



Tuġen Charter School



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





TO

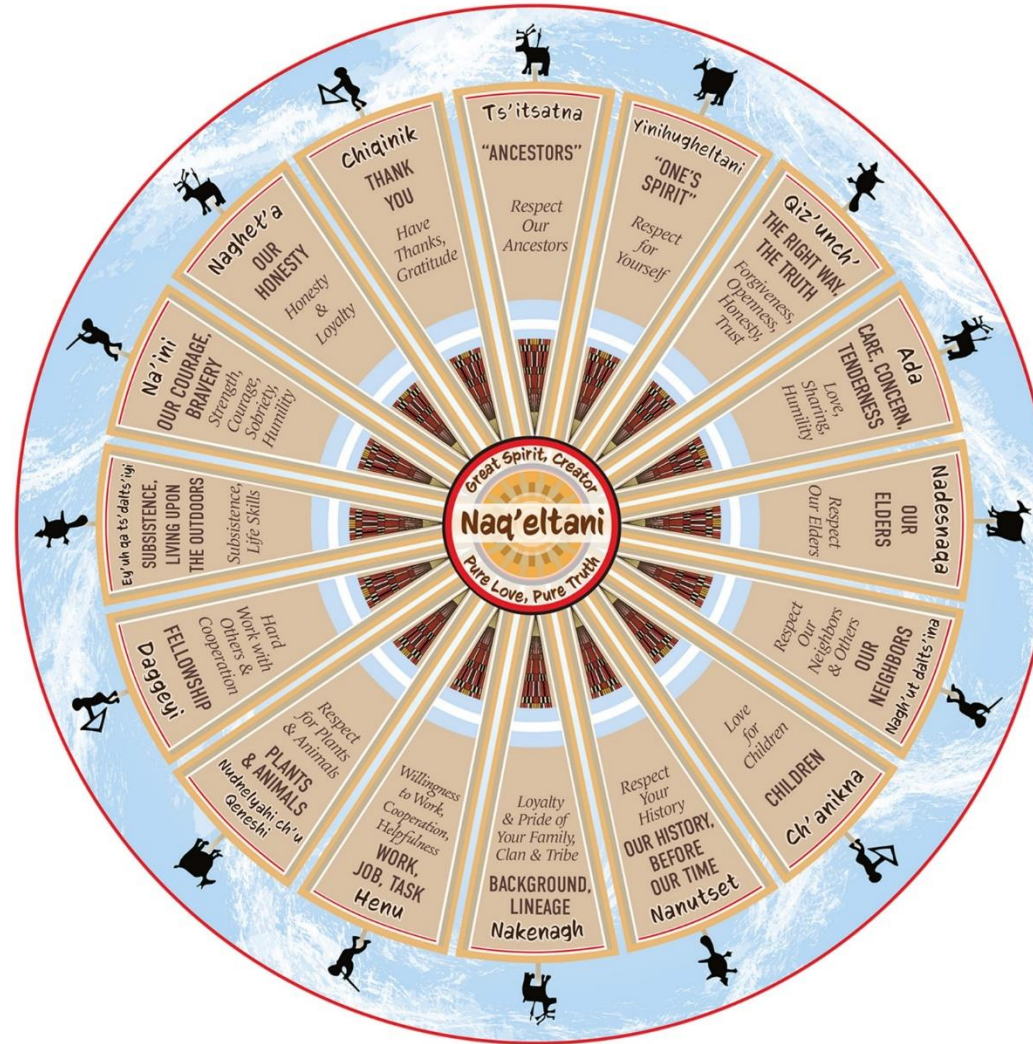
ASSURE

KAHTNUHT'ANA DENA'INA

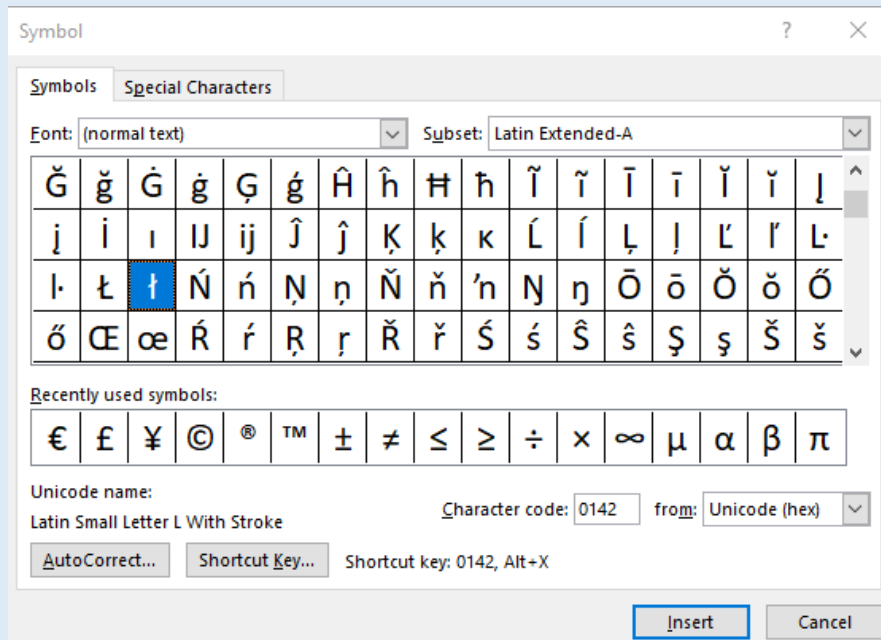
THRIVE FOREVER



Kenaitze Indian Tribe's Traditional Values



Tułen



*Dena'ina for
“the current is
flowing” or
“the river will
flow”*



Vision

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

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

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



Mission

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



Goals



Goal 1

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



Goal 2

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



Goal 3

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



Goal 4

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



Goal 5

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



Goal 6

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



Goal 7

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



Goal 8

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



Goal 9

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



Staffing





Staffing

- 1.0 Principal/Teacher
- 1.0 Certified Teacher
- 0.5 Certified Special Education Teacher, 0.5 Certified Teacher
- 0.5 Administrative Assistant
- Services provided by Kenaitze and contracted through MOU:
 - Custodial, kitchen, nursing, OT, PT, Tutor Liaisons, ISP, Culture Instructors, Language Instructors
 - These positions will be Kenaitze Indian Tribe employees



APC Members

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



Initial APC Members

Kaylee Gorrod

Chantilly Bayes

Diane Bernard

Dr. Katie Archer Olson

Kyle McFall

Jennifer Williams

Bernadine Atchison



School Calendar

Subsistence Week

(Visuals Provided in Appendix M)



Daily Schedule

1st-3rd Grade (Multiage Classroom)

<u>Time</u>	<u>Class/Activity</u>
8:50-9:20	Drop-off/Morning Recess/Breakfast
9:20-9:35	Talking Circle with <u>Dena'ina Language Immersion</u> <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 <u>Dena'ina Language Immersion</u> <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



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















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

– Dr. Angayuqaq “Oscar” Kawagley



Sealaska Culturally Responsive Teaching Practices

I. Teacher Awareness

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

II. Learning Partnerships

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



Sealaska Culturally Responsive Teaching Practices

III Information Processing

Instructional Practices

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

Learning Environment

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

Routines

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



Sealaska Culturally Responsive Teaching Practices

IV. Community Building

Families and Community Partnerships

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

Classroom Community

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





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

Tribe seeks feedback on future charter school

MAY 15, 2024



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

[READ MORE >](#)

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

Tribe plans community meeting to discuss future charter school

MARCH 8, 2024



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

[READ MORE >](#)



Curriculum-Ideas

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

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

art, craft & dance

Language - Dena'ina

Community & Place Based Education • Development

• Ask Wisdom Keepers & Storytellers •



Curricular Programs

- Raven Writes and i-Ready Reading
 - RW – Science and Social Studies content standards
 - Narrative unit (Appendix P)
 - i-Ready - supplementary
- i-Ready Math
- STEAM
- PE and Specials

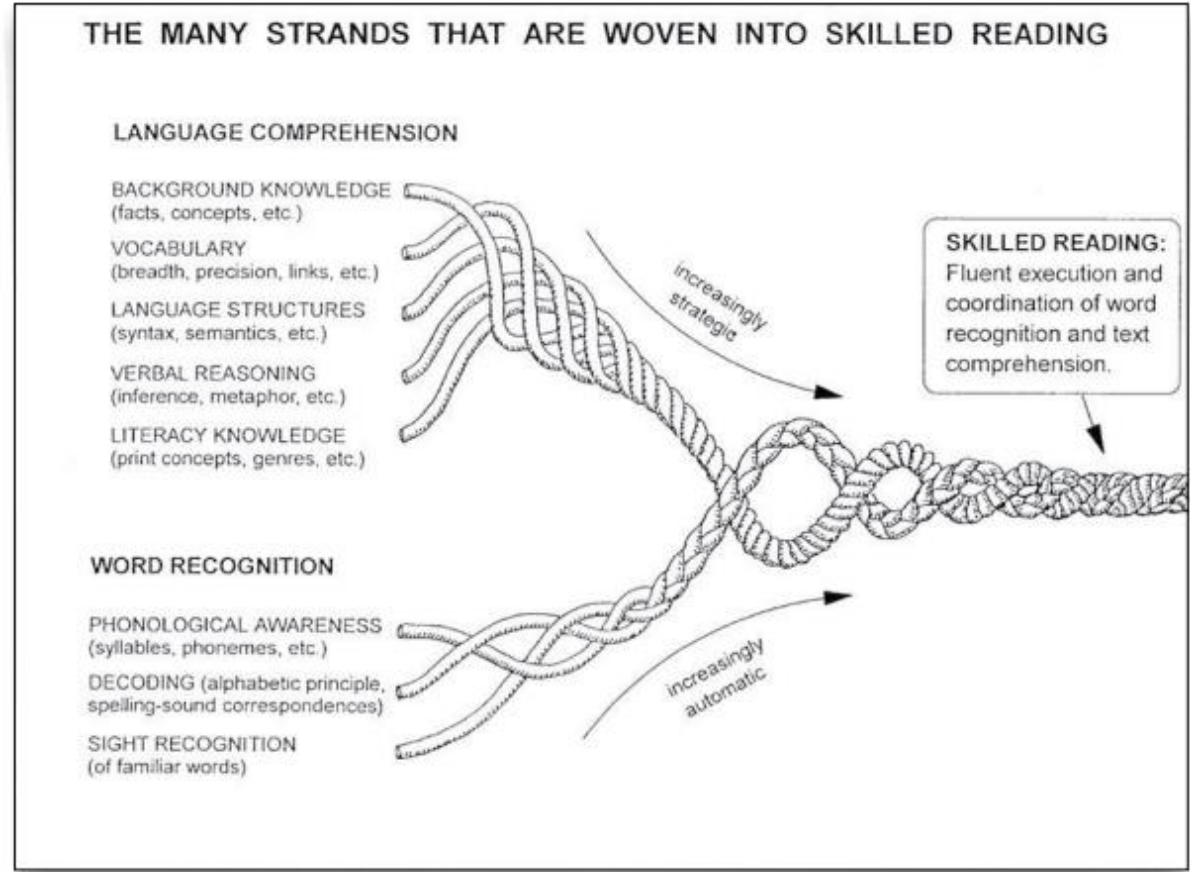
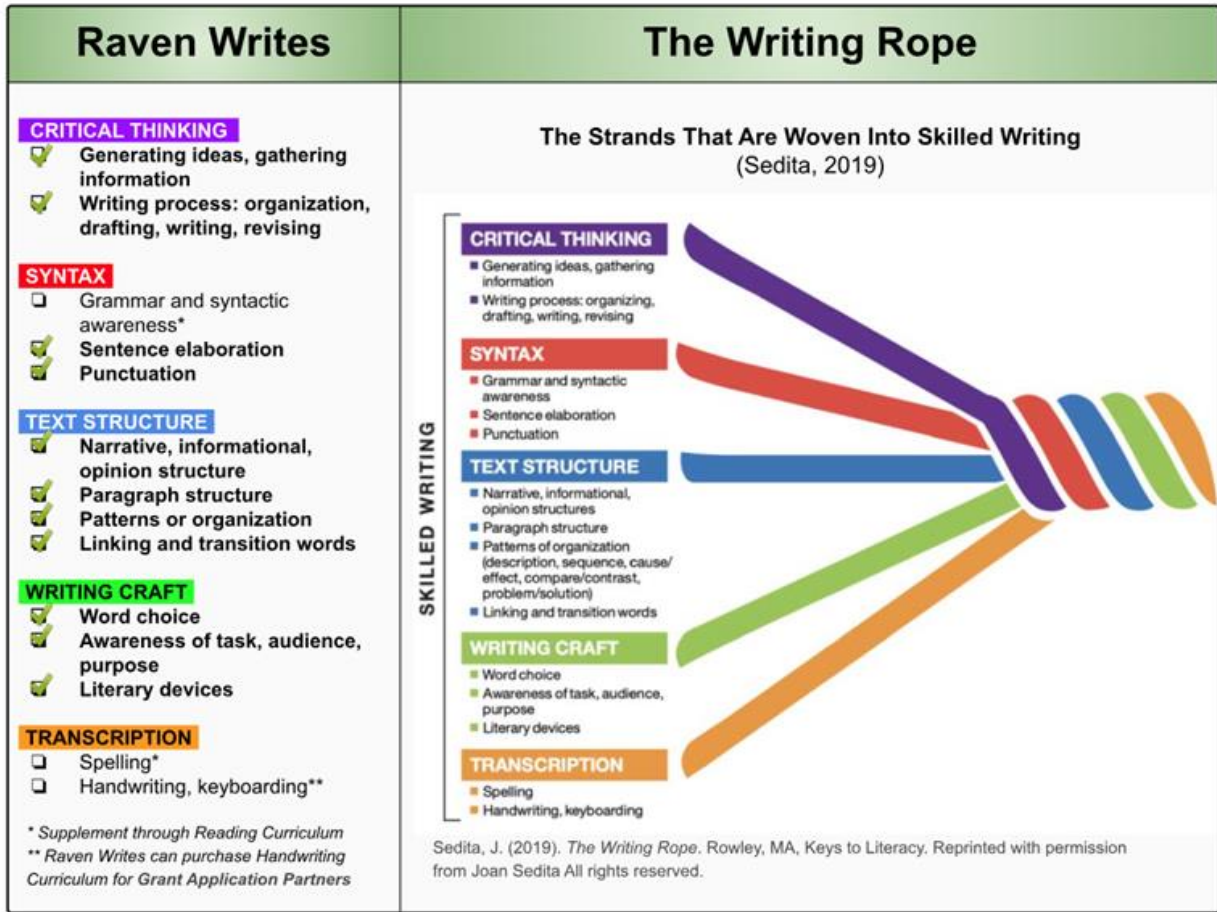


Word Recognition	
Decoding	
<i>i-Ready Diagnostic Phonics Domain</i>	Grades K-2 and some students in Grades 3-12*
<i>i-Ready Literacy Tasks for Letter Sound Fluency</i>	Grades K-2
<i>i-Ready Literacy Tasks for Pseudoword Decoding Fluency</i>	Grades K-3
<i>i-Ready Literacy Tasks for Spelling and Encoding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



Sealaska's The Writing Rope & Scarborough's Reading Rope



Student Success

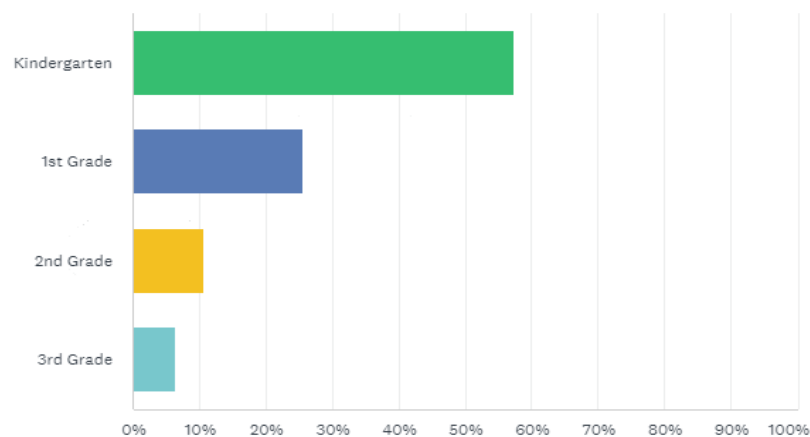
- Promoting whole child curriculum and individualized learning pathways
 - Teach Smart – visuals of reports and data collection (Appendix N)
 - RTI
- Social emotional learning and trauma-informed practices
 - Conscious Discipline
- Small class sizes
 - PTR and enrollment survey data (Appendix S)
- Providing educational services in compliance with individual education plans
- Use of assessments to inform instruction and the learning process



Enrollment Survey Data

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

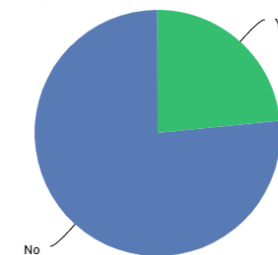
Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES
Kindergarten	57.45% 27
1st Grade	25.53% 12
2nd Grade	10.64% 5
3rd Grade	6.38% 3
TOTAL	47

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

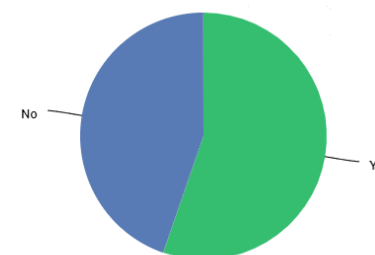
Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	23.40% 11
No	76.60% 36
TOTAL	47

Does your child require bus transportation to and from school?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	55.32% 26
No	44.68% 21
TOTAL	47



Professional Development

Use of Subsistence Week



Luq'a uqu tahvit tanihlgits - We are hunting
fish with a net we set

Mitni atu auldaa - it in the water

qu'yutdi tuq'a yes dazulchin - Bo



The Facility

Kahtnuht'ana Duhdeldiht Campus











Food Services

- TCS will develop a standalone program with NSLP
 - Responsible for purchasing food and supplies, providing staffing
- TCS will not receive any food, supplies, or food services staffing from KPBSD



Admission



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



Enrollment Priorities

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

* Independent lottery program - SchoolMint



Preliminary Funding Formula

Kenaitze Estimated Foundation Funding Formula

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	<u>\$1,077</u>

Total Estimated Revenue Per Capita Funding

		<u>\$402,306</u>
	%	
Less indirect cost rate *	4.0000	\$15,473
Funds available for operation		\$386,833

Charter schools are capped at 4%



Projected Budget

Includes additional allowable, AK state charter school grant, and projected expenditures

KPBSD Charter School Information Additional Allowable to Charter Schools per HB 278

FY25 Preliminary

Borough Support	\$56,228,307	
Required Contribution	\$33,151,200	
Additional Allowable Support	\$23,077,107	
Total District Adjusted ADM	\$16,789.70	
Increase per Adjusted ADM	\$1,374.48	
Tulen AADM	67.320	\$92,529.99

Tulen Charter School Projected Budget and Expenditures

\$402,306.00	Foundation Formula
\$20,000.00	AK State Charter School Grant
<u>\$92,530.00</u>	Additional Allowable
\$514,836.00	Total Revenue

Object Code			
\$104,901.00	3100	Principal/Teacher	1.0 FTE
\$149,802.00	3100	Certified Teacher	2.0 FTE
\$10,000.00	3100	Subs	
\$24,805.00	3200	Administrative Assistant	.50 FTE
\$135,435.00	3500	Employee Benefits	
\$15,000.00	4100	Professional Technical services	
\$15,164.00	4400	In-Kind	
\$20,000.00	4500	Supplies/Materials	
\$1,000.00	4500	Office Supplies	
\$15,473.00	4950	Indirect Services	
<u>\$13,000.00</u>	5100	Equipment	
\$504,580.00		Total Expenditures	



Transportation



KPBSD Bus Transportation

- Serviced by routes 100, 130, and 131
- Drop off no later than 9:15 am
- Pick-up will occur at 3:35 pm

130- Kaleidoscope Charter- AM

Last Updated 4297 marc.charlesworth Bayes, Dustin Last Updated 10/9/24

		LOCATION
1	8:03 am	42379 WINRIDGE AVE
2	8:15 am	2845 WATERGATE WAY
3	8:16 am	PIRATES LN & 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	KALIFORNSKY 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 Bayes, Dustin Last Updated 9/19/24

		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	KALIFORNSKY BEACH RD & DALTON ST N
17	4:46 pm	ARRIVE @ BUS BARN



Chiqinik – Thank You

Kyle McFall, Education Director
Kenaitze Indian Tribe

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907-335-7254

