

# Community Input Summary: CAIM Gatherings

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\*Preliminary Summary based on input from the following villages:

- Kaktovik – Community Feedback
- Kaktovik – Leadership Team Feedback
- Tikigaq/Point Hope – Community Feedback
- Tikigaq/Point Hope – Leadership Team Feedback
- Nuiqsut – Leadership Team Feedback

**OPPORTUNITIES/POSSIBILITIES: *What possibilities does this project open up for your community? What excites you most about CAIM?***

Integration of Traditions and History

- Integrate traditional stuff into everyday school
- There was never teaching about the past and traditional ways
- Teach kids more about their traditions. Nowadays we are losing it
- Finally getting to learn Inupiaq history
- More local- no chicken and farms, traditional things
- The students are finally learning about their own history. Great! They can actually learn how to make traditional foods for elders
- The good thing about this project is the students learning their culture (learning the Inupiaq way of life so we don't lose it)
- Finally getting to learn Inuqiat history
- Past culture and let it be known today; language understanding
- Kids having a better understanding of traditional knowledge
- Re-inventing school – great content is powerful

Cultural Understanding and Appreciation

- Our students connect with their heritage, going back to appreciate it, blend it
- Better understanding of the circle of life
- Will preserve a way of life within each community
- Keeping our culture alive – should excite everyone

Culturally Relevant/Tailored per Village

- Culturally relevant
- Has to do with culture
- Seeing our own culture implemented in school, not just in the ILT classes
- Connecting the culture with how the school system operates
- Must relate to “Who we are”
- Each village is different, different economy by village.
- Takes into consideration those things unique about KAK and supports our students here
- CAIM is tailored for each community
- Use our history by village – like in Point Lay

Hands-On Learning and Skill Development

- Arts and crafts
- Workshops to make ulus, sleds, mittens, cooking
- Understand how to fix skidos when they quit

- Lean to sew both boys and girls
- Able to design parkas
- Need to make clothing out of raw fur
- Survival skills
- Home Economics
- Use Arctic animals
- Learn how to make tools for hunting
- They should serve Eskimo food in school
- Cook Eskimo food in schools at least once or twice a week
- Need to learn to swim
- Snow ball game was cooperative
- Hands-on learning
- Students will interact more; more hands-on studying
- Include traditional activity in gym
- Summer camps (traditional/local)
- Inviting kids out camping, visiting the sod houses, historic sites

#### Coming Together/Integration/Community Involvement

- Invitation to community to get involved
- Community based
- Integrating both White and Inupiaq learning
- Have everybody come together to learn
- Merging the Inupiaq culture with the western culture so that kids can understand both
- Working together (Community and School)
- High level of community input
- Community is better for old and new
- Ownership (by the community) of CAIM
- Will promote community involvement
- Reinvigorating the concept of reciprocity – it's not all about receiving, it's about giving – giving time, knowledge, etc. – this has gotten lost and bringing it back is exciting
- Knowledgeable people can make themselves available (via a volunteer list) and kids can choose from whom they want to learn, something for example as simple as making cookies

#### Academic Connections

- Could relate to the word problems in math
- Use of large numbers in reference to the whale; with Inupiaq numerals
- Shows our kids how to communicate effectively
- The kids will know context. More interest.

#### Language Incorporation

- Bilingual- two languages smarter
- Use of Inupiat names
- Inupiat names for parts of the whale
- Teachers learning Inupiat language
- Education in both languages

#### Connecting Elders

- Connecting elders (storytellers) with an audience (students) in showing us (students) what to do.
- Elders can pass on identity
- Elders pass on the legacy to future children

- Pass on the process

#### Connecting Parents

- Parents will know what they are doing
- Will get parents involved

#### Teacher/Student Encouragement

- Encouraging teachers and students
- Helpful for teachers from like Florida
- Enthusiastic students and teachers
- Young ones are learning
- Kids are actually learning; teachers are learning as much as the students
- Relates to the kids lives
- It gets kids involved – will keep them engaged AND in school
- It gets kids excited about their learning. It's learning about themselves, their culture and identity.
- It gives kids/students a chance to become teachers of their culture; helping their teachers understand the process

#### Expectations/Student Potential

- High Expectations
- It is really different than her experience in the boarding schools. She was told she would not amount to anything. She joined SAC so she can make sure there are high expectations

#### Career Development/Science

- In KAK have the potential to develop our students for science jobs in the middle of the refuge right here in KAK

#### Local Hire/Job Opportunities

- Open up job opportunities for local hire/involvement/CTE

#### Other General/Positive Comments

- Makes sense
- About time
- Good
- Like it
- Happy
- I would have enjoyed learning these things in my school.
- This is good. We need more about that. I always talk story to my grandkids
- Its exciting that they are implementing this
- Excited for my daughter to learn more than I did
- Good structure
- "It is what we do." It is what elders did when we were young. The elders would always tell us to stay safe then tell us do anything
- It is exciting
- Finally happening, not just being talked about
- Life long learning

**OBSTACLES/CHALLENGES: *What doubts and reservations do you have about this project? What OBSTACLES will your community have to overcome?***

Implementation/Momentum/Time

- Get momentum going
- From ideas/words to paper so others can teach it. Wide range of kids to teach
- A lot to learn
- Time commitment
- It takes time

Community Involvement & Commitment

- Get people to come in to the community
- Doesn't get taught at home
- Community members caring about the school
- Getting people to work together
- Working with teachers who have burnout
- Lack of community involvement
- If community does not get involved (e.g., poor timing on this meeting)
- Not having enough COMMUNITY INVOLVEMENT!!!

Local Teachers/Cultural Understanding

- School is missing out on real Eskimo teachers
- Teachers do not know much about the culture

Teachers/Village Preparedness

- If teachers are not prepared for village life/implement CAIM

Teacher Skills/Capabilities

- Right now. We got new teachers don't appreciate it very much how the teacher is teaching. "You're supposed to use your head to figure out when you use your computers" Their phone is not the way to learn. That's not using your head! Got to teach them how to use their heads.
- Difficult for some teachers to open up to something not comfortable
- New teacher orientation
- Working with teachers - help them embrace this effort
- Training new teachers in implementation of CAIM/local culture

Teacher Time/Dedication

- Teachers want a spring break so it takes the opportunity away from taking the students to camp for a couple weeks
- Understanding that teaching is HARD WORK; teacher's plates are full with demands of their job

Teacher Involvement w/Community

- Teachers need to get more involved in the community
- If teachers do not get involved in the community (teachers must be a part of the community)
- Teachers not understanding that they are now in someone else's territory

Parent Participation

- Not participating in parent-teacher conference or not getting to know the teachers

#### Access to Volunteers

- Getting volunteers without payment

#### Effective use of Technology

- Teleconference was difficult
- iPhones and computers are stopping Inupiaq tradition

#### Academic/Core Content

- Core content-need to have a strong teacher in math and English; need depth of knowledge of academics

#### Language Barrier

- Learning language
- People not being able to speak Inupiaq
- Translating might be more difficult
- About a preserving language and culture – multi-generational goal but not the sole responsibility of the school (sure way to make this effort fail)

#### Materials/Resources

- Would be good to know which person for the resource (need a list of resources/contacts)
- Need to gather materials that have been scattered
- More resources such as CDs and books that are pertinent to our village

#### Sustainability/Leadership

- What guarantee do we have that this will continue and be just a fly-by-night effort?
- Sustainability
- This is just a beginning
- Have to stay the course and not let it die with the departure of those leading the effort
- Need continued leadership

#### Standards/State Regulations

- Teaching hands-on and State regulations; what is permitted by State Regs?
- Some State Standards; some that are more difficult to hit all of the students
- Students – is for Inupiaq class to mention standards a lot

#### Calendar

- Loosen up the calendar

#### Access to Elders

- Access to elders. Some are too old to come to the school.

#### Government/State Regulation

- Regulation from government about way of life. Threats to our subsistence life.
- Will we run into problems with state and/or federal regulations?

#### Special Needs of Students

- Not paying attention to the extreme needs of students (e.g., SPED)

#### Historic Oppression

- Not forgiving old grudges
- Strong Influence of colonialism – need to break free of historic oppression and move towards healing

#### Loss of Interest/Respect

- Loss of respect for the culture – adults and kids
- Gym activities are more appealing than kids involved in cultural activities

#### Reluctant to Participate/Other Activities in the way

- Kids hesitant to involve themselves
- Adult activities (e.g. Bingo) get in the way
- Reluctant to support school dance group – might take attention away from community dance group
- Are the kids willing to put out when we volunteer to show how things are done in summer?

### **ENSURING SUCCESS: *How do we make this work? What needs to happen next to see success?***

#### Communication

- Communication including written, verbal, Eskimo drum
- Phone call
- Maybe keep talking to teachers. Have community meeting with parents. Write a letter to superintendent about how we need to teach kids to use their heads
- Invitation to community to get involved
- Keep information flowing
- Themes for each month
- Materials and handouts
- Communication
- Do a digital CAIM newsletter to follow up with the participants
- Put this on KBRW
- Communication is essential – multiple ways of communicating

#### Team Work/Collaboration

- Teamwork
- Communication and teamwork
- Getting people to work together, hear everyone's ideas and work toward collaboration

#### Program Sustainability

- Going in the right direction, hopefully it will never die
- See it to the end, make sure it works.
- Have to sustain this. Involve all teachers and make sure the principals understand it and hold teachers accountable to it. Keep leadership in this area.

#### Ongoing Commitment & Consistency/Implementation

- Consistent-use it all the time with whatever is being taught-adapt to location
- Needs to be implemented, fully supported
- Needs to be an on-going commitment
- Consistency in positive attitudes

#### Community Gatherings

- Bring people together, get folks involved
- Have more community school gatherings
- Pull the community together- This has to be changed
- Community meetings with door prizes and ice cream
- Potlucks/aggi to bring people together perhaps monthly

### Community Partnership/Involvement

- Partnerships and Community meetings
- Help from the community; from Elders and other experts
- Community involvement to assist teacher in making/enhancing lessons
- Need to bring CAIM out of the school into the community (e.g., seal skin sewing)

### Resilience/Persistence

- Push hard for this curriculum
- Persistence
- Commitment
- Overcome hardships
- Keep on! Keep on!

### Hands-On Teaching/Student Learning

- Hands-on teaching
- Make certain students learn; monitor test scores, graduation rate
- Make certain that is taught in a way that students understand

### Parental Support and Involvement

- Good parenting, teach kids that knowledge is valuable
- Our parents need to take the time to get to know their child's teacher; perhaps the SACs can be tasked with coming up with ideas, tips on what parents can do to help children AND teachers in school
- Parents need to be involved with their students' learning
- Foster parenting – elder comes to school and is an integral part of school – kids behave better
- Community members and parents need to step up to the plate
- Involvement in kids learning (parents)
- Use “sewing” as a connection between school and parents

### Elder Input/Participation

- Ask the elders
- Kids go out and ask elders to come to school
- Invitations come from the kids
- Would like to see some of the elders' pictures on the posters
- Have students go to each elder's home to ask one question
- We are losing the elders
- Mobility of elders – need to go to the house
- Have elders as student advisors
- It's hard to invite elders today

### Volunteerism

- Get volunteers into school
- Time – people are busy – have to work on getting volunteers
- Pay people to come in to teach history
- Volunteerism spirit needs rekindling

### Real-Life Experience/Camps/Field Trips

- Got to camp with elders (last summer with 10 kids)
- Go out for caribou
- Spring break go to the mountains for family with the principal and the family
- Experience real life in the learning

- Use summer camps as part of the school's educational program
- Hands-on cultural field trips – survival skills, cutting ugruk, etc.

#### Story Telling/Movies

- Grew up with the raven story
- Have 6-12 grade watch film about how Eskimo live
- Have to learn to listen. People will start talking about stories
- Going to talk to people to hear stories
- Do a week of storytelling instead of spring break

#### Language/Materials

- Need Inupiaq language speakers
- English for non-speakers
- Dialect of Tikigaq to spell the words-even the CB tonight
- Learn to speak Iñupiaq – young parents. We need to be fluent in both Iñupiaq and English.
- Materials in the language i.e. talking books

#### Recording/Documentation

- Prepare our local people to record the language, the songs for archeology

#### Developmentally Appropriate

- Needs to be developmentally appropriate

#### Community Input

- Gather public opinion – community

#### Historical Knowledge/Understanding

- Need to understand the history in order to teach it

#### Evaluation & Monitoring

- Monitoring – make sure we have people watching this effort to make sure we are making movement.
- Brought to the classroom and taught – test lessons to see if they work

#### Open Door/School-Community

- Open door between school to community

#### Explicit Instructions

- Show us how to cut or what to do

#### Learn from other Areas

- Research how it is being done in other areas in the Arctic, e.g. Iceland, Greenland, Hawaii

#### History by Village

- Use our history by village – like in Point Lay. Like our excavation of the sod houses, remains need to come back to KAK

#### Spiritual Context

- Need a spiritual presence – use the church, need a minister – it is a value of our heritage

#### Involve Students in the Process

- Next tour involve students in the process



#### School Recognition/Spotlight

- Spotlight each school's units and success with CAIM

#### Travel/Village Connections

- Connect to another village – do field trips across the Slope

#### Assembly/Leadership Support

- Has the Assembly bought in to this? They need to listen to this for a couple hours?
- What are the NSBSD leaders saying Rex Rock, Bodfish, etc. – “I want to see what the other leaders had to say about this from around the Slope” – get their quotes – publicize these – one from each village.

#### Shared across the State

- Needs to be brought to state level; shared across Alaska

#### Artifacts

- Bring remains and artifacts back from excavations

#### Incentives/Buy-In

- Provide incentives to teachers and community members to buy in

### **COMMUNITY ENGAGEMENT: *What will it take to engage your community to participate/have ownership in CAIM?***

#### Communication/Info-Sharing

- More communication about where we have been and where we are going
- Do put it on Facebook somehow – show the pictures of the these community meetings
- Talk about where we have been, where we are going, and what we are in the middle of
- Digital newsletter to keep us informed about next steps
- Use radio
- Communicate between villages/cross pollination
- Advertise CAIM – Communication
- School needs to calendar events – more notice
- Use of Facebook to communicate
- Post the “Snap Shot” on Facebook – explore with IT (or email or website)

#### Community Meetings/Input

- More community meetings about this – city, tribal, assembly - labor of love
- Ask them for input
- Series of meetings to engage in communication about CAIM
- Have updates with SAC about how CAIM is going
- Need public meetings at appropriate times (e.g., avoid whaling season)

#### Community Involvement/Ownership

- Get involved in the community events, they will get involved with the schools
- Get more involved
- Involve church members
- Invite Elders to come into school/classrooms and share knowledge
- All entities/organizations involved – must know about CAIM
- Having community involvement – ownership

### Spotlight Student/School Projects

- Ask Junior High to write about the project and share their ideas
- Spotlight schools and next projects
- Use the gym lobby and entrance to display student work and instructional background
- Like students performances – big draw to come to school
- Award presentations – graduation – basketball: all draw parents to the school

### Events/Incentives/Draw People In

- Have a door prize at all events
- Budget to pay people to come in
- Door prizes A
- Community potlucks draw parents

### Holidays/Traditional Celebrations

- Don't celebrate Columbus Day
- Mayflower – their traditions are different not turkey – but sheep and caribou by way of example
- Have an Eben Hopson day

### Develop Trust

- Develop trust between school and community

### Teachers in the Community

- Teachers should not be afraid to go ask anything.

### Resources

- Make library resources more robust

### Other

- Take politics out of the schools
- Mandatory black out of electronics to get our students off Xbox, etc.