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THE FORT REPORT









EAGLES START THE SEASON AGAINST TOUGH TEAMS

BY JANE WARD AND NELLIE WARD

The Fort Yukon Eagles are back on the court for the 2025-26 season. Both the boys and girls teams have been busy playing against some of the strongest teams in Alaska to get ready for the rest of the year.

Lady Eagles Play Big Schools in Juneau

The Lady Eagles started their season with a long trip to Juneau for a big tournament. Even though a record-breaking snowstorm hit the city while they were there, the team was ready to play. They faced several "big schools" (4A), including Lathrop, Monroe Catholic, and Juneau-Douglas.

It was a tough challenge, but the girls showed they could hang with anyone. Seniors Jane Ward and Kylee Carroll led the team. Jane had a great week, scoring more than ten points in the games against Lathrop and Monroe. The Lady Eagles proved that they aren't afraid to travel far to play the best competition they can find.

Boys' Team Builds Skills in Minto

The Boys' Eagles had a fast start to their season. They joined a tournament in Fairbanks at the last minute to get more practice against bigger schools. Because there are no seniors on the team this year, the boys are focusing on playing good defense and learning how to work together.

The Minto Tournament. A few days later, the team traveled to Minto for a local tournament. On January 9, they played the Minto Lakers, who haven't lost a game yet. Even though the Eagles didn't win, they played much better as a team.

Junior Riley Strom and Sophomore Winston James Jr. did a great job scoring points. On defense, Sophomores Dakota Cadzow and Brian Talbott II worked very hard to grab rebounds. All that hard work is starting to show—the team recently scored 54 points in a game against Birchwood Christian, which is their highest score so far this season.



AI TRANSFORMS CLASSROOMS, REVOLUTIONIZING EDUCATION FOR THE FUTURE

BY MASON PETER

In a quiet corner of a busy classroom, a student who used to struggle with algebra is finally smiling. He isn't staring at a confusing textbook; he's working with an AI tutor that speaks his language, slowing down when he's confused and speeding up when he excels. This isn't a scene from a sci-fi movie—it's the new reality of modern education.

Across the globe, Artificial Intelligence is moving from a "tech buzzword" to a seat at the front of the class. But this shift isn't about replacing teachers with robots; it's about giving teachers their time back and giving students a personalized roadmap to success.

Learning That Actually "Fits"

We've long known that the "one-size-fits-all" model of education leaves some students bored and others behind. AI is changing that math. Adaptive platforms now act like a personal coach for every child, identifying the exact moment a student trips up and offering a new way to explain the concept.

For teachers, the impact is even more personal. By automating the "heavy lifting" of grading and data entry, AI is handing back the most precious resource in education: time. That's time better spent mentoring a student, sparking a debate, or fostering the kind of creative thinking a machine simply can't replicate.

Leveling the Playing Field

Perhaps the most beautiful part of this transformation is its heart for inclusivity. For students with learning disabilities or language barriers, AI tools are acting as a bridge. Whether it's real-time speech-to-text or lessons that adapt to neurodivergent learning styles, technology is ensuring that a student's potential is no longer limited by their obstacles.

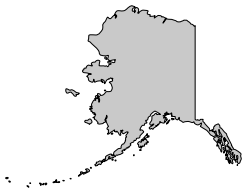
Looking Ahead

We are only scratching the surface of what's possible. As we integrate these tools into our daily lessons, we aren't just teaching kids how to use software—we are preparing them for a future where technology and human intuition work hand-in-hand.

The future of the classroom is here, and it's looking brighter, kinder, and more personal than ever before.



Learning Our Language: A Student's Voice



By Kylee Carroll and Jewel Mahler

We recently spoke with some students at our school to hear their thoughts on learning the Gwich'in language. In this interview, they share why it is important to learn from our Elders and how the language helps us stay connected to the land and our traditions. Their answers show how moving our Native tongue from the classroom into our daily lives can help our community stay strong and healthy.

1. What do you think about learning Gwich'in in school? It would be much easier for us to learn if we had more than one Elder in the classroom so we could hear them talking to each other.

2. How does learning the language change the way a student understands their connection to the land and the caribou? The language teaches us to protect the land. If there is oil drilling, the caribou will leave and people will go hungry. Even if we hunt moose here, we are all connected to the land.

3. What is the biggest hurdle for a student who wants to be fluent, and how do you help them over it? The hardest part is having no one to practice with. We need more people helping Virginia so students have more than one person to talk to.

4. When you hear a student use a Gwich'in phrase outside of the classroom, how does that make you feel about the future? It makes me feel proud and hopeful. It shows that the language is staying alive in the real world, not just in a book.

5. Many Elders went through a time when the language was discouraged; how does that history impact your mission today? Even though we aren't fluent yet, we feel the loss from that time. Our mission now is to bring back what was taken from our Elders.

6. How can we use modern tools—like apps or social media—to make Gwich'in a "living" language rather than just a school subject? Technology is where the youth are. Using apps and social media makes the language feel modern and useful for everyday life.

7. Have you noticed a shift in the confidence or identity of students who begin to master their Native tongue? When students see their traditional ways combined with modern technology, they feel more confident in who they are.

8. What do you say to a student who feels like they've "started too late" or that the grammar is too difficult? Don't give up. It takes time, but every word you learn is a win for you and your culture.

9. In what ways does speaking Gwich'in strengthen the bond between the youth and the Elders in our village? The language is a bridge. When a young person speaks Gwich'in, it shows respect to the Elders and brings the whole community closer together.

10. If you could project 20 years into the future, what is your ultimate dream for the sounds we hear in this community? My dream is for our community to be healthy and sober. I hope the sound of our language helps lead us away from drugs and alcohol.

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