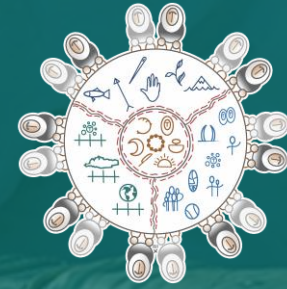




# NSBSD Overview: Iñupiaq Education in our schools



Nunaqqiurat Tumitchianjit Presentation  
January 24, 2023

# Manḡuqput

(Our Foundation)



Iñuk una qauriñiñaniñ nukatpiañuñniñanun naagga niviaqsiañuñniñanun iłisimmatiniguuruq iłisausiamiñin naipiqtuñniñaniłıu aasii tavra isumalaalgusivıuni suli iisimmaiksivuni tainnamik aasii kisuutilaani pautagıvlugu iñuguqhuni iñulluatavluni.

**Manjuqput - Our Foundation (*WORKING DRAFT*)**



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**Qauriñiq** - act/process of becoming aware of surroundings

**Nukatpiaḡruk/Niviaqsiḡruk** - before puberty

**Nukatpialuk/Niviaqsialugruaq** - teens

**Nukatpiaq/Niviaqsiaq** - marriageable

**Iḷisimmaḡik** - to be very knowledgeable about something

**Iḷisauti** - to teach/show

**Naipiqtuq** – learning through observation

**Isumalaḡniq** - thinking critically

**Kisuutilaamiḡnik** - knowing who he or she is

**Pautaq** – point of reference/basis/source of origin

**Iḷuḡuḡniq** - the journey to becoming a (full) human being

**Manḡuqput - Our Foundation (*WORKING DRAFT*)**



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**Our mission is to....**

**Grow empowered, culturally rooted, bilingual, healthy,  
life-long learners who are creative and critical thinkers.**



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# We are an Iñupiaq School District

We are a school system that centers our Iñupiaq language, culture and values and integrates these with a best practice, culturally responsive educational program, providing our students with a holistic educational experience that offers each student the best pathway for success.

- Our schools & curriculum are culturally safe, responsive, and inclusive of all students.
- We are dedicated to nurturing each student's unique strengths, interests, and opportunities to ensure that student success is measured by the growth of the whole child.
- We are a self-determined District that honors our past and is guided by our ancestors as we educate our children for the future.
- Like our ancestors, we are resilient; constantly adapting to the challenges of our environment, overcoming obstacles, and moving forward in the pursuit of excellence.
- We are proud to have been empowered by our ancestors to perpetuate our Iñupiaq language and culture.



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A person wearing a white winter jacket and hood is standing on a boat, looking out over a vast, snowy and icy landscape. The boat is partially covered in snow and has yellow ropes visible. The background shows a wide expanse of snow and ice under a pale sky.

# Strategic Direction

NSBSD implementation framework

# NSBSD Implementation Framework

*To support our students to achieve their goals, we need an explicit implementation framework.*

*Holistic, rigorous and rooted in community partnerships, student pathways, and Iñupiaq culture*



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# 1. Culturally Responsive Instruction

*All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.*



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- Iñupiaq language instruction on all sites
- High expectations of all students and staff
- Authentic academic assessment of the whole child
- The Iñupiaq Learning Framework as the foundation for a culturally responsive curriculum
- Relationships as a foundation for learning/instruction
- Inclusive, integrated and place-based materials in all classrooms
- Individual learning plans and career pathways

## 2. Student Social & Emotional Wellbeing

*Support the physical, nutritional, mental, and social-emotional health of all students.*



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- Culturally safe buildings and classrooms as defined by students, community & staff
- Centering student voice & being responsive to the SE needs of the whole child
- Modeling and supporting healthy relationships and communication

# 3. Family & Community Collaboration

*Foster collective responsibility, commitment and trust between the school and community.*



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- Consistent, proactive, strength-based communication with family, students & community
- Co-created content, expectations and success criteria
- Authentic inclusion of community in school (and its operations) and school in the community

# 4. Staff Support & Professional Development

*Strengthen the recruitment and retention of highly effective staff and inspire local teachers.*



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- Retention and recruiting initiatives
- Supporting staff to ensure delivery of the adopted curriculum
- Supporting staff to create and foster culturally safe buildings
- Evaluation of all staff, administration, and board
- Staff participation in relevant professional learning communities and mentorship
- Adherence to professional standards
- Homegrown workforce initiatives

# 5. Financial & Operational Stewardship

*Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.*



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- Safe, modern, high-performing facilities
- Financial management directed to the best interests of students
- Technology utilized to facilitate learning, communication and collaboration
- Administrative accountability to strategic initiatives

# What will this look like in our schools?

As we implement each domain, we work in **collaboration** with students, families and staff to determine what this should look like in our classrooms and schools.



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# Success Indicators



# Student Success Indicators

Key Metric	Data Set (Quant/Qual)	Data Source
<b>Student Attendance</b>	Quantitative	Attendance Data
<b>Student Engagement</b>	Qualitative	*assessment metric required
<b>Authentic Academic Assessment of the Whole Child</b>		
English language proficiency	Quantitative	Assessed (Standardized Testing)
Iñupiaq language proficiency	Quantitative	*assessment metric required
Math proficiency	Quantitative	Assessed (Standardized Testing)
Science proficiency	Quantitative	Assessed (Standardized Testing)
<b>Student Progress on Co-created Individual Learning Plan</b>	Quantitative/Qualitative	*assessment metric required
<b>Student Progress on Career Pathway Plan</b> (apprenticeships, College applications, subsistence proficiency)	Qualitative	*assessment metric required



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# Community Partnership Success Indicators

Indicative Key Metric	Data Set (Quant/Qual)	Data Source
<b>District Communications</b> (Newsletters, public comms, reports)	Qualitative/Quantitative	Reporting
<b>Active SAC</b> (Involvement in Site administrator selection and setting community school expectations)	Qualitative/Quantitative	Reporting
<b>Teacher/Parent Outreach &amp; Communication</b>	Qualitative/Quantitative	Reporting
<b>School engagement with community</b>	Qualitative/Quantitative	Reporting
<b>Stakeholder agreements and partnerships</b>	Qualitative/Quantitative	Reporting



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# Staff & Operational Success Indicators

Indicative Key Metric	Data Set (Quant/Qual)	Data Source
Homegrown Workforce	Qualitative/Quantitative	*assessment metric required
Homegrown Teachers (Teacher Certifications)	Quantitative	Iļisaurriġuqta program & FTE's
Employee Retention (Instructional, Key Admin, classified)	Quantitative	Annual turnover, Teacher / Admin Vacancies
Staff professional growth	Qualitative/Quantitative	Reporting & feedback
<b>Financial Stewardship (Budget/Operational Metrics)</b>	Quantitative	Audit, Reporting compliance incl. budget cycle, stakeholders, State/Fed, revenue generation
<b>Facilities prevention maintenance &amp; upgrades</b>	Quantitative	PM reporting, 6 year plan



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# Journey of the Student



# Co-created Individual Learning Plan



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**ECE – Grade 5**

**Grade 6 – 8**

**Grade 9 – 12**

Immersion Language

Iñupiaq Culture Based Units

Reading Interventions

Math Interventions

SEL Supports

Project-based Learning

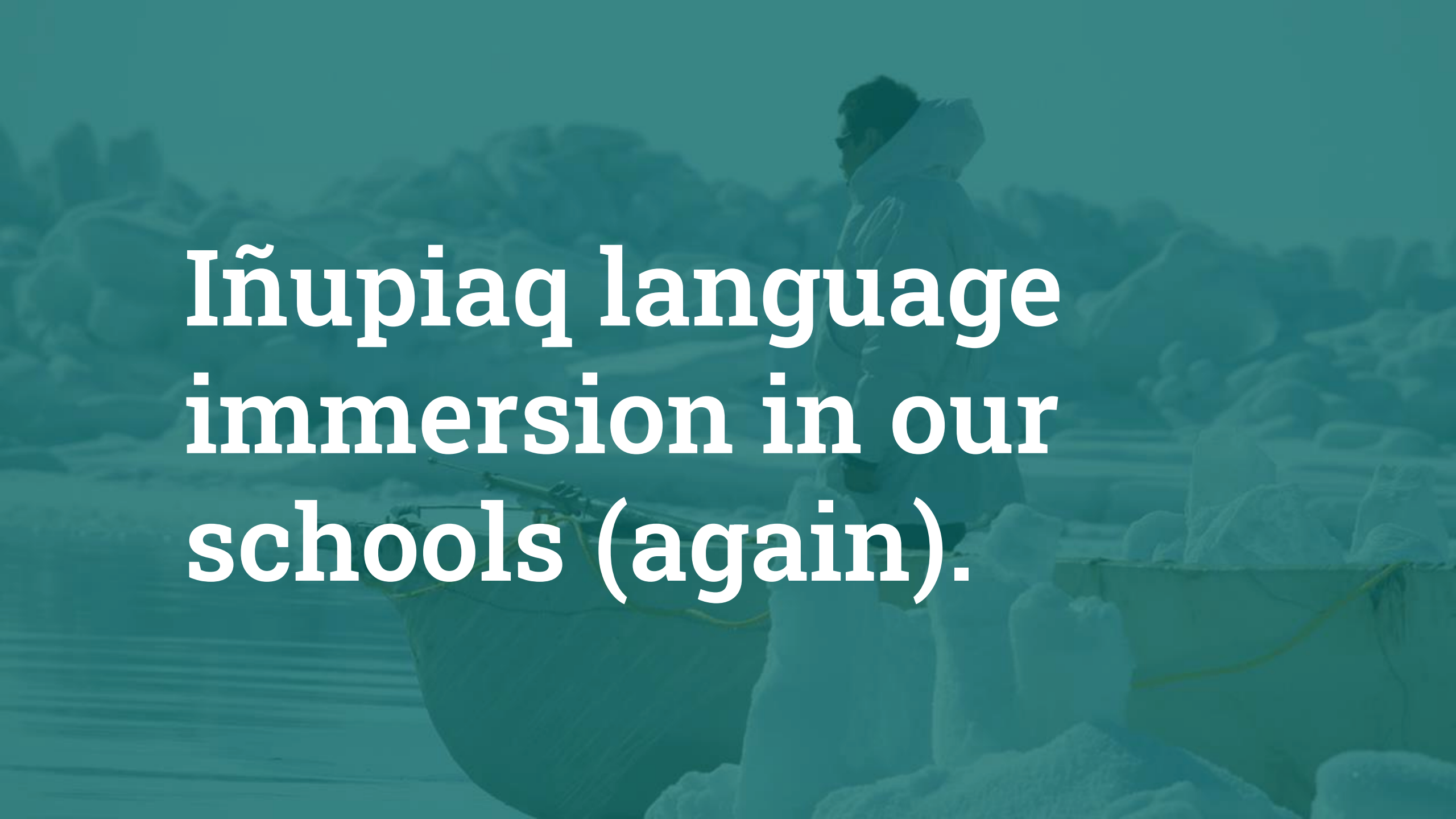
Life Skill & Subsistence

Intermediate Iñupiaq  
Conversational Classes

Career Exploratory

Identified Student Pathways

- Career Tech & Trades
- College, including AA degrees
- Subsistence

A person wearing a white parka and sunglasses stands on a boat in a snowy, icy environment. The background shows a vast, flat, white landscape under a pale sky. The text is overlaid on the left side of the image.

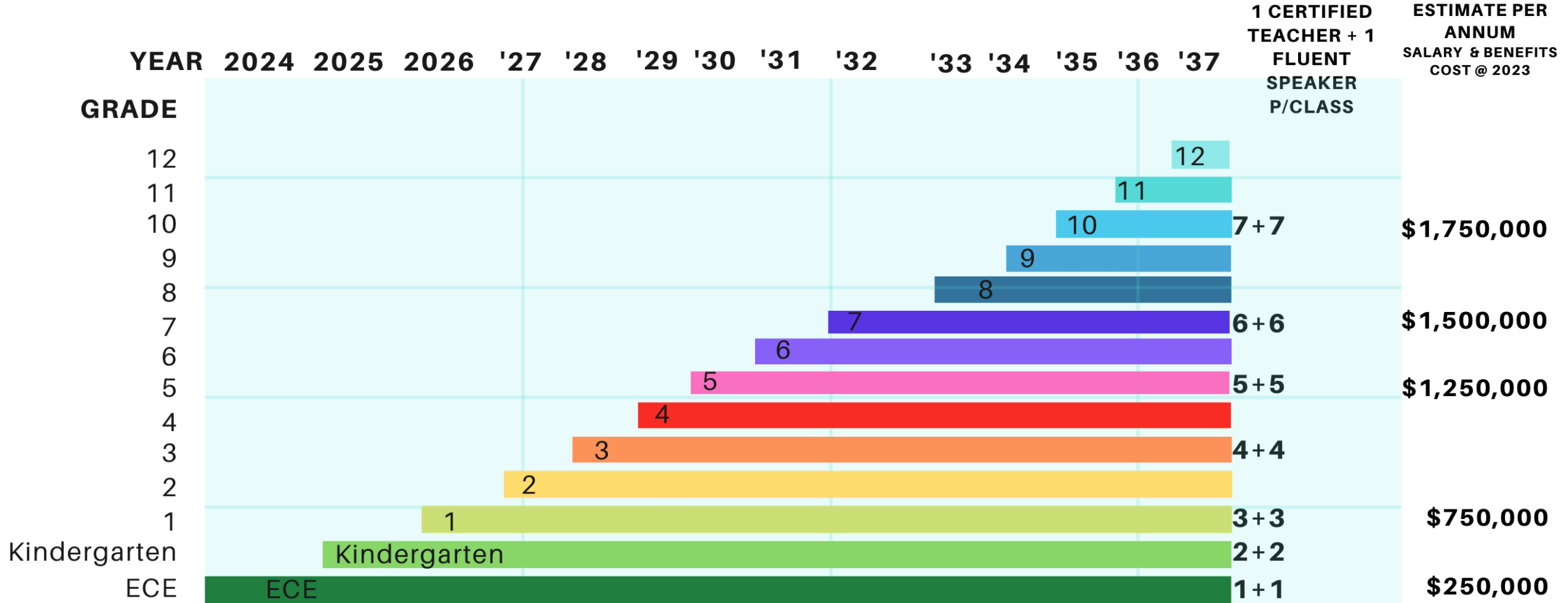
**Iñupiaq language  
immersion in our  
schools (again).**



# ECE-12 Immersion timeframe - VILLAGES

Target 1: ECE - 6th Grade by 2031

Target 2: Grade 7 - 12 by 2037



**ASSUMPTIONS:**

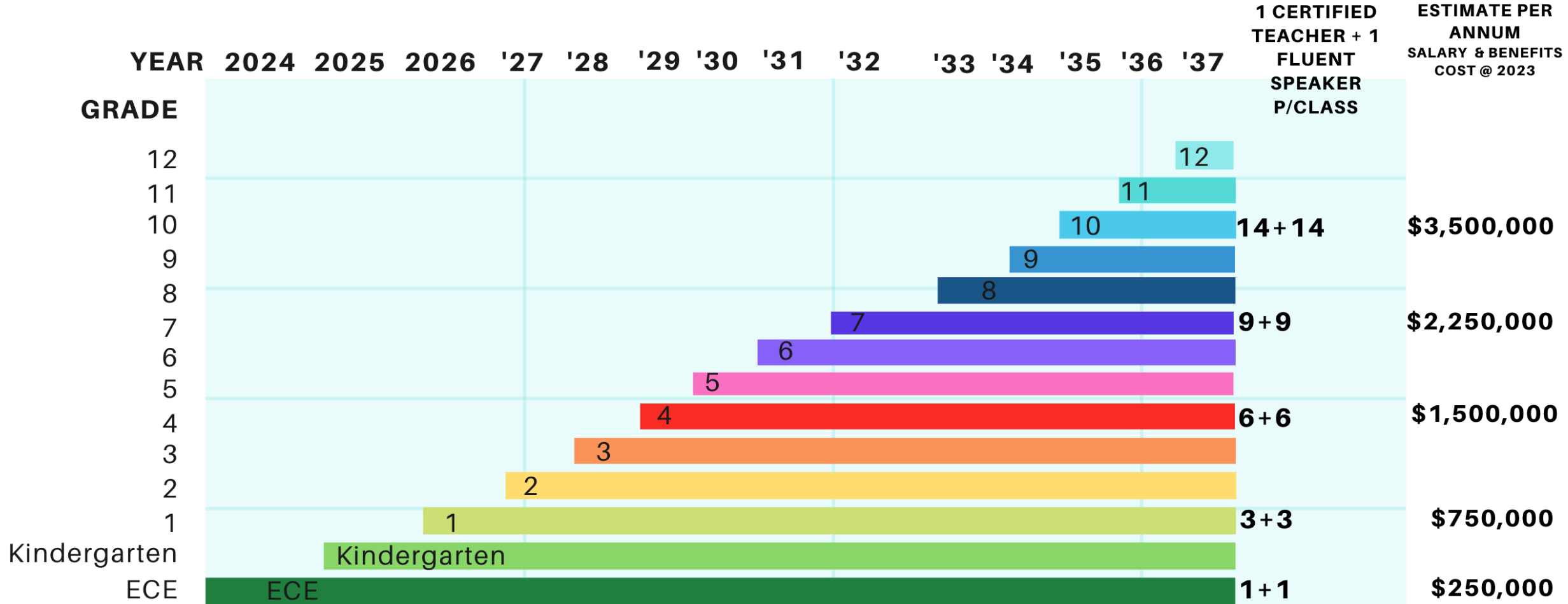
1. THIS INITIATIVE WILL RELY ON THE AVAILABILITY OF FLUENT SPEAKERS WHO ARE ABLE TO COMMIT TO THE PROGRAM.
2. THIS INITIATIVE WILL RELY ON IDENTIFYING FUNDING FOR THE IÑUPIAQ LANGUAGE SPEAKERS AND TEACHERS

**MATERIALS ARE NOT INCLUDED IN THIS COSTING ESTIMATE**



# ECE-12 Immersion timeframe - UTQ

Target 1: ECE - 6th Grade by 2031    Target 2: Grade 7 - 12 by 2037 -



**ASSUMPTIONS:**

1. THIS INITIATIVE WILL RELY ON THE AVAILABILITY OF FLUENT SPEAKERS WHO ARE ABLE TO COMMIT TO THE PROGRAM.
2. THIS INITIATIVE WILL RELY ON IDENTIFYING FUNDING FOR THE IÑUPIAQ LANGUAGE SPEAKERS AND TEACHERS

**MATERIALS ARE NOT INCLUDED IN THIS COSTING ESTIMATE**

# Iļisaurriḡuqta Program - Growing Our Own Teachers



- Supporting current **iļisaurri** to gain certification
- Creating new classifications for Master Iñupiaq Teachers
- Financial & job incentives for local staff to complete their certifications and work at the NSBSD
- Support for students wishing to become teachers eg. **Iļisaḡvik** College AA degrees
- Strengthening the Master-Apprentice program with IHLC



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# Iñupiaq Education Department

The background image shows a person wearing a white parka standing on a boat in a snowy, icy environment. The boat is partially covered in snow and ice. The overall scene is a winter or arctic setting.

# Iñupiaq Education Initiative



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# Iñupiaq Learning Framework



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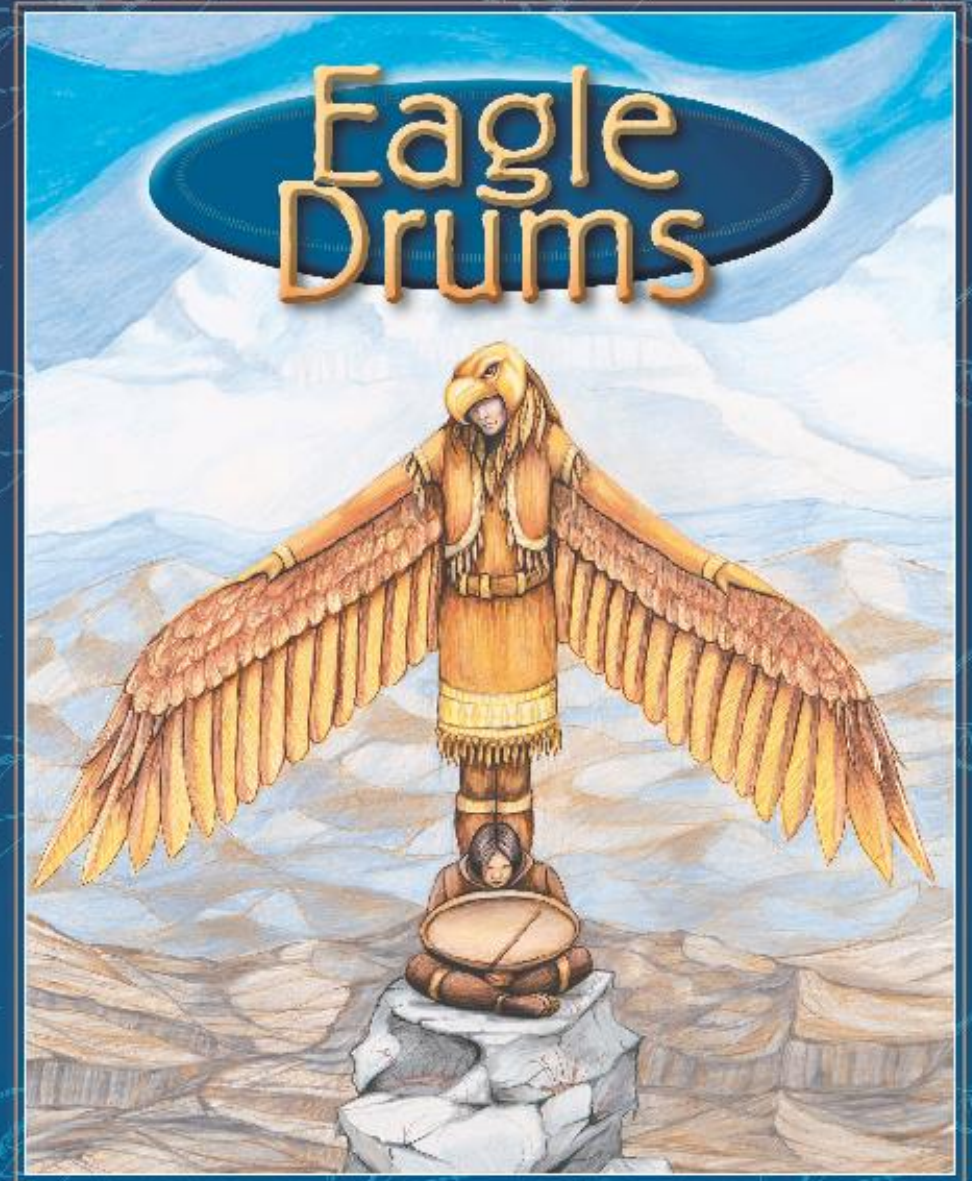


- What it is and does
- The foundation upon which curriculum is based
- Implementation and Development Plan
- Example: Eagle Drums

# Eagle Drums Culture-Based Unit



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Written and Illustrated  
by Rainey Higby

# Iñupiaq Learning Framework Performance Expectations, Alaska State and Cultural Standards, Content Area Standards



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ILF: Performance Expectations: Community Realm

Practitioner

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## Celebrations and Ceremonies

### Celebrations and Ceremonies: Social Integration C.cc.3

The student demonstrates an understanding of the role celebrations and ceremonies play in social integration by . . .

[P] C.cc.3.1 Helping plan a variety of community and/or family celebrations/ceremonies including logistics for participants, the sequence of events, and menu.

### Celebrations and Ceremonies: Understanding the cosmos C.cc.4

The student shows an understanding of the ways celebrations and ceremonies embody the nature of the cosmos by . . .

[P] C.cc.4.2 Communicating the messages, functions and meanings of celebrations in a public forum.

## Singing and Dancing

### Singing and dancing: Spirituality C.sd.2

The student uses knowledge of traditional Iñupiaq culture to . . .

[P] C.sd.2.1 Write about the feelings s/he experiences while singing and dancing.

[P] C.sd.2.3 Place him/herself in the appropriate mind-set and show proper attitude toward drumming and dancing.

# Overarching Understandings & Essential Questions – Guide Learning for Students



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## Essential Questions

**OU: People use ceremonies to commemorate important events, to celebrate the unity of the group, and to bring joy and fun into their lives.**

EQ: What is the origin of the Messenger Feast (Kivgiq)?

EQ: What is Kivgiq?

EQ: Why do people gather periodically for special ceremonies?

**OU: Writers use a variety of methods to convey information and tell stories.**

EQ: What methods did the author of **Eagle Drums** use to keep my interest?

**OU: Different writers or storytellers present information about a topic from different perspectives.**

EQ: How can a writer convey the origin of a cultural practice in a compelling and engaging way?

**OU: Humans and animals live together in mutually beneficial ways.**

EQ: What place do people hold in the universe, particularly in relation to animals?

# Assignments – 3 Options



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## ◆ Eagle Drums Project

### Summative: Performance (GRASPS)

The biennial Kivgiq celebration is coming up. The students' task is to work in small groups to prepare a written or online guide to the ceremony for adults and children (DOK 3). Because of the varied audiences, the guide should have two parts, one for adults and one for elementary age children. It should contain the following:

- at least two versions of the Kivgiq story (DOK 1);
- archaeological evidence about the origin of the qalgi (DOK 2);
- an analysis of the fall and rise of Kivgiq over history (DOK 3); and
- an assessment of the social and cultural value of Kivgiq today (this could be in the form of recorded statements by community members) (DOK 4).

A rubric to assess this task is attached through a link in this section.

Note:

A modification of the GRASP product to be a poster or PowerPoint would also suffice for this unit. As the rubric is assessing group work, use and quality of resources, chronology of change, and clarity of explanation, modifying the product does not require a new rubric. Please use your understanding of your students and set them up for success.

▼ 67 Standards Assessed

# Assignments – 3 Options



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## ◆ Funding a Kivgiq (enrichment activity to extend students' engagement with Kivgiq)

**Formal: Performance: Authentic Task**

Students will research the cost of staging a Kivgiq celebration on the North Slope today, and brainstorm some ways to get funding for the event. Expenses will include:

1. Food
2. Gifts
3. Accommodations
4. Travel
5. Speakers' or performers' fees

To assess students, teachers might gauge the number and quality of the resources students used in their research, the presence of cost figures for the five items listed, and attractiveness of any presentation visuals.

DOK 3 (strategic thinking)

▼ 5 Standards Assessed



# Assignments – 3 Options



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## ◆ Kivgiq Demographic Study (enrichment activity with strong Social Studies content)

### Formal: Performance: Authentic Task

Students will observe and analyze the demographics of the guests who attend Kivgiq, including:

1. Number of participants from various towns (graphs)
2. Cost of travel
3. Distance traveled
4. Time required by traveling from different places by different methods
5. Routes traveled

The analysis will consist of preparing charts and graphs and a discussion of what these demographic results say about both the celebration itself and the individuals who are drawn to it.

To assess students, teachers might consider the completeness of the research (i.e., how many people were surveyed), methods used to compute the outcomes, whether all five items on the list are included in the final product, insightfulness of the analysis, and attractiveness of any display used in the final product.

DOK: 3 (Strategic thinking)

✓ 5 Standards Assessed

# Iñupiaq Language Program



- Current Staff: 17 ilisaurrit at all 11 sites, K3-12<sup>th</sup> grade
- Schedules: limited to 10-60 minutes, 1-5 days a week (depending on site)
- Learning Goals & Language Progression Assessments
- Professional Development and Training: Immersion focused method of instruction



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<https://www.nsbsd.org/en-US>

