

Kashunamiut School District, March 2009

Kashunamiut School District
 Student Pop.: 320 K-12
 School Staff: 36
 Admin: 7
 Certified: 26
 Classified: 21
 Board Members: 5



What is your inquiry question?

How do we expand the Cup'ik Language Acquisition in Chevak School grades 3-12?

What is your process or strategy?

- A. Establish a Culturally Responsive staff
- B. Establish concrete standard based curriculum for grades K-12
- C. Establish solid objectives for grades 3-12 for Cup'ik Language Acquisition classes.
 - 1.3 Cup'ik Immersion
 - 2.4 to 5- Refined language: read, write, & speak
 - 3.6 to 8- Culture (art & subsistence), speaking, & collaborative cross curricular projects.
 - 4.9 to 12- Grammar, composition, speaking, & collaborative cross-curricular projects.

How has your logic model worked?

The Chevak Logic model is an on-going process.

Indicators of success

Initially

1. In 2003-04 School Year a survey was conducted to determine community interest in beginning a Cup'ik Immersion program in Chevak.
2. Survey results came back positive
3. Immersion program began in the 2006-07 school year for kindergarten and is in continuation today.

Currently

1. At the February 2009 board meeting, the school board agreed with John Pingayak's proposal to expand the program and are interested in meeting with him to brainstorm ways in which to make it work.

What impact did engagement in a network have on your school improvement efforts?

AEIN was instrumental in uniting the Chevak community with Ayaprun Immersion School. This networking modeled for Chevak what could be done at their school, out of which evolved an immersion program that addressed the specific needs of the Chevak community.

Describe how the roles and responsibilities of leadership have become visible...

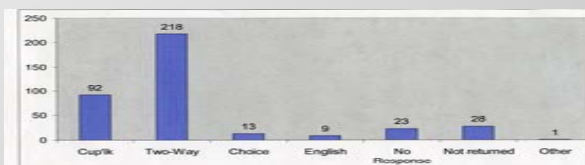
a. in your direct work at your school?

Initially

The loss of the Cup'ik language was a community concern. The consensus of the community established the need for the Cup'ik Immersion Program. The leadership responsibility was then delegated to the bilingual speaking, reading, and writing community members, which also included Kashunamiut Board members, administrators, and Cup'ik teachers. As the program evolved the leadership roles became more concentrated within the school district.

b. across the AEIN Network?

The AEIN Network provided professional development to Chevak Immersion Staff with Ayaprun. The AEIN leadership supported Chevak professionally and financially.



Definition for Each Category:

Cup'ik – Full Cup'ik Immersion classes taught all day.

Two-Way – Half Cup'ik and Half English classes taught; for example, half of the class attends Cup'ik in the morning while the other attends English, and switch in the afternoon.

Choice – Parents have a choice of which program to place their child, either into Full Cup'ik Immersion or Full English.

English – Only English taught as a means of learning and instruction.

No Response – The question was not answered in the form.

Not Returned – The survey forms were not returned.

Other – Any other suggestions.

