



**INITIAL
Charter School
APPLICATION
for**

TuĦen Charter School

FY [2025]

Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811-0500

DIRECTIONS

Application for an Initial Charter

Parties interested in submitting an initial application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this application form MUST be used.** Sufficient evidence must be presented to address all sections of this application form for the department to deem the application compliant and forward to the State Board of Education for approval.

Timeline:

Initial applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve an initial application for a charter school, the local school board must forward the application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the DEED Charter School Application Form should be mailed to:

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
P.O. Box 110500
Juneau, Alaska 99811-0500

Please also submit via email an electronic copy of the application form to:
jeni.mccarty@alaska.gov

An initial application approved by a local school board and submitted to the department ***must be received by the department at least 90 days*** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the [State Board schedule](http://education.alaska.gov/State_Board) (education.alaska.gov/State_Board) for a list of upcoming Board meetings.

An initial application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the planned start-up date for the new school.

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

Charter School Application – Initial

TABLE OF CONTENTS

1. Section 1: Establishment of the Charter at the local level.....	6
a. Primary purpose.....	6
b. Local school board approval.....	8
c. Evidence of the signed contract.....	8
d. Charter schools’ bylaws.....	40
e. Academic Policy Committee (APC).....	49
2. Section 2: Organization and Administration.....	10
a. Administration of charter school.....	10
b. Administrative policy manual.....	75
c. Regular stakeholder meetings.....	13
d. APC meetings.....	14
e. School calendar.....	14
f. Alternate educational programs.....	N/A
3. Section 3: Educational Program and Student Achievement.....	18
a. Educational program.....	18
b. Instructional program addresses state standards.....	23
c. Plans to serve special populations.....	24
d. Objectives for program achievement.....	25
e. Student assessment utilized.....	26
4. Section 4: Professional Development.....	29
a. Staff professional development.....	29
5. Section 5: Facility.....	30
a. Location and description of facility.....	30
b. Plans for projected growth.....	31
6. Section 6: Admission.....	32
a. Admission policies.....	32
b. Recruitment process.....	32
7. Section 7: Fiscal.....	34
a. Budget summary and financial plan.....	34
b. Fiscal assurances.....	35
8. Section 8: Transportation.....	38
a. Transportation policy.....	38

Appendix A: Evidence of school board approval.....	39
Appendix B: Contract between the charter school and school board.....	39
Appendix C: Charter School Bylaws.....	40
Appendix D: APC Members, Qualifications, Minutes.....	49
Appendix E: Administrative Policy Manual.....	75
Appendix F: Addressing State Content Standards.....	96
Appendix G: Admission Policy and Procedure.....	97
Appendix H: Enrollment and Waitlist Numbers.....	97
Appendix I: Budget Summary and Financial Plan.....	99
Appendix J: Transportation Policy.....	102
Appendix K: Parent Engagement Policy.....	104
Appendix L: Alaska State Charter School Statutes.....	106
Appendix M: KPBSD and TCS Calendars.....	116
Appendix N: Teach Smart Reports.....	127
Appendix O: KPBSD Response to Intervention.....	129
Appendix P: Raven Writes Sample Unit.....	130
Appendix Q: Scarborough’s Rope and i-Ready Chart.....	140
Appendix R: Job Description for Individual Skill Provider (ISP).....	141
Appendix S: Intent to Enroll Survey Data.....	142

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

1. Provide the primary purpose of the charter, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract. AS 14.03.265(a)(1-3)

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

The following information is to provide further clarity to the primary purpose of the Charter. The Kenaitze Indian Tribe's vision is:

To assure Kahtnuht'ana Dena'ina thrive forever.

And mission:

By 2033, the Kahtnuht'ana Dena'ina have enhanced and strengthened the prosperity, health, and culture of their people and Tribe.

The Traditional Values of the Kenaitze Indian Tribe help define the Kenaitze people and assure the future. Translated from Dena'ina, these values are:

- *Naq'eltani – "Great Spirit, Creator, Pure Love, Pure Truth"*
- *Ts'itsatna – "ancestors"*
- *Yinihugheltani – "one's spirit"*
- *Qiz'unch' – "the right way, the truth"*
- *Ada – "care, concern, tenderness"*
- *Nadesnaqa – "our Elders"*
- *Nagh'ut dalts'ina – "our neighbors"*
- *Ch'anikna – "children"*
- *Nanutset – "our history, before our time"*
- *Nakenagh – "background, lineage"*
- *Henu – "work, job, task"*
- *Nudnelyahi ch'u qeneshi – "plants and animals"*
- *Daggeyi – "fellowship"*
- *Ey'uh qats'dalts'iyi – "subsistence, living upon the outdoors"*
- *Na'ini – "strength, courage, sobriety, humility"*
- *Naghe'a – "our honesty"*
- *Chiqinik – "thank you"*

The mission and vision of the Tribe will be reflected in the charter school's purpose and unique approach to education including the school's mission, vision, and goals.

The school will constitute a unique blend of educational options for families that will draw from Alaska Native and American Indian cultural learnings and ways. Our charter school will strive to provide culturally rich curricular options for students in environments that respect and honor indigenous students and their families. The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning, experiential and place-based learning, and at-home and community partnerships. The school will strive to offer culture-rich education opportunities throughout all programs. Students will have access to supplemental enrichment and educational opportunities on and off the school's campus to support all those enrolled in our programs.

The Charter's school name, mission, vision, and goals:

The name of the school will be Tuten Charter School, which is Dena'ina for "the current is flowing" or "the river will flow". This name demonstrates the value of the Kenai River to the Kenaitze people and symbolizes the flowing of knowledge, culture, language, and values to our students.

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:

- 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.***
- Recruit and train qualified instructors to become language speakers in Dena'ina, develop language learning resources, and establish regular language practice and cultural activities.***
- Foster a strong sense of identity and pride rooted in Dena'ina cultural traditions and values through engagement of families and community partners.***

- *Develop and implement place-based learning curriculum that incorporates traditional ecological knowledge, outdoor and experiential learning, and environmental stewardship activities*
 - *Provide an academically rigorous education through the utilization of integrated STEAM activities and curriculum.*
 - *Maintain small class sizes that emphasize relationship based practices where the curriculum meets the student.*
 - *Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions.*
 - *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.*
 - *To address historical and intergenerational trauma by empowering Dena’ina practices that foster healing.*
2. Provide evidence of the local school board approval of the new charter school marked as Appendix A. AS 14.03.250(b)
 3. Provide evidence of the signed contract between the new charter school and the local school board containing all required elements marked as Appendix B. AS 14.03.255(c)(1-14)
 4. Provide the charter schools’ bylaws marked as Appendix C. 4 AAC 33.110(a)(4)
 5. Provide evidence of the formation of an Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. Mark as Appendix D. AS 14.03.250(a), 4 AAC 33.110(a)(1)

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	pgs. 6-8	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of board approval	pg. 38 - Appendix A	
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	pgs. 17-21	
2. Specific levels of achievement for the education program	pgs. 24-25	
3. Admissions Policy and Procedures	pgs. 31-32 pg. 95 - Appendices G-H	
4. Administrative Policies	pgs. 12-13 pgs. 74-93 - Appendix E	
5. Statement of Charter funding	pgs. 33-34 pgs. 96-97 - Appendix I	
6. Method of accountability for receipts and expenditures	pgs. 34-35	
7. Location and description of facility	pgs. 29-30	
8. Name of teachers who by agreement will teach in the charter	Not presently hired	
9. Teacher to student ratio	pg. 21	
10. Number of students to be served	pg. 21	
11. Term of contract (not to exceed 10 years)	pg. 8 pg. 38 - Appendix A	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
12. Termination Clause	TBD	
13. Statement of state and federal law compliance	TBD	
14. Exemptions or requirements included in contract	TBD	
Evidence of bylaws	pgs. 39-47 - Appendix C	
Evidence of APC, including list of names/qualifications, meeting minutes	pgs. 48-73 - Appendix D	

Section 2: Organization and Administration

- i. Provide information on how the charter school shall oversee the operation of the charter school to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who will be responsible and what mechanism(s) they will use. AS 14.03.255(b)(2)

The APC shall provide the governance for the charter school, and the operations of the school will be carried out by the administrative staff with input, guidance, and support from the APC. The school will include a 1.0 FTE certificated administrator, certificated teachers (depending on enrollment), certificated special education teacher, and clerical staff. Staff responsibilities are listed below.

Tulen Charter School Administration, 1.0 FTE Principal/Teacher with Type B certificate:

- Oversees, and in consultation with the APC, guides the implementation of TCS's educational programs, APC bylaws, and student handbook
- Supervises daily operations
- Oversees and manages staff and personnel issues
- Assigns staff additional responsibilities such as Assessment Coordinator, Intervention Coordinator, Activities Coordinator, Parent/Community Engagement Coordinator, and other roles as needed
- Develops and implements an annual professional development plan for staff
- Assists and verifies staff has completed mandated training and school safety drills

- *Provides reports to APC during their regularly scheduled meetings regarding the school's operations, including the school's designation by the State of Alaska's assessment system*
- *Attends meetings with KPBSD Administration as needed*
- *Develops draft budget for APC approval and monitors ongoing implementation of the budget throughout the year*
- *Provides audit reports on year-to-date budget expenditures versus the planned budget*
- *Oversees preparing of all reports required by the district administration including enrollment and budget reports*
- *Approves purchase orders and parent reimbursements*
- *Prepares written evaluations of certified and classified staff*

Certified Teacher, 1.0 FTE with Type A certificate:

- *Classroom instruction and development of daily lesson plans, units, etc.*
- *Provides direct, small group, and individualized instruction to students*
- *Provides input, assists parents and approves students individual learning plans*
- *Conducts grade conferences and tracks student's progress through regular communication with the parents/caregivers and maintains records of communication*
- *Facilitates student learning activities during class and supplemental education opportunities such as place-based/experiential learning sessions or field trips*
- *Certifies and records students grades and report cards*
- *Proctors student assessments for district assessment and state mandated assessments*
- *Attends all mandated training and curriculum specific training*

Certified Teacher, 1.0 FTE with Type A certificate and special education endorsement:

- *Schedules and conducts all I.E.P. meetings ensuring compliance to regulations*
- *Assists teachers and parents with implementing all active I.E.P plans*
- *Performs all mandatory Special Education functions required by District, state and federal mandates*
- *Acts as a liaison between TCS and District Special Education service providers*

Clerical staffing will be consistent with guidelines, procedures, and metrics the KPBSD employs for determining similar school clerical staffing levels. TCS will employ an Administrative Assistant III with the following responsibilities:

- ***Administrative Support - Performs secretarial and clerical duties such as but not limited to: typing correspondence, school newsletters, updating the school website, school calendars, social media posts, records, reports, processing daily mail and answering phones, and assisting in finding substitutes. Directs students, staff, and visitors to the appropriate individual for assistance. Performs research and compiles necessary information. Offers guidance and assistance with student registration and pupil transportation. Maintains school-wide equipment and inventories lists, and orders teacher, custodial, and***

office supplies. Assists administration with district Deadlines List and End of Year Checkout. Must operate various office equipment, making minor repairs when necessary. Participates in safety drills and procedures.

- **Communication** - *Assists teachers, students, and visitors with obtaining information (as appropriate), and acts as a source for teachers, students, staff, and parents. Arranges meetings, responds to requests, and composes correspondence. Answers telephone and transfers calls to appropriate parties. Maintains appropriate communication with staff, parents, and community. Obtains and provides information as appropriate.*
- **Record Keeping** - *Performs secretarial/bookkeeping duties such as but not limited to: processing payroll, petty cash, and pro-card statements, data entry, processing reimbursements, processing requisitions, reviewing and managing budget accounts as necessary, answering phone calls/emails, documenting parent contacts. Manages, processes, and audits all school attendance. Maintains, processes, and audits all student records; including permanent records, enrollment information, student demographics, transfers, and charter school lottery procedures. Maintains all student attendance records and communicates with parents, teachers, and students regarding attendance. Initiates, processes, audits, and updates specific reports, records, and files, including but not limited to: student enrollment, discipline, and attendance records. Creates, updates, and maintains appropriate files and records. Ensures that required records and paperwork are handled efficiently, orderly, and confidentially with consideration for long-term archiving.*
- **Teamwork** - *Works cooperatively with teachers, aides, administration, and other school district employees, students, parents, and visitors, emphasizing client service and satisfaction. May oversee and assign work to other secretarial staff members and ensure the efficient performance of duties. Requires willingness to perform other related duties as situations require or as assigned, a strong sense of teamwork, and an ability to work cooperatively with others in a flexible environment.*

Tulen Charter School will establish a Memorandum of Understanding (MOU) with the Kenaitze Indian Tribe to provide the following services to students and to conduct daily operations:

- ***Full time custodial staff***
- ***Fully staffed kitchen for breakfast and lunch service***
- ***Nurse***
- ***Occupational Therapy and Physical Therapy***
- ***Individual Skill Provider (ISP) – provide behavioral support in classrooms (job description provided in Appendix R)***
- ***Tutor Liaisons and Culture Instructors – provide academic and cultural support in classrooms and culturally based activities***
- ***Dena’ina Language Instructors – provide support to staff and students through the language immersion process***
- ***The positions detailed in this MOU will be Kenaitze Indian Tribe employees.***

Tulen Charter School staffing will be dependent upon enrollment and budget. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district's student to teacher ratios.

- ii. Provide the written administrative policy manual utilized by the charter marked as Appendix E. 4 AAC 33.110(a)(13)

Tulen Charter School will comply with Alaska State Statutes applicable to charter schools and to Kenai Peninsula Borough School District's Charter School Policy. The bylaws of the Academic Policy Committee adhere to applicable laws, policies, and regulation of the district, borough, and state. When in doubt, the APC Board and administration of TCS refer to the KPBSD, KPAA, KPEA, KPESA, and appropriate training institutions for guidance on charter school law, labor law, and state and local school district policy.

The charter application, including the APC Bylaws, serves as the foundation for the Administrative Policy Manual (APM) for TCS. This living document is maintained by the APC Board and provides guidelines that ensure that the daily requirements of the school's operations are met. Review, adoption, and amendments to the APM are the result of APC meetings and reflect and ensure on-going actions and practices fall within the parameters established by the application and Charter contract approved by both the KPBSD and DEED.

The Principal/Teacher and APC Chair are expected to follow and ensure compliance of TCS to the administrative policy manual, charter application and APC bylaws. The administrator attends district-wide administrator meetings when possible and advises the staff and APC Board of KPBSD policies and procedures. When a situation arises not covered by the TCS policy manual, the staff will follow the applicable administrative policies of the district.

- iii. Provide information on how the charter school will meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place. AS 14.03.255(b)(3)

The Academic Policy Committee (APC) will administer the contract with the Kenai Peninsula Borough School Board for the operation of Tulen Charter School, and ensure that Tulen Charter School is operated in compliance with applicable federal, state and local laws and regulations. The APC will have a minimum of one annual goal setting meeting. Additionally, the APC will meet monthly to continually review progress and/or update goals as circumstances warrant. At their monthly meetings, the APC will also approve revisions to policy handbooks and continue to provide input, guidance, and decision-making into educational and programmatic matters.

School improvement work sessions will be held periodically, and guidance will be given by school administration and partnering entities to help the APC review data, set and

monitor goals, and operate using best practices for school board governance. The school's administrator will provide guidance and assist the board throughout the process. The administrator will attend all APC meetings, as well as the subcommittee meetings, and will report to the APC regarding updates to staffing, budgeting, facilities, etc.

The administrator will communicate with staff the school goals and objectives at weekly staff meetings. Staff can also attend APC meetings to observe or, if requested by the administrator, to provide reports to members about school functions, such as cultural activities, field trips, or family events.

The administrator and clerical staff will communicate with parents and community members the school goals and objectives through monthly newsletters and weekly social media posts. Parents and community members will also be invited to participate in monthly community events and can attend APC meetings to observe the proceedings.

- iv. Provide information on how the charter school will meet the requirements of conferring with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals; including who will be responsible, what mechanism(s) they will use and if contact(s) will take place more frequently than once a year. AS 14.03.255(b)(4)

The APC will hold an annual meeting to set goals. Additionally, the APC will meet monthly to continually review progress and/or update goals as circumstances warrant. At their monthly meetings, the APC will also approve revisions to policy handbooks and continue to provide input, guidance, and decision-making into educational decisions in the best interest of the Tufen Charter School.

School improvement work sessions will be held periodically where guidance is given to help the APC review data, set and monitor goals, and operate using best practices for school board governance. The school administrator will provide guidance and assist the board throughout the process. The administrator will attend all APC meetings, as well as the subcommittee meetings, and will report to the APC at every meeting regarding updates to staffing, budgeting, facilities, etc.

The APC Chair and TCS school administrator will engage the APC and staff in a continuous improvement process and will advise of necessary changes to goals and objectives that may benefit Tufen Charter.

The list of APC members and their qualifications can be found in Appendix D.

- v. Provide a description of the school schedule and calendar. 4 AAC 33.110(a)(9)

Tufen Charter School's proposed calendar will include the week of Labor Day as a vacation week to support subsistence fishing, hunting, and gathering activities. TCS

will also observe American Indian Day on the fourth Friday of September. No school will be held on this day. During the subsistence week, staff will work and participate in professional development sessions focusing on Dena’ina culture and language, and be provided work days. A visual representation of the proposed calendar in comparison to the KPBSD districtwide calendar is provided in Appendix M.

To make up for the missed five school days, TCS will hold school sessions on the vacation day in April designated by KPBSD (this will make up for the vacation day for both staff and students observed on American Indian Day) and four other in-service days throughout the school year (including two PT conference days). TCS will adhere to the KPBSD districtwide calendar for all other events including:

- *Employee and student start and end dates*
- *Early release days*
- *End of quarters*
- *Legal holidays*
- *Vacation days*

School start and end times will correspond with other district elementary schools and the provided bus routes (see Appendix J). An example of the daily school schedule has been provided below:

1st-3rd Grade (Multiage Classroom)

<u><i>Time</i></u>	<u><i>Class/Activity</i></u>
8:50-9:20	Drop-off/Morning Recess/Breakfast
9:20-9:35	Talking Circle with Dena’ina Language Immersion <ul style="list-style-type: none"> ● Smart Start
9:35-10:20	Reading <ul style="list-style-type: none"> ● Tier I skill development including phonics/decoding/skill development
10:20-10:35	Morning Break
10:35-11:20	Reading with a cultural focus <ul style="list-style-type: none"> ● Utilization of Raven Writes (curriculum includes immersion of Social Studies and Science state content standards) ● Tier I skill development
11:20-12:10	Lunch and recess <ul style="list-style-type: none"> ● Teacher lunch will occur during recess
12:10-1:20	STEAM

1:20-1:55	Specials/NYO/Cultural activity (movement focused) <ul style="list-style-type: none"> • Teacher prep will occur during this time • Cultural activities will include drumming and traditional dancing
1:55-2:55	Math <ul style="list-style-type: none"> • Utilization of i-Ready Math
2:55-3:25	Reading <ul style="list-style-type: none"> • Focus on intervention and/or enrichment • Utilization of i-Ready Reading
3:25-3:35	Clean-up/Prep for pick-up/Dismissal

Kindergarten

<u>Time</u>	<u>Class/Activity</u>
8:50-9:20	Drop-off/Morning Recess/Breakfast
9:20-9:35	Talking Circle with Dena'ina Language Immersion <ul style="list-style-type: none"> • Smart Start
9:35-10:05	Reading <ul style="list-style-type: none"> • Focus on intervention and/or enrichment
10:05-10:20	Morning Break
10:20-11:05	Reading <ul style="list-style-type: none"> • Tier I skill development including phonics/decoding/skill development
11:05-11:40	Specials/NYO/Cultural activity (movement focused) <ul style="list-style-type: none"> • Teacher prep will occur during this time • Cultural activities will include drumming and traditional dancing
11:40-12:25	Reading with a cultural focus <ul style="list-style-type: none"> • Utilization of Raven Writes (curriculum includes immersion of Social Studies and Science state content standards) • Tier I skill development
12:25-1:15	Lunch and afternoon recess <ul style="list-style-type: none"> • Teacher lunch will occur during recess

1:15-2:15	Math
2:15-3:25	STEAM
3:25-3:35	Clean-up/Prep for pick-up/Dismissal

- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. 4 AAC 33.110(a)(12)

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	pgs. 10-12	
Evidence of written administrative policy manual	pgs. 12-13 pgs. 74-93 - Appendix E	
Description of regular parent and teacher contacts for continuous improvement	pg. 13-14	
Description of APC meeting(s) to monitor progress	pg. 14	
Description of school schedule and calendar	pgs. 14-16	
Alternative options for students if no other educational program exists	May be “not applicable”	

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school. Information in this section should explicitly detail if the program is designed to meet the needs of students in a particular age group or grade level and/or meet the needs of students who will benefit from a particular teaching method or curriculum. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)

The educational program of Tuten 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. Children and youth learn in different ways and at different rates, and we will inspire their motivation while advocating and supporting their educational path to realize their goals. TCS will provide parents the option of a Dena'ina culture and language instructional program while highlighting place-based and experiential learning that builds on students' interests. This educational approach will promote cultural pride, creativity and critical thinking skills while developing the tools for success in future endeavors.

"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

The Tuten Charter School will strive to provide culturally rich education options for elementary-aged students in learning environments that respect and honor indigenous students and their families. The school will constitute a unique blend of educational options for families that will draw from Dena'ina language, culture, and ways of being. The school will build a solid foundation of culturally responsive education programs that will be offered through development of the curriculum and place-based learning opportunities. Culture-rich educational programming will initially be offered throughout K through 3rd grades. Cooperative experiential and place-based projects that emphasize culture will be infused in the curriculum to engage students and promote standards achievement.

Highlights:

- ***Provide K-3rd grade on-site education services beginning FY26.***
 - ***Implement K-4th grade on-site education services beginning FY27.***
 - ***Implement K-5th grade on-site education services beginning FY28.***
 - ***Implement K-6th grade on-site education services beginning FY29.***
- ***Culturally relevant teaching and learning utilizing cultural learning opportunities that enhance the relevance and student engagement in achieving and exceeding the State Standards.***
- ***Utilize the KPBSD curriculum framework and programs, enhancing those with cultural learning opportunities.***
- ***Standards based (including utilizing the district's standards-based report cards in grades k-5).***

- *Hands-on culturally relevant project-based and experiential place-based learning activities emphasizing collaboration and cooperation.*
- *Teachers will hold high expectations for students and believe they can meet their grade level standards.*
- *Elementary classrooms may be multi-age and/or provide looping opportunities.*

Students should be able to master the standards outlined in the school district's scope and sequence. There will be continuous practice and assessment throughout each year to be able to determine the progress and status of students in the program.

Students will learn about Dena'ina language, culture and values, and develop a heightened understanding of associated cultures, languages, and governmental structures. Teachers will be able to monitor progress in these areas through verbal assessment, direction response analysis, performance assessment, and various other forms of assessment.

Students will meet or surpass KPBSD and State of Alaska Performance Standards and Grade Level Expectations (PSGLE's) in reading, writing, math, and science as outlined in the state PSGLE documents and in the KPBSD District scope and sequence documents. Educational programming will meet the standards enforced by the Alaska Reads Act. Literacy curricular programs will emphasize strategies developed within the Science of Reading.

TCS will utilize the Alaska Content and Performance Standards as a cornerstone of the educational program. In addition, the school community will apply Alaska Standards for Culturally Responsive Education as the school operates. Alaska Native educators have developed standards that schools, and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities.

Students will meet or surpass the proficiency levels in all administered district and state assessments.

The school will provide culturally relevant pedagogy (the method and practice of teaching). Teaching that reflects the community it serves (see Figure 1).

Figure 1. Sealaska Culturally Responsive Teaching Practices:

Culturally Responsive Teaching Practices	
I. Teacher Awareness	II. Learning Partnerships
<ul style="list-style-type: none"> Locates and acknowledge their own sociopolitical 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 	<ul style="list-style-type: none"> 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
III. Information Processing	IV. Community Building
<p>Instructional Practices</p> <ul style="list-style-type: none"> 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 <p>Learning Environment</p> <ul style="list-style-type: none"> 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 <p>Routines</p> <ul style="list-style-type: none"> 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 	<p>Families and Community Partnerships</p> <ul style="list-style-type: none"> 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 <p>Classroom Community</p> <ul style="list-style-type: none"> Utilize diverse literature (ie. mentor texts, instructional materials) Create community agreements Implement culturally responsive questioning strategies <ul style="list-style-type: none"> Open-ended, higher order thinking is promoted Inclusive questioning for all students <ul style="list-style-type: none"> Example: “What is a food that feels like home to you?” vs. “What is your favorite food?” Employ collaborative learning structures

McCarty and Brayboy (2021) encouraged schools to implement culturally responsive education to respond “to the local conditions, histories, and desires that links academic development with the development of competencies designed to enable learners to access knowledge from and contribute to the wellbeing of their communities and wider social worlds” (p.459). Inclusion of native language, and Indigenous ways of knowing should be validated, respected and balanced with Western standards to disrupt trauma and empower Alaska Native/Native American learners to increase engagement, self-esteem, self-efficacy skills and life skills (Archer Olson, 2023; Barnhardt & Kawagley, 2011; Brayboy & Lomawaima, 2018, Leonard, B., 2013).

Tufen Charter School will be a model school for effective culturally responsive teaching strategies to engage Alaska Native/Native American learners. Antoine et al. (2018) suggested a multi-tiered approach to adopting culturally responsive teaching: describe

goals, introduce epistemology and pedagogical practices, build genuine relationships with Indigenous communities, invest in Indigenous and diverse curriculum, engage in reflective activities, and develop communities of practice. Pete (2016) provided 100 ways to indigenize the curriculum to fortify culturally responsive teaching strategies. The TCS Curriculum Development Team, composed of APC members, principal, staff, and parent and elder representatives will regularly conduct a school wide curriculum review. This team works to ensure that the curriculum aligns with Alaska State Standards and meets the goals of the school. The school will employ the KPBSD curriculum framework and many of the adopted programs of the KPBSD integrated with cultural learning opportunities. Cultural Learning Opportunities (CLO's) are culture-based activities that include the Alaska content and performance standards and are fully integrated into the school curriculum making learning culturally relevant.

Cultural Learning Opportunities will be developed and promoted by the APC, Charter staff, students, and parents. Motivating and engaging students to become life-long learners is a vital and important part of TCS educational program. TCS CLO offers parents a way to leverage their own expertise alongside other parents, certified teachers and community entities to fully engage the student in learning activities and to pursue their interests, to master academics and to become productive citizens. A simple example of a CLO would be for students to build a model fish drying rack utilizing math standards in measurement and geometry. The project could easily be used within any math (STEAM) program and at the same time promote cultural understanding. These projects lend themselves to place-based and project-based learning which is known to be more closely linked to Native education and teaching methods than what is commonly found in many schools.

In addition to providing culturally focused curriculum and learning opportunities, programming at TuĦen Charter School will aim to support the specific needs of each student through an individualized learning program operated by Teach Smart. This program promotes a whole-child curriculum that is connected through assessment allowing teachers to easily track student progress and determine next steps for individual student needs. It provides easily accessible data reporting that can be utilized for individualized learning plans and program efficiency. Family engagement is also a vital aspect of the program and promotes whole child development through continuous communication and collaboration between families and educators. The Teach Smart program is currently utilized in the Kenaitze Early Learning programs and could be seamlessly implemented in grades K-3 (see Appendix N for examples of reports and data that can be utilized in the Teach Smart program).

Families in the school are encouraged to play an active role in the school community supporting all educational endeavors. Certified and classified staff will communicate through an interactive school website, frequent emails, and school communication apps. All families will be encouraged to attend and participate in Academic Policy Committee meetings.

It is an expectation that parents contribute to the school community and their students' learning goals. Parents sign a parent compact agreement stating their willingness to comply with these expectations. Volunteer and attendance records are kept logging parental engagement. We also expect to have family engagement at conferences, programs, celebrations, and special projects.

Community Involvement: The more interest a community gives to a group of young people, the greater the gains for all involved. We strive to make partnerships with community members, local businesses, and corporate sponsors in order to enhance the achievement of our mission and goals for our students.

TCS will utilize a response to instruction (RTI) model similar to what the school district employs. The staff of the school will regularly review RTI models and select a model based on research and evidence that best supports the needs of students in attaining their academic, behavior, and social emotional goals. The model will be similar to but not limited to the model in Appendix M.

To support the RTI model, TCS will implement Conscious Discipline into the cultural framework of the school. It is a social-emotional learning program that promotes a trauma-informed approach and aims to help adults and students manage their thoughts, feelings, and behaviors. Conscious Discipline was designed by Dr. Becky Bailey and is based on the idea that adults must first learn how to self-regulate before teaching such skills to students. The program aims to support adult learning and growth, allowing for students to learn healthy ways to deal with conflict and difficult situations through modeling and open communication.

- ii. Provide a written plan that addresses the teacher-to-student ratio, including projected enrollment figures. 4 AAC 33.110(a)(16)

Initial enrollment at Tulen Charter School is projected to be 40-65 students in grades K through 3. The expectation is that the enrollment will grow by approximately 10-20 students for grades added in FY27, FY28, and FY29. The pupil to teacher ratios will reflect the following guidelines:

Grade K, 19 to 1.

Grades 1-3, 20 to 1.

Grades 4-6, 22 to 1.

Tulen Charter School staffing will be dependent on enrollment needs and budget priorities. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district student to teacher ratios for students enrolled in onsite learning options. Data from the intent to enroll survey has been provided in Appendix S.

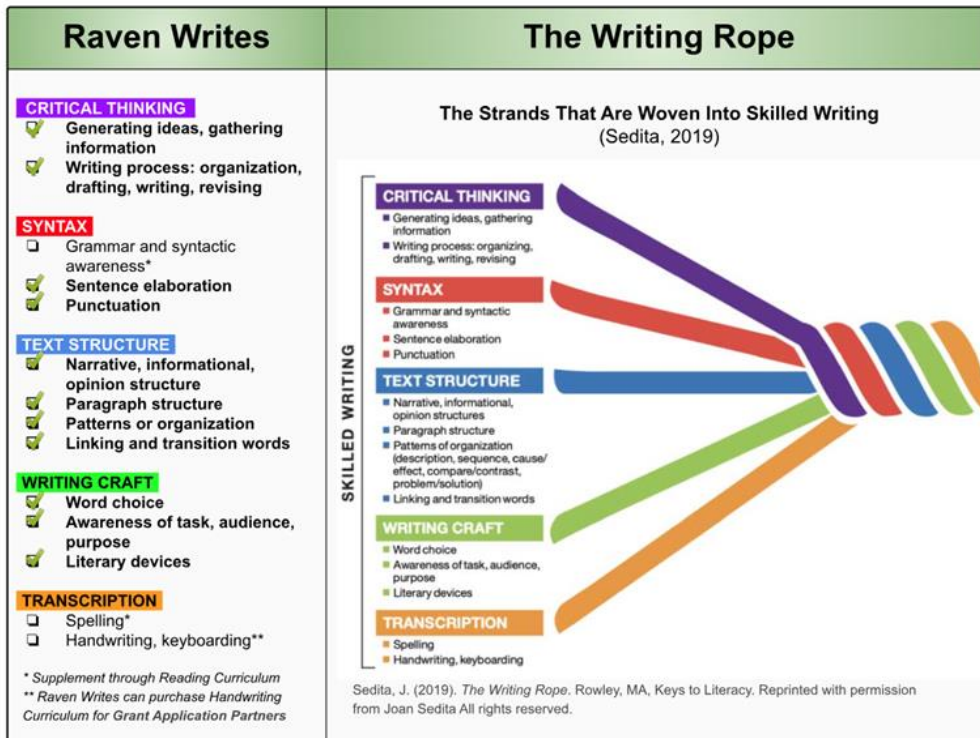
- iii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)

Tulen Charter School will utilize the Alaska Content and Performance Standards as a cornerstone of the educational program. In addition, the school community will apply Alaska Standards for Culturally Responsive Education as the school operates. Alaska Native educators have developed standards that schools, and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities.

Specifically, TCS will utilize the Raven Writes curriculum to emphasize cultural literacy teaching strategies and writing curricula. The curricular program also promotes family engagement activities and addresses standards in adherence with the Alaska Reads Act. Correlation to Scarborough's Reading Rope and the Science of Reading are identified in the utilization of Raven Writes Writing Rope (see Figure 2). Additionally, every unit developed in the curricular program seeks to integrate science and/or social studies grade level content standards. An example of a narrative unit for a kindergarten class has been provided in Appendix P. Furthermore, to ensure comprehensive coverage of the Alaska Reads Act and to promote personalized learning pathways and provide intervention support (Tier II and Tier III) for students, TCS will supplement Raven Writes with i-Ready Reading. The i-Ready Reading platform will include implementation of i-Ready Diagnostic, i-Ready Personalized Instruction, and i-Ready Literacy Tasks (see Appendix Q for a table highlighting Scarborough's Rope and the platform's broad coverage of word recognition, language comprehension, and reading fluency).

To fully support the establishment of effective multiage classrooms, TCS will utilize i-Ready Math. This will allow for development of individualized curriculum, focusing on specific student needs rather than grade specific content. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects. Cultural Learning Opportunities will also be developed through the implementation of a school-wide STEAM program. STEAM projects will be developed with adherence to Alaska Content and Performance Standards, KPBSD scope and sequence, Alaska Standards for Culturally Responsive Education, and place-based/experiential learning strategies. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects.

Figure 2. Sealaska Raven Writes and The Writing Rope



In addition to providing culturally focused and standards driven curriculum and learning opportunities, programming at Tutén Charter School will aim to support the specific needs of each student through an individualized learning program operated by Teach Smart. This program promotes a whole-child curriculum that is connected through assessment allowing teachers to easily track student progress and determine next steps for individual student needs. It provides easily accessible data reporting that can be utilized for individualized learning plans and program efficiency. The individualized learning program will work in collaboration with data derived from State of Alaska mandated assessments, KPBSD’s use of NWEA’s Measures of Academic Progress (MAP) assessment, mClass, and assessments in both i-Ready Reading and Math. These various data sets will inform instruction and potential intervention systems.

- iv. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)

Tutén Charter School will provide educational services in compliance with individual education plans (IEP) and 504 plans as required by law. When a student with an active IEP/504 plan enrolls, a detailed assessment of the student’s educational program and needs will be made by the IEP team/504 team and the school will provide services to meet those needs within the scope of the IEP/504. In compliance with IEPs/504 plans,

all students will be served in the least restrictive environment. Special Education goals are the responsibility of the IEP team/504 team, of which the parent/guardians are an integral part. The IEP team/504 team also includes the student, a certified special education teacher or 504 coordinator, a regular education teacher, a district representative, therapists, and others involved with the student's educational program, including other professionals, as applicable.

TCS will address needs of students with limited English proficiency by working with the parent, teacher, and optimizing services in consultation and coordination with the district's EL Department. A specific plan to help the students work towards English proficiency will be included in the student's individual learning plan.

TCS will offer supplemental programming to enrich student learning opportunities for all students. Students identified by the district as "gifted and talented" will have enrichment activities included in their individual learning plan (identified in the Teach Smart program). The teacher and parent collaboration required in the design of the individual learning plan will identify appropriate cultural, language, literacy and/or STEAM enrichment activities to meet the student's needs.

- v. Provide written objectives for program achievement desired by the charter. 4 AAC 33.110(a)(7)

Tulen Charter School will provide a culturally responsive education program that will work towards the following objectives to demonstrate program achievement:

- ***Provide daily exposure to authentic and experiential-based learning opportunities in Dena'ina culture, language, and values.***
- ***Provide 90 minutes of Tier I program wide literacy/reading instruction and skill development to all students on a daily basis.***
- ***Provide 30 minutes of literacy/reading intervention support and enrichment opportunities to all students on a daily basis.***
- ***Provide 60 minutes of daily math instruction and skill development to all students.***
- ***Develop a culturally responsive STEAM program that integrates state content standards and KPBSD scope and sequence measures in the subjects of Science, Technology, Art, and Math.***
- ***Implement a culturally responsive writing and literacy program that integrates state content standards in Social Studies.***
- ***Provide comprehensive special education services to students with IEPs and 504 plans and ensure these students are provided the least restrictive environment to succeed.***
- ***Identify individual students' needs and develop comprehensive intervention and/or enrichment systems that provide additional support and individualized learning pathways.***

- *Develop individualized learning plans for students that promotes the development of the whole child and establishes strong connections between families and staff.*
 - *Seek academic growth for every student through the utilization of routine diagnostics and assessments. Educators will utilize this data to inform instruction and promote individual student success through the growth process.*
- vi. Provide a description of the mechanisms for student assessment to be utilized in addition to those required by state law. 4 AAC 33.110(a)(5)

In addition to the state of Alaska’s mandated testing, Tuten Charter School will operate a multi-tiered system of support (MTSS) for students that utilizes data driven decision making. The data used to inform instruction will include program assessments, Teach Smart assessment and whole child data, and MAP assessments. Additionally, some activities will include standards-based assessments including authentic assessments which require students to complete performance tasks to demonstrate mastery of state standards.

Foundations of Assessment

The foundation of the TCS assessment and evaluation plan rests on the following beliefs about assessment:

- *Assessment is an ongoing process that helps to identify, at various stages in the learning process, what a student knows, understands, and can do.*
- *Current knowledge and levels of experience are assessed before embarking on new learning.*
- *There is a close relationship between a desired student outcome and the means used to assess it.*
- *Assessment is a collaborative process.*
- *Students learn to, and have frequent opportunities to, reflect on their own learning.*
- *Students receive prompt feedback to inform and improve their learning.*
- *Assessment is a process that encourages, challenges, and motivates students to higher levels of learning and awareness.*
- *Multiple types of evidence must be used to better understand each learner’s strengths and needs and to plan for support and enrichment.*
- *Students are given authentic opportunities to display their accomplishments and demonstrate their learning.*
- *Assessment data and reporting procedures provide specific, meaningful information to parents about students’ progress.*
- *Teachers use information from assessment to inform and adjust their teaching.*

Types of Assessments

At TCS, a variety of assessment methods are used to measure and guide progress toward achievement of the school’s performance standards. When deciding what

type of assessment to use, the school/teacher evaluates WHY they are doing the assessment, WHAT they are assessing, and WHAT the criteria for success are.

Standardized Tests and District-wide Assessments: *Tulen Charter School students participate in all federal and state-required assessments at the grade levels required. TCS will also use MAP assessments at the grade levels recommended.*

- *State mandated--Math, Science, Reading, and Writing (AK STAR and Alaska Science Assessment)*
- *mClass – literacy screener for K-3*
- *NWEA MAP*
- *WIDA (EL)*
- *Kindergarten profile (Alaska Developmental Profile)*

Classroom Assessments: *The following types of assessment methods and tools are utilized at TCS:*

- **Summative assessments:** *Summative assessments are periodically given by individual classroom teachers. Summative assessments give students opportunities to demonstrate what they have learned over a period of time and are usually given at the end of a unit of study. They are generally given as part of the grading process and are an accountability measure. Chapter tests and quizzes are examples of summative assessments.*
- **Formative assessments:** *Formative assessments are interwoven into the instructional process. They help teachers and students know what the student knows and can do. Formative assessments provide information that helps teachers plan and adjust for the next stage of learning. They involve the student; provide regular, frequent, and descriptive feedback; and encourage students to engage in self-reflection. Examples of formative assessments that TCS teachers employ are:*
 - *Observations and Anecdotal Records: Evidence of learning that is gathered and shared with students during individual conferences.*
 - *Questioning Strategies Embedded in Lesson/Unit Planning: Teachers ask questions which both uncover and expand learning.*
 - *Self and Peer Assessment: Students are involved in setting learning goals for themselves and learn to reflect on their progress towards those goals. A community of trust and respect encourages students to seek and accept peer evaluation weighed against already established criteria (rubrics).*
- **Performance-based assessments:** *Performance-based assessments are goal directed tasks with established criteria and are a key component of inquiry-based, constructivist learning. They provide authentic challenges and problems, rarely with only one correct response, and require the use of many skills. At TCS, students are given many opportunities to demonstrate their learning and will do so in a variety of ways.*

The criteria for scoring performance tasks frequently include the demonstration of knowledge (content) and process skills. Clear rubrics/scoring guides will be established to provide clear standards of performance. Students contribute to the development of rubrics. These scoring guides are used during a conference with the teacher to evaluate progress toward the student's learning goals and to guide further learning and instruction.

- ***Self-Assessment: In education, it is recognized that students become more proficient, self-directed learners when they are allowed time to and are taught how to assess their own work.***
- ***Self-Reflection: At TCS, we will give our students time to look at their work, reflect upon it, determine their strengths and weaknesses, and analyze what they might be able to do to improve it. This is a recursive process that is vital in helping students learn to propel themselves forward as learners.***
- ***Constructivist Analysis: As students are involved in designing learning activities or extending the learning opportunities provided by teachers, they are also actively involved in assessing their own learning. They are able to determine what went "right" or "wrong" in experiments and how they can best proceed to accomplish the desired results. They also become skilled at analyzing the cause and effect in relationships and how to vary factors accordingly.***
- ***Goal Setting: Goal setting is another essential part of an evaluation. As students learn to set, reflect upon, and revise their learning goals, they begin to take more responsibility for their own learning. This is an integral part of becoming a life-long learner.***

Assessment Tools: To aid in performance-based and self-assessments as mentioned above, TCS staff employ the following:

- ***Clear rubrics developed for assessing performance tasks. Rubrics are, at times, developed with student input and are made available to parents and students.***
- ***Exemplars (representative examples of student work or performance) identified so students have examples of excellence by which to engage in self-assessment activities.***
- ***Teachers and student collaborative conferences will be conducted at TCS and provide opportunities for students to share their self-assessments.***

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	pgs. 17-21	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	pgs. 21-23 pg. 94 - Appendix F	
Evidence of written plan to address PTR and projected enrollment	pg. 21	
Description of plans for serving special education, vocational education, gifted and bilingual students	pgs. 23-24	
Evidence of written objectives for program achievement	pgs. 24-25	
Description of the mechanisms for student assessment in addition to those required by state law	pgs. 25-27	

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)

All staff at Tulen Charter School will be provided multiple opportunities for professional development throughout the year. Staff will pursue professional learning through several methods: attending Dena'ina cultural curriculum and instruction focused training on and off site, attending Dena'ina language immersion sessions, hosting presenters on site, traveling to state and national conferences, and presentations by administration and staff at the weekly staff meetings. The subsistence week will allow for several focused sessions on Dena'ina culture, language, and values at the beginning of each school year. Having staff capable of integrating Dena'ina language and cultural knowledge into classroom activities will be a priority and professional development activities focused on ANAI cultural education will be provided regularly.

Staff may also participate in district offerings and access the expertise of district specialists. Certified staff will have access to the following district trainings: district curriculum council training and meetings, district science curriculum training and meetings, special education training, Section 504 plan training, AK Star and MAP

assessment training, Science of Reading training, etc. Onsite training for certified staff by district presenters may include district assessment training and writing individualized learning plans.

When a training need is identified by the school leadership team, resources and expertise are sought out, and time is scheduled for training. This system offers staff maximum flexibility to continually meet their own training needs and in turn to better serve the families.

Whenever possible, expert presenters will be invited to provide professional development in the school. The leadership team will also be seeking out conferences and trainings that take place outside the district.

Staff may also regularly attend state conferences such as the culturally responsive teaching conference, ASTE, RTI, ASLI, and Science of Reading Symposium. Exposure to ideas and best educational practices at state conferences allow staff to continually improve educational opportunities for students.

All staff will complete all mandated state and district training annually.

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	pgs. 28-29	

Section 5: Facility

- i. Provide information on the location for the charter school, description of the facility and lease information. Information in this section should include a description of the process used by the school and district to comply with the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)

Tufen Charter School will be located in the Kahtnuht’ana Duhdeldiht Campus (“the Kenai River People’s Learning Place” or “Ed Campus”) building at 12271 Kenai Spur Highway, Kenai, Alaska, 99611. This facility is owned and operated by the Kenaitze Indian Tribe. The Tribe completed construction of the full-service 62,500 square foot

Kahtnuht'ana Duhdeldiht facility in 2022, which centralized Education programs to ensure a safe space and continuum of support for learners of all ages, with design features that include a library, specialized age-based early-learning classrooms, outdoor playground, community meeting space, and office space for Education staff. The completion of this Campus represents a major step toward Kenaitze's long-term 2025 Community Goal Kahtnuht'ana Hqeldihch, "to develop and implement a Tribal Education System." The programs currently housed in KDC are Early Head Start, Head Start, Naqut'ana homeschool enrichment program, and Yaghanen after school program. At this time, approximately 180 students utilize the KDC building for academic, developmental, and cultural purposes. Tulen Charter School will be afforded the opportunity to utilize space within the KDC building free of charge.

Per KPBSD Board Policy 6187 - Charter Schools Policy:

Any facility that is used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to public buildings or other public schools in the District. The Superintendent shall make this determination based on inspections made by code enforcement authorities.

The charter school shall be responsible for obtaining these inspections and shall be responsible for correcting any deficiencies in non-district facilities. The charter school shall maintain code compliance during the duration of the contract. Include:

- a. The name of the facility, if applicable.***
- b. The physical address and description of the facility.***
- c. Certificates from DEC and the fire marshal indicating that the charter school facility satisfies all health and safety requirements of the federal, state and borough, and that the charter school will maintain that status.***
- d. Contracted services and the proposed contractor***
- e. If the charter school plans to share a facility with an existing district school, please provide evidence that the "Sharing District Facility" stipulations in the policy are addressed.***

- ii. Describe the plans for the charter school's facility and any plans for projected growth. 4 AAC 33.110(a)(15)***

In SY25-26, Tulen Charter School is projected to serve 40-65 K-3rd grade students. TCS will house these students in 3-5 classrooms on the second floor of the KDC. Students will also have access to the Gathering Room for physical education and recess, the library, and the outdoor playground. The dining hall and kitchen will also be utilized for breakfast and lunch services. TCS will develop a standalone program with the National School Lunch Program (NSLP) and be responsible for purchasing food and supplies for this program. The district NSLP program will not provide any food, supplies, or staffing for the TCS food services program.

Three of the upstairs classrooms will initially be used as general classrooms, while two others will be utilized as STEAM classrooms. Office space for administration and administrative staff will be developed in the upstairs open office room.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	pgs. 29-30	
Evidence of a written facility plans	pgs. 30-31	

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)

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.

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school’s capacity. Mark as Appendix H. AS 14.03.265(b) Admission, 4 AAC 33.110(a)(17)

Tulen Charter School recruitment will consist of dissemination of information about the school and its offerings through advertisements in print and online news outlets, as well as social media.

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 Tulen Charter School**
- 2. Children of Kenaitze Tribe employees, TCS employees, and APC members and/or siblings of students previously enrolled in Tulen Charter School**
- 3. Children and grandchildren of APC approved language/culture experts/volunteers**
- 4. Other students**

In the event there is more interest than available slots after the enrollment priorities are honored, a lottery system will be employed.

Families interested in enrolling their children in the school will be encouraged to submit their application (student names and grade levels) for entrance to the school by the last business day of January each year. The APC will determine the best option for a lottery program, with SchoolMint as a potential platform (due to its ability to sync with PowerSchool and work with early childhood education programs). Dependent upon the program selected, the following procedure will be put in place. On the 5th business day of February, each student will be assigned a random number by a random number generator. The mechanism for a lottery will be sorting those random numbers. The lowest number will receive the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than available slots, a waiting list will be compiled with the remaining numbers, in order from lowest to highest, selected to fill those open slots as they become open. The students selected for openings (associated with those numbers) will be notified in writing within 5 business days of the lottery date. In the event there are more slots available than students, the recruitment and lottery for additional students will be held again before the last day in May and again in the first two weeks in August. Following the start of the school year, assuming there are open slots and no students on the waiting list, the school will have open enrollment until capacity is reached.

Following the selection process, students will enroll at Tulen Charter School using a centralized enrollment system through KPBSD.

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	pg. 31 pg. 95 - Appendix G	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	pgs. 31-32 pg. 95 - Appendix H	

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)

Funding for Tulen Charter School is based on the per pupil allocation from the state and borough to the district.

There is a standard percentage (4%) of the per pupil operating revenue retained by KPBSD for routine services provided by the District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. In the event that extraordinary services in these areas are required of KPBSD, the parties make an equitable adjustment to fairly allocate the additional costs involved. TCS will use the normal procedures established by KPBSD for its accounting, purchasing, and business functions.

Grants, gifts, donations, and special revenue funds may also be received by TCS if accepted by the APC and will be used for the specified purpose agreed upon at the time of acceptance. Fees may be charged only for optional activities held outside of the instructional day.

TCS will also seek to develop Memorandums of Understanding with the Kenaitze Indian Tribe for services pertaining to custodial work, school nursing, occupational and physical therapy, and behavioral support. Doing so will alleviate the financial burden of using provided funding to support these needed services.

TCS budget is built upon the student count of 40 in-person students in grades K-3. Similar to the district budget, the TCS budget development process is centered on students. The students generate funding on a per pupil basis and these amounts will be used for preliminary budget purposes. Of course, the preliminary TCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

Power of Operation: TCS is responsible to operate with the allocated funds it receives, consistent with law, and has the authority to independently exercise the following powers: prepare a budget; contract for goods and services; purchase, lease, or rent furniture, equipment, and supplies; and accept and expend donations, gifts, or grants according to the specifications of the donor.

See Appendix I for a breakdown of the TCS preliminary budget. The estimated funds estimated from the state foundation formula based on 40 students will provide an operating fund of \$402,306. Due to the ability of Kenaitze to provide a location for the school free of rent and other services, TCS would receive an estimated \$92,350 in additional allowable funding through reallocation of specified in-kind services. Additionally, TCS would apply for the charter schools grant offered by the State of Alaska that would provide up to \$500 per student for educational services (with an estimated 40 students, this would bring in an additional \$20,000). Therefore, the estimated operating budget for Tuten Charter School would be \$514,836. This would provide for the following staffing:

- ***Principal/Teacher, 1.0 FTE***
- ***Certified Teacher, 1.0 FTE***
- ***Certified Special Education Teacher, 0.5 FTE; Certified General Teacher, 0.5 FTE***
- ***Administrative Assistant, 0.5 FTE***

The remaining budget would provide funding for subs, professional technical services, in-kind services, supplies/materials, office supplies, indirect services, and equipment.

Staffing for custodial, food services, nursing, Culture Instructors, Tutor Liaisons, ISPs, and OT/PT will be provided by the Kenaitze Indian Tribe and addressed in the MOU.

- ii. Provide information on how the charter school will keep financial records, including who will be responsible, what mechanism(s) they will use and how often financial oversight will take place. AS 14.03.255(b)(1)

The school administrator and administrative assistant will work with the KPBSD finance department to ensure appropriate accounting. In the event additional staffing is required to assist with the charter schools accounting, the school will budget for additional in-house support.

The Tuten Charter School will work cooperatively with KPBSD to seek appropriate assistance in the areas of finance, budget, insurance, legal issues, administrative and

instructional in-services, and workshops to help ensure the most economical and sensible decision-making process in the utilization of budget funds. TCS will utilize the APECS system for succinct record keeping, and the APC will review financial records at monthly meetings to ensure effective oversight.

- iii. Provide a description of the method by which the charter school will account for receipts and expenditures. AS 14.03.255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The administrative assistant will perform the following accounting duties:

- **Record Keeping - Performs secretarial/bookkeeping duties such as but not limited to: processing payroll, petty cash, and pro-card statements, data entry, processing reimbursements, processing requisitions, reviewing and managing budget accounts as necessary, answering phone calls/emails, documenting parent contacts. Manages, processes, and audits all school attendance. Maintains, processes, and audits all student records; including permanent records, enrollment information, student demographics, transfers, and charter school lottery procedures. Maintains all student attendance records and communicates with parents, teachers, and students regarding attendance. Initiates, processes, audits, and updates specific reports, records, and files, including but not limited to: student enrollment, discipline, and attendance records. Creates, updates, and maintains appropriate files and records. Ensures that required records and paperwork are handled efficiently, orderly, and confidentially with consideration for long-term archiving.**
- **Fiscal duties:**
 - **Processes and tracks certified, classified and substitute payroll**
 - **Processes and tracks vendor payments and contracts**
 - **Maintains accurate records of the school’s student activity funds**
 - **Provides budget information to the administrator upon request**
 - **Purchases curriculum and school supplies**

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110
Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Written budget summary and financial plan	pgs. 33-34 pgs. 96-97 - Appendix I	

Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of how financial records will be kept	pg. 34	
Description of accountability for receipts and expenditures	pgs. 34-35	

Section 8: Transportation

- i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)

Tulen Charter School plans to provide transportation to locations in portions of the community of Kenai where students reside. Initially, this will be limited to community members within the bussing boundaries supported by routes that currently serve Kaleidoscope Charter School. This will include current bus routes 100, 130, and 131. A comprehensive schedule of these routes has been provided in Appendix J. In coordination with Kaleidoscope’s daily schedule, students on these routes will be dropped off at TCS no later than 9:15 am. Pick-up will occur at 3:35 pm.

Kenaitze believes transportation should not be a barrier to students wishing to attend public charter schools. Each year, after registration and the admissions process is completed, the school administrator will work with the KPBSD transportation department to provide transportation options for parents and caregivers.

References: AS 14.09.010 (e)(1-3)(f)(g) Transportation, 4 AAC 33.110 Charter School application and review procedure, 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Plans for pupil transportation	pg. 37 pg. 97 - Appendix J	

Appendix A: Evidence of school board approval

Appendix B: Contract between the charter school and school board

Appendix C: Charter School Bylaws

TABLE OF CONTENTS

ARTICLE I	NAME, OFFICE, FISCAL YEAR, AND GOVERNANCE
	Section 1 Name
	Section 2 Facility
	Section 3 Fiscal Year
	Section 4 Governance
ARTICLE II	ACADEMIC POLICY COMMITTEE
	Section 1 General Powers
	Section 2 Members of the Academic Policy Committee
	Section 3 Term
	Section 4 Term Limitations
	Section 5 Vacancies
	Section 6 Compensation
	Section 7 Resignation
	Section 8 Removal
	Section 9 Conflict of Interest
ARTICLE III	ELECTION OF MEMBERS TO THE ACADEMIC POLICY COMMITTEE
	Section 1 Elections Committee
	Section 2 Eligibility to Vote
	Section 3 Casting of Ballots
	Section 3 Tribal Council Appointments to the APC
ARTICLE IV	OFFICERS OF THE ACADEMIC POLICY COMMITTEE
	Section 1 Officers
	Section 2 Election and Terms of Office
	Section 3 Removal
	Section 4 Vacancies
	Section 5 Chair
	Section 6 Vice Chair
	Section 7 Secretary
	Section 8 Treasurer
	Section 9 Conflict of Interest
ARTICLE V	MEETING OF THE ACADEMIC POLICY COMMITTEE
	Section 1 Annual and Regular Meetings
	Section 2 Special Meetings
	Section 3 Place of meetings
	Section 4 Notice of meetings
	Section 5 Informal Action by Members
	Section 6 Quorum
	Section 7 Manner of Acting
	Section 8 Executive Sessions

Section 9 No Proxies

ARTICLE VI PRINCIPAL/TEACHER
Section 1 Selection/Removal
Section 2 Duties and Responsibilities

ARTICLE VII COMMITTEES
Section 1 Membership of Committees
Section 2 Instructions and Responsibilities
Section 3 APC Powers and Prerogatives
Section 4 Meetings

ARTICLE VIII CONTRACTS, CHECKS, DEPOSITS AND FUNDS
Section 1 Contracts
Section 2 Bank Accounts, Checks, Withdrawals, Etc.
Section 3 Accounting

ARTICLE IX INDEMNIFICATION
Section 1 Indemnification

ARTICLE X AMENDMENTS
Section 1 Amendments

SIGNATURES

ARTICLE I

Name, Office, Fiscal Year, and Governance

SECTION 1. *Name.* The name of the organization shall be "Tuġen Charter School" and shall hereinafter be referred to as "Tuġen Charter School," or "TCS."

SECTION 2. *Facility.* Tuġen Charter School will be located in the Kahtnuht'ana Duhdeldiht Campus ("the Kenai River People's Learning Place" or "Ed Campus") building at 12271 Kenai Spur Highway, Kenai, Alaska, 99611.

SECTION 3. *Fiscal Year.* The fiscal year of Tuġen Charter School shall coincide with the fiscal year of the Kenai Peninsula Borough School District (July 1 through June 30).

SECTION 4. *Governance.* The School shall be governed by the Academic Policy Committee.

ARTICLE II

Academic Policy Committee

SECTION 1. *General Powers.* Tuġen Charter School shall have an Academic Policy Committee (APC), which is the primary governing body designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall establish policy for the school as well as:

- A. Ensure the fulfillment of the mission of Tuġen Charter School as stated in the Charter School contract;
- B. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, finances, budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
- C. Promote professional conduct in accordance with Kenai Peninsula Borough School District policies;
- D. Hire and contract with a Type B certificated administrator;
- E. Delegate to the Type B certificated administrator the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel; and
- F. Review contracts as requested by the APC or principal

SECTION 2. *Members of the Academic Policy Committee.* The number of APC members constituting the entire APC shall be 9 members with 7 voting members. The Principal/Teacher under contract to the School shall be an ex officio member of the APC and shall abstain from voting.

Of the 7 voting members of the APC, 4 shall be appointed by the Kenaitze Tribal Council. No more than 1 appointee may be a council member.

Of the remaining 3 positions, at least one staff member and one parent will be included to serve 3-year terms. If the staff member has a child enrolled in the school, he or she must serve as a parent member representative. These 3 seats will be selected by a vote of the parents of students enrolled at the school. Any members of the charter school staff (classified or certified) who serve on the APC shall recuse themselves from any votes, discussions, or other APC proceedings pertaining to the Principal/Teacher's salary, contract, evaluation, and termination.

SECTION 3. *Term.* APC members shall be appointed or elected for a three-year term. Seats will be known as A, B, C, D, E, F, and G. The first term will be: Seat A-3 years, Seat B-2 years, Seat C-1 year, Seat D-2 years, Seat E-1 year, F-3 years, and seat G-2 years. All initial terms will be followed by 3-year terms.

SECTION 4. *Term Limitations.* There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

SECTION 5. *Vacancies.* Vacancies occurring on the APC seats filled by the Council appointees may be filled by majority vote of the Kenaitze Tribal Council. The appointed member shall serve the unexpired term of his/her predecessor in office. Vacancies occurring mid-term on the elected seats will be appointed by the APC by secret ballot.

SECTION 6. *Compensation.* Members of the APC shall not receive any salaries for their services.

SECTION 7. *Resignation.* Any APC member may resign at any time by giving written notice to the Chair or Principal. Such resignation shall take effect at the time specified within the resignation notice and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 8. *Removal.* APC members are expected to be in compliance and good standing with current TCS policies, procedures, practices and attend all regular APC meetings. The APC chair may suggest removal of any APC member for an obvious pattern of non-commitment to the board. Removal shall require a majority vote of the attending APC members.

SECTION 9. *Conflict of Interest.* Service on the APC is a trust created in the interest of the common good and for the benefit of the school. It is the intent of these bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. Any member of the APC with a conflict of interest must refrain from voting on said conflict.

SECTION 10. *Self-Evaluation.* The APC shall conduct a self-evaluation annually.

ARTICLE III

Selection of members of the Academic Policy Committee

SECTION 1. *Selection of elected members of the APC through the Elections Committee.* In March of each election year, the Principal, with approval of APC, shall appoint a selections committee of three (3) persons. One person shall be a parent member of the APC, one person shall be a teacher from the school, and one person shall be a parent of a student enrolled in the school but who is not a member of the APC. The Elections Committee shall oversee the selection process in April for the 2 elected positions on the APC. The Elections Committee shall do the following:

- A. Solicit and accept applications with photo from candidates for membership to the APC;
- B. Make available within the school office copies of any statements any candidate chooses to submit to the committee or to the parents, students, or personnel.
- C. Prepare a secret ballot listing the selected candidates up for election, plus a space for write-in candidates.
- D. Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner.
- E. Advise the candidates and the APC of the election results at the first meeting in May; and
- F. Prepare a report stating the results of the election, which report shall be kept at the principal office and be made available for review by interested persons.

The Elections Committee may also establish a forum for public introduction of each candidate before voting occurs, but a forum is not required.

SECTION 2. *Eligibility to Vote.* Only parents or legal guardians of students enrolled in the school on the day of the election are eligible to vote in elections. One ballot shall be cast per family. Electronic ballots shall be used for the election that will include an electronic option to write-in candidates.

SECTION 3. *Selection of the four appointed members of the APC through the Tribal Council.* Candidate letters of interest for appointment to the APC will be solicited by the Tribal Education Committee and forwarded to the Tribal Council for appointment by the May meeting of each election year.

ARTICLE IV

Officers of the Academic Policy Committee

SECTION 1. *Officers.* The officers of the APC shall be Chair, Vice Chair, Treasurer, and Secretary.

SECTION 2. *Election and Term of Office.* The term of all officers of the APC shall be one year. The officers of the APC shall be elected annually at the first regular meeting in May.

SECTION 3. *Removal.* Any officer elected or appointed by the APC may be removed from officer position, but not from the APC, upon majority vote of the other members of the APC.

SECTION 4. *Vacancies.* A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by a majority vote of the full APC for the unexpired portion of the term.

SECTION 5. *Chair.* The Chair shall be a parent of a KCS enrolled student and shall be the presiding officer at all meetings of the APC.

SECTION 6. *Vice Chair.* In the absence of the Chair, or in the event of his/her death, inability or refusal to act, the Vice Chair will act as the Chair.

SECTION 7. *Secretary.* The Secretary, with assistance from staff, shall keep the minutes of the meetings. The minutes will be posted on the school's website and stored on the district server within five working days after they have been approved.

SECTION 8. The Treasurer, with assistance from staff, shall monitor the budget and accounting procedures reporting regularly to the APC.

ARTICLE V

Meetings of the Academic Policy Committee

SECTION 1. Annual and Regular Meetings. The annual meeting of the APC shall be held in May of each year for the purpose of conducting regular business and accepting the election results during an election year. The APC shall also hold regular meetings, typically monthly.

SECTION 2. Special Meetings. The Chair, Principal, or any three members of the APC may call special meetings of the APC. Reasonable notice shall be given.

SECTION 3. Place of Meetings. The APC may designate any public place within the Kenai Peninsula Borough for any meeting, however, all meetings shall be at TCS school facilities, unless otherwise posted.

SECTION 4. Notice of Meetings. Reasonable notice will be given for all meetings and will be posted at the school and on the TCS website.

SECTION 5. Quorum. Greater than fifty percent of the voting members of the APC constitutes a quorum. Audio or video conferencing participation is permitted. The vote at a meeting held by teleconference shall be taken by roll call.

SECTION 6. Executive Session. To convene in executive session, a motion must clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Subjects may not be considered at the executive session except those mentioned in the motion calling for the executive session unless auxiliary to the main question. Action may not be taken at an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations. The following subjects may be considered in an executive session:

- A. Matters that the immediate knowledge of which may have an adverse effect upon the finances of the TCS;
- B. Subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;
- C. Matters which by law, municipal charter, or ordinance are required to be confidential;
- D. Matters involving consideration of government records that by law are not subject to public disclosure; and
- E. Discussion of actual, potential, or threatened litigation.

SECTION 7. *Proxies*. Members of the APC may not vote by proxy.

ARTICLE VI

Principal/Teacher

SECTION 1. *Selection/Evaluation/Removal of the principal* includes the following:

- A. The APC shall select the Principal/Teacher;
- B. The APC shall evaluate the Principal/Teacher on a yearly basis; and
- C. Removal of the Principal/Teacher will follow the Kenai Peninsula Principal's Association negotiated agreement timeline if applicable and will require 4 votes of the 7 APC members.

SECTION 2. *Duties and Responsibilities*. The Principal/Teacher duties include:

- A. Select, appoint, or otherwise supervise employees of the school;
- B. Maintain financial records of the school;
- C. Oversee and manage staff and personnel issues
- D. Manage the day-to-day operation of the school to ensure that the terms of the contract are met;
- E. Develop and implement an annual professional development plan for staff
- F. Meet regularly with parents and with teachers of the school to review, evaluate, and improve operations of the school;
- G. Meet with the APC regularly to report progress in achieving the APC's policies and

goals;

- H. Submit appropriate information as required by the school district, Department of Education or Federal and State Agencies; and
- I. Submit all significant policy and financial decisions that may have a substantial impact upon the school to the APC.
- J. Use the vision, mission, guiding values and the charter to ensure the integrity of the program and secure professional development opportunities in-line with these documents.

ARTICLE VII

Committees

SECTION 1. *Formation of Committees.* The APC Chair may designate and appoint one or more committees to perform specific tasks.

SECTION 2. *Membership.* An APC member will chair the committee. Members will be parents of children attending the school, community members, and staff.

SECTION 3. *APC Powers and Prerogatives.* All recommendations of a committee must be submitted to the APC for official action. The APC shall have the power to dissolve any committee.

SECTION 4. *Subcommittee Meetings.* Subcommittee meetings will be posted with reasonable notice.

ARTICLE VIII

Contracts, Checks, Deposits, Funds and Accounting

SECTION 1. *Agreements.* The APC will use KPBSD policy and resources to enter into agreements which legally bind the school.

SECTION 2. *Accounting.* The APC may at any time request a full or partial independent audit of school monies to occur.

ARTICLE IX

Indemnification

SECTION 1. *Indemnification.* The school may, to the maximum extent permitted by law and in the absence of school or district insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not

acted, and all persons currently or previously employed by the school, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, when that person has acted within the course or scope of his or her duties to the school. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE X

Amendments to Bylaws

SECTION 1. *Amendments.* These Bylaws may be altered, amended, or repealed and new bylaws may be adopted by a 5/7ths vote of the APC. The proposed change to the bylaws must be submitted in writing to all of the members of the APC and posted publicly in the school's office five days prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the bylaws may be submitted by any member of the Council or APC, by parents with students currently enrolled in the school, or by the Principal under contract with the school, for consideration by the Council and APC.

Date Adopted: _____.

_____ Chair _____ Secretary

Appendix D: APC Members, Qualifications, Minutes

Community Involvement and Engagement

In the spring of 2024, a community meeting was held to gauge interest level and community support for a potential charter school at Kenaitze's education campus. From this meeting, work group members were identified and selected to be a part of the initial application process. The work group was made up of current Kenaitze Education staff members, Dena'ina Language Institute staff members, parents of students attending current Kenaitze Education programs, Tribal Council members, community members, and local education consultants. The diversity of the group allowed for varied interest groups, skills, knowledge, and experience to be involved in the development of the initial charter.

Work group sessions began in April 2024, with the development of an interest survey that generated data helpful in developing themes for a mission and vision statement, school goals, curricular programs, community engagement, school culture, and academic and discipline models. From these surveys, work group members began meeting in early July to synthesize data, establish school goals and mission/vision statements, and complete the intent to apply document for the Kenai Peninsula Borough School District. Upon completing the intent to apply form, the work group began meeting 2-3 times on a weekly basis to complete various sections in the DEED charter school application and to meet with KPBSD representatives for additional information. Additionally, the initial APC was formed, drawing from members of the work group who had been involved throughout the process. The APC would be responsible for establishing the charter's bylaws and presenting to Kenaitze's Education Committee and Tribal Council.

APC members presented at monthly meetings to Kenaitze's Education Committee. This committee is composed of Tribal Council members, community members, and a student representative. The purpose of these presentations was to provide updates and allow for stakeholder input. The Education Committee would make suggestions to the school's goals, vision and mission statements, and curricular programs. From these presentations, APC members would then meet with the Tribal Council to receive approval for work completed. At each step of the application process, the Education Committee and Tribal Council have been involved in providing input and approval for the TuĦen Charter School.

The APC and initial work group will continue to meet as the charter school application is processed and reviewed by KPBSD and the state of Alaska. The groups will continue to work on the development of the school's culture and language immersion programs, curriculum, building logistics, and community engagement. Upon approval, the APC will be involved in the hiring of the school's principal, development of MOU's with Kenaitze for various services, funding opportunities, building planning, and community involvement.

APC Biographies

Kaylee Gorrod: is Dihthaad (Tanacross) Athabascan whose family is from Healy Lake and Tanacross. She is a parent to three children and an educator. She has an Associate's Degree in Alaska Native Studies and is currently working toward an Interdisciplinary Bachelor's Degree in Alaska Native Studies and Anthropology. Kaylee has been working for the Kenaitze Indian Tribe for six years sharing and teaching the Dena'ina language and culture with people from young toddlers to adulthood. She has experience developing and co-developing culturally relevant curriculum focused on language acquisition and cultural ways of being. She has participated in culture, language, instruction, and curriculum for the proposed charter school.

Chantilly Bayes: is Kahtnu Dena'ina, a member of the Kenaitze Indian Tribe living in Soldotna, Alaska. Tilly is a mother of three children, two attending Kaleidoscope Charter School of Arts and Science. The youngest attends a daycare in Soldotna. Tilly has a passion to make the world a better place for future generations. Tilly has worked for the Kenaitze Indian Tribe for six years. Tilly started out as an Early Head Start Teacher Assistant, and after a year, she was promoted to Early Head Start Teacher. Realizing there was more Tilly could give back to her community and tribe as a Dena'ina woman, Tilly transferred to the Dena'ina Language Institute to be a Dena'ina Language Teacher Assistant. In this position, Tilly participates in the development and implementation of the curriculum to build cultural Dena'ina speaking teachers. Tilly is enrolled in the Alaskan Native Studies Associates program at the University of Anchorage Alaska to further her education to assure Kahtnuht'ana Dena'ina thrive forever. Tilly has participated in the culture and curriculum development and implementation, and in the process of writing the application for the proposed charter school.

Diane Bernard: Diane was raised in the Kenai/Soldotna area since the early 1970's. She has a Bachelor's Degree in Elementary Education from the University of Alaska Anchorage. Diane has 35 years experience in the Early Childhood field. Diane has been employed with the Kenaitze Indian Tribe's Early Learning Program since 2005, where she now oversees the Head Start/Early Head Start program. From 2012-2015, Diane served on the Academic Policy Committee (APC) for Kaleidoscope School of Arts and Science. She has participated in the establishment of community partnerships, culturally responsive curriculum, and identification of programs that seek to promote individualized and whole child development for the proposed charter school.

Dr. Katie Archer Olson: is a wife and mother of three and has lived in Alaska for nearly 30 years. She is a first-generation learner and English speaker. As a multi-racial Taino scholar born with deep roots in the South and a strong connection to Atabey (mother earth) from Boriken (Puerto Rico). She is a member of the Guainía Taíno lukaieke (tribe) and the United Confederation of Taíno People. Holding an Ed.D. in Instructional Technology from the American College of Education, Dr. Katie's doctoral research focused on culturally responsive strategies inspiring Alaska Native first-generation college students. She advocates blending Indigenous knowledge with Western educational practices. Currently, she serves as the Director of Education at Alaska Pacific University and served ten years as the Chair for Paraprofessional Education at a small Alaska Native College. Before this time, she owned a Montessori preschool/Kindergarten for 12 years in Delta Junction and Soldotna. Her Master's was earned at the University of Alaska

Southeast in Early Childhood Education and her Bachelor of Science in Psychology/Chemistry from the University of Alabama in Birmingham. Dr. Archer Olson has participated in the development of a culturally responsive curriculum and writing the charter school application.

Kyle McFall: is a husband and father of two children, and has lived in the Soldotna area for the past 13 years. He has a Bachelor's Degree in History from the University of Oregon, a Master's of Art in Teaching from George Fox University, and a Master's of Science in Educational Leadership from Western Governors University. Kyle has spent the majority of his adult life dedicated to the field of education and to the service of students in the Kenai Peninsula. He has been a high school teacher, coach, athletic and activities director, interventionist, assessment coordinator, 504 coordinator, and principal for the Kenai Peninsula Borough School District. Kyle has also served on various boards, invested in developing programs and schools that effectively meet the needs of students and the local community. He has served as a representative on the Kenai Peninsula Sports and Activity Association, KPBSD Strategic Planning Committee, and the Alaska Association of Secondary School Principals. Kyle was hired in June 2024 as the Education Director for the Kenaitze Indian Tribe. He has participated in the organization and development of community events and work group sessions, oversight of the application process, determination of logistical operations, and inclusion of stakeholder input from Kenaitze's Education Committee and Tribal Council for the proposed charter school.

Jennifer Williams: is Dena'ina Athabascan from Lime Village. She is a parent to one teenage daughter. She has her Bachelor's Degree in Race and Culture Studies and a Master's in Public Administration, both from Eastern Washington University. Jennifer is currently employed by the Kenaitze Indian Tribe as the Director of the Dena'ina Language Institute and is an adjunct professor at Kenai Peninsula College. She has participated in the development of a culturally responsive curriculum, language instruction, and writing of the charter school application.

Bernadine Atchison: is Dena'ina from Kenai, Alaska. She served on the Tribal Council for Kenaitze from 1985 to 1987, and again since 2015 to currently as Chairperson. She is also the treasurer for the Kenai Mountain Turnagain Arm Board and represents Alaska for the Grand Voice. Her education includes certifications in Medical Office Pharmacology, Coding, Claims Processing, and administrative roles with Child Development studies at Muskegon Community College. Atchison has held key roles such as Kenaitze Cultural Heritage Director, where she received a National Award for Excellence from the Forest Service on Windows to the Past, coordinator for RSVP (Retired Senior Volunteer Program) and the 1992 Peace and Dignity Journeys relay. She contributed to research for the Indigenous Alaskan Human Rights Tribunal on Hepatitis B vaccines. Currently a Community Emergency Response Team member, she is committed to enhancing tribal governance and cultural preservation. Atchison is married to James, and between the two of them, they have three sons, three daughters, and 11 grandchildren, four of whom they have been raising since 2019. Her heritage includes ties to the Nulchina (Sky or North Star) Clan and the Fishtail Clan. Bernadine has participated in the establishment of community partnerships, culturally responsive curriculum, and determination of logistical operations for the proposed charter school.

APC and Work Group Minutes

July 8, 2024 | 3:30-5:30 pm

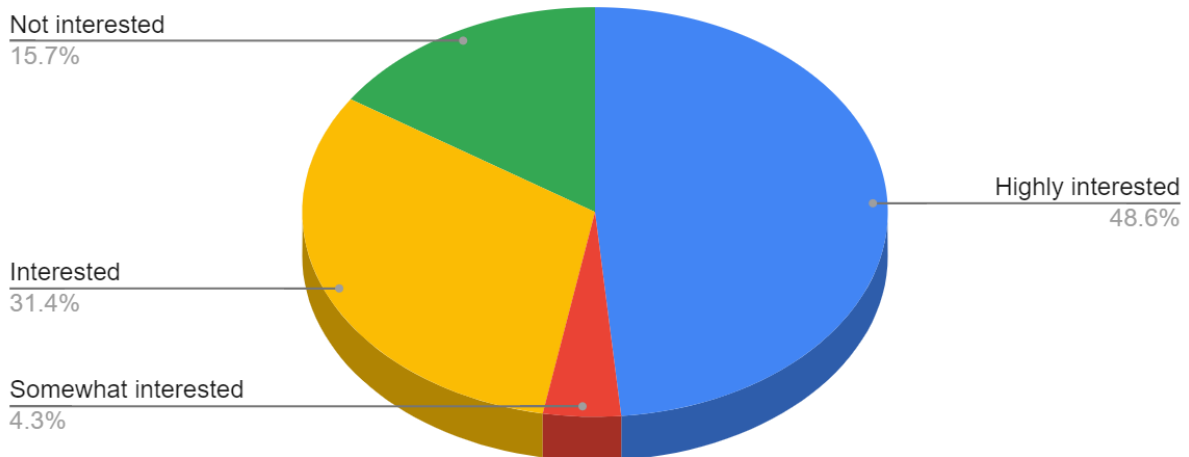
In attendance:

Dr. Katie Archer Olson, Michelle Feldman, Jennifer Williams, Sara Battiest, Joel Isaak, Karl Kircher, Kaylee Gorrod, Jon Ross, Rudy Wilson, Diane Bernard, Chantilly Bayes, Bernadine Atchison, Kyle McFall

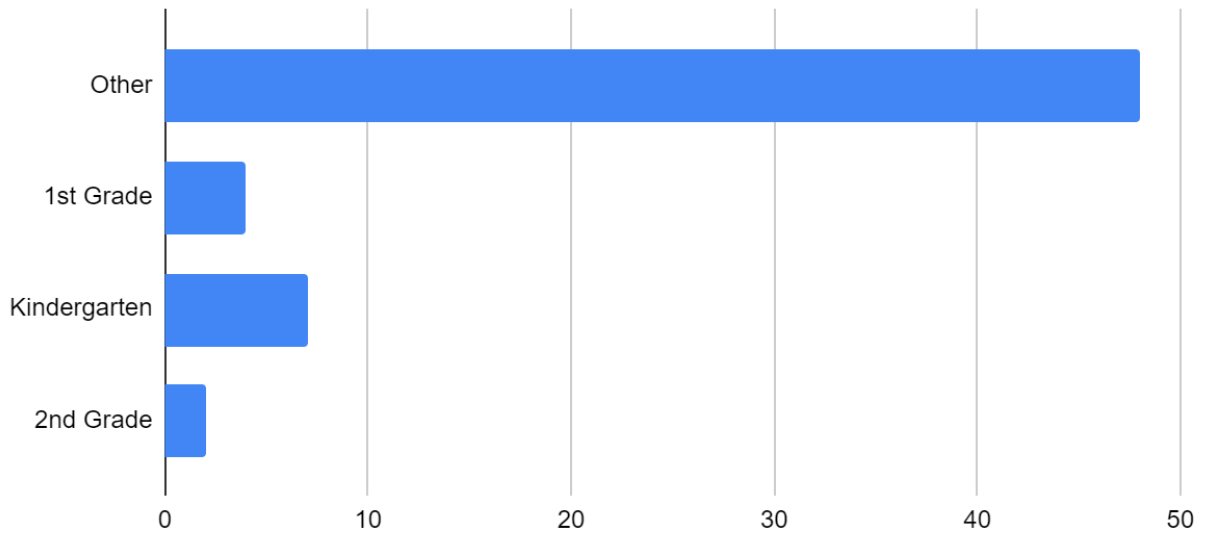
Kyle McFall presented data from the community input survey:

Charter School Interest Survey - Compilation of Results

How interested are you in enrolling your child in a cultural charter school sponsored by the Kenaitze Indian Tribe?

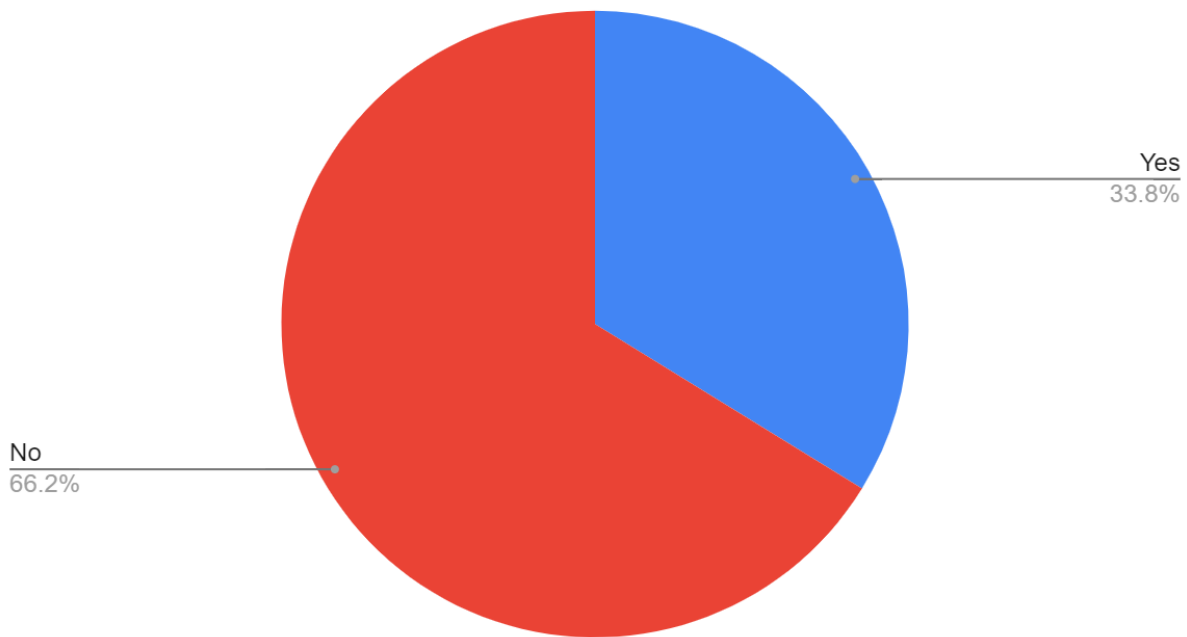


Count of If interested, please indicate which grade(s) your student(s) would be enrolled in for the 2025-26 school year:

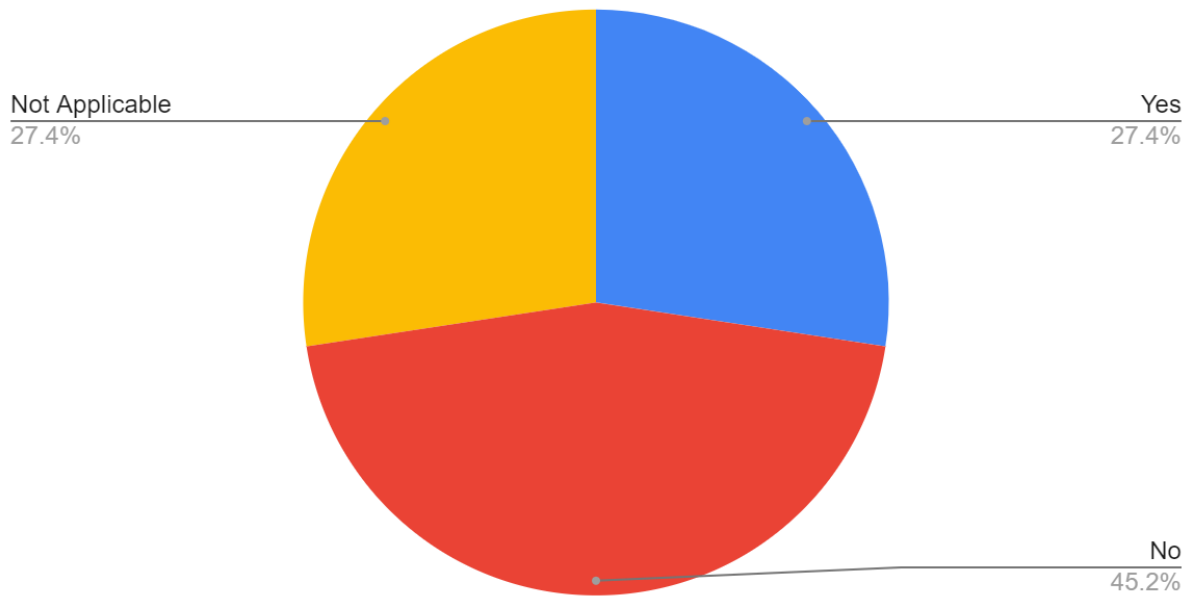


Count of If interested, please indicate which grade(s) your student(s) would be enrolled in...

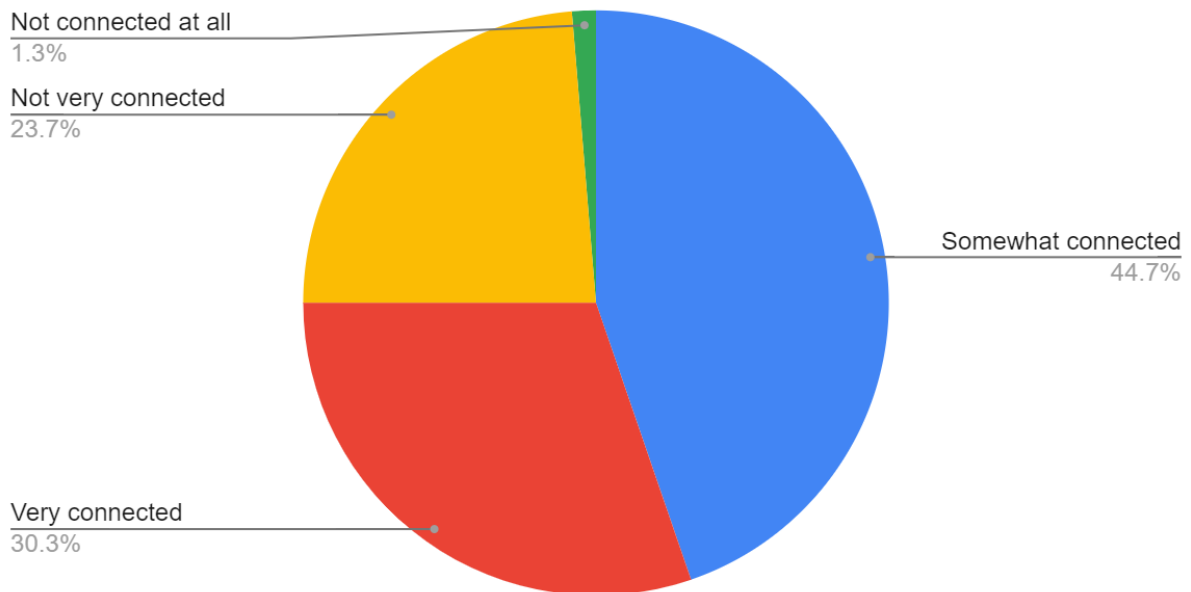
Count of Are you a tribal member of Kenaitze?



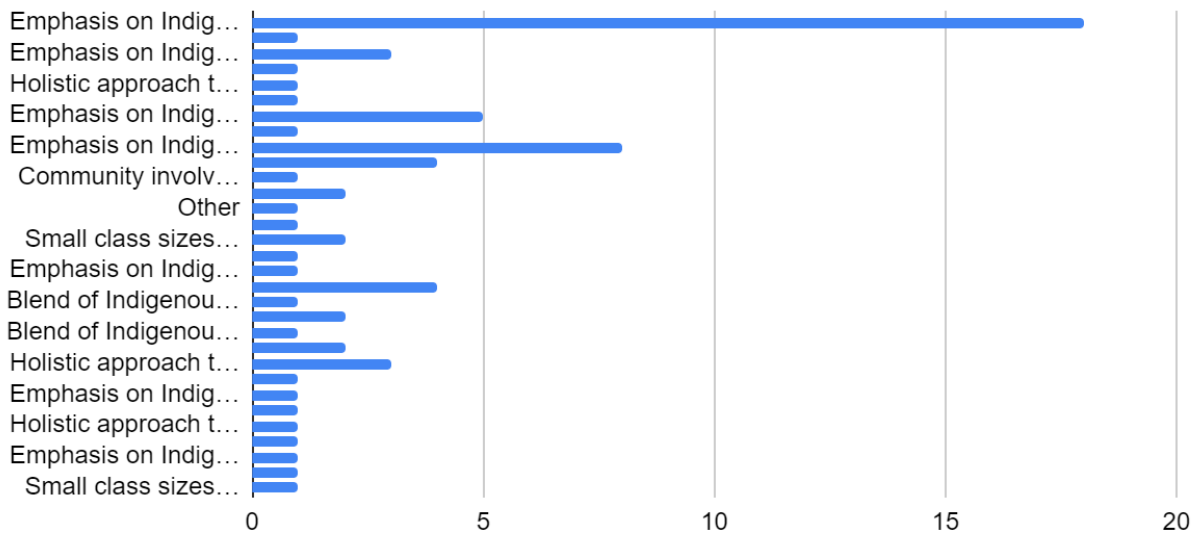
Count of Is the child you plan to enroll a tribal member of the Kenaitze Indian Tribe



Count of How connected do you feel to Indigenous culture and traditions?



Count of What interests you most about the concept of the Kenaitze charter school? (Please select all that apply.)

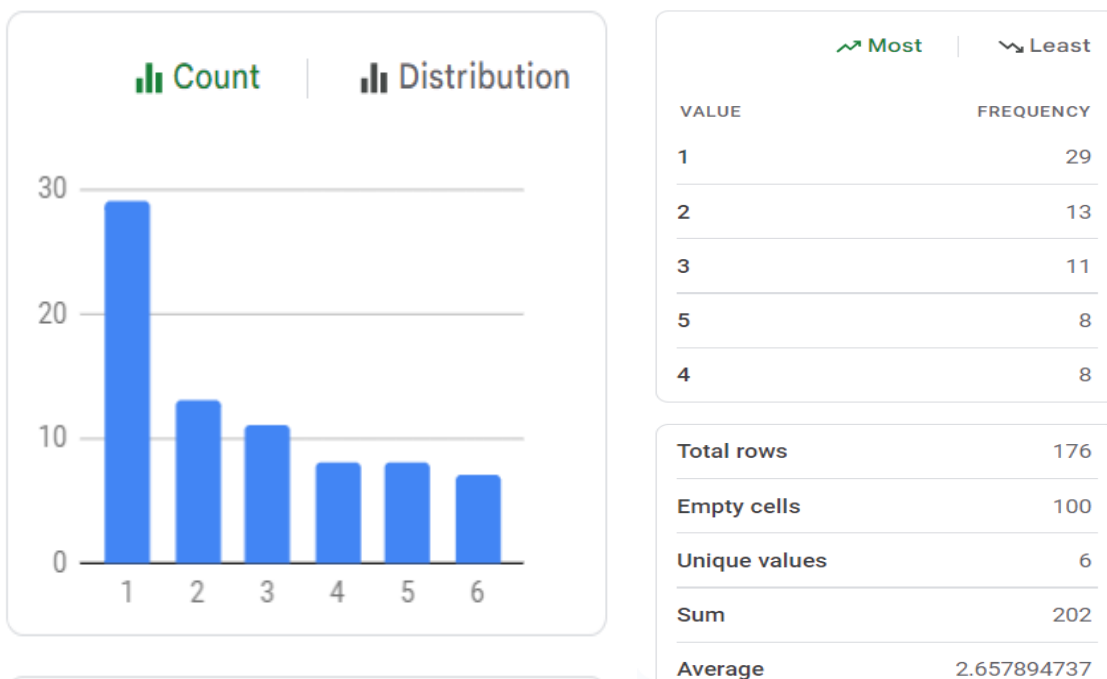


Count of What interests you most about the concept of the Kenaitze charter scho...

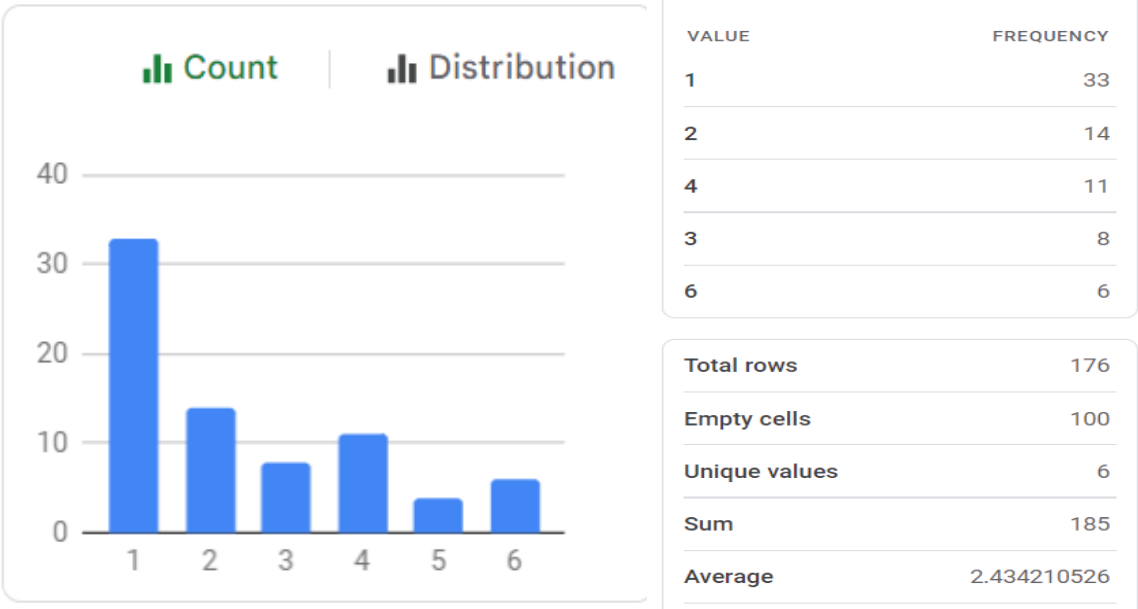
*** Provide specific data for grouped selections and other preferences.**

Please rank the following aspects according to how you would prioritize them in the development of the school culture? (1 = highest priority...6 = lowest priority)

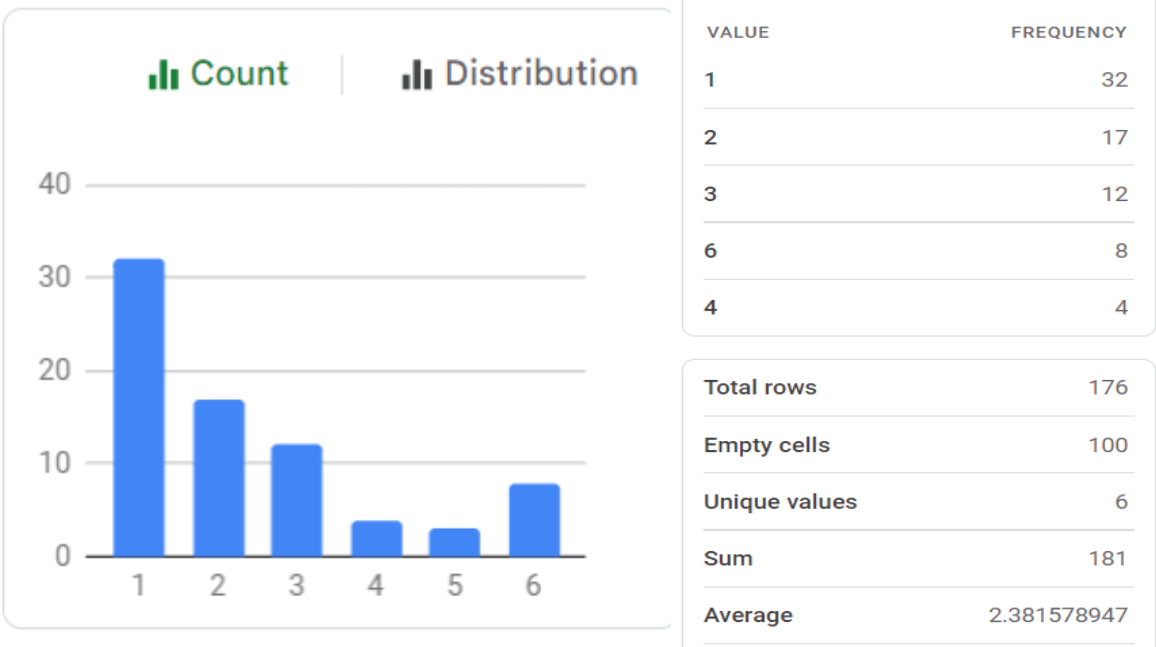
UTILIZE KENAITZE VALUES WHEEL



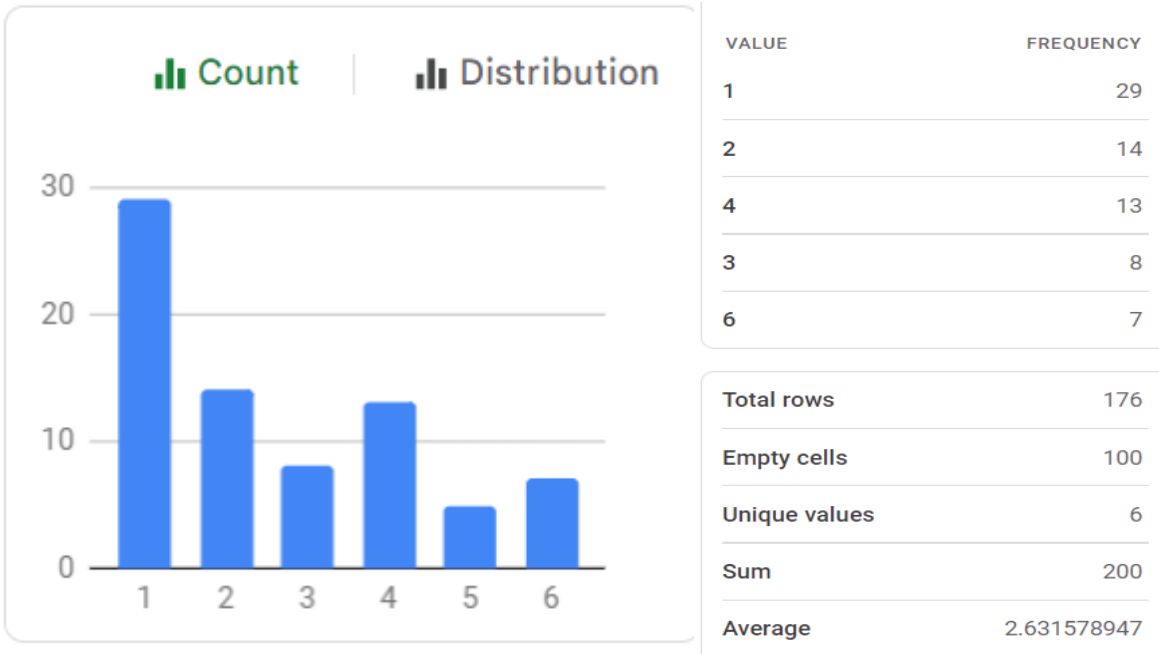
INCLUSIVE CULTURE THAT PROMOTES FAMILY VALUES



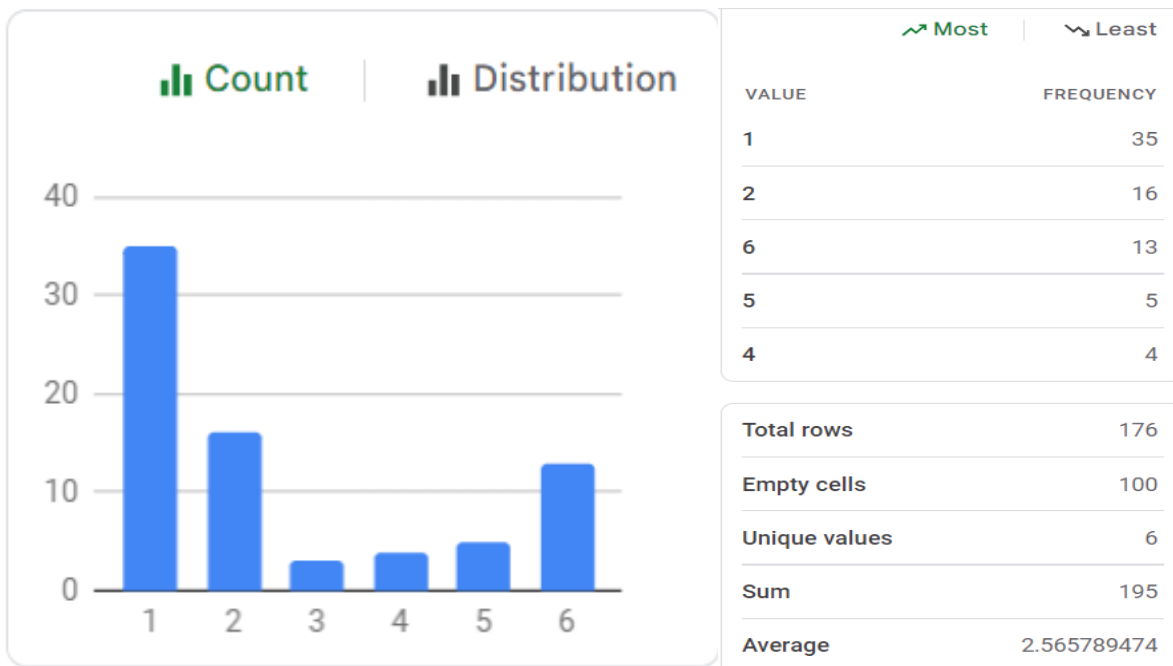
EMPHASIS ON MENTORSHIP AND DEVELOPING POSITIVE RELATIONSHIPS



DENA'INA CULTURAL VALUES INFUSED WITHIN THE SCHOOL CULTURE

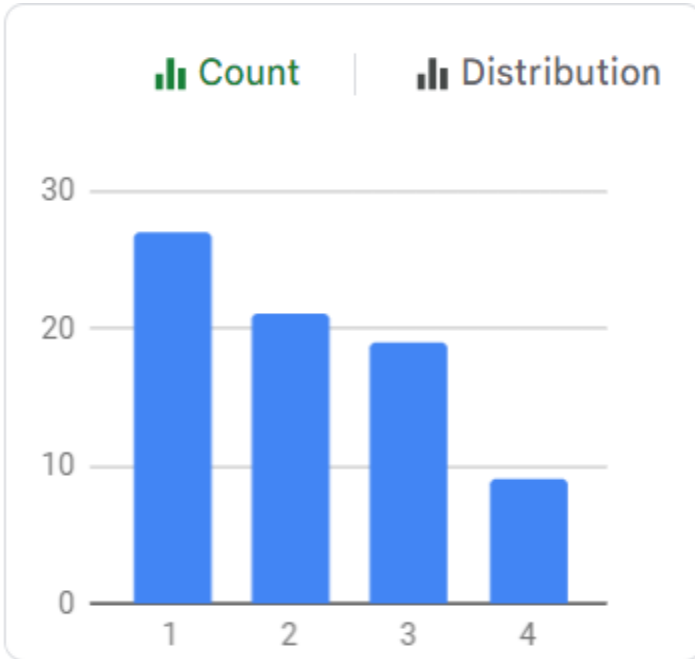


HIGH ACADEMIC STANDARDS



Please rank the following models based on how you would prioritize them in the establishment of a discipline system? (1 = highest priority...4 = lowest priority)

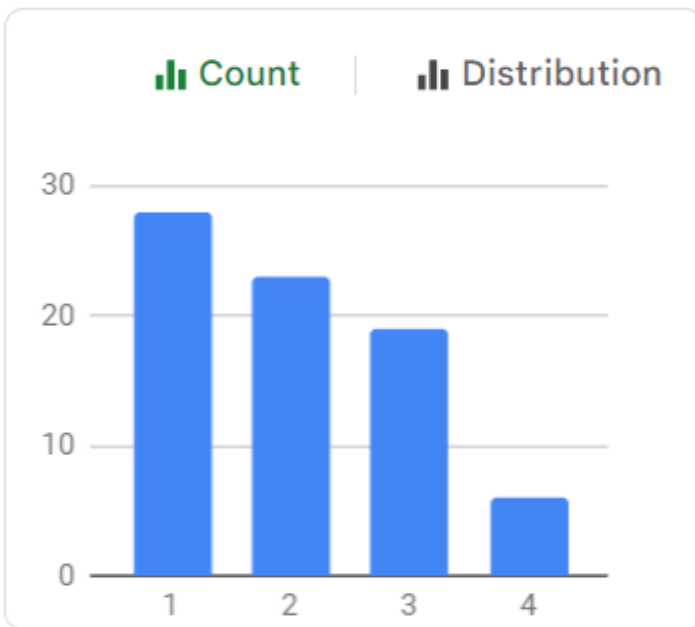
ALLOWING FOR NATURAL CONSEQUENCES TO SHAPE THE DISCIPLINE MODEL



VALUE	FREQUENCY
1	27
2	21
3	19
4	9

Total rows	176
Empty cells	100
Unique values	4
Sum	162
Average	2.131578947

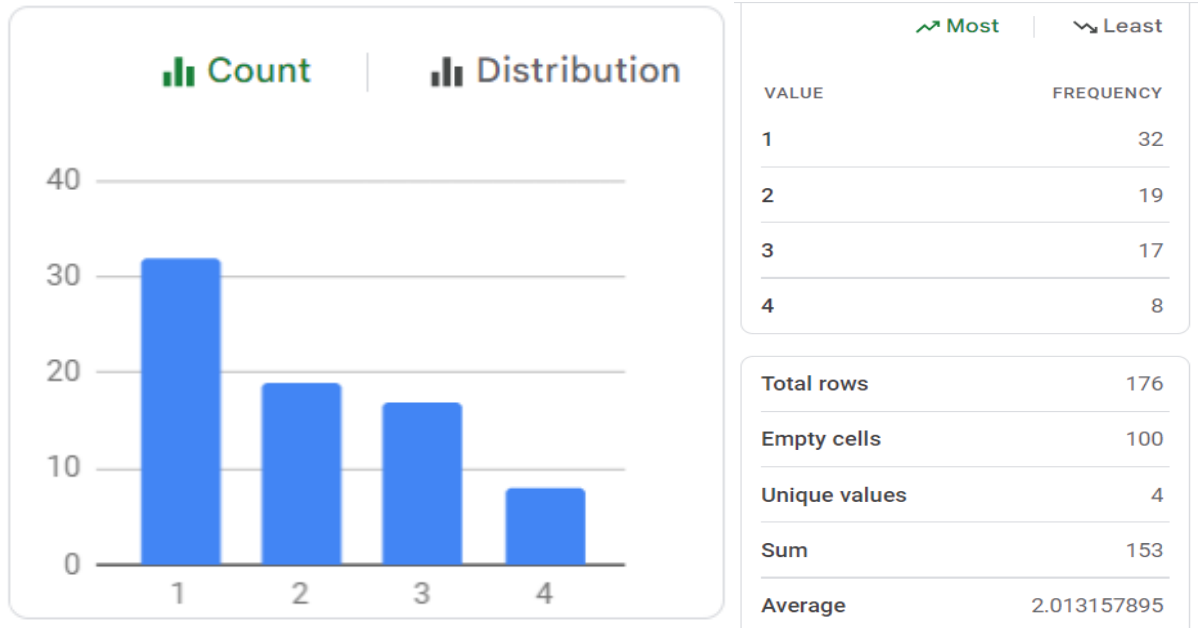
PROGRESSIVE DISCIPLINE THAT ESTABLISHES BOUNDARIES



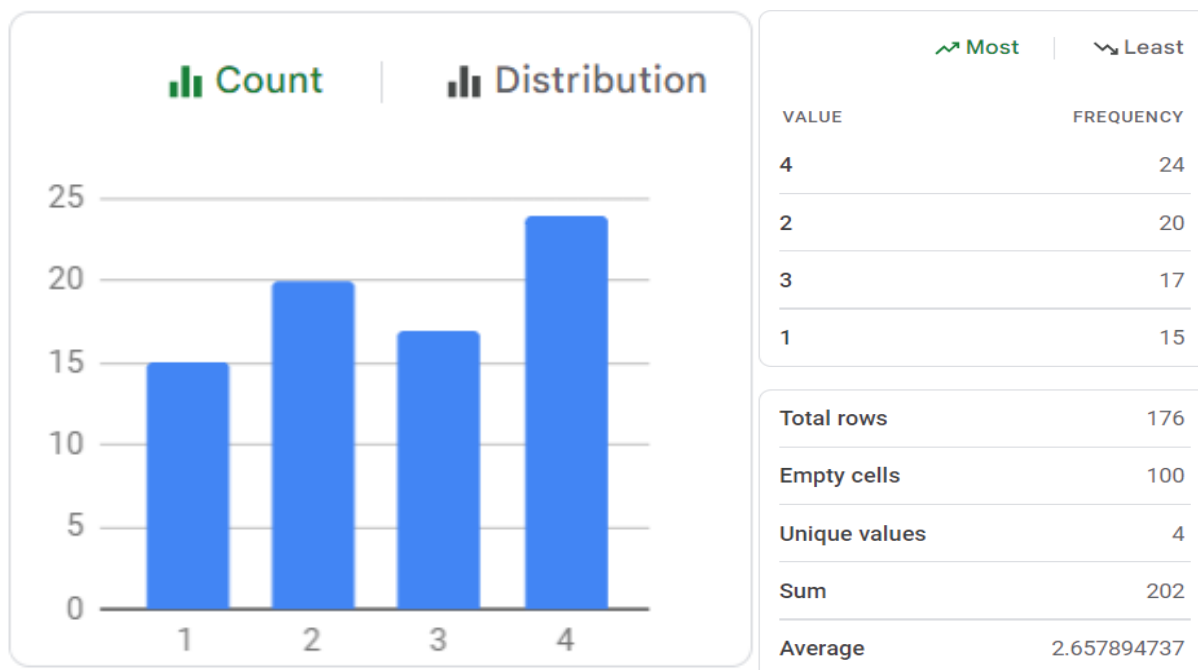
VALUE	FREQUENCY
1	28
2	23
3	19
4	6

Total rows	176
Empty cells	100
Unique values	4
Sum	155
Average	2.039473684

RESTORATIVE PRACTICE MODEL THAT SUPPORTS DEVELOPMENT OF COMMUNITY AND STUDENT OWNERSHIP

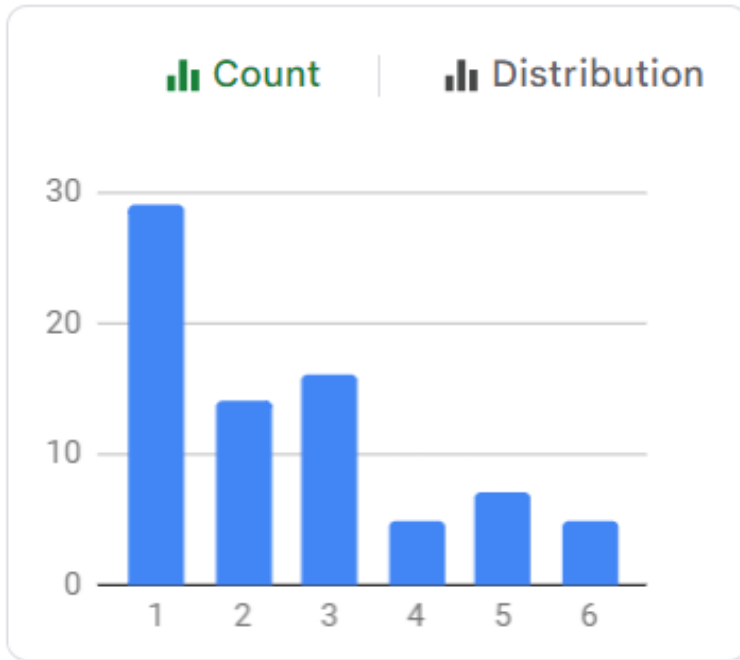


PBIS MODEL THAT FOCUSES ON TIERED INTERVENTIONS AND SCHOOL WIDE TARGET BEHAVIORS



Please rank the following aspects according to how you would prioritize them in the development of the school's curriculum? (1 = highest priority...6 = lowest priority)

INDIGENOUS LANGUAGE INSTRUCTION, HISTORY, AND CULTURAL STUDIES

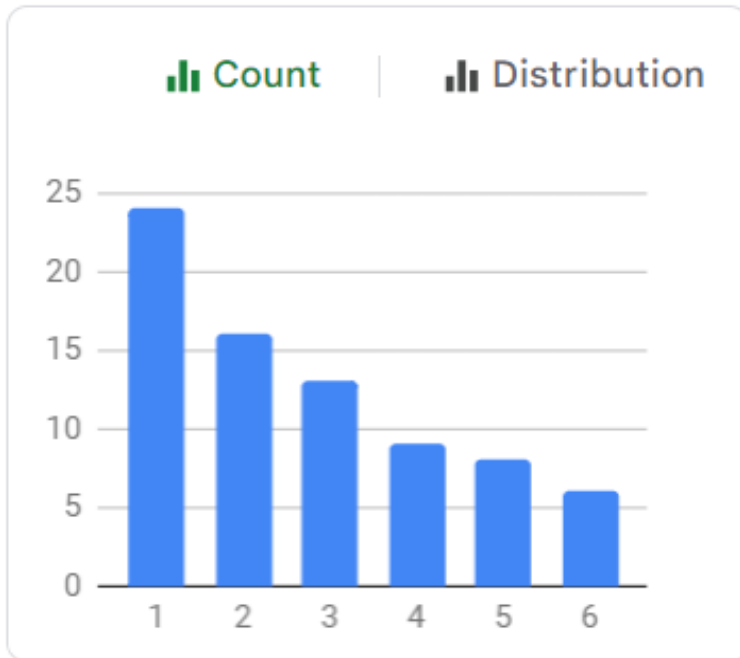


Most | **Least**

VALUE	FREQUENCY
1	29
3	16
2	14
5	7
4	5

Total rows	176
Empty cells	100
Unique values	6
Sum	190
Average	2.5

LAND OR PLACE-BASED EDUCATION

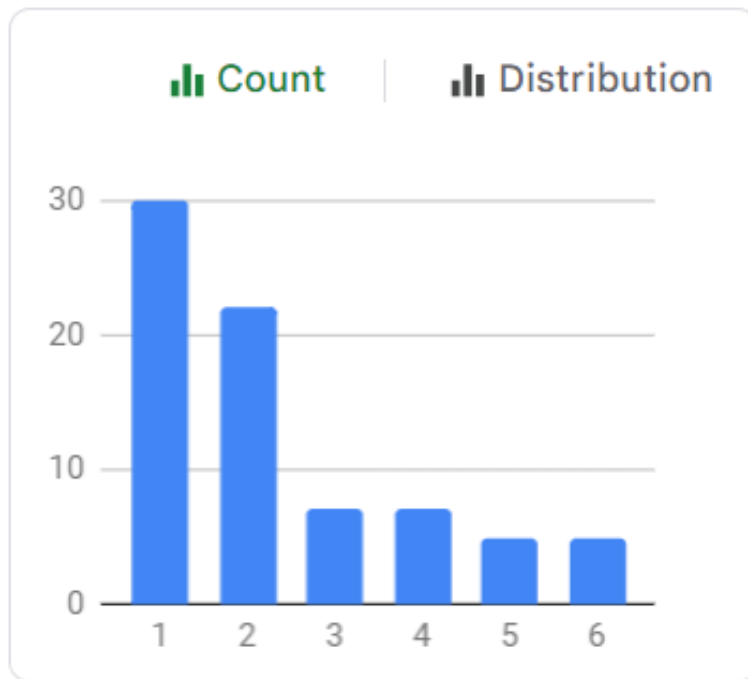


Most | **Least**

VALUE	FREQUENCY
1	24
2	16
3	13
4	9
5	8

Total rows	176
Empty cells	100
Unique values	6
Sum	207
Average	2.723684211

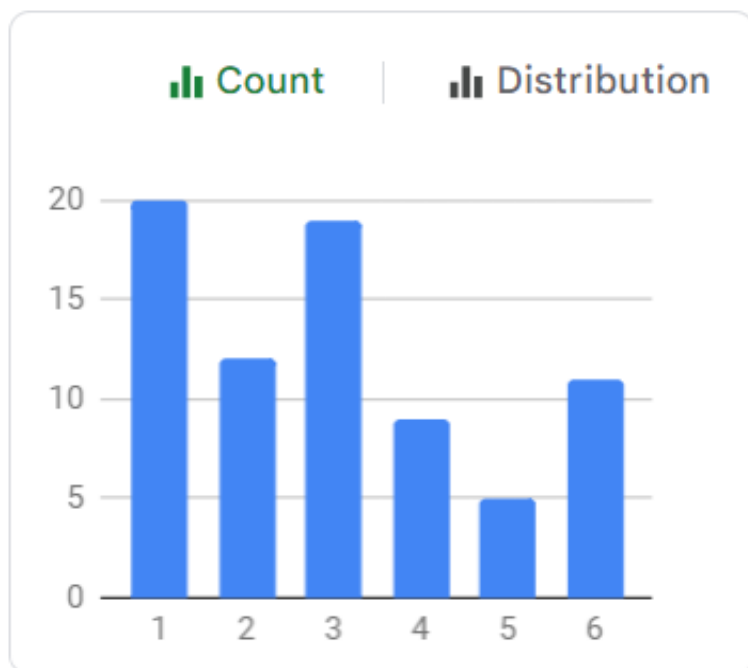
TRADITIONAL ECOLOGICAL KNOWLEDGE AND SUSTAINABILITY EDUCATION (I.E. FOREST SCHOOL)



Most | Least

VALUE	FREQUENCY
1	30
2	22
3	7
4	7
5	5
Total rows 176	
Empty cells 100	
Unique values 6	
Sum 178	
Average 2.342105263	

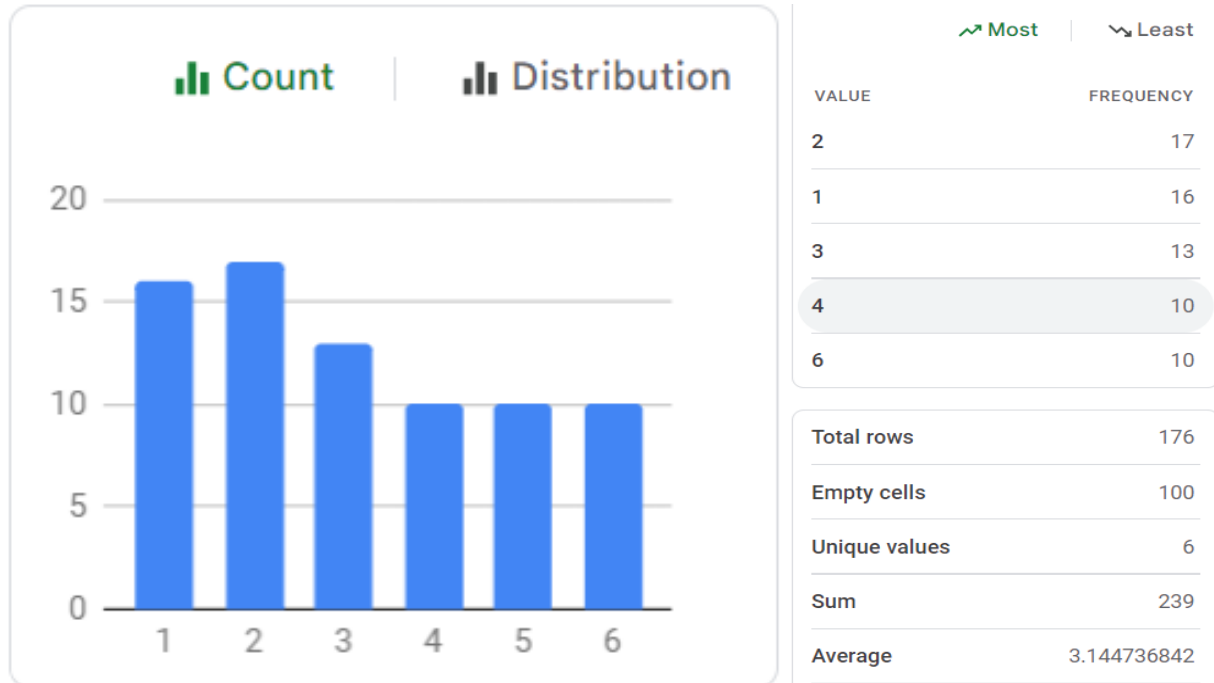
TRADITIONAL OR TEACHER DIRECTED CURRICULUM



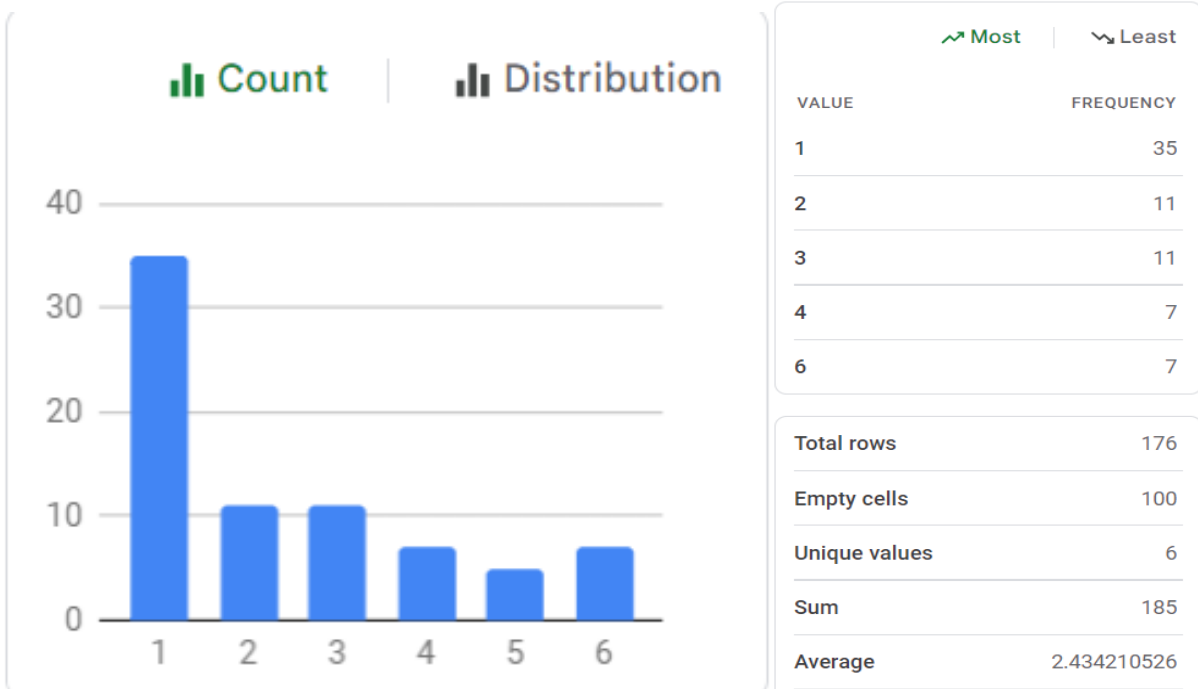
Most | Least

VALUE	FREQUENCY
1	20
3	19
2	12
6	11
4	9
Total rows 176	
Empty cells 100	
Unique values 6	
Sum 228	
Average 3	

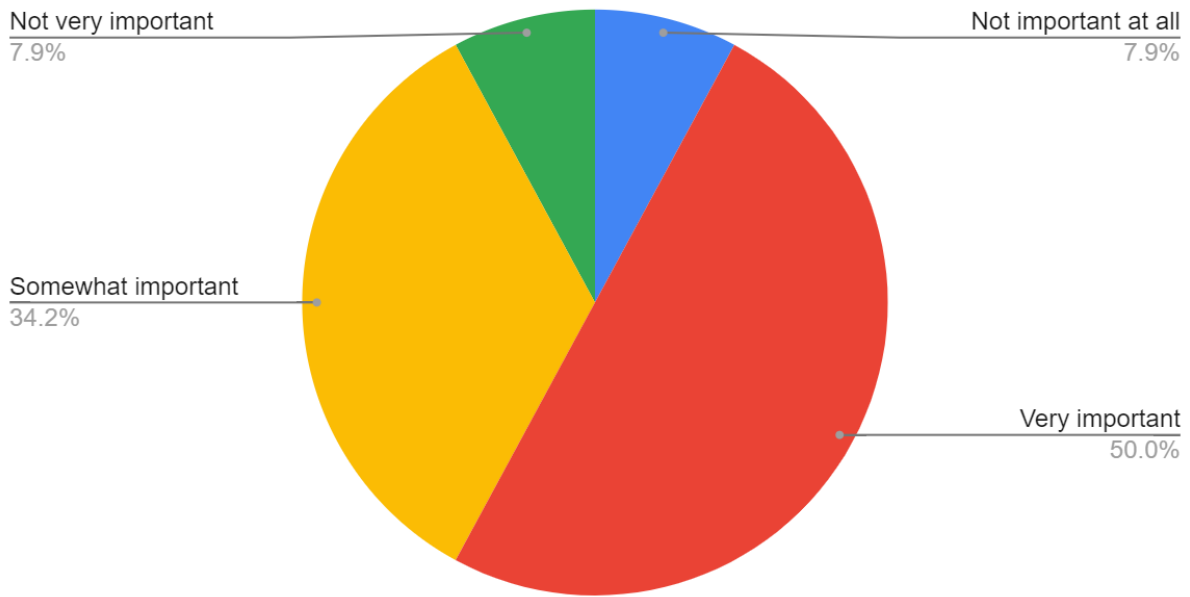
PROGRESSIVE OR EMERGENT CURRICULUM THAT IS STUDENT DIRECTED



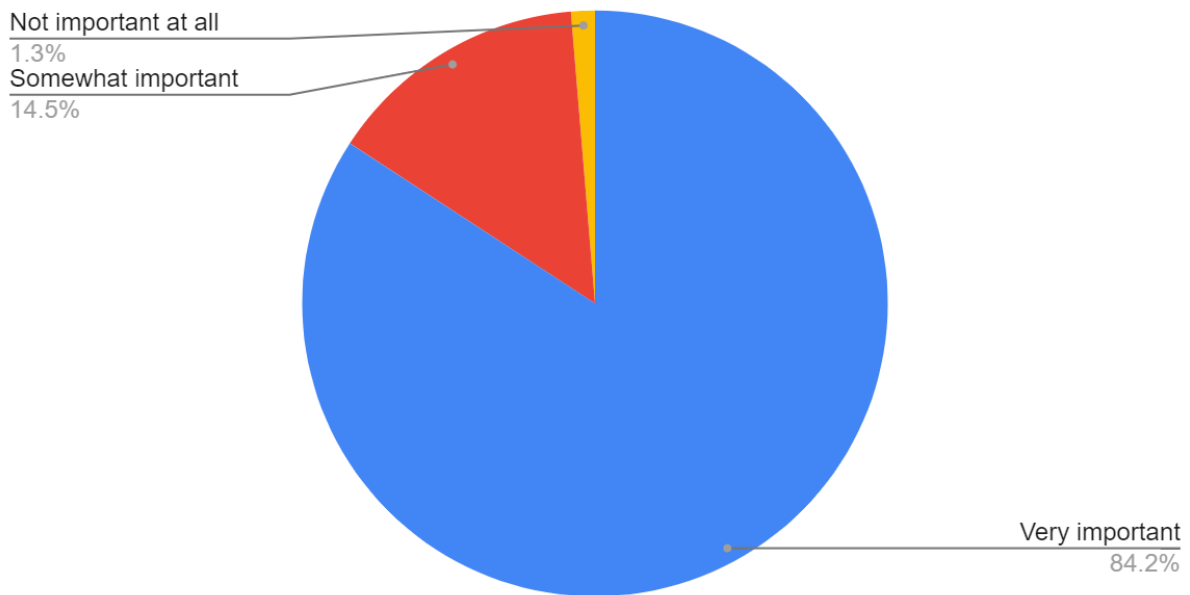
SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATH (STEAM) EDUCATION WITH AN INDIGENOUS FOCUS



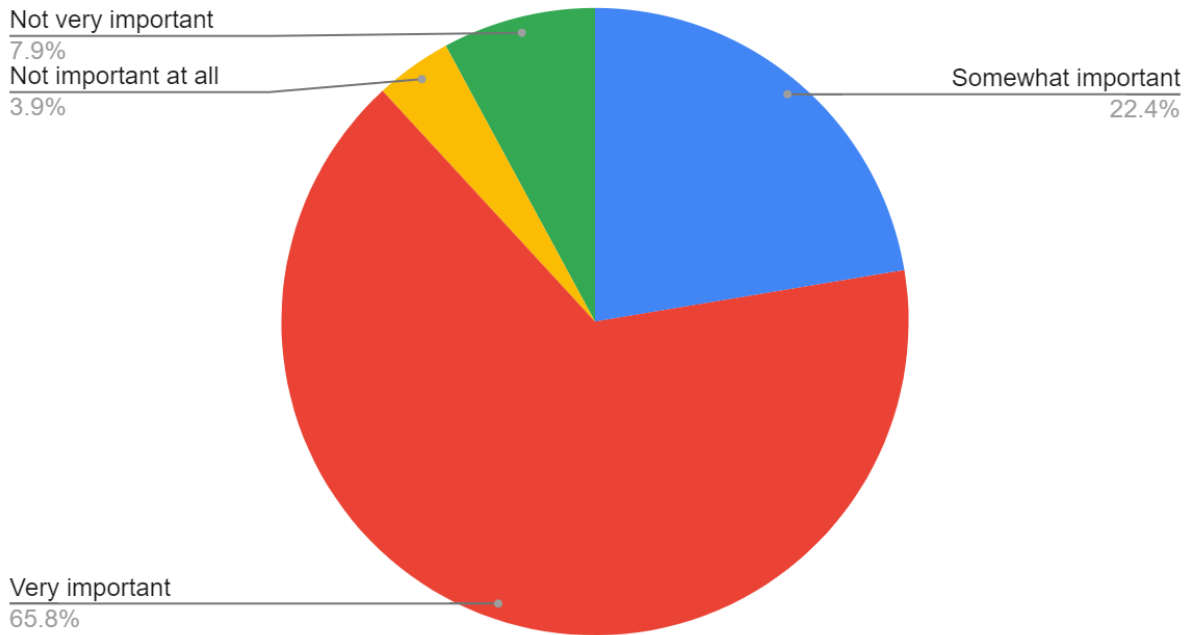
Count of How important is it to have public transportation (i.e. bussing) available for students of the proposed charter school?



Count of How important is it to maintain small class sizes (i.e. under 18 for 1st and 2nd grade, under 16 for kindergarten)?



Count of How important is it to have meals provided at school?

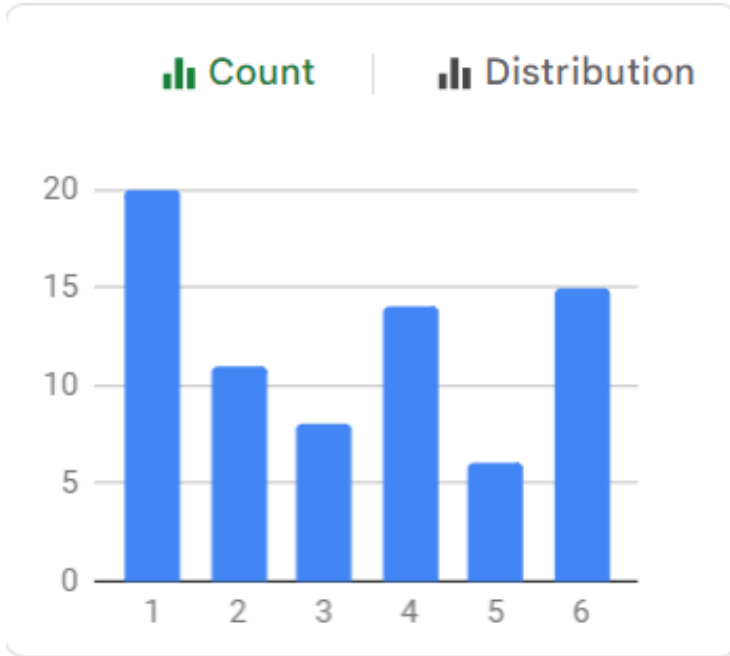


Please rank the following in order of importance to you (1 = most important...6 = least important):

SMALL CLASS SIZE



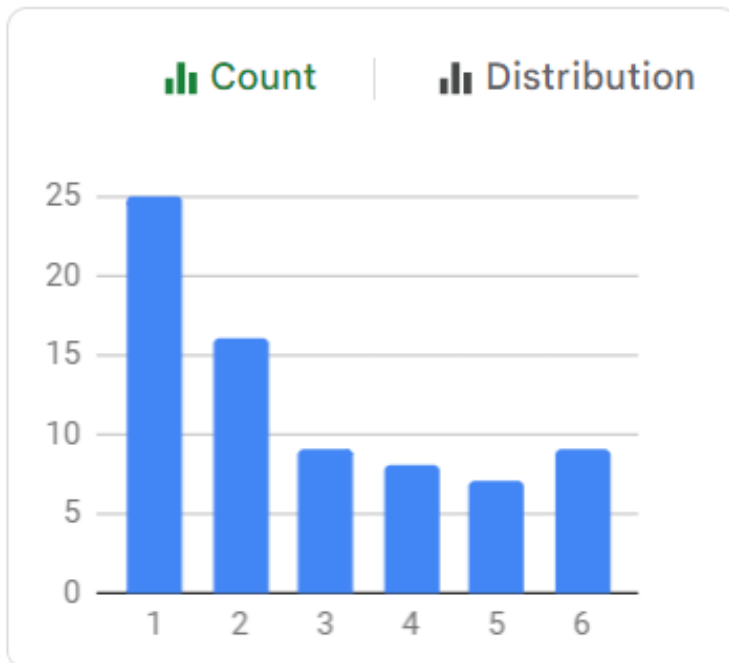
SCHOOL TRANSPORT



Most | Least

VALUE	FREQUENCY
1	20
6	15
4	14
2	11
3	8
Total rows 176	
Empty cells 102	
Unique values 6	
Sum 242	
Average 3.27027027	

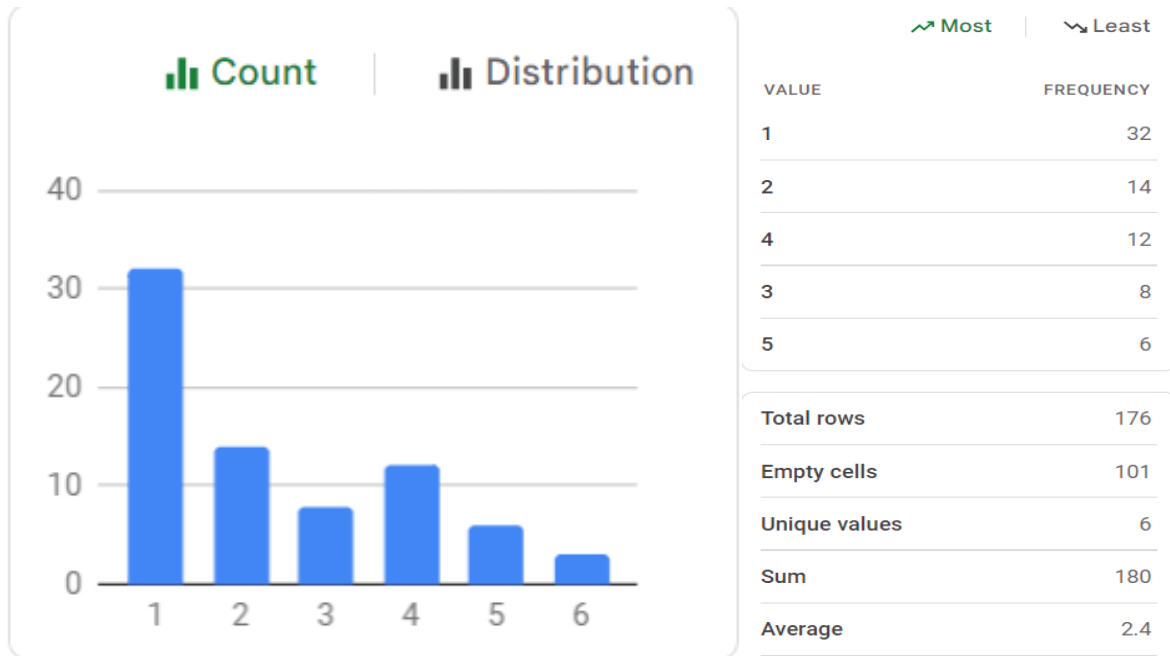
ACADEMIC RIGOR



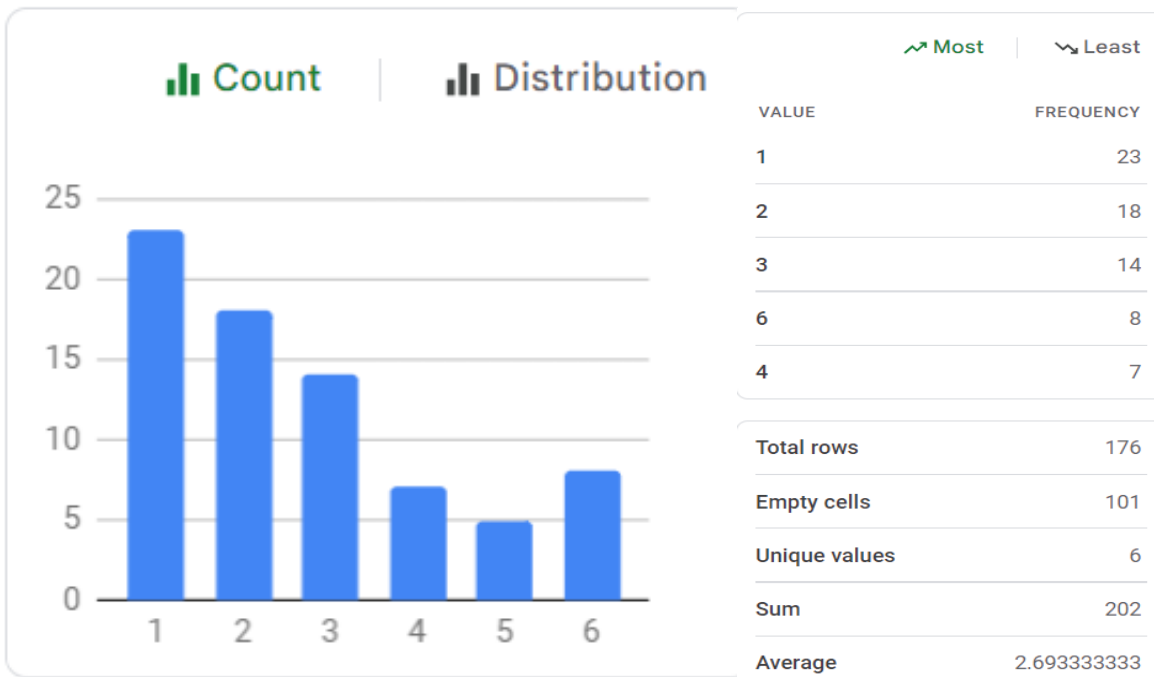
Most | Least

VALUE	FREQUENCY
1	25
2	16
3	9
6	9
4	8
Total rows 176	
Empty cells 102	
Unique values 6	
Sum 205	
Average 2.77027027	

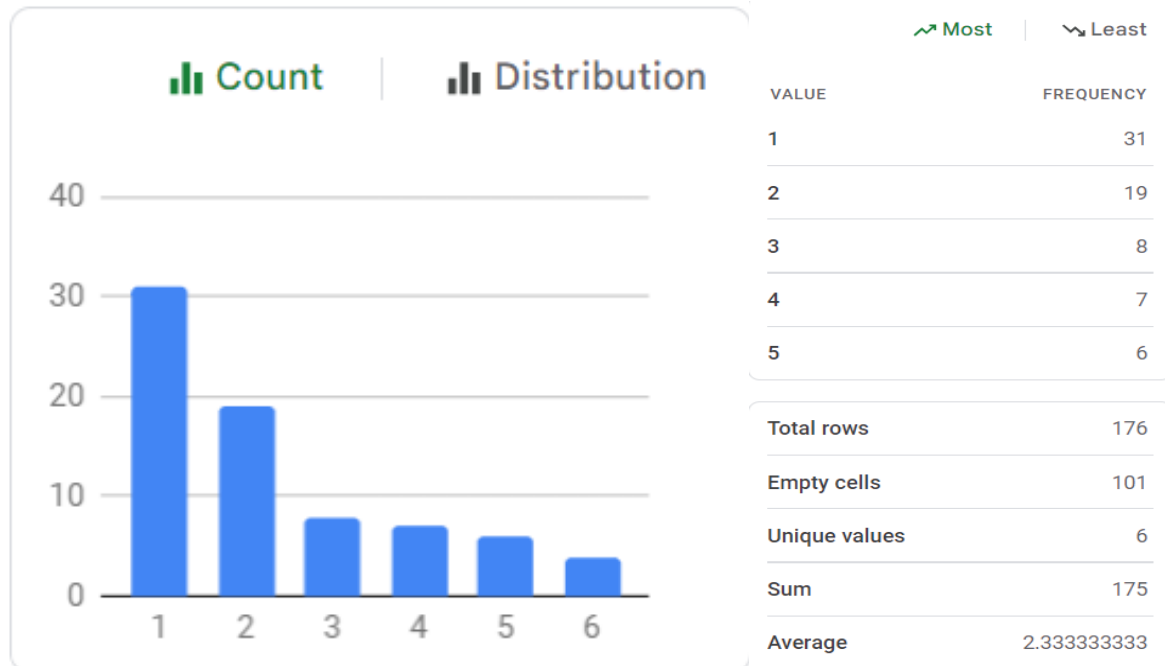
CULTURAL VALUES



LANGUAGE



EXPERIENTIAL LEARNING



July 9, 2024 | 3:30-5:30 pm

In attendance:

Dr. Katie Archer Olson, Michelle Feldman, Jennifer Williams, Sara Battiest, Joel Isaak, Karl Kircher, Kaylee Gorrod, Jon Ross, Rudy Wilson, Diane Bernard, Chantilly Bayes, Bernadine Atchison, Kyle McFall

Jennifer Williams brought forward potential ideas for the name of the school and mission and vision statements.

The group discussed and developed the following:

1. Name of Charter school
 - a. Tuten – the current is flowing/ the river will flow - **Tuten Charter School**

2. Vision
 - a. Our vision is to be a top tribal school that provides exceptional education grounded in Dena'ina values, tradition, culture, and language. We envision a

future where our students are empowered to embrace their cultural identity, excel academically and contribute positively as strong leaders to their community and the world.

- b. Our vision is to create a strong learning community where our students are inspired to reach their full potential. We envision a school that fosters innovation, creativity, and critical thinking, preparing our students to become leaders who advocate social justice, cultural preservation, and sustainable development.
 - c. Our vision is to be a beacon for educational excellence and cultural pride for our community. We envision a school that honors our past/elders/history, celebrates our present and prepares our students for a future that embraces both tradition and progress. We strive to empower our students to be compassionate, confident, and culturally competent leaders who make meaningful contributions to society.
 - d. Our vision is to create a culturally revitalizing educational environment that empowers our students to reclaim, honor, and perpetuate our Dena'ina values, language, and tradition. 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 graduate resilient, culturally grounded individuals who are prepared to lead and inspire positive change with in our community and beyond.
3. Mission
- a. To provide a culturally based, academically rigorous education that empowers students to succeed in today's world by embracing Dena'ina traditional values, language, and culture to foster positive contributions in our community and beyond. #1
 - b. To provide an exceptional education that implements Dena'ina values, language, and traditions into every aspect of learning. We strive to develop responsible community members who are critical thinkers, compassionate, and committed to living the Dena'ina culture. #2
4. Goals
- a. Integrate Dena'ina language into the school curriculum starting in the first academic year, with ongoing assessments and adjustments to ensure effective language learning.
 - b. Recruit and train qualified instructors to become language speakers in Dena'ina, develop language learning resources, and establish regular language practice sessions and cultural activities
 - c. Foster a strong sense of identity and pride rooted in Dena'ina cultural traditions and values through engagement of families and community partners

- d. Develop and implement place-based curriculum that incorporates traditional ecological knowledge, outdoor and experiential learning, and environmental stewardship activities
 - e. Maintain small class sizes that emphasize relationship based practices to develop a student-centric learning community
 - f. Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions
 - g. 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
 - h. To address historical and intergenerational trauma by empowering Dena'ina practices that foster healing.
 - i. Develop strong leaders
 - j. Empower students with knowledge and skills to help them succeed academically, personally, and culturally
 - k. Educating youth through traditional knowledge and teaching practices that enrich the educational experience of all students
 - l. Improving educational outcomes for Alaskan Native students
 - m. Promoting the preservation and transmission of cultural knowledge through educational programs and policies that are culturally relevant and inclusive
5. SMART Goals??
- a. Develop a comprehensive curriculum that incorporates tribal history, language, and cultural teachings
 - b. Increase student enrollment by _____% within the first year
 - c. Develop a system for tracking student progress and provide early intervention for students struggling academically

An APC was identified and selected. The following members will serve on the initial APC:

- Bernadine Atchison, Chantilly Bayes, Kaylee Gorrod, Kyle McFall, Diane Bernard, Jennifer Williams, and Dr. Katie Archer Olson

July 11, 2024 | 8:30-11:30 am (Kenaitze Education Committee monthly meeting)

In attendance:

Kyle McFall, Diane Bernard, Bernadine Atchison, Jennifer Williams, and KIT Education Committee

Kyle McFall presented minutes from the work group's sessions and the proposed school name, goals, mission statement, and profile.

The following was approved by the committee and moved on to Tribal Council:

The proposed mission statement of the Tufen Charter School is:

- 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.

The proposed goals of the Tufen Charter School are:

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 language learning.
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.
3. Provide an academically rigorous education through the utilization of integrated STEAM activities and curriculum.
4. Foster a strong sense of identity and pride rooted in Dena’ina cultural traditions and values through engagement of families and community partners.
5. Develop and implement place-based learning curriculum that incorporates traditional ecological knowledge, outdoor and experiential learning, and environmental stewardship activities
6. Maintain small class sizes that emphasize relationship based practices where the curriculum meets the student.
7. Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions.
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.
9. To address historical and intergenerational trauma by empowering Dena’ina practices that foster healing.

August 19, 2024 | 3:00-5:00 pm

In attendance:

Dr. Katie Archer Olson, Michelle Feldman, Jennifer Williams, Joel Isaak, Karl Kircher, Kaylee Gorrod, Jon Ross, Diane Bernard, Chantilly Bayes, Austin Stevenson, Bernadine Atchison, Sara Battiest, Kyle McFall

Kyle McFall and Austin Stevenson led the group through a review of a draft of the charter school application that Austin had been working on. The following discussion topics were brought forward:

- Behavioral health - partnership with Kenaitze and the Charter
 - Mental health consultant; MOU?

- PTR - 19:1
 - Small class size; add an aide?
 - Look into “in kind” services
- Financial report - need a detailed cost breakdown
 - Go to the cap
 - Focus on the first year
 - Funded for 40 students; does the district feel this is financially realistic?
- Small school model - staffing model
- Grade levels? Resources?
- Request business copies of building use for Kaleidoscope and Soldotna Elementary
- Contractual agreement - does the Tribe have to give up sovereign immunity?
 - Waterfall waiver - state education; OCS waiver

August 21, 2024 | 2:00-4:00 pm

In attendance:

Dr. Katie Archer Olson, Jennifer Williams, Joel Isaak, Karl Kircher, Kaylee Gorrod, Jon Ross, Diane Bernard, Chantilly Bayes, Bernadine Atchison, Donita Slawson, Kyle McFall

Discussion focused on the following:

- Academic Planning and Curriculum
 - Grades served - K-3
 - Multi-age classrooms vs traditional grades
 - Preference for multi-age classrooms with K by itself
 - Language Arts
 - Amplify CKLA - core curriculum
 - Extremely scripted - no teacher autonomy OR can be used as a unit guide
 - Cross disciplinary - doesn't have to be mutually exclusive
 - i-Ready Reading - supplemental, intervention
 - Check into Raven Writes from Sealaska
 - Juneau School District is adopting it
 - The Surely Method
 - STEAM
 - The Institute for Arts Integration and STEAM
 - Pearson: A Pocket Guide to STEAM
 - Focus on project-based learning (place-based)
 - Implement cultural lessons
 - Math
 - Saxon Math - core curriculum

- i-Ready Math- supplemental, intervention
 - “Village Math” - Barb Adams; UAF
- Social Studies
 - KPBSD Curriculum
 - TCI/History Alive
 - Indian Education for All - Montana
 - Since Time Immemorial - Oregon
- Health
 - KPBSD Curriculum
 - Food sovereignty, subsistence, Indigenous health (plants and nutrition)
- Physical Education
 - KPBSD Curriculum
 - NYO - body mechanics

August 27, 2024 | 3:00-5:00 pm

In attendance:

Dr. Katie Archer Olson, Karl Kircher, Kaylee Gorrod, Jon Ross, Diane Bernard, Chantilly Bayes, Donita Slawson, Doug Gray, Kyle McFall

Discussion focused on the following:

- Educational programming -
 - Culturally relevant pedagogy
 - See pages 17-23 in application
 - Dena’ina language immersion in the classroom
 - ANAI quote provided by Jennifer
 - Special Education - pg. 26
 - Supplemental programming
 - Gifted and talented - pgs. 26-27
 - Individual Learning Plan (ILP) - pgs 23-24
 - Teach Smart - proposed by Diane; currently being used by Early Learning program
 - Creative Curriculum; language acquisition
 - Aligns with state standards
 - Assessments
 - Standardized and district assessments - pgs. 28-29
 - Classroom assessments - pgs. 29-31

- Formative and summative
- Performance-based
- Portfolios

August 28, 2024 | 2:30-4:30 pm

In attendance:

Dr. Katie Archer Olson, Karl Kircher, Kaylee Gorrod, Jon Ross, Diane Bernard, Chantilly Bayes, Kyle McFall

Discussion focused on the following:

- School Schedule and Calendar
 - Daily schedule
 - Determine a room use plan (daily schedule of room use)
 - Calendar – alternative calendar? (pgs. 16-17)
- Facility, Admission, and Operations
 - Facility description and specifications (pgs. 33-35)
 - Admission – determine an enrollment priority process (pgs. 36-37)
 - Transportation plan - need to meet with Kevin Lyon (pg. 41)
 - Develop some potential plans/ideas
 - Parent/Community Engagement (pg. 23-24)
 - Parent orientation
 - Staff collaboration and transition night
 - Cultural/language nights (monthly)
 - Enrollment priorities:
 - Previously enrolled students in the Kenaitze Head Start, Yaghanen, and charter school
 - Combine Knik's A and B priorities

September 3, 2024 | 2:30-4:30 pm

In attendance:

Dr. Katie Archer Olson, Jennifer Williams, Kaylee Gorrod, Diane Bernard, Chantilly Bayes, Kyle McFall

Discussion focused on revision of the Knik Charter School bylaws to meet the needs of the Kenaitze Indian Tribe

After revision workshop, APC motioned to adopt the bylaws

Motion was approved and bylaws were adopted - to be introduced at the next Education Committee meeting

September 5, 2024 | 9:00-10:30 am (Kenaitze Education Committee monthly meeting)

In attendance:

Kyle McFall, Diane Bernard, Bernadine Atchison, Jennifer Williams, and KIT Education Committee

Kyle McFall presented minutes from the work group's sessions, the most recent version of the charter school application and the proposed charter bylaws.

The Education Committee called for a special meeting to be held on September 18, 2024. The APC will present a completed version of the application at this meeting.

Appendix E: Administrative Policy Manual

TuĦen Charter School Administrative Policy Manual

TuĦen Charter School will comply with Alaska State Statutes applicable to charter schools and to Kenai Peninsula Borough School District’s Charter School Policy. The bylaws of the Academic Policy Committee adhere to applicable laws, policies, and regulation of the district, borough, and state. When in doubt, the APC Board and administration of TCS refer to the KPBSD, KPAA, KPEA, KPESA, and appropriate training institutions for guidance on charter school law, labor law, and state and local school district policy.

The charter application, including the APC Bylaws, serves as the foundation for the Administrative Policy Manual (APM) for TCS. This living document is maintained by the APC Board and provides guidelines that ensure that the daily requirements of the school’s operations are met. Review, adoption, and amendments to the APM are the result of APC meetings and reflect and ensure on-going actions and practices fall within the parameters established by the application and Charter contract approved by both the KPBSD and DEED.

The Principal and APC Chair are expected to follow and ensure compliance of TCS to the administrative policy manual, charter application and APC bylaws. The administrator attends district-wide administrator meetings when possible and advises the staff and APC Board of KPBSD policies and procedures. When a situation arises not covered by the TCS policy manual, the staff will follow the applicable administrative policies of the district.

TABLE OF CONTENTS

1. Section 1: Establishment of the Charter at the local level

- a. Primary purpose
- b. Local school board approval
- c. Evidence of the signed contract
- d. Charter schools’ bylaws
- e. Academic Policy Committee (APC)

2. Section 2: Organization and Administration

- a. Administration of charter school
- b. Administrative policy manual
- c. Regular stakeholder meetings
- d. APC meetings
- e. School calendar
- f. Alternate educational programs

3. Section 3: Educational Program and Student Achievement

- a. Educational program
- b. Instructional program addresses state standards
- c. Plans to serve special populations
- d. Objectives for program achievement

- e. Student assessment utilized
- 4. Section 4: Professional Development**
 - a. Staff professional development
- 5. Section 5: Facility**
 - a. Location and description of facility
 - b. Plans for projected growth
- 6. Section 6: Admission**
 - a. Admission policies
 - b. Recruitment process
- 7. Section 7: Fiscal**
 - a. Budget summary and financial plan
 - b. Fiscal assurances
- 8. Section 8: Transportation**
 - a. Transportation policy

Appendix A: Evidence of school board approval

Appendix B: Contract between the charter school and school board

Appendix C: Charter School Bylaws

Appendix D: APC Members, Qualifications, Minutes

Appendix E: Administrative Policy Manual

Appendix F: Addressing State Content Standards

Appendix G: Admission Policy and Procedure

Appendix H: Enrollment and Waitlist Numbers

Appendix I: Budget Summary and Financial Plan

Appendix J: Transportation Policy

Appendix K: Parent Engagement Policy

Appendix L: Alaska State Charter School Statutes

Appendix M: KPBSD and TCS Calendars

Appendix N: Teach Smart Reports

Appendix O: KPBSD Response to Intervention

Appendix P: Raven Writes Sample Unit

Appendix Q: Scarborough’s Rope and i-Ready Chart

Appendix R: Job Description for Individual Skill Provider (ISP)

Appendix S: Intent to Enroll Survey Data

Section 1: Establishment of the Charter at the local level

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

The following information is to provide further clarity to the primary purpose of the Charter. The Kenaitze Indian Tribe’s vision is:

To assure Kahtnuht’ana Dena’ina thrive forever.

And mission:

By 2033, the Kahtnuht’ana Dena’ina have enhanced and strengthened the prosperity, health, and culture of their people and Tribe.

The Traditional Values of the Kenaitze Indian Tribe help define the Kenaitze people and assure the future. Translated from Dena’ina, these values are:

- Naq’eltani – “Great Spirit, Creator, Pure Love, Pure Truth”
- Ts’itsatna – “ancestors”
- Yinihugheltani – “one’s spirit”
- Qiz’unch’ – “the right way, the truth”
- Ada – “care, concern, tenderness”
- Nadesnaqa – “our Elders”
- Nagh’ut dalts’ina – “our neighbors”
- Ch’anikna – “children”
- Nanutset – “our history, before our time”
- Nakenagh – “background, lineage”
- Henu – “work, job, task”
- Nudnelyahi ch’u qeneshi – “plants and animals”
- Daggeyi – “fellowship”
- Ey’uh qats’dalts’iyi – “subsistence, living upon the outdoors”
- Na’ini – “strength, courage, sobriety, humility”
- Naghe’a – “our honesty”
- Chiqinik – “thank you”

The mission and vision of the Tribe will be reflected in the charter school's purpose and unique approach to education including the school’s mission, vision, and goals.

The school will constitute a unique blend of educational options for families that will draw from Alaska Native and American Indian cultural learnings and ways. Our charter school will strive to provide culturally rich curricular options for students in environments that respect and honor indigenous students and their families. The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning, experiential and place-based learning, and at-home and community partnerships. The school will strive to offer culture-rich education opportunities throughout all programs. Students will have access to supplemental enrichment and educational opportunities on and off the school's campus to support all those enrolled in our programs.

The Charter's mission, vision, and goals:

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:

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.
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.
3. Foster a strong sense of identity and pride rooted in Dena'ina cultural traditions and values through engagement of families and community partners.
4. Develop and implement place-based learning curriculum that incorporates traditional ecological knowledge, outdoor and experiential learning, and environmental stewardship activities
5. Provide an academically rigorous education through the utilization of integrated STEAM activities and curriculum.
6. Maintain small class sizes that emphasize relationship based practices where the curriculum meets the student.
7. Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions.
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.

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

Evidence of the approval of the local school board will be provided after KPBSD conducts the review process. Please see Appendix A.

Evidence of the signed contract between Tufen Charter School and KPBSD will be provided after approval. The signed contract with all required elements will be found in Appendix B.

The TCS by-laws are in Appendix C.

The biographies of each APC member and their qualifications are in Appendix D, along with meeting minutes.

Section 2: Organization and Administration

The APC shall provide the governance for the charter school, and the operations of the school will be carried out by the administrative staff with input, guidance, and support from the APC. The school will include a 1.0 FTE certificated administrator, certificated teachers (depending on enrollment), certificated special education teacher, and clerical staff. Staff responsibilities are listed below.

Tufen Charter School Administration, 1.0 FTE Principal/Teacher with Type B certificate:

- Oversees, and in consultation with the APC, guides the implementation of TCS's educational programs, APC bylaws, and student handbook
- Supervises daily operations
- Oversees and manages staff and personnel issues
- Assigns staff additional responsibilities such as Assessment Coordinator, Intervention Coordinator, Activities Coordinator, Parent/Community Engagement Coordinator, and other roles as needed
- Develops and implements an annual professional development plan for staff
- Assists and verifies staff has completed mandated training and school safety drills
- Provides reports to APC during their regularly scheduled meetings regarding the school's operations, including the school's designation by the State of Alaska's assessment system
- Attends meetings with KPBSD Administration as needed
- Develops draft budget for APC approval and monitors ongoing implementation of the budget throughout the year
- Provides audit reports on year-to-date budget expenditures versus the planned budget
- Oversees preparing of all reports required by the district administration including enrollment and budget reports
- Approves purchase orders and parent reimbursements
- Prepares written evaluations of certified and classified staff

Certified Teacher, 1.0 FTE with Type A certificate:

- Classroom instruction and development of daily lesson plans, units, etc.
- Provides direct, small group, and individualized instruction to students
- Provides input, assists parents and approves students individual learning plans
- Conducts grade conferences and tracks student's progress through regular communication with the parents/caregivers and maintains records of communication
- Facilitates student learning activities during class and supplemental education opportunities such as place-based/experiential learning sessions or field trips
- Certifies and records students grades and report cards
- Proctors student assessments for district assessment and state mandated assessments
- Attends all mandated training and curriculum specific training

Certified Teacher, 1.0 FTE with Type A certificate and special education endorsement:

- Schedules and conducts all I.E.P. meetings ensuring compliance to regulations
- Assists teachers and parents with implementing all active I.E.P plans
- Performs all mandatory Special Education functions required by District, state and federal mandates
- Acts as a liaison between TCS and District Special Education service providers

Clerical staffing will be consistent with guidelines, procedures, and metrics the KPBSD employs for determining similar school clerical staffing levels. TCS will employ an Administrative Assistant III with the following responsibilities:

- Administrative Support - Performs secretarial and clerical duties such as but not limited to: typing correspondence, school newsletters, updating the school website, school calendars, social media posts, records, reports, processing daily mail and answering phones, and assisting in finding substitutes. Directs students, staff, and visitors to the appropriate individual for assistance. Performs research and compiles necessary information. Offers guidance and assistance with student registration and pupil transportation. Maintains school-wide equipment and inventories lists, and orders teacher, custodial, and office supplies. Assists administration with district Deadlines List and End of Year Checkout. Must operate various office equipment, making minor repairs when necessary. Participates in safety drills and procedures.
- Communication - Assists teachers, students, and visitors with obtaining information (as appropriate), and acts as a source for teachers, students, staff, and parents. Arranges meetings, responds to requests, and composes correspondence. Answers telephone and transfers calls to appropriate parties. Maintains appropriate communication with staff, parents, and community. Obtains and provides information as appropriate.
- Record Keeping - Performs secretarial/bookkeeping duties such as but not limited to: processing payroll, petty cash, and pro-card statements, data entry, processing reimbursements, processing requisitions, reviewing and managing

budget accounts as necessary, answering phone calls/emails, documenting parent contacts. Manages, processes, and audits all school attendance. Maintains, processes, and audits all student records; including permanent records, enrollment information, student demographics, transfers, and charter school lottery procedures. Maintains all student attendance records and communicates with parents, teachers, and students regarding attendance. Initiates, processes, audits, and updates specific reports, records, and files, including but not limited to: student enrollment, discipline, and attendance records. Creates, updates, and maintains appropriate files and records. Ensures that required records and paperwork are handled efficiently, orderly, and confidentially with consideration for long-term archiving.

- Teamwork - Works cooperatively with teachers, aides, administration, and other school district employees, students, parents, and visitors, emphasizing client service and satisfaction. May oversee and assign work to other secretarial staff members and ensure the efficient performance of duties. Requires willingness to perform other related duties as situations require or as assigned, a strong sense of teamwork, and an ability to work cooperatively with others in a flexible environment.

Tufen Charter School will establish a Memorandum of Understanding (MOU) with the Kenaitze Indian Tribe to provide the following services to students and to conduct daily operations:

- Full time custodial staff
- Fully staffed kitchen for breakfast and lunch service
- Nurse
- Occupational Therapy and Physical Therapy
- Individual Skill Provider (ISP) – provide behavioral support in classrooms (job description provided in Appendix R)
- Tutor Liaisons and Culture Instructors – provide academic and cultural support in classrooms and culturally based activities
- Dena’ina Language Instructors – provide support to staff and students through the language immersion process
- The positions detailed in this MOU will be Kenaitze Indian Tribe employees.

Tufen Charter School staffing will be dependent upon enrollment and budget. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district’s student to teacher ratios.

The Academic Policy Committee will administer the contract with the Kenai Peninsula Borough School Board for the operation of Tufen Charter School, and ensure that Tufen Charter School is operated in compliance with applicable federal, state and local laws and regulations. The APC will have a minimum of one annual goal setting meeting. Additionally, the APC will meet monthly to continually review progress and/or update goals as circumstances warrant. At their monthly meetings, the APC will also approve revisions to policy handbooks and continue to provide input, guidance, and decision-making into educational and programmatic matters.

School improvement work sessions will be held periodically, and guidance will be given by school administration and partnering entities to help the APC review data, set and monitor goals, and operate using best practices for school board governance. The school's administrator will provide guidance and assist the board throughout the process. The administrator will attend all APC meetings, as well as the subcommittee meetings, and will report to the APC regarding updates to staffing, budgeting, facilities, etc.

The administrator will communicate with staff the school goals and objectives at weekly staff meetings. Staff can also attend APC meetings to observe or, if requested by the administrator, to provide reports to members about school functions, such as cultural activities, field trips, or family events.

The administrator and clerical staff will communicate with parents and community members the school goals and objectives through monthly newsletters and weekly social media posts. Parents and community members will also be invited to participate in monthly community events and can attend APC meetings to observe the proceedings.

The APC will hold an annual meeting to set goals. Additionally, the APC will meet monthly to continually review progress and/or update goals as circumstances warrant. At their monthly meetings, the APC will also approve revisions to policy handbooks and continue to provide input, guidance, and decision-making into educational decisions in the best interest of the Tulen Charter School.

School improvement work sessions will be held periodically where guidance is given to help the APC review data, set and monitor goals, and operate using best practices for school board governance. The school administrator will provide guidance and assist the board throughout the process. The administrator will attend all APC meetings, as well as the subcommittee meetings, and will report to the APC at every meeting regarding updates to staffing, budgeting, facilities, etc.

The APC Chair and TCS school administrator will engage the APC and staff in a continuous improvement process and will advise of necessary changes to goals and objectives that may benefit Tulen Charter.

The list of APC members and their qualifications can be found in Appendix D.

Tulen Charter School's proposed calendar will include the week of Labor Day as a vacation week to support subsistence fishing, hunting, and gathering activities. TCS will also observe American Indian Day on the fourth Friday of September. No school will be held on this day.

To make up for these five days, TCS will hold school sessions on the vacation days designated by KPBSD that are not tied to the Thanksgiving, Christmas, New Year, and Spring Break holidays, one of the PT conference days in the fall and one in the spring, and the in-service day at the start of the spring semester. TCS will adhere to the KPBSD districtwide calendar for all other events including:

- Employee and student start and end dates

- Early release days
- End of quarters
- Legal holidays
- Vacation days

School start and end times will correspond with other district elementary schools.

Section 3: Educational Program and Student Achievement

The educational program of Tuĕn 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. Children and youth learn in different ways and at different rates, and we will inspire their motivation while advocating and supporting their educational path to realize their goals. TCS will provide parents the option of a Dena’ina culture and language instructional program while highlighting place-based and experiential learning that builds on students’ interests. This educational approach will promote cultural pride, creativity and critical thinking skills while developing the tools for success in future endeavors.

“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

The Tuĕn Charter School will strive to provide culturally rich education options for elementary-aged students in learning environments that respect and honor indigenous students and their families. The school will constitute a unique blend of educational options for families that will draw from Dena’ina language, culture, and ways of being. The school will build a solid foundation of culturally responsive education programs that will be offered through development of the curriculum and place-based learning opportunities. Culture-rich educational programming will initially be offered throughout K through 3rd grades. Cooperative experiential and place-based projects that emphasize culture will be infused in the curriculum to engage students and promote standards achievement.

Highlights:

- Provide K-3rd grade on-site education services beginning FY26.
 - Implement K-4th grade on-site education services beginning FY27.
 - Implement K-5th grade on-site education services beginning FY28.
 - Implement K-6th grade on-site education services beginning FY29.
- Culturally relevant teaching and learning utilizing cultural learning opportunities that enhance the relevance and student engagement in achieving and exceeding the State Standards.
- Utilize the KPBSD curriculum framework and programs, enhancing those with cultural learning opportunities.
- Standards based (including utilizing the district’s standards-based report cards in grades k-5).

- Hands-on culturally relevant project-based and experiential place-based learning activities emphasizing collaboration and cooperation.
- Teachers will hold high expectations for students and believe they can meet their grade level standards.
- Elementary classrooms may be multi-age and/or provide looping opportunities.

Students should be able to master the standards outlined in the school district's scope and sequence. There will be continuous practice and assessment throughout each year to be able to determine the progress and status of students in the program.

Students will learn about Dena'ina language, culture and values, and develop a heightened understanding of associated cultures, languages, and governmental structures. Teachers will be able to monitor progress in these areas through verbal assessment, direction response analysis, performance assessment, and various other forms of assessment.

Students will meet or surpass KPBSD and State of Alaska Performance Standards and Grade Level Expectations (PSGLE's) in reading, writing, math, and science as outlined in the state PSGLE documents and in the KPBSD District scope and sequence documents. Educational programming will meet the standards enforced by the Alaska Reads Act. Literacy curricular programs will emphasize strategies developed within the Science of Reading.

TCS will utilize the Alaska Content and Performance Standards as a cornerstone of the educational program. In addition, the school community will apply Alaska Standards for Culturally Responsive Education as the school operates. Alaska Native educators have developed standards that schools, and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities.

Students will meet or surpass the proficiency levels in all administered district and state assessments.

The school will provide culturally relevant pedagogy (the method and practice of teaching). Teaching that reflects the community it serves (see Figure 1).

Figure 1. Sealaska Culturally Responsive Teaching Practices:

Culturally Responsive Teaching Practices

I. Teacher Awareness	II. Learning Partnerships
<ul style="list-style-type: none"> • Locates and acknowledge their own sociopolitical 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 	<ul style="list-style-type: none"> • 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
III. Information Processing	IV. Community Building
<p>Instructional Practices</p> <ul style="list-style-type: none"> • 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 <p>Learning Environment</p> <ul style="list-style-type: none"> • 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 <p>Routines</p> <ul style="list-style-type: none"> • 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 	<p>Families and Community Partnerships</p> <ul style="list-style-type: none"> • 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 <p>Classroom Community</p> <ul style="list-style-type: none"> • Utilize diverse literature (ie. mentor texts, instructional materials) • Create community agreements • Implement culturally responsive questioning strategies <ul style="list-style-type: none"> ○ Open-ended, higher order thinking is promoted ○ Inclusive questioning for all students <ul style="list-style-type: none"> ■ Example: "What is a food that feels like home to you?" vs. "What is your favorite food?" • Employ collaborative learning structures

McCarty and Brayboy (2021) encouraged schools to implement culturally responsive education to respond “to the local conditions, histories, and desires that links academic development with the development of competencies designed to enable learners to access knowledge from and contribute to the wellbeing of their communities and wider social worlds” (p.459). Inclusion of native language, and Indigenous ways of knowing should be validated, respected and balanced with Western standards to disrupt trauma and empower Alaska Native/Native American learners to increase engagement, self-esteem, self-efficacy skills and life skills (Archer Olson, 2023; Barnhardt & Kawaley, 2011; Brayboy & Lomawaima, 2018, Leonard, B., 2013).

TuĦen Charter School will be a model school for effective culturally responsive teaching (CRT) strategies to engage Alaska Native/Native American learners. Antoine et al. (2018) suggested a multi-tiered approach to adopting CRT: describe goals, introduce epistemology and pedagogical practices, build genuine relationships with Indigenous communities, invest in Indigenous and diverse curriculum, engage in reflective activities, and develop communities of practice. Pete (2016) provided 100 ways to indigenize the curriculum to fortify CRT strategies. The TCS

Curriculum Development Team, composed of APC members, principal, staff, and parent and elder representatives will regularly conduct a school wide curriculum review. This team works to ensure that the curriculum aligns with Alaska State Standards and meets the goals of the school. The school will employ the KPBSD curriculum framework and many of the adopted programs of the KPBSD integrated with cultural learning opportunities. Cultural Learning Opportunities (CLO's) are culture-based activities that include the Alaska content and performance standards and are fully integrated into the school curriculum making learning culturally relevant.

Cultural Learning Opportunities will be developed and promoted by the APC, Charter staff, students, and parents. Motivating and engaging students to become life-long learners is a vital and important part of TCS educational program. TCS CLO offers parents a way to leverage their own expertise alongside other parents, certified teachers and community entities to fully engage the student in learning activities and to pursue their interests, to master academics and to become productive citizens. A simple example of a CLO would be for students to build a model fish drying rack utilizing math standards in measurement and geometry. The project could easily be used within any math (STEAM) program and at the same time promote cultural understanding. These projects lend themselves to place-based and project-based learning which is known to be more closely linked to Native education and teaching methods than what is commonly found in many schools.

In addition to providing culturally focused curriculum and learning opportunities, programming at TuĦen Charter School will aim to support the specific needs of each student through an individualized learning program operated by Teach Smart. This program promotes a whole-child curriculum that is connected through assessment allowing teachers to easily track student progress and determine next steps for individual student needs. It provides easily accessible data reporting that can be utilized for individualized learning plans and program efficiency. Family engagement is also a vital aspect of the program and promotes whole child development through continuous communication and collaboration between families and educators. The Teach Smart program is currently utilized in the Kenaitze Early Learning programs and could be seamlessly implemented in grades K-3.

Families in the school are encouraged to play an active role in the school community supporting all educational endeavors. Certified and classified staff will communicate through an interactive school website, frequent emails, and school communication apps. All families will be encouraged to attend and participate in Academic Policy Committee meetings.

It is an expectation that parents contribute to the school community and their students' learning goals. Parents sign a parent compact agreement stating their willingness to comply with these expectations. Volunteer and attendance records are kept logging parental engagement. We also expect to have family engagement at conferences, programs, celebrations, and special projects.

Community Involvement: The more interest a community gives to a group of young people, the greater the gains for all involved. We strive to make partnerships with community members,

local businesses, and corporate sponsors in order to enhance the achievement of our mission and goals for our students.

TCS will utilize a response to instruction (RTI) model similar to what the school district employs. The staff of the school will regularly review RTI models and select a model based on research and evidence that best supports the needs of students in attaining their academic, behavior, and social emotional goals. The model will be similar to but not limited to the model in Appendix M.

To support the RTI model, TCS will implement Conscious Discipline into the cultural framework of the school. It is a social-emotional learning program that promotes a trauma-informed approach and aims to help adults and students manage their thoughts, feelings, and behaviors. Conscious Discipline was designed by Dr. Becky Bailey and is based on the idea that adults must first learn how to self-regulate before teaching such skills to students. The program aims to support adult learning and growth, allowing for students to learn healthy ways to deal with conflict and difficult situations through modeling and open communication.

Initial enrollment at Tufen Charter School is projected to be 40-65 students in grades K through 3. The expectation is that the enrollment will grow by approximately 10-20 students for grades added in FY27, FY28, and FY29. The pupil to teacher ratios will reflect the following guidelines:

Grade K, 19 to 1.

Grades 1-3, 20 to 1.

Grades 4-6, 22 to 1.

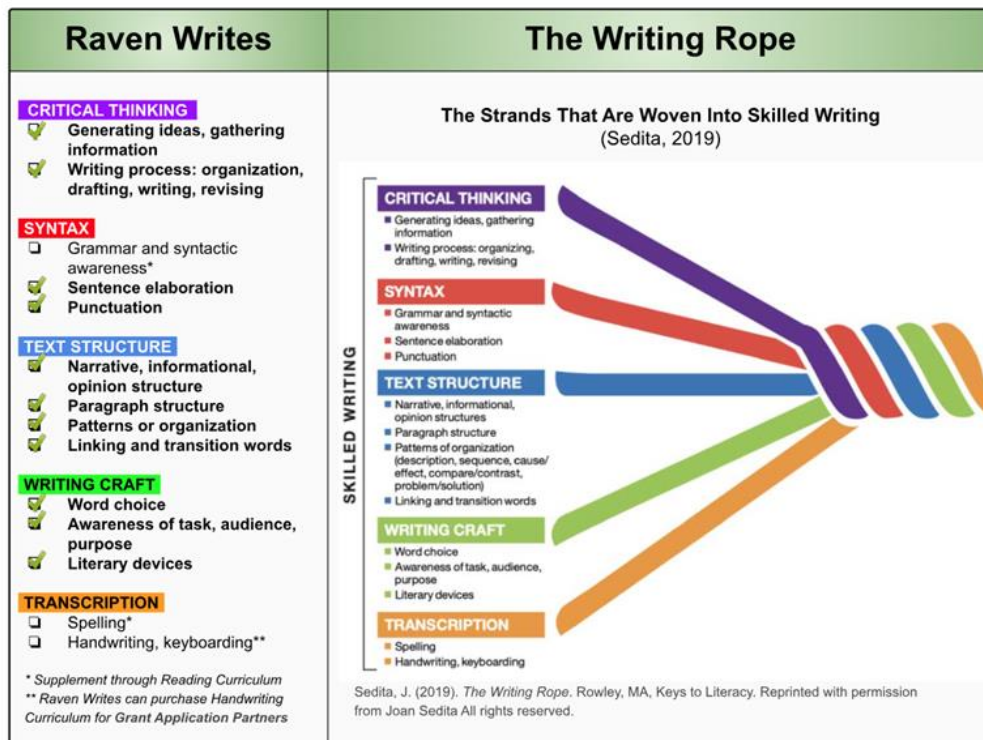
Tufen Charter School staffing will be dependent on enrollment needs and budget priorities. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district student to teacher ratios for students enrolled in onsite learning options.

Tufen Charter School will utilize the Alaska Content and Performance Standards as a cornerstone of the educational program. In addition, the school community will apply Alaska Standards for Culturally Responsive Education as the school operates. Alaska Native educators have developed standards that schools, and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities.

Specifically, TCS will utilize the Raven Writes curriculum to emphasize cultural literacy teaching strategies and writing curricula. The curricular program also promotes family engagement activities and addresses standards in adherence with the Alaska Reads Act. Correlation to Scarborough's Reading Rope and the Science of Reading are identified in the utilization of Raven Writes Writing Rope (see Figure 2). To ensure comprehensive coverage of the Alaska Reads Act and to promote personalized learning pathways for students, TCS will supplement Raven Writes with i-Ready Reading.

To fully support the establishment of effective multiage classrooms, TCS will utilize i-Ready Math. This will allow for development of individualized curriculum, focusing on specific student needs rather than grade specific content. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects. Cultural Learning Opportunities will also be developed through the implementation of a school-wide STEAM program. STEAM projects will be developed with adherence to Alaska Content and Performance Standards, KPBSD scope and sequence, Alaska Standards for Culturally Responsive Education, and place-based/experiential learning strategies. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects.

Figure 2. Sealaska Raven Writes and The Writing Rope



In addition to providing culturally focused and standards driven curriculum and learning opportunities, programming at Tufen Charter School will aim to support the specific needs of each student through an individualized learning program operated by Teach Smart. This program promotes a whole-child curriculum that is connected through assessment allowing teachers to easily track student progress and determine next steps for individual student needs. It provides easily accessible data reporting that can be utilized for individualized learning plans and program efficiency. The individualized learning program will work in collaboration with data derived from State of Alaska mandated assessments, KPBSD’s use of NWEA’s Measures of Academic Progress (MAP) assessment, and mClass. These various data sets will inform instruction and potential intervention systems.

Tufen Charter School will provide educational services in compliance with individual education plans as required by law. When a student with an active IEP enrolls, a detailed

assessment of the student's educational program and needs will be made by the IEP team and the school will provide services to meet those needs within the scope of the IEP. To the extent possible, and in compliance with IEP's, all students will be served in the least restrictive environment. The school will implement an inclusion model for special education students. Special Education goals are the responsibility of the IEP team, of which the parent/guardians are an integral part. The IEP team also includes the student, a certified special education teacher, a regular education teacher, a district representative, therapists and others involved with the student's educational program, including a child psychiatrist or other professionals, as applicable.

TCS will address needs of students with limited English proficiency by working with the parent, teacher, and optimizing services in consultation and coordination with the district's EL Department. Each school has an EL program service teacher assigned to support EL services, and these supports include teaching methodology, individualized learning plan review (in conjunction with the Teach Smart program), and offering curriculum and instruction suggestions. A specific plan to help the students gain English proficiency will be included in the student's individual learning plan.

TCS will offer supplemental programming to enrich student learning opportunities for all students. Students identified by the district as "gifted and talented" will have enrichment activities included in their individual learning plan (identified in the Teach Smart program). The teacher and parent collaboration required in the design of the individual learning plan will identify appropriate cultural, language, literacy and/or STEAM enrichment activities to meet the student's needs.

In addition to the state of Alaska's mandated testing, Tufen Charter School will operate a multi-tiered system of support (MTSS) for students that utilizes data driven decision making.

The data used to inform instruction will include program assessments, Teach Smart assessment and whole child data, MAP assessments, and mCLASS assessments. Additionally, some activities will include standards-based assessments including authentic assessments which require students to complete performance tasks to demonstrate mastery of state standards.

Foundations of Assessment

The foundation of the TCS assessment and evaluation plan rests on the following beliefs about assessment:

- Assessment is an ongoing process that helps to identify, at various stages in the learning process, what a student knows, understands, and can do.
- Current knowledge and levels of experience are assessed before embarking on new learning.
- There is a close relationship between a desired student outcome and the means used to assess it.
- Assessment is a collaborative process.
- Students learn to, and have frequent opportunities to, reflect on their own learning.
- Students receive prompt feedback to inform and improve their learning.
- Assessment is a process that encourages, challenges, and motivates students to higher levels of learning and awareness.

- Multiple types of evidence must be used to better understand each learner’s strengths and needs and to plan for support and enrichment.
- Students are given authentic opportunities to display their accomplishments and demonstrate their learning.
- Assessment data and reporting procedures provide specific, meaningful information to parents about students’ progress.
- Teachers use information from assessment to inform and adjust their teaching.

Types of Assessments

At TCS, a variety of assessment methods are used to measure and guide progress toward achievement of the school’s performance standards. When deciding what type of assessment to use, the school/teacher evaluates WHY they are doing the assessment, WHAT they are assessing, and WHAT the criteria for success are.

Standardized Tests and District-wide Assessments: Tufen Charter School students participate in all federal and state-required assessments at the grade levels required. TCS will also use MAP and mClass assessments at the grade levels recommended.

- State mandated--Math, Science, Reading, and Writing
- mCLASS
- NWEA MAP
- WIDA (EL)
- Kindergarten profile (Alaska Developmental Profile)

Classroom Assessments: The following types of assessment methods and tools are utilized at KCS:

- Summative assessments: Summative assessments are periodically given by individual classroom teachers. Summative assessments give students opportunities to demonstrate what they have learned over a period of time and are usually given at the end of a unit of study. They are generally given as part of the grading process and are an accountability measure. Chapter tests and quizzes are examples of summative assessments.
- Formative assessments: Formative assessments are interwoven into the instructional process. They help teachers and students know what the student knows and can do. Formative assessments provide information that helps teachers plan and adjust for the next stage of learning. They involve the student; provide regular, frequent, and descriptive feedback; and encourage students to engage in self-reflection. Examples of formative assessments that KCS teachers employ are:
 - Observations and Anecdotal Records: Evidence of learning that is gathered and shared with students during individual conferences.
 - Questioning Strategies Embedded in Lesson/Unit Planning: Teachers ask questions which both uncover and expand learning.
 - Self and Peer Assessment: Students are involved in setting learning goals for themselves and learn to reflect on their progress towards those goals. A

community of trust and respect encourages students to seek and accept peer evaluation weighed against already established criteria (rubrics).

- Performance-based assessments: Performance-based assessments are goal directed tasks with established criteria and are a key component of inquiry-based, constructivist learning. They provide authentic challenges and problems, rarely with only one correct response, and require the use of many skills. At TCS, students are given many opportunities to demonstrate their learning and will do so in a variety of ways.

The criteria for scoring performance tasks frequently include the demonstration of knowledge (content) and process skills. Clear rubrics/scoring guides will be established to provide clear standards of performance. Students contribute to the development of rubrics. These scoring guides are used during a conference with the teacher to evaluate progress toward the student's learning goals and to guide further learning and instruction.

- Self-Assessment: In education, it is recognized that students become more proficient, self-directed learners when they are allowed time to and are taught how to assess their own work.
- Self-Reflection: At TCS, we will give our students time to look at their work, reflect upon it, determine their strengths and weaknesses, and analyze what they might be able to do to improve it. This is a recursive process that is vital in helping students learn to propel themselves forward as learners.
- Constructivist Analysis: As students are involved in designing learning activities or extending the learning opportunities provided by teachers, they are also actively involved in assessing their own learning. They are able to determine what went "right" or "wrong" in experiments and how they can best proceed to accomplish the desired results. They also become skilled at analyzing the cause and effect in relationships and how to vary factors accordingly.
- Goal Setting: Goal setting is another essential part of an evaluation. As students learn to set, reflect upon, and revise their learning goals, they begin to take more responsibility for their own learning. This is an integral part of becoming a life-long learner.

Assessment Tools: To aid in performance-based and self-assessments as mentioned above, TCS staff employ the following:

- Clear rubrics developed for assessing performance tasks. Rubrics are, at times, developed with student input and are made available to parents and students.
- Exemplars (representative examples of student work or performance) identified so students have examples of excellence by which to engage in self-assessment activities.
- Teachers and student collaborative conferences will be conducted at TCS and provide opportunities for students to share their self-assessments.

Section 4: Professional Development

All staff at Tufen Charter School will be provided multiple opportunities for professional development throughout the year. Staff will pursue professional learning through several methods: attending Dena'ina cultural curriculum and instruction focused training on and off site, attending Dena'ina language immersion sessions, hosting presenters on site, traveling to state and national conferences, and presentations by administration and staff at the weekly staff meetings. The schedule for professional development follows the district's calendar for professional development days and additional days are provided depending on the specific event. Having staff capable of integrating Dena'ina language and cultural knowledge into classroom activities will be a priority and professional development activities focused on ANAI cultural education will be provided regularly.

Staff may also participate in district offerings and access the expertise of district specialists. Certified staff will have access to the following district trainings: district curriculum council training and meetings, district science curriculum training and meetings, digital first responders training, students with disabilities training, Section 504 plan training, AK Star and MAP assessment training, online curriculum training, etc. Onsite training for certified staff by district presenters may include district assessment training and writing individualized learning plans.

When a training need is identified by the school leadership team, resources and expertise are sought out, and time is scheduled for training. This system offers staff maximum flexibility to continually meet their own training needs and in turn to better serve the families.

Whenever possible, expert presenters will be invited to provide professional development in the school. The leadership team will also be seeking out conferences and trainings that take place outside the district.

Staff may also regularly attend state conferences such as the culturally responsive teaching conference, ASTE, RTI, ASLI, and Science of Reading Symposium. Exposure to ideas and best educational practices at state conferences allow staff to continually improve educational opportunities for students.

All staff will complete all mandated state and district training annually.

Section 5: Facility

Tufen Charter School will be located in the Kahtnuht'ana Duhdeldiht Campus ("the Kenai River People's Learning Place" or "Ed Campus") building at 12271 Kenai Spur Highway, Kenai, Alaska, 99611. This facility is owned and operated by the Kenaitze Indian Tribe. The Tribe completed construction of the full-service 62,500 square foot Kahtnuht'ana Duhdeldiht facility in 2022, which centralized Education programs to ensure a safe space and continuum of support for learners of all ages, with design features that include a library, specialized age-based early-learning classrooms, outdoor playground, community meeting space, and office space for Education staff. The completion of this Campus represents a major step toward Kenaitze's long-term 2025 Community Goal Kahtnuht'ana Hqeldihch, "to develop and implement a Tribal Education System." The programs currently housed in KDC are Early Head Start, Head Start,

Naqut'ana homeschool enrichment program, and Yaghanen after school program. At this time, approximately 180 students utilize the KDC building for academic, developmental, and cultural purposes. Tufen Charter School will be afforded the opportunity to utilize space within the KDC building free of charge.

Per KPBSD Board Policy 6187 - Charter Schools Policy:

Any facility that is used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to public buildings or other public schools in the District. The Superintendent shall make this determination based on inspections made by code enforcement authorities.

The charter school shall be responsible for obtaining these inspections and shall be responsible for correcting any deficiencies in non-district facilities. The charter school shall maintain code compliance during the duration of the contract. Include:

- a. The name of the facility, if applicable.
- b. The physical address and description of the facility.
- c. Certificates from DEC and the fire marshal indicating that the charter school facility satisfies all health and safety requirements of the federal, state and borough, and that the charter school will maintain that status.
- d. Contracted services and the proposed contractor
- e. If the charter school plans to share a facility with an existing district school, please provide evidence that the "Sharing District Facility" stipulations in the policy are addressed.

In SY25-26, Tufen Charter School is projected to serve 40-65 K-3rd grade students. TCS will house these students in 3-5 classrooms on the second floor of the KDC. Students will also have access to the Gathering Room for physical education and recess, the dining hall, the library, and the outdoor playground. Three of the upstairs classrooms will initially be used as general classrooms, while two others will be utilized as STEAM classrooms. Office space for administration and administrative staff will be developed in the upstairs open office room.

With the proposal of additional grades in subsequent years, development of the open office room and the basement will need to be completed. Renovations to these two areas will need to include additional classroom space, office space, and conference rooms.

Section 6: Admission

Tufen 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.

TuĦen Charter School recruitment will consist of dissemination of information about the school and its offerings through advertisements in print and online news outlets, as well as social media.

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 TuĦen Charter School
2. Children of Kenaitze Tribe employees, TCS employees, and APC members and/or siblings of students previously enrolled in TuĦen Charter School
3. Children and grandchildren of APC approved language/culture experts/volunteers
4. Other students

In the event there is more interest than available slots after the enrollment priorities are honored, a lottery system will be employed.

Families interested in enrolling their children in the school will be encouraged to submit their application (student names and grade levels) for entrance to the school by the last business day of January each year. On the 5th business day of February, each student will be assigned a random number by a random number generator. The mechanism for a lottery will be sorting those random numbers. The lowest number will receive the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than available slots, a waiting list will be compiled with the remaining numbers, in order from lowest to highest, selected to fill those open slots as they become open. The students selected for openings (associated with those numbers) will be notified in writing within 5 business days of the lottery date. In the event there are more slots available than students, the recruitment and lottery for additional students will be held again before the last day in May and again in the first two weeks in August. Following the start of the school year, assuming there are open slots and no students on the waiting list, the school will have open enrollment until capacity is reached.

Following the selection process, students will enroll at TuĦen Charter School using a centralized enrollment system through KPBSD.

Section 7: Fiscal

Funding for TuĦen Charter School is based on the per pupil allocation from the state and borough to the district.

There is a standard percentage (4%) of the per pupil operating revenue retained by KPBSD for routine services provided by the District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. In the event that extraordinary

services in these areas are required of KPBSD, the parties make an equitable adjustment to fairly allocate the additional costs involved. TCS will use the normal procedures established by KPBSD for its accounting, purchasing, and business functions.

Grants, gifts, donations, and special revenue funds may also be received by TCS if accepted by the APC and will be used for the specified purpose agreed upon at the time of acceptance. Fees may be charged only for optional activities held outside of the instructional day.

TCS will also seek to develop Memorandums of Understanding with the Kenaitze Indian Tribe for services pertaining to custodial work, school nursing, occupational and physical therapy, and behavioral support. Doing so will alleviate the financial burden of using provided funding to support these needed services.

TCS budget is built upon the student count of 40 in-person students in grades K-3. Similar to the district budget, the TCS budget development process is centered on students. The students generate funding on a per pupil basis and these amounts will be used for preliminary budget purposes. Of course, the preliminary TCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

Power of Operation: TCS is responsible to operate with the allocated funds it receives, consistent with law, and has the authority to independently exercise the following powers: prepare a budget; contract for goods and services; purchase, lease, or rent furniture, equipment, and supplies; and accept and expend donations, gifts, or grants according to the specifications of the donor.

Clerical staff consists of administrative assistants to be employed using current KPBSD staffing formulas. TuĦen Charter School staff will use a team approach in fulfilling the duties required for administration of the contract. The team will complete the following tasks:

- Fiscal duties
 - Processes and tracks certified, classified and substitute payroll
 - Processes and tracks vendor payments and contracts
 - Maintains accurate records of the school's student activity funds
 - Provides budget information to the administrator upon request
 - Purchases curriculum and school supplies

Section 8: Transportation

TuĦen Charter School plans to provide transportation to locations in portions of the community of Kenai where students reside. Initially, this will be limited to community members within the bussing boundaries supported by routes that currently serve Kaleidoscope Charter School. Kenaitze believes transportation should not be a barrier to students wishing to attend public charter schools. Each year, after registration and the admissions process is completed, the school administrator will work with the KPBSD transportation department to provide transportation options for parents and caregivers.

Appendix F: Addressing State Content Standards

TuĦen Charter School will utilize the Alaska Content and Performance Standards as a cornerstone of the educational program. In addition, the school community will apply Alaska Standards for Culturally Responsive Education as the school operates. Alaska Native educators have developed standards that schools, and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities.

Specifically, TCS will utilize the Raven Writes curriculum to emphasize cultural literacy teaching strategies and writing curricula. The curricular program also promotes family engagement activities and addresses standards in adherence with the Alaska Reads Act. Correlation to Scarborough's Reading Rope and the Science of Reading are identified in the utilization of Raven Writes Writing Rope. To ensure comprehensive coverage of the Alaska Reads Act and to promote personalized learning pathways for students, TCS will supplement Raven Writes with i-Ready Reading.

To fully support the establishment of effective multiage classrooms, TCS will utilize i-Ready Math. This will allow for development of individualized curriculum, focusing on specific student needs rather than grade specific content. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects. Cultural Learning Opportunities will also be developed through the implementation of a school-wide STEAM program. STEAM projects will be developed with adherence to Alaska Content and Performance Standards, KPBSD scope and sequence, Alaska Standards for Culturally Responsive Education, and place-based/experiential learning strategies. Concepts that are being learned with i-Ready Math can be embedded into STEAM projects.

In addition to providing culturally focused and standards driven curriculum and learning opportunities, programming at TuĦen Charter School will aim to support the specific needs of each student through an individualized learning program operated by Teach Smart. This program promotes a whole-child curriculum that is connected through assessment allowing teachers to easily track student progress and determine next steps for individual student needs. It provides easily accessible data reporting that can be utilized for individualized learning plans and program efficiency. The individualized learning program will work in collaboration with data derived from State of Alaska mandated assessments, KPBSD's use of NWEA's Measures of Academic Progress (MAP) assessment, and mClass. These various data sets will inform instruction and potential intervention systems.

Appendix G: Admission Policy and Procedure

TuĦen 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.

Appendix H: Enrollment and Waitlist Numbers

TuĦen Charter School recruitment will consist of dissemination of information about the school and its offerings through advertisements in print and online news outlets, as well as social media.

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 TuĦen Charter School
2. Children of Kenaitze Tribe employees, TCS employees, and APC members and/or siblings of students previously enrolled in TuĦen Charter School
3. Children and grandchildren of APC approved language/culture experts/volunteers
4. Other students

In the event there is more interest than available slots after the enrollment priorities are honored, a lottery system will be employed.

Families interested in enrolling their children in the school will be encouraged to submit their application (student names and grade levels) for entrance to the school by the last business day of January each year. The APC will determine the best option for a lottery program, with SchoolMint as a potential platform (due to its ability to sync with PowerSchool and work with early childhood education programs). Dependent upon the program selected, the following procedure will be put in place. On the 5th business day of February, each student will be assigned a random number by a random number generator. The mechanism for a lottery will be sorting those random numbers. The lowest number will receive the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than available slots, a waiting list will be compiled with the remaining numbers, in order from lowest to highest, selected to fill those open slots as they become open. The students selected for openings (associated with those numbers) will be notified in writing within 5 business days of the lottery date. In the event there are more slots available than students, the recruitment and lottery for additional students will be held again before the last day in May and again in the first two weeks in August. Following the start of the school year, assuming there are open slots and no students on the waiting list, the school will have open enrollment until capacity is reached.

Following the selection process, students will enroll at TuĖen Charter School using a centralized enrollment system through KPBSD.

Appendix I: Budget Summary and Financial Plan

Funding for Tufen Charter School is based on the per pupil allocation from the state and borough to the district.

There is a standard percentage (4%) of the per pupil operating revenue retained by KPBSD for routine services provided by the District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. In the event that extraordinary services in these areas are required of KPBSD, the parties make an equitable adjustment to fairly allocate the additional costs involved. TCS will use the normal procedures established by KPBSD for its accounting, purchasing, and business functions.

Grants, gifts, donations, and special revenue funds may also be received by TCS if accepted by the APC and will be used for the specified purpose agreed upon at the time of acceptance. Fees may be charged only for optional activities held outside of the instructional day.

TCS will also seek to develop Memorandums of Understanding with the Kenaitze Indian Tribe for services pertaining to custodial work, school nursing, occupational and physical therapy, and behavioral support. Doing so will alleviate the financial burden of using provided funding to support these needed services.

TCS budget is built upon the student count of 40 in-person students in grades K-3. Similar to the district budget, the TCS budget development process is centered on students. The students generate funding on a per pupil basis and these amounts will be used for preliminary budget purposes. Of course, the preliminary TCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

Power of Operation: TCS is responsible to operate with the allocated funds it receives, consistent with law, and has the authority to independently exercise the following powers: prepare a budget; contract for goods and services; purchase, lease, or rent furniture, equipment, and supplies; and accept and expend donations, gifts, or grants according to the specifications of the donor.

See Appendix I for a breakdown of the TCS preliminary budget. The estimated funds estimated from the state foundation formula based on 40 students will provide an operating fund of \$402,306. Due to the ability of Kenaitze to provide a location for the school free of rent and other services, TCS would receive an estimated \$92,350 in additional allowable funding through reallocation of specified in-kind services. Additionally, TCS would apply for the charter schools grant offered by the State of Alaska that would provide up to \$500 per student for educational services (with an estimated 40 students, this would bring in an additional \$20,000). Therefore, the estimated operating budget for Tufen Charter School would be \$514,836. This would provide for the following staffing:

- Principal/Teacher, 1.0 FTE
- Certified Teacher, 1.0 FTE
- Certified Special Education Teacher, 0.5 FTE; Certified General Teacher, 0.5 FTE

- Administrative Assistant, 0.5 FTE

The remaining budget would provide funding for subs, professional technical services, in-kind services, supplies/materials, office supplies, indirect services, and equipment.

Staffing for custodial, food services, nursing, Culture Instructors, Tutor Liaisons, ISPs, and OT/PT will be provided by the Kenaitze Indian Tribe and addressed in the MOU.

The following is estimated state foundation formula preliminary budget, additionable allowables, and projected expenditures.

Kenaitze Estimate Preliminary			
-			
Variables:			
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)			-
Estimated State Foundation Funding			
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			\$ 5,960
Estimated State Foundation Funding (Basic Need)			\$ 401,229
Quality Schools Funding			
Quality schools funding per adjusted ADM		\$ 16.00	
Adjusted ADM		67,320	\$ 1,077
Total Estimated Revenue Per Capita Funding			
			\$ 402,306
		%	
	Less indirect cost rate *	4.0000	\$ 15,473
	Funds available for operation		\$ 386,833
Charter schools are capped at 4%			

Appendix J: Transportation Policy

TuĦen Charter School plans to provide transportation to locations in portions of the community of Kenai where students reside. Initially, this will be limited to community members within the bussing boundaries supported by routes that currently serve Kaleidoscope Charter School. This will include current bus routes 100, 130, and 131. A comprehensive schedule of these routes has been provided below. In coordination with Kaleidoscope’s daily schedule, students on these routes will be dropped off at TCS no later than 9:15 am. Pick-up will occur at 3:35 pm.

Kenaitze believes transportation should not be a barrier to students wishing to attend public charter schools. Each year, after registration and the admissions process is completed, the school administrator will work with the KPBSD transportation department to provide transportation options for parents and caregivers.

Bus route 100

100- Kaleidoscope Charter- PM		<u>Last Updated</u>	9/12/24
<u>Last Updated</u>	quinlan.folkstad	<u>Last Updated</u>	
2800	Cole, Shanna		
<u>LOCATION</u>			
1	3:50 pm	KALEIDOSCOPE SCHOOL (63)	
2	3:52 pm	4TH AVE & HALLER ST	
3	3:53 pm	530 ASH AVE	
4	3:54 pm	ASH AVE & MAPLE DR	
5	3:55 pm	5TH AVE & PINE AVE	
6	3:56 pm	503 HEMLOCK AVE	
7	3:57 pm	CEDAR DR & ELM AVE	
8	3:58 pm	WALNUT AVE & ELM AVE	
9	3:59 pm	WALNUT AVE & FIR DR	
10	3:59 pm	MAPLE DR & WALNUT AVE	
11	3:59 pm	MAPLE DR & REDOUBT AVE	
12	4:02 pm	1203 CHANNEL WAY - EQUINOX WAY	
13	4:02 pm	CHANNEL WAY & WEDGEWOOD DR	
14	4:03 pm	1204 CHANNEL WAY	
15	4:03 pm	2392 REDOUBT AVE	
16	4:04 pm	2426 REDOUBT AVE (APTS)	
17	4:05 pm	2ND ST & CALIFORNIA AVE (DOES GO TO 2392 REDOUBT, DOES NOT RIDE A LOT)	
18	4:09 pm	1217 LILAC LN.	
19	4:09 pm	COOK INLET VIEW DR & LILAC LN	
20	4:14 pm	4TH AVE & N SPRUCE ST	
21	4:15 pm	445 CORAL ST. (ADVENTURES IN LEARNING)	
22	4:16 pm	COHOE AVE (BACK SIDE BARGIN BASEMENT)	
23	4:45 pm	ARRIVE @ BUS BARN	

Bus route 130

130- Kaleidoscope Charter- AM		Last Updated	
4297	marc.charlesworth	4297	10/9/24
	Bayes, Dustin		
LOCATION			
1	8:03 am	4239 WINRIDGE AVE	
2	8:15 am	2845 WATERGATE WAY	
3	8:16 am	SET NET DR & WATERGATE WAY	
4	8:17 am	SET NET DR & WATERGATE WAY	
5	8:18 am	SET NET DR & VIP DR	
6	8:19 am	BALEEN AVE & PIRATES LN	
7	8:20 am	2920 PIRATES LN	
8	8:25 am	KALGIN DR. AND COMPASS (PULL INTO ALBATROSS PARKING LOT) T/A	
9	8:27 am	KALIFORNISKY BEACH RD & DALTON ST N	
10	8:37 am	135 BIDARKA ST. (CREATIVE PLAY) 2ND DRIVEWAY	
11	8:38 am	10800 KENAI SPUR HWY (MAIN STREET HOTEL)	
12	8:45 am	325 S SPRUCE ST (LEE SHORE CENTER) *ON CALL / AS NEEDED	
13	8:47 am	TANAGA CIR & HAIDA DR.	
14	8:48 am	HAIDA DR & TOYON WAY	
15	8:49 am	FATHOM DR & SALMO CIR	
16	9:00 am	KALEIDOSCOPE SCHOOL (63)	
17	9:25 am	ARRIVE @ BUS BARN	

130- Kaleidoscope Charter- PM		Last Updated	
4297	tammy.kjostad	4297	9/19/24
	Bayes, Dustin		
LOCATION			
1	3:40 pm	KALEIDOSCOPE SCHOOL (63)	
2	3:53 pm	DEPART KALEIDOSCOPE	
3	3:54 pm	105 N.GILL (AK KIDS)	
4	3:56 pm	TANAGA CIR & HAIDA DR	
5	3:57 pm	HAIDA DR & TOYON WAY	
6	3:58 pm	FATHOM DR & SALMO CIR	
7	4:05 pm	325 S SPRUCE ST. (LEE SHORE CENTER) *ON CALL / AS NEEDED	
8	4:07 pm	607 FRONTAGE RD (NEXT BEST THING DAYCARE) D/O OFF OF MARINE	
9	4:09 pm	135 BIDARKA ST. (CREATIVE PLAY)	
10	4:10 pm	MAIN STREET HOTEL (105 MAIN STREET LOOP)	
11	4:20 pm	2845 WATERGATE WAY	
12	4:22 pm	WATERGATE WAY & MUIR AVE	
13	4:23 pm	SET NET DR & VIP DR	
14	4:24 pm	2920 PIRATES LN	
15	4:25 pm	KALGIN DR. & COMPASS ST (PULL INTO ALBTROSS T/A)	
16	4:35 pm	KALIFORNISKY BEACH RD & DALTON ST N	
17	4:46 pm	ARRIVE @ BUS BARN	

Bus route 131

131- Kaleidoscope Charter- AM		Last Updated	
2820	auto	2820	8/22/24
	Johnson, Don		
LOCATION			
1	8:07 am	KENAI SPUR HWY & SILVER SALMON DR. (STOP BEFORE TURNING RIGHT ON SILVER SALMON)	
2	8:08 am	SILVER SALMON DR & CHISIK ST.	
3	8:16 am	GENE AVE & OLIVIA ST	
4	8:19 am	880 NORTH STRAWBERRY ROAD	
5	8:24 am	KENAI SPUR HWY & EAGLE ROCK DR.	
6	8:26 am	FERN ST & PRIMROSE PL	
7	8:28 am	FERN ST & LUPINE DR	
8	8:30 am	345 DOLCHOK LN	
9	8:31 am	610 DOLCHOK LN	
10	8:37 am	CANDLELIGHT DR & COLONIAL DR	
11	8:39 am	LINWOOD LN. & COLONIAL DR.	
12	8:41 am	DOLLY VARDEN ST & KAKNU WAY	
13	8:45 am	AUK & DEEPWOOD	
14	8:47 am	MCCOLLUM DR. & MAGIC AVE	
15	8:49 am	MAGIC AVE & PRINCESS ST	
16	8:51 am	PAULA ST & ROGERS RD	
17	8:53 am	204 LAWTON DR	
18	8:54 am	TERN AVE & WALKER LN	
19	8:54 am	TERN AVE & SPRUCEWOOD DR	
20	9:00 am	KALEIDOSCOPE SCHOOL (63)	
21	9:25 am	KENAI MIDDLE SCHOOL - P/U TRANSFER STUDENT	
22	9:30 am	750 LAWTON DR (STAGES) - D/O TRANSFER STUDENT	
23	9:50 am	ARRIVE @ BUS BARN	

131- Kaleidoscope Charter- PM		Last Updated	
2820	auto	2820	9/13/24
	Johnson, Don		
LOCATION			
1	3:17 pm	KALEIDOSCOPE SCHOOL (63)	
2	3:50 pm	DEPART KALEIDOSCOPE	
3	3:55 pm	BOYS & GIRLS CLUB (AURORA BOREALIS CHARTER SCHOOL)	
4	3:58 pm	TERN AVE & SPRUCEWOOD RD	
5	3:59 pm	TERN AVE & WALKER LN.	
6	4:00 pm	204 LAWTON DR	
7	4:01 pm	406 LAWTON DR.	
8	4:02 pm	412 LAWTON DR.	
9	4:03 pm	LAWTON DR & PAULAST.	
10	4:04 pm	PAULA ST & ROGERS RD	
11	4:07 pm	MAGIC AVE & PRINCESS ST	
12	4:09 pm	MAGIC AVE & MCCOLLUM DR.	
13	4:13 pm	AUK AVE & WOODED GLEN CT (MAIL BOXES)	
14	4:14 pm	N TINKER LN & STEELHEAD CT	
15	4:14 pm	DOLLY VARDEN ST & KAKNU WAY	
16	4:15 pm	KAKNU WAY & LINWOOD LN.	
17	4:16 pm	COLONIAL DR & LINWOOD LN.	
18	4:18 pm	CANDLELIGHT DR & COLONIAL DR.	
19	4:19 pm	CANDLELIGHT DR & KIANA LN	
20	4:22 pm	ALLAK DR & HIGHBUSH LN.	
21	4:23 pm	ALLAK DR & BLARNEY CIR.	
22	4:25 pm	345 DOLCHOK LN	
23	4:26 pm	610 DOLCHOK LN	
24	4:29 pm	FERN ST & PRIMROSE PL	
25	4:30 pm	FERN ST & LUPINE DR	
26	4:33 pm	EAGLE ROCK DR & KENAI SPUR HWY	
27	4:38 pm	GENE AVE & WIMBLEDON ST.	
28	4:39 pm	GENE AVE & OLIVIA ST	
29	4:39 pm	39902 OLIVIA ST. (GREENHOUSE ON ROOF)	
30	4:43 pm	880 NORTH STRAWBERRY ROAD	
31	4:47 pm	KENAI SPUR HWY & SILVER SALMON DR. (DROP ON SPUR HWY BEFORE TURNING LEFT ON SILVER SALMON.)	
32	4:48 pm	CHISIK ST & SILVER SALMON DR	
33	5:00 pm	ARRIVE @ BUS BARN	

Appendix K: Parent Engagement Policy

Parent Engagement Policy

Tulén Charter School teachers will use assessment results to inform instruction, interventions, and enrichment for each student. TCS will also strive to encourage parents to participate in district and state assessments, and to use assessment as a tool to guide the instruction of their children. Teachers/Advisors will establish the importance of participation in these assessments during progress monitoring meetings and conferences. The principal will remind parents during new family orientations of the importance of assessments in informing instruction and making appropriate curriculum modifications. The principal will present assessment data to the APC and community on an annual basis. The school recognizes the authority of a parent and will allow a parent to object to and withdraw the child from a standards-based assessment or test required by the state. TCS will use assessment results to help inform overall programmatic decisions as well as utilizing the data to drive instruction and assist in curriculum selection. TCS will work with families to optimize school attendance and to support learning opportunities for students who are out of school for cultural activities. TCS also recognizes the need to work in partnership with parents to optimize instruction and to make appropriate curriculum changes. TCS will also offer parents the opportunity to schedule onsite reading and math tutoring.

Families in the school are encouraged to play an active role in the school community supporting all educational endeavors. Certified and classified staff will communicate through an interactive school social media, emails, and phone calls. All families will be encouraged to attend and participate in Academic Policy Committee meetings.

It is an expectation that parents contribute to the school community and their students' learning goals. Parents will sign a parent compact agreement stating their willingness to comply with these expectations. Volunteer and attendance records will be kept logging parental engagement. We also expect to have family engagement at conferences, programs, celebrations, and special events (such as monthly Dena'ina culture and language nights).

School, Student and Parent Compact

Tulén Charter School is committed to its students and the community. We know there are three elements in a student's life that will help them become successful in school and beyond - quality instruction, parental or guardian support, and student engagement. This compact is an agreement between all parties that a child's education is an important part of our community, state and nation's success. We also agree that we will support our children to become active and healthy members of our society.

As a parent, I will support my child in their education. _____

As a teacher, I will provide a quality education. _____

As a student, I will play an active role in my education. _____

As the Principal, I will do everything I can to support your child's education and encourage parent participation in the education process. _____

Appendix L: Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

(a) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.

(c) If a local school board approves an application for a charter school, the local school board shall forward the application to the State Board of Education and Early Development for review and approval.

(d) If a local school board denies an application for a charter school, the applicant may appeal the denial to the commissioner. The appeal to the commissioner shall be filed not later than 60 days after the local school board issues its written decision of denial. The commissioner shall review the local school board's decision to determine whether the findings of fact are supported by substantial evidence and whether the decision is contrary to law. A decision of the commissioner upholding the denial by the local school board may be appealed within 30 days to the State Board of Education and Early Development.

(e) If the commissioner approves a charter school application, the commissioner shall forward the application to the State Board of Education and Early Development for review and approval. The application shall be forwarded not later than 30 days after the commissioner issues a written decision. The State Board of Education and Early Development shall exercise independent judgment in evaluating the application.

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290. [This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.253. Charter school application appeal.

(a) In an appeal to the commissioner under AS 14.03.250, the commissioner shall review the record before the local school board. The commissioner may request written supplementation of the record from the applicant or the local school board. The commissioner may

- (1) remand the appeal to the local school board for further review;
- (2) approve the charter school application and forward the application to the State Board of Education and Early Development with or without added conditions; or
- (3) uphold the decision denying the charter school application; if the commissioner upholds a local school board's decision to deny a charter school application and the applicant appeals to the State Board of Education and Early Development, the commissioner shall immediately forward the application and record to the State Board of Education and Early Development.

(b) In an appeal to the State Board of Education and Early Development of a denial of a charter school application under (a)(3) of this section, the state board shall determine, based on

the record, whether the commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The state board shall issue a written decision within 90 days after an appeal.

[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to tests required by the department.

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
- (14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A school district shall offer to a charter school the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district. If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the department up to four percent. Costs directly related to charter school facilities, including rent, utilities, and maintenance, may not be included in an annual program budget for the purposes of calculating the four percent cap on administrative costs under this subsection. A local school board shall provide a charter school with a report itemizing the administrative costs retained by the local school board under this section. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). A school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to state aid under AS 14.11 for construction or major maintenance of a school facility that is not a charter school.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.264. Charter school grant program.

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in the school on October 1 of the first year in which the school applies for the grant. The charter

school shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

(b) The department shall establish by regulation procedures for the application for and expenditure of grant funds under (a) of this section.

(c) If the amount appropriated in a fiscal year for the charter school grant program is insufficient to meet the amounts authorized under (a) of this section, the department shall reduce pro rata the per pupil grant amount by the necessary percentage as determined by the department. If a charter school grant is reduced under this subsection, the charter school may apply to the department in a subsequent fiscal year for the balance of the grant amount.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A 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, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The State Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions. In AS 14.03.250 - 14.03.290,

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

Sec. 14.07.165 Duties.

The [State Board of Education and Early Development] shall adopt

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services.

Sec. AS 14.09.010 is amended by adding new subsections to read:

(e) A school district that provides transportation services under this section shall provide transportation services to students attending a charter school operated by the district under a policy adopted by the district. The policy must:

(1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;

(2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and

(3) be approved by the department.

(f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.

(g) Nothing in (e) of this section requires a school district to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

Sec. AS 14.17.450(d) is amended to read:

(d) If a charter school has a student count of at least 75 but less than 150 for the current year and is in the first three years of operation or had a student count of at least 75 in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a

proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.057. Charter school transportation policy.

(a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district must submit to the department an application for approval of its charter school transportation policy on a form provided by the department

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department must include:

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department will grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it must submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an amendment of a charter school transportation policy must meet the requirements of (c) of this section.

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department will grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. 4/8/2015, Register 214)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the [department's Charter School webpage](http://education.alaska.gov/Alaskan_Schools/Charter) at: education.alaska.gov/Alaskan_Schools/Charter.

An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;
- (2) the length of the term of the contract required under AS 14.03.255(c);
- (3) the charter school's bylaws;
- (4) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;
- (5) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (6) written objectives for program achievement;
- (7) a description of and schedule for staff development activities;
- (8) a school schedule and calendar;
- (9) plans for serving special education, vocational education, gifted, and bilingual students;
- (10) written admissions policies and procedures;
- (11) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (12) a written administrative policy manual;
- (13) a written budget summary and financial plan, including
 - (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
 - (B) the method by which the charter school will account for receipts and expenditures;
- (14) a written plan for the charter school's facility;
- (15) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
- (16) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
- (17) a requested or existing exemption for the charter school from a written collective bargaining contract;
- (18) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;
- (19)

(20) the written termination clause that must appear in the contract between the charter school and the local school board;

(21) proof of compliance with applicable law; and

(22) other documents or information the district needs to evaluate the proposed charter school.

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department:

(1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) all other materials considered by the local school board in support or in opposition to the application; and

(4) the minutes of the local school board meeting at which the charter school was approved.

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months before the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under (b) of this section more than 12 months before the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under (b) of this section must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education and Early Development.

(e) The State Board of Education and Early Development will review an initial application or a renewal application approved by the local school board and submitted to the department under (b) of this section. The State Board of Education and Early Development will consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner

(1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) any other materials considered by the local school board in support or in opposition to the application;

(4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and

(5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.

(j) The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter.

A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment to the charter, an amended contract must be executed to conform to the amended charter. The local school board must forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the State Board of Education and Early Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060 AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools.

(a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A

change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter school grant program.

(a) A charter school that is established on or after July 1, 2014, may apply to the department for one-time grant funding under AS 14.03.264. An applicant charter school must

- (1) apply on a form prescribed by the department;
- (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
- (3) file its application with the department not later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department will notify a newly approved charter school of its eligibility for grant funding under AS 14.03.264 promptly after approval of the charter by the state Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions. In 4 AAC 33.110 – 4 AAC 33.119,

- (1) "charter school" has the meaning given in AS 14.03.290;
- (2) "commissioner" means the commissioner of education and early development;
- (3) "department" means the Department of Education and Early Development;
- (4) "local school board" has the meaning given in AS 14.03.290.

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

Appendix M: KPBSD and TCS Calendars

Kenai Peninsula Borough School District 2024-25 District Wide Calendar

C School Closes	O School Opens
E End of Quarter	CI PT Conference/Inservice
H Legal Holiday	V Vacation Day
IW Inservice/Work	ER Early Release Day

July 2024							August 2024							September 2024							October 2024									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
1	2	3	4	H	5	6					1	2	3	1	2	H	3	4	5	6	7									
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	ER	14	6	7	8	9	10	11	12		
14	15	16	17	18	19	20	11	12	13	14	IW	15	IW	16	IW	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	IW	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31					
# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____									
# of Student Days: _____							# of Student Days: _____							# of Student Days: _____							# of Student Days: _____									
# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____									

November 2024							December 2024							January 2025							February 2025										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
					1	2	1	2	3	4	5	6	7				1	2	3	4							1				
3	4	5	6	7	8	9	8	9	10	11	12	13	ER	14	5	6	IW/E	7	8	9	10	11	2	3	4	5	6	7	8		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	ER	18	9	10	11	12	13	14	15			
17	18	19	20	21	22	23	22	23	24	25	H	26	V	27	V	28	19	20	21	22	23	24	25	16	17	V	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31	V	V				26	27	28	29	30	31	23	24	25	26	27	28					
# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____										
# of Student Days: _____							# of Student Days: _____							# of Student Days: _____							# of Student Days: _____										
# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____										

March 2025							April 2025							May 2025							June 2025								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	ER	7	8	6	7	8	9	10	11	ER	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28		
23	24	25	26	27	28	29	27	28	29	30				25	26	H	27	28	29	30	31	29	30						
30	31																												
# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____							# of Inservice Days: _____								
# of Student Days: _____							# of Student Days: _____							# of Student Days: _____							# of Student Days: _____								
# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____							# of Teacher Days: _____								

End of Quarter		Inservice Dates		Legal Holidays & Vacation Days		
1st Quarter	36 days	Teacher First	August 14	August 14, 15, 16, 19, 20	Independence Day	July 4
2nd Quarter	46 days	Teacher Last	May 23	October 11	Labor Day	September 2
3rd Quarter	40 days	Student First	August 21	Jan 6	Thanksgiving	November 28-29
4th Quarter	48 days	Student Last	May 22	March 7	Winter Break	Dec 23-Jan 3
	170 days	PT Conference/IS Days		May 23	Spring Break	March 10-14
Approved: 01/09/2023		Oct 24 & 25			Vacation Day	Feb 17 & Apr 18
DEED Approved: 10/11/2023		Feb 13 & 14			Memorial Day	May 26

August 2024

**TULEN CHARTER SCHOOL
PROPOSED CALENDAR**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
			1	2	3/4
5	6	7	8	9	10/11
12	13	14 Inservice/Work Day for Staff	15 Inservice/Work Day for Staff	16 Inservice/Work Day for Staff	17/18
19	20 Inservice/Work Day for Staff	21 Inservice/Work Day for Staff	22 School Opens	23	24/25
notes					
26	27	28	29	30	31

SEPTEMBER 2024

Tulén Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
					1
2 Legal Holiday	3 Subsistence Week Inservice/Work	4 Subsistence Week Inservice/Work	5 Subsistence Week Inservice/Work	6 Subsistence Week Inservice/Work	7/8
9	10	11	12	13 Early Release	14/15
16	17	18	19	20	21/22
23	24	25	26	27 Legal Holiday Native American Day	28/29
30					

OCTOBER 2024

Tulen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
	1	2	3	4	5/6
7	8	9	10	11 Normal School Day	12/13
14	15	16	17	18 Early Release	19/20
21	22	23	24 Normal School Day	25 PT Conference/ Inservice	26/27
28	29	30	31		

NOVEMBER 2024

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
				1	2/3
4	5	6	7	8	9/10
11	12	13	14	15 Early Release	16/17
18	19	20	21	22	23/24
25	26	27	28 Holiday	29 Holiday	30

DECEMBER 2024

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
					1
2	3	4	5	6	7/8
9	10	11	12	13 Early Release	14/15
16	17	18	19	20	21/22
23 Vacation Day	24 Vacation Day	25 Holiday	26 Vacation Day	27 Vacation Day	28/29
30 Vacation Day	31 Vacation Day				

JANUARY 2025

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
		1 Holiday	2 Vacation Day	3 Vacation Day	4/5
6	7 Inservice/Work	8	9	10	11/12
13	14	15	16	17 Early Release	18/19
20	21	22	23	24	25/26
27	28	29	30	31	

FEBRUARY 2025

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
					1/2
3	4	5	6	7 Early Release	8/9
10	11	12	13 Normal School Day	14 PT Conference/ Inservice	15/16
17	18 Vacation Day	19	20	21	22/23
24	25	26	27	28	

MARCH 2025

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
					1/2
3	4	5	6 Early Release	7 Normal School Day	8/9
10 Vacation Day	11 Vacation Day	12 Vacation Day	13 Vacation Day	14 Vacation Day	15/16
17	18	19	20	21	22/23
24	25	26	27	28	29/30
31					

APRIL 2025

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
	1	2	3	4	5/6
7	8	9	10	11 Early Release	12/13
14	15	16	17	18 Normal School Day	19/20
21	22	23	24	25	26/27
28	29	30			

MAY 2025

TuĦen Charter School Proposed Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
			1	2	3/4
5	6	7	8	9	10/11
12	13	14	15	16	17/18
19	20	21	22 Last Day of School	23 Inservice/Work Day	24/25
26 Holiday	27	28	29	30	31

Appendix N: Teach Smart Reports

Examples of individual student reports:

🏠 Reports
FEEDBACK FOR REPORTS

REORDER No

Teacher Assessment Status

The Teacher Assessment Status Report report enables you to see whether you have entered finalized checkpoint levels by area and by...

Assessment Status

The Assessment Status report enables you to see whether you have entered finalized checkpoint levels by area and by...

Documentation Status

The Documentation Status report shows how many times an objective or dimension has been associated with a piece of documentation for...

Teacher Documentation Status

The Teacher Documentation Status Report shows how many times an objective or dimension has been associated with a piece...

Interrater Reliability

Use this report to monitor your staff's interrater reliability certification progress. NOTE: This report includes legacy IRR data only. As of...

Snapshot

Teachers use the Snapshot report to inform planning and take a quick pulse check of where their class is at any given time. Administrator...

Snapshot (Birth Through Third Grade)

This Snapshot report, generated only from checkpoint data associated with the objectives for development and learning for birth thro...

Snapshot By Dimension

This Snapshot report is generated from checkpoint data associated with the objectives for development and learning for either birth...

Examples of class reports:

Comparative

This Comparative report, generated from checkpoint data associated with the objectives for development and learning for birth thro...

Class Profile

The Class Profile compares information about children's skills, knowledge, and behaviors to widely held expectations for their age or...

Individual Child

The Individual Child report enables you to see how individual children are performing during one or more checkpoint periods. This report...

Report Card

The Report Card feature allows teachers to share the latest information regarding a child's skills, knowledge, and abilities with families,...

Development and Learning

The Development and Learning report shows what each child is currently able to do in relation to the selected objectives and...

Family Conference Form

The Family Conference Form allows users to create and share a customized summary of an individual child's strengths and opportunitie...

Family Connections

The Family Connections Report shares which children have family connections, how many invites to connect have been sent, and how...

Alignment

The Alignment report compares your assessment of children's skills, knowledge, and abilities to state or national standards...

Goals

Growth (Birth Through Third Grade)

Data Export

OSEP Status

Examples of legacy reports (following a student from birth through the end of their time in our program)

OSEP Federally Mandated Year-End

This report can be used for child level and program level reporting for children ages birth to 3 served in Early Intervention Programs or...

Monthly Family Engagement

The Monthly Family Engagement Report allows administrators and teachers to generate a .csv file that contains details on how family...

Legacy Reports

Goals (Birth through Kindergarten)

This Goals report, generated only from checkpoint data associated with the objectives for development and learning for birth throu...

Growth (Birth through Kindergarten)

The Growth report, generated only from checkpoint data associated with the objectives for development and learning for birth throu...

Snapshot (Birth Through Kindergarten)

This Snapshot report, generated only from checkpoint data associated with the objectives for development and learning for birth throu...

Individual student profile and data tracking report:

+ Add Documentation

DOCUMENTATION < OBJECTIVES & DIMENSIONS <

DROP FILE(S) HERE OR CLICK TO UPLOAD

10/17/2024

NOTE

Add Note

B I U

FAMILY OBSERVATION

- SOCIAL-EMOTIONAL 1-3
- PHYSICAL 4-7
- LANGUAGE 8-10
- COGNITIVE 11-14
- LITERACY 15-19
- MATHEMATICS 20-23
- SCIENCE AND TECHNOLOGY 24-28
- SOCIAL STUDIES 29-32
- THE ARTS 33-36

Individual Child Report: [REDACTED]

Birth Date: March 18, 2020

Checkpoint Periods: Fall 2024/2025

Generated On: October 17, 2024

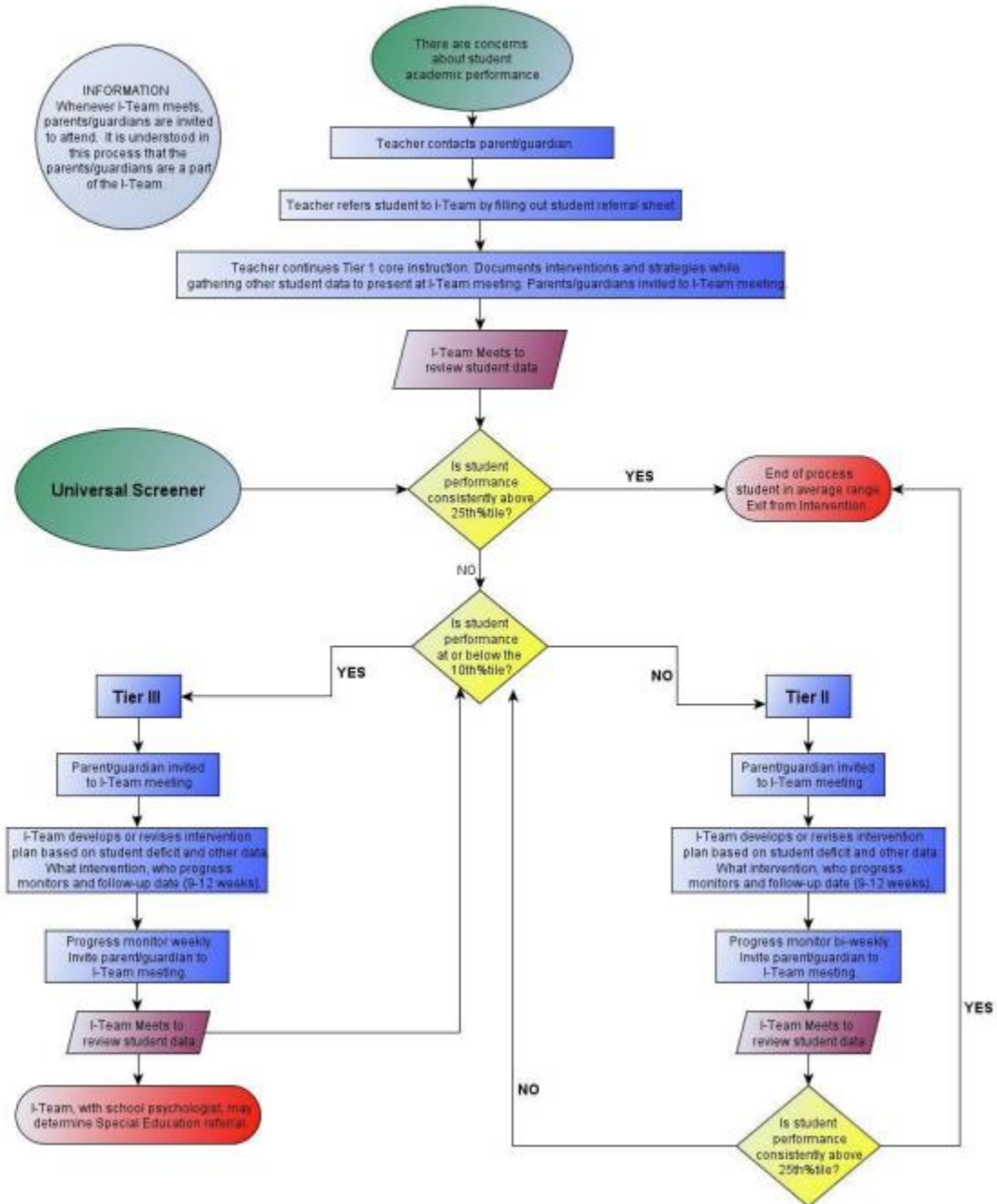
Social-Emotional

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Preschool 3 class/grade							Fall 2024/2025*							
1b Follows limits and expectations	Preschool 3 class/grade							Fall 2024/2025*							
1c Takes care of own needs appropriately	Preschool 3 class/grade							Fall 2024/2025*							
2a Forms relationships with adults	Preschool 3 class/grade									Fall 2024/2025*					
2b Responds to emotional cues	Preschool 3 class/grade						Fall 2024/2025*								
2c Interacts with peers	Preschool 3 class/grade				09/11/2024		Fall 2024/2025*								
2d Makes friends	Preschool 3 class/grade						Fall 2024/2025*								
3a Balances needs and rights of self and others	Preschool 3 class/grade							Fall 2024/2025*							
3b Solves social problems	Preschool 3 class/grade					09/11/2024	Fall 2024/2025*								

Appendix O: KPBSD Response to Intervention

Flowchart Demonstrating Referral by Teacher and Referral through Universal Screening



Appendix P: Raven Writes Sample Unit

Before You Begin Party Berries

Narrative Writing: Kindergarten
Party Berries
Before You Begin

Cultural Values

The focused Core Cultural value in this unit is Haa Aaní: Honoring and Utilizing Our Land. While they are not always explicitly stated or taught, the Tlingit, Haida, and Tsimshian cultural values are embedded throughout the curriculum, as they are reflected in mentor texts, lesson activities, and culturally responsive teaching practices.

Blueberry Harvest

Students will participate in a blueberry harvesting shared experience during part one. It is important that students only harvest what is needed. Approximately two one-gallon storage bags will be needed for this unit. Several photographs should be taken during the shared experience. Photographs will be used in the following lessons:

- Lesson 10: Sequencing the Shared Experience
- Lesson 12: I Can Describe Blueberries
- Lesson 25: Final Performance Task

Note: Consider saving 1–2 canned jars of berries for potential lessons or units during the winter time.

Cultural Specialists & Elders

Request that an Elder or cultural specialist joins the classroom during the following lessons:

- Lesson 2: *Let's Go! A Harvest Story* – Invite a cultural specialist into the classroom to teach the song, “Woocheen At Shi”
- Lesson 4: Details of Berries – Invite a cultural specialist into the classroom to teach the song, “Berry Picking Song.”
- Lesson 7: I Can Harvest Berries with Respect – Invite an Elder or cultural specialist to come into the classroom to teach about respectful harvesting practices.
- Lesson 8: Harvest Time – Invite an Elder or cultural specialist to join the class on their berry picking field trip.
- Lesson 25: Celebrate Berries with Families – Invite the Elder or cultural specialist brought in earlier to join the writing celebration. Gift a jar of berries to the Elder or cultural specialist to show appreciation.

Party Berries • Before You Begin
Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

Volunteer Details

Request adult volunteers for the following lessons:

- Lesson 7: I Can Harvest Berries with Respect
- Lesson 9: Processing Berries with Care
- Lesson 19: Let's Make Blueberry Pancakes

Teacher Preparation

- Review Stage 3 for teacher prep within each lesson.
- Lesson 8: Schedule bus for the blueberry harvesting shared experience.
- Lesson 5: Purchase or request a donation of a variety of fresh berries.
- Print/copy the pre and post assessments.
 - Pre-assessment should be given before Lesson 1
 - Post-assessment should be given after Lesson 25
- Check out Kindergarten Party Berries Kit.
- Decide how student writing will be organized (folder, wall display, etc.). It is important to collect student writing samples throughout this unit to be displayed and shared at the writing celebration.
- Review the following resources:
 - *Story Workshop* by Susan Harris MacKay
 - Culturally Responsive Story Workshop Resource Book
 - Writing strategy cards
 - Tlingit word list

Setting Up Classroom Space to Support Young Writers

Young writers should be immersed in an environment rich in print resources that supports child development through a multimodal, experiential approach. It is developmentally appropriate for students to learn through play. Teachers should facilitate meaningful play opportunities and hands-on discovery to nourish a textured approach to learning that allows students to use all five senses. Literacy-rich classrooms should have interesting materials for self-motivated investigations and choice writing. Student choice increases motivation, excitement, and imagination.

Listed below are examples of how to support young writers through play in the classroom during the unit.

Writing Center:

- The writing center should include a variety of writing tools and paper. There should be tools to support beginning writing, such as: vocabulary words, alphabet/phonetic charts, lists, picture dictionaries, and sentence stems. Additional items can include stencils, magnetic letters, dry erase boards, chalk boards, stickers, stamps, and envelopes. First graders will enjoy having pre-made books and book making materials available.

Library Center:

- The classroom library should highlight both fiction and nonfiction books about the unit topic. Ensure there are books from a variety of perspectives and Indigenous authors. Include puppets, figurines, a variety of dolls and stuffed animals. Providing story mats and felt boards will support students as they engage in storytelling.

Art Center:

- The art center should be prepared with many art supplies and tools easily accessible to students such as: construction paper, watercolors, dot markers, paints, clay, playdough, scissors, glue, etc. During the unit, teachers could photograph of ravens and trees and large sheets cut into the shape of trees for students to paint, draw and color.

Dramatic Play Center:

- Students will engage in real world experiences of visiting a forest in the dramatic play area. Items may include: raincoats, boots, pretend trees, pretend forest animals, etc. The kitchen may include baking, mixing, and cooking tools, along with forest items. Other materials may include: writing tools, paper, and white boards (write/draw recipes or shopping lists), and displayed Tlingit vocabulary words.

Blocks Center:

- The teacher should provide a variety of forest images, particularly local settings. If applicable, these can be labeled with correct place names. Images of forest animals, people, trees, and other loose parts should be provided for creative exploration and ideation. A variety of books and writing tools can help students plan their designs, and wake up and record their stories.

Science Center:

- Teachers should include interesting items that encourage students to use their senses to observe and explore. Examples include replicas of trees, photographs of local trees that are labeled in both Tlingit and English, and/or photographs of natural forest habitats with correct place names. Students should be provided with a variety of tools that aid in exploration such as trays, magnifying glasses, scales, tape measures, etc.

Note About Mentor Texts

All mentor texts used throughout this unit have been reviewed using the Indigenous Book Selection Checklist. To meet the criteria to be included in the Raven Writes units mentor texts do not need to have every item checked 'yes.' Instead, it is recommended that the majority of items on the checklist receive a check in the 'yes' box. The text should also be aligned to Tlingit core values, center Indigenous voices, and contain no material that would perpetuate harmful stereotypes about Indigenous peoples. When a check is placed in the 'no' box, it is necessary to approach the text with a critical lens and be prepared to unpack the book on a deeper level with students. Please use the Indigenous Book Selection Checklist to guide your thinking when adding in other books to supplement this unit.

Setting up the Story Workshop Environment

Story workshop provides a way for students to explore their ideas and wake up their story through experiential learning. They will use their senses to touch, hear, and see their story come to life. Students will walk away feeling inspired to tell more stories.

Teachers will provide a story mat for each student. Centered on each table will be a variety of loose parts, figurines, and natural materials. Teachers should provide an area where loose parts are always accessible to young writers.

Teachers will provide a mini-lesson introducing the instructional content. Students will be invited on a quiet walk around table groups to look for inspirational materials that wake up a story. Time will be given for students to manipulate materials and build a story.

Once narratives are visually displayed on the mat, students will orally share their story with peers and adults. Students will record their stories by drawing, labeling, writing and/or dictating. Students will clean up their table and gather back in a whole group. Several students will be asked to share their narratives. The teacher can use this time to highlight important concepts demonstrated in student writing. Fellow students will be given the opportunity to share what they noticed, enjoyed, and appreciated.

Party Berries • Before You Begin
Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten



Raven Writes
Understanding by Design
(UbD) Unit

Party Berries
Narrative Writing
Kindergarten

Time frame: 5–6 weeks

Developed by The Raven Writes Team

Unit Synopsis This unit takes young writers on a culturally relevant and place-based journey rooted in traditional harvesting practices. The shared berry picking experience ensures all students can access learning. It provides the opportunity to develop common background knowledge and oral language.

The shared experience continues throughout the unit as students preserve, prepare, observe, and write about berries. This textured approach to teaching writing allows students to use all five senses to inspire stories in a developmentally appropriate way. Teachers will facilitate meaningful play opportunities and Story Workshop to wake up student stories.

Stage 1—Identify Desired Results

TRANSFER GOALS

How will students transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course?

Students will be able to independently use their learning to...

1. create a strong classroom community by practicing wook.een, being and working together.
2. narrate a real or imagined event or loosely linked events through artistically representation, dictating, and writing.

MEANING

Enduring Understandings

What are the big ideas and specific understandings students will have?

Overarching & topical understandings?

What misunderstandings are predictable?

Essential Questions

What provocative questions will foster inquiry into the content and beyond?

Overarching essential questions...

1. What makes a strong community?
2. How can I share my stories?
3. What makes a strong story?
4. How can I be prepared to harvest?

Cultural Understandings

Students will understand that...

1. their actions can strengthen their community.
2. working together builds a strong community.
3. stories can teach us about ourselves, others, the traditions of our families, and our relationship and use of the environment.

Academic Understandings

Students will understand that...

1. narrative stories can be real or imagined and tell events in order.
2. adding details can strengthen their story.
3. there are many ways to share a story, such as speaking, singing, artistically representing, and writing words.

Related misconceptions...

1. Pictures do not count as writing.

ACQUISITION

Knowledge

What knowledge will students acquire as a result of this unit?

Students will know...

1. narrative writing tells a story with characters, setting, and plot.
2. stories have a beginning, middle, and end.
3. pictures with details can tell a story.
4. being prepared for a field trip means wearing appropriate clothing.

Skills

What skills will students acquire as a result of this unit?

Students will be able to...

1. tell the events in a story in the order in which they occurred.
2. stay on topic when dictating, drawing, or writing.
3. identify a ripe blueberry.
4. stay safe while harvesting.

STANDARDS

Alaska English Language Arts Standards – Kindergarten

W.K.3 Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Alaska English Language Arts Standards – Speaking and Listening: Comprehension and Collaboration, Kindergarten

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge, Kindergarten

SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.

Alaska English Language Arts Standards –Language: Conventions of Standard English, Kindergarten

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use, Kindergarten

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Alaska Standards for Culturally Responsive Curriculum

- A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.
- B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
- C. Culturally-knowledgeable students are able to actively participate in various cultural environments.
- E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Stage 2—Evidence and Assessment

GRASPS Elements of the Performance Task	
GOAL	Publish a children's book about the forest
ROLE	Children's book author
AUDIENCE	School Community
SITUATION	You are a children's book author growing up in Southeast Alaska. You notice that there are not many stories shared about your community. Your job is to write a real or imagined story about an experience with a forest.
PRODUCT/ PERFORMANCE	Class book will be gifted to the school library.
STANDARDS & CRITERIA FOR SUCCESS	See rubric in the Assessments section.

Stage 3—Learning Plan

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
1	Kanat'a & Wooch.een Yei Jinaxtoonei	<ol style="list-style-type: none"> 1. Read aloud, <i>Berry Song</i> by Michaela Goade (15 min.) 2. Story Workshop (30 min.) 	45 min.	<p>Before lesson 1:</p> <ul style="list-style-type: none"> • Copy pre-assessment (1 per student). • Administer the pre-assessment and evaluate using the 1st Grade Narrative Writing Rubric. <p>Gather:</p> <ul style="list-style-type: none"> • Story mats • Cut paper pieces • Student portfolios <ul style="list-style-type: none"> • Copy home journal and shared experience permission form for each student • Schedule bus for the shared experience • Check out Party Berries supplies kit
2	<i>Let's Go! A Harvest Story</i>	<ol style="list-style-type: none"> 1. Song: "Wooch.een At Shi" (2 min.) 2. Read aloud, <i>Let's Go! A Harvest Story</i> by Hannah Lindoff (15 min.) 3. Story Workshop (30 min.) 	47 min.	<p>Gather:</p> <ul style="list-style-type: none"> • Story mats • Cut paper pieces • Student portfolios <p>Cue:</p> <ul style="list-style-type: none"> • Song: "Wooch.een At Shi"

Party Berries • Unit Overview: Stage 2
Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
3	<i>Berry Song</i>	<ol style="list-style-type: none"> Song: "Wooch.een At Shi" (2 min.) Picture walk of <i>Berry Song</i> by Michaela Goade (15 min.) Story Workshop (45 min.) 	-1 hour	Gather: <ul style="list-style-type: none"> Story mats Cut paper pieces Student portfolios <ul style="list-style-type: none"> Pre-select images for picture walk demo Review Interactive Modeling strategy card
4	Details of Berries	<ol style="list-style-type: none"> Song: "Berry Picking Song" (2 min.) Read aloud, <i>Picking Berries</i> by Hannah Lindoff (10 min.) Characteristics of berries (10 min.) Story Workshop (40 min.) 	-1 hour	
5	My Favorite Berry	<ol style="list-style-type: none"> Read aloud, <i>Jamberry</i> by Bruce Degen (15 min.) Berry tasting (15 min.) Favorite Berries graph (5 min.) 	35 min.	Gather: <ul style="list-style-type: none"> <i>Picking Berries</i> images Variety of berries <ul style="list-style-type: none"> Write Tlingit/English words on board Review Tlingit word list

Party Berries • Unit Overview: Stage 3
 Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
6	We Are Prepared	<ol style="list-style-type: none"> Song: "Wooch.een At Shi" or "Berry Picking Song" (2 min.) Reread <i>Picking Berries</i> by Hannah Lindoff (15 min.) Shared writing (15 min.) 	-30 min.	Gather: <ul style="list-style-type: none"> Chart paper Drawing paper Writing tools <ul style="list-style-type: none"> Review Interactive Writing Strategy Card and Shared Experience Fundamentals Cue: <ul style="list-style-type: none"> "Wooch.een At Shi" or "Berry Picking Song" <ul style="list-style-type: none"> Prepare a shared experience reminder to send out to families. Gather additional outdoor gear for students as needed.
7	I Can Harvest Berries with Respect	<ol style="list-style-type: none"> Song: Haa Kustecyi Chorus with Gestures and Images (2 min.) <i>Berry Song</i> by Michaela Goade (posters picture walk) (15 min.) Interactive writing (class letter) (30 min.) 	-45 min.	Gather: <ul style="list-style-type: none"> <i>Berry Song</i> by Michaela Goade (posters) Big chart paper for writing a letter <ul style="list-style-type: none"> Review the <i>Berry Song</i> poster excerpts Invite an Elder or cultural specialist into the classroom Cue: <ul style="list-style-type: none"> Haa Kustecyi Chorus with Gestures and Images

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
8	Harvest Time	<ol style="list-style-type: none"> 1. Read aloud <i>Native Values: Living in Harmony</i> by Dr. Rosita Kaahini Worl (5 min.) 2. Reread class letter (5 min.) 3. Shared experience (1.5 hours.) 	-1.5 hours	Gather: <ul style="list-style-type: none"> • Berry buckets • Appropriate outdoor gear • First aid • Letter to the forest (Lesson 7) • Request a volunteer to take photographs.
9	Processing Berries with Care	<ol style="list-style-type: none"> 1. Read aloud, <i>Mary's Wild Winter Feast</i> by Hannah Lindoff (10 min.) 2. Clean berries (20 min.) 3. Jar berries (teacher) (30 min.) 	1 hour	Prep: <ul style="list-style-type: none"> • Prepare jars by cleaning with soap and water. • Place harvested berries in bowls (one bowl per table group). • Gather remaining berries and place in storage bags to freeze. • Copy sentence stem template: "I can share with _____" (one per student). • Jarring materials (see Lesson 9 for full list). • Read Jarring Directions. • Plan to boil berries in the classroom or at home. • Review blueberry jarring video. Cue: <ul style="list-style-type: none"> • "Berry Picking Song"

Party Berries • Unit Overview: Stage 3
 Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
10	Sequencing the Shared Experience	<ol style="list-style-type: none"> 1. Song: "Wooch.een At Shi" (2 min.) 2. Whole group retell of shared experience (8 min.) 3. Puzzle piece retell (25 min.) 	-30 min.	Gather: <ul style="list-style-type: none"> • Shared experience photographs • See lesson for cutting details • Chart paper and pen • Telling a Story Across your Fingers strategy card • Review Shared Writing strategy card and Telling a Story Across Your Fingers Cue: <ul style="list-style-type: none"> • Song: "Wooch.een At Shi"
11	Storytelling Through Play	<ol style="list-style-type: none"> 1. Teacher storytelling (5 min.) 2. Student storytelling (5 min.) 3. Partner retell (5 min.) 4. Individual drawing and/or writing (15 min.) 	30 min.	Gather: <ul style="list-style-type: none"> • Prop materials (from one of the centers) • Chart paper • Writing tools • Beginning, middle, end template for each student • Practice the story ahead of time with chosen props. • Pre-group students for center work.

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
12	I Can Describe Blueberries	<ol style="list-style-type: none"> 1. Review of Tlingit words (5 min.) 2. Teacher observational drawing (15 min.) 3. Observational drawing (15 min.) 	35 min.	<p>Gather:</p> <ul style="list-style-type: none"> • Photographs of blueberry branches • See lesson for details • <i>Picking Berries</i> images • Drawing materials • Drawing from observation cycle poster • Review the Tlingit word list. <p>Cue</p> <ul style="list-style-type: none"> • "Berry Picking Song." <p>Note: Save blueberry drawings for Lesson 21 (<i>Blueberry Bush Finger Painting</i>).</p>
13	Characters	<ol style="list-style-type: none"> 1. Read aloud, <i>Blueberries for Sal</i> by Robert McCloskey (10 min.) 2. Identify and describe characters (5 min.) 3. Story Workshop (45 min.) 	~1 hour	<p>Gather:</p> <ul style="list-style-type: none"> • Chart paper • Writing tools • Variety of character figurines • Story Workshop materials • Paper

Party Berries • Unit Overview: Stage 3
Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
14	Setting	<ol style="list-style-type: none"> 1. Introduce setting (5 min.) 2. Picture walk <i>Blueberries for Sal</i> by Robert McCloskey (5 min.) 3. Settings around the classroom (15 min.) 4. Story Workshop (45 min.) 	~1 hour	<p>Gather:</p> <ul style="list-style-type: none"> • Chart paper/pen • Photographs of community settings • Post a variety of photographs (10-15) around the classroom that can be easily seen by students.
15	Writing a Story in Order	<ol style="list-style-type: none"> 1. Read aloud, <i>Blueberry Shoe</i> by Ann Dixon (10 min.) 2. Ordering letters (5 min.) 3. Story Workshop (45 min.) 	1 hour	<p>Gather:</p> <ul style="list-style-type: none"> • Each student will need a bag containing the letters in their name • Chart paper/pen • Story Workshop materials • Writing tools • Beginning, middle, end template (one for each student)
16	I Can Write Stories!	<ol style="list-style-type: none"> 1. Song: "Wooch.een At Shi" or "Berry Picking Song" (2 min.) 2. Picture walk of previously read mentor texts (13 min.) 3. Story Workshop (45 min.) 	1 hour	<p>Gather:</p> <ul style="list-style-type: none"> • Previously read mentor texts • Anchor charts from previous lessons • Story mats • Story workshop materials • Writing tools • Paper <p>Cue:</p> <ul style="list-style-type: none"> • "Wooch.een At Shi" or "Berry Picking Song"

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
17	Showing Gratitude	<ol style="list-style-type: none"> 1. Song: "Gunakchesh Aya" (2 min.) 2. School tour (13 min.) 3. Shared letter writing (15 min.) 4. Student thank you cards (20 min.) 	-1 hour	Gather: <ul style="list-style-type: none"> • Thank you letter template • Drawing materials <ul style="list-style-type: none"> • Plan 1-3 locations in your school to tour Cue: <ul style="list-style-type: none"> • "Gunakchesh Aya"
18	Ingredients, Tools, Recipes	<ol style="list-style-type: none"> 1. Watch <i>Molly of Denali</i> episode (15 min.) 2. Shared writing - blueberry pancake recipe (30 min.) 	45 min.	Gather: <ul style="list-style-type: none"> • Butcher/chart paper • Writing tools • Blueberry pancake recipe template • Blueberry pancake recipe Cue: <ul style="list-style-type: none"> • Molly of Denali: "New Niyaji" (Season 1, Episode 12) <ul style="list-style-type: none"> • Make copies of the pancake recipe template (one for each student)
19	Let's Make Blueberry Pancakes	<ol style="list-style-type: none"> 1. Opening song: "Wooch.een At Shi" (2 min.) 2. Make blueberry pancakes (30 min.) 3. Eat blueberry pancakes (10 min.) 4. Read aloud, <i>Native Values: Living in Harmony</i> by Dr. Rosita Kaahani Worl (5 min.) 5. Share with school staff (13 min.) 	-1 hour	Gather: <ul style="list-style-type: none"> • Pancake ingredients • Pancake cooking equipment • Plates and forks • Pancake recipe template • Blueberry pancake recipe • Writing tools

Party Berries • Unit Overview: Stage 3
Sealaska Heritage Institute 2023 • Raven Writes, Kindergarten

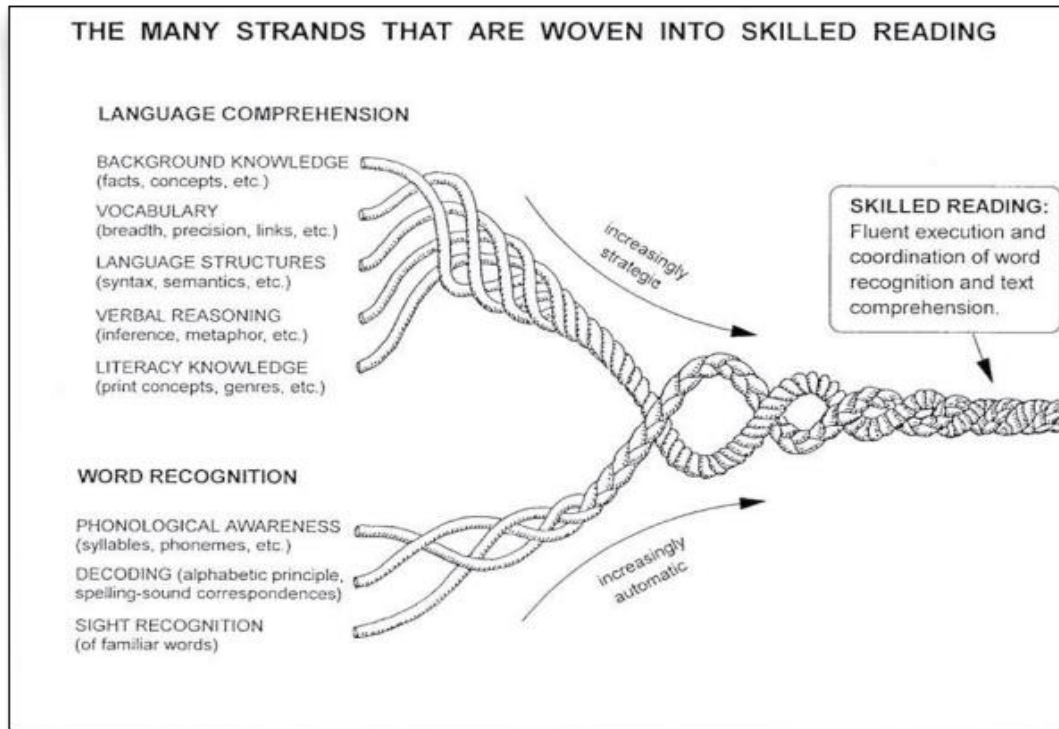
#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
19	Let's Make Blueberry Pancakes <i>continued</i>		-1 hour	<ul style="list-style-type: none"> • Plan pancake/card delivery Cue: <ul style="list-style-type: none"> • "Wooch.een At Shi" and "Berry Picking Song"
20	Stories with Blueberry Playdough	<ol style="list-style-type: none"> 1. Read aloud, <i>Berry Magic</i> by Teri Sloat and Betty Huffmon / Students knead dough (15 min.) 2. Story Workshop (45 min.) 	1 hour	Gather: <ul style="list-style-type: none"> • Playdough ingredients • Large storage bags for playdough • Paper • Writing tools <ul style="list-style-type: none"> • Prepare playdough for students to knead (see lesson for instructions)
21	Blueberry Bush Finger Painting	<ol style="list-style-type: none"> 1. Blueberry branch photograph/observational drawings (10 min.) 2. Finger painting invitations (20 min.) 	30 min.	Gather: <ul style="list-style-type: none"> • Photographs of real blueberry bushes • Student drawings of blueberries from lesson 12 • Another option is to copy the blueberry bush template • Blue finger paint • Brushes (optional) • Chart paper • Marker <ul style="list-style-type: none"> • Prepare playdough for students to knead (see lesson for instructions)

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
22	Invitations for Writing Celebration	<ol style="list-style-type: none"> 1. Read aloud, <i>You Hold Me Up</i> by Monique Gray-Smith and Danielle Daniel (5 min.) 2. Shared writing - invitations (10 min.) 3. Student writing - invitations (15 min.) 	20 min.	Gather: <ul style="list-style-type: none"> • Invitations from Lesson 21 • Invitation info template • Story Workshop materials • Writing tools <ul style="list-style-type: none"> • Prepare and print invitation info template (one for each student)
23	Final Performance Task	<ol style="list-style-type: none"> 1. Song: "<i>Wooch-eeen At Shi</i>" (2 min.) 2. Picture Walk (15 min.) 3. Story Workshop (30min.) 	~1 hour	Gather: <ul style="list-style-type: none"> • Mentor texts • Chart paper • Story workshop materials • Writing tools • Stapler or book binding materials <ul style="list-style-type: none"> • Schedule a gallery walk or visit to the preschool or Kindergarten class.
24	Party Berries Recipe	<ol style="list-style-type: none"> 1. Thinking routine (10 min.) 2. Shared writing - recipe (10 min.) 3. Party berries drawing/labeling (10 min.) 	30 min.	Gather: <ul style="list-style-type: none"> • Party berries photograph • Part berries cup template • Chart paper • Marker <ul style="list-style-type: none"> • Copy party berry cup template (one per student).

Party Berries • Unit Overview: Stage 3
Sealsika Heritage Institute 2023 • Raven Writes, Kindergarten

#	Lesson Title	Brief Description of Lesson Activities	Time	Teacher Preparation
24	Party Berries Recipe <i>continued</i>		30 min	<ul style="list-style-type: none"> • Send a note or email to families, reminding them of the writing celebration.
25	Celebrate Berries with Families	<ol style="list-style-type: none"> 1. Writing celebration preparation 2. Writing Celebration w/ Party Berries 	1-2 hours	Gather: <ul style="list-style-type: none"> • Writing samples • Story Workshop materials • Dramatic play materials • Writing portfolios • Tub of mentor texts • Photographs <ul style="list-style-type: none"> • Ensure each student has someone attending the writing celebration. • Set up bowls and ingredients for making party berries at each table group. • Display class party berry recipe from Lesson 24 prominently in the room to be used as a reference for table groups. • Inform office staff of the writing celebration and communicate school visitor policies ahead of time to families. • Print/copy post assessment (1 per student). Administer the post-assessment after lesson 25. Evaluate using the Developmental Learning Writing Scale.


Appendix Q: Scarborough's Rope and i-Ready Chart



Word Recognition	
Decoding	
<i>i-Ready Diagnostic</i> Phonics Domain	Grades K–2 and some students in Grades 3–12*
<i>i-Ready Literacy Tasks</i> for Letter Sound Fluency	Grades K–2
<i>i-Ready Literacy Tasks</i> for Pseudoword Decoding Fluency	Grades K–3
<i>i-Ready Literacy Tasks</i> for Spelling and Encoding	Grades 1–3
Phonological Awareness	
<i>i-Ready Diagnostic</i> Phonological Awareness Domain	Grades K and 1 and some students in Grade 2*
<i>i-Ready Literacy Tasks</i> for Phonological Awareness	Grades K–2+
Sight-Word Recognition	
<i>i-Ready Diagnostic</i> High-Frequency Words Domain	Grades K–2 and some students in Grades 3–8
<i>i-Ready Literacy Tasks</i> for Word Recognition Fluency	Grades K–3
Language Comprehension	
Vocabulary	
<i>i-Ready Diagnostic</i> Vocabulary Domain	Grades K–12
<i>i-Ready Diagnostic</i> Comprehension Domains	Grades K–12
Background Knowledge, Language Structures, Literacy Knowledge, and Verbal Reasoning	
<i>i-Ready Diagnostic</i> Comprehension Domains	Grades K–12
Fluency	
Passage Reading Fluency	
<i>i-Ready Literacy Tasks</i> for Passage Reading Fluency	Grades K–6+

*For information about how *i-Ready* assessments can be used to assess phonics and phonological awareness for more students at higher grades, please contact an *i-Ready* Educational Consultant or Partner Success Manager.

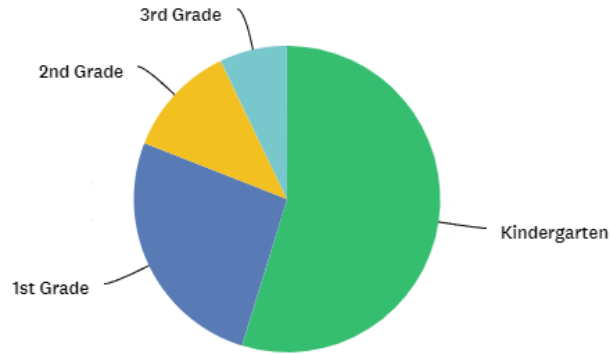
Appendix R: Job Description for Individual Skill Provider (ISP)

 Job Description			
Job Title:	Youth Services Individual Skill Provider	Revision Date:	9/15/2022
Department:	Youth Services	Employment Status:	Part-Time
Program:	Health Systems	FLSA Status:	Non-Exempt
Reports To:	Youth Services Case Manager	Schedule:	30 Plus Hours
Supervises:	N/A	Preference:	TERO Ordinance 2017- 01, P.L. 93-638
Job Summary			
<p>Individuals Skill Providers (ISPs) provide direct Therapeutic Behavioral Health Services to assigned un'ina in a variety of settings. ISPs work as part of a pool of staff and may require changes to their assigned un'ina(s) and/or work location. Under the supervision of Youth Services Case Managers and direction of the Youth Services Supervisor and Behavioral Health Clinicians, the ISP provides active individual and group interventions to assigned un'ina with a focus on positive behavior support, to assist un'ina in meeting the goals outlined in their individualized behavioral health treatment plan. Work hours vary depending upon location and need; however, ISPs typically have a regular schedule that is consistent with school days/times. The ISP is accountable to complete daily documentation in a timely and efficient manner as well as ensure that documentation meet standards as specified in regulations and KIT policies and procedures. The ISP is responsible for promoting a safe and positive work environment as well as maintaining a positive on-going relationship with supervisors, co-workers, collaborating staff/professionals, and other agencies within the KIT service delivery system.</p>			
Essential Functions			
<ul style="list-style-type: none"> • Provide direct and active Therapeutic Behavioral Health Services as coordinated by the supervising Case Manager, the un'ina Clinician, and/or the Youth Services Supervisor to an individual or a group of assigned un'ina in a variety of settings (including, but not limited to the school, community, and the un'ina home) • Document active interventions that support un'ina work to address the goals identified on the un'ina individualized treatment plan (including un'ina behaviors, staff interventions, and un'ina responses) on a daily basis and in a timely and efficient manner • Ensure that all documentation complies with supervisory instructions and standards established by KIT • Maintain attendance arranged by the Youth Services Case Manager or Youth Services Supervisor • Demonstrate positive therapeutic boundaries with un'ina and their families • Attend all required staff meetings and trainings • Promote good relations with coworkers, un'ina, school staff, and community agencies through professional, respectful, and effective engagement • Provide transportation for un'ina as needed and in compliance with state/federal laws and KIT policies and procedures • Maintain confidentiality in accordance with KIT and NFC policy 			

Appendix S: Intent to Enroll Survey Data

Grade of child you wish to enroll at Tuten Charter School for the 2025-26 school year:

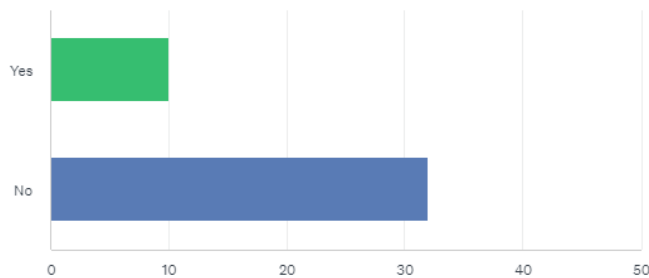
Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES
Kindergarten	54.76% 23
1st Grade	26.19% 11
2nd Grade	11.90% 5
3rd Grade	7.14% 3
TOTAL	42

Does your child require special education services (i.e. do they have an IEP, 504 plan)?

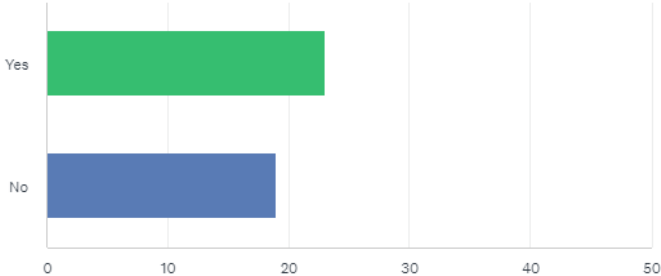
Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	23.81% 10
No	76.19% 32
TOTAL	42

Does your child require bus transportation to and from school?

Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	54.76%	23
No	45.24%	19
TOTAL		42