



Iñupiaq Education Department



HIGHLIGHTS

- **Uqautiluna Iñupiatun Immersion Program Year 2** (p. 18-19)
 - Operating K3/K4 and Kindergarten classrooms at Ipalook Elementary School
 - Mapping Iñupiaq literacy plan & building plans for Grade 1 classroom opening
- **Iñupiaq Language Program** (p. 18-19)
 - Scope & Sequence with Aligned Curriculum, Materials and Resources
 - IVALU
 - Iñupiaq Language Textbook & Card Games publications
- **Iñupiaq Learning Framework Book completion** (p. 24-25)



HIGHLIGHTS

- **Iļisaurriġuqta Program** (p. 8-9, 11, 24-25)
 - Recruitment push for spring 2025 enrollment
 - NSBSD offered stipend for spring 2025 enrollees
- **Local Science, Social Studies, & Iñupiaq Language courses** (p. 13-15)
 - RRR Initiatives to expand and grow North Slope Science, North Slope History & Culture, North Slope Government courses, and build new courses Iñupiaq Grammar and Conversational Iñupiaq (p.)
- **Iñupiaq Fine Arts Program** (p. 13-15, 16-7)
 - All sites have had an intensive implemented, and will do another round in the spring
 - Evenings have focused on community programming



CHALLENGES

- **Staffing** (p. 24-25, 27-29)
 - filling all of our language teacher vacancies
 - increasing staffing and capacity within the department to support district-wide initiatives
 - Coverage to sites/immersion program
- **Language Proficiency of Program Staff** (p. 18-19, 24-25)
 - Mentor-Apprentice Program focus to support language progression of staff
 - More support/time of language teaching staff to focus on personal language progression
(note: Challenge/need to support goal to graduate bilingual students – dual language model, K3-12 mandatory language pullout, growth of immersion program, etc.)



PRIORITIES OF FOCUS

- **Increasing language proficiency of our program staff** (p. 18-19, 24-25) *Iñupialgusisa!* (*Let us become really good Iñupiaq speakers!*) – Iñupiaq Mentor-Apprentice Program
 - We need to increase the proficiency of our teaching staff to continue supporting student learning and language progression which leads to bilingual status
- **Filling Vacancies for K3–12 Language Teaching Positions** (p. 18-19, 24-25)
 - In addition to increasing language proficiency of staff, we need to fill all vacancies to support K3-12 language programming at all sites



PRIORITIES OF FOCUS

- **Uqautilunā Iñupiatun Immersion Classrooms in Villages** (p. 18-19)
 - 2-3 Staff per Classroom
 - Additional program staff support
 - Community/Parent/Fluent Speaker support
- **Family & Community Partnerships** (p. 8-11)
 - Enhancing community-led cultural inservices and implementation of Classrooms on the Nuna at 1-2 additional sites in SY25-26

