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**Kake City School District** is in our **SPOTLIGHT**. With our state being so diverse and so far reaching, we are taking this opportunity to introduce you to the many school districts throughout the state.

## "Our Shared Vision"



### Mission Statement

The Kake City School District, in partnership with parents and the community, will provide an educational environment that prepares students to be successful, respectful, confident, skilled learners and responsible, contributing citizens within the local culture and universal society.

## Our Children are Priceless!

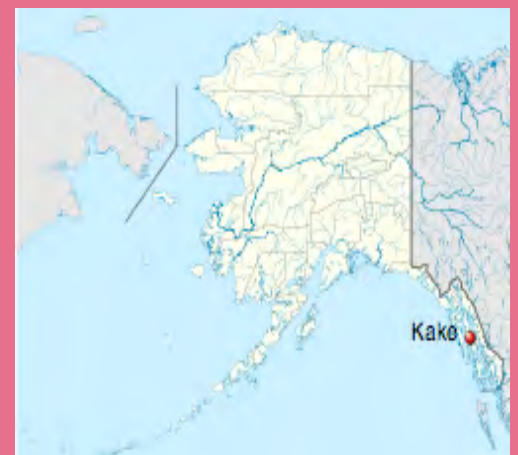


### Kake Area

Kake is located on the northwest coast of Kupreanof Island in the Alexander Archipelago along Keku Strait in southeastern Alaska. As a part of the 1,100 islands of the archipelago, it is considered to be the top of a submerged coastal mountain that rises steeply from the Pacific Ocean. Deep channels and fjords separate Kake from the other islands. The land is rugged and has a dense evergreen forest and a temperate rain forest climate. There is an abundance of wildlife in the area. Kake is a Lingit village that relies on fishing and subsistence. The name Kake is pronounced just like the English word *cake* and comes from a Lingit word meaning 'opening of daylight'.

### About AK Connect

This publication is a statewide disability information newsletter for educators, parents, and persons working with individuals with special needs. It is part of the Alaska Family Directory website funded by the Alaska Department of Education and Early Development Division of Special Education and the Anchorage School District.



### Parent-Student-School Compact

It is the *vision* of Kake City School District to foster unity of school and community spirit, celebrate the past, experience the present, and prepare for a future of respect for individual dignity, success, honor, and pride. It is our mission that education in Kake City School will promote achievement of excellence in all efforts through development of multi-cultural perspective founded on respect, cultural integrity, and opportunity for all.



### World's Largest Authentic Totem Pole

Kake is the home of the world's tallest "single pole" totem pole that reaches 132 ft. Carved by the Chilkats in 1967 for Alaska's centennial. It stands on a bluff high over a Native reservation overlooking the town. It's an authentic totem pole with tradition as part of the totem's authenticity.

. Kake City School District has just received grant from the U.S. Department of Education for an Alaska Native Education Program.

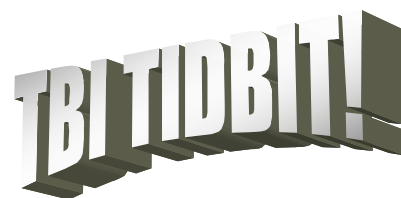


### Native Heritage

Kake is the historical home for the Kake tribe of Lingits who controlled the trade routes around Kuiu and Kupreonof islands, defending their territory against other tribal groups in the region. Ventures into the region by early European explorers and traders resulted in occasional skirmishes between Native Lingits and the foreigners. After one incident, the U.S. Navy sent the USS Saginaw to punish the Kakes by shelling their villages and destroying their homes, boats and stored foods. The Kake people survived this onslaught, but were forced to disperse and live with other tribes to survive. Over the following 20 years, the Kakes regrouped at the current village site. In the early part of this century, Kake became the first Alaska Native village to organize under federal law, resulting in U.S. citizenship for community residents. It was also the first to start a Bureau of Indian Affairs school rather than having the children boat over to Sitka for school.

### Special Education

Students with suspected educational disabilities may be referred for an evaluation to determine whether the student is eligible for special education. The classroom teacher and parents are part of the multidisciplinary team that determines eligibility of the student after all interventions are tried and assessment shows that the student qualifies. Once eligibility is determined, the students' strengths and needs are discussed and an individual education plan is developed. This plan is reviewed annually and as the need arises throughout the school year.



**Alaska Brain Injury Network** is working to prevent brain injuries and promote wellness for Alaskans who experience brain injuries. Its mission is to educate, plan, coordinate, and advocate for a comprehensive service delivery system for traumatic brain injury (TBI) survivors and their families. They are pleased to share with us informative and helpful tidbits to educate us and keep us informed.

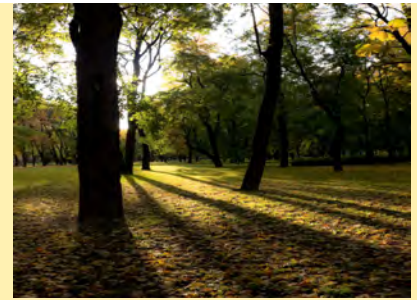
**Injury to a child's brain is sometimes not seen on a CAT scan or MRI, but can still result in changes in how the child acts, thinks and feels. Children that have 'mild TBI' (MTBI) often recover quickly, from a medical point of view, sometimes leading parents to believe there is no need for follow up. Sometimes symptoms of MTBI only become noticeable once the child tries to resume routines at home or in school or when the child is expected to show skills, at an older age, that weren't being called upon at a younger age.**

For more information on TBI, or to learn more about services that are available for people with TBI, contact the Alaska Brain Injury Network at <http://www.alaskabraininjury.net/> or (907)-274-2824.



# Around the World

*Be Inspired!*



Kansas school offers art program for students with special needs. Pittsburg High School in Kansas offers what is believed to be the state's only alternative art program for students with special needs. Art teacher Tom Wheeler created the class after working in previous positions with students who had a variety of disabilities. "I started seeing the incredible beauty these kids could make," Wheeler said. Paraprofessionals who accompany students to the art class have said the students benefit from working on projects, as well as the social interaction from being out of their self-contained classroom. [The Morning Sun \(Pittsburg, Kan.\)](#)

School store enhances skills of students with special needs. Elementary-school students with special needs operate a mobile student store during Friday recess at their Arizona school. The students -- in third through sixth grade -- practice math skills, public speaking and social interactions with the endeavor, created through a new grant this year. "I'm learning how to be responsible, to help people and to learn what it's going to be like when I might be working at a store when I'm an adult," fourth-grader Wyatt Bridgwater said. [The Arizona Republic \(Phoenix\)](#)

Canadian author pens books featuring children with disabilities. Canadian mother Sarah Yates, whose daughter has cerebral palsy, began writing children's books two decades ago that feature characters with disabilities. "When my daughter was born, I would read to her and all the heroines in the stories ran and jumped and shouted and she couldn't. And I thought she's got to have literary role model, so I wrote her stories and told her stories where she could be the heroine," Yates said. [WLS-TV \(Chicago\)](#)

Chicago chef is not hindered by disability. Chicago resident Laura Martinez, who cannot see, has worked her way up to become a chef at one of the city's top restaurants. Martinez attended Le Cordon Bleu College of Culinary Arts. "It's a lot of concentration, but I mean, a lot of people when they cook, they're also focusing on what they're doing. They're not actually looking a lot of the times at the food," Martinez said. [WLS-TV \(Chicago\)](#)

Job-training partnership benefits students with disabilities. A Chicago public school for students with developmental disabilities is partnering with a local chain of grocery stores to provide students with job training. The students first receive lessons and training in an on-campus lab that simulates a grocery store before learning interview skills and taking on a work-study position at a local store. "We take them all the steps of the way," special-education teacher Barbara Otis said. [WLS-TV \(Chicago\)](#)

Engineering students develop device for child with cerebral palsy. Engineering students at Oklahoma's University of Tulsa have created a machine to help a young child with cerebral palsy learn to crawl. Two-year-old Shane Shockley will be the first to test the device, which will control the motion of his arms and legs. The design for the device is based on the premise that individuals with cerebral palsy learn to crawl and walk through patterning, or repetitive motion, that develops muscle memory. [Tulsa World \(Okla.\)](#)

# A Piece of the AUTISM Puzzle: Verbal Communication



Encouraging your child to respond to questions more fully than with just a "yes" or "no" can be reinforced with a version of a method that Ellen Notbohm (2010) suggests. Give your child or student a small reward item he likes, such as a nickel, a marble, or a sticker, each time he responds to a question with more than just "yes" or "no" throughout a day. For example, instead of answering, "yes" to the question, "Did you bring home your homework?," encourage your child to say, "Yes, I brought it home." "Would you like a glass of water?" "No, thank you; I'm not thirsty." Every five (or ten) of the items could be traded in for a more significant reward that the child would like to earn. Model and practice responding more fully to questions before setting up the reward system and consider using this practice method just once a week or so. Let your child know in advance if you are going to play the "No - Yes" game the next day.. An AARC Tip from **Alaska Autism Resource Center**. To subscribe to AARC Tip of the Week go to <http://tinyurl.com/y9ywpwe>



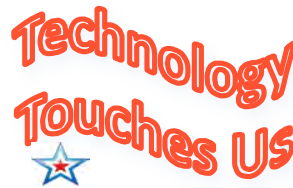
## Deaf Awareness Week

The last full week in September is **Deaf Awareness Week**. It is also known as the International Week of the Deaf (or International Week

of Deaf People). The purpose of Deaf Awareness Week is to draw attention to deaf people, their accomplishments and their issues. During this week, many deaf organizations, colleges and universities hold activities to celebrate and conduct public information campaigns to educate people about deafness. Companies and agencies often mark the event for public awareness. For more information go to <http://www.nad.org/>

## FASD Awareness Day

*Alaska FASD Partnership* has come along side the *Alaska Women's Recovery Project* to invite local restaurants to offer information and a free non-alcoholic beverage to pregnant women on **FASD Awareness Day**, September 9, 2011. This event promotes awareness about the potential effects of drinking during pregnancy along with information about local and national FASD agencies. In 2010, three other communities joined the effort: Juneau, Nome and Sitka. For more information go to: [hss.state.ak.us/abada](http://hss.state.ak.us/abada)



**KHANACADEMY** is a website where anyone can "Watch. Practice. Learn almost anything—for free!" What started out as Sal Khan making a few algebra videos for his cousins has now grown to over 2,100 videos and 100 self paced exercises and assessments covering math, physics, finance, history and it is expanding continually. **KHANACADEMY's** mission is to deliver a world-class education to anyone anywhere. With the lessons on the internet, students have the advantage of reviewing the lessons as often as needed. Lessons give plenty of opportunity for practice and built in motivators are provided as well. There is a wide range of levels of difficulty. Math starts with simple addition and goes to calculus. Here is one parents comment, "My 12 year old son has **autism** and has had a terrible time with math. We have tried everything, viewed everything and bought everything. We stumbled on your (Khan) video on decimals and it got through. Then we went on to the dreaded fractions and again, he got it. We could not believe it. We are so excited!" Here is the website: [www.khanacademy.org/](http://www.khanacademy.org/)

\*We do not endorse any specific websites– Alaska Family Directory

## Spectrum Reflection

## FASD

Individuals with FASD may have trouble falling asleep or waking up. Here are some strategies to help:

### Strategies for Falling Asleep:

- Start a calming bedtime routine an hour before bedtime (warm bath, read a story, hug and tuck in, ect.)
- Many children are soothed by eucalyptus or lavender oil/spray on the pillow at night
- White noise (relaxation tapes or a room fan) may also help settle a child. There are also devices (and iPod applications) that offer a variety of sound recordings such as rain, water, waves or white noises.
- Put a ticking object in bed with an infant. 85 beats per minute simulates the heartbeat and can be soothing to some young children

### Strategies for Waking Up:

- Wake the child up at the same time and in the same way each morning. For example: enter the room, say the child's name and that it's time to get up. Open the drapes. Gently nudge or stroke the child, and pull back the covers.

Adapted from *FASD Strategies Not Solutions* at [www.region6fasd.ca](http://www.region6fasd.ca). To sign up for this FASt Facts newsletter go to [www.uaa.alaska.edu/arcticfasdrtc/fastfacts/index.cfm](http://www.uaa.alaska.edu/arcticfasdrtc/fastfacts/index.cfm)



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4	5 10:30 AM - Noon <a href="#">Mom2Mom/Dad2Dad Support Group (Wasilla)</a>  1:00 PM <a href="#">Alaska Job Corps Orientation (Anchorage/Vocational &amp; Educational Training)</a>  6:00 PM - 8:00 PM <a href="#">Parent Support Group (MatSu)</a>	6 Noon - 1:00 PM <a href="#">Autism Parent-Sharing Teleconference</a>  1:00 PM <a href="#">TBI Support Group - Homer</a>  2:00 PM - 3:00 PM <a href="#">MS Aquatic Therapy Program</a>  6:00 PM - 8:00 PM <a href="#">TBI Support Group-Anchorage</a>	7 1:00 PM <a href="#">Alaska Job Corps Orientation (Palmer/Vocational &amp; Educational Training)</a>  4:00 PM <a href="#">TBI Support Group-MatSu</a>  5:30 PM - 7:30 PM <a href="#">FASD Into Action</a>	8 <a href="#">Fresh Air Club (TRAILS/Homer)</a>  10:00 AM - 11:00 AM <a href="#">Play Days for Infant/Toddlers w/Hearing Loss</a>  11:00 AM - 1:00 PM <a href="#">MS Support Group (Anchorage)</a>  2:00 PM - 3:00 PM <a href="#">MS Aquatic Therapy Program</a>  6:30 PM - 8:30 PM <a href="#">Intro to Rhythmic Movement Training</a>	9 6:00 PM - 8:00 PM <a href="#">Parent of Children w/Hearing Impairment Support Group</a>  6:30 PM - 8:30 PM <a href="#">YouthMove Support Group</a>	10 11:30 AM - 1:00 PM <a href="#">MS Aquatic Therapy Program</a>	
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	2:45 PM - 5:00 PM <u>Fall Hike (High School/Juneau)</u>	11:00 AM <u>Hypoxic-Ischemic Brain Injury (Webinar)</u>	12:30 PM - 2:00 PM <u>Talking with Employers (Webinar)</u>  3:00 PM - 5:00 PM <u>Middle Adventure Club (middle school/ORCA/Juneau)</u>	<u>Youth Outing at SAGA (ORCA/Juneau)</u>  9:30 AM - 11:30 AM <u>Making Pathways to Employment Successful (Webinar)</u>	2:00 PM - 3:30 PM <u>Building a Student Career Portfolio (2 part Webinar)</u>	

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