

American Rescue Plan Act Competitive Grant:
State Tribal Education Compact Demonstration Tribal Partners
 Request for Applications

Appendix A: Cover Page

Application Information	
Legal Name of Applicant/Organization	Ketchikan Indian Community
Address	2960 Tongass Ave. Ketchikan, AK 99901
Name and Title of Program Contact (the person to be contacted on matters involving this application)	Sonya Skan Education and Training Director
Telephone Number	907-228-9374
Fax Number	800-503-2084
Email Address	sskan@kictribe.org
Type of Application (Tribe, Tribal Designee, Group)	Tribe
If Group, List the Entity Responsible for Operating the Grant on Behalf of the Group	N/A
If Group, List all Entities Represented in the Application	N/A
Name of Local School District(s) Applicant is Physically Located Within	Ketchikan Gateway Borough School District



RESOLUTION:

22-81

TITLE: STATE TRIBAL EDUCATION COMPACTING

- WHEREAS, the Ketchikan Indian Community (“KIC” or the “Tribe”), is a federally recognized Tribal government organized under a Constitution and Bylaws (collectively, the “Constitution”) ratified on October 18, 2017, and previously organized under a Constitution and Bylaws ratified on January 16, 1979, and previously organized under a Constitution and Bylaws ratified on January 27, 1940, in each instance pursuant to Section 16 of the Indian Reorganization Act (“IRA”) of 1934 as amended; and
- WHEREAS, the KIC Tribal Council (the “Tribal Council”) is the representative Tribal Government of the Tribe; and
- WHEREAS, The Tribe has prioritized education in its strategic plan to have a higher graduation rate and less of a gap in test scores as well as a better attendance rate for our Tribal Members; and
- WHEREAS, The diversity of our Tribe and knowing that when we expand education beyond traditional standard curriculum to include our heritage languages, art, history, and a subsistence lifestyle will allow the Tribe to exercise our sovereign rights, and to exercise our self-determination, to improve schools, and to increase educational attainment for all students; and
- WHEREAS, Tribal compacting will give the Tribe the ability to work with the State Department of Education to manage our own K-12 educational services, and to work with the state and other Tribes on what accreditation, teacher certification, academic standards and so forth will look like; and
- WHEREAS, The Legislature of the State of Alaska passed Senate Bill 34 (“SB 34”) which is “An Act relating to a demonstration state-tribal education compact; relating to demonstration state-tribal education compact schools; and
- WHEREAS, Section 1.(a) of this act specifies that the state Board of Education and Early Development (the “board” or “state board”) shall negotiate a demonstration state-tribal education compact with federally recognized tribes and tribal organizations in the state to establish demonstration state-tribal education compact schools; and
- WHEREAS, Section 1 also authorizes a governing body of a federally recognized tribe to initiate the negotiation by submitting a resolution to the board, on or before December 31, 2022, a resolution that requests negotiation under Section 1.(a); and
- WHEREAS, Ketchikan Indian Community has an interest to negotiate with the Alaska State Board of Education and Early Development on the topic of state-tribal education compacting; and
- WHEREAS, KIC also agrees to the assurances stipulated in form 05-23-028 if the State Tribal Education Compact Demonstration application is selected and that the Tribe understands that as part of the negotiation process the State Board of Education and Early Development shall consult with the governing body of the local school district and a representative of the

collective bargaining unit that represents teachers of the local school district's boundaries for which the demonstration State-Tribal Education Compact School is located within.

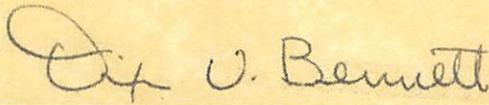
THEREFORE, BE IT RESOLVED THAT, Ketchikan Indian Community requests that additional financing and aid be granted to the Tribes by the Federal government to meet the Trust Responsibility to provide educational services to the Tribes; and

BE IT FURTHER RESOLVED that the Ketchikan Indian Community Tribal Council supports and advocates that the Alaska Legislature adopt legislative bills to provide the option for Tribes to enter into state-tribal education compacts and to create state-tribal education compact schools; and

BE IT FURTHER RESOLVED that the State of Alaska Department of Education and Early Development work with Tribes via government to government consultation to adopt appropriate regulations for Tribally Compacted Schools, including an alternate minimum school size.

CERTIFICATION

The foregoing resolution was adopted at a duly convened meeting of the Ketchikan Indian Community Tribal Council, assembled this 21st day of November, 2022 at 2960 Tongass, Ketchikan, Alaska 99901, by a vote of: 5 FOR and 0 AGAINST



11/21/2022

Trixie Bennett, President

Date

ATTEST:



11/21/2022

Judy Leask Guthrie, Secretary

Date

Effective: Date KIC 22-81			
Roll Call	Yes	No	Absent
BENNETT			X
SKAN			
LEASK GUTHRIE			X
EDWARDSON	X		
WILLARD			
FLANERY	X		
RUARO	X		
BURNS	X		
FIELDS			X
JOHNSON	X		



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

Indian Organization Indirect Cost Negotiation Agreement

EIN: 92-6002696

Date: 03/28/2022

Organization:

Ketchikan Indian Corporation
2960 Tongass Avenue
Ketchikan, AK 99901

Report Number: 2022-0013

Filing Ref:
Last Negotiation Agreement
dated: 08/25/2020

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Start Date	End Date	Rate Type	Name	Rate	Base	Location	Applicable To
01/01/2021	12/31/2021	Fixed Carry forward	Indirect	26.24 %	(A)	All	BIA (638)
			Indirect	71.13 %	(A)	All	IHS (638)
			Indirect	24.89 %	(A)	All	All Other Programs
01/01/2022	12/31/2022	Fixed Carry forward	Indirect	24.25 %	(A)	All	BIA (638)
			Indirect	68.78 %	(A)	All	IHS (638)
			Indirect	29.44 %	(A)	All	All Other Programs

(A) **Base:** Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

- A. **Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).
- B. **Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.
- C. **Changes:** The rate(s) contained in this agreement are based on the accounting system in effect at the time the proposal was submitted. Changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rate(s) in this agreement may require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.
- D. **Rate Type:**
1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of the costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.
 2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.
 3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment.
- E. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.
- F. **Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.
- G. **Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.
- H. **Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.
- I. **Use of Other Rates:** If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the

Section II: General (continued)

affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

J. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.
2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.
3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization

By the Cognizant Federal Government Agency

Ketchikan Indian Corporation

US Department of the Interior - BIA

DocuSigned by:
Susan Pickrell
E96FF8E4560747D...

DocuSigned by:
Craig Wills
B47DB1F4A5DB4BF..

Signature

Signature

Susan Pickrell

Craig Wills

Name:

Name:

Interim Chief Financial Officer

Division Chief
Indirect Cost & Contract Audit Division
Interior Business Center

Title:

Title:

4/7/2022

3/29/2022

Date

Date

Negotiated by: Elena Chan
Telephone: (916) 930-3824

Next Proposal Due Date: 06/30/2022

OVERVIEW NARRATIVE

Mission Statement (*Overview Narrative #1*)

We empower, enhance, and inspire our children's academic success, while honoring our cultural heritage and traditions.

Vision (*Overview Narrative #2*)

We ensure the prosperity of a culturally rich heritage and a thriving community of healthy and economic self-sufficient Tribal Citizens-from Ketchikan Indian Community.

Education Model & Pedagogical Approach (*Overview Narrative #3*)

Educational Model (Overview Narrative #3.a)

Ketchikan Indian Community (KIC) believes that each student stands the greatest chance for future success when provided relevant opportunities and substantive support, learning from community partners, culture bearers, and modern systems to create a well-rounded, authentic, and personally meaningful educational model. Therefore, the foundation of KIC's educational model is both student centric and experience based. Student academic and experiential learning will be mapped via a Personalized Learning Plan. Students will experience enhanced access to qualified teacher instruction and collaborative learning opportunities via small class sizes and intentional planning. Authentic project and problem-based experiences will be an instrumental part of linguistic and culturally responsive activities that affirm student's identities and ground their acquisition of knowledge in both place and time.

Personalized Learning Plan: From preschool to graduation, students will have a Personalized Learning Plan (PLP) that incorporates the student's academic needs, personal interests, learning style, and community and educational opportunities into a comprehensive, measurable plan for student success for the year. The PLP also considers past performance and future opportunities as part of a comprehensive longitudinal support plan that follows the student from year to year, better informing a holistic approach to each student's learning. The PLP will be developed together between the students, their guardians, and certificated educators. Where possible, students will be presented with meaningful opportunities and real-world choices, offering the experience of practicing the skill of evaluation and intentional, personal choice, thereby growing personal buy-in and interest in their own learning. These opportunities and decisions will naturally grow in scale and scope as students age and are able to more independently take advantage of what is available to them, so learning and practicing these skills is an integral piece of this model.

Experience-Based Learning: As has been demonstrated in KIC's previous work through projects like the Tribal Scholars Program, authentic and meaningful experiences have proven a cornerstone of success for students. Real, hands-on experiences help to place academic knowledge acquisition into a natural schema that students can extend outside a theoretical classroom situation. Problem and project-based learning activities will be incorporated to bring meaning and relevance to learning that is grounded in place, culture, and community. Activities like the Alaska Subsistence Foods Expedition and the Unmanned Underwater Vehicle project have proven especially significant in helping to make learning meaningful and relevant for students.

Intimate Learning Communities: KIC students have repeatedly expressed their appreciation for small class sizes and the positive impacts of having greater access to their instructors, as well as constructive relationships with other students. Small class sizes with multi-age support, targeting two similarly aged grade bands (i.e. PreK & K, 1st & 2nd, etc.) will allow for both extension and remediation with differentiated instruction that promotes students' mastery, rather than arbitrary promotion from one grade to the next. A multi-age framework also offers opportunities for older student peer to peer teaching and mentoring to younger students. Target class sizes will be between 15-20 students per class to allow for teachers to adequately meet the needs of each student.

Community & Culturally Affirming: Ketchikan Indian Community has made great strides in revitalizing the community, representative cultures, and regional languages. The KIC School will continue and extend those traditions by allowing greater integration within the community to access resources and also provide opportunities to students at all age levels. To ensure students are academically successful, instructors will use Alaska State Content and Performance Standards, Grade Level Expectations, and Alaska Standards for Culturally Responsive Schools, along with culturally affirming activities and projects that celebrate traditional knowledge and ways of living. Language should not simply be studied, but experienced. Therefore, students will also learn and practice regional languages as a part of their experiential learning activities, ensuring meaningful interactions with both language and culture in relevant contextual situations. Students will share their experiences with authentic audiences inside and outside of the classroom, demonstrating cumulative understanding of their learning. As students age and

advance in skill level, this will include creative uses of technology to share beyond their classroom and to the broader world.

Elder Guidance (Overview Narrative #3.b)

Elders play a pivotal role in this educational model. From consultation with educational staff, to collaboration on authentic project-based learning opportunities, elders will provide distinctive guidance on how to incorporate traditional ways of knowing and learning. Official elder positions are also built into the proposed advisory board that gives recommendations to the governing board. In this role, elders will have a leadership stake in working collaboratively with educational leaders, parents, and community members to help develop appropriate and meaningful learning opportunities for students.

Alignment with Tribal Mission, Vision, and Goals (Overview Narrative #4)

Ketchikan Indian Community has a long history of working hard to develop a supportive community that provides for the general well-being of all tribal members and beneficiaries, as per KIC's mission. A Pre-K to 12th grade comprehensive, tribally governed school is in direct alignment with the current Organization Vision and Strategic Direction. KIC's vision is, "We ensure the prosperity of a culturally rich heritage and a thriving community of healthy and economically self-sufficient Tribal Citizens." The school will also be designed to align with the 'house posts' strategic priorities: Live Our Culture, Build a Healthy Tribe & Citizens, Exercise Our Sovereignty, and Economic Self-Sufficiency. This school helps to teach and experience culture, to practice and build a holistic approach to healthy living, to raise our children in a community that respects and practices sovereignty, and to prepare our children for a future where

they can be successful in whatever they choose to do. These practices will, in turn, support the community and tribe to become stronger, healthier, and more successful in all that we do as we continue in our mission to provide for the general well-being of all tribal members and beneficiaries.

Tribal School Preparation (Overview Narrative #4.a)

The Education and Training Department of KIC exists to support our community through our mission, "...to provide opportunities to tribal members to achieve their education and vocational goals, to identify barriers to educational and vocational success, and to provide supports that will decrease barriers, increase self-sufficiency and promote well-being and cultural heritage throughout the Tribe." The Education and Training Department currently supports members in 5 major areas: Employment & Training Services, Post-Secondary Services, Cultural Education, Youth Services, and the Heritage Language Program. Through these programs, the department and staff have overseen powerful initiatives that support education, cooperated with local partner programs, and interacted directly with community members and families to develop initiatives to meet their requests for educational programming. Expanding these services through a PreK-12th grade comprehensive program is something we have identified as a requested need from our community. It is a natural extension of the department's achievements to date. As with other interdependent major KIC support programs, the Education & Training Department has the capacity and infrastructure, as demonstrated through successful programs like Tribal Scholars and Focused Pathways, to build a comprehensive educational offering in response to our tribal members' requests and community needs.

PROGRAM DESIGN NARRATIVE

Selection and Development of Curriculum and Instructional Framework (*Program Narrative #1*)

Alaska State Content and Cultural Standards will play a primary role in the implementation of curriculum and instructional practices to help ensure academic success among all KIC students.

Historically, the Native Alaskan students in the Ketchikan Gateway Borough School District (KGBSD) have underperformed in state-wide assessments. 2020-2021 scores indicated an almost 11 percent difference in Alaska Native students scoring Far Below Proficient compared to the district average in both Math and English Language Arts. This, of course, is very concerning.

Over 69% of Alaska Native students in the district scored Below or Far Below Proficient in ELA and 74% in Math (Alaska’s Public Schools: A Report Card to the Public: 2020-2021). With the vast majority of local Alaska Native students failing to meet proficiency on state testing metrics, KIC recognizes the need for curriculum choices to be carefully reviewed and selected to help ensure that students have access to high quality, standards-aligned materials that are delivered with fidelity and dynamic, culturally appropriate instruction.

KIC staff will heavily employ the Alaska Standards for Culturally Responsive Schools to ensure that delivery of quality materials will be done with care and intentionality, respecting and affirming “the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the

appropriate qualities and practices associated with culturally-responsive educators, curriculum and schools,” (University of Alaska Fairbanks, Alaska Native Knowledge Network).

The KIC school’s Academic Advisory Council; that includes professional educators, parents-guardians, community members, and tribal elders will provide recommendations to the administration for review of appropriate curricula and methodologies, based on the State Performance and Cultural standards. This group will consider and assess the potential impacts of particular changes in curriculum or practices on student academic and general equational success. Further, they will provide relevant feedback to the academic board on how materials or practices may better contribute to the community’s current and future needs, helping guide meaningful decision making and directly influence future student opportunities. KIC plans to continue the positive professional relationship with the KGBSD to use, where possible, the same instructional materials and tools so that in situations where students may transfer between programs curriculum continuity is supported. However, instructional practices will be modified to more specifically and appropriately meet the needs of Alaska Native students in our community.

The instructional frameworks will be developed around strategies that support smaller class sizes and multi-age classrooms that allow for genuine differentiated instruction through project and problem-based experiential learning opportunities that are authentically rooted in language, culture, and community. This model is built on the success of the Tribal Scholars Program and further develops the idea of a community of learners, where learning is collaborative, extends beyond the classroom, and is designed around each student’s particular needs. The

implementation of a Personalized Learning Plan helps to inform meaningful differentiation and ensure greater success while incorporating the student's academic needs, personal interests, learning style, and community and educational opportunities into a comprehensive objective-based plan for student success for the year. The multi-age instructional model also allows for natural acceleration and remediation for skill and knowledge building, ensuring higher rates of mastery. The outcome is to reinforce a culturally responsive learning style in contrast to the traditional education system that most students experience today. Reliance on performance standards and cultural responsiveness allow a nimble program to focus on mastery, and not arbitrary promotion regardless of performance.

Community Engagement and Parent Involvement (*Program Narrative #2*)

For KIC, engagement with the community is not a theoretical notion, but a daily reality. In the KIC school, community engagement is part of the core mission of the school. From school advisory opportunities to specific workforce placement and experiential learning opportunities, the community will play a vital role in ensuring the successful implementation of a culturally responsive program. For those reasons, KIC will take specific and targeted actions to collaborate with and elicit support from community members. The KIC school will be an extension of the community, with a welcoming environment that encourages relationships between educational professionals, students, and community partners. Professional and community stakeholders will be sought out and invited to be instrumental in planning and design of relevant and authentic partnerships and learning opportunities.

Similarly, KIC recognizes the paramount role that parents and guardians play in the potential success of their children. Parents will also play a pivotal role in planning, supporting, and advising the school. KIC intends to host opportunities for both general and specific parent involvement. For general opportunities, KIC envisions at least monthly community-building hosted events, specifically designed to encourage meaningful parent involvement, allowing for feedback and suggestions. Project-based experiential learning opportunities will also allow for parents to accompany as chaperones and co-learners. More specifically, KIC also envisions a strong Parent Teacher Association, providing a forum for parent-educator conversations around student learning and general well-being. Similarly, and even more direct, KIC intends to develop the above-mentioned advisory board that will be made of professional educators, community members, and parents. This advisory board will meet regularly to review school performance, curriculum and learning opportunity options, and provide recommendations to the administrative academic board for specific action. This board provides a direct and meaningful position for school guidance. Finally, and most importantly, parents will be intimately involved in helping build their students' Personalized Learning Plan directly with the student and professional educator. This ensures parents are a profoundly important part of their child's academic and general educational plan for each year and as part of a comprehensive long-term educational program.

Special Programs Offerings (*Program Narrative #3*)

Ketchikan Indian Community recognizes the importance of supporting all students in their learning, wherever they are academically, physically, economically, and emotionally, etc. KIC will hire exceptionally qualified personnel who will be trained in Alaska Culturally Responsive

standards, to ensure that the educational program tends to the educational and cultural well-being of the students in their care through a robust series of educational programming that complements and extends the school's philosophy and mission. Students with special needs will be guaranteed access to their rightful resources and support. KIC staff will fulfill these requirements, in conjunction with the student's PLP, ensuring that interventions reinforce and extend targeted learning objectives. In areas where KIC staff may need further support, staff will initiate specific conversations with KGBSD to ensure the school has a plan and is prepared to implement interventions for those students when the needs do arise. KIC school will comply with all federal and state mandated requirements.

School Calendar *(Program Narrative #4)*

To support student, family and community continuity between the KIC school and the KGBSD, the proposed school will generally follow the KGBSD calendar, including start and end dates, sporting events, holidays, and non-academic days. This will ensure families can plan around those dates and the respective educational institutions can work collaboratively in areas where there are distinct partnerships. In addition to the school calendar, the KIC school will also offer a summer program that provides for cultural and workforce learning opportunities. Students will be encouraged to take part in these and this will be part of the student PLP as part of their performance portfolio. When possible, KIC will also invite KGBSD students to available learning opportunities as part of the broader partnerships between the two programs.

Culturally-Based Instructional Methods, Classroom Environment, and Assessment *(Program Narrative #5)*

A major focus of this project is to change the traditional method of educational delivery and prioritize more on one-to-one teacher/student interactions that focus on mastery learning. By increasing the exposure to Native ways of knowing, students take more ownership of their future, growing both pride in who they are and what they can accomplish. Based on the success KIC has found through the Tribal Scholars Program, this format creates a more traditional Native learning style that incorporates group discussions with class times that are longer and more open to one-on-one teacher/student interactions. Teachers are able to assess students on the spot, checking for individual understanding thanks to lower class sizes. These smaller groups create a strong, caring community of learners that promotes expression, sharing personal opinions, and appreciation for academics. This is extremely important, as studies have shown that small group learning positively impacts educational outcomes. Once students feel comfortable with their learning environment, they can focus on the tasks at hand. Additionally, by being able to control the amount of instruction time, educators can add in more Native culture and language instruction, reinforcing values and affirming cultural and language heritage.

By emphasizing culturally affirming project-based experiential and interdisciplinary learning, students develop problem solving skills and collaborative habits that prepare them for success in academics as well as real-world application. Students build portfolios of learning and project completion as summative assessment material that is applicable even outside the classroom.

Through exploring interrelated ideas across disciplines, students are able to demonstrate understanding or skill mastery in many different ways, allowing for formative assessments and observation to adjust as needed through differentiation for student interests or academic needs. Further, students who are interested in enhancing their learning are more easily able to extend

experiences. Working with outcome-based methodology, wrapped around cultural and language-based projects, allows the school to develop dynamic curriculum and assessments based on performance standards. While the standards are used to define the academic outcomes, developing culturally-based experiences, instructional methods, and assessments help ensure authenticity and buy-in key to long-term student internalization of understanding.

Instructional Grouping (*Program Narrative #6*)

Learning team groups will be loosely based on developmental ability and grade level. Generally, class population size will be small. Class sizes should be no more than 20 students, but ideally less than 15. Each classroom will also include two grade levels. The KIC school intends on supporting preschool students. Preschool and kindergarten students would be grouped as primary grades, helping support early literacy and interpersonal communication skills. Similarly, each classroom would include the next two grade levels, allowing for introduction of concepts to the younger group with mentorship opportunities for the second-year students. This model promotes healthy academic and social relationships, based around mutual academic growth. It also allows for remediation and acceleration for students when needed. Finally, this model supports dynamic lesson planning, allowing teachers to revisit some concepts year to year, but also to change and adapt to class and student needs, and incorporate new concepts, keeping learning fresh and relevant.

Student Success (*Program Narrative #7*)

The Organization Vision and Strategic Goals of the Ketchikan Indian Community are to “...ensure the prosperity of a culturally rich heritage and a thriving community of healthy and

economically self-sufficient Tribal Citizens.” With this in mind, success succinctly means that KIC students will be ready to enter the world after high school. For some, that may mean they are ready and equipped to be college bound. For others, they may be ready to join the workforce or engage in the next level of vocational training. Regardless, they should also be self-sufficient and proficient at making healthy personal choices, grounded in their heritage, and capable of contributing and prospering in the community.

Assessments, Standards, and Targets (*Program Narrative #8*)

KIC School, as a culturally-responsive school, will provide multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned. The KIC School will utilize a broad range of culturally-appropriate performance standards to assess student knowledge and skills while encouraging and supporting experientially oriented approaches to education that make extensive use of community-based resources and expertise. The KIC School will provide cultural and language immersion programs in which students acquire in-depth understanding of the culture of which they are members and help students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment (Alaska Standards for Culturally Responsive Schools).

Assessments, standards, and objectives are all interwoven in the school’s educational model and pedagogy. Instructors will use standards to inform objectives of projects that are backward designed to allow students to demonstrate understanding or skill acquisition in many different ways. These understandings or specific skills will be monitored with formative and summative

assessments, to include portfolios of learning and self-assessments derived from project completion and successes, as well as struggles. These authentic assessments also provide opportunities for meaningful feedback from educators and others, which is so often missed in traditional equational models.

Students will also have access and use state-provided or sanctioned tools to help measure progress and inform post-secondary options. The KIC school will employ the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for monitoring of student proficiency and growth, as well as incorporate tools that utilize the formative adaptive assessment models to target specific student growth needs, such as Khan Academy or iReady , both of which provide specific pathways that students can practice and work toward mastery and progression. Similarly, the AKCIS PLPC360 can help in providing a framework for post-secondary opportunities and career pathway navigation for middle and high school students.

Example: The success of KIC’s Tribal Scholars Program (TSP) is, in large part, due to the targeted use of assessments, both formal and informal, to identify strong candidates and to develop specific strategies to support them through high school. The TSP utilizes meaningful, culturally sensitive curriculum, early intervention, and strong, hands-on STEM projects to promote a stronger cultural awareness with its students. To date, this model has helped to produce a significantly higher graduation rate among participants.

Discipline/Correction Model (*Program Narrative #9*)

The KIC school discipline model relies heavily on prevention through a concerted effort of relational capacity, both with students and with their families. By involving families from the beginning and keeping them a meaningful part of student learning, education professionals are able to enlist the aid of parents and guardians. As part of building a positive academic culture that consistently affirms the value of every member of the community, through a recognition and upholding of cultural values. When students reject those norms, they will be expected to take personal ownership of their choices and work collaboratively with school, parents or guardians, and potentially even community members they are working with, to determine an appropriate response. As in academics, KIC sees disciplinary issues as educational opportunities to help students work through consequences of their choices and learn problem solving skills to prepare for a healthy future. Discipline policy and corresponding sanctions will parallel the Ketchikan Gateway Borough School District.

Relevant Program Design Considerations (*Program Narrative #10*)

Ketchikan Indian Community has both the capacity and the experience to implement this program. The KIC educational department has successfully implemented programs that support our community and our schools. KIC supports students both in and out of traditional school, and understands the complexities of post-secondary workforce training and placement. Further, as a significant employer in the community, KIC can also help directly meet the needs of employers and their future employees. KIC has considered multiple other program designs for the purpose of a K-12 school rooted in the traditional values of the KIC membership, and has selected the proposed model because we feel no other program meets the comprehensive goals that we feel our proposed model would.

OPERATIONS NARRATIVE

School Governance/Oversight Structure (*Operations Narrative #1 & #1.a*)

The Ketchikan Indian Community will ensure the success, oversight and governance of the KIC school. Under their guidance, an Academic Advisory Council and corresponding governance structure will be established.

A permanent Academic Advisory Council (herein referred to as the Council) shall be formed, consisting of seven to nine members: the majority of which shall be parents of students enrolled in the program, and the remaining members shall include one School Board member, one Superintendent designee from the district office, the School Administrator, and other school staff. The purpose of the Council will be to make policy and budgetary recommendations that define the KIC school philosophy, mission, vision, policies, administrative regulations, practices, and procedures in accordance with state law and regulation.

- A. Term: The term of AAC member shall be for two (2) years. To preserve continuity in the AAC, only half of the AAC shall be up for election at one time.
- B. Eligibility to vote: Parents, legal guardians, KIC school staff, emancipated students or adult advocates of students enrolled in KIC school on the day of the election are eligible to vote in elections. Each family and staff member shall have one vote.
- C. School Board Representative Seat This seat will be filled by the Ketchikan Gateway Borough School Board member.
- D. KIC Tribal Seat This seat will be appointed by the KIC

Meetings: The Council will meet at least once monthly during the school year and meetings are open to anyone interested in attending. Meetings will be chaired by the KIC school

Administrator or his/her designee. AAC Members must attend regularly. Failure to meet this requirement will result in loss of seat. A schedule of regular meetings for the current school year will be published at the beginning of the year and shared with all KIC school families. Meetings will be held at the KIC school, unless otherwise specified. The KIC school Administrator will be responsible for the agenda and having it published in advance. Minutes of each regular meeting will be kept.

Submitting Policies, Procedures, Proposals, Curriculum and Courses: Policies, procedures, and proposals will be submitted to the Council for consideration. Policies, procedures, and proposals may be rewritten and resubmitted following discussion and revision. Proposed items must be submitted in advance of the meeting to the Chairperson. New courses and core curriculum materials included as part of a student's Personalized Learning Plan will be reviewed by the Council prior to approval for use in the KIC school.

Principal Hiring Process: The AAC shall select the principal for the school. The AAC will meet regularly to monitor progress in achieving the philosophy, policies and goals established for the school and to review, evaluate and improve its operations. The principal shall select, appoint and otherwise supervise employees of the KIC School. AAC members shall conduct an annual review of the principal.

Student Enrollment (*Operations Narrative #2*)

The KIC school will cater to those interested in incorporating traditional Native Alaskan ways of knowing and languages from the KIC region. However, this by no means implies that the school would be available to Alaskan Native students only. KIC believes that a non-traditional educational model, where students and families can choose to engage with Native Alaskan

traditional values are also welcome. This model imagines an initial enrollment of 150-200 students. The school is designed to be a Pre-K through 12th grade school. Class sizes would be limited to 15-20 students per class with an average student to teacher ratio of 15 to one. Students would be split into multi-age classrooms with two similar grade bands (i.e. PreK-Kindergarten, 1st-2nd, etc.).

Staffing Overview (*Operations Narrative #3*)

The KIC school will hire, retain, and train culturally-responsive educators who will incorporate local ways of knowing and teaching in their work, use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students and participate in community events and activities in an appropriate and supportive way (Alaska Cultural Standards).

Certified Teachers: 7 (minimum)

Teachers handle day to day instructional responsibilities, monitor student progress, ensure a positive classroom environment, communicate and collaborate with staff and student families, and fulfill all normal responsibilities of a certified teacher.

Executive Administrators: 1 (principal/superintendent)

The lead administrator would be in charge of overall running of the school, oversee and evaluate instructional and support staff, ensure statutory compliance, procure external support where needed, and fulfill all normal responsibilities of a school administrator.

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Directors: 1 (special programs)

If student population warrants such, this position would be in charge of special programs, federal programs, or any other required director-level program needs. Likely, this position would be needed to fulfill statutory requirements for Special Education, Federal Programs, or similar programmatic requirements.

Admin Support Staff: 3 (admin, janitorial, maintenance)

Day-to-day administrative staffing support would include administrative secretary, records and registrar duties, front office support duties, and janitorial staffing duties. Also included in this count, may be kitchen staff.

School Nurse: 0.5

Depending on the enrollment population, likely at least a half-time nurse will be required to safely operate this program. This would include all normal school nurse responsibilities, including immunization verification, health screenings, acute response, etc.

Professional Development: (Operations Narrative #3.a)

As per the Alaska Standards for Culturally Responsive Schools, a culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;

2. recruits and hires teachers whose background is similar to that of the students they will be teaching;
3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;
4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

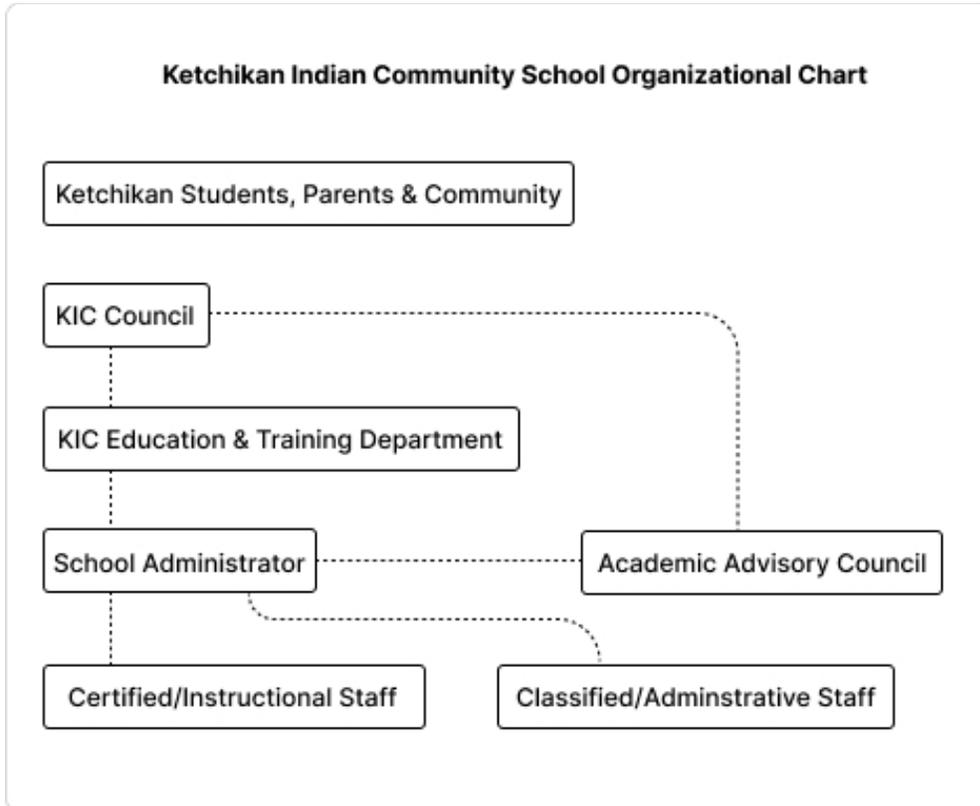
Targeted professional development is an extremely important part of this model. Certified teachers, as well as other staff, must be highly proficient in their craft, both in their ability to teach to the academic standards in a project-based learning environment, but also in the culture of the school itself. All staff will be expected to participate in onboarding training to understand the tenets and culture of the program and understand their designated role therein. As a culturally affirming school, teachers will receive professional development through the National Indian Education Association, as well as with local knowledge area experts. Likewise, educational staff will work with Sealaska Heritage Institute through their Culturally Responsive Training "Through the Cultural Lens".

Professional development will take place during designated days and follow the KGBSD calendar so as to mitigate conflicts for families with students in both programs. However, this model will also allow for collaboration and cooperation with KGBSD to share some professional development opportunities. Similarly, the school will have early release Wednesdays along with

the KGBSD to allow for collaborative time internally, as well as allow for opportunities to work with the community and school district as needed.

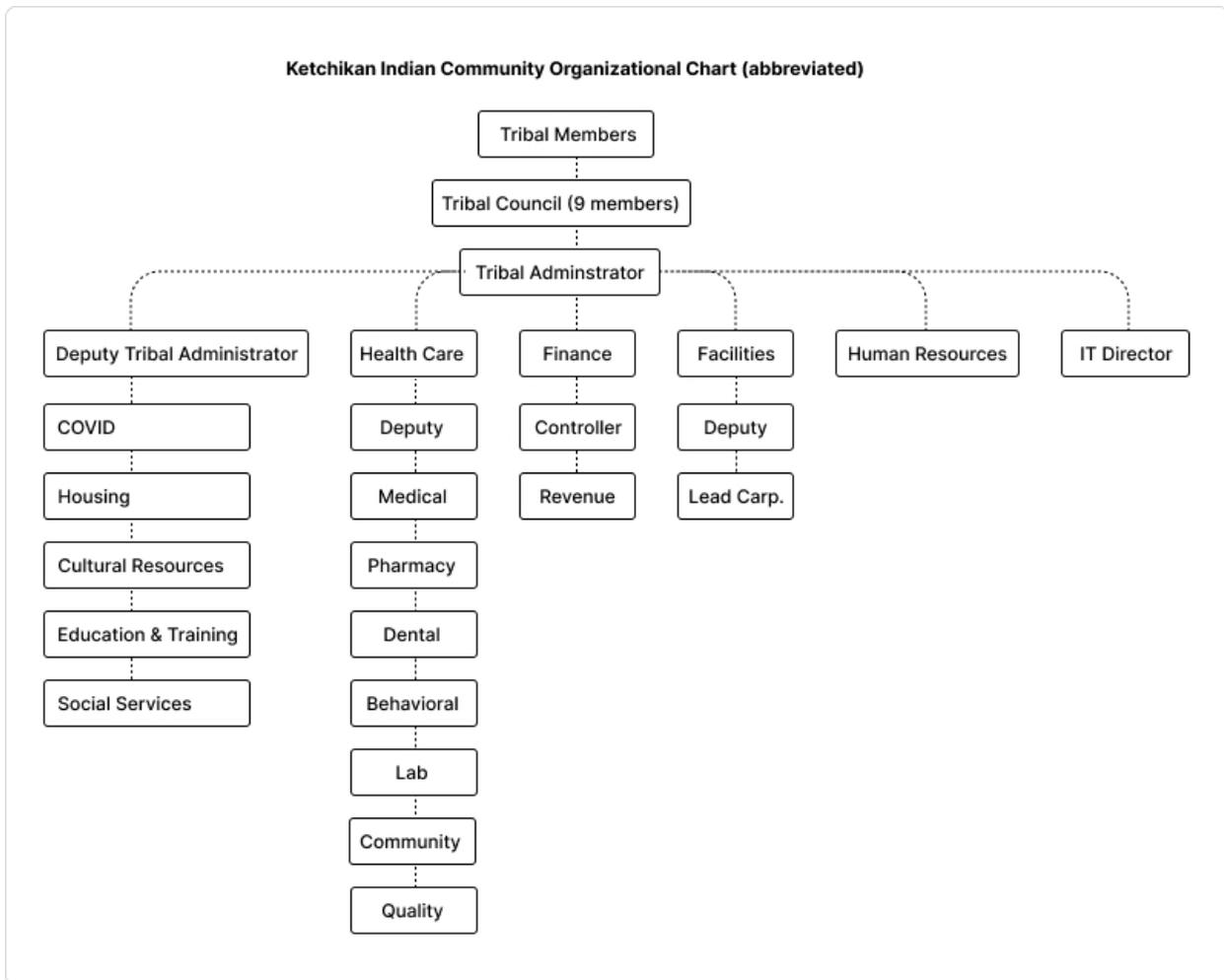
Organizational Charts (*Operations Narrative #4*)

Ketchikan Indian Community School Organizational Chart



Ketchikan Indian Community Tribal Organization Chart:

This chart is abbreviated for readability. Please contact for comprehensive chart.



Facilities Needs (Operations Narrative #5)

KIC is currently in the design phase of a school building that would support this model. The tribe owns property that is conveniently located near the current KGBSD high school and very near the University of Alaska Southeast campus. The building is in final design stages now and incorporates the ideas of separate wings or floors for elementary and high school students,

allowing for some natural separation. KIC has current funding for this building and is pursuing further funding to accelerate completion of this project.

Transportation Needs (*Operations Narrative #6*)

The proposed KIC school would continue to serve a relatively small population in the KGBSD. Further, families would likely have children enrolled in multiple programs. KIC intends to continue the positive professional relationship with KGBSD and cooperate to help provide bussing transportation through shared services with the existing system, thereby helping families with children in multiple programs, and also ensuring lower cost services. KIC also has at its disposal a transportation system that can be modified to help support student passengers if and when needed. This service is currently reserved for elders and tribal members in need, but may be expanded and modified to support the school transportation needs.

Support and Connection with Local School District (*Operations Narrative #7*)

As has been noted, Ketchikan Indian Community has a positive professional relationship with Ketchikan Gateway Borough School District. This relationship has been mutually beneficial and both programs continue to work together to the benefit of students and families. In the same spirit of cooperation, KIC intends to continue this partnership, both officially through an updated version of the current Memorandum of Understanding, and unofficially, by coordinating around similar calendar dates, assessment schedules, etc. KIC also understands that it may need to coordinate with KGBSD in operational areas, such as transportation and special programs to ensure that all enrolled students have access to their legally protected resources. KIC believes this can be a very positive relationship that serves the community and families therein, and also

helps to build a number of new options for students to provide even greater opportunities and support throughout the region.

Operations Design Considerations (*Operations Narrative #8*)

Ketchikan Indian Community has a proven history of success in implementing complex and meaningful programs to support tribal membership and the community. KIC is the fourth largest employer in the region, and regularly collaborates on local, state, and federal levels to increase services for its tribal members and beneficiaries. As a tribal organization, KIC leadership relies heavily on the expertise of its employees and the skill sets that they apply in the delivery of a multitude of services that are offered within the community that we serve. KIC's Core Services are various programs delivered under 5 primary departments: Health Services, Employment and Training, Housing Authority, Cultural Resources and Social Services. Each department implements targeted programs, lending to the overall strengthening and achievement of KIC's vision of a PreK-12 tribal school that develops self-sufficient and competent workforce-ready graduates.

KIC has successfully implemented several educational and workforce development programs that provide extended services to tribal members to ensure greater success in the academic and professional environments. KIC recognized the need for specific and targeted supports that were culturally responsive and practically achievable. Through our experiences, KIC has demonstrated what success can and should look like, and we have also learned that we can and should expand these opportunities to a more comprehensive educational program, where we can truly

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incorporate traditional ways of knowing, and affirm our heritage, culture, and language, more effectively empowering our young people to be successful members of our community.