

ICAS TRIBAL EDUCATION/ QARGI ACADEMY TRIBAL SCHOOL

OUR STORY BEGINS:



EDUCATIONAL PRIORITIES ARCTIC SLOPE ELDERS CONFERENCE

“In Traditional Iñupiaq communities the Qargi served as a political, social, ceremonial and educational institution for the people...Membership in a Qargi provided a sense of belonging, a sense of identity to an Iñupiaq...the concept of the Qargi, the community house, should be revitalized... the implementation Qargi program will help to resolve such issues as lack of community participation in education, lack Iñupiaq teachers, lack of Iñupiaq teaching materials, and therefore lack of control of the educational system... Students who develop confidence in their ability to learn traditional skills and values in the Qargi will become better student in the western-style school... The revitalization of the Qargi as the champion of all that is Iñupiaq will lead to the revitalization of the Iñupiaq language and strengthen the cultural base of each community.”- **Edna Ahgeak MacLean, 1986**

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WHAT INUPIAQ HOPED FOR :

“We are still looking at success through western eyes. we need to use our own eyes. we need to define success through our own culture.”

Anna Nageak, 2012

What do i think when i think of the qargi?

“Bring our community together. this is where we learn. this teaches us about our culture and who we are. we need to learn to pass on and instill to our children to be proud of who you are, (self-worth). respect one another. especially ourselves.”
Eva Kinneaveauk 2011.

“We are losing our precious language. If we don’t act now, in twenty years it will be lost Schools should emphasize to parents to speak Iñupiaq in their homes while the children are young.” Samuel Simmonds March 26 1984

During the Inuit Circumpolar Conference of 1983, held in Frobisher Bay, Canada, the Inuit Elders gave this message,” Do not forget the Inuit way of life. There is a great deal of knowledge that the Inuit possess that should be taught in the educational system. Do not forget the Inuit language”.

“I want my children and grand children to be able to speak my language, the Iñupiaq Language. I want my children and grand children be able to live off the land.” Dinah Frankson 1979 Barrow Elders /conference.

VILLAGE EDUCATIONAL PRIORITIES

1974-1984 Education Conference

What villages wanted

1. Basic Skills - All villages
 - a. Reading, Writing, Math
2. Self-esteem
3. Responsibility

4. Cultural Identity

5. Higher Education

6. Inupiaq Language

The people wanted students to be bilingual

“We are losing our precious language. If we don’t act now, in twenty years it will be lost.” Samuel Simmonds of Wainwright.

ESTABLISHED TRIBAL AUTHORITY

FEDERAL LAW

- ICAS Established in 1971
- Indian Reorganization Act of 1934
- ICAS Constitution- Mutual Acceptance by the Federal Government and ICAS

TRIBAL SOVEREIGNTY-

OUR STRENGTH IS OUR SOVEREIGNTY

- **Sovereignty** is defined as the supreme power and authority to govern ourselves as granted by the federal government and defined in our Constitution.
 1. Authorities of the Tribe
 2. Congress recognized the sovereign rights of Native peoples to govern themselves because they believed that the native people know better as to how to manage themselves within their unique cultures and languages.

Our Strength is our Sovereignty



ESTABLISHING TRIBAL EDUCATION

ICAS EDUCATION CODES

- Adopted Education Ordinance
- Adopted Education Committee By-Laws and established Education Committee Authorities
- In the process of filling all of the seats on the education committee
 - Education Committee- 1 member from each village tribe and 1 member from Ilisagvik
 - First meeting anticipated in February

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QARGI ACADEMY TRIBAL SCHOOL- RE-IMAGINING EDUCATION FROM AN INUPIAT PERSPECTIVE

TRIBAL OWNERSHIP- WE DEFINE

- The calendar-Year-round School-cultural Activities
- Ilisaurrit certification and training requirements
- The Curriculum and Inupiat Education Programming
- The Values
- Graduation Requirements

FLEXIBILITY

- Flexible schedules
- Flexible Staffing
- Flexible locations for Education
 - Virtual and in-person
 - Education happens in various locations in the community
- Community and Organization partnerships

TRIBAL SCHOOL IMPLEMENTATION PLAN

ILISAURRIT- HIRED

- Hire 24 local Ilisaurrit- 3 in each village
- Provide Intense following an apprenticeship model

ILISAURRIT-VOLUNTEER OR CONTRACTED

- Elders
- Parents and relatives
- People in local organizations
- People from organizations outside of the community

OUR INUPIAQ EDUCATION PROGRAM

- Inupiaq Education
- Western Academic Education
- Whole Child Education- We Monitor student progress in every area
- Currently offering education services to High School age and those older who need to earn a diplomas
- Educators include- Elders, parents, Community, Atchaat, A ḡaaluit ...
- The school environment reflects the community

LOCAL COMMUNITY SUCCESS COACH TEACHERS

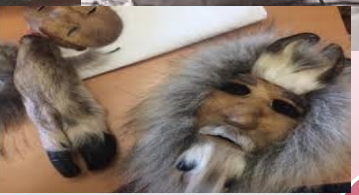


- Local individuals who are passionate about serving youth
- Know or familiar with local language and culture
- Understand Iñupiat ways of knowing and mentoring
- Foster students skills for productive living
- Will be provided weekly professional development focused on working with youth
- What they will do:
 - Follow the yearly, monthly, weekly and daily education plan
 - Monitor student progress in Qarġi and virtual academy
 - Support social/emotional development
 - Provide cultural immersion experiences in language and activities
 - Plan community excursions and activities
 - Work with virtual teacher to align academic subject matter with Qarġi activities





ESKIMO HUNTERS
THE ORIGINAL STEWARDS



EdOptions
ACADEMY

OUR INUPIAT VALUES



EXPECTED OUTCOMES AND BENEFITS TO STUDENTS

Academic Outcomes

- Students performing at grade level and mastering western content
- Students confident in their academic abilities
- Students prepared for post-secondary educational options-College, trainings, certifications

Iñupiat Language and Culture outcomes

- Students fluently speak Iñupiaq
- Students have knowledge of and building skills to successfully live in their north slope Iñupiaq community
- Students with strong cultural identity
- Students taught by elders and local stakeholders- Traditional knowledge and ways

EXPECTED OUTCOMES AND BENEFITS TO STUDENTS

Social/Emotional

- Students with strong cultural identity and with good character
- Students supporting the growth of each individual and celebrating others successes
- Students take responsibility for their actions and positive member of a healthy community

Spirituality

- Students comfortable and confident in exercising their spiritual beliefs
- Students recognizing their spiritual connection to God, each other, land and animals
- Students understanding that they were created in God's image and likeness.

EXPECTED OUTCOMES AND BENEFITS TO STUDENTS

Career/Life Planning

- Students ready and prepared to enter life as an adult
- Students who have a career plan
- Students prepared academically, culturally and social/emotionally to enter post-secondary education, training, subsistence and/or workforce

Health and Nutrition

- Students who know how to take care of and promote a healthy body, mind and spirit
- Students choosing to eat healthy foods and drinks to maintain a strong body and mind
- Students understanding the importance of subsistence foods as a regular part of a healthy and sustainable diet

EXPECTED OUTCOMES AND BENEFITS TO STUDENTS

Music, Art, Dance, speech, drama, video

- Students choosing to incorporate the various arts in their own lives and willing to share their talents with others
- Students building discipline in the arts
- Students who value and appreciate the arts-
Traditional, cultural, mixed genres

Iñupiaq Values

- Students who demonstrate Iñupiaq values in their daily lives and in all they do.
- Students who demonstrate their respect for Elders, leaders, each other and the land
- Students are dependable, reliable and willing to work to be a positive and productive member of their communities



QARGI LEARNING PLACE

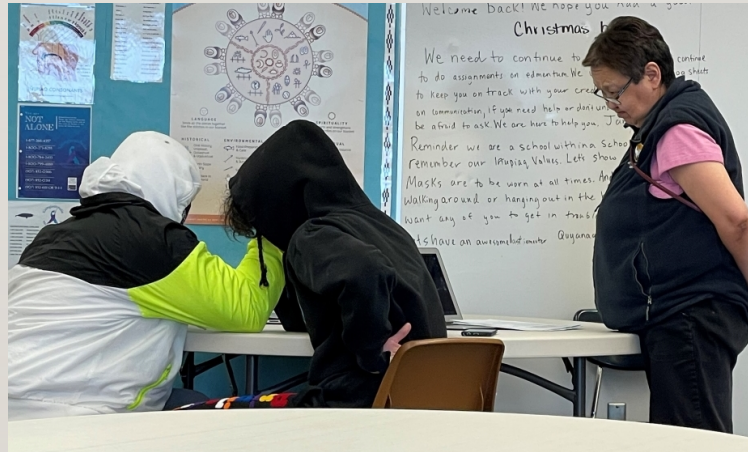
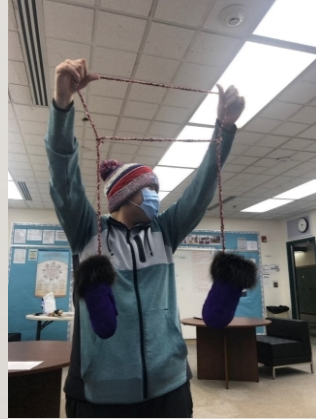
- The Qargi is a relaxed comfortable learning area where students come to receive academic support, social emotional support, participate in cultural projects, community projects, and engage in active learning of the Inupiaq language and culture.
- Online Academic Courses are offered 24/7 as well as 24/7 tutoring and can be accessed from the home, Qargi, and anywhere that has an internet connection.
- During cultural projects elders share traditional knowledge, stories, and foster the Inupiaq ways of connecting and mentoring with the youth.



**“AN EFFICIENT AND
STRESS-FREE WAY
OF LEARNING!”**



QARGI CULTURAL PROJECTS



COMMUNITY BASED PROJECTS

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TRIBAL COMMUNITY LEADING EDUCATION

- Iñupiat Community of the Arctic Slope and village Tribes lead education and support.
- One of the Alaska Education Challenge's five strategic outcomes encourages tribal and community ownership of excellence in education.
- Continued call for system-wide reform for meaningful, systemic changes to K-12 education are necessary. Tribal involvement would help actualize the educational outcomes
- *Tribal Compacting State of Alaska

