

## **== Mission, Beliefs, Goals ==**

**Wangkuta Picirkiurtukut** piyuumiutekaput wangkuta mikelnguut Yugturllainaq elitnaullerkaitnek. Yugtun-llu elitnaurinratni elicesqumaaput makut: Pikaniisqumaaput Yugtun qanerturallerkat yuungnaqlerkaat-llu, taringesqumaaput ellam yui ayuqevkenateng yuulaucitnek, pirkngesqumaaput Yupiuluteng yuungnaqellrat, cali-llu ciuniuresqumaluki yuut allat yuuyarait allarraungraata.

**Our Mission** is to provide a high quality education to meet state standards while strengthening Yup'ik language and culture, promoting understanding of cultural differences, and enhancing each student's cultural identity and their acceptance of others.

### **We Believe:**

- ? the success of a student comes from having strong parent involvement and support.
- ? second language learning improves a child's understanding and appreciation of his/her first language.
- ? preparation for college and many careers is enhanced through second language acquisition.
- ? knowledge of a second language promotes cross-cultural understanding, mutual respect, and world peace.

### **Our Goals include the following:**

- \* To provide the benefits of proficiency in Yup'ik language and understanding of Yup'ik culture.
- \* To achieve academic growth and mastery of the regular subject area curricula.
- \* To provide students with communicative competence in speaking, reading, and writing appropriate to their level of language development.
- \* To enable students to have expanded educational and career opportunities.
- \* To foster in students high levels of motivation, achievement, self-confidence and mutual respect.

## **== Acknowledgements ==**

Special recognition is reserved for the many persons who have contributed to the development of the Yup'ik Immersion Program. It is impossible to list everyone who has given their support or participation in promoting and developing the program, yet we wish to extend a heartfelt "THANK YOU!" to all who have given their time and effort to this project. Their diligence and support have made our program a reality. It would not have happened without them. Following is a list of the organizations that have played a central role.

THE YUP'IK IMMERSION STEERING COMMITTEE  
THE BETHEL ADVISORY SCHOOL BOARD  
THE LKSD DEPARTMENT OF ACADEMIC PROGRAMS  
THE LKSD BOARD OF EDUCATION  
PARENTS OF AYAPRUN ELITNAURVIK  
SUPPORTERS OF YUP'IK LANGUAGE PROGRAMS

## **== Curriculum ==**

The Yup'ik Immersion Program is based on the same elementary school curriculum offered in all of the district's schools, including language arts, math, science, social studies, physical education, art, and music. K-2 (phases 1-6) is mainly taught in Yup'ik with oral English Language Development delivered by minutes specified below. Yup'ik is taught 75% of the time in 3<sup>rd</sup>(phase 5-7), and 50% of the time in grades 4-6 (phases 6-22), so that as students learn the regular subjects they also learn Yup'ik. English Reading and Language Arts will be taught in 3<sup>rd</sup> grade (up to phase 7), and starting in grade 4 (phase 6 on up) English Language Arts, Reading, Health, and Math will be taught in English. All other subject matter will be taught in Yup'ik. For more details, see the section on What To Expect (and Not): Common Questions About Immersion Programs.

### *Length of English Language Instruction*

Level 1-15-20 minutes

Level 2-30 minutes

Level 3-60 minutes

Level 4-25% of the day in English  
Level 5-7-50% of the day in English

## **== Program Description ==**

### **Student Enrollment and Classroom Assignment**

#### *Admission/Enrollment*

- In order for a student to be admitted to the Yup'ik Immersion School the parent(s) must:
- ? attend an orientation meeting.
  - ? visit a class in order to determine that the Immersion School is appropriate for their child.
  - ? Participate in a minimum of one class or school event each year.

#### *Lottery*

There will be open enrollment until class size limits are met in Kindergarten through the first semester of first grade. Should it become necessary to implement a waiting list then students will be selected for admission to Ayaprun Elitnaurvik by lottery before the 15th of May. Students not selected by lottery will be placed on the waiting list and offered admission as space becomes available based on their placement in the lottery.

#### *Older Grade Enrollment*

From the second semester of first grade through sixth grade applicants must be assessed in order to determine that they have an adequate mastery of Yup'ik fluency and literacy for the requested grade level before being placed in that class. No students shall be denied participation because of a learning disability, handicapping condition, or special need.

#### *Class assignment*

Our charter school is following the standard based education model. Students are assigned mainly with their peers in the K-3 classrooms (phase 1-8) classes. The upper elementary (roughly phase 6-22) class assignments are based on their phase levels.

### **Language Acquisition and Cultural Education**

Experts who study second language learning and immersion programs distinguish between language learning and language acquisition. Acquisition and learning are two very distinct ways of developing knowledge and skills in a second language. Basically, *acquisition* means "picking up" a language through the natural process of using it in everyday situations that require communication, whereas language *learning* involves developing a conscious knowledge of grammatical and other formal "rules". The difference is between *using* language for meaningful social and academic purposes instead of *talking about* language. Though both forms of developing understanding of a language are important and have their place, comparative studies of second language acquisition programs and second language learning programs consistently show that acquisition-centered programs are far more effective in developing actual communicative competence in second languages than are programs that emphasize formal language learning. There are many aspects of explanation for this, but the most basic is that the more natural language acquisition approach organizes classroom activities around curricular topics of interest to the children rather than focusing on the teaching of the language itself. The emphasis is on teaching the usual curriculum subject matter using the second language in a language-rich and emotionally supportive environment. The bibliography section lists sources of more information on language acquisition. (See especially Krashen and Terrell.)

- Language immersion programs have three primary goals:
- ? to develop mastery in both a different language and the standard curriculum and
  - ? to acquire the cultural knowledge without which knowledge of the target language is incomplete. There are many situations in which proper use of language is determined by cultural context.
  - ? Thus cultural objectives are also incorporated into the overall plan, and many cultural materials and activities are included in the program.

### **Teaching Methods**

Our immersion teachers utilize what is known as the Natural Approach to language acquisition, which makes use of the same kinds of processes everyone goes through in learning their first language. This approach is in contrast to the language lab and textbook-oriented audiolingual and grammar-translation methods of language learning often used with older students and adults, which are beyond both the comprehension and patience of young children. The Natural Approach emphasizes real communication for practical purposes in which the focus is on the learning activities involved, not primarily on the

language, so that students indirectly acquire linguistic understanding through direct involvement in learning and play activities that are meaningful to them. Grammar study is introduced only in the later grades when students have acquired sufficient competence in Yup'ik and are ready for this sort of analysis. Visits to the immersion classrooms will provide firsthand understanding of the Natural Approach in operation. For those interested in knowing more about language acquisition techniques, including theory and research, a list of Resources for Parents and a Bibliography are provided in this handbook.

**Student Evaluation**

The schedule, process, and criteria for evaluation of students in the Yup'ik Immersion program are the same as for non-immersion students. Students receive a quarterly report card with evaluation on effort and achievement in the usual subjects showing what standard and the phase that has been met on the continuum, as well as in social skills and language development.

Grading for the immersion is as follows:

Grades for phases

ADV=Advanced (90% or above)

PRO= Proficient (80% or above)

IP=In progress

<u>Grade</u>	<u>Yup'ik</u>	<u>English</u>
E	Aspiartuq	Excellent
C	Canganarqenrituq	Satisfactory
N	Pikanirnarquq	Improvement needed

Students in the intermediate grades will receive letter grades in subject areas. Each subject will have additional evaluations of their effort and social skills.

To provide more detailed information and facilitate parent input, formal parent-teacher conferences are scheduled following the first and third quarters, and additional conferences may be initiated by either parents, teachers or the administrator. Parents are always encouraged to contact their child's teacher to schedule an appointment when they have questions, concerns or information to provide regarding any aspect of their child's effort, behavior or progress.

*Newsletters*

Class newsletters are sent home weekly to inform you about assignments, upcoming events, highlights and behavior checklist for lower grades. K-2 building sends their newsletters on Fridays and 2-6 building on Mondays. School newsletter is sent home every two weeks well.

**Visitation**

It is extremely important that parents of students enrolled in the immersion program be well informed about immersion, its goals and methods. This handbook provides a foundation for this knowledge. It is equally important that parents be involved with the program at various levels. One essential way to become both more knowledgeable and involved is to visit your child's classroom during the school day, and all parents are strongly encouraged to make whatever arrangements may be necessary to visit at least once each semester. Our school has a volunteer coordinator whom parents can assign or schedule volunteer jobs. Some Bethel schools have paid volunteer time for schools. Please see the Parent Involvement section for further information.

**Future Program Planning**

The APC, LKSD Academics Department, and LKSD Board of Education are committed to the success of Ayaprun Elitnaurvik. It is thus their intention to provide a fully functioning Yup'ik Immersion Program throughout the elementary grades. This year is a full expansion of the program. Currently, there is a voluntary enrollment available for any Yup'ik literate student to take at junior high Yup'ik instructed social studies class. Articulation of the program with the high school is currently a topic of discussions.

**== What To Expect/Common Questions ==**

Those of us who are interested in language immersion education - either as administrators and teachers, or as parents who are considering enrolling their child in an immersion program - quite naturally want to know as much as possible regarding immersion education. We hope that the questions and answers that

follow will address the most common of these concerns. Please feel free to contact any of the persons listed under Resources for Parents to further discuss these or any other questions you may have.

### **1. What is a language immersion program?**

Language immersion is a method of second (or third, etc.) language instruction that makes use of the language being taught, the "target language", to teach the regular school curriculum. In other words, the target language, in our case Yup'ik, is not itself the subject of instruction but serves as the vehicle for teaching of the standard subject matter. In a total immersion program such as ours, all instruction during the first several years (phases 1-6), including reading and language arts, is conducted in the target language. English reading/language arts are then introduced in gradually increasing amounts through the remaining elementary grades.

### **2. What are the goals of an immersion program?**

- Immersion programs share four common goals:
- ? to develop a high level of proficiency in understanding, speaking, reading and writing the target language;
  - ? to meet the content area learning objectives of the regular curriculum;
  - ? to develop English language skills on a par with non-immersion students; and
  - ? to develop positive attitudes toward those who speak the target language and their culture

### **3. What is the curriculum?**

The curriculum is the same as for the non-immersion program. Students receive instruction in the same basic subjects: math, science, social studies, physical education, music, art, and reading/writing readiness. At the same time students are also acquiring a second language. . We also include the Upingaurluta-always getting ready and Yuuyaraq-way of life values as part of our Yugtun curriculum.

### **4. What effect does immersion have on development of English literacy and subject matter mastery?**

Considerable research over several decades confirms that literacy skills developed in the target language transfer to English. Studies comparing first language development in immersion and non-immersion students consistently show that fluent speakers of the first language students in early immersion programs perform as well as, or better than, their non-immersion peers on tests of English verbal and mathematical skills. Until English language arts are introduced, total immersion students usually experience a "lag" in English spelling, punctuation, and other language mechanics, though curiously they tend to do well on measures of English reading comprehension. This lag disappears within a year or so following introduction of English into the program, and immersion students then perform as well as or better than their non-immersion peers on tests, including English language arts and reading. In the long run, learning a second language strengthens rather than weakens students' first language.

### **5. Is any English used in the Yup'ik immersion classroom?**

Not by the Yup'ik classroom teachers. The two most important reasons for this concern the process of language acquisition. First, children will internalize language best when they are exposed to a steady diet of meaningful input, and second, when teachers fall back on using English, students may become insufficiently motivated to learn Yup'ik because they can rely on explanations in English. Students, of course, will speak in English initially, and will be gently encouraged to move into speaking Yup'ik as their competence and confidence grows.

### **6. What if no one at home speaks Yup'ik?**

Most immersion programs are intended for children from families in which the target language is not spoken, so you should not be concerned if it is not possible to speak Yup'ik at home. Communication with teachers can be in either Yup'ik or English, and messages from school and report cards will be bilingual.

### **7. When will my child start speaking Yup'ik?**

This will depend on several factors that vary considerably between children, including their past and present exposure to Yup'ik outside of school, developmental readiness, and classroom participation. By May some kindergartners will be speaking Yup'ik to varying extents while others will be speaking little or not at all on their own. Just as children began crawling, walking and speaking at different ages, self-

initiated speech in Yup'ik will emerge naturally when each child is ready. With young children, parents should resist the temptation to compare their child's development with that of other children. Differences in language development will tend to even out over the years.

### **8. What dialect will my child learn?**

The Yup'ik language in present day Bethel includes a variety of Yup'ik dialects. Our immersion program is designed to provide a solid base of Yup'ik language from which children will naturally elaborate their own dialect development incorporating dialect influences from home and the community. If you have a traditional dialect which you speak you are strongly encouraged to speak it with your child at home, around town, and when visiting the school. In the immersion program, the teachers, aides and elders will be showing by example that they value and respect dialect differences; children will never be discouraged from using their own families' ways of speaking Yup'ik.

### **9. What can parents do to help their child be successful?**

If you have taken the step of enrolling your child in the Yup'ik Immersion Program, you will quite naturally want to know how you can help ensure your child's success. Please read on in the section on Parent Involvement.

## **== Parent Involvement ==**

**Commitment** on the part of parents is critical to the success of any language immersion program. Your active interest and support will greatly influence your child's success; you must be an *advocate* of the program with your child. Parents must understand how the program works, support its goals, and make a *long term commitment* to their child's participation, as it takes years for children to develop near-native fluency in a second language. We thus strongly encourage parents to take an active part in the Yup'ik Immersion Program. The results will be well worth the effort. Following, then, are several areas in which you can contribute to your child's success.

**At School** parents may contribute to both the program's and their child's success by volunteering and making sure your child is in school daily. Volunteers may serve either during the school day or otherwise. Opportunities for volunteers will be announced and coordinated by the Volunteer Coordinator. Examples of ways parents can be involved at school include making and/or duplicating materials for classroom use, helping a teacher with a group activity (like chaperoning a field trip), demonstrating arts and crafts, assisting with potlucks, and visiting to observe class activities. Following are a few handy hints:

- \* Attend the Academic Policy Committee meetings. This meeting is essential for parents because much helpful information will be provided and many questions answered. Parents should also attend as many parent meetings and other immersion activities as possible.
- \* Show your child your interest and concern for her or his achievement by scheduling class visits and other involvement activities for yourself and by talking with his or her teacher. Visits and activities will also help you get to know your child's teacher and become more knowledgeable about the immersion program. An exception to class visits will be during the first few weeks of the year in phases 1-2, during which time visitations should not be scheduled because students will be adjusting to the routines and requirements of the whole new world of school. Parents are asked to please be patient and understanding during this critical adjustment period and, of course, meetings with teachers may still be arranged during these initial weeks. Daily attendance for your child is very crucial to your child's learning.

- \* During visits, please respect the program's policy of teachers speaking only Yup'ik when students are present (for reasons explained in this Handbook). Any conversations with teachers not in Yup'ik will have to be held when students are not present.

- ? Ask your child's teacher how you might help with preparing materials, assisting in classroom or outdoor activities, sharing traditional knowledge, storytelling, demonstrating an art or craft, etc.

- ? All parents of sixth graders are required to coordinate the graduation/promotion of the sixth grade class using the traditional "first dance" model.

**At Home** parents can encourage their child by following a few basic guidelines:

- \* Encourage your child by letting him or her know how proud you are that he or she is learning Yup'ik. Compliment their progress.

- \* Do not attempt to correct your child's pronunciation, expressions or grammar if you are not certain of this yourself. Most errors will self-correct with sufficient experience, and in any case indirect "correction" through modeling is more effective.

\* Be patient! *Don't expect* your child to be speaking much Yup'ik after the first few days, weeks, or even months, and never force them to do so. Children will not speak until they have internalized a sufficient amount of language structure and content, and they will do so at their own individual pace.

\* Do not ask your child to translate. Primary age children do not understand this concept very well, and translation is difficult until considerable language has been acquired.

\* If possible, promote Yup'ik language and culture at home by speaking Yup'ik with your child, reading and telling Yup'ik stories, doing traditional arts and crafts, and viewing videos produced in Yup'ik or with Yup'ik cultural content. Recruit grandparents or other relatives or friends to help with these. These exercises are also important in the English language.

\* If you have a bilingual home use both languages. There is research to support academic achievement where each parent consistently models a different language. Remember: Do not mix English and Yup'ik in your sentences. Use one or the other language.

\* Resist the temptation to compare your child's progress to that of other children. At any given time, children with different teachers may be learning somewhat different things, and no two children in the same classroom will always learn exactly the same things at the same time. Developmental readiness among any group of young children varies greatly.

? Make a daily habit of talking with your child about what they did at school today. When they don't have much to say, try asking a few specific questions, such as, "What did you like most about school today?" or "What did you do that was really fun?"

\* Do homework. Research has shown doing homework helps a child progress.

\* Above all, be supportive and encouraging. This will be especially important if your child expresses frustration or dislike of the program. Adjustment to both school and a new language will take time. The important thing is that you let your child know that *you* are determined that she or he should stick with it and do their best. If difficulties persist, you should discuss this with your child's teacher.

**In the Community** parents of children in the immersion program will always be looked upon as ambassadors of the program. Thus parents should become informed of the program's purpose and goals, how immersion programs operate, the benefits of being bilingual, and they should keep up-to-date on program activities and developments. There will be many opportunities to share information with others who will be curious about immersion, what you think of it, how your child is doing, and so on. Parents can also give further support to their child's success by taking advantage of the many opportunities to expose them to Yup'ik language and cultural events in Bethel, while visiting in villages, at fish camp, berry picking, etc.

**An Immersion Academic Policy Committee** meets monthly and coordinates parent involvement activities and is the policy-making committee for Ayaprun Elitnaurvik. This committee is composed of parents, teachers, elders, and the principals. Parents interested in volunteering to serve on the Immersion Academic Policy Committee should contact the Ayaprun Elitnaurvik office for information. Meeting information is also included in weekly classroom bulletins.

## **== History of Immersion Education in LKSD ==**

In the early 1970's Kilbuck Elementary in Bethel had a half-day "bilingual kindergarten" for parents who wanted their children taught all in Yup'ik. It arose because of parent interest and the request: "How about making the afternoon class one taught in Yup'ik?" This continued for three years, but did not survive the changes in the school system.

In the mid-1980s, concern among Bethel parents led to the establishment of a community committee appointed by the Bethel Advisory School Board. This committee formally requested that:

- Bethel schools improve their Yup'ik language programs
- increasing the number of hours per week for instruction
- Yup'ik language instruction be made a required subject for K-6

1990- A Bilingual Education Task Force was created to assess how the Yup'ik was being taught and made specific recommendations to strengthen the program. The Task Force presented the ASB with a formal request that a total immersion Yup'ik language program be started in Bethel. The report was accepted by the ASB but no action was taken.

1992- A Group of Kuskokwim Campus instructors, parents, and elders began meeting regularly sharing information on how Eskimo languages are used in the schools of Russia, Alaska, Canada and Greenland.

They talked about how local languages and cultures are being supported in some of these schools, while in others the overall effect of schooling was having a negative impact on local language, culture and self-identity. After much discussion, including local radio and TV news, this group of Bethel community members again approached the ASB and formally requested that an immersion education program be started. Although the board chose to take no action, the principal at Mikelnguut Elitnaurviat did send a questionnaire to parents and over 40% of the M.E. School parents specifically asked for a total immersion Yup'ik program.

1994-Members of the Bethel ASB, including some who had participated actively in the earlier work groups, introduced a formal resolution to establish a Yup'ik immersion program in Bethel in 1995. After much debate – and especially after a large amount of direct parental requests of the ASB – **the resolution was passed!**

1994-95-Parents and LKSD Bilingual Department worked at getting ready for the very first Yup'ik language immersion program ever. The parents' Yup'ik Immersion Steering Committee met monthly and then weekly with the LKSD Curriculum Bilingual Department (Department of Academic Programs) to plan overall features of the new immersion program. In the spring two Yup'ik Immersion Kindergarten teachers were hired for the following school year and over the summer they joined with the Mikelnguut Elitnaurviat site administrator in preparing for the opening of school.

Spring of 1999-Yup'ik Immersion Steering Committee successfully applied for Charter School Status from the Alaska Board of Education. The focus of the application was to provide for comprehensive Yup'ik program autonomy, consolidate under one administration and secure associated charter grants to fund Yup'ik language material development. Parents, teachers, and administration work collaboratively on the planning and implementation of our program.

Spring of 2002-The school saw its first sixth grade graduation. These students were the first full time enrollees in the then pilot immersion program. We now have annual graduation for our 6th grade classes. (The cover is a picture of our 2003 graduates.)

Between 1995-present-Yup'ik Immersion program expanded one grade level at a time. In 1997-98 the 2nd grade students moved to Kilbuck and were consolidated into one classroom, but the K-1 program remained at M.E. In 2001-2002, the first full K-6 program had an enrollment of 198 students. The school has been noticed by other school districts statewide. Educators and distinguished visitors from various organizations and US Department of Education continue to visit our school. Our immersion school has worked collaboratively with four other districts (Yup'it, Lower Yukon, Nome, and Kotzebue). They visited Bethel to observe and make plans for their own indigenous language immersion programs. We've also get visits from the media from both Bethel and Anchorage.

## **== Alaska World Language Standards ==**

### **Standard One**

All Alaska students phases 1-22 will be able to communicate in two or more languages.

### **Standard Two**

All Alaska students will expand their knowledge of peoples and cultures through language study.

### **Standard Three**

All Alaska students will have the language skills and cultural knowledge to participate successfully in multilingual communities and the international marketplace.

## **== The Yup'ik Language ==**

The Yup'ik Language is the original language of the people of the Yukon-Kuskokwim Delta, Bristol Bay, and much of Norton Sound. Yup'ik is one of five closely related Western Eskimo languages, their being two being two spoken on St. Lawrence Island and the Chukchi Peninsula of Siberia, a third spoken on the Alaska Peninsula, Kodiak Island, Prince William Sound and the tip of the Kenai Peninsula, and the fourth being the very closely related Cugtun language of Nunivak.

The sounds and grammar of all Eskimo languages are very different from English. The modern orthography or writing system comes from attempts by missionaries and linguists to represent Yup'ik

sounds with the same Roman alphabet which English uses. However, since the sounds (phonemes) are different, the Yup'ik alphabet consists of thirty characters representing twenty-six consonants and four vowels. The chart below shows the alphabet that is currently in widespread use.

	<u>labial</u>	<u>apical</u>	<u>front velar</u>	<u>back velar</u>	<u>labialized front velar</u>	<u>labialized back velar</u>
stops	p	t c	k	q		
voiced fricatives	v	l s y	g	r	ug	ur
voiceless fricatives	vv	ll ss	gg	rr	w	urr
voiced nasals	m	n	ng			
voiceless nasals	m	n	ng			
vowels						
	<u>front</u>		<u>back</u>			
high	i		u			
low		e				
mid		a				

## == Resources for Parents ==

### Ayaprun Elitnaurvik Program Personnel

Loddie Ayaprun Jones Kindergarten  
 Sally Angass'aq Samson Kindergarten  
 Sophie Kukucaq Tinker kindergarten aide  
 Qirvan Abby Augustine 1st/2nd grade  
 Carol Naniruar Oulton 1st/2nd grade  
 Christine Pasrata'ar Owens 1/ 2 aide  
 vacant Sp. Ed. Aide  
 Carrie Inuqaar Dahl 2<sup>nd</sup>-4th grade  
 Vacant 2-6 aide  
 Veronica Michael Yugtun 3<sup>rd</sup>/4th grade  
 Shari Uyaquq Neth (English) ELD  
 Elena Alaqa'aq Pavilla Yugtun 4/5  
 vacant 1 on 1 aide  
 vacant Dean/PE teacher

Georgianna Cikigaq Starr English 5/6  
 Sheila Cingarkaqaq Wallace-Yup'ik 5/6  
 Laura McManus-Sp Ed teacher  
 Ina Nunurta Oscar - Sp. Ed aide  
 vacant – Sp Ed aide  
 Kelly Marpak Powell-Volunteer Coord.  
 Anna Qaskilnguar Charlie - Secretary  
 Agatha Panigkaq John-Shields-principal  
 Chris Carrup'ak Meier -3/4 English  
 Mitzi Berlin-English grade 4/5  
 Julia Cimiralria Daniels-READ RIGHTtutor  
 Isabelle Arnayagaq Dymont- RR tutor  
 Eliza Tumaralria Meier- RR tutor  
 Community school advocate

### LKSD District Support

Beverly Williams, Academic Programs Curriculum/Bilingual Department P.O. Box 305 Bethel, Alaska 99559	543-4850/4855	Fannie Andrew, Yup'ik Language Leader Lower Kuskokwim School District P.O. Box 305 Bethel, Alaska 99559	543-4819
Nita Rearden, Yup'ik Education Specialist Lower Kuskokwim School District P.O. Box 305 Bethel, Alaska 99559	543-4854	Flora Beck, Education Specialist Lower Kuskokwim School District P.O. Box 305 Bethel, Alaska 99559	543-4969

### Local

Oscar Alexie; Sophie Alexie  
 Instructors, Kuskokwim Community College  
 P.O. Box 368  
 Bethel, Alaska 99559 543-4500

### Literature

Ayaprun Elitnaurvik Library

### Websites:

"Teaching Indigenous Languages"

<http://jan.ucc.nau.edu/~jar/TIL.html>  
Alaska Native Knowledge Network  
<http://www.ankn.uaf.edu/>  
Center for Advanced Research on Language Acquisition  
<http://carla.acad.umn.edu/CARLA.html>

**Parent Policy**  
**Organization**

*Academic Policy Committee Officers*

Thor Williams, co-Chairperson	543-1575 (H) 543-1575 (W)
James Chaliak, Co-chairperson	543-4179 (H) 543-6300 (W)
Rose Domnick, Officer	543-2782 (H) 543-5245 (W)
Sharon John , Officer	543-7143(H) 543- 6300 (W)
Bonnie Gregory, Officer	543-1259 (H)
Mary Gregory, elder	543-1259 (H) 543-4223 (W)
Martha Perry, elder	543-3449 (H) 543-1026 (W)

Teacher representatives: Georgianna Starr, Carol Oulton and Carrie Dahl  
Classified representative: Anna Charlie

## **Ayaprun Elitnaurvik Retention Policy**

In order to assure the continuous development of the academic skills, language fluency, literacy and social growth, the Academic Policy Committee has adopted this retention policy.

Students may be retained according to the following procedures:

- ? The teacher will have examined the factors in Light's Retention Scale.
- ? An examination of Yup'ik and English standardized assessments will be conducted to determine if the student is capable of doing the work at his/her appropriate grade level.
- ? A review of the phase/grade rubric to determine if the student is performing at the minimum desired level of proficiency for his/her grade level.
- ? A committee will be convened consisting of the child's teachers and a school administrator. The parents and child will also be invited to participate. This committee will review
  - ? The student's report card,
  - ? The student's portfolio
  - ? The results of Light's Retention Scale,
  - ? All pertinent standardized assessments,
  - ? The phase/grade Student Performance Rubric

If this committee determines that retention would be in the best interest of the child the student will be retained. An appeal could be made to the Academic Policy Committee for further review.

Adopted December 17, 2000

Chairman Martha Perry

## **Ayaprun Elitnaurvik Discipline Policy**

Our approach to discipline would be best described as a program of guidance which goes beyond conventional classroom discipline practices. Guidance is an approach based on a belief in the positive potential of each child that develops through a process of interaction and reflective thinking. Rather than being merely reactive (such as with simple punishment) guidance involves a process of developmentally appropriate and culturally responsive education that teaches life skills needed by all citizens in our society: respect of one's self, respect for others, and respect for the environment. These traits would be personified through such examples as working cooperatively with others, solving problems by talking them through, expressing strong emotions in acceptable ways, and making intelligent and ethically sound decisions.

### ***Classroom Discipline Plans***

Each teacher establishes a classroom discipline plan that includes rules and procedures, often in cooperation with parents, students or colleagues. Classroom rules are taught to the students. Each parent will be provided a copy of their child's classroom plan.

**Steps for dealing inappropriate behavior.**

Step 1: For minor disruptions in the classroom or other supervised areas, the student will receive a reminder of the rules in an age-appropriate way.

If the problem is not solved, go to step two. For serious acts of misconduct go directly to step three.

Step 2: The student will be asked to go to a time-out area. The student will be reminded of the proper behavior they need to follow and will be allowed to return to participate in class after a short time. Students should sit quietly in the time-out area. If the student refuses to go to time-out, will not sit quietly in time-out, or continues the disruptive behavior go to step three.

Step 3: The student will be referred to the person in charge of discipline for that building who can act on the situation and/or invite an Elder to help determine the appropriate action. For serious acts of misconduct, the administrator will refer to the LKSD District Wide Discipline Guide. This guide includes a list of acts of misconduct and the disciplinary action that is recommended for each action. It is available at the school office, or can be found at [www.lksd.org/safety](http://www.lksd.org/safety). For serious acts of misconduct the LKSD safety office will be informed.

Step 4: The teacher or supervising staff member who witnessed the misconduct will contact the parent to inform them of the behavior of the student, usually at the end of the school day. If necessary, a parent conference will be scheduled, and if necessary an individual discipline plan will be created for the student that can include alternative strategies to help the student become successful. Parents will always be contacted when a student is having behavioral problems.

**Positive Reinforcements**

Every class will have a procedure for recognizing positive behavior. This can include such things as prizes, computer time, pizza parties, serving as a "Big Brother/Sister" for a younger student/class, Yuuyaraq recognition, Student of the Week/Month, and public recognition.

*School Wide Routines and Procedures*

The school will establish a method of deterring negative behavior outside of class by instituting a system under which any adult at the school could deter inappropriate behavior on the playground, in the hallway, in the bathroom, at the cafeteria, or while on field trips or outings.

***Universal Quiet Signal***

The universal quiet signal for our school is a school staff member raising her or his hand. Students are trained to follow this signal by raising their hand, being quiet and staying still. This signal is to be used consistently in classrooms and at school assemblies.

***Hall Passes and Sign-Out Sheets (Kilbuck Building)***

Students who need to be out of class during classtime will need a hall pass and will also need to sign-in and sign-out using a classroom sign-out sheet. Water is provided in the classrooms in order to reduce hall traffic.

***Time-Out***

All teachers will have at least two designated time-out areas in their classroom and make time-out a part of their classroom discipline plan. Students are not sent to the office unless they have had an opportunity to go to the time-out area as part of a series of consequences built into the classroom plan. The only exception to sending a student to the office without a time-out is when a student is endangering others, or self. Teachers or aides may time-out students in the classroom, the cafeteria, in the hallway, or on the playground. These time-outs should be short and designed to help the students change their behavior.

***Hallway Monitoring***

All staff are responsible for consistently enforcing the hallway rules. Teacher aides should be in the hall during classroom transition times. If a staff member sees a student breaking a hallway rule, the staff member should escort the student to the classroom.

The hallway rules are as follows:

Walk, don't run.

Stay to the right.

No passing when walking in line.

Lines walk on the 3d tile from the right.

No saving places in line, unless a staff member gives permission.

### ***School Wide Rules***

Respect others      Respect yourself      Respect everything around you

### ***Consequences for breaking school rules:***

- Disrespect to others to include name calling and put downs:

? Both parties write three positive things about the other person

? Verbal or written apology

- Disrespect to property:

? Responsible to clean, repair or replace property

? Call to parents

- Disrespect to staff by refusal to follow directions.

? Meeting with principal and/or elder

? call to parents

? apology (verbal or written)

? make up missing work

? possible individual behavior plan

? possible suspension

- Disrespect to adult

? meeting with principal and or elder.

? call to parents

? apology (verbal or written)

? possible behavior plan

? possible suspension

### ***Consequences for Severe Misconduct***

See the LKSD District Wide Discipline Plan Guide. The guide is available in the office or at [www.lksd.org/safety](http://www.lksd.org/safety)

## **== Bibliography ==**

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<http://www.ankn.uaf.edu/>

Center for Advanced Research on Language Acquisition

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