

Date: November 15, 2012

What: Parent Meeting

Where: Building 3

Present: K-Selo Staff, Elisaveta Murachev, Anna Konev, Dionici Reutov, Feodora Reutov, David Kalugin, Agafia Reutov, Tanya Konev, Ivan Konev, Nikolai Reutov, Polly Reutov, Akatey Konev, Lubava Martushoff, Ekaterina Martushev, Zinovia Reutov, Edesy Fefelov, Benda Ahlberg, Kevin (last name?)

- I. Principal Rothenberger acknowledged Support Staff Day. He thanked all support staff individually for all their hard work.
- II. Principal Rothenberger introduced our new school nurse, Terry Boyle and announced she will be doing TB test soon. Terry was not present.
- III. Community Grant Block discussion with Brenda Ahlberg: She announced she would like to get input from community so she can get proposal to Borough Mayor and then to Juneau by December this year. Brenda described what a community block grant is and the funding involved. It covers community development, planning and special economic development. Brenda gave examples of what an CBG has funded in the past. It has covered structures such as a fire hall building in Nikolievsk, a community center in Seldovia, and a senior center in Soldotna. For K-Selo it is obvious from input received that a school is needed. Brenda asked if any other construction is primary at this point. Dionici said “no” and other parents agreed. Brenda announced that the next step in this process would be to create an Education Specification (Ed Spec). In the Ed. Spec. everything that is important to this project has to be mentioned such as fishing, important aspects of community living such as religious Holydays, planning construction challenges, road, technology, equipment. Building process is anticipated to take at least 24 months. Kevin: Kevin asked community, “Are there any other alternative proposals?” Answer from everyone was “no”. Kevin also asked, “Do you approve the submission of this grant?” Answer from everyone was “yes”. Kevin explained that everyone involved in project will almost become part of community. Everyone involved will have to become familiar with community needs so that project is completed in a way where it benefits school and community. Kevin reminded community that road will not be constructed to Selo. It’s too expensive and not worth it. Kevin reminded that this was just a hurdle and that community should not give up on asking for grant. Next step is school project.
- IV. All fundraising money goes into school’s 710 account. \*See attached financial report. Total in account is \$2229.28. Money goes to pupil activity, field trips, etc., Principal Rothenberger reminded everyone that bus and driver is very expensive, it all adds up. Joanna’s class trip across the bay will be paid for from this account.
- V. Title 1: Anna reminded parents and teacher’s that the goal is to involve parents in school activities. Anna went over Parent Involvement Action Plan and mentioned Title 1 parent involvement budget. Anna reminded parents that that are rules on spending the money but all input is welcome. Parents mentioned a field trip and Anna said she had asked about that, did not get a definite no but it would be difficult to get that approved because not all field trips are educational. Going over PIAP: Anna put

together a draft with some parents and teachers and went over. She asked parents to provide input to change or revise plan. Anna provided justification for input within plan. Anna asked, "Do we need to add actions?" no comment was made. "Any other communication?" No comment. "Do parent enjoy having the backpacks as part of parent involvement?" Feodora said she like it last year. "Should I add teachers to instructional goal?" Michele asked to be added. Parent teacher conferences should be added to communication strategies. Conversation steered to how to spend Title 1 budget and Feodora brought up the last field trip kids and parents really enjoyed was visiting an artist and making pottery. All parents agreed that it was very educational because our students don't get to go places much or having extracurricular activities so art was very educational. Artist in school residency and get parents involved? –A lot of parent interest in doing this with kids. Back to PIAP: Parent would like progress report sent home every 2 weeks. (K-5) Feodora would like to see frequent report (bi-weekly). Anna reminded all community members that parents are welcome to volunteer and are encouraged to. Michele added that parents are always welcome to volunteer. Tanya also mentioned that pre-school always needs parent involvement. Climate/Culture: Monthly newsletter and bilingual aide. Anna mentioned on using Russian herself half the time with students. It comes naturally. Agafia asked if this helps students understand better. Anna answered "yes." E-Readers: Suzanne mentioned she does not know how to use them but she will help with checking them out. Elisaveta asked how students know how to use them and Anna explained students are better at technology. About having events at school: Parents don't want to be reimbursed for providing food. Zina really enjoyed the Barnes and Noble Book swap so doing this again would be fun. Another idea would be to have a game night with students and parents. Parents seem to like the event to happen either at 2 p.m. or right after school because later in the night kids get hungry and tired. Game ideas: Candy Land, Life. Other ideas: spend money on educational games, books, build a Title 1/migrant library where kids can check out books and share with parents at home, magazines (make sure they appropriate first before ordering a whole bunch). Anna will order first and check material before distributing.

- VI. Community Concerns: Agafia questioned why students are no longer taught cursive writing in Russian? Arena explained that she will begin cursive writing with 2<sup>nd</sup> graders this quarter but that K-1 is too early to teach cursive writing. She added that in the K-1 grades they are simply learner letter names and sounds and to identify in print. Arena asked if parents would like to change this? She asked if we can send handwriting work home so parent can work with students because the way it stands now, there is no time in a school day to teach cursive handwriting. Parents seemed to be okay with sending home work but Agafia argues that "if they write cursive home and print in school how will this help?"Essaia added that teaching cursive handwriting is really best starting from 3<sup>rd</sup> grade. Parents seem to think that starting from 2<sup>nd</sup> would be best. Anna Konev was very upset and said back in the days there was never an issue about it being too early. Students were taught to write in cursive right away and handwriting was more legible. She said her son is in high school now and is still writing in print. Essaia responded that he teaches her son and he definitely requires cursive in his class. Ivan Konev added that it is understandable that cursive would be eliminated because now our students are taught two languages and not one

like they did in the olden days. Anna Konev still argued it needs to be taught earlier and that penmanship is important. Polly asked when cursive is taught in English and Andy responded that it is in fact not taught anymore in any schools. Andy also added that we should be happy that our students in fact are taught cursive in Russian even though this is technically not a requirement for teachers to teach. Suzanne added that cursive has been replaced with keyboarding in most schools. In our school we work on writing, editing and rewriting in primary and middle school and then students begin to use computers in the high school to type up their written work. Essaia explained that his students are currently working on writing stories, he will edit and correct and they will rewrite and then bind them into books. He would be happy to share this work with parents. Andy added that anytime he has observed Essaia's class students are always writing in cursive. Essaia added that parents are always welcome to come and observe or volunteer in classroom. As more conversations were going on about the strength of the Russian program Michele brought up asking "Can we apply for a grant that will support heritage language learners?" Essaia said he is working with Tim to try and strengthen the program, look for materials but it takes a lot of extra personal time. Andy brought up the idea of having a committee of people/parents to help Essaia look for books and other materials. Another parent brought up that a bookstore in Homer might be able to order books we need. Essaia said we first need to know what we need because he has already ordered books before and they turned out to be resources that do not apply to what we teach in our classes. Fedora talked about having some resources available from her mother. Essaia said he would be happy to take a look at them. Fedora said her mother is sending them and she will share as soon as she has them. Essaia added that ideas, resources are always welcome. Michele added too that each teacher is different and what might work for one in the past may not be the case for another teacher. Polly asked how long students spend translating. Essaia said he has not done much "translating" work this year but plans on adding that to the curriculum. Polly said it would be good to add. Michele added that what we teach in English we re-teach in Russian in K-2. \*\*Conversations continued to go on but parents seemed satisfied about the information given regarding their concerns.