give off light.

You'll need: measuring cup, water, clear jar, pliers, highlighter, disposable gloves, flashlight

Here's how: Ask your youngster to measure 1 cup water into the jar while you use pliers to remove the stopper from the bottom of a highlighter.



Wearing gloves, he can pull out the felt tube, put it in the jar, and squeeze out some of the ink. Now let him turn off the lights and shine a flashlight on the jar.

What happens? The water appears to glow.

Why? A chemical in high-lighter ink absorbs and then reflects light. In bioluminescence, chemicals in animals produce light so the creatures can see in the dark. That's why the animals and the water around them look like they're glowing!

Chelsea Hurst, Instructional
Technology Supervisor



Every month, Computer Science Ebooks will be released. The Ebooks will have K-12 Unplugged Computer Science lessons based in the Alaska Computer Science Standards. In February, the Ebook focused on Algorithms. If you did not receive the Ebook and would like a copy, please email Chelsea Hurst at churst@yksd.com.

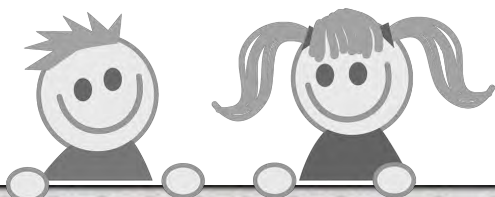
Coding Workshops

Chelsea Hurst, Instructional
Technology Supervisor

Are you interested in teaching Computer Science next year? Code.org is a teacher friendly, fully sustainable curriculum. ASDN provides FREE workshops for credit that dive deep into implementing the curriculum in your classroom - NO Computer Science skills necessary! See the table below to determine which workshop you should attend. If you're interested in attending one of the workshops, please email Chelsea Hurst at churst@yksd.com.

Free Code.org Workshops

K-5 *can extend to 6th grade if there's no coding experience*	CS Fundamentals Virtual Workshop Thursday 4/1/21 4-6PM Thursday 4/8/21 4-6PM Thursday 4/15/21 4/6PM
6-12	CS Discoveries Virtual Workshop June 14-18 OR CS Discoveries in Person Workshop July 26-30 (tentatively in Anchorage)
HS (for students who have already taken the	CS Principles Virtual Workshop



Chelsea Hurst, Instructional
Technology Supervisor

MARCH 2021

TECH TUESDAY

Yukon- Koyukuk School District

TRENDING THIS WEEK

Reorganize your Google Waffle!

Once you open your Google Waffle, you will see all of the core Google Apps (Gmail, Drive, Docs, Sheets, etc). To rearrange icons, click and drag them to a new location. Put all of your most used icons at the top and least used at the bottom.

UPCOMING EVENTS

Tuesday, March 16th: (3:40-4:15)

Computer Science Ebooks

Tuesday, March 30th: (3:40-4:15)

Google Classroom Assignments

ASDN WEBINARS

FREE Code.org Professional Development for K-5 Teachers:
Thursday, April 1st, 8th, and 15th from 4-6PM.

[Click here for more information.](#)

IN THE SPOTLIGHT...

Shout out to ALL YKSD teachers for
doing their best during a challenging
school year.

CONTACT ME

Email:

churst@yksd.com

Click [HERE](#) for this month's Digital Citizenship
lesson and Computer Science Ebook.



Place-Based Mathematics in YKSD Leads to Deeper Understanding

**Morris White,
Math Specialist**

The Yukon-Koyukuk School District (YKSD) has sponsored a series of math activities during the 2020-2021 academic year which have been organized around creating place-based math activities for students in the district, as well as advancing teacher's Depth of Knowledge (DOK) 3 development as teachers of mathematics in multi-grade classrooms. The majority of teachers in YKSD are multi-subject educators who teach a variety of subjects, including math as part of their daily work in the classrooms.

The District's math Specialist, Morris White, has coordinated the support for mathematics in YKSD during the 2020-2021 school year. Under Mr. White's direction, and with the leadership of the District's head of Teaching and Learning, Mr. Chane Beam, a series of place-based mathematics activities have been held at the majority of the district's nine campuses.

Over the past two years, YKSD has partnered with the Alaska Staff Development Network to introduce, develop and implement Computer Science Education to all students across the district through an Alaska Native Education Program grant called the Math and Computer Science Advancement (MaCSA) Project.

These district wide math activities began centered on the basketball court, a place in many villages where students engage in recreation and other activities. The purpose of the activity/lesson was to focus on the math of the basketball court – distances between half court line and the baseline, the distance between the baseline and the free throw line, and determining whether the half court is a rectangle or a square. In order to ensure that students were successful during the activities, teachers and the Math Specialists collaborated prior to the math activity to develop grade appropriate tasks and activities. As a follow up, students went to the Flipgrid app to share their ideas and to answer specific questions about the activity via video message. Flipgrid allows others in their class to respond to their answers, creating a dialogue about mathematics between students and teachers, too.

As the year continues, other place-based math and STEM-focused activities will occur at YKSD schools. An important part of the YKSD project is the development of teacher capacity to provide dynamic mathematical experiences for their students. These experiences cannot occur if the teacher does not have a deep understanding of the math they are teaching their students. With the assistance of mathematics consultant Bobbi Jo Erb and YKSD Math Specialist Morris White, YKSD is providing regularly scheduled Professional Development for teachers to improve their Depth of Knowledge of mathematics (DOK). With an increased DOK capacity for teachers, it will increase the probability of students' mathematical capacity improving.

The first level of support provided for teachers in the district is the availability of tutoring for math students every day during a dedicated block of time. Teachers can connect students directly with the Math Specialist via a video platform. This allows one-on-one assistance for students and for teachers, as well. Another level of DOK support for teachers is provided by Mr. White, who sponsors twice a month professional development of various subjects that are taught in math classrooms (fractions, decimals, solving quotations, slope, percent, statistics). These 15-minute sessions are teacher-centered, with the purpose of facilitating a better understanding by teachers of the math topics they are sharing with their students.

The preceding article was written by Morris White and was published on the ***Our Alaskan Schools*** website.

<https://ouralaskanschools.edublogs.org/>



Denaakkenaage' Hunek & Denakenaga' Khunek *Native Language News*

Susan Paskvan,
Native Language Coordinator

January and February lessons focused on classroom vocabulary and phrases. The student's favorite word is baahaa nek'edenledegee (C), maahaa nek'edenledegee (L), be'ał nech'edeneledi (Benhti). One technique to learn long words is to divide them into syllables:

maahaa nek'edenledegee
maa haa ne k'e den le de gee

Students then learn to use the vocabulary in every day language. Do you have a pencil? I need a pencil, etc. Labels were sent to every classroom.

In February students learned about animals. Due to social distancing with COVID, we modified our original lessons. Students chose one animal toy and learned how to say the animal name plus what it was doing. They experimented with writing a very short story about two animals and recorded the audio to go with it.

In late February, students began taking a language assessment, which is part of our Office of Indian Education grant AN ELDER II. Students are assessed on their listening, speaking and reading/writing.

In an effort to increase language proficiency in the community, language packets were mailed home to every household that has Denaakk'e or Benhti students. Hopefully, parents, aunts, and grandparents will be learning the phrases with the students. If you have been practicing, send me a photo of you and your students.

Each of our tribal councils received a bingo packet with vocabulary for animals, birds, and fish. 20 sets of different bingo cards, plus a "call" card were included. Hopefully this will generate fun activities if households can find a safe way to play the game against each other. The caller can use VHF to call the animals.

If your household has a computer and you're interested in learning more of your language, we would like to provide you with a USB drive that includes the image, text and an audio file.



Dereck S. and Felicia Bifelt place markers on their bingo card.

Leona Starr, Youth Care Lead with Tanana Chiefs Conference Behavioral Health, hosts youth events at the Resource Center in Huslia. Leona said that the boys were teaching her some of the vocabulary names.



Andrei K. and Aaron W. look for the animal that was called on their bingo card.



Gordon V. from Huslia checks out the selection of 20 cards that has images of animals, birds and fish.

Native Language News *continued*

Susan Paskvan,
Native Language Coordinator

Here's a sample of the animal, birds, fish bingo that was sent to the tribes within YKSD.

Dialects

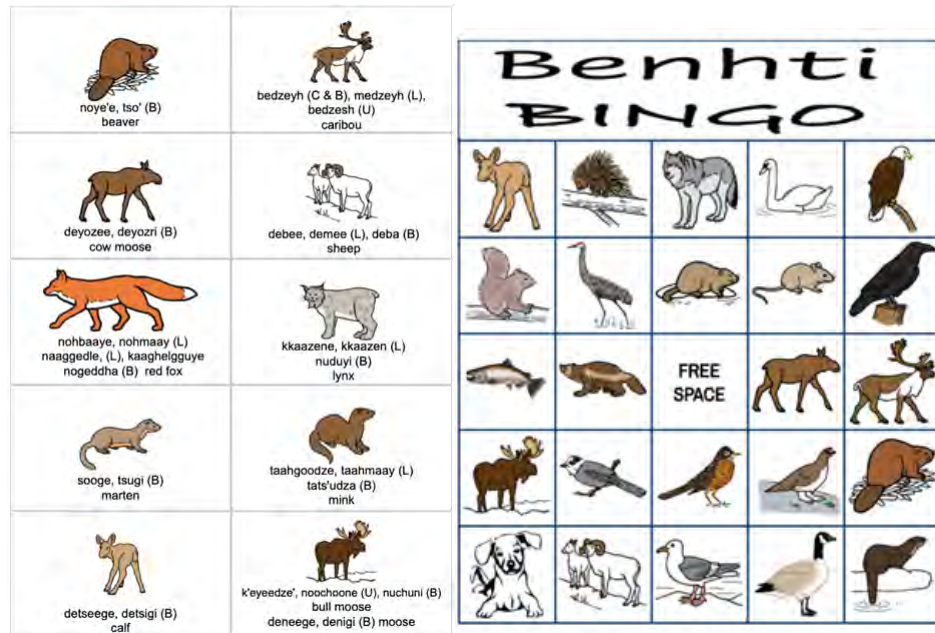
(C) – Denaakk'e, central;

(L) – Denaakk'e lower

(U) – Denaakk'e upper

(B) - Benhti

Tribes are invited to contact the Native Language program at spaskvan@yksd.com to discuss language revitalization activities.



State and Federal Programs

Kristi Burns,
Grants Coordinator

STREAM Nights Kits

The 2nd STREAM kits are still being sent out to all of the sites. Each family in Huslia, Ruby, Kaltag, Minto, and Rampart will receive Luau themed activities, which includes a saltwater robot for each family to do at home. These are going out the 1st week in March.

Sora (Online Library)

Books and audiobooks are available for all students and staff through the Sora app.

<http://www.yksd.com/Domain/188>

Sora ~ YKSD Online Library



Business Office Reminders

Heather Heineken, CFO

As we near the end of the school year its time to make sure you have all you need to finish the year and prepare for another great school year that is just around the corner. Remember for any general funds that need to be spent on items for this school year should follow these guidelines:

March 31 - Purchase requisitions for all **out-of-state** ordering for this school year using general fund money must be done. It is important to know that these items must be physically received by June 30 or else they will be considered a purchase for next year and part of your next year's budget.

Purchasing Deadlines

April 30 - The last day to submit purchase requisitions for your school site or department using general fund money. The exceptions are normal operation & maintenance, ongoing maintenance projects, approved staff and student travel and small incidental purchases for spring activities

such as graduation.

These deadlines are for general fund purchases needed through the end of this school year. If you need things for next year, those items can be purchased starting July 1. If you would like to get things ordered before coming back, let the Business Office know and we will work on getting those orders entered and processed when the system is available.

Do not forget there is Business Office **MONTHLY TRAINING** scheduled for March 18 at 2pm. The training will offer an overview of the District Chart of Accounts. If you have ever wondered why the account codes are so long or what they mean, this is the training for you. The training session will be recorded and posted on the district website for those who cannot make it. You can also review last month's training discussing the [Purchasing Process from Requisition to Purchase Order](#). Please reach out to any of the Business Office staff for questions or guidance we may provide. We are here for you!



What's Cookin'?

Rachel Spencer,
Food Service Technician

Homemade Pasta & Sauce

8 servings

PASTA

Ingredients

4 cups all-purpose flour, plus more for
dusting
2 pinches of salt

4 large eggs
12 large egg yolks
2 tablespoon extra virgin olive oil

Instructions

1. On a clean, sturdy work surface, dump your flour and salt and make a large well in the middle with your hands.
2. Whisk the eggs, egg yolks, and olive oil together in a medium bowl until combined, then pour the mixture into the well.
3. Whisk the eggs, slowly incorporating more and more flour into the eggs by moving your fork along the edges of the well.
4. Once almost all the flour is incorporated, start bringing the dough together with your hands. (The dough should be malleable, but not sticky--add more flour if the dough is sticking too much to your hands or the surface. Alternatively, if it's too dry and tough, whisk another egg with 1 tablespoon of water and use your hand to sprinkle some of the mixture over the dough, continuing to do so until the dough is easier to knead.)
5. Knead the dough for 7-10 minutes, until the dough is smooth and elastic. When you poke the dough, it should spring back.
6. Wrap the dough in plastic wrap and let rest at room temperature for 30 minutes to an hour, or until the dough does not spring back when poked.
7. Unwrap the dough and cut into 8 equal pieces so that it's easier to work with. Take 1 piece and wrap the rest in the plastic wrap so that they don't dry out.
8. Lightly flour your work surface and begin rolling out the piece of dough into one long piece. Then, fold the top third down, and the bottom third over that, like a letter. Rotate the dough 90° and roll the piece back into a long shape. This helps form a more even rectangular shape and makes the dough easier to work with.
9. Continue rolling out the dough until it is very thin. When you lift the dough, it will be somewhat translucent.
10. Cut the dough to your ideal shape. Loosen or unravel the cut dough immediately, so it doesn't stick, sprinkle with a bit of extra flour. Let the pasta sit out for about 30 minutes to dry out slightly.
11. Bring a large pot of heavily salted water to a boil. Add the pasta and stir to ensure it doesn't clump. Cook for 2-3 minutes, or 30 seconds to 1 minute after the pasta comes to the surface (fresh pasta will cook much faster than dried pasta!)



Rachel Spencer,
Food Service Specialist

Homemade Pasta & Sauce

12. Take out a noodle and taste for doneness. Once cooked to your liking, remove the pasta from the water, being sure to save at least 1 cup of the pasta cooking water.
13. Add the cooked pasta into your preferred sauce and stir to coat, adding some of the reserved pasta water if needed to add a bit of body and silkiness to the sauce.

Fun Ideas for Pasta Shapes! (kids love to help with this kind of stuff)



SAUCE

Ingredients

1 tablespoon oil
1 ½ pounds ground moose or beef
1 large onion, diced
3 sticks celery
1 green bell pepper
3 cloves garlic
2 bay leaves

1 tablespoon Italian seasoning
½ tsp salt (or to taste)
1 teaspoon black pepper
1 cup pasta water
28oz canned diced tomatoes
28 oz canned tomato sauce
1/8 cup parsley
1/8 cup basil

Instructions

1. Heat oil in a deep, heavy duty pan. Brown meat, onion, celery, bell pepper, and garlic over medium heat until onions are translucent. Drain fat if desired (fat carries flavor).
2. Add remaining ingredients (except parsley and basil) and bring to a boil. Reduce heat and simmer uncovered 1 hour (or until desired consistency is achieved).
3. Stir in parsley and basil.
4. Remove bay leaves and serve over hot pasta.

Facilities & Maintenance

Gale Bourne, Facilities and
Maintenance Director

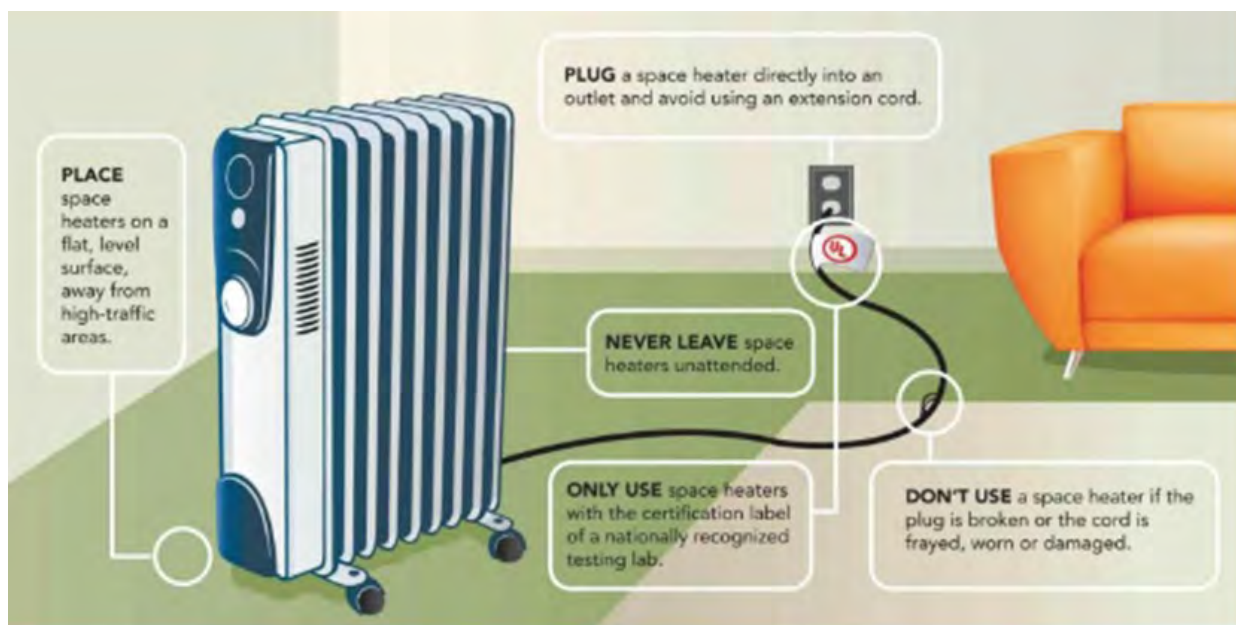
Heating Safety Tips

It may not come as a surprise that heating equipment is the leading cause of residential fires in Alaska. While I am certain everyone is anxious for warmer weather, I am afraid we are going to have to keep the heaters on for a while longer. If you use a wood stove in your home, check out the following safety tips from the Rural Fire Association of River Walls Wisconsin.

- Don't place the stove in an area of high traffic.
- Keep anything that can catch fire at least 36" from the stove.
- Don't dry clothing over the stove- clothes that can fall and ignite.
- Install your stove in accordance with local regulations and those suggested by the manufacturer.
- Ensure proper ventilation in the house.
- Avoid placing ashes near combustible materials before you are certain all burning embers are out.
- Inspect and clean the stove, chimney connector, and chimney at least once a year.
- Check twice monthly for creosote buildup in your chimney connector and chimney.
- Never use or store flammable liquids, especially gasoline, in the vicinity of the stove.
- Burn only seasoned wood. Green wood burns inefficiently and causes a buildup of



Electric heaters account for a surprisingly large share of home heating fires. According to the National Fire Protection Association, between 2011 and 2015 portable and stationary space heaters were responsible for 43% of home heating fires and 85% of home heating fire deaths. If you use space heaters, make sure to check out the following graphic for safety tips from the Electrical Safety Foundation International.



Fire Safety



Fire Safety Tips for the Rural Homeowner

The Rural Fire Association consisting of the five towns surrounding River Falls contract with the City of River Falls to protect citizens of River Falls and surrounding towns from fire and related hazards. As a rural homeowner you are at a greater distance from fire protection and should take every precaution to **prevent** a fire on your property or in your home.

Brush Fires

- The Town of River Falls requires that you have a burning permit before burning any brush or grass. The Town of River Falls annual burning permit specifies what can be burned and has instructions to be followed before, during and after you burn. Contact an official of the

Town of River Falls for a burning permit and notify the Pierce County Dispatch Center before burning. 715- 273-5051). This will prevent unnecessary costs—**all property fire calls, even false alarms, are currently billed a minimum of \$800.00.**

- Avoid burning on windy days or during dry spells.
- Create a safety zone around your house and buildings: Clear flammable vegetation within at least a 30-foot radius of your home to create a fire-wise landscape.
- Stack firewood away from your home.
- Always have water available.

Wood stoves

Wood stoves are popular sources of heat in our area. Use yours safely—consider the following factors.

- Don't place the stove in an area of high traffic.
- Keep anything that can catch fire at least 36" from the stove.
- Don't dry clothing over the stove—clothes can fall and ignite.
- Install your stove in accordance with local regulations and those suggested by the manufacturer.

Gale Bourne, Facilities and Maintenance Director

- Ensure proper ventilation in the house.
- Avoid placing ashes near combustible materials before you are certain all burning embers are out.
- Inspect and clean the stove, chimney connector, and chimney at least once a year.
- Check twice monthly for creosote buildup in your chimney connector and chimney.
- Never use or store flammable liquids, especially gasoline, in the vicinity of the stove.
- Burn only seasoned wood. Green wood burns inefficiently and causes a buildup of creosote.
- Be aware of the dangers of CO poisoning, which can occur due to incomplete combustion in your wood stove, furnace, or appliances. CO detectors are available in stores.



More Fire Safety Tips

Fire Extinguishers

Do you know where the closest fire extinguisher is located? Do you know how to properly use a fire extinguisher? Here is a simple 1 minute video that demonstrates proper use:

<https://www.youtube.com/watch?v=CRMgFPzQEn0>

Proper Storage of Items

- ♦ Make sure stored items are not blocking fire extinguishers, electrical panels, or exit routes.
- ♦ Should be 24" beneath ceiling or 18" beneath sprinkler head deflectors

Exit Routes

- ♦ Know your path to your closest exit.
- ♦ Ensure exits are unlocked during hours of operation.

Electrical

- ♦ Many fires are a result of overloaded outlets with too many plugs.
- ♦ Electrical heaters should not be plugged into light duty electrical cords.

Cooking

Never leave food cooking unattended.

Fire Safety at Home

- ♦ Make sure smoke detectors and carbon monoxide detectors are working.
- ♦ Make sure chimney vents are clean
- ♦ Make sure dryer vents are cleaned annually
- ♦ Never leave food cooking unattended – Cooking is leading cause of home fires.

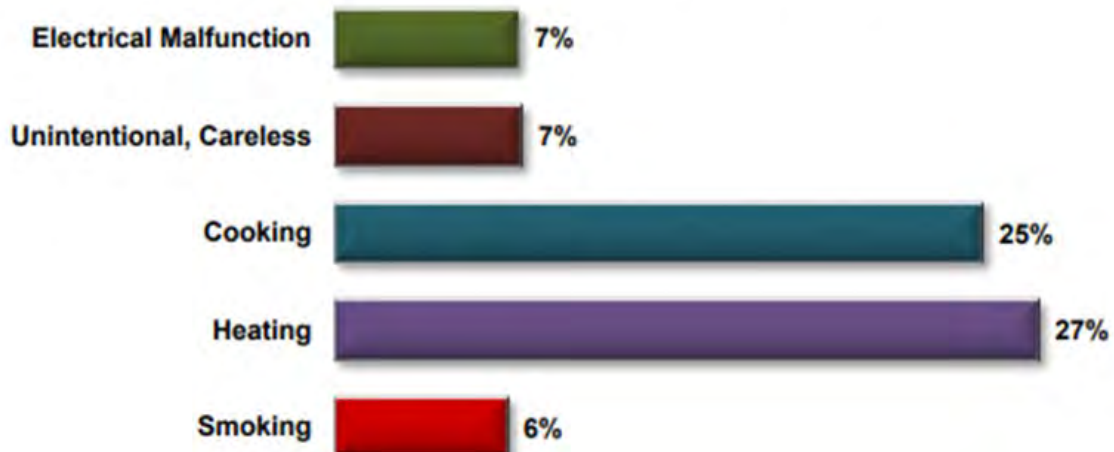
Fire Safety Tips *continued*

Gale Bourne, Facilities and
Maintenance Director

LEADING FIRE CAUSES

The leading causes of residential structures (excluding unknown which was a reported 14% of all residential structure fires) in 2018 were heating, cooking and human carelessness fires.

2018 Residential Structure Fire Causes



Be fire smart
with electricity in your home.

45,000 There are approximately 45,000 home electrical fires each year.

Half of all home electrical fires involve lighting equipment or home electrical wiring.

Home electrical fire deaths peak between midnight and 8 a.m.

Peak months for electrical fire deaths are **NOV DEC JAN FEB MAR** (November through March).

Plug only 1 heat-producing appliance (like a coffee maker, space heater or microwave) directly into a wall outlet at a time.

Never use an extension cord with a heat-producing appliance.

Extension cords should only be used temporarily. Have an electrician install additional wall outlets where you need them.

NFPA reminds you

KEEP AN EYE ON WHAT YOU FRY!

The kitchen is the leading area of origin for home fires.

Cooking is the leading cause of home fires and home fire injuries.

Keep anything that can **catch fire**: oven mitts, wooden utensils, food packaging, towels or curtains, away from the stovetop.

Stay in the kitchen when frying, grilling, or broiling food. If you must leave, even for a second, turn the stove off.

Unattended cooking is the leading cause of home cooking fires.

If you have a **pan fire**, slide a lid on the pan and turn off the burner.

The **cooking range**, or cooktop, is involved in the majority of cooking fire incidents, deaths and injuries.

Thanksgiving is the peak day for home cooking fires, followed by Christmas Day, and Christmas Eve.

Have a child-free zone of at least **3-feet** around areas where hot food and drink is prepared or carried.

©2019 NATIONAL FIRE PROTECTION ASSOCIATION
BATTERYMARCH PARK, QUINCY, MA 02169
NFPA.ORG/EDUCATION • SPARKY.ORG



For more information about
electrical fire safety, visit
www.usfa.fema.gov and
www.nfpa.org/public-education.

Gale Bourne, Facilities and
Maintenance Director

PUT A THERMOMETER ON **FREEZE** WINTER FIRES

Home fires occur more in winter than in any other season. As you stay cozy and warm this winter season, **be fire smart!**

Half of all home heating fires occur in the months of



Keep portable generators outside, away from windows, and **as far away as possible from your home.**

Install and test carbon monoxide alarms at least **once a month.**



Have a qualified professional clean and inspect your chimney and vents **every year.**

Heating equipment

is involved in **1** in every **7**

reported **home fires** and **1 in every 5 home fire deaths.**



Store cooled ashes in a tightly covered metal container, and keep it outside at least

10 feet

from your home and any nearby buildings.



Keep anything that can burn at least

3 feet from any heat source like fireplaces, wood stoves, radiators, or space heaters.



Plug only **1 heat-producing appliance** (such as a space heater) into an electrical outlet at a time.



For more information on how to prevent winter fires, visit www.usfa.fema.gov/winter and www.nfpa.org/winter.



Assessment Department News

Patty White,
Assistant Superintendent

The Statewide assessment, Performance Evaluation for Alaska Schools (PEAKS), from DRC will be administered again this spring. Students will take the English language arts and math assessments in grades 3 through 9, and the science assessments in grades 5, 8, and 10. All students will take the assessment on computer this year. Please check with your school for the exact testing dates and times and help your child be prepared by getting proper sleep before testing. Students and parents can take a practice test from this link using a Chrome browser:



<https://wbte.drcedirect.com/AK/portals/ak>

These end-of-year assessments inform policy makers and the public, including parents, about how well students are meeting Alaska's academic standards; provide data to improve schools and to close achievement gaps; and ensure equity in educational opportunity for all students. School districts will continue to use classroom assessments throughout the school year to monitor student progress and inform instruction.

A handout that explains the purpose of Alaska's statewide assessments may be accessed here:
https://education.alaska.gov/tls/Assessments/Peaks/FAQ_ParentsStateAssessments.pdf

Frequently asked questions may also be accessed through the following link:
https://education.alaska.gov/tls/Assessments/Peaks/FAQ_AlaskasAssessment.pdf

Upcoming assessments for YKSD students include:

PEAKS, the annual State of Alaska test: March 29 – April 30

MAP end of year testing: April 26 – May 13.

Please feel free to contact Andrea Nield at anield@yksd.com or Patty White at pwhite@yksd.com. You can also call 374-9400 if you have any questions or would like more information regarding District Assessments.



1A Regional Tournament

Andrea Nield, Coordinator
Student Support and Testing

The 1A Golden Heart Conference Basketball Tournament will be held in Tri Valley on March 18-20, 2021. This year's tournament is hosted by Tanana and the following teams will compete for the regional title:



Boys: Tri Valley, Minto, Tanana, Northway and Huslia.

Girls: Tri Valley, Northway, Huslia/Minto/Tanana.

Livestream will be posted on Facebook during each game!

Eskimo Ninja Warrior

Andrea Nield, Coordinator
Student Support and Testing



Eskimo Ninja Warrior, Nick Hanson, will visit YKSD students over Zoom on Thursday, April 29. There will be three separate sessions to join in on that day. Please be on the lookout for the email from Andrea Nield to sign up your class.

11th Annual Virtual Pizza Party ~ May 7th

Andrea Nield, Coordinator
Student Support and Testing

Do your best to pass the test! This is a fun way to celebrate PEAKS/MAPS testing as well as the efforts of students and staff all year long. Each year the party continues to be a huge hit and pizzas are sent to each school from Papa Murphy's. Students present during PEAK and MAP testing are given "do your best" novelties as well as a ticket to be entered into drawings for prizes such as: a gift basket, \$10 iTunes card, Visa card, DVD, bubbles. Over 80 prizes are given out each year.



Grand Prize:
Grades 3-6: Bikes
Grades 7-12: \$50 gift cards

Area Wide Student Council (AWSC)

Andrea Nield, Coordinator
Student Support and Testing

Thank you to the FY21 AWSC members for your participation. Each year students from each site are nominated to represent their school during monthly meetings over video conference. This is a great leadership experience and opportunity for students to connect with one another and share ideas. Despite multiple school closures we have been able to meet a few times this year. Members held the reorganization of their board during the February meeting, congratulations to the officers!

AWSC Officers:

President: Adrianna Charlie, Minto

Vice President: Precious Lestenkof, Huslia

Secretary: Thomas Patsy, Nulato

Treasurer: Isaiah Alexander, Minto

AWSC Members

Kaltag School - Cadence Madros

Jimmy Huntington School - Molly Penn

Andrew K. Demoski School - Chloe Sipary

Minto School - Jackson Wolfe

Merrelaine A. Kangas School - Charles Ambrose, Mackenzie Sleeman

Ella B Verneti School - Dazlyn Dayton

Johnny Oldman School - Lewis Williams, Crystalee Sam

Rampart School - Chase Jimmie, Liyana Newman-Woods

Allakaket School - Vacant

Alaska Association of Student Government Spring Conference

This year members will have the opportunity to take part in the first ever virtual conference hosted by West Valley High School, April 16 & 17, 2021. The theme for this conference is "Golden Heart Leadership."

Allakaket School

Debie Kaufman,
Reading Specialist



Our team of teachers and some students went Christmas caroling before the holidays, followed by a nice hot cup of cocoa.



For Valentine's, Mrs. Betson's K-2 class was part of a Valentine card exchange program and received all of these letters from all over the states and even Canada. They even received some chocolate-covered macadamia nuts from Hawaii!



Our students were treated to gifts from our Angel Program, inspired by our Principal Aide, Pete Withers. Gifts were sent to our students from friends and families in the lower-48. Big smiles were to be had by all students!

Rampart School

Tim Main, Teacher

Rampart School extends our condolences to Mr. Filby on the loss of his father.

Students have been working diligently to make sure they're prepared for the challenges of their continuing education. Elementary students, besides reading, writing, and math, are studying electric circuits, and have also been particularly keen to improve their Denaakk'e skills. We still get to have fun, though! A recent PE class involved building tipis from materials on hand.

Older students have been engaged in a music appreciation class as well as their core classes. Our community continues to thrive and grow, and the school looks forward to expanding into the space currently occupied by the Rampart Village Council when their new office building is completed! With a potential of more than 20 students enrolled next year, it looks like we'll need it!

And, oh yes, we're all looking forward to Spring Break!



Kaltag School

Chane Beam,
Director of School Operations

Kaltag has a new principal for the second semester. Cassandra Bennett has been an educator since 1977 when she began her career as a kindergarten teacher in North Carolina. She later worked in Aruba, Hawaii, Alaska and West Virginia. She has several college degrees that have allowed her to work and volunteer as a hospital chaplain, a substance abuse counselor, family therapist, principal and superintendent. She has three children, Andrew, Emily and Tyler who live in NC and OK. Ms. Bennett owns a corgi named Amos.



Kaltag is also welcoming two veteran Alaskan teachers who are going to help them finish up the year.

Sherry Roach will be teaching the K-3rd classroom.

Judy Madros is still with us and moving to grades 4th-6th.

Joyce Dustin Demientieff will be teaching the middle and high school students.

We are fortunate to have three strong, veteran teachers to support the students in Kaltag

Kaltag students have also been the recipients of some focused one on one math tutoring from the Yukon Koyukuk School District Math Specialist, Mr. Morris White. Mr. White has been available to the Kaltag students for an hour each morning and each afternoon.

Merrelaine A. Kangas School

Mike Day,
Principal-Teacher

Mrs. Washburn's Primary classroom is 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 is a picture 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.

Our students continue to dive headfirst into Accelerated Reader and they are racking up the points. As of today they have read 633 books, for a total of 3, 701, 990 words, and have taken 537 AR tests. They continue to find so many great books at their reading levels, in their classrooms, in the library, and on MyOn. We've also enjoyed reading books aloud as a class. Mrs. Titus's class has recently finished The Unlikely Adventures of Mabel Jones, and Mrs. Brown's class has been ready The Maze Runner and Killer Angels. Killer Angels is a historical fiction on the Battle of Gettysburg.

IXL is a game changer! The students are using it as a friendly competition, racking up the number of questions they answer daily. When the individual classes reach a specific 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!

The middle school and high school students are doing a wonderful job in math. They have been working extremely hard to ensure that they keep up with the necessary assignments so they will be able to reach their individual goals that they have set up.

On activity that the students have done this quarter was to build a balsa wood bridge. They were given the minimum and maximum heights, widths, and lengths of the bridge. We also provided them with some pictures of various bridges that they could use. However, we told them that should use their imaginations when they build them.

Merrelaine A. Kangas School continued

Mike Day,
Principal-Teacher

The students were super creative and took knowledge from all classes to make their bridges. Then the bridges were suspended between two tables with a 1" platform on each side. The 5-gallon bucket was attached then filled with weighted balls and water. We had two bridges not break at all holding 50lbs... CONGRATULATIONS Mavric Smith and Domasckus Washburn! Second place was Dathon Paul with 24 pounds! Third place was Charlie Ambrose holding 22 pounds.



In the woodshop the students are making various types of boxes, small bookshelves, picnic step stools, and spice racks.

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 year. Without her assistance we wouldn't be able to do half of the projects we are doing.

Minto School

Vicky Charlie, Principal

Things have been going very well at Minto School since school reopened after winter break! Teachers are focusing on core subjects and making use of every minute for instructional time. Our elementary teachers have also started after school clubs such as STEM, Code, Art and Reading Rangers for the K-2 group. The clubs are well attended and students are receiving extra time doing activities that they enjoy.

We have a Co-ed basketball team this year with one high school senior girl joining our nine boys. The



team started practice on February 8th and have played two games so far against Northway and North Pole JV. The Lakers took the wins in both games. They have a couple more games scheduled before Regionals, which takes place March 18-20. We are thankful for a modified season!

We look forward to the last quarter of school, warmer days and more sunshine!



Johnny Oldman School

Patty White, Principal

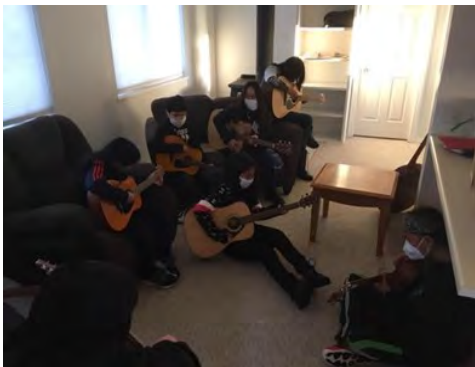


What an exciting month it has been in the elementary classroom! For art, we explored printmaking, utilizing rubber stamps. The students drew a design on their rubber sample, carefully carved it out, and then rolled ink across it to create their stamp. From a horse to a smiling figure, the kids let their creativity flow. They enjoyed the responsibility of using the carving tools and were very proud of their final pieces! In math, we were able to use candy conversation hearts in a variety of ways. For the first graders, we separated the candies and organized the results into bar graphs. Meanwhile, the third graders explored fraction and multiplication concepts using the candies.

It would be difficult to talk about the last month without mentioning the ukuleles that were donated to our classroom through the *Dancing with the Spirit* program. The students have been practicing some of the basic chords on the instruments and are having a blast! Thank you to those who provide such great opportunities for our students. And finally, the students in our class received their very first laboratory coats for science class! The students even got to put their first pins on their coats and feel like true professionals in their new gear. When a small argument occurred, one student quipped “Scientists don’t fight; they talk. Let’s talk.”



In the Middle School Classroom, we have been busy learning how to measure area, how to play guitar, and exploring Greek Mythology! Having read many stories from the Greeks, ranging from Prometheus to Persephone, the students were tasked with creating their own mythologies. Where did the sun come from? Why do we have shadows? And just why is there a Bermuda Triangle? Each of these questions was answered through fantastic tales written by our class that involved Poseidon, Ares, and Zeus.



Dancing with the Spirit was kind enough to provide our classroom with 10 guitars and so we have set out to become guitar aficionados! Starting with “Hot Cross Buns”, the students have begun to learn finger placement, fretwork, and strumming patterns. We hope to branch out into chords over the coming months. And did I mention that we had a Slam Poetry session in our room? Students wrote down poems that came from their hearts and presented to the class. It was difficult for some, but the students unanimously stated that they enjoyed it and preferred the open world that poetry presents!

Jimmy Huntington School

Steve Swatling, Teacher

Students in Physical Science explore the recent perseverance rover landing on the Martian surface. They are using ClassVR headsets to experience what it would be like on the Martian surface and how the curiosity rover could move and articulate its wheels and instruments. They are able to observe the Martian surface through the eyes of perseverance and its recent images and panoramas through Nasa's website.

Our spring eSports season has begun and students are playing in their second preseason match. Students are playing League of Legends which has over 115 million players and worldwide championships.



Ella B. Vernetti School

Brandy Henderson,
Principal & Teacher



Students in grades K-4 participated in Battle of the Books. They enjoyed reading a variety of books and did a great job in the battle.



We had our first open gym last night and the kids loved it. We are so happy we are finally able to do this for students and look forward to when it will be safe to invite the community as well.

Raven Homeschool

Kim Bergey, Director

Raven Homeschool has experienced unprecedented growth for the 20-21 school year due in large part to COVID-19. We are happy to announce that our AWESOME Raven staff have done an OUTSTANDING job of providing quality services to parents and students. We are forging ahead into the 21-22 school year with the opening of re-enrollment for our currently enrolled families on February 17th and the opening of statewide enrollment in March.

Graduation planning is underway for our record number of graduates. Each office is working with their students and families to plan a spectacular event to celebrate this major milestone.

We are ever grateful to our families for entrusting Raven with the honor of supporting their homeschooling efforts!

Onward to a great end of the year and upward to the start of the best year ever!

Raven Staff Recognition!

Ryan Tilbury ~ Counselor, Raven – Fairbanks

While every staff member of Raven deserves recognition for the hard work this year has required, Ryan stands out for continually going above and beyond to do the best job he can for our families. Due to the growth of Raven this year Ryan has over 1,000 students (9-12th grade) on his caseload (the American School Counselor Association recommends counselors have a caseload of 250). Despite this incredible caseload Ryan continually strives to have regular contact with students and their families.



Ryan has been a counselor with Raven for nearly 17 years and his passion for helping kids is evident in his 24/7 approach to his job. He will meet with kids on their schedules - to include nights and weekends. The only thing that matters is that they are getting the assistance and resources necessary to succeed in school and life. And if he doesn't have the resources immediately available, he won't stop until he finds them. He has become an expert advisor on financial aid and scholarships and his strong connections to the military, trade schools, and University of Alaska make him Raven's best tool for guiding our

high schoolers down the path to success.

Aside from his "day job", Ryan is also a husband, devoted father to three children, an avid outdoorsman, and has a "little" side gig as a Lt. Col. in the Air Force Reserves! We are incredibly fortunate to have someone this devoted and passionate about his work in our Raven family.

Raven Homeschool continued

Anchorage

The Anchorage Raven office has remained very busy with meetings, virtual workshops and clubs, and corresponding with families regarding their school year. This year has been unlike any other but we're all working hard to make it a great year for all staff and families!

To celebrate Valentine's Day, we hosted a Valentine's Exchange and were blown away with having 57 participants! Each student created a cute mailbox and dropped off valentine cards for other students. Staff members then stuffed each box with the signed cards and other goodies. Most of the boxes were too full to close when they were picked up!

Teachers, Terri Thurston and Erika Jones, have been busy hosting virtual workshops for our amazing families. Terri's book clubs have read several books so far this year, and the discussions are becoming more thoughtful and stimulating. Erika has been teaching poetry and leading health clubs to several different students. The topics change weekly, but everyone has been actively participating and learning lots!

With re-enrollment under way already, we are excited to see how many families have committed to Raven again next year! We are looking forward to hosting more opportunities for our families for the rest of the school year.



Eagle River

We're not letting COVID slow us down in the Eagle River office! While we still aren't allowing in-person activities, we ARE keeping our families happy and connected with our ongoing virtual and outdoor options... littles/middles/teens book clubs, Lego club, outdoor club, recess club, geography club, and our new hit - writing club with Cortney Fogarty. We had so many kids sign up she had to break it into two different sessions! Cortney put together a writing kit for each student, which they were all excited to receive, and they meet weekly (virtually) to hone their writing skills.

We had a ton of fun with our Valentine's Day exchange! We had a total of 66 students bring in their beautifully (and creatively) decorated boxes. The staff spent several hours doling out all the goodies the students brought in for each other. The boxes were overflowing and I never got tired of seeing their excited faces when they came in to retrieve them.

Our most recent exciting event was Eagle River's own Cato Palmer playing piano for the ACSA Legislative Fly-In. He flawlessly performed "Perfect" by Jon Schmidt. The only downside was that the format didn't allow for applause, which I am certain would've been boisterous!

We are now turning our attention to spring and what comes with it - re-enrollments, preparing for PEAKS, and making plans for graduation.

Raven Homeschool continued

Fairbanks

Finally, we can see a little sunshine in the Fairbanks area despite the frigid temperatures. The Fairbanks team is sprinting into the re-enrollment season as teachers and administrative staff are actively re-enrolling families. Although the office doors are closed to appointment only visits, the team continues to be focused on providing the best customer service to our dynamic families by offering virtual activities. Since Dr. Seuss day is fast approaching, the office is preparing for a Dr. Seuss "week" full of creative thematic activities. Each day will be focused on a Dr. Seuss themed book, supported by music, and multi-content information.

Did you know Fairbanks has a famous music teacher? Yep, Heidi Nickel is well on her way to developing well-renowned musicians with our first ever recorders class. Heidi's class is filling up quickly with anxious 2nd-5th grade students who are ready to experiment and begin their interactive class. The students will spend 2 months learning about finger positions, beginning, and intermediate skills. Stay tuned, as our future musicians may present their skills in a virtual recorders concert.

Battle of the Books – Hooray and High-five to the dynamic Battle of the Book students and their coaches for going to state.

Middle Schoolers - 10th place, coached by Heidi Wright
High School – 11th place, coached by Chuck Backe

We are super proud of all of our Battle of the Books teams and coaches for doing a great job!

Student highlights!

Ezri Jernigan



I would like to introduce you to Ezri Jernigan. She is six years old and in first grade this year. Ezri is new to Raven homeschool whose favorite foods are spaghetti and cupcakes, through conversations with her mother. Ezri is full of life, happy, and very outgoing. In her free time, she likes to shred the slopes by snowboarding. Along with this, she has many other hobbies too. Art is a favorite area for her. She loves making things and coloring. Playing with her friends and being outdoors is something that she really enjoys. Ezri has a very kind heart and a special relationship with her brother whom she considers to be her best friend. Academically, Ezri likes learning and she is a great student who is thriving in all of her classes.

Adam (AJ) Yates

Adam, better known as AJ, is a new student not only to homeschool, but to Raven as well. I had the great honor of getting to know AJ through his mom. AJ's mom constantly talks about his model characteristics such as his genuine heart, leadership ability, and caring spirit. As a middle school-aged young man, AJ started "Words of Encouragement" with his hockey team, which later turned into an entire team game room ritual.

Academically, AJ is a great student as well. First quarter, he earned all A's and though his second quarter isn't submitted yet, I anticipate him having all A's again. Even though all A's is great, more importantly, AJ is academically always up for the challenge to learn and will do whatever it takes to grasp the new concept. As an example, AJ has been learning American Sign Language and Braille after being inspired by reading Helen Keller. In one of our communications last month, mom shared that

the greatest moment this year has been to see his creative skills improve as they were able to adjust the curriculum to better fit his academic performance. I am always overjoyed to see all the cool projects AJ shares with me and see the excitement on his face while sharing his work. He truly loves being a homeschool student, which allows him the flexibility and creativity to explore his passion, which is learning and designing projects that bring joy to others.



Raven Homeschool continued

Delta

In January, the Delta Raven office began offering virtual Story Time and Show and Tell. Students have enjoyed spending time with Ms. Heidi and Ms. Katya sharing things and reading fun books. Parents also now have the opportunity to join a Coffee/Chat time twice a month. One time with Ms. Heidi and one time with just parents.

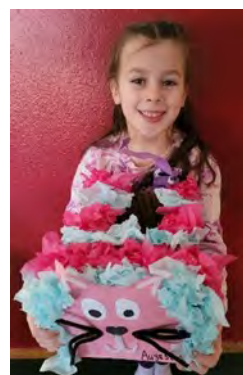
We have had three craft days where families picked up a kit with everything needed to complete the craft. They then joined Ms. Katya on Bluejeans as she walked them through putting their creations together. In January, the craft was tied into the story The Mitten by Jan Brett. Students stitched together their mitten, decorated it then added the animals they had colored into their mitten just as they crawled into the mitten in the story.



In February, Ms. Katya walked them through making Valentine luminaries using a clean clear jar, bits of tissue paper, hearts and glue.

The following week, they made Chinese rattle drums and learned a bit about the Chinese (Lunar) New Year.

We also had our first Valentine's Exchange. We were awed by the creativity of our students. They made some wonderful Valentine "mailboxes" and very generously shared goodies with each other. Great fun!



We are looking forward to more fun activities, indoor and out, for the month of March.

Raven Homeschool continued

Wasilla

"You don't have to see the whole staircase, just take the first step."

--Martin Luther King, Jr.

This quote is true for the Wasilla office this school year. We take one step at a time- and keep moving forward! This is also true for our families-as some are navigating homeschool as a "newbie" or others as a seasoned veteran.

Excited about Science:

One of our students who lives in an outlying area, received a microscope for a birthday gift! We received news that they were fascinated with checking out everyday items like sugar and salt, looking at the structure. This has resulted in learning more about the world around them!

Physical Education: Valley Style One of our Raven families is thinking outside the box. Their students spend about an hour feeding and watering their cows. They gather firewood three times a day- once in the morning, then in the afternoon, and later before bed. The family cuts about six cords of wood a year. They also participate in more common physical activities like organized sports. We applaud however a family chooses to be active because they are taking steps to being healthy.

Raven Pen Pals launched Raven wide, and we have a number of students who are actively participating and looking to make friends. Our Valentine's Day card exchange was a big hit with 42 students participating. Students brought in their decorated boxes and addressed cards. Staff distributed the cards to the boxes and then families picked them up. Students and families are really enjoying Art with Rocky and are thankful for the weekly classes.

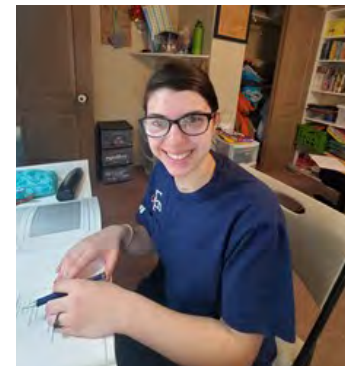
The Wasilla office has also started a Bionics Club and will be hosting a virtual Sign Language Workshop.



Student Recognition!

Ana Burke

The Wasilla Raven office would like to recognize Ana Burke- a hardworking, responsible, and focused 10th grader. Ana has come a long way by being motivated and keeping her eyes on the goal of becoming an F.B.I. agent where she can contribute in a positive way to the world. Ana applied to the F.B.I. for the youth leadership program. She will have a series of interviews for this position. There will be one student chosen from each state to participate. Ana is determined to keep her 4.0 GPA while volunteering at the Willow Public Library and being a level I assistant archery coach. Ana is also a part of the J.O.A.D., the Junior Olympics Archery Development club, where she will be assisting, participating and competing with other clubs within the state and throughout the United States. She is a blessing to her community and a great asset at home, helping her mom who has health issues.



Raven Homeschool continued

Juneau

Here in the Raven Juneau Office, we haven't let the pandemic slow us down at all. We have continued to host weekly virtual activities including Show and Tell/Story Time on Mondays, Teen Chats on Tuesdays, Quarantweenies on Thursdays, and Morning Mug for parents on Fridays. Students have also been encouraged to join in Mr. Rocky's Art Classes throughout the week for all grade levels. Our Battle of the Books teams read and practiced diligently, and their hard work has paid off in the district battles at the end of January with our 3rd/4th and 5th/6th teams representing the district for the state battles. Students from all across the state were invited to join our office in some virtual animal encounters with the Alaska Zoo, and they enjoyed learning about polar bears in November and river otters in December. In January, we got to dive deeper into some animal encounters with the Alaska SeaLife Center who hosted three different virtual activities for us about marine mammal adaptations, eat or be eaten in Alaska, and sea lion monitoring. Middle and high school students had the opportunity to get a glimpse into being a college student by attending some "mock lectures" hosted by the UAA engineering department about how buildings shake and breaking the sound barrier. Somewhere in the mix of all this fun, much learning has been accomplished this quarter as

Juneau 2021 Battle of the Books Teams



well, and we are excited to highlight an assortment of student achievements that parents have shared with us.

Please enjoy this collection of photos from our Raven events as well as submissions from families.





Word Search



See how many of these newspaper related words you can find in the puzzle.
The words can be forward, backward or diagonal.

Created by Sue Lindlauf
Grand Forks Herald 2012

- | | | | |
|------------|---------------|------------|-------------|
| 1. SPRING | 5. SEASON | 9. EQUATOR | 13. FLOWERS |
| 2. VERNAL | 6. EQUAL | 10. SUN | 14. PLANTS |
| 3. EQUINOX | 7. NORTHERN | 11. EARTH | 15. GARDEN |
| 4. MARCH | 8. HEMISPHERE | 12. AXIS | 16. TULIPS |