



# *Tuġen Charter School*



The primary purpose of the Charter is to advance a quality education for children and youth that is grounded in Indigenous culture.





TO

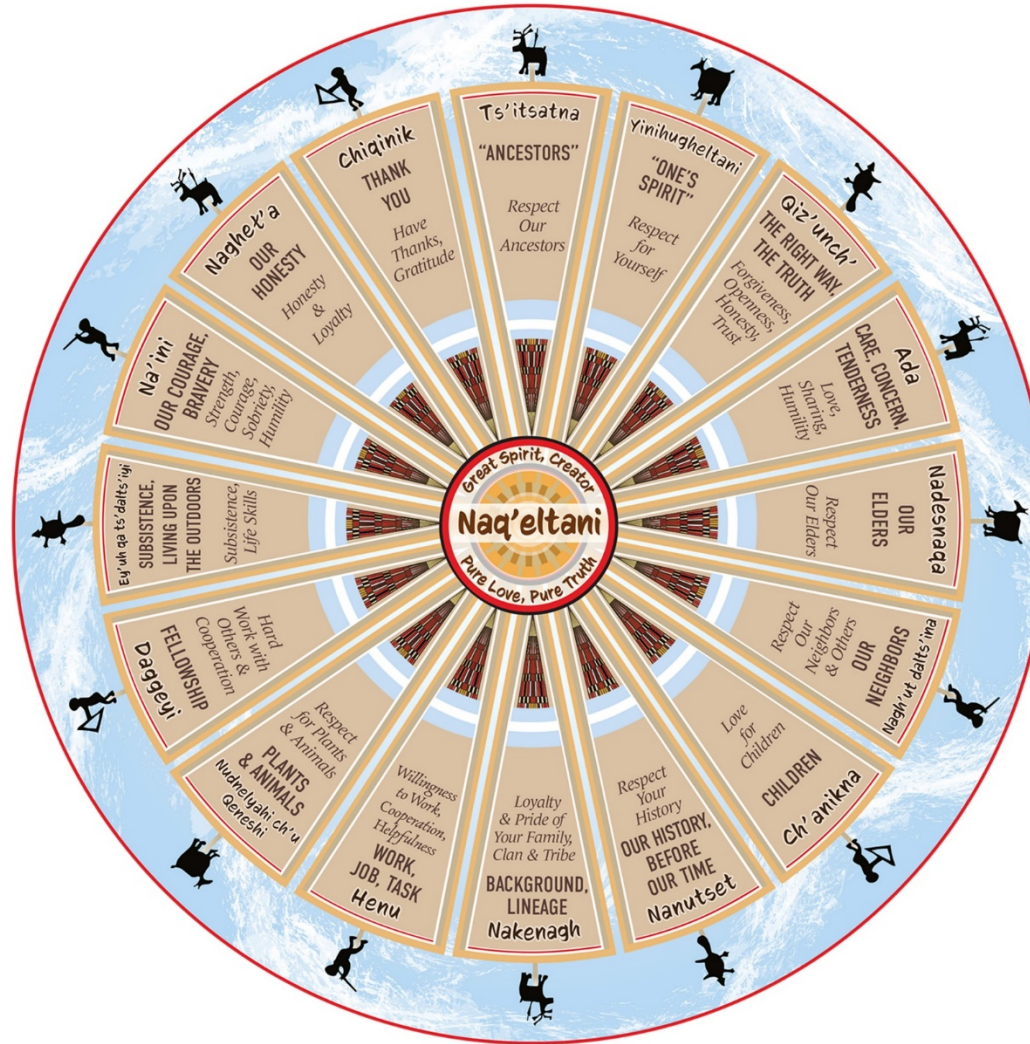
ASSURE

**KAHTNUHT'ANA DENA'INA**

THRIVE FOREVER



# Kenaitze Indian Tribe's Traditional Values



# ***Tuʔen Charter School***

***Dena'ina for***

***“the current is flowing”***

***or “the river will flow”***



# Vision

Our vision is to be a beacon for educational excellence and cultural pride for the Kenai Peninsula.

We envision a school where the richness of Dena'ina cultural heritage is interwoven into every aspect of learning, fostering a deep sense of belonging, pride, and self-confidence.

We strive to develop resilient, culturally grounded individuals who are prepared to lead and inspire positive change within our community and beyond.



# Mission

To provide a culturally based, academically rigorous education that empowers duhdeldihen (“students”) to succeed in today’s world by embracing Dena’ina traditional values, language, culture, and to develop responsible community members who are critical thinkers, compassionate, and committed to living the Dena’ina culture.



# Goals



# **Goal 1**

***Integrate Dena'ina language, values and culture into the school curriculum starting in the first academic year with ongoing assessments and adjustments to ensure effective learning of these three components.***



## **Goal 2**

***Recruit and train qualified instructors to become language speakers in Dena'ina, develop language learning resources, and establish regular language practice and cultural activities.***



## **Goal 3**

***Foster a strong sense of identity and pride rooted in Dena'ina cultural traditions and values through engagement of families and community partners.***



## **Goal 4**

***Develop and implement place-based learning curriculum that incorporates traditional ecological knowledge, outdoor and experiential learning, and environmental stewardship activities.***



## ***Goal 5***

***Provide an academically rigorous education through the utilization of integrated STEAM activities and curriculum.***



## **Goal 6**

***Maintain small class sizes that emphasize relationship based practices where the curriculum meets the student.***



## ***Goal 7***

***Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions.***



## **Goal 8**

***Establish an intergenerational mentorship model where students provide guidance to peers to create a sense of community and support while developing leadership skills for all students.***



## **Goal 9**

***To address historical and intergenerational trauma by empowering Dena'ina practices that foster healing.***



# Staffing





# APC Members

- 7 voting members
- 4 shall be appointed by Tribal Council
- No more than 1 appointee shall be a Council member
- 3 remaining positions will be voted on by parents of the school
- At least 1 staff member and 1 parent must serve
- Principal will serve as ex officio member and shall abstain from voting



# Initial APC Members

Kaylee Gorrod

Chantilly Bayes

Diane Bernard

Dr. Katie Archer Olson

Kyle McFall

Jennifer Williams

Bernadine Atchison



# School Calendar

Subsistence Week



# Daily Schedule

## Kindergarten

<u>Time</u>	<u>Class/Activity</u>
8:40-9:00	Drop-off/Morning Recess/Breakfast
9:00-9:15	Talking Circle
9:15-10:00	Reading
10:00-10:15	Morning Break
9:45-10:30	Reading with a cultural focus
11:10-12:00	Lunch and recess <ul style="list-style-type: none"><li>• Teacher lunch will occur during recess</li></ul>
12:00-1:10	STEAM
1:10-1:45	Specials/NYO/Cultural activity (movement focused) <ul style="list-style-type: none"><li>• Teacher prep will occur during this time</li></ul>
1:45-2:45	Math
2:45-3:15	Reading - focusing on phonics/decoding/skill development
3:15-3:25	Clean-up/Prep for pick-up/Dismissal



# Daily Schedule

## 1st-3rd Grade (Multiage Classroom)

<u>Time</u>	<u>Class/Activity</u>
8:40-9:00	Drop-off/Morning Recess/Breakfast
9:00-9:15	Talking Circle
9:15-9:45	Reading - focusing on phonics/decoding/skill development
9:45-10:00	Morning Break
10:00-10:45	Reading
10:45-11:20	Specials/NYO/Cultural activity (movement focused) <ul style="list-style-type: none"><li>• Teacher prep will occur during this time</li></ul>
11:20-12:05	Reading with a cultural focus
12:05-12:55	Lunch and afternoon recess <ul style="list-style-type: none"><li>• Teacher lunch will occur during recess</li></ul>
1:00-2:00	Math
2:00-3:10	STEAM
3:10-3:25	Clean-up/Prep for pick-up/Dismissal



***The educational program of Tulen Charter School will focus on the individual student's interests, strengths, and needs, while honoring and respecting Dena'ina language, culture, and land throughout the educational process.***















***“ We must devise a system of education that respects the epistemological and pedagogical foundations of Indigenous as well as Western traditions. ”***

***– Dr. Angayuqaq “Oscar” Kawagley***



# Sealaska Culturally Responsive Teaching Practices

## I. Teacher Awareness

- Locates and acknowledge their own socio political position
- Sharpen and tune their cultural lens
- Learn to manage their own social-emotional response to student diversity
- Understand and apply communication diversity with students and families

## II. Learning Partnerships

- Adopt Responsive Classroom
- Utilize Restorative Practices
- Use 2x10 Relationship Routine
- Engage in Trauma Informed Care
- Encourage goal setting
- Offer multiple entry points to challenges
- Provide specific and immediate feedback with processing time
- Practice an asset-based approach
- Be a “warm demander”
- Encourage productive struggle



# Sealaska Culturally Responsive Teaching Practices

## III Information Processing

### Instructional Practices

- Use Thinking Routines
- Build background knowledge
- Increase wait time
- Use multiple modalities for learning
- Use metaphors & analogies
- Play a game to review without an emphasis on winning vs. losing
- Utilize graphic organizers
- Use word play and humor
- Teach through song or poetry
- Provide authentic context and purpose for learning
- Encourage student agency and voice (ie. Think-Pair-Share, Turn and Talk)
- Promote learning through observation
- Integrate constructive play
- Provide opportunities for experiential learning
- “Story-ify” the Content (ie. Story Workshop, Tableau)
- Honor oral and written responses

### Learning Environment

- Create a third space (ie. calming corner)
- Keep space organized and uncluttered
- Hang prints of contemporary and traditional art representing cultures in the classroom
- Ask families to share sayings and post them around the classroom

### Routines

- Establish clear classroom routines
- Use call and response
- Begin each day with circle time
- Consider using sponge activities
- Establish quiet time after recess or lunch
- Begin a new unit by reading related quotes



# Sealaska Culturally Responsive Teaching Practices

## IV. Community Building

### **Families and Community Partnerships**

- Address families or “trusted adults” instead of parents
- Use parents/guardians for signature lines instead of mother or father
- Use family’s home language for communication when possible
- Establish early communication with families
- Offer multiple modes of communication
- Incorporate family and community knowledge (ie. interviews, classroom visits, etc.)
- Host family events in the classroom or school
- Conduct community service projects with your class and invite family members to join
- Attend local community events
- Invite local community members into the classroom to share knowledge
- Plan field trips to local places (ie. museums, libraries, culturally and/or historically significant landmarks)
- Partner with community organizations

### **Classroom Community**

- Utilize diverse literature (ie. mentor texts, instructional materials)
- Create community agreements
- Implement culturally responsive questioning strategies
  - Open-ended, higher order thinking is promoted
  - Inclusive questioning for all students
    - Example: ‘What is a food that feels like home to you?’ vs. ‘What is your favorite food?’
- Employ collaborative learning structures





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Filed Under: [Charter School Application](#), [Media Releases](#), [Stories](#)

## Tribe seeks feedback on future charter school

MAY 15, 2024



The Kenaitze Indian Tribe is seeking feedback from the community regarding its plans to open a charter school for the 2025-26 school year. To complete a Community Interest Survey, go to <https://bit.ly/KenaitzeSchoolSurvey...>

[READ MORE >](#)

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Filed Under: [Charter School Application](#), [Media Releases](#), [Stories](#)

## Tribe plans community meeting to discuss future charter school

MARCH 8, 2024



The Kenaitze Indian Tribe is exploring a Dena'ina-focused public charter school, and is looking for feedback from the community. The Tribe will host a Community Interest and Informational Night on Thursday,...

[READ MORE >](#)



# Curriculum-Ideas

(reading, STEAM, math,  
land-based learning)

land-based learning - subsistence, harvesting, growing/gardening

art, craft & dance

Language - Dena'ina

Community & Place Based Education • Development

• Elders Ask Wisdom Keepers & Storytellers •

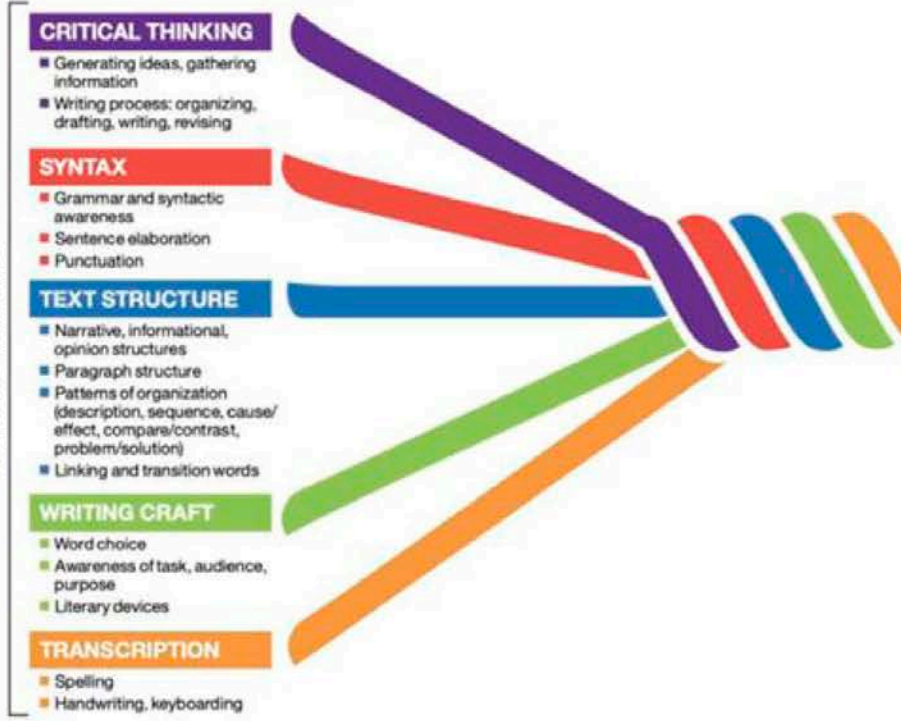


# Curricular Programs

- Raven Writes and i-Ready Reading
- i-Ready Math
- STEAM
- PE and Specials



# Sealaska Raven Writes and The Writing Rope

Raven Writes	The Writing Rope
<p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>✓ Generating ideas, gathering information</li> <li>✓ Writing process: organization, drafting, writing, revising</li> </ul> <p><b>SYNTAX</b></p> <ul style="list-style-type: none"> <li>☐ Grammar and syntactic awareness*</li> <li>✓ Sentence elaboration</li> <li>✓ Punctuation</li> </ul> <p><b>TEXT STRUCTURE</b></p> <ul style="list-style-type: none"> <li>✓ Narrative, informational, opinion structure</li> <li>✓ Paragraph structure</li> <li>✓ Patterns or organization</li> <li>✓ Linking and transition words</li> </ul> <p><b>WRITING CRAFT</b></p> <ul style="list-style-type: none"> <li>✓ Word choice</li> <li>✓ Awareness of task, audience, purpose</li> <li>✓ Literary devices</li> </ul> <p><b>TRANSCRIPTION</b></p> <ul style="list-style-type: none"> <li>☐ Spelling*</li> <li>☐ Handwriting, keyboarding**</li> </ul> <p>* Supplement through Reading Curriculum            ** Raven Writes can purchase Handwriting Curriculum for Grant Application Partners</p>	<p style="text-align: center;"><b>The Strands That Are Woven Into Skilled Writing</b> (Sedita, 2019)</p>  <p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>■ Generating ideas, gathering information</li> <li>■ Writing process: organizing, drafting, writing, revising</li> </ul> <p><b>SYNTAX</b></p> <ul style="list-style-type: none"> <li>■ Grammar and syntactic awareness</li> <li>■ Sentence elaboration</li> <li>■ Punctuation</li> </ul> <p><b>TEXT STRUCTURE</b></p> <ul style="list-style-type: none"> <li>■ Narrative, informational, opinion structures</li> <li>■ Paragraph structure</li> <li>■ Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)</li> <li>■ Linking and transition words</li> </ul> <p><b>WRITING CRAFT</b></p> <ul style="list-style-type: none"> <li>■ Word choice</li> <li>■ Awareness of task, audience, purpose</li> <li>■ Literary devices</li> </ul> <p><b>TRANSCRIPTION</b></p> <ul style="list-style-type: none"> <li>■ Spelling</li> <li>■ Handwriting, keyboarding</li> </ul> <p style="text-align: center;">Sedita, J. (2019). <i>The Writing Rope</i>. Rowley, MA, Keys to Literacy. Reprinted with permission from Joan Sedita All rights reserved.</p>



# Student Success

- Promoting whole child curriculum and individualized learning pathways
  - Teach Smart and RTI
- Social emotional learning and trauma-informed practices
  - Conscious Discipline
- Small class sizes
- Providing educational services in compliance with individual education plans
- Use of assessments to inform instruction and the learning process



# Professional Development



tuq'a uqu tahvit tanihitqits - we are hunting  
fish with a net we set

Mitni atu auldaa - it in the water

qu'yutdi tuq'a yes dazulchin - Ba



# The Facility

# Kahtnuht'ana Duhdeldiht Campus









# Admission



Tulen Charter School shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, students will go on a waiting list. The charter school and the APC may attempt to accommodate all of those applicants in the future by considering providing additional classroom space and hiring additional staff to meet the increased demand. If it is not possible within the building to accommodate all eligible students who submit an application, students shall be accepted by random drawing until capacity is reached.



# Enrollment Priorities

1. Previously enrolled students who are in good standing in the Kenaitze Head Start program, Yaghanen K-12 after school program, Naqut'ana program, and Tułen Charter School
2. Children of Kenaitze Tribe employees, TCS employees, and APC members and/or siblings of students previously enrolled in Tułen Charter School
3. Children and grandchildren of APC approved language/culture experts/volunteers
4. Other students



# Preliminary Budget

Kenaitze Estimate Preliminary			
<b>Variables:</b>			
FTE Enrollment	THIS FORMULA IS FOR 150-249.99 ONLY		40,000
Is program funded as a separate school per statute (Yes or No)			Yes
ADM if funded as separate school			-
ADM if funded as included in largest school (per statute)			-
Intensive service students (as included in FTE enrollment)			-
Correspondence students (not included in FTE enrollment)			-
<b>Estimated State Foundation Funding</b>			
FTE Enrollment			40,000
ADM as adjusted for school size 1.18			47,200
ADM as adjusted for district cost factor (*1.171)			55,271
ADM as adjusted for special needs (*1.2)			66,325
ADM adjustment for CTE (*1.015)			67,320
ADM adjustment for intensive service counts (x13)			-
ADM adjustment for correspondence students			-
Adjusted ADM			67,320
Base student allocation			\$ 5,980
Estimated State Foundation Funding (Basic Need)			\$ 401,229
<b>Quality Schools Funding</b>			
Quality schools funding per adjusted ADM	\$ 16.00		
Adjusted ADM	67,320		\$ 1,077
<b>Total Estimated Revenue Per Capita Funding</b>			
			\$ 402,306
		%	
Less indirect cost rate *	4.0000		\$ 15,473
	<b>Funds available for operation</b>		<b>\$ 386,833</b>
Charter schools are capped at 4%			



# Transportation



# Chiqinik – Thank You

Kyle McFall, Education Director  
Kenaitze Indian Tribe

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