



**INITIAL
Charter School
APPLICATION
for**

Knik Charter School

FY 2022

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
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:
amanda.duvall@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](#) (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

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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

- i. 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 grounded in indigenous culture. The following information is provided to further clarify the primary purpose of the Charter.

Knik Tribe’s mission:

“To promote successful self-determination and cultural awareness for our members and our community through better living conditions, education, wellness, and hard work.”

And vision:

“Knik Tribe and our neighbors will live in a community of opportunity and prosperity with healthy families, cultural pride, and diversity.”

The mission and vision of the Tribe will be reflected in the charter school 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 education 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, blended learning, and a home-school correspondence program. The school will strive to offer culture-rich education opportunities throughout all programs. The school will also offer world class learning opportunities in career and technical education, advanced academic classes, State-wide correspondence, and a residential school. 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 Mission, Vision and goals:

Our vision is that our children and youth become life-long learners and are successful in their chosen path.

Our mission: Our children and youth receive a world-class education through exceptional Alaska Native culture and values-based learning opportunities preparing them for success in their future endeavors.

Goals:

- Honor the first peoples of the Knik Tribe and Alaska by celebrating, teaching, and valuing the customs, languages, and Native ways of knowing in all we do.
- Create a school culture of support for high expectations for academic and social-emotional success utilizing a standards-based approach to teaching.
- Provide world-class science, technology, engineering, arts, and math (STEAM) educational opportunities.
- Build a strong sense of community among our children, youth, and families.
- Instill a sense of pride and deep understanding of indigenous knowledge and values.
- Prepare our children and youth to successfully carry on and reflect these values with pride in the community where they choose to live, work, and play.
- Prepare our children and youth to become leaders in their chosen paths.
- Provide personalized learning opportunities that bring out the best in our children and youth.
- Expect excellent effort and teach all children so they excel in reading and math.
- Empower our youth to take pride in their work and to finish projects with excellence.
- To be a resource for the greater community in understanding, appreciation, and support for indigenous knowledge, languages, and cultures.
- Employ trained and professional staff who respect, reflect, and share our vision, mission and goals.
- Provide diverse learning opportunities both in school and out of school
- Prepare students for success through education of Native culture, values, and Alaska Standards.

Knik Tribe’s guiding principles (values): (source: Knik Tribal Council)

Honor Your Elders

Know Who You Are –*Family and Language*

Respect for Others –*People and Land*

Take Care of Others –*Community and Society*

See Connections –*All things are related.*

Have Patience –*Accept Responsibility*

Spirituality –*Pray for guidance.*

Live Carefully –*What you do will come back to you.*

Honesty –*With yourself and others.*

Humility and Humor –*Accept what life brings.*

Share –*Giving makes you rich.*

Work Hard –*Take Responsibility*

- 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 at District 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 Teachers, (DOE) with Type A certificates:

- Classroom instruction, blended learning, and homeschool support teachers
- 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 remote sessions or field trips.
- Approves and initiates requests for curriculum purchase orders for at home learners.
- Certifies and records student report cards, credits and transcripts
- Proctors student assessments for high school courses and district assessment and state mandated assessments
- Attends all mandated training and curriculum specific training

Certified Teachers, 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 KCS and District Special Education service providers

Type C counselor,

- Counselor duties include scheduling new students and typical counselor duties

1.0 FTE Graduation and Academic Support Coach program supervisor (PERS)

- MTSS implementation support to teachers and administration
- Supports transition of students to and from KTC
 - Including ASVAB testing
 - Scholarship applications
 - Appropriate program placement within KTC

Clerical staff consists of 3.0 FTE administrative secretaries, 1 each for the elementary, MS/HS, and correspondence school. KTC staff will use a team approach in fulfilling the duties required for administration of the contract. The team completes 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
- Maintains accurate records of student allocations
- Purchases curriculum and student materials
- Processes curriculum reimbursements to families
- Communicates with families regarding reimbursements and allotment balances

Student support duties:

- Communicates and assists families with lottery, enrollment and registration processes
- Maintains student cumulative files
- Maintains and reports enrollment as required by the district and State of Alaska
- Maintains student health and shot records
- Supports certified staff to coordinates academic field trips
- Schedules staff and students into academic and enrichment educational sessions
- Coordinates volunteers and subs to support instruction of sessions
- Monitors students during lunch and throughout the building
- Assists families in finding resources and/or answers to questions
- Assists in maintaining a safe environment by monitoring safety and security at all times

Knik Charter School staffing will be dependent on enrollment and budget. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district student teacher ratios for students enrolled in brick and mortar, blended learning, and correspondence schools respectively.

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

Knik Charter School will comply with Alaska State Statutes applicable to charter schools and to Matanuska-Susitna Borough School District 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 KCS refer to the MSBSD, MSEA, 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 KCS. 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 MSBSD and DEED.

The Principal and APC Chair are expected to follow and ensure compliance of KCS to the administrative policy manual, charter application and APC bylaws. The administrator attends district-wide Principal meetings when possible and advises the staff and APC Board of MSBSD policies and procedures. When a situation arises not covered by the KCS 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 at 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 or APC will administer the contract with Matanuska Susitna Borough School Board for the operation of Knik Charter School and ensures that Knik 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 they also approve revisions to policy handbooks and continue to provide input, guidance, and decision making into educational decisions in the best interest of Knik Charter School.

School improvement work sessions will be held periodically where guidance is given by the administration and outside sources to help the APC review data, set and monitor goals, and operate using best practices for school board governance. The administrator provides guidance and assists the board throughout the process. The administrator attends all the APC meetings as well as the subcommittee meetings and reports to the APC at every meeting regarding staff updates, budget updates, building updates, etc.

The administrator communicates with staff about the school goals and objectives at weekly staff meetings. Staff can also attend APC meeting themselves 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.

- 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 has one 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 they also approve revisions to policy handbooks and continue to provide input, guidance, and decision making into educational decisions in the best interest of Knik 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 administrator provides guidance and assists the board throughout the process. The administrator attends all the APC meetings as well as the subcommittee meetings and reports to the APC at every meeting regarding staff updates, budget updates, building updates, etc.

The APC Chair and KCS administrator engages the APC and staff in a continuous improvement process and advises of necessary changes to goals and objectives that may benefit Knik 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)*

KCS proposed calendar will include the week of Labor Day as a vacation week to support subsistence fishing, hunting, and gathering activities. Knik Charter operates as follows on specific district days:

- Teacher/Advisor Workdays: Building open, no sessions held by staff
- Professional Development Days: Building closed, no sessions held by staff
- Holidays: Building closed, no sessions held
- Vacations: Building may be open for special events
- Parent Conference Days: Building open, sessions held

The school calendar will comply with State law and be submitted for school board approval annually.

School Start and end times will correspond with district elementary schools.

The middle school and high school will initially operate a 7-period bell schedule; however the APC may also explore 6 period schedules and block scheduling to prepare and provide the optimal schedule for student engagement and learning.

- 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)

NA

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	p. 10 -12	
Evidence of written administrative policy manual	p. 12 & p. 52 Appendix E	
Description of regular parent and teacher contacts for continuous improvement	p. 12 - 13	
Description of APC meeting(s) to monitor progress	p. 12 -13	
Description of school schedule and calendar	p. 14	
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 Knik Charter School will focus on the individual student's interests, strengths, and weaknesses, while honoring and respecting indigenous cultures throughout the educational process. Children and youth learn in different ways and at different rates, and once they become motivated, they learn whatever is required to accomplish their goals. **KCS will provide parents the option of a culture based and culturally relevant instructional program that builds on students' interests. This educational approach will promote cultural pride, creativity and critical thinking skills while developing the tools for rigorous study in any subject area are developed.**

“Schooling is the process by which you institutionalize people to accept their place in a society. Education is the process through which you teach them to transform it.”

Dr. Jeff Duncan Andrade

Our charter school will strive to provide culturally rich education options for pre-k-12 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 Alaska Native and American Indian cultural learnings and ways. The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning and home-school correspondence programs. Culture-rich education opportunities will be offered throughout pre-k through 12th grades. Cooperative teamwork-based projects that emphasize culture will be infused in the curriculum to engage students and promote standards achievement.

Highlights:

- **Provide Pre-K- 12th on-site education services beginning FY23.**
- **Provide a culturally enriched state-wide correspondence services beginning in FY23.**
- **Culturally relevant teaching and learning utilizing cultural learning opportunities that enhance the relevance and student engagement in achieving and exceeding the State Standards.**
- **Develop and request approval (amendment to contract) to provide a residential option during the term of the contract.**

- Utilize the MSBSD 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 learning activities emphasizing collaboration and cooperation.
- Co-Curricular and Extra-curricular activities.
- Follow State graduation requirements and offer support identifying and accessing post-secondary learning opportunities during the Junior and Senior year.
- Work with partners to identify and offer multiple work-based learning opportunities such as Job shadowing, pre-internships , and internships during junior and senior years.
- Every student will have consistent opportunities to work on grade-appropriate assignments.
- Students will be provided strong instruction where students do most of the thinking in a lesson.
- Students will be provided culturally enriched lessons that deeply engage them in their learning.
- 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.

The school will offer learning opportunities in career and technical education and advanced academic classes. The school will also offer supplemental co-curricular enrichment and educational opportunities on and off the school's campus to support all students including those enrolled in our correspondence program.

The programs at KCS will aim to support student learning from where they are in their educational progress as well as in their choice of delivery options. Each student's course of study will be specified in an Individualized Learning Plan (ILP), which includes a thorough review of formative assessments in reading, writing, and math (as appropriate), and is produced as a collaborative effort between parent teachers, a certified teacher and the student. The parent approved ILP may stipulate that schoolwork be conducted entirely at school, home, or be a combination of home and school-based study using the school's classrooms, labs, gym or other educational establishments and community resources.

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 Alaska Natives 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.

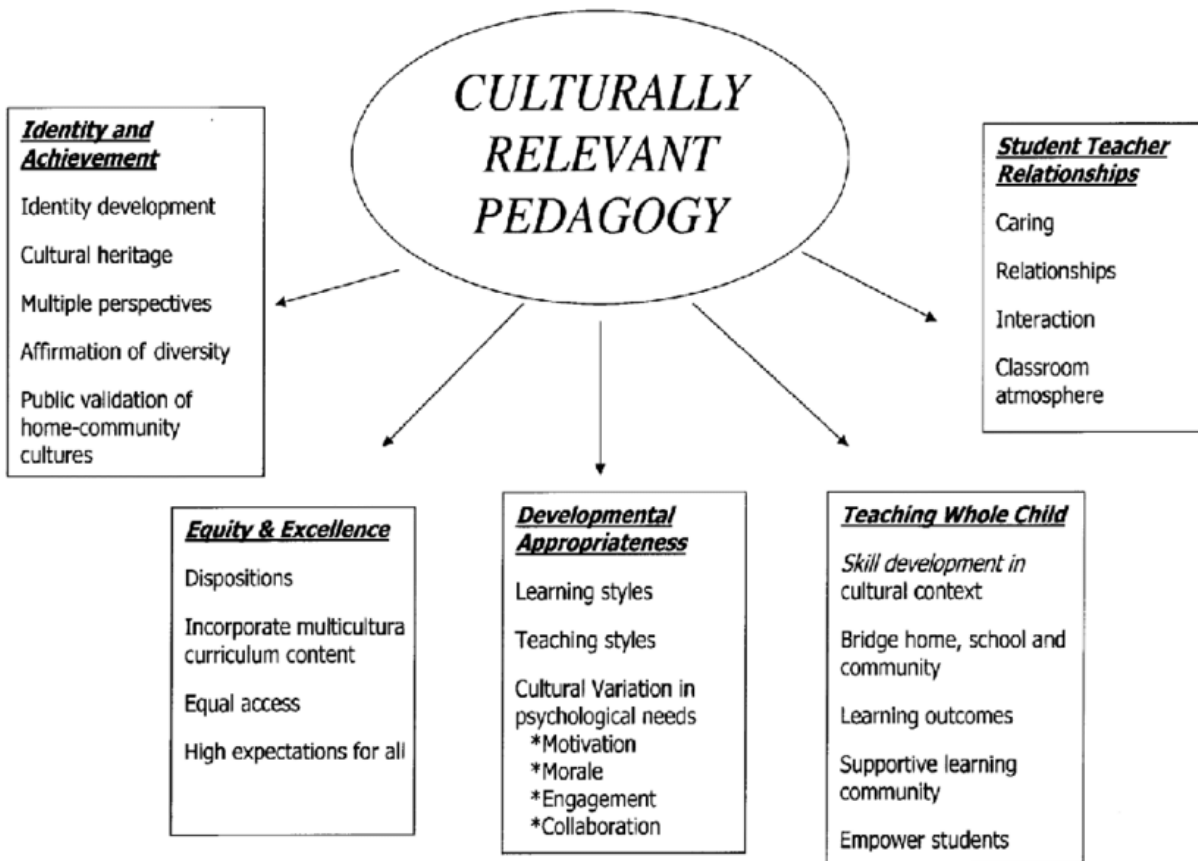
Students will meet or surpass MSBS District and State of Alaska Performance Standards and Grade Level Expectations (PSGLE's) in reading, writing, math, and science as outlined in the state PSGLE documents and in the MSBS District scope and sequence documents.

Students will meet or surpass the proficiency levels in all administered state and national tests.

Co-curricular Sessions and workshops from a variety of indigenous cultures will be offered at the school to enrolled students, both correspondence and in-person learners. Activities including robotics, agriculture, chemistry, physics, entrepreneurship, music, photography, archery, and beginning construction will be offered. Students also have the opportunity to participate in culture-based activities, course share classes with other schools, and educationally relevant and age-appropriate activities throughout the community.

KCS 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.

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



One study found that primary causes for ANAI dropouts were lack of self-esteem and teacher’s attitudes. The study suggested that teachers connect with their students in meaningful ways that serve to engage and build self-esteem. Engaging students with a welcoming classroom environment, expecting every student to succeed, showing students respect, honoring Native American literature, art, culture, values and activities in the curriculum, and fostering students’ pride in their people and heritage were all suggestions for teachers to build self-esteem/confidence of Native students and successfully engage them in classroom activities and project-based learning.

KCS will be a model school for effective teaching strategies engaging Alaska Native and American Indian youth. Engagement is key to school success, the teacher’s ability to engage students in meaningful learning activities is paramount to their learning. The **KCS Curriculum Development Team**, comprised 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 curricula aligns with Alaska State Standards and meet the goals of the school. The school will employ the MSBSD curriculum framework and many of the adopted programs of the MSBSD 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 KCS educational program. KCS CLO's 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 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.

Correspondence students will choose their program with guidance from teacher advisors. Certified teachers/advisors will have regular contact with the families to help guide the parent in how to meet the Alaska Content and Performance Standards, as well as specific requirements for high school graduation. Certified teachers and advisors will partner with parent teachers in creating a student's Individual Learning Plan (ILP), a document which encompasses the entire course of studies, and advise parent teachers on curriculum options. Curriculum and supplementary materials used in the school programs will align with Alaska's Content and Performance Standards and also the student's interests, instructional level and learning style. Common curriculum materials used will include Saxon Math, Singapore Math, Math U See, APEX, BYU, Acellus, Write Source, Lexia, ALEKS, Renaissance products, and Moby Max. Additionally, individual educational conferences will be provided annually to review the Alaska Content and Performance Standards with parents and outline the multitude of curricular options available to meet the standards.

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, texts 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 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.

KCS 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.

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

Initial enrollment at Knik Charter is projected to be 250-300 students in grades pre-k through 12. The pupil to teacher ratios will reflect the following guidelines:

Grades k-2, 20 to 1.

Grades 3-5, 22 to 1.

Grades 6-12, 24 to 1.

The Correspondence home-school will have up to 300 students and there will be a teacher advisor for every 125 students enrolled.

Knik 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 teacher ratios for students enrolled in onsite and correspondence learning options respectively.

- ii. 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)*

KCS written instructional program is constituted from the [Alaska Content and performance Standards](#). 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.

Every Knik Charter School student will have an Individual Learning Plan (ILP) to encompass courses and curriculum material that align to state content standards. Knik Charter students participate in the State of Alaska mandated assessments and in the Mat-Su District's Measures of Academic Progress or MAP assessment, and AIMS Web for k-5 students.

Sec. 14.03.016. A parent's right to direct the education of the parent's child. (a) A local school board shall, in consultation with parents, teachers, and school administrators, adopt policies to promote the involvement of parents in the school district's education program.

The policies must include procedures

(1) recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the State;

Parent Engagement Polices

Knik Charter teachers will use assessment results to inform instruction, interventions, and enrichment for each student. KCS will strive to encourage all of our families to participate in district and state assessments, and to use assessment as a tool to guide the instruction of their homeschooled children. Teachers/Advisors will establish the importance of participation in these assessments during ILP meetings, progress monitoring meetings and grade 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.

KCS will use assessment results to help inform overall programmatic decisions as well as utilizing the data to drive instruction and assist in curriculum selection. KCS will work with families to optimize school attendance and to support learning opportunities for students who are out of school for cultural activities. KCS also recognizes the need to work in partnership with parents to optimize instruction and to make appropriate curriculum changes. KCS 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 website, frequent emails, texts 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 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.

KCS HS Graduation Requirements-

In order to graduate High School from Knik Charter School, a student must earn the district required minimum number of units of credit that include all state requirements in 4AAC 06.075. The total credits for graduation must include the classes in one of the following paths. All students are encouraged to select one of the more rigorous Alaska Performance Scholarship (APS) eligible pathways. Meeting the coursework requirements will be denoted on the diploma.

	Minimum (Not APS)	LA/Social Studies (meets APS)	Math/ Science (meets APS)	Credit restrictions:
English/ Language Arts	4 credits	4 credits	4 credits	APS approved Must include American Lit
Social Studies	4 credits	4 credits	4 credits	Must include: (All APS) Alaska Studies US History World Studies/History Government
Science	3 credits	3 credits	4 credits	APS approved
Math	3 credits**	3 credits	4 credits	APS approved must include geometry
Health/PE	2 credits	2 credits	2 credits	1 credit must include health
World Language	1 credit*	2 credits*	1 credit	* Must be a sequence of 2 credits of the same language
Technology	2 credits	2 credits	2 credits	
Electives	8 credits	9 credits	9 credits	
Total	27 credits	27 credits	27 credits	

** Academic Counselor may approve pre-algebra for graduation

Courses may be set with pre-requisites, requiring a sequence of courses.

Transfer students: Equivalent courses may be approved to meet core course requirements or pre-requisites. For students transferring with at least 13 credits from another school, alternative courses may be approved to meet technology, world language, and elective requirements, including a reduction of elective credit requirements if prior school offered less than 7 credits/year.

Students meeting the APS requirements and earning 27 credits with a cumulative GPA of 3.0 or higher will graduate and receive an APS honor Cord.

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

KCS 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.

KCS 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, ILP review, and offering curriculum and instruction suggestions. A specific plan to help the students gain English proficiency will be included in the student's ILP.

KCS 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 ILP's. The teacher and parent collaboration required in the design of the ILP will identify appropriate enrichment activities to meet the student needs.

Vocational or Career Technical Education-CTE educational offerings will be available both on campus at Knik tribe's Blended Learning Academy and through a partnership with MSBSD. Students interested in taking CTE courses at other district CTE programs will have the option and transportation will be arranged and provided. Our intended offerings at the blended learning academy include an Aviation as well as health and education pathways, additional programming in construction design, virtual reality welding, healthcare, flight career simulations, Fab Lab design/fabrication, and gardening/hydroponics will be made available through a partnership with the Knik Tribe blended learning academy.

Specialty programs will also frequent the learning opportunities utilizing experts in their specific STEAM fields

Fab Lab

- Hands on experience
- Learn to design and develop
- Output Production (Armed Forces – Remote control boats, planes, submarines, and others)
- Equipment such as 3d printer, laser cutters, CNC machine, Computer Aid Design
- Electronics - Physics
- Electrical circuitry

Metals/Wood shop

- Learn to make traditional tools such as
 - Sleds
 - Snowshoes
 - Baskets
 - Kayak
- Learn to work with metals
 - Welding and fabrication
- Virtual Reality practice of welding and woodworking

Science Lab

- Virtual Reality classroom
- Hands on projects
 - Watershed
 - Chemistry/Physics
 - Geology including metal detector use
 - Environmental – Cultural
 - Water quality
 - Biology

Robotics Lab

- Mechanics, electronics, and mechanical advantage
 - Learn to make projects for armed forces ground activities

Career simulation Lab

- Dozer, grader, excavator, loader simulators
- Dozer, grader, excavator, loader virtual reality
- Flight simulators
- Healthcare simulator
- Healthcare and behavioral health virtual reality

Greenhouse

- Growing education with hydroponics, food preservation (fish, berries and vegetables)

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

The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning, blended learning, and a home-school correspondence program. **Our program objectives include:**

- Engage families in the educational process of their children and youth through honoring their cultural identity.
- Employ Alaska standards and standards-based education to drive academic achievement.
- 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 education options for students in environments that respect and honor indigenous students and their families.
- The school will strive to offer culture-rich education opportunities throughout all programs.
- The school will also offer world class learning opportunities in career and technical education, advanced academic classes, and eventually a residential school.
- 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.

- v. 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's mandated testing, KCS will operate a multi-tiered system of support for students that utilizes data driven decision making. The data used to inform instruction will include program assessments, MAP assessments, and AIMSweb 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.

Assessment/Evaluation

Foundations of Assessment

The foundation of KCS 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 KCS, 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: KCS Charter School students participate in all federal and state-required assessments at the grade levels required. KCS will also use MAP and AIMSweb assessments at the grade levels recommended. *The school may explore other benchmark and progress monitoring assessments to meet the needs of the RTI program.

- State mandated--Math, Science, Reading, Writing
- National Assessment of Educational Progress (if required)
- AIMS Web Tests*
- NWEA MAP*
- WIDA (EL)
- Kindergarten 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:

- 1) *Observations and Anecdotal Records:* Evidence of learning that is gathered and shared with students during individual conferences.
- 2) *Questioning Strategies Embedded in Lesson/Unit Planning:* Teachers ask questions which both uncover and expand learning.
- 3) *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 KCS, 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 have been created to provide clear standards of performance. Students contribute to the development of rubrics, especially at the upper grade levels. 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.

Portfolios: Over time, portfolios provide a record of a child's growth in not only academic areas but also in study habits, critical thinking skills, and progress towards becoming a self-directed learner. Student portfolios will be used at KCS Charter School from 8th thru 12th grade. portfolios will be used for collecting samples of a student's work based on criteria established by the teacher/class and for self-reflections and goal setting.

The purpose of student portfolios at KCS is to:

- 1) Collect evidence of student growth and learning over time.
- 2) Collect evidence of specific learning goals achieved; and
- 3) Collect a varied sample of work for self-reflection and goal setting.

- 4) Provide the student with a portfolio of work to share and use for postsecondary applications and scholarships.

Examples of the types of work that might become part of a student portfolio: goal setting sheets, student self-reflections, progress in reaching specific goals, reflections on personal growth, self/group evaluations of collaborative projects, and rubrics from performance assessments.

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 KCS, we 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, KCS 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 KCS and provide opportunities for student 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	p. 16 -19	
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	p. 16 - 21	
Evidence of written plan to address PTR and projected enrollment	p. 21	
Description of plans for serving special education, vocational education, gifted and bilingual students	p. 24 -25	
Evidence of written objectives for program achievement	p. 21 - 22	
Description of the mechanisms for student assessment in addition to those required by state law	p. 26 -29	

Section 4: Professional Development

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

All staff at KCS will be provided multiple opportunities for professional development throughout the year. Staff will pursue professional learning through several methods: attending cultural curriculum and instruction focused trainings on and off site, 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 ANAI 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, PEAKS assessment training, MAP, APEX and Buzz online curriculum training, to name a few. 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 the IDEA curriculum fair. 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 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	p. 30 -31	

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)

The school location Knik Tribe has purchased the former MTA operations center property (12.7 acres) and is currently renovating that property to provide educational services to children and youth. The Knik Charter School intends to provide statewide correspondence services as well as on site learning for the pre-k through 12th grades at this site.

MSB code related to Charter School facilities. Any person wishing to establish a charter school shall notify the Matanuska-Susitna Borough Superintendent of Schools of their intention no later than July 1 of the year preceding the year that the charter school is to begin operation.

(1) A waiver for good cause may be granted by the school board for applications received after July 1.

(C) *[Repealed by Ord. 09-157, § 3, 2009]*

(D) As part of this process, the charter school representatives shall identify an area encompassing at least two square miles that would meet the general geographic needs of the proposed school and the borough charter school site criteria. Specific classroom, administrative, and educational support space parameters shall be noted in writing by the charter school representatives. Details of the described spaces must be sufficiently detailed to allow a request for proposal to be developed by the school district.

(E) The school district shall prepare a request for proposals describing the need for a facility to serve as a charter school building and the preferred geographic area being considered.

(F) Responders to the request for proposal shall provide as part of the proposal certification by an appropriate professional that the facility being offered for consideration can meet the federal, state and local building, fire, health and safety requirements applicable to other public schools in the borough.

(G) Upon a determination that a proposal has met the facility specifications contained in the request for proposals, the school district shall review the proposed charter school locations.

(H) The school district shall evaluate the proposals and select a charter school site using the following criteria:

(1) compatibility with existing land use in surrounding vicinity.

- (2) accessibility during all times of the year and weather conditions.
- (3) proximity to fire response equipment.
- (4) central to student population being served.
- (5) access to outdoor recreation and learning.
- (6) appropriate road access based on number of students and faculty members anticipated with good sight distances at driveways, adequate road maintenance, adequate parking, safe drop-off and pick-up areas, safe pedestrian access from off-site and on-site.
- (7) proximity to environmental hazards or nuisances including noise, unregulated storage or disposal of hazardous materials, heavy traffic; as well as natural hazards such as flood hazard or mass wasting areas.
- (8) availability of reliable water and wastewater systems; and
- (9) lowest cost to the school district following a competitive procurement process.
- (a) the lessor shall provide any required tenant improvements at no extra cost to the school district (“tenant improvements” herein means meeting the educational specifications related to the improvements required for the charter school).
- (b) A lease may not include any provision requiring a financial cash or security bond, penalty clause, or liquidated damage clause for premature lease termination by the school district or charter school, or any provision requiring the school district or charter school to pay for any real property taxes on the property leased.

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

The facility will accommodate between 275 and 300 students for in-person learning and space for teacher advisors serving up to 300 correspondence students. Additionally, the Charter school will have access to the Tribe’s STEAM academy located on the same property. The facility will include a gymnasium. Future growth needs will be provided for through expansion of the educational facilities and through the addition of portable classroom units on the property. The district does not currently have space for lease to house the charter school.

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	p. 31 - 33	
Evidence of a written facility plans	p. 31 - 33	

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)*

Knik 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 to accommodate all eligible students who submit a timely application within the facilities, 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)*

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

Enrollment Priorities:

- a. Children of Knik Tribe employees, KCS employees, and APC members
- b. Siblings of students previously enrolled in the school
- c. Children and grandchildren of APC approved language culture experts/volunteers
- d. 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 and the lowest number receiving the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than slots a waiting list will be compiled with the remaining numbers in order lowest to highest will be 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 have open enrollment until capacity is reached.

Following the selection process students enroll in KCS using a centralized enrollment system.

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	p. 34	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p. 34 - 35	

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 KCS is based on the per pupil allocation from the State and Borough to the district. In-person enrolled students are funded at 100% of this amount and correspondence students are currently funded at 90% of this amount.

Grants, gifts, donations, and special revenue funds may also be received by KCS 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

KCS budget is built upon the student count of 275 in-person students in grades k-12 and another 200 students in the school's correspondence program. Assuming the population is evenly spread among the 13 grade levels, there would be 21 students per grade level for in person learning budgeting purposes. Similar to the district budget, the KCS 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, this preliminary KCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

Power of Operation: KCS 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 the KCS proposed budget plan

- 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 principal and administrative secretaries will work with the MSBSD 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.

There is a standard percentage (4%) of the per pupil operating revenue retained by the MSBS District for routine services provided by the MSBS 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 the MSBS District, the parties make an equitable adjustment to fairly allocate the additional costs involved. KCS will use the normal procedures established by the MSBS District for its accounting, purchasing, and business functions.

The KCS will work cooperatively with the MSBSD 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.

- 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)*

Clerical staff consists of 3.0 FTE administrative secretaries, 1 each for the elementary, MS/HS, and correspondence school. KTC staff will use a team approach in fulfilling the duties required for administration of the contract. The team completes 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
- Maintains accurate records of student allocations
- Purchases curriculum and student materials
- Processes curriculum reimbursements to families
- Communicates with families regarding reimbursements and allotment balances

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	p. 36	
Description of how financial records will be kept	p. 36 - 37	

Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of accountability for receipts and expenditures	p. 37	

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)

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.

Knik Charter Transportation Plan

Knik Charter school plans to provide limited transportation to hub locations in the portions of the community where students reside. Knik 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 MSBSD transportation department to design a limited route bus service to provide transportation options for parents and caregivers.

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	p. 39	

Appendix A: Evidence of school board approval

Appendix B: Contract between the charter school and school board

Appendix C: Charter School Bylaws

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SIGNATURES

ARTICLE I

Name, Office, Fiscal Year, and Governance

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

SECTION 2. *Facility.* The school shall be on the same site as the Bentah Learning Academy Campus Palmer-Wasilla with a satellite facility at the tutoring center 2501 Bogard road.

SECTION 3. *Fiscal Year.* The fiscal year of Knik Charter School shall coincide with the fiscal year of the Matanuska-Susitna 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.* Knik 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 Knik Charter School as stated in the Charter School contract;
- B. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
- C. Promote professional conduct in accordance with Matanuska-Susitna Borough School District policies;
- D. Contract with a Type B certificated administrator;
- E. Delegate 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 under contract to the School shall be an ex officio member of the APC and shall abstain from voting. The student government may annually select one student member to also serve as a non-voting member of the APC.

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

The remaining 3 positions shall include one staff member and one parent to serve 3-year terms. 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'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 Knik Tribal Council by secret ballot. 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 KCS 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 Selections 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 Matanuska-Susitna Borough for any meeting, however, all meetings shall be at KCS 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 KCS 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 KCS;
- 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

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

- A. The APC shall select the Principal;
- B. The APC shall evaluate the Principal on a yearly basis; and
- C. Removal of the Principal will follow the Mat-Su Principal's Association negotiated agreement timeline if applicable and will require 4 votes of the 5 APC members.

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

- A. Select, appoint, or otherwise supervise employees of the school;

- B. Maintain financial records of the school;
- C. Manage the day-to-day operation of the school to ensure that the terms of the contract are met;
- D. Meet regularly with parents and with teachers of the school to review, evaluate, and improve operations of the school;
- E. Meet with the APC regularly to report progress in achieving the APC's policies and goals;
- F. Submit appropriate information as required by the school district, Department of Education or Federal and State Agencies; and
- G. Submit all significant policy and financial decisions that may have a substantial impact upon the school to the APC.

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 MSBSD 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

Steering committee/teams were formed because of the high number of people interested in taking part of the charter school project. We wanted everyone to be involved and contribute to the project because of the vast pool of skills, knowledge and experience everyone has. Most importantly, we want everyone to feel like they have contributed to the charter school. There are seven teams that helped build the charter application: Curriculum and culture, curriculum and instruction, elder engagement, mission and vision, calendar, extra and co-curricular and social emotional learning and wellness. Team members also chose goals for each time and discussion topics for example: keywords in mission and vision statements and lessons that are culturally relevant, different project-based activities such as building a fish wheel.

Each team held at least one meeting starting in the spring of 2021. Stakeholders chose their teams based on what they wanted. Some sat on more than one team, another important structure of the teams was we encouraged our elders to sit on the teams and guide the teams and share their thoughts. We felt it was important like all Alaska Native values throughout the state of Alaska is to get the elders blessing and approval on important topics such as the mission and vision and goals of the school. Elders have appreciated being involved in the discussion of the school and sharing their experiences. Each team has contributed to the project of the school.

We had all team meetings every two weeks to update stakeholders on the teams and share their ideas and collaborate. We updated the teams on the timeline of the charter school, location, application and outreach efforts. We asked what they would like to see in a school facility. We also discussed culture curriculum shared what types of activities that are culturally relevant to our students. One theme that was common throughout the teams was the importance of teaching relevant curriculum such as subsistence activities. The teams want our students to succeed in whatever path they chose whether its college, vocational or work our stakeholders want our student to succeed with excellence and become productive citizens. Stakeholders and tribal members want the school to be indigenous based, with Dena'ina being the foundation while still instructing strong academics.

The teams that will be continuous even when the school opens are culture and curriculum, instruction and curriculum, extra and co-curricular and elder engagement. The teams will be visited during the school year to keep our families involved in the school and take part of their child's education.

The APC bios are below:

John Lamont Jr: is Yupik, Eskimo from Emmonak, Alaska. He is a grandparent and parent, retired education leader and teacher. Has a Master's in Education Leadership. Has been involved in Native Education since 1985, starting as substitute teacher, holding many positions. John was superintendent for Lower Yukon School District for 8 years. Chaired in Alaska Native

Corporations. Participated in culture and instruction team, mission and vision and elder engagement team for the proposed charter school.

Camilla Larochelle: is Yupik, Eskimo from St. Michael's. She has a Bachelor's of Arts in Elementary Education. She has been in the education field since 1987, holding various positions from Supervisor of teachers in Head Start, training new teachers and classroom teacher. She has participated in the elder engagement team, culture, and curriculum and the mission and vision team for the proposed Charter School.

Karen Don: is Yupik, Eskimo from Akiachak, Alaska. She has her Bachelor's Degree in Elementary Education. She is also a parent. Currently, employed by, MSBSD since 2013 as a teacher. Member of Indian Education Association for MSBSD for 5 years. Has about 19 years of teaching in mostly early childhood. She is a parent and Yupik Eskimo.

Emma Demmert: is Tlingit from Angoon, Alaska. She graduated in 2001 with a Bachelor's degree in English from the University of Alaska Anchorage. She was a high school Language Arts teacher in Wainwright, Alaska at Alak School for three years. She is currently a teacher at Wasilla Middle School where she taught 6th grade Language Arts and Social Studies and 7th grade Social Studies. Emma also spent 4 years as an Athletic Director while continuing to teach at WMS. She also coached basketball to 6th, 7th, and 8th graders since 2006. During her time at WMS, Emma earned her first Master's degree in Reading, Writing, and Literacy from Lesley University in 2009. In 2014, she continued her education and earned her Master's degree in Education Leadership from University of Alaska Southeast. She has participated in the culture and instruction team for the proposed charter school.

Geraldine Ayonayon: is Koyukon, Athabascan family is from Stevens Village and Talkeetna. Geraldine is also a parent of 6. She has an Associate's Degree in Human Services. Has been employed with Knik Tribe since 2003. She started off as a rural youth worker and has held many positions since. She holds various management positions including education committee coordinator and manages all programs under the education and training department. She has been involved with Knik Tribe Fish Camp for youth for 5 years. Has participated in the culture and curriculum for the proposed charter school.

Isha Twitchell: is Yupik, born and raised in Bethel, Alaska. She moved to the Valley in 2005 where she decided to raise her children. Her passion for Native Education and indigenous values and practices shines through in all her endeavors. Currently, she is pursuing a degree in Business Administration. Isha served as a chairperson for the Indian Education Parent Advisory Committee (IEA PAC) for MSBSD for 10 years. She is a Grant Administrator for the SPF prevention grant at Knik Tribe. She participated in the elder engagement and mission and vision teams for the proposed charter school.

Debra Hersrud: is Inupiaq from Shishmaref, Alaska. Spring of 2022, Debra will be graduating with her Associate's Degree in Inupiaq Studies along with her Certificate I and II in Inupiaq Language and Culture. She has been employed by Bering Strait School District as a special education aide, volleyball coach, basketball coach, and substitute teacher. She is currently employed with Knik Tribe working with youth leaders, after school programs, childcare and other duties assigned by the education and training department. Participated in elder engagement team and curriculum and instruction team for the proposed charter school.

Elena Gorovaya: is from Russia Khabarovsk in the Far East region of Russia. She has a Master's in Clinical Psychology. Elena has experience working with youth who are high risk.

Elena has 2 publications printed. She is currently employed with Knik Tribe as Youth Services Coordinator at the Benteh Wellness Center. Participated in social emotional wellness for the proposed charter school.

Christine Cassidy Itta: Master's in Museum Education and Bachelor's of Science in Early Childhood Education. Former classroom teacher currently working as an educator at the Anchorage Museum. Eight years of experience co-developing culturally responsive curriculum with culture-bearers that center Alaska Native arts and ways of knowing for use at the Anchorage Museum and in classroom settings. Offers regular professional developments for Anchorage School District educators on developing culturally responsive curriculum for their classrooms. She is a white woman married into an Iñupiaq family and works towards better educational experience for her Iñupiaq nieces, nephews, sister, and future children. Participated in culture and instruction and culture and curriculum for the proposed Charter School. Originally from Washington state and South Carolina, she has been living in Alaska for eight years, first in her partner's Iñupiaq home village of Atqasuk, Alaska and now in Anchorage.

Christine Cassidy Itta: is from Washington and South Carolina. She married into an Inupiaq family and advocates for her Inupiaq nieces, nephews, sister and future children. She lived in Atqasuk, Alaska and was a teacher for NSBSD prior before moving to Anchorage. She has a Master's in Museum Education and Bachelor's of Science in Early Childhood Education. She is a former teacher and currently working as an educator at the Anchorage Museum. Eight years of experience co-developing culturally responsive curriculum with culture-bearers that center Alaska Native arts and ways of knowing for use at the Anchorage Museum and in classroom settings. Offers regular professional developments for Anchorage School District educators on developing culturally responsive curriculum for their classrooms. Participated in culture and instruction and culture and curriculum for the proposed Charter School.

Iris O'Brien Caldentey: is an Aleut from Cordova, enrolled in Native Village of Eyak and Chugach Corporation. She is a parent and educator. She is currently pursuing a Master's Degree in teaching, currently student teaching at Swanson Elementary School. Iris volunteered at CCS Headstart in Sutton, Alaska when her children were enrolled and sat on the parent advisory board. She has been a homeschool teacher for 5 years. Participated in culture and instruction team for the proposed charter school.

APC Minutes

September 3, 2021 1:00 PM-2:00PM Attendance:

Carl Chamblee-KTC Education Specialist/STEP grant project director
John Hersrud-KTC Education and Training Director
Esther Shade- KTC STEP Grant assist project director

APC

Isha Twitchell
Debra Hersrud
Camilla Larochele
John Lamont Jr
Elena Gorovaya

Emma Demmert
Iris Caldentey-Excused Absence
Christine Cassidy Itta-Excused Absence Karen Don-
Excused Absence

Carl Chamblee presented application and bylaws:

Reviewed appendixes of the charter school application with APC members. Appendix A:
Evidence of school board approval (not till October or after).
Appendix B: Contract between the charter school and school board (not till October or after)

Reviewed Appendix C: Charter School bylaws
Appendix D: APC Members, Qualifications, Minutes (APC members resumes attached to
application)
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 Charter Statutes
Appendix M: Response to Instruction

Reviewed APC resumes and previous meetings that summarized Charter School goals.

Emma Demmert: Made motion to accept Charter School application and bylaws as presented

John Lamont Jr: Second
Vote to approve and submit application and bylaws: All approved Motion passed

unanimously.

Discussion questions:

Are there requirements to sit on APC?

There is a teacher and a parent requirement, but will be postponed since the school is not
operational, the group includes both potential teachers and parents.

John Lamont Jr.: Made motion to have 9 members on APC changing it from 5 to 9.

Camilla Larochelle: Second

Vote to move APC from 5 to 9 members: All approved.

Discussion: All members are in agreement of 9 members.

Motion passed unanimously.

Isha: Made a motion to nominate John Lamont Jr as interim chair

Camilla Larochelle: Seconded

John Lamont Jr: Accepted the nomination chair of APC. APC voted unanimously to appoint him as chair.

It was suggested that the APC establish an outreach campaign and start a Facebook page for the proposed Charter School.

Isha, Elena and Debra volunteered to serve on a committee to start social media outreach. All members agreed.

Open discussion: next meeting time 9/20/21 4:30PM Bogard Building in person and available for Zoom for members who can't make it.

Upcoming business: Organize APC (vice-chair, secretary, and treasurer)
Outreach and social media outreach and district review/approval process

Knik Charter School Academic Policy Committee Meeting minutes

Meeting date September 20, 2021

Call to order: 4:30 PM

The Charter Mission, Vision and goals:

Our vision is that our children and youth become life-long learners and are successful in their chosen path.

Our mission: Our children and youth receive a world-class education through exceptional Alaska Native culture and values-based learning opportunities preparing them for success in their future endeavors.

Established quorum:

Members Present

John Lamont- Acting Chair

Isha Twitchell- Acting Vice Chair

Karen Don

Emma Demmert-Acting Treasury
Iris Caldentey- Acting Secretary
Christine Cassidy Itta-Zoom
Elana Gorovaya
Debra Hersrud-Zoom
Camilla Larochelle

Support Staff:

Carl Chamblee-KTC Education Specialist/STEP grant project director
Esther Shade- KTC STEP Grant assist project director

Land acknowledgement

New Business:

Selection of interim Officers

Chair nomination by Isha Twitchell of John Lamont, Iris Caldentey second, unanimous vote
Co-Chair nomination by Karen Don of Isha Twitchell, Iris Caldentey second, unanimous vote
Secretary nomination by Iris Caldentey for Iris Caldentey, Isha Twitchell second, unanimous vote
Treasurer nomination by Isha Twitchell of Emma Demmert, Iris Caldentey second, unanimous

Carl Chamblee-Short presentation of school designs presented to the Preliminary Team of KTC.
Carl informed APC of state charter school grant possibility- he will look into this

Outreach: Open discussion on outreach ideas: mailouts, social media, possibly hire indigenous local business owner for marketing, Frontiersman for ads, make sign "Future Knik Tribe Charter School", booth available for local gatherings, radio station, new survey option to inform and gather information (ask parents what they want to see), target audience and numbers of AN/AI students enrolled is around 3800.

Old Business:

District application review dates:

September 3, 2021: Application submitted to MSBSD School Board
November 7, 2021: First reading to School Board
November 17, 2021: Goes back to School Board
December 1, 2021: Request school board for approval
December 12, 2021: Goes to State of AK for Approval
March 2022: State of AK School Board
June 2022: State of AK Application Consideration

Open Discussion:

MSBSD Board meeting items

-Outreach committee will draft an introductory letter to MSBSD Board introducing board members and our school Mission and Goals. Will send draft to APC members.

-APC members will participate if desired in School board meeting October 20.
Next APC meeting set for October 11 at 4:30pm

Closing Benediction

Appendix E: Administrative Policy Manual

Knik Charter School Administrative Policy Manual

Knik Charter School will comply with Alaska State Statutes applicable to charter schools and to Matanuska-Susitna Borough School District 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 KCS refer to the MSBSD, MSEA, 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 KCS. 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 MSBSD and DEED.

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

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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

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Appendix M: Response to Instruction

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 grounded in indigenous culture. The following information is provided to further clarify the primary purpose of the Charter.

Knik Tribe’s mission:

“To promote successful self-determination and cultural awareness for our members and our community through better living conditions, education, wellness, and hard work.”

And vision:

“Knik Tribe and our neighbors will live in a community of opportunity and prosperity with healthy families, cultural pride, and diversity.”

The mission and vision of the Tribe will be reflected in the charter school 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 education 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, blended learning, and a home-school correspondence program. The school will strive to offer culture-rich education opportunities throughout all programs. The school will also offer world class learning opportunities in career and technical education, advanced academic classes, State-wide correspondence, and a residential school. 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 Mission, Vision and goals:

Our vision is that our children and youth become life-long learners and are successful in their chosen path.

Our mission: Our children and youth receive a world-class education through exceptional Alaska Native culture and values-based learning opportunities preparing them for success in their future endeavors.

Goals:

- Honor the first peoples of the Knik Tribe and Alaska by celebrating, teaching, and valuing the customs, languages, and Native ways of knowing in all we do.
- Create a school culture of support for high expectations for academic and social-emotional success utilizing a standards-based approach to teaching.

- Provide world-class science, technology, engineering, arts, and math (STEAM) educational opportunities.
- Build a strong sense of community among our children, youth, and families.
- Instill a sense of pride and deep understanding of indigenous knowledge and values.
- Prepare our children and youth to successfully carry on and reflect these values with pride in the community where they choose to live, work, and play.
- Prepare our children and youth to become leaders in their chosen paths.
- Provide personalized learning opportunities that bring out the best in our children and youth.
- Expect excellent effort and teach all children so they excel in reading and math.
- Empower our youth to take pride in their work and to finish projects with excellence.
- To be a resource for the greater community in understanding, appreciation, and support for indigenous knowledge, languages, and cultures.
- Employ trained and professional staff who respect, reflect, and share our vision, mission and goals.
- Provide diverse learning opportunities both in school and out of school
- Prepare students for success through education of Native culture, values, and Alaska Standards.

Knik Tribe’s guiding principles (values): (source: Knik Tribal Council)

Honor Your Elders
Know Who You Are –Family and Language
Respect for Others –People and Land
Take Care of Others –Community and Society
See Connections –All things are related.
Have Patience –Accept Responsibility
Spirituality–Pray for guidance.
Live Carefully –What you do will come back to you.
Honesty –With yourself and others.
Humility and Humor –Accept what life brings.
Share –Giving makes you rich.
Work Hard –Take Responsibility

vi. Local school board approval of the new charter school marked as Appendix A. *AS 14.03.250(b)*

Evidence will be provided after the Mat-Su School Board approves the charter application. See Appendix A for meeting minutes.

- vii. 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)*
Knik Charter is requesting a 10 year initial contract.

Evidence will be provided after the MSBSD Board approves the charter application.
The signed contract with all required elements will be found in Appendix B.

- viii. Provide the charter schools' bylaws marked as Appendix C. *4 AAC 33.110(a)(4)*

KTCs By-Laws are in Appendix C.

- ix. 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)*

Please see appendix C. Charter bylaws. The list of APC members and their qualifications can be found in Appendix D, along with meeting minutes from their meetings.

Section 2: Organization and Administration

- vii. 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, clerical staff, and an academic and graduation supervisor. Staff responsibilities are listed below.

KTC Charter School Administration, 1.0 FTE principal with Type B certificate:

- Oversees and in consultation with the APC guides the implementation of KTCs educational program, APC bylaws, and student handbook
- Supervises daily operations
- Assigns staff additional responsibilities such as Assessment Coordinator, Digital First Responders, Battle of the Books coordinator, Parent engagement coordinator, Geography/Spelling Bee Coordinator, and other roles as needed
- 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 at District 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 Teachers, (DOE) with Type A certificates:

- Classroom instruction, blended learning, and homeschool support teachers
- 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 remote sessions or field trips.
- Approves and initiates requests for curriculum purchase orders for at home learners.
- Certifies and records student report cards, credits and transcripts
- Proctors student assessments for high school courses and district assessment and state mandated assessments
- Attends all mandated training and curriculum specific training

Certified Teachers, 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 KCS and District Special Education service providers

Type C counselor,

- Counselor duties include scheduling new students and typical counselor duties

1.0 FTE Graduation and Academic Support Coach program supervisor (PERS)

- MTSS implementation support to teachers and administration
- Supports transition of students to and from KTC
 - Including ASVAB testing
 - Scholarship applications
 - Appropriate program placement within KTC

Clerical staff consists of 3.0 FTE administrative secretaries, 1 each for the elementary, MS/HS, and correspondence school. KTC staff will use a team approach in fulfilling the duties required for administration of the contract. The team completes 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
- Maintains accurate records of student allocations
- Purchases curriculum and student materials
- Processes curriculum reimbursements to families
- Communicates with families regarding reimbursements and allotment balances

Student support duties:

- Communicates and assists families with lottery, enrollment and registration processes
- Maintains student cumulative files
- Maintains and reports enrollment as required by the district and State of Alaska
- Maintains student health and shot records
- Supports certified staff to coordinates academic field trips
- Schedules staff and students into academic and enrichment educational sessions
- Coordinates volunteers and subs to support instruction of sessions
- Monitors students during lunch and throughout the building
- Assists families in finding resources and/or answers to questions
- Assists in maintaining a safe environment by monitoring safety and security at all times

Knik Charter School staffing will be dependent on enrollment and budget. The school will prioritize PTR that optimizes learning for students. The PTR will be equal to or lower than the district student teacher ratios for students enrolled in brick and mortar, blended learning, and correspondence schools respectively.

- viii.* The charter school will meet regularly with parents and with teachers at 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 or APC will administer the contract with Matanuska Susitna Borough School Board for the operation of Knik Charter School and ensures that Knik 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 they also approve revisions to policy handbooks and continue to provide input, guidance, and decision making into educational decisions in the best interest of Knik Charter School.

School improvement work sessions will be held periodically where guidance is given by the administration and outside sources to help the APC review data, set and monitor goals,

and operate using best practices for school board governance. The administrator provides guidance and assists the board throughout the process. The administrator attends all the APC meetings as well as the subcommittee meetings and reports to the APC at every meeting regarding staff updates, budget updates, building updates, etc.

The administrator communicates with staff about the school goals and objectives at weekly staff meetings. Staff can also attend APC meeting themselves 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.

- ix. 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 has one 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 they also approve revisions to policy handbooks and continue to provide input, guidance, and decision making into educational decisions in the best interest of Knik 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 administrator provides guidance and assists the board throughout the process. The administrator attends all the APC meetings as well as the subcommittee meetings and reports to the APC at every meeting regarding staff updates, budget updates, building updates, etc.

The APC Chair and KCS administrator engages the APC and staff in a continuous improvement process and advises of necessary changes to goals and objectives that may benefit Knik Charter.

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

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

KCS proposed calendar will include the week of Labor Day as a vacation week to support subsistence fishing, hunting, and gathering activities. Knik Charter operates as follows on specific district days:

- Teacher/Advisor Workdays: Building open, no sessions held by staff
- Professional Development Days: Building closed, no sessions held by staff
- Holidays: Building closed, no sessions held
- Vacations: Building may be open for special events
- Parent Conference Days: Building open, sessions held

The school calendar will comply with State law and be submitted for school board approval annually.

School Start and end times will correspond with district elementary schools.

The middle school and high school will initially operate a 7-period bell schedule; however the APC may also explore 6 period schedules and block scheduling to prepare and provide the optimal schedule for student engagement and learning.

Section 3: Educational Program and Student Achievement

- ii. 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 Knik Charter School will focus on the individual student’s interests, strengths, and weaknesses, while honoring and respecting indigenous cultures throughout the educational process. Children and youth learn in different ways and at different rates, and once they become motivated, they learn whatever is required to accomplish their goals. **KCS will provide parents the option of a culture based and culturally relevant instructional program that builds on students’ interests. This educational approach will promote cultural pride, creativity and critical thinking skills while developing the tools for rigorous study in any subject area are developed.**

“Schooling is the process by which you institutionalize people to accept their place in a society. Education is the process through which you teach them to transform it.”

Dr. Jeff Duncan Andrade

Our charter school will strive to provide culturally rich education options for prek-12 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 Alaska Native and American Indian cultural learnings and ways. The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning and home-school correspondence programs. Culture-rich education opportunities will be offered throughout pre-k through 12th grades. Cooperative teamwork-based projects that emphasize culture will be infused in the curriculum to engage students and promote standards achievement.

Highlights:

- **Provide Pre-K- 12th on-site education services beginning FY23.**

- Provide a culturally enriched state-wide correspondence services beginning in FY23.
- Culturally relevant teaching and learning utilizing cultural learning opportunities that enhance the relevance and student engagement in achieving and exceeding the State Standards.
- Develop and request approval (amendment to contract) to provide a residential option during the term of the contract.
- Utilize the MSBSD 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 learning activities emphasizing collaboration and cooperation.
- Co-Curricular and Extra-curricular activities.
- Follow State graduation requirements and offer support identifying and accessing post-secondary learning opportunities during the Junior and Senior year.
- Work with partners to identify and offer multiple work-based learning opportunities such as Job shadowing, pre-internships , and internships during junior and senior years.
- Every student will have consistent opportunities to work on grade-appropriate assignments.
- Students will be provided strong instruction where students do most of the thinking in a lesson.
- Students will be provided culturally enriched lessons that deeply engage them in their learning.
- 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.

The school will offer learning opportunities in career and technical education and advanced academic classes. The school will also offer supplemental co-curricular enrichment and educational opportunities on and off the school's campus to support all students including those enrolled in our correspondence program.

The programs at KCS will aim to support student learning from where they are in their educational progress as well as in their choice of delivery options. Each student's course of study will be specified in an Individualized Learning Plan (ILP), which includes a thorough review of formative assessments in reading, writing, and math (as appropriate), and is produced as a collaborative effort between parent teachers, a certified teacher and the student. The parent approved ILP may stipulate that schoolwork be conducted entirely at school, home, or be a combination of home and school-based study using the school's classrooms, labs, gym or other educational establishments and community resources.

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 Alaska Natives 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.

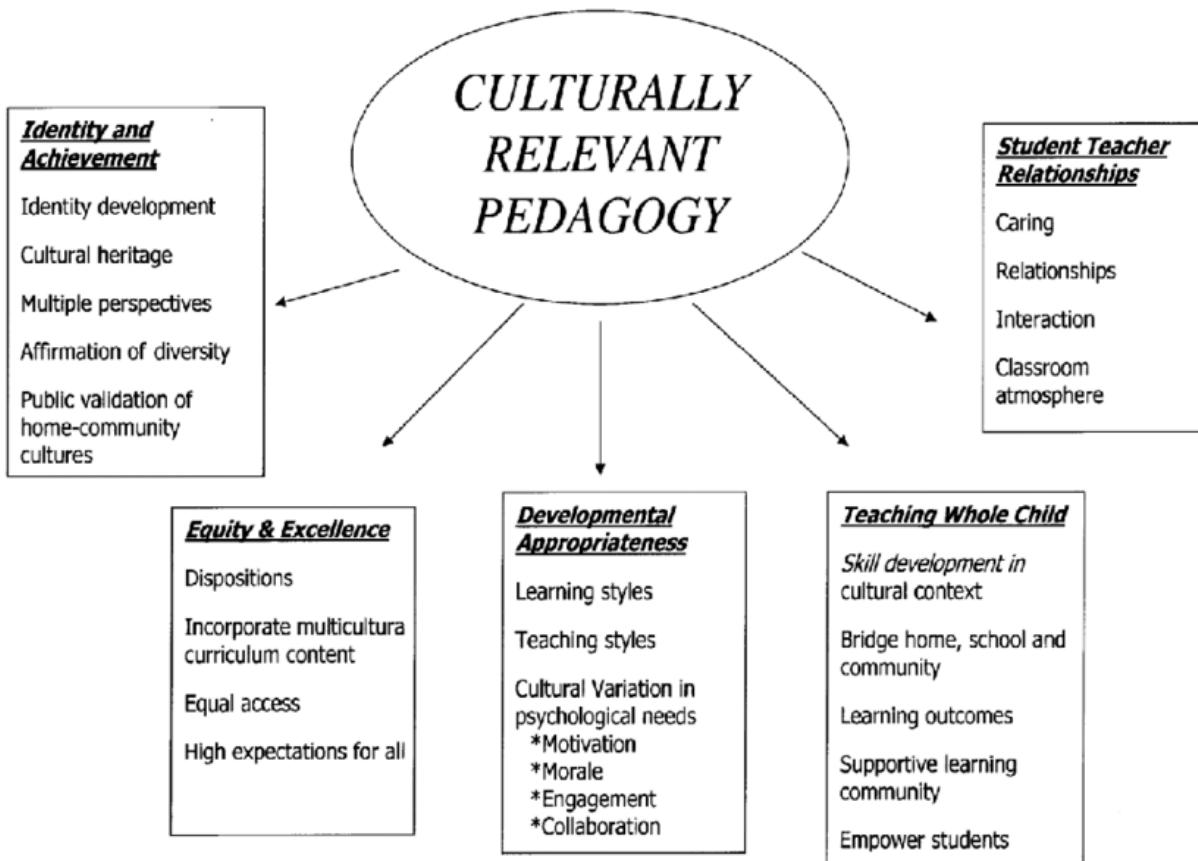
Students will meet or surpass MSBS District and State of Alaska Performance Standards and Grade Level Expectations (PSGLE's) in reading, writing, math, and science as outlined in the state PSGLE documents and in the MSBS District scope and sequence documents.

Students will meet or surpass the proficiency levels in all administered state and national tests.

Co-curricular Sessions and workshops from a variety of indigenous cultures will be offered at the school to enrolled students, both correspondence and in-person learners. Activities including robotics, agriculture, chemistry, physics, entrepreneurship, music, photography, archery, and beginning construction will be offered. Students also have the opportunity to participate in culture-based activities, course share classes with other schools, and educationally relevant and age-appropriate activities throughout the community.

KCS 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.

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



One study found that primary causes for ANAI dropouts were lack of self-esteem and teacher’s attitudes. The study suggested that teachers connect with their students in meaningful ways that serve to engage and build self-esteem. Engaging students with a welcoming classroom environment, expecting every student to succeed, showing students respect, honoring Native American literature, art, culture, values and activities in the curriculum, and fostering students’ pride in their people and heritage were all suggestions for teachers to build self-esteem/confidence of Native students and successfully engage them in classroom activities and project-based learning.

KCS will be a model school for effective teaching strategies engaging Alaska Native and American Indian youth. Engagement is key to school success, the teacher’s ability to engage students in meaningful learning activities is paramount to their learning. The **KCS Curriculum Development Team**, comprised 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 curricula aligns with Alaska State Standards and meet the goals of the school. The school will employ the MSBSD curriculum framework and many of the adopted programs of the MSBSD 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 KCS educational program. KCS CLO's 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 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.

Correspondence students will choose their program with guidance from teacher advisors. Certified teachers/advisors will have regular contact with the families to help guide the parent in how to meet the Alaska Content and Performance Standards, as well as specific requirements for high school graduation. Certified teachers and advisors will partner with parent teachers in creating a student's Individual Learning Plan (ILP), a document which encompasses the entire course of studies, and advise parent teachers on curriculum options. Curriculum and supplementary materials used in the school programs will align with Alaska's Content and Performance Standards and also the student's interests, instructional level and learning style. Common curriculum materials used will include Saxon Math, Singapore Math, Math U See, APEX, BYU, Acellus, Write Source, Lexia, ALEKS, Renaissance products, and Moby Max. Additionally, individual educational conferences will be provided annually to review the Alaska Content and Performance Standards with parents and outline the multitude of curricular options available to meet the standards.

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, texts 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 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.

KCS 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.

- vi. Plan that addresses the teacher-to-student ratio, including projected enrollment figures. 4 AAC 33.110(a)(16)

Initial enrollment at Knik Charter is projected to be 250-300 students in grades pre-k through 12. The pupil to teacher ratios will reflect the following guidelines:

- Grades k-2, 20 to 1.
- Grades 3-5, 22 to 1.
- Grades 6-12, 24 to 1.

The Correspondence home-school will have up to 300 students and there will be a teacher advisor for every 125 students enrolled.

Knik 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 teacher ratios for students enrolled in onsite and correspondence learning options respectively.

- vii. The 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)

KCS written instructional program is constituted from the [Alaska Content and performance Standards](#). 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.

Every Knik Charter School student will have an Individual Learning Plan (ILP) to encompass courses and curriculum material that align to state content standards. Knik Charter students participate in the State of Alaska mandated assessments and in the Mat-Su District's Measures of Academic Progress or MAP assessment, and AIMS Web for k-5 students.

Sec. 14.03.016. A parent's right to direct the education of the parent's child. (a) A local school board shall, in consultation with parents, teachers, and school administrators, adopt policies to promote the involvement of parents in the school district's education program.

The policies must include procedures

(2) recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the State;

Parent Engagement Polices

Knik Charter teachers will use assessment results to inform instruction, interventions, and enrichment for each student. KCS will strive to encourage all of our families to participate in district and state assessments, and to use assessment as a tool to guide the instruction of their homeschooled children. Teachers/Advisors will establish the importance of participation in these assessments during ILP meetings, progress monitoring meetings and grade 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.

KCS will use assessment results to help inform overall programmatic decisions as well as utilizing the data to drive instruction and assist in curriculum selection. KCS will work with families to optimize school attendance and to support learning opportunities for students who are out of school for cultural activities. KCS also recognizes the need to work in partnership with parents to optimize instruction and to make appropriate curriculum changes. KCS 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 website, frequent emails, texts 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 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.

KCS HS Graduation Requirements-

In order to graduate High School from Knik Charter School, a student must earn the district required minimum number of units of credit that include all state requirements in 4AAC 06.075. The total credits for graduation must include the classes in one of the following paths. All students are encouraged to select one of the more rigorous Alaska Performance Scholarship (APS) eligible pathways. Meeting the coursework requirements will be denoted on the diploma.

	Minimum (Not APS)	LA/Social Studies (meets APS)	Math/ Science (meets APS)	Credit restrictions:
English/ Language Arts	4 credits	4 credits	4 credits	APS approved Must include American Lit
Social Studies	4 credits	4 credits	4 credits	Must include: (All APS) Alaska Studies US History World Studies/History Government
Science	3 credits	3 credits	4 credits	APS approved
Math	3 credits**	3 credits	4 credits	APS approved must include geometry
Health/PE	2 credits	2 credits	2 credits	1 credit must include health
World Language	1 credit*	2 credits*	1 credit	* Must be a sequence of 2 credits of the same language
Technology	2 credits	2 credits	2 credits	
Electives	8 credits	9 credits	9 credits	
Total	27 credits	27 credits	27 credits	

** Academic Counselor may approve pre-algebra for graduation

Courses may be set with pre-requisites, requiring a sequence of courses.

Transfer students: Equivalent courses may be approved to meet core course requirements or pre-requisites. For students transferring with at least 13 credits from another school, alternative courses may be approved to meet technology, world language, and elective requirements, including a reduction of elective credit requirements if prior school offered less than 7 credits/year.

Students meeting the APS requirements and earning 27 credits with a cumulative GPA of 3.0 or higher will graduate will receive an APS honor Cord.

- viii. Plans for serving special education, vocational education, gifted, and bilingual students. 4
AAC 33.110(a)(10)

KCS 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.

KCS 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, ILP review, and offering curriculum and instruction suggestions. A specific plan to help the students gain English proficiency will be included in the student's ILP.

KCS 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 ILP's. The teacher and parent collaboration required in the design of the ILP will identify appropriate enrichment activities to meet the student needs.

Vocational or Career Technical Education-CTE educational offerings will be available both on campus at Knik tribe's Blended Learning Academy and through a partnership with MSBSD. Students interested in taking CTE courses at other district CTE programs will have the option and transportation will be arranged and provided. Our intended offerings at the blended learning academy include an Aviation as well as health and education pathways, additional programming in construction design, virtual reality welding, healthcare, flight career simulations, Fab Lab design/fabrication, and gardening/hydroponics will be made available through a partnership with the Knik Tribe blended learning academy.

Specialty programs will also frequent the learning opportunities utilizing experts in their specific STEAM fields

Fab Lab

- Hands on experience
- Learn to design and develop
- Output Production (Armed Forces – Remote control boats, planes, submarines, and others)
- Equipment such as 3d printer, laser cutters, CNC machine, Computer Aid Design
- Electronics - Physics
- Electrical circuitry

Metals/Wood shop

- Learn to make traditional tools such as
 - Sleds
 - Snowshoes
 - Baskets
 - Kayak
- Learn to work with metals
 - Welding and fabrication
- Virtual Reality practice of welding and woodworking

Science Lab

- Virtual Reality classroom
- Hands on projects
 - Watershed
 - Chemistry/Physics
 - Geology including metal detector use
 - Environmental – Cultural
 - Water quality
 - Biology

Robotics Lab

- Mechanics, electronics, and mechanical advantage
 - Learn to make projects for armed forces ground activities

Career simulation Lab

- Dozer, grader, excavator, loader simulators
- Dozer, grader, excavator, loader virtual reality
- Flight simulators
- Healthcare simulator
- Healthcare and behavioral health virtual reality

Greenhouse

- Growing education with hydroponics, food preservation (fish, berries and vegetables)

ix. KCS objectives for program achievement desired by the charter. *4 AAC 33.110(a)(7)*

The school will build a solid foundation of culturally responsive education programs that will be offered through several options including on-site learning, blended learning, and a home-school correspondence program. **Our program objectives include:**

- Engage families in the educational process of their children and youth through honoring their cultural identity.
 - Employ Alaska standards and standards-based education to drive academic achievement.
 - 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 education options for students in environments that respect and honor indigenous students and their families.
 - The school will strive to offer culture-rich education opportunities throughout all programs.
 - The school will also offer world class learning opportunities in career and technical education, advanced academic classes, and eventually a residential school.
 - 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.
- x. 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’s mandated testing, KCS will operate a multi-tiered system of support for students that utilizes data driven decision making.** The data used to inform instruction will include program assessments, MAP assessments, and AIMSweb 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.

Assessment/Evaluation

Foundations of Assessment

The foundation of KCS 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 KCS, 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: KCS Charter School students participate in all federal and state-required assessments at the grade levels required. KCS is will also use MAP and AIMSweb assessments at the grade levels recommended. *The school may explore other benchmark and progress monitoring assessments to meet the needs of the RTI program.

- State mandated--Math, Science, Reading, Writing
- National Assessment of Educational Progress (if required)
- AIMS Web Tests*
- NWEA MAP*
- WIDA (EL)
- Kindergarten 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:

- 1) *Observations and Anecdotal Records:* Evidence of learning that is gathered and shared with students during individual conferences.
- 2) *Questioning Strategies Embedded in Lesson/Unit Planning:* Teachers ask questions which both uncover and expand learning.
- 3) *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 KCS, 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 have been created to provide clear standards of performance. Students contribute to the development of rubrics, especially at the upper grade levels. 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.

Portfolios: Over time, portfolios provide a record of a child's growth in not only academic areas but also in study habits, critical thinking skills, and progress towards becoming a self-directed learner. Student portfolios will be used at KCS Charter School from 8th thru 12th grade. portfolios will be used for collecting samples of a student's work based on criteria established by the teacher/class and for self-reflections and goal setting.

The purpose of student portfolios at KCS is to:

- 5) Collect evidence of student growth and learning over time.
- 6) Collect evidence of specific learning goals achieved; and
- 7) Collect a varied sample of work for self-reflection and goal setting.
- 8) Provide the student with a portfolio of work to share and use for postsecondary applications and scholarships.

Examples of the types of work that might become part of a student portfolio: goal setting sheets, student self-reflections, progress in reaching specific goals, reflections on personal growth, self/group evaluations of collaborative projects, and rubrics from performance assessments.

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 KCS, we 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, KCS 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 KCS and provide opportunities for student to share their self-assessments.

Section 4: Professional Development

- ii.* PD description and schedule for staff development activities. *4 AAC 33.110(a)(8)*

All staff at KCS will be provided multiple opportunities for professional development throughout the year. Staff will pursue professional learning through several methods: attending

cultural curriculum and instruction focused trainings on and off site, 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 ANAI 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, PEAKS assessment training, MAP, APEX and Buzz online curriculum training, to name a few. 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 the IDEA curriculum fair. 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 training annually.

Section 5: Facility

- iii.* 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)*

The school location Knik Tribe has purchased the former MTA operations center property (12.7 acres) and is currently renovating that property to provide educational services to children and youth. The Knik Charter School intends to provide statewide correspondence services as well as on site learning for the pre-k through 12th grades at this site.

MSB code related to Charter School facilities. Any person wishing to establish a charter school shall notify the Matanuska-Susitna Borough Superintendent of Schools of their intention no later than July 1 of the year preceding the year that the charter school is to begin operation.

(1) A waiver for good cause may be granted by the school board for applications received after July 1.

(C) *[Repealed by Ord. 09-157, § 3, 2009]*

(D) As part of this process, the charter school representatives shall identify an area encompassing at least two square miles that would meet the general geographic needs of the proposed school and the borough charter school site criteria. Specific classroom, administrative, and educational support space parameters shall be noted in writing by the charter school representatives. Details of the described spaces must be sufficiently detailed to allow a request for proposal to be developed by the school district.

(E) The school district shall prepare a request for proposals describing the need for a facility to serve as a charter school building and the preferred geographic area being considered.

(F) Responders to the request for proposal shall provide as part of the proposal certification by an appropriate professional that the facility being offered for consideration can meet the federal, state and local building, fire, health and safety requirements applicable to other public schools in the borough.

(G) Upon a determination that a proposal has met the facility specifications contained in the request for proposals, the school district shall review the proposed charter school locations.

(H) The school district shall evaluate the proposals and select a charter school site using the following criteria:

- (1) compatibility with existing land use in surrounding vicinity.
- (2) accessibility during all times of the year and weather conditions.
- (3) proximity to fire response equipment.
- (4) central to student population being served.
- (5) access to outdoor recreation and learning.

- (6) appropriate road access based on number of students and faculty members anticipated with good sight distances at driveways, adequate road maintenance, adequate parking, safe drop-off and pick-up areas, safe pedestrian access from off-site and on-site.
- (7) proximity to environmental hazards or nuisances including noise, unregulated storage or disposal of hazardous materials, heavy traffic; as well as natural hazards such as flood hazard or mass wasting areas.
- (8) availability of reliable water and wastewater systems; and
- (9) lowest cost to the school district following a competitive procurement process.
 - (a) the lessor shall provide any required tenant improvements at no extra cost to the school district (“tenant improvements” herein means meeting the educational specifications related to the improvements required for the charter school).
 - (b) A lease may not include any provision requiring a financial cash or security bond, penalty clause, or liquidated damage clause for premature lease termination by the school district or charter school, or any provision requiring the school district or charter school to pay for any real property taxes on the property leased.

iv. Knik charter school’s facility plan and any plans for projected growth. *4 AAC 33.110(a)(15)*

The facility will accommodate between 275 and 300 students for in-person learning and space for teacher advisors serving up to 300 correspondence students. Additionally, the Charter school will have access to the Tribe’s STEAM academy located on the same property. The facility will include a gymnasium. Future growth needs will be provided for through expansion of the educational facilities and through the addition of portable classroom units on the property. The district does not currently have space for lease to house the charter school.

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.

Section 6: Admission

iii. 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)*

Knik 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 to accommodate all eligible students who submit a timely application within the facilities, students shall be accepted by random drawing until capacity is reached.

- iv. 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)

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

Enrollment Priorities:

- e. Children of Knik Tribe employees, KCS employees, and APC members
- f. Siblings of students previously enrolled in the school
- g. Children and grandchildren of APC approved language culture experts/volunteers
- h. 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 and the lowest number receiving the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than slots a waiting list will be compiled with the remaining numbers in order lowest to highest will be 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 then 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 have open enrollment until capacity is reached.

Following the selection process students enroll in KCS using a centralized enrollment system.

Section 7: Fiscal

- iv. 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 KCS is based on the per pupil allocation from the State and Borough to the district. In-person enrolled students are funded at 100% of this amount and correspondence students are currently funded at 90% of this amount.

Grants, gifts, donations, and special revenue funds may also be received by KCS 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

KCS budget is built upon the student count of 275 in-person students in grades k-12 and another 200 students in the school's correspondence program. Assuming the population is evenly spread among the 13 grade levels, there would be 21 students per grade level for in person learning budgeting purposes. Similar to the district budget, the KCS 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, this preliminary KCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

Power of Operation: KCS 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.

- v. 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 principal and administrative secretaries will work with the MSBSD 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.

There is a standard percentage (4%) of the per pupil operating revenue retained by the MSBS District for routine services provided by the MSBS 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 the MSBS District, the parties make an equitable adjustment to fairly allocate the additional costs involved. KCS will use the normal procedures established by the MSBS District for its accounting, purchasing, and business functions.

The KCS will work cooperatively with the MSBSD 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.

- vi. The charter school will account for receipts and expenditures. *AS 14.03.255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)*

Clerical staff consists of 3.0 FTE administrative secretaries, 1 each for the elementary, MS/HS, and correspondence school. KTC staff will use a team approach in fulfilling the duties required for administration of the contract. The team completes 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
- Maintains accurate records of student allocations
- Purchases curriculum and student materials
- Processes curriculum reimbursements to families
- Communicates with families regarding reimbursements and allotment balances

Section 8: Transportation

- ii. 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)*

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.*

Knik Charter Transportation Plan

Knik Charter school plans to provide limited transportation to hub locations in the portions of the community where students reside. Knik 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 MSBSD transportation department to design a limited route bus service to provide transportation options for parents and caregivers.

Appendix F: Addressing State Content Standards

KCS 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.

Appendix G: Admission Policy and Procedure

Knik 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.

- v. 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)*

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

Enrollment Priorities:

- i. Children of Knik Tribe employees, KCS employees, and APC members
- j. Siblings of students previously enrolled in the school
- k. Children and grandchildren of APC approved indigenous language culture experts/volunteers
- l. 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 and the lowest number receiving the first student enrollment and will continue to higher numbers until all openings are filled. In the event there are more students than slots a waiting list will be compiled with the remaining numbers in order lowest to highest will be

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 have open enrollment until capacity is reached.

Following the selection process students enroll in KCS through the MSBSD using a centralized enrollment system.

Appendix H: Enrollment and Waitlist Numbers

Enrollment estimates were done by surveying families using email and social media. We sent emails to Tribally enrolled families with the Knik Tribe. We also surveyed families who are enrolled in MSBSD who provided their emails. With Knik Tribe's social media Facebook page, we surveyed families for enrollment interest to Knik Tribe Charter School. 302 families committed to sending their child(ren) to Knik Tribe Charter School. We are estimating this number to be higher because not all students have been surveyed.

Appendix I: Budget Summary and Financial Plan



Knik Tribal PROJECTED Revenue

State Foundation Formula			Original Projection
Projected Count			475.00
Correspondence Count			200.00
Intensive Count			0.00
1	Adjusted for School Size *		350.35
	Factor	Amount	Adj. ADM
2	District Cost Factor	0.070	24.52
3	Special Needs	0.200	74.98
4	Voc Ed Factor	0.015	6.75
5	Correspondence Count	0.900	180.00
6	Intensive Needs	13.000	0.00
	Total Adjusted ADM	Per Pupil	636.598
7	Base Student Allocation	636.60 x	\$ 5,930.00
			\$ 3,775,024.00
8	Less Minimum Local Funding	\$ 999.45	\$ (636,248.00)
	Total Basic Need		\$ #####
9	Quality Schools Funding	\$ 16.00	\$ 10,186.00
	Total State Foundation Formula		\$ #####

TOTAL REVENUE			Total
		Per AADM	
Total State Foundation Formula		\$ 4,946.55	\$ 3,148,962.00
State PFD Lottery	\$65,000.00	\$ 1.88	\$ 1,197.00
Local Funding			
8	Minimum Required Local	34,548,940	\$ 999.45
	Contribution Above Minimum	31,292,866	\$ 905.26
		65,841,806	\$ 1,904.71
	FY21 Carry Over Estimate		\$ #####
	Total Gross Funding	\$6,853.13	\$ #####
	Original Funding Estimate		

* (250-399) School Size
 275 - 250 = 25
 Base = **326.1**
 Factor = **.97**
(25 x .97) + 326.1 = 350.35 **350.35**

Allocations are based on projected FY22 amounts

Appendix J: Transportation Policy

Knik Charter Transportation Plan and Policy

Knik Charter school plans to provide limited transportation to hub locations in the portions of the community where students reside. Knik 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 MSBSD transportation department to design a limited route bus service to hub locations for the purpose of providing alternative transportation options for parents and caregivers to get their children to school safely.

Appendix K: Parent engagement Policy

Parent Engagement Policies

Knik Charter teachers will use assessment results to inform instruction, interventions, and enrichment for each student. KCS 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 ILP meetings, progress monitoring meetings and grade conferences. The principal reminds 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.

KCS will use assessment results to help inform overall programmatic decisions as well as utilizing the data to drive instruction and assist in curriculum selection. KCS will work with families to optimize school attendance and to support learning opportunities for students who are out of school for cultural activities. KCS also recognizes the need to work in partnership with parents to optimize instruction and to make appropriate curriculum changes. KCS 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 website, frequent emails, texts 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 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.

Knik Charter School Compact

Q. How can parents and caregivers help their child be prepared for school?

Parent responses:

- ❖ I will make sure to check their backpacks to make sure they have necessary gear and homework.
- ❖ I will listen to my child and encourage their learning by promoting a positive attitude as they leave for school.
- ❖ I will be supportive of my child and support school expectations.
- ❖ I will understand the importance of a good night's rest.
- ❖ I will communicate with my child's teacher regarding academic and/or behavioral progress.

Q. What can students do to get the most out of their education?

Student responses:

- ❖ I will be responsible for my own school work and homework.
- ❖ I will make sure I have all my gear and homework before I leave for school in the morning.
- ❖ I will always give my best effort, completing and turning in my work on time.
- ❖ I will show respect towards my teachers and other student learning.

Q. What can teachers and staff do to support students and families?

Teacher responses:

- ❖ I will provide positive feedback for academic growth and excellent behavior.
- ❖ I will encourage learning by providing structured learning activities.
- ❖ I will keep your child engaged by providing opportunities for all students to respond to their learning.
- ❖ I will communicate with parents about your child's academic and behavioral goals, achievements and potential areas of growth.
- ❖ I will provide a safe and positive learning environment for your child.

We are always looking for creative ways to support education. Please share your thoughts and ideas with us.

SCHOOL, STUDENT & PARENT COMPACT

Knik Charter School is committed to children 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 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 national 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.

, Principal

For more information regarding Title I School & Parent Compacts please contact:

- ❖ Center for Law & Education: Title I as a Tool for Parent Involvement
<http://www.cleweb.org/issues/title1/tool.html>
- ❖ Institute for Responsive Education: Tips & Resources: School-Parent Compacts
<http://www.responsiveeducation.org/tipSchoolParentCompact.html>
- ❖ U.S. Department of Education: Parent Involvement: Title I Part A – Non-Regulatory Guidance
<http://www.ed.gov/programs/titleiparta/parentinvguid.pdf>
- ❖ Region V11 Comprehensive Center: Content and Format of Parent/School Compacts
<http://www.helpforschool.com/sikb/policies/ParentSchoolCompacts.html>

Appendix L: Alaska State Charter School Statutes

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) the written termination clause that must appear in the contract between the charter school and the local school board;
- (20) proof of compliance with applicable law; and
- (21)

(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:

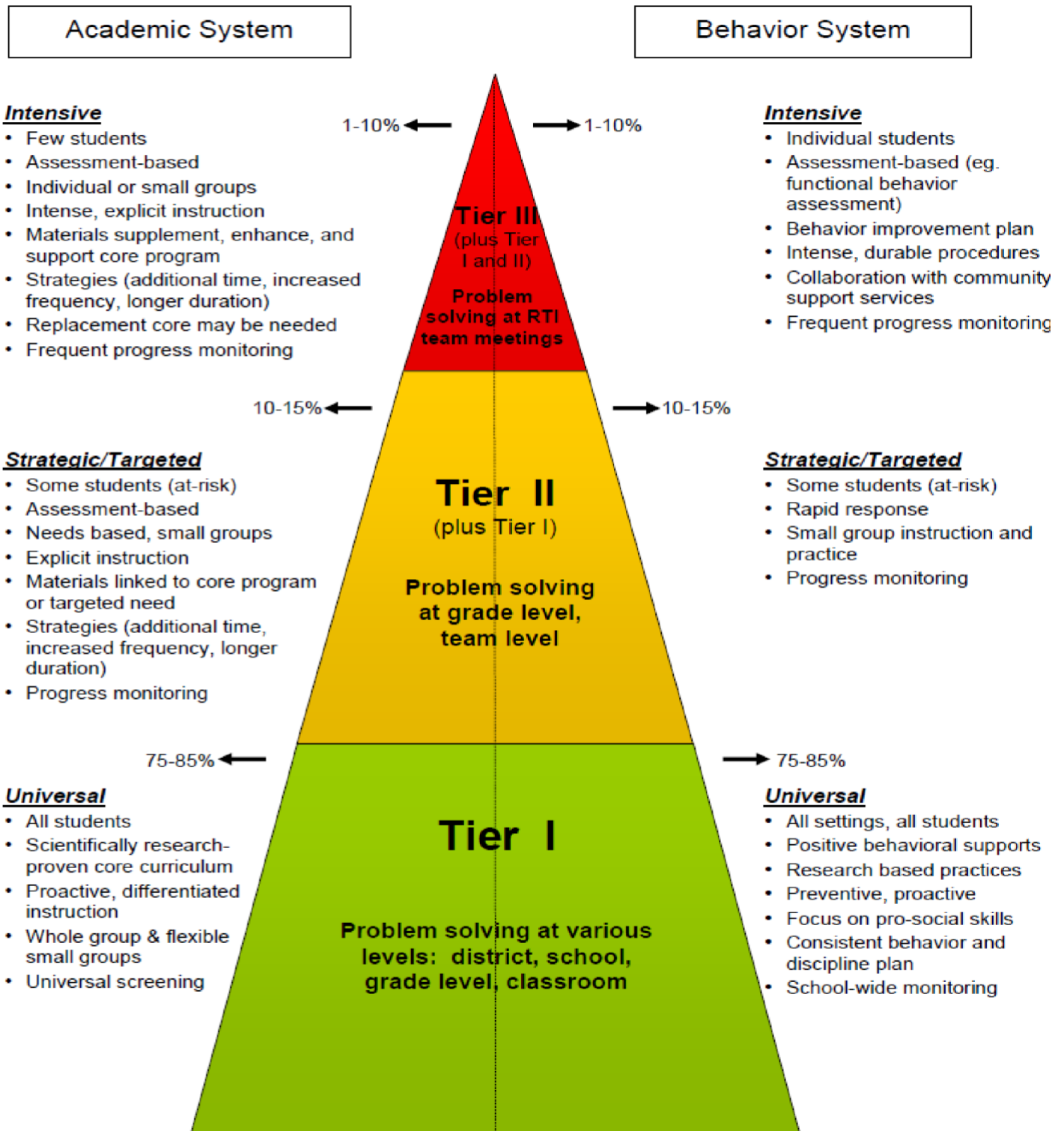
4 AAC 33.119. Definitions. In 4 AAC 33.110 – 4 AAC 33.119,

- (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)

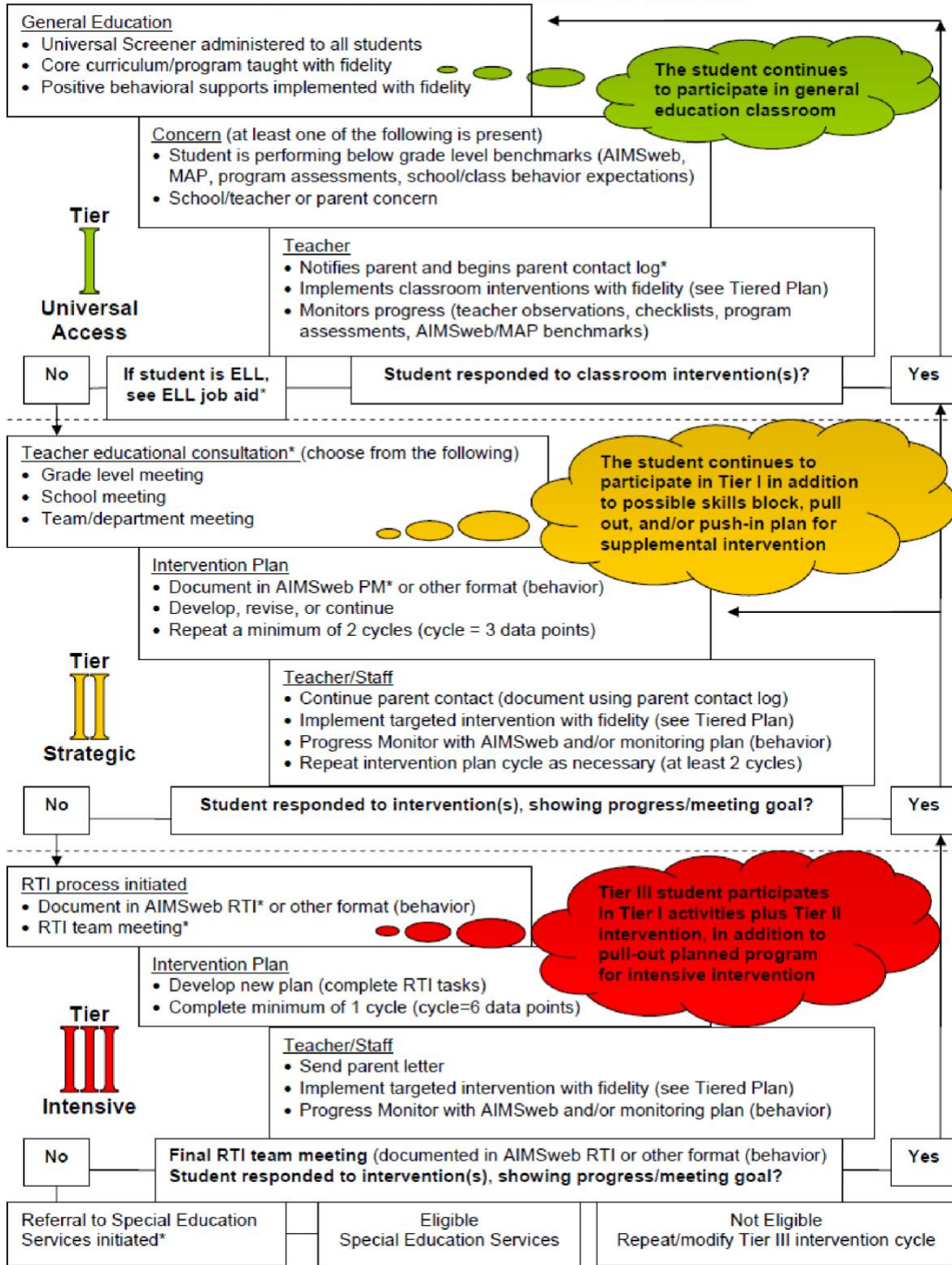
Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

Appendix M. Example of an RTI model

An Overview of Response to Instruction/ Intervention (RTI) Problem Solving Model



Details of RTI: A Flow Chart for MSBSD



* See Job Aid

MSBSD Dept. of Education and Instruction