

Alaska Native Cultural Charter School Application Anchorage School District

Mission Statement

The mission of the Alaska Native Cultural Charter School is to realize the reality of our unique urban environment with its rich Alaskan Native traditions including cultural corporations and organizations, and in partnership develop well prepared Alaska Native students who contribute and are able to contribute to the community. The school will bring Elders, Alaska Native leaders, youth, parents, and teachers together to infuse Alaska Native values, cultures, and languages into active learning experiences. A curriculum that utilizes traditional ways of knowing and methods of instruction will successfully transition rural Alaskan Native students into the urban community while fostering pride and a strong sense of cultural identity. The school engages in educational research and serves as a demonstration school for other teachers and administrators who wish to develop effective methodologies and approaches for working with Alaska Native and Native American students and their families.

Revised and Resubmitted by the Academic Policy Committee

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This application is organized according to the areas and sequence describing charter school application requirements in the Anchorage School District Board Policies. Supporting documents including the Alaska Native Cultural Charter School Bylaws are referenced in the application and are found in the appendices at the end of the document.

Provisions for the Academic Policy Committee:

The Academic Policy Committee emerged from the original planning committee and was officially designated on August 12, 2006, when the bylaws were finalized. This Academic Policy Committee (APC) reflects expertise in budget, finance, curriculum, instruction, fund-raising, grant writing, volunteer recruitment, public relations, office management, facility acquisition/management, library science, knowledge of school law or legal expertise. In addition to the APC, the school has a number of additional volunteers with needed expertise. This list can be provided at the district's request. The names of the APC members and their addresses are below. Letters attesting to their knowledge of their responsibilities toward the development and operation of the charter school are in Appendix A. The procedures for the election and appointment of the Academic Policy Committee members and their length of service are in the Alaska Native Cultural School Bylaws in Appendix B.

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Description of the organizational structure:

The Alaska Native Cultural School Bylaws include organizational information, proposed principles and guidelines for establishing and maintaining a working relationship between the District and the Alaska Native Cultural Charter School. The proposed organizational type and structure of the charter school are included in the bylaws. The bylaws acknowledge the supervisory authority and responsibility of the school board under state law and policy as

well as appropriate level of autonomy and self-determination for the charter school (See Appendix B).

Non-Profit Corporation

A community and parent support group has applied for non-profit status as a corporation (501c3) in order to support school initiatives. This group operates separately from the APC but can contribute funds and resources to the school.

Partnerships and Fundraising

The APC is in the process of developing school partnerships with Native corporations, Alaska Pacific University, Bean's Café, and other organizations that work with schools and fund educational projects and initiatives. A list of anticipated partners can be provided to the ASD upon request. Some letters of support are attached to the application. Fundraising is an ongoing process and it is anticipated that partnerships will develop as planning for the school continues through the first year of operation and afterward. The first letter to be mailed to Native corporations is in Appendix C.

Need for the Alaska Native Cultural Charter School

Anchorage is a unique community in the United States and the world characterized by successful Alaska Native corporations and many profit and non-profit organizations owned by the Alaska Native community. Alaska is renowned for its rich cultural heritage, the third most frequent reason that tourists visit Alaska. Within this environment, however, the Alaska Native people struggle to overcome educational policies that have been in existence since territorial days. The United State's policy of assimilation has resulted in public schools based on a Western model of education, one that eliminated Alaska Native languages, oral tradition, traditional teaching methodologies, and cultural identity.

Even though the Anchorage School District has Spanish, Japanese, Russian, French and German language programs, we do not have any programs that would restore endangered languages used by Alaska Native people. We somehow dis-acknowledge that American and Alaskan schools try to erase the Native culture following the tradition of assimilation policy and it diminishes the lives of the students and their families creating great disparities, underachievement and social problems. We know that there are more Alaska Native men in jail than in college. We know that most of the employees in Native corporations are non-Native. Yet we haven't addressed this need in a significant way in our educational system.

Evidence documenting the need for an elementary school alternative that better serves Alaska Native students has been demonstrated consistently over the years through studies and the growing history of State of Alaska exams. In 2000, Cook Inlet Tribal Council (CITC) conducted a study to explore the feasibility for a secondary charter school stating, ". . . consistently, certain students, Alaska Natives in particular, are historically underserved by the Anchorage School District educational programs and support services. School data suggests that there is a relationship between underserved and low household income students. As a consequence, these students do not achieve as well as they could if they were enrolled in smaller class sizes, received more individualized instruction and were in an environment more suitable to their learning styles and lifestyles." (p. I-1) Further the report states,

“Anchorage School District data reflect that at least over the past five years, the educational deficits that Alaska Native students suffer in the School District continue to exist without significant improvement. Drop out rates are consistently twice that of the student composite average for the School District; achievement scores are 25-30 percentile points under that of Caucasian students and similar to that of other minority student groups in the School District.” (p. I-1, I-2). (Charter School Project, Feasibility Study Report, Cook Inlet Tribal Council, Inc., December 12, 2000)

First Alaskans Institute has long been concerned about the education of Alaska Native students. In 2001, they published four studies conducted by the McDowell Group of Juneau and Anchorage. The McDowell Alaska Native Education Study provided documentation for academic need and appropriate schooling for Alaska Native students throughout the state. In the Research Summary, barriers to the education of Alaska Native students were listed as follows:

Educational statistics often paint a rather dismal picture of the academic achievement of American Indian/Alaska Native students. The research identifies barriers to academic success that begin in pre-school or kindergarten, and may continue throughout a Native student's academic experience. Among other things, these barriers include:

- *Language and culture differences among students, parents, and school staff.*
- *Ignorance of Native culture among teachers and other staff.*
- *Curriculum, learning materials and teaching styles that do not relate to Native cultural experiences.*
- *Standardized tests that do not take into account language and culture differences.*
- *Differences in learning styles between Native and non-Native students.*
- *Lack of educational role models and parents' attitude toward education.*
- *Problems at home, including alcoholism, neglect and abuse.*

The First Alaskans Institute published a report in 2004 titled Alaska Native K-12 Education Indicators. Using achievement data for 2003-2004 school year, they reported, “Alaska Native students have significantly lower test results for all grades [3rd, 6th, 8th] than do students of all other ethnicities combined.” Further, they indicated that, “In the Cook Inlet Region, significantly lower percentages of Alaska Native student were proficient in the subject areas tested, when compared with all other students.” During the 2003-2004 school year the dropout rate for Alaska Native students in grades 7-12 was 11.1% compared with 4.1% for all other students. They reported that numbers of Alaska Native dropouts was stable between 2001-2004. Attendance for Alaska Native students in Anchorage was 93.2% in 2001-2002, 92.6% in 2002-2003, and 92.8% in 2003-2004. (First Alaskans Institute, K-12 Education Indicators, Executive Summary, 2004)

Most recently, the 2005-2006 testing performance data for the Anchorage School District supports statements made in the CITC's report regarding student achievement. Although

CITC documented the secondary needs, the need also exists at the elementary level and is documented below.

**Anchorage School District 2005-2006 Adequately Yearly Progress Report
Summary for Alaska Native and Native American Students**

*=Title I schools, **= Schools that didn't meet AYP, SF=Safe Harbor

Elem. Schools	# Tested	# Prof. LA	#.Prof .Math
Abbott Loop	44	33	32
Airport Heights	29	16	17
Baxter**	48	37	33
Bowman	25	11	12
Campbell-SH	54	32	32
Chester Valley	38	26	24
Chinook**	62	41	37
Chugiak	24	18	17
Creekside* (**)	55	35	31
Denali*(**)	30	12	11
Fairview*(**)	32	14	14
Family Partnership**	35	22	8
Gladys Wood-SH	45	27	23
Kasuun	41	32	25
Kincaid	26	19	19
Klatt	40	23	28
Lake Hood	31	23	27
Lake Otis*	53	34	31
Mountain View*	31	15	16
Muldoon*-SH	55	22	22
North Star*(**)	57	27	18
Northwood-SH	30	15	16
Nunaka	51	26	20
Ocean View**	42	28	26
Ptarmigan*(**)	51	24	21
Rabbit Creek	32	25	25
Rogers Park	25	19	16
Russian Jack*	41	26	25
Sand Lake	32	27	22
Scenic Park	37	29	25
Springhill	45	32	33
Susitna	60	33	37
Taku*	23	13	9
Trailside	34	26	26
Tudor**	47	31	29
Turnagain	24	18	19
William Tyson*(**)	33	19	23
Williwaw*-SH	73	33	34
Willow Crest*(**)	54	25	23
Wonder Park*(**)	44	24	22
TOTAL	1633	992	928
% of those tested		60.75%	56.83%

Of the elementary schools that reported test scores on Alaska Native students, 60.75% were proficient in Language Arts and 56.83% were proficient in Math. Twenty-five schools were not required by the guidelines of the State of Alaska to report school proficiency scores on their Alaska Native or Native American students. These schools are reported below.

Elementary Schools-Proficiencies not reported:	
School	<u>AK Native/Native Am Enrolled</u>
Alpenglow	9
Aquarian Charter	13
Aurora	less than 5
Bayshore	14
Bear Valley	21
Birchwood ABC	17
Chugach Optional	14
College Gate	20
Eagle Academy Charter	8
Eagle River	18
Fire Lake	11
Frontier Charter	15
Girdwood	5
Government Hill*	13
Homestead	14
Huffman	12
Inlet View	8
Mount Spurr	less than 5
Northern Lights ABC	29
O'Malley	13
Orion	less than 5
Ravenwood	16
Ursa Major*	6
Ursa Minor*	less than 5
Winterberry Charter**	less than 5
TOTAL	290

District website reports for the 2005-2006 testing period reported that Alaska Native/Native American students in grades 3-5 met the growth goals in math, 54.4% proficient, and language arts, 71.4%. However, students in grades 6-8 only met the growth goal in math, 55.9%, while language arts was 64.7% proficient. Grades 9-12 did not meet Annual Yearly Progress in math, 51.8% proficient, and achieved "Safe Harbor" for language arts with 64.4% proficiency. On the next page are the numbers tested and numbers of Alaska Native/Native American students proficient in district secondary programs.

Secondary Schools	# Tested	#Prof. LA	#Prof.Math
Bartlett High**	129	73	58
Central Middle**	78	38	27
Chugiak High**	55	34	30
Clark Middle*(**)	160	80	67
Dimond High**	111	69	59
East High**	152	66	60
Goldenview Middle**	69	50	46
Gruening Middle-SH	32	22	18
Hanshaw Middle**	144	89	79
Highland Tech**	33	22	13
Mears Middle**	115	68	57
Mirror Lake Middle**	63	46	34
Romig Middle**	128	63	60
Service High**	130	68	56
South High-SH	48	32	29
Wendler Middle-SH	139	80	65
West High**	131	67	53
TOTAL	4110	977	811
% of those tested		23.77%	19.73%

Secondary and alternative schools that did not report scores on Alaska Native/Native American students by school are listed below.

Schools that did not report AYP data on Alaska Native/Native American students

<u>School</u>	<u>No. of AK Native/Native Am Students Enrolled</u>	
Stellar Secondary	17	
SAVE High	less than 5	
Eagle River High	19	
Crossroads**	less than 5	
Benson Secondary**	33	
AVAIL**	less than 5	
Continuation Prog.**	8	
Polaris K-12	24	
AK Sch.for Deaf**	less than 5	
TOTAL	101	(Does not include the "less than 5")
McLaughlin Secondary*(**)	34	
Whalley*(**)	63	10 less than 5
TOTAL		

Anchorage is a hub for families and students moving into the city from other areas in the state. Alaska Native families frequently relocate to Anchorage. The migrant education program documents and serves families that move back and forth between Anchorage and rural Alaska. On a statewide basis, the largest group of schools not meeting Annual Yearly Progress were 73 schools with an Alaska Native/Native American subgroup. The second largest subgroup represented was economically disadvantaged students with 72 schools. The

number of schools in these two categories was considerably larger than other subgroups, LEP students, 42 schools, and students with disabilities, 39 schools. Asian, Caucasian, Hispanic and Multi-Ethnic school groups were in the single digits (State of Alaska website, *Number of Schools Not Meeting AYP-Performance, Identification Group*, 2005-2006).

Disconnect Between Public Schooling and Alaska Native/Native American Student Needs

The McDowell group study (November, 2001) in the section, “Role of Language and Culture,” explores the educational disconnect for Alaska Native and Native American students in the public education system:

The inclusion of Native culture and language in the classroom promotes academic success for Native students, according to the literature (Yazzie, 2000; Reyhner, 1993, 1995; Lomawaima, 1995; Peacock & Day, 1999; and others). Household survey respondents, key informants, and focus group participants agreed that native language and culture should be included in Alaska’s school curriculum.

Classroom education is generally inconsistent with Native culture and the rural lifestyle. To close the divide between Western education and Alaska Native culture, experts and parents alike suggest that “Native ways of knowing” will improve Native students’ success. Among Native households, more than 80 percent said it was important to teach Alaska Native culture and language. In varying degrees, Alaska Native culture and language studies are being included in school curricula across the state.

Experts agree that Native knowledge should not be limited to language development, history, and traditions. The inclusion of Native knowledge in the teaching of mathematics and science are equally important. Integrating indigenous and Western knowledge into the Alaska school curriculum is the focus of the Alaska Rural Systemic Initiative. Funded by the National Science Foundation and the Anneberg Rural Challenge, AKRSI is attempting to meld traditional knowledge with public school curriculum including math, science, technology, language arts, and social studies. The pilot program is geared toward Alaska, but urban schools would benefit as well.

The McDowell Group research shows the importance of a balance between Native knowledge and classroom education. The incorporation of local knowledge also strengthens the ties of the school to the local community.

In January, 2006, the Phi Delta Kappan published an article titled, “What We Don’t Know Can Hurt Them: White Teachers, Indian Children,” written by Bobby Ann Starnes. Starnes states that there is a body of research on the conditions under which Native American children learn and flourish. She cites William Demmert’s research review of over 100 studies. The following is from the article:

An informal, “culturally friendly classroom in which “teachers act as facilitators” is conducive to Native students’ learning. Moreover, findings support the use of democratic principles and “democratic consequences” as

effective classroom management styles in Native American classrooms. Research on interventions in Native American classrooms found that children achieved and retained at higher levels and developed more positive attitudes when they learned through collaborative processes.” Learning is also enhanced when dialogue, open-ended questioning, and inductive reasoning are common classroom practices. (p. 386, Phi Delta Kappan, January, 2006)

Reproduced below is a chart from the Starnes’ article that highlights the disconnect between NCLB and the school needs of Native American students. It also reflects the practices and approach that will be taken in the Alaska Native Cultural Charter School.

Table 1. The Mismatch Between NCLB Program and the Research Base on Native American Learning

Best Practices	No Child Left Behind Programs
Hands-on, experience-based Use of culturally appropriate materials Informal, flexible learning environment Collaborative, teamwork Teacher as facilitator or coach High levels of dialogue	Abstract, “drill and kill” Culturally bland/generic Highly structured, extreme inflexibility Highly individualistic, isolating Teacher-centered, top-down Scripted, unnatural interactions
Learning Styles (Preferences)	No Child Left Behind Programs
Holistic approach, whole-to-part Reflective meaning-making Visual learning mode, including pictures and illustrations	Fragmented learning, part-to-whole Rote learning, memorizing Heavy print emphasis
Culturally Appropriate Programs	No Child Left Behind Programs
Based in culture’s values and beliefs Both/and approach (local and global) Begins but does not end with community	Dominant culture’s values and beliefs Dominant culture only Content irrelevant to community
Environmental Conditions That Support Resiliency	No Child Left Behind Programs
Promotes close bonds Uses high-warmth, low-criticism style of interaction Sets and enforces clear boundaries using democratic principles Encourages sharing of responsibilities, service to others, expectation of helpfulness Supports development of autonomy/independence Expresses high and realistic expectations Encourages personal goal setting and future focus Encourages development of values and life skills Encourages development of leadership, allows for decision making and other opportunities for meaningful participation Appreciates unique talents of each individual Emphasizes creativity Encourages development of sense of humor	Not addressed Failure-focused Uses top-down imposed rules Not addressed Teacher controlled Expectations are low Not addressed Not addressed Scripted participation and decision making Group-focused Emphasizes conformity Absent

The PDK article highlights what Alaska Native teachers, parents and students have experienced since schools were first established in the Territory of Alaska. The need exists for a culturally responsive school, one that can both establish a program based on best practices, high expectations, Alaska Native values to create a community of resilient, inspired and successful students.

In 2005, Central Lutheran Church hosted a meeting attended by approximately 300 people, predominately Alaska Native, who were invited to listen to a report presented by Anchorage Faith and Action-Congregations Together (AFACT). Their research, based on more than 100 interviews conducted in January, 2005, with Alaska Native families, was presented, then the meeting was opened up for public testimony. In attendance was Carol Comeau, Superintendent, Anchorage School District. The text below is excerpted from a newspaper report published on September 23, 2005. (Catholic Anchor Online, Archdiocese of Anchorage, issue #19)

One by one, parents, students, former students and teachers talked about their school experiences, with Comeau listening and taking notes at the front of the church. Some wore colorful kuspuks. Some of their voices trembled. One woman pointed her finger at Comeau.

The superintendent stayed at the church after the hour-long meeting to hear from people who did not have time to talk during the testimony phase. More than a dozen lined up behind the microphone.

Carl Topkok, a 20-year-old Inupiaq wearing a gray parka, stepped up to the microphone in his church and stood silently, pausing for a long while.

"Sorry, it's hard for me to speak," Topkok said, wiping away tears. "I'm one of those dropouts."

He composed himself and continued: "It was very hard for me to go to school just about every day. I was discriminated (against) by my peers because I was Eskimo."

Topkok went on to tell Comeau that in the seventh grade, he moved to Anchorage from the village of Teller, where he had attended class all day with the same students and one teacher.

"I wasn't very used to these types of classes where I had to hear the bell ring every day, every hour, go to class, go to another class. And I had one teacher and another teacher, another teacher and another teacher, another teacher. ... I was used to being in one community group of students because that's how I grew up — in one community of people."

During the meeting, AFACT leaders asked Comeau some specific questions regarding how to address the problems.

"Will you create a pilot project in one elementary and one middle school that includes intensive cross-cultural training for all school staff focused on the culture and communication techniques of Alaska Natives?" Delgado asked the superintendent in front of the hundreds gathered.

"Yes," Comeau answered into her microphone, and the church filled with applause.

The superintendent also agreed to create another pilot project in those same schools to provide active outreach to Native parents by teachers and staff, and also to meet with leaders of the Lutheran and Catholic Native ministry team in two months to discuss progress on the projects.

. . . After people left the Native ministry meeting Sept. 14, Comeau broke down in tears talking to a radio reporter.

"The biggest thing is the acceptance of everybody. It was very hard to listen to. This really hit me because it was so from the heart and there was so much pain," Comeau told the Anchor. "It was a very compelling, heart-rending, gut-wrenching meeting," she said.

The superintendent said she's been to big celebratory gatherings of Alaska Native people but that this was the first time she'd been to a meeting with so many Native people sharing their hardships.

"This is the other side of the coin," she said.

Despite the intensity of the meeting the superintendent said she was "so pleased."

"The sheer number (in attendance) was very significant because it showed the people really, really cared," she said. "I'm looking at it as a real catalyst for change. I've got a lot to think about."

Demand for the Alaska Native Cultural Charter School

The research cited and the outpouring of concerned Alaska Native organizations and parents attending public meetings as well as other concerned citizens in Anchorage indicate dissatisfaction and a growing need for a viable alternative for Alaska Native students.

Since February, 2006, A group of concerned teachers, parents and citizens have been working to create a charter school that would meet the needs of Alaska Native and Native American students in the Anchorage area. Beginning in September, the newly established APC conducts monthly information meetings open to the public, weekly work sessions open

to the public, conducts email communication with every interested individual and utilizes an email folder to inform everyone who has expressed interest. A public meeting was held at the Alaska Native Heritage Center on June 7, 2006, attended by over 100 people where a survey was distributed for prospective parents and community members. Fifty-six surveys were collected and compiled.

Based on initial surveys and ongoing efforts to solicit applications it is estimated that the school will enroll 200 students, K-6, during the first year of operation. The survey results follow in Appendix E. An application drive will be initiated the second week in September and will continue until the school opens. It is anticipated that the APC will have documentation for the projected enrollment by the date of the scheduled school board meeting.

Description of Educational Program

The educational program of the Alaska Native Cultural Charter School is intended to serve Alaska Native and Native American students, their families and the Native community of Anchorage. The school will help transition with new students who have moved to Anchorage from rural areas of the Alaska. Preparing elementary students for a successful future in the ASD while establishing community and offering support services that enhance the academic program will provide stability and success for children in transition. The school will welcome and serve all students who apply regardless of ethnicity, race, language, disability or gender.

Mission Statement

The mission of the Alaska Native Cultural Charter School is to realize the reality of our unique urban environment with its rich Alaskan Native traditions including cultural corporations and organizations, and in partnership develop well prepared Alaska Native students who contribute and are able to contribute to the community. The school will bring Elders, Alaska Native leaders, youth, parents and teachers together to infuse Alaska Native values, cultures and languages into active learning experiences. A curriculum that utilizes traditional ways of knowing and methods of instruction will successfully transition rural Alaskan Native students into the urban community while fostering pride and a strong sense of cultural identity. The school engages in educational research and serves as a demonstration school for other teachers and administrators who wish to develop effective methodologies and approaches for working with Alaska Native and Native American students and their families.

Philosophy

A deep knowledge and understanding of Alaska Native cultures and their contributions, and thoughtful citizens of our tribes, cultures, state and nation will be developed through learning constructed in meaningful whole contexts. The school will create Alaska Native young people who are uniquely prepared to contribute as citizens by creating learning environments in which language, communication and assignments are infused with purpose, function and importance for the learner.

Respectful, culturally responsive instruction is characterized by inquiry and active learning realizing that there needs to be a bridge between the methods of traditional learning and what

is expected in academia today. Students in such an environment construct new knowledge and skills by exploring themes as engaged learners who take risks and go beyond the literal to think deeply about important issues and act as developing socially conscious citizens. Service learning is one aspect of developing citizenship and understanding of community. Native values are the guiding framework and give meaning to the academic program.

It is important for students to become self-aware of their strengths and needs as learners and to enter into their education as active participants. Family, language, culture history and traditional practices are recognized, respected and valued throughout the program. Learning in the school is an extension of learning that occurs in the home. Consequently, the involvement of parents, family, elders and community members is essential.

Purpose

The purpose of the program is to provide a strong sense of Alaska Native cultural identity and values which will move students forward to academic excellence and success in life. While the program emphasizes Alaska Native culture, the academic program is designed to meet all academic standards through an integrated, holistic approach that supports learning using effective methods and techniques for working with Alaska Native and Native American students.

The goals of the school as established by the Academic Policy Committee are:

1. The Alaska Native Cultural School will be a place that helps students living in the Anchorage community understand and retain the Alaska Native culture, history, languages and traditions.
2. The Alaska Native Cultural School will create a safe and welcoming environment to learn for Alaska Native students showing that Alaska Native students can be competitive, successful leaders in today's society.
3. The school will address the whole child; the circle of wellness, which meets the social, emotional, physical and academic needs and goals of students and their families.
4. The school will develop responsibility and respect for self and others by displaying healthy life choices.
5. Engage in educational research and serve as a demonstration school for other teachers and administrators in Anchorage and throughout Alaska.

The goals, mission and purpose of the school were developed over a series of work sessions with the initial planning group for the school. The goals were informed by the surveys completed by parents and community members. The goals, mission and purpose statements have been approved by the APC. Included in Appendix D are the minutes of the meetings held.

Culturally Responsive Learning

Alaska Standards for Culturally Responsive Schools will be used to guide the planning, implementation and evaluation of the school program. These standards, adopted by the Assembly of Alaska Native Educators, were published by the Alaska Native Knowledge Network in February, 1998 and are reproduced in Appendix F. Below is a section from the

Alaska Standards for Culturally Responsive Schools preface describing how the standards will frame the planning, implementation and evaluation processes.

These “cultural standards” are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum and schools.

For several years, Alaska has been developing “content standards” to define what students should know and be able to do as they go through school. In addition, “performance standards” are being developed for teachers and administrators, and a set of “quality school standards” have been put forward by the Alaska Department of Education to serve as a basis for accrediting schools in Alaska. To the extent that these state standards are written for general use throughout Alaska, they don’t always address some of the special issues that are of critical importance to schools in rural Alaska, particularly those serving Alaska Native communities and students.

Developed through a series of regional and statewide meetings associated with the Alaska Rural Systemic Initiative, with funding provided by the National Science Foundation and the Annenberg Rural Challenge, and administrative support from the Alaska Federation of Natives in collaboration with the University of Alaska, Alaska Native educators have developed the following “Alaska Standards for Culturally-Responsive Schools” for consideration by educators serving Native students around the state. Though the emphasis is on rural schools serving Native communities, many of the standards are applicable to all students and communities because they focus curricular attention on in-depth study of the surrounding physical and cultural environment in which the school is situated, while recognizing the unique contribution that indigenous people can make to such study as long-term inhabitants who have accumulated extensive specialized knowledge related to that environment.

These “cultural standards” provide guidelines or touchstones against which schools and communities can examine what they are doing to attend to the cultural well-being of the young people they are responsible for nurturing to adulthood. The standards included here serve as a complement to, not as a replacement for, those adopted by the State of Alaska. While the state standards stipulate what students should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible, capable and whole human beings in

the process. The emphasis is on fostering a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real world contexts. By shifting the focus in the curriculum from teaching/ learning about cultural heritage as another subject to teaching/ learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways.

Some of the multiple uses to which these cultural standards may be put are as follows:

- 1. They may be used as a basis for reviewing school or district-level goals, policies and practices with regard to the curriculum and pedagogy being implemented in each community or cultural area.*
- 2. They may be used by a local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.*
- 3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-healthy behavior, including serving as potential graduation requirements for students.*
- 4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Elders as an educational resource.*
- 5. They may be used to help teachers identify teaching practices that are adaptable to the cultural context in which they are teaching.*
- 6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of their students.*
- 7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.*
- 8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children in Alaska.*

Native Language Program: Central Yup'ik Immersion and Classroom Language Instruction

The Alaska Native Cultural Charter School will establish a primary (K-3) multiage, one classroom immersion program in Central Yup'ik for approximately 20 students. Students will spend a half day of instruction in Central Yup'ik and a half day in English. Language arts will be taught in English and Yup'ik will be integrated into the disciplines. This program will be developed using information from successful Yup'ik Immersion programs and the successes of the ASD immersion programs. While much information has been gathered, there curriculum planning is ongoing. If the Yup'ik program for primary students is not ready by Fall, 2007, the school will postpone the program one year to finalize the planning and include language study in Yup'ik as planned for the rest of the students the first year.

A Central Yup'ik teacher will be employed to instruct the class for a half day. The program may be extended into upper grades after evaluation of the primary program and planning. In depth program planning and instructional materials selection will occur in spring, 2007, including collaboration with successful Yup'ik programs in other areas of the state. The APC has already contacted LKSD and Yupiit for curriculum resources and information on their programs. The Central Yup'ik teacher will work during the summer contract period to complete needed curriculum development for the first year including translation work.

The Central Yup'ik teacher will also provide language instruction along with other Native language teachers who provide classroom language instruction, K-6, embedded in the students' theme studies. Because the school will be located in Anchorage, one of the Dena'ina areas of Alaska, language classes in Dena'ina will be scheduled. The choice of other languages to be taught will be determined through parent requests and availability of instructors.

The APC is planning a Native language program to be conducted before and after school through grants written for the school. Information on Yup'ik programs as a separate document is being provided to inform the decision making process for the school board.

Service Learning

Students will develop service learning projects from their theme studies including those related to Alaska Native values and principles of a democratic society: social justice, equity, equal rights, etc. The service learning projects will be developed with and be carried out in the community. All grades will be involved in service learning during the school year.

Title I Program

The school anticipates applying for Title I schoolwide status for the 2006-2007 school year. The APC will provide DEED with enrollment data in the spring as well as demographic data on the neighborhood. As soon as the charter application is approved by the school board, a Title I schoolwide application will be developed and submitted to DEED. See attachment for guidance from Margaret Mackinnon, Title I Coordinator, DEED.

State Testing and AYP

The school anticipates that students entering the school may have learning challenges and need additional assistance. Students will participate in a before and after school program in cooperation with the Mountain View Boys and Girls Club. The parents will start a fund to help support these services for children. The APC is seeking to develop a relationship with CITC and their programs to assist elementary students beyond the regular school day and identify potential partnerships for the future.

The school has an assessment plan that determines student strengths and needs. Through a flexible schedule, students will be able to receive mini-lessons, guided instruction and one-on-one assistance in need areas while the students participate in an engaging instructional program focusing on meaning and purposeful in learning.

If the school doesn't meet AYP, the staff and parents will examine school based assessment data and gather state achievement data from year's past to develop a profile of learning for students and the school. The staff and community will meet to discuss options and modifications to the program which could include: schedule changes, greater parent involvement, additional instructional resources, developing expertise in areas of need among staff, refining the supplemental services, and/or purchase of additional materials needed for the program.

When the Title I application is developed it will include provisions for meeting AYP as required by the state and federal government.

Curriculum Frameworks

The instructional program will be developed around the following subjects based on District and State standards and using research based culturally responsive methodologies and family/community desires for the school. While some district curriculum will be used, the focus will be on modifying instruction for a greater emphasis on hands-on activity, family and other flexible grouping, develop of standards through authentic performance tasks and learning of content, concepts, skills, and strategies in meaning contexts that develop transfer of knowledge into new areas.

Language Arts Program

The language arts program is based on core understandings developed from over 30 years of research and include the following beliefs:

Reading is a construction of meaning from written text. It is an active, cognitive and affective process.

Background knowledge and prior experience are critical to the reading and [writing] process[es].

Social interaction is essential in learning to read [and write].

Reading and writing are reciprocal processes; development of one enhances the other.

Reading [and writing] involve complex thinking.

Environments rich in literacy experiences, resources, and models facilitate reading development.

Engagement in reading [and writing] tasks are key in becoming literate.

Children's understandings of print are not the same as adults' understanding.

Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models and demonstrations.

Readers learn productive strategies in the context of real reading.

Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.

Students need many opportunities to read, read, read.

Monitoring the development of reading[and writing] processes is vital to student success.

(Jane Braunger and Jan Patricia Lewis, Building a Knowledge Base in Reading, IRA and NCTE, second ed., 2001)

Literacy Curriculum Model

Children become literate by “learning language, learning through language, and learning about language” (M.A.K. Halliday, *Learning to mean: Explorations in the development of language*, 1975). Language arts will be developed through inquiry, meaning making and active learning using a workshop format and integrating theme study and content area literacy across the curriculum in multiage, family groupings.

Instructional materials will include text sets of trade books including fiction, nonfiction, poetry, personal narrative, historical fiction and non-fiction, original source documents, newspapers, and reference books. Teachers will have support materials and professional texts for the development of the program as well as time for program development before school starts and built into the school schedule. Developmental continuums will be used for teachers and students to document growth and set academic goals for learning. A sample list of books and references follows this section.

The model that follows, with the core understandings as a foundation, provides strategies and approaches for the teaching of language arts and the District standards (K-2) and State grade level expectations (GLE’s) for grades 3-6. Although learning language, learning about language, and learning through language are listed separately to provide space for the standards, each overlaps the other with inquiry as the central focus giving purpose to the acquisition, development and use of oral language, reading, writing and other communication media (adapted from Short handout, Anchorage, 2000)

Since all of the language arts are included in these frameworks, the studies are not limited to the district reading and writing goals but include other important goals for students, i.e., becoming lifelong readers, oral language development, etc. The expectations below for are from the Anchorage School District, *A Parent’s Guide: What Your Child Will Learn, Kindergarten to Grade 6*.

Learn Language	Grade Level Expectations K-2
<ul style="list-style-type: none"> • Independent reading • Independent writing • Read aloud • Book share/Book talks/ displays • Reader’s theatre • Choral reading • Buddy reading • Partner reading • Oral language/storytelling • Songs, chants, rhymes • Shared reading • Literature logs 	<p>R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> <p>R1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1</p> <p>R1.6 Read and follow simple directions to complete a simple task. E.C.2</p> <p>Kindergarten [K] 1.3.1, [K] 1.4.1, [K] 1.4.2, [K] 1.6.1</p> <p>First [1] 1.3.1, [1] 1.4.1, [1] 1.4.2, [1] 1.6.1</p> <p>Second [2] 1.3.1, [2] 1.4.1, [2] 1.4.2, [2] 1.6.1</p>

Learn About Language	Grade Level Expectations K-2
<ul style="list-style-type: none"> • Guided reading • Modeled/shared writing • Interactive writing • Editor's table • Strategy lessons • Mini-lessons/focused lessons • Teacher/student conferences • Strategy-sharing discussions • Author studies • Genre studies • Author's circles 	<p>R1.1 a. Distinguish, reproduce, and manipulate the sounds in words; b. Use a combination of the following to read and comprehend text: knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; pictures and visual cues; sight recognition of high frequency vocabulary words; word structure, e.g., root words, prefixes, suffixes, rhyming words; language structure, e.g., word order, grammar; meaning structure, e.g., prior knowledge and context; text structure, e.g., read left to right. E.B.1</p> <p>R1.5 Identify the main idea of a passage. E.B.1</p> <p>R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2</p> <p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. E.B.2</p> <p>R1.9 Express own opinions about texts. E.D.1</p> <p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections. E.B.3</p> <p>R1.11 Identify basic cultural influences in texts. E.E.1</p> <p>Kindergarten [K] 1.1.1, [K] 1.1.2, [K] 1.1.3, [K] 1.1.4, [K] 1.1.5, [K] 1.5.1 [K] 1.7.1, [K] 1.7.2, [K] 1.8.1, [K] 1.9.1, [K] 1.10.1, [K] 1.11.1</p> <p>First [1] 1.1.1, [1] 1.1.2, [1] 1.1.3, [1] 1.1.4, [1] 1.1.5, [1] 1.1.6, [1] 1.1.7, [1] 1.5.1, [1] 1.7.1, [1] 1.7.2, [1] 1.8.1, [1] 1.9.1, [1] 1.10.1, [1] 1.11.1</p> <p>Second [2] 1.1.1, [2] 1.1.2, [2] 1.1.3, [2] 1.1.4, [2] 1.1.5, [2] 1.5.1, [2] 1.7.1, [2] 1.7.2, [2] 1.8.1, [2] 1.9.1, [2] 1.10.1, [2] 1.10.2, [2] 1.11.1</p>

Learn Through Language	Grade Level Expectations K-2
<ul style="list-style-type: none"> • Read aloud • Literature discussions • Response to literature (writing, art, drama) • Inquiry studies • Theme units • Writing to learn • Author studies • Genre studies • Author's circles 	<p>R1.2a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension. E.B.1</p> <p>R1.5 Identify the main idea of a passage. E.B.1</p> <p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. E.B.2</p> <p>R1.9 Express own opinions about texts. E.D.1</p> <p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections. E.B.3</p> <p>R1.11 Identify basic cultural influences in texts. E.E.1</p> <p>Kindergarten [K] 1.2.1, [K] 1.2.2, [K] 1.5.1, [K] 1.8.1, [K] 1.9.1, [K] 1.10.1 [K] 1.11.1</p> <p>First [1] 1.2.1, [1] 1.2.2, [1] 1.2.3, [1] 1.2.4, [1] 1.5.1, [1] 1.8.1, [1] 1.9.1, [1] 1.10.1, [1] 1.11.1</p> <p>Second [2] 1.2.1, [2] 1.2.2, [2] 1.2.3, [2] 1.2.4, [2] 1.5.1, [2] 1.8.1, [2] 1.9.1, [2] 1.10.1, [2] 1.10.2, [2] 1.11.1</p>

Grades 3-6 are referenced with the GLE number from the State of Alaska, Department of Education and Early Learning, Content and Performance Standards for Alaska Students, revised, June, 2005 edition. Before each number is “R” for reading or “W” for writing. Since all of the language arts are included in these frameworks, the studies are not limited to the GLE’s (areas tested on the state exam) but include other important goals for students, i.e., becoming lifelong readers, oral language development, etc.

Learn Language	Grade Level Expectations 3-6
<ul style="list-style-type: none"> • Independent reading • Independent writing • Read aloud • Book share/Book talks/ displays • Reader's theatre • Choral reading • Buddy reading • Partner reading • Oral language/storytelling • Songs, chants, rhymes • Shared reading 	<p>The student restates/summarizes information.</p> <p>Third R1.4.1, R1.4.2</p> <p>Fourth R2.4.1, R2.4.2</p> <p>Fifth R2.4.1</p> <p>Sixth R2.4.1</p>

• Literature logs	
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Learn About Language	Grade Level Expectations
<ul style="list-style-type: none"> • Guided reading • Modeled/shared writing • Interactive writing • Editor's table • Strategy lessons • Mini-lessons/focused lessons • Teacher/student conferences • Strategy-sharing discussions • Author studies • Genre studies • Author's circles 	<p>The student uses strategies to decode or comprehend meaning of words in text. The student follows written directions. The student analyzes content and structures of genres. The student analyzes literacy elements and devices The student analyzes content of text to differentiate fact and opinion. The student writes about a topic. The student writes for a variety of purposes and audiences. The student writes and edits using conventions of Standard English. The student revises writing. The student documents sources. The student uses resources.</p> <p>Third R1.1.1, R1.1.2, R1.1.3, R1.1.4, R1.1.5 R1.6.1, R1.6.2/ R1.7.1, R1.7.2/ R1.8.1/ R1.9.1 W1.1.1, W1.1.2, W1.1.3/ W1.2.1, W1.2.2 W1.3.1, W1.3.2, W1.3.3, W 1.3.4/ W1.4.1, W1.4.2 W1.5.1</p> <p>Fourth R2.1.1, R2.1.2, R 2.1.3, R2.1.4, R2.1.5/ R1.6.1, R1.6.2 R2.7.1, R2.7.2, R2.7.3/ R2.8.1, R2.8.2 R2.9.1, R2.9.2/ W2.1.1, W2.1.2, W.2.1.3 W2.2.1, W2.2.2, W2.2.3/ W2.3.1, W2.3.2, W2.3.3, W2.3.4/ W2.4.1, W2.4.2/ W2.5.1/ W2.6.1, W2.6.2 W2.6.3</p> <p>Fifth R2.1.1, R2.1.2,R 2.1.3, R2.1.4, R2.1.5/ R1.6.1, R1.6.2 R2.7.1, R2.7.2, R2.7.3, R2.7.4/ R2.8.1, R2.8.2 R2.9.1, R2.9.2/ W2.1.1, W2.1.2, W.2.1.3, W2.1.4 W2.2.1, W2.2.2, W2.2.3/ W2.3.1, W2.3.2, W2.3.3, W2.3.4/ W2.4.1, W2.4.2/ W2.5.1/ W2.6.1, W2.6.2, W2.6.3</p> <p>Sixth R2.1.1, R2.1.2,R 2.1.3, R2.1.4, R2.1.5/ R1.6.1, R1.6.2 R2.7.1, R2.7.2, R2.7.3/ R2.8.1, R2.8.2/ R2.9.1, R2.9.2 W2.1.1, W2.1.2, W.2.1.3, W2.1.4/ W2.2.1, W2.2.2, W2.2.3, W.2.2.4/ W2.3.1, W2.3.2, W2.3.3, W2.3.4 W2.4.1, W2.4.2, W2.4.3/ W2.5.1/W2.6.1, W2.6.2, W2.6.3</p>

Learn Through Language	Grade Level Expectations
Read aloud	The student comprehends literal or inferred meaning from text.
Literature discussions	The student demonstrates an understanding of main idea The student analyzes content and structures of genres.
Response to literature (writing, art, drama)	The student analyzes literary elements and devices. The student analyzes content of text to differentiate fact and opinion. The student connects themes.
Inquiry studies	The student makes connections between cultural influences/events. The student writes about a topic. The student writes for a variety of purposes and audiences. The student documents sources.
Theme units	Third R1.2.1, R1.2.2, R1.2.3, R1.2.4/ R1.5.1/ R1.7.1, R1.7.2 R1.8.1/ R1.9.1/ R1.10.1, R1.10.2/ R1.11.1 W1.2.1, W1.2.2/ W1.5.1
Writing to learn	Fourth R2.2.1, R2.2.2, R2.2.3, R2.2.4/ R2.5.1, R2.5.2, R2.5.3 R2.7.1, R2.7.2, R2.7.3/ R2.8.1, R2.8.2/ R2.9.1, R2.9.2 R2.10.1, R2.10.2/ R2.11.1, R2.11.2/ W2.1.1, W2.1.2, W.2.1.3/ W2.2.1, W2.2.2, W2.2.3, W.2.2.4/ W2.5.1
Author studies	Fifth R2.2.1, R2.2.2, R2.2.3, R2.2.4/ R2.5.1, R2.5.2, R2.5.3 R2.7.1, R2.7.2, R2.7.3, R2.7.4/ R2.8.1, R2.8.2 R2.9.1, R2.9.2/ R2.10.1, R2.10.2 R2.11.1, R2.11.2/ W2.1.1, W2.1.2, W.2.1.3, W2.1.4 W2.2.1, W2.2.2, W2.2.3/ W2.5.1
Genre studies	Sixth R2.2.1, R2.2.2, R2.2.3, R2.2.4/ R2.5.1, R2.5.2, R2.5.3 R2.7.1, R2.7.2, R2.7.3/ R2.8.1, R2.8.2/ R2.9.1, R2.9.2 R2.10.1, R2.10.2/ R2.11.1/ W2.1.1, W2.1.2, W.2.1.3, W2.1.4/ W2.2.1, W2.2.2, W2.2.3, W.2.2.4/ W2.5.1
Author's circles	

Sample Professional Literature Reference List for Staff

Creating Classrooms for Authors and Inquirers, second ed., Kathy G. Short, Jerome C. Harste, Carolyn Burke, Heinemann, 1996.

ELS/EFL Teaching: Principles for Success, Yvonne S. Freeman and David E. Freeman, Heinemann, 1998.

Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, Grammar, David Freeman and Yvonne S. Freeman, Heinemann, 2004.

First Steps Oral Language Developmental Continuum, Education Department of Western Australia, Heinemann, 1994.

First Steps Oral Language Resource Book, Education Department of Western Australia, Heinemann, 1994.

First Steps Reading Developmental Continuum, Education Department of Western Australia, Heinemann, 1994.

First Steps Reading Resource Book, Education Department of Western Australia, Heinemann, 1994.

Inside Writing: How to Teach the Details of Craft, Donald Graves and Penny Kittle, Heinemann, 2005.

Reading Miscue Inventory: From Evaluation to Instruction, Yetta M. Goodman, Dorothy J. Watson and Carolyn L. Burke, second ed., Richard C. Owen Publishers, Inc., 2005.

Strategies That Work: Teaching Comprehension to Enhance Understanding, Stephanie Harvey and Anne Goudvis, Stenhouse, 2000.

Teaching Grammar in Context, Constance Weaver, Heinemann, 1996.

They Still Can't Spell?: Understanding and Supporting Challenged Spellers in Middle and High School, Rebecca Bowers Sipe, Heinemann, 2003.

Writing Through Childhood: Rethinking Process and Product, Shelley Harwayne, Heinemann, 2001.

The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts), Katie Wood Ray with Lester Laminack, NCTE, 2001.

Science Curriculum Approach

Science will be taught with a Native/rural emphasis. The school will utilize the ASD science kits for each grade level which include the district and state performance and content standards. These will be altered to emphasize native/rural science themes. Native ways of knowing, Native worldview, and Western science process skills will be emphasized in each unit.

Life science complements the Native worldview. Both utilize local environment. Native ways of knowing about the world parallel natural history observation. Native Elders are repositories of knowledge about animals, plants, geography and interactions. Many Native students doggedly pursue the study of animals. An example of a traditional project/theme is the study of an animal's natural history, behavior, habitat, physiology, regional hunting/trapping traditions, and traditional utilization practices.

The study of the Earth and the solar system are part of Western science and Native lore and knowledge. Travel in isolated regions requires knowledge of weather patterns, ice conditions, river/ocean currents and star/planet positions. Use of a compass or GPS device alone will not ensure safe off-road and -trail travel. In the field of weather, snow is studied by children from a Western science worldview. As demonstrated by the numerous descriptive snow words in all Alaska Native languages, Native peoples have an in-depth and practical knowledge of snow. Combining these two knowledge systems we will create a study of snow within a weather unit.

Physical science is part of every human endeavor. This field of Western science is easily applied to traditional and modern rural activities. Elders display great knowledge of physical science application in everyday life. Western science provides a system of study that verifies daily practices. An example of this is the friction of sled runners on snow and the application of water (or a similar liquid) on the runner to reduce friction. The scientific process can be used to compare the effect of different liquids.

Application of western scientific methodology to Native knowledge systems results in fun, meaningful and captivating topics of study for Alaskan students. Abundant resources make this type of curriculum accessible to teachers. Through the first few years, units will be tested and standardized by teachers of the school. Involvement of scientists, Elders and people knowledgeable about rural customs will be essential to this way of teaching science.

Resources in the field of Native science are numerous and growing. The Alaska Native Knowledge Network www.ankn.uaf.edu offers media, texts, lesson plans and web links for science education. This organization is dedicated to compiling, organizing and disseminating information related to Native knowledge systems and Native ways of knowing.

This approach to science curriculum will result in culturally responsive lessons that engage the learners with content, concepts and process skills that integrate Native knowledge and values with science.

Social Studies/ Physical Education/Lifetime Health and Wellness Overview

These disciplines will be taught across cultural themes and inquiry studies drawing on and integrating the ASD curriculum goals and State standards. Teaching will occur in a multi-age, family environment with a focus on active learning and community connections, particularly the use of Elders in the classroom. The curriculum overview for these subjects including the content and performance follows.

The Physical Education program will be shared among the staff who will develop a plan that meets recommended levels of exercise, enhances the academic program, fosters traditional forms of exercise and develops lifelong fitness. Exercise and fitness will occur daily in both organized classes and in unorganized play and exploration.

Use of Technology

Technology will be integrated into instruction to include tools for the development of learning and creation of multi-literacy and communication environments within which students will develop understandings of text, communication, and other symbol systems using a variety of media. Students will learn how to word process, create slide shows, electronic portfolios, spread sheets, and data bases, communicate via email, and use the internet to meet learning goals. Students will meet the standards for technology while actively pursuing content learning, higher order thinking, multiple literacies, and systems of communication.

A computer lab will be established the first year of operation. Other technology equipment will be purchased for classrooms to share the first few years. The goal will be to put technology in all classrooms including internet connectivity, TV/VCR/DVD, overhead projectors, projectors for other technologies and, if possible, video conferencing for connecting students to schools in rural Alaska and other out of state sites.

Teachers will have a computer for classroom use. Printers will be shared the first year between classes. Staff will be on the ASD system for email and other services, like the storage of assessment data. A copier will be available to teachers and the office staff.

Math Program

Two specialists will be employed in the school to provide the release time for teachers and provide a math program designed to meet the needs of all students. The school will use the District's adoption, Everyday Math, K-6, for its math program. Beyond the scheduled math instructional time, teachers will work on integrating the hands-on applications of Everyday Math into the theme and inquiry studies. Math related to disciplines will be developed.

The Fine Arts Program (Visual Art, Music, Drama, Creative Movement)

Classroom teachers will design fine arts learning activities based on the themes for the year, academic goals and fostering the learning of traditional dance, song, drama and art in the regular classroom. Regular student art displays and performances will be scheduled throughout the year.

Evaluation of Students and Program

In addition to meeting all federal and state assessment requirements associated with NCLB and Alaska (AS 14.03.075), student performance will be measured at three designated data points during the school year in reading, writing and math using integrated assessments developed by the staff and drawn from content themes and topics being studied across the school. Science and social studies content and concepts will be imbedded in the assessments and measured through student response. The designated data point assessments will be scored with rubrics using a common set of standards across the school. The Developmental Reading Assessment will be used to document reading performance and progress as used throughout the Anchorage School District. Teachers will maintain portfolios on their students. It is the intent of the school to use the new ASD standards based reporting system as a tool to develop the school assessment system. The school will use this reporting system with modifications as needed to report to parents. Professional development the first years of the program will include a strong focus on assessment development, implementation, analysis of the data and reporting to stakeholders.

Initial assessment data will be collected when students enter school for the first time in reading, writing and math. Teachers will administer the assessments and compile them as a team, developing profiles and performance targets for students. Portfolios will add documentation to other assessment data to record progress in all academic areas. The assessment process will be used to develop the instructional program for all students including special education and bilingual students in order to meet the individual needs of all students.

Teachers are expected to be aware of the strengths and areas of need for each student and to use assessment data on an ongoing basis to inform teaching. Teachers will work with students to help them understand their roles as learners and to develop the students' capacity for self-reflection and evaluation. Teachers will prepare students to conduct student-lead conferences during twice yearly parent-teacher conferences.

Teachers will use Understanding by Design, Grant Wiggins and Jay McTighe, second edition, 2005, which will frame the development of curriculum and assessment to include academic goals with consideration for critical thinking, essential questions, inquiry, projects

and active engagement. Student growth and competencies on the ASD and State of Alaska standards will be documented using an integrated and culturally appropriate assessment process.

State mandated assessment results will be analyzed with school assessments and student performance targets. The ASD grade level expectations will set the standard and expectations for performance. To the extent possible, the school will make use of the district assessment data base and other assessment data storage resources to compile, store and analyze progress for each student, to aggregate/disaggregate data for school instructional use and reporting.

The school will conduct an annual review of its programs and set goals based on student performance and surveys of the staff, students and families. Staff will research, develop and pilot assessments and curriculum to incorporate Native cultural relevance into the standards and measures of proficiency.

Teacher Professional Development

The staff will participate in a series of professional development activities during spring and summer of 2007 in order to plan for the opening of school and gain expertise in areas to be identified as the planning continues. Planning and professional development will include time spent on development of the themes for 2007-2008 and the evaluation plan for the school.

Schedule

The Alaska Native Cultural Charter School will follow the school calendar of the Anchorage School District for elementary schools with the exception of 2-3 days of winter vacation. The APC will move 2-3 days from the ASD winter vacation calendar to January so that students and teachers have traditional Alaska Native winter vacation days. The charter school will take the maximum allowable in-service days after building in the ASD recommended snow day(s) into the calendar. The calendar incorporates all release days stipulated by negotiated agreements as grading days. All in-service dates will be confirmed in spring, 2007.

The school day will start at 9:00 am and end at 4:00 pm. The school will meet the state recommended guidelines for subjects. These are guidelines may be met by blending subjects for example, writing and social studies.

Two math specialists will teach the ASD math program and provide planning time for the 10 classroom teachers. They will be in each class for 50 minutes per day and be responsible for the Everyday Math instruction. Classroom teachers will continue with the follow-up of the math lessons when the math specialist moves on to the next class. Classroom teachers will be responsible for art, music and physical education. The teachers will collaborate on art, music and physical education, developing a calendar each semester for the topics and activities that will be covered. For example, a team of teachers might decide to write and produce a play during the spring semester. They would collaborate on the activities and develop their schedule. The following tentative schedule of coverage is for 10 classroom teachers.

<u>Math Specialist One</u>	<u>Math Specialist Two</u>
8:30-9:15 Prep	Prep
9:15-10:05 Class #1	Class #6
10:15-11:05 Class #2	Class #7
11:15-12:05 Class #3	Class #8
12:05-12:35 Lunch	Lunch
12:40-1:30 Class #4	Class #9
1:40-2:30 Class #5	Class #10
2:30-4:00 Prep/planning	Prep/planning

The dual certificated teachers will be given additional planning time, the equivalent of one day a month, for special education duties. The principal and math specialists will provide this release time by developing a schedule prior to the start of school.

Admission Policies and Procedures:

The delivery model for specialized services, special ed., gifted, ESL are described in the program section of the application. All specialized services will be integrated into the regular classroom program. The APC will meet with the special education department to develop any necessary procedures prior to registration and admission of students.

An unofficial application procedure has been initiated to collect data on families interested in enrolling their children for fall, 2007. Official registration for the first year of operation will be ongoing in spring and summer, 2007, beginning in March following state approval of the application. The application and school brochure will be distributed to schools for students to take home. Applications will be collected from the schools.

The charter school will hold a lottery monthly starting the first week in May, 2007, to select students for the school. The lotteries will be held the first week of each month until the enrollment is capped.

After the first year of the charter school, registration will occur in the April when all continuing student enrollments will be reconfirmed and additional students will be added while space is available. The admission form is in Appendix E.

The Alaska Native Cultural Charter School seeks to serve academically low-achieving students, diverse populations, 'at risk' students and those needing special services within the student population. This will be the first charter school in Anchorage to encourage these populations and design programs to meet the needs of low income students and their families.

Any eligible student who applies in a timely manner will be admitted, subject to the maximum number of students identified in the proposal. First year, preference will be given to children of the originators of the charter. The school will welcome and serve all students who apply regardless of ethnicity, race, language, disability or gender. There will be no discrimination in admissions, policies, procedures or educational program.

It is anticipated that the school will grow. It is the APC's intention to offer a 7th grade program for the 6th grade students who are moving up in 2008-2009, and an 8th grade program in the third year of the school, 2009-2010. The school enrollment is expected to expand to around 300 students by the third year of operation.

2007 Application Calendar

March/April/May	Distribute applications to schools, Radio announcements on the process, collect applications by checking with schools Hold monthly lottery
June/July/August	Continue application process with designated person to collect
August	At the beginning of the school year confirm all registered students Open enrollment as needed

During the application period, parents will be notified that their application has been received within a week of receipt. Parents will receive an email or phone call and will be provided with information. During the first year, approval of the applications will be provided to parents following the month lottery. In the following years, families will be contacted to confirm that their child is continuing in the school for the next academic year. Continuing students and their sibling will be given priority for admission in the school before new students are accepted.

Application Interview:

The school board requested information on the questions school staff will ask parents after their children have been accepted. This interview will be informal and for the purpose of informing parents and gathering information of use for the school program. The following questions exemplify what will be discussed in the interview:

What culture are you immersed in? What cultural traditions are important to you and your family?

What is your understanding of a Native Approach to teaching?

What do you want us to know about your child's' interests inside and out of school?

What do you want us to know about special needs of your child?

How do you see this school making a difference for your child's' education?

Do you have cultural practices that you would be willing to share at the school, such as: oratory, storytelling, handwork, subsistence activities?

Are there other people in your family network that would like to help out at the school?

How will your child get to school?

Are you interested in carpooling?

What are your questions for the school?

Reduced Enrollment/Budgeting Plan

Below are four possible plans for staffing the school in the event that the enrollment for the school is under 200 students including how changes in staffing will effect the schedule.

These are samples developed during the planning process and other scenarios may be

developed if needed. This information is provided at the request of the ASD administration and board.

Staffing Options Option A

Two hundred students with no increase in TRS/PERS contribution July 2007

Ten classroom teachers; One is Yup'ik language immersion teacher; Two are dual certified in special education and regular classroom.

# of classrooms	Grade levels	# of students/classroom	Total students
4	Kindergarten-Third	18	72
3	Second-Fourth	20	60
3	Fourth-Sixth	23	69
10 total			201

Two mathematics teachers will teach 4 hours of math in each classroom weekly to provide teachers with preparation time as required by the certified teacher's contract. In addition, each teacher will each be teamed with one of the special education teachers and spend the equivalent of one day each week managing and instructing in the classroom. The special education teacher will use this time to manage the special education paperwork, planning and training for the school.

Schedule for the Math Specialists

Time	Math Specialist 1						Math Specialist 2				
	Mon	Tue	Wed	Thur	Fri		Mon	Tue	Wed	Thur	Fri
9:10	1*	1	1	1	SpEd^		6	6	6	6	SpEd
10:15	2	2	2	2	SpEd		7	7	7	7	SpEd
11:20	3	3	3	3	SpEd		8	8	8	8	SpEd
1:00	4	4	4	4	SpEd		9	9	9	9	SpEd
2:00	5	5	5	5	SpEd		10	10	10	10	SpEd

* Classroom number

^ Special Education Team Classroom

NOTE: If special education needs of the students require additional staff time one classroom teacher will be eliminated and the position will become a special education teacher. In this case the number of classrooms will be 9 and the staffing plan for Option B will be used. This will give us one full-time special education teacher and two dual-certs in the classroom teacher positions.

Staffing Options

Option B

Two hundred students **with increase** in TRS/PERS contribution July 2007

Nine classroom teachers; One is Yup'ik language immersion teacher; Two are dual certified in special education and regular classroom.

# of classrooms	Grade levels	# of students/classroom	Total students
3	Kindergarten-Third	21	63
3	Second-Fourth	22	66
3	Fourth-Sixth	24	72
9 total			201

Two mathematics teachers will teach 4 hours of math in each classroom weekly to provide teachers with preparation time as required by the certified teacher's contract. In addition, each teachers will each be teamed with one of the special education teachers and spend the equivalent of one day each week managing and instructing in the classroom. The special education teacher will use this time to manage the special education paperwork, planning and training for the school.

Schedule for the Math Specialists

Time	Math Specialist 1					Math Specialist 2				
	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
9:10	1*	1	1	1	SpEd^	6	6	6	6	SpEd
10:15	2	2	2	2	SpEd	7	7	7	7	SpEd
11:20	3	3	3	3	SpEd	8	8	8	8	SpEd
1:00	4	4	4	4	SpEd	9	9	9	9	SpEd
2:00	5	5	5	5	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd

* Classroom number

^ Special Education Team Classroom

NOTE: If special education needs of the students require additional staff time one Math Specialist will be cut to half-time and the position will be staffed by the principal or another teacher. The position will become a special education teacher. In this case the principal position will become a principal-teacher and he/she will take on half-time teaching duties This will give us one full-time special education teacher and two dual-certs in the classroom teacher positions. The Two dual-certs will get SpEd time through the use of substitutes.

Alternate Schedule for the Math Specialist and Principal (or other teacher)

Time	Math Specialist 1					Principal or other teacher				
	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
9:10	1*	6	1	1	1	7	7	7	7	Admin
10:15	2	2	6	2	2	8	8	8	8	Admin
11:20	3	3	3	6	3	9	9	9	9	Admin
1:00	4	4	4	4	4	Admin	Admin	Admin	Admin	Admin
2:00	5	5	5	5	6	Admin	Admin	Admin	Admin	Admin

Staffing Options
Option C

One hundred sixty students **with increase** in TRS/PERS contribution July 2007

Seven classroom teachers; One is Yup'ik language immersion teacher; Two are dual certified in special education and regular classroom.

# of classrooms	Grade levels	# of students/classroom	Total students
3	Kindergarten-Third	21	63
2	Second-Fourth	23	46
2	Fourth-Sixth	25/26	51
7 total			160

One full-time and one half-time mathematics teachers will teach 4 hours of math in each classroom weekly to provide teachers with preparation time as required by the certified teacher's contract. In addition, each teachers will each be teamed with one of the special education teachers and spend the equivalent of one day each week managing and instructing in the classroom. The special education teacher will use this time to manage the special education paperwork, planning and training for the school.

Schedule for the Math Specialists

Time	Math Specialist 1						Math Specialist 2				
	Mon	Tue	Wed	Thur	Fri		Mon	Tue	Wed	Thur	Fri
9:10	1*	1	1	1	SpEd^		6	6	6	6	SpEd
10:15	2	2	2	2	SpEd		7	7	7	7	SpEd
11:20	3	3	3	3	SpEd		SpEd	SpEd	SpEd	SpEd	SpEd
1:00	4	4	4	4	SpEd						
2:00	5	5	5	5	SpEd						

* Classroom number

^ Special Education Team Classroom

NOTE: If special education needs of the students require additional staff time the half-time Math Specialist will be cut and the position will be staffed by the principal or another teacher. The position will become a special education teacher. In this case the principal position will become a principal-teacher and he/she will take on half-time teaching duties This will give us one half-time special education teacher and two dual-certs in the classroom teacher positions.

Alternate Schedule for the Math Specialist and Principal (or other teacher)

Time	Math Specialist 1						Principal or other teacher				
	Mon	Tue	Wed	Thur	Fri		Mon	Tue	Wed	Thur	Fri
9:10	1*	1	1	1	SpEd^		6	6	6	6	Admin
10:15	2	2	2	2	SpEd		7	7	7	7	Admin
11:20	3	3	3	3	SpEd		SpEd	SpEd	SpEd	SpEd	Admin
1:00	4	4	4	4	SpEd		Admin	Admin	Admin	Admin	Admin
2:00	5	5	5	5	SpEd		Admin	Admin	Admin	Admin	Admin

Staffing Options
Option D

One hundred forty-four students **with increase** in TRS/PERS contribution July 2007

Six classroom teachers; One is Yup'ik language immersion teacher; Two are dual certified in special education and regular classroom.

# of classrooms	Grade levels	# of students/classroom	Total students
2	Kindergarten-Third	22	44
2	Second-Fourth	24	48
2	Fourth-Sixth	26	52
6 total			144

One full-time mathematics teachers will teach 4 hours of math in each classroom weekly to provide teachers with preparation time as required by the certified teacher's contract. In addition, the principal-teacher will carry a half-time teaching load and team with the dual-cert teacher to share this classroom. The special education teacher will use this time to manage the special education paperwork, planning and training for the school.

Schedule for the Math Specialists

Time	Math Specialist 1					Math Specialist 2				
	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
9:10	1*	6	1	1	1	SpEd	SpEd	SpEd	SpEd	Admin
10:15	2	2	6	2	2	SpEd	SpEd	SpEd	SpEd	Admin
11:20	3	3	3	6	3	SpEd	SpEd	SpEd	SpEd	Admin
1:00	4	4	4	4	4	Admin	Admin	Admin	Admin	Admin
2:00	5	5	5	5	6	Admin	Admin	Admin	Admin	Admin

* Classroom number

^ Special Education Team Classroom

Administrative Policies:

The administrative policies to be followed by the charter school are included in the Bylaws in Appendix B.

Requested exemptions

The APC does not have any requests for exemptions at this time but reserves the right to request exemptions pending the meetings with the Anchorage School District.

Requests for waivers from state regulations

The APC does not have any requests for waivers from the state at this time but reserves the right to request waivers pending the meetings with the Anchorage School District.

Requests for waivers

The APC does not have any requests for waivers from the Anchorage School District at this time but reserves the right to request waivers pending the meetings with the Anchorage School District.

Funding Allocation and Annual Program Budget

Budget A that follows is a first draft based on anticipated enrollment and expenses during the first year of operation. The budget figures are based on an enrollment of 200 students in grades K-6 and a per pupil cost of \$8,471 (\$1,694.245). The budget figure was given to the planning group during the administrative meeting the district held. The budget includes the indirect cost rate for ASD administration. This budget may be revised to include any revenues for special populations, grants and special revenue funds that might be made available to the charter school as determined by the contract. Following approval, operating revenues will be provided to the charter school as specified in the contract.

Budget B was developed at ASD request to reflect an increase in PERS from 24.25% to 40.89%. It follows Budget A.

Statement of Program:

The educational program of the Alaska Native Cultural Charter School is intended to serve Alaska Native and Native American students, their families and the Native community of Anchorage. The school will specialize in working with Alaska Native students who live in or have moved to Anchorage from rural areas of the Alaska. Preparing elementary students for a successful future in the ASD while establishing community and offering support services that enhance the academic program will provide stability and success for children in transition. The school will welcome and serve all students who apply regardless of ethnicity, race, language, disability or gender.

Budget Plan A**ALASKA NATIVE CULTURAL CHARTER SCHOOL GENERAL FUND FY 2007-08**

	REGULAR INSTRUCTION	
1231	TEACHER ASSISTANTS	\$100,000
1290	MASTER'S DEGREE BONUS	5,000
1310	ELEMENTARY TEACHERS	583,000
1371	SUBSTITUTE TEACHERS	26,000
1380	PERSONAL LEAVE CERTIFICATED	10,000
2100	GROUP LIFE	1,440
2200	GROUP MEDICAL	109,800
2500	WORKERS' COMPENSATION	6,425
2550	UNEMPLOYMENT	889
2600	SOCIAL SECURITY	7,812
2610	MEDICARE	10,353
2700	TRS	151,580
2800	PERS	24,250
3030	CONTR SERVICES-INSTR	10,000
3130	ACTIVITY/FIELD TRIPS	5,432
3220	COPIER	16,000
4020	TEXTBOOKS	10,000
4040	TEACHING SUPPLIES	10,388
5440	NEW EQUIPMENT	20,000
	TOTAL REGULAR INSTRUCTION	<u>1,108,369</u>
	SPECIAL EDUCATION SUPPRT STUDENTS	
1360	SP SERVICE TEACHERS	53,000

2100	GROUP LIFE	60
2200	GROUP MEDICAL	4,200
2500	WORKERS' COMPENSATION	477
2550	UNEMPLOYMENT	66
2610	MEDICARE	769
2700	TRS	13,780
3040	ASD CONTRACTED SERVICES	<u>20,000</u>
	TOTAL SP ED	92,352
SUPPORT STUDENTS		
4050	HEALTH SUPPLIES	<u>200</u>
	TOTAL SUPPORT STUDENTS	200
ADMINISTRATIVE SUPPORT		
1201	CLERICAL	28,000
1381	PERSONAL LEAVE CLASSIFIED	1,400
2100	GROUP LIFE	60
2200	GROUP MEDICAL	9,000
2500	WORKERS' COMPENSATION	252
2550	UNEMPLOYMENT	35
2600	SOCIAL SECURITY	1,823
2610	MEDICARE	428
2800	PERS	6,790
3010	CONTR SERVICES-ADMINISTRATION	25,000
4010	OFFICE SUPPLIES	<u>1,000</u>
	TOTAL ADMINISTRATIVE SUPPORT	73,788
OPERATION AND MAINTENANCE		
3080	CONTRACTED SERVICES BUILDINGS	
3200	RENTAL - LAND & BUILDINGS	300,000
3530	TELEPHONE	<u>3,000</u>
	TOTAL OPERATION	303,000
LIABILITY		
6070	LIABILITY INSURANCE	<u>11,000</u>
	TOTAL LIABILITY INSURANCE	11,000
ADMINISTRATION		
1300	PRINCIPALS	75,000
2100	GROUP LIFE	180
2200	GROUP MEDICAL	9,000
2500	WORKERS' COMPENSATION	675
2550	UNEMPLOYMENT	93
2610	MEDICARE	1,088
2700	TRS	<u>19,500</u>
	TOTAL ADMINISTRATION	105,536

1000	SALARIES	881,400
2000	EMPLOYEE BENEFITS	380,825
3000	PURCHASED SERVICES	379,432
4000	SUPPLIES & MATERIALS	21,588
5000	CAPITAL OUTLAY	20,000
6000	OTHER	11,000
	GRAND TOTAL	<u>\$1,694,245</u>

Budget Plan B – with additional retirement calculation per the administration’s request

ALASKA NATIVE CULTURAL CHARTER SCHOOL

PROPOSED**REVISED BUDGET**

110	SALARIES	\$750,010
210	EMPLOYEE BENEFITS	\$530,252
310	PURCHASED SERVICES	\$373,100
410	SUPPLIES & MATERIALS	\$14,883
510	CAPITAL OUTLAY	\$15,000
610	OTHER	\$11,000

PROGRAM

TOTAL: \$1,694,245PROPOSED

1211	EXTRA HELP CLASSIFIED	
1220	EXTRA HELP CERTIFICATED	
1231	TEACHERS' ASSISTANTS (est. 3-4@3.5 hrs. daily)	19,610
1290	MASTER'S DEGREE BONUS	5,000
1310	ELEMENTARY TEACHERS (10 FTE)	530,000
1330	ADDED DUTY CERTIFICATED	
1331	ADDED DUTY CLASSIFIED	
1340	DEPT CHAIRPERSON	
1350	ADDED DAYS CERTIFICATED	
1351	ADDED DAYS CLASSIFIED	
1360	SPECIAL SERVICE TEACHERS	
1370	SUB TEACHERS CERTIFICATED	
1371	SUBSTITUTE TEACHERS	26,000
1380	PERSONAL LEAVE CERTIFICATED	10,000
1381	PERSONAL LEAVE CLASSIFIED	
2100	GROUP LIFE	1,320
2200	GROUP MEDICAL	116,600
2500	WORKERS' COMPENSATION	4,946
2550	UNEMPLOYMENT INSURANCE	684

2600	SOCIAL SECURITY	1,216
2610	MEDICARE	7,969
2700	CERTIFICATED RETIREMENT	291,600
2800	PUBLIC EMPLOYEES' RETIREMENT	8,019
3030	CONTR. SERVICES-INSTRUCTIONAL	10,000
3130	ACTIVITY/FIELD TRIPS	2,000
3220	CONTRACT SVCS, COPIER LEASE	20,000
3430	MILEAGE IN-DISTRICT	
3600	TRAVEL OUT OF DISTRICT	
3610	REGISTRATION/MEMBERSHIP FEES	
4020	TEXTBOOKS	5,683
4040	TEACHING SUPPLIES	8,000
4060	MEALS & FOOD	
5400	EXPENDABLE EQUIPMENT	
5440	NEW EQUIPMENT	15,000
	REG INSTRUCTION	<hr/> \$1,083,647
1360	SPECIAL SERVICE TEACHERS (1 FTE- dual certs)	\$53,000
1380	PERSONAL LEAVE CERTIFICATED	\$2,000
2100	GROUP LIFE	\$120
2200	GROUP MEDICAL	\$10,600
2500	WORKERS' COMPENSATION	\$477
2550	UNEMPLOYMENT INSURANCE	\$66
2610	MEDICARE	\$769
2700	CERTIFICATED RETIREMENT	\$28,620
3040	CONTRACTED SERVICES	\$20,000
3130	ACTIVITY/FIELD TRIPS	
	SE SUPPT STUDENTS	<hr/> \$115,651
1181	OTHER PROFESSIONALS' CLASSIFIED	
1191	TECHNICAL CLASSIFIED	
1201	CLERICAL	\$28,000
1211	EXTRA HELP CLASSIFIED	
1331	ADDED DUTY CLASSIFIED	
1381	PERSONAL LEAVE CLASSIFIED	\$1,400
2100	GROUP LIFE	\$60
2200	GROUP MEDICAL	\$10,600
2500	WORKERS' COMPENSATION	\$252
2550	UNEMPLOYMENT INSURANCE	\$35
2600	SOCIAL SECURITY	\$1,736
2610	MEDICARE	\$406
2800	PUBLIC EMPLOYEES RETIREMENT	\$12,022
3010	CONT.SERVICES - ADMINISTRATION	\$18,100
3040	CONTRACTED ASD SERVICES	
3430	MILEAGE IN-DISTRICT	
4010	OFFICE SUPPLIES	\$1,000
4060	MEALS & FOOD	
5400	EXPENDABLE EQUIPMENT	
	ADMIN SUPPORT	<hr/> \$73,611

1381	PERSONAL LEAVE CLASSIFIED	
1701	CUSTODIANS	
1741	CUSTODIANS EXTRA HELP	
1841	MAINTENANCE EXTRA HELP	
2100	GROUP LIFE	
2200	GROUP MEDICAL	
2500	WORKERS' COMPENSATION	
2550	UNEMPLOYMENT INSURANCE	
2600	SOCIAL SECURITY	
2610	MEDICARE	
2800	PUBLIC EMPLOYEES RETIREMENT	
3080	CONTRACTED SERVICES - BUILDINGS	\$300,000
3500	HEAT FOR BUILDINGS	
3510	WATER & SEWER	
3520	ELECTRICITY	
3530	TELEPHONE	\$3,000
3540	REFUSE	
4200	CUSTODIAL SUPPLIES	
4250	BLDGS/GROUNDS SUPPLIES	
5440	NEW EQUIPMENT	
	OPS & MAINTENANCE	<u>\$303,000</u>
6070	LIABILITY INSURANCE	<u>\$11,000</u>
	LIABILITY	<u>\$11,000</u>
4050	HEALTH SUPPLIES	<u>\$200</u>
	SUPPORT STUDENTS	\$200
1300	PRINCIPALS	75,000
1350	ADDED DAYS CERTIFICATED	
1380	PERSONAL LEAVE CERTIFICATED	
2100	GROUP LIFE	180
2200	GROUP MEDICAL	10,600
2500	WORKERS' COMPENSATION	675
2550	UNEMPLOYEEMENT INSURANCE	93
2610	MEDICARE	1,088
2700	CERTIFICATED RETIREMENT	19,500
3600	TRAVEL OUT OF DISTRICT	
3610	REGISTRATION/MEMBERSHIP FEES	
	ADMINISTRATION	<u>107,136</u>
	PROGRAM Total:	<u>\$1,694,245</u>
Allocation=	\$1,694,245	\$0
		\$1,694,245

The following is a tentative budget for the DEED planning grant for \$50,000.:

This grant will be used for professional and curriculum development to be conducted early in June, 2007.

Planning Grant=	\$50,000	
1350 ADDED DAYS CERTIFICATED		\$18,265
2500 WORKERS' COMPENSATION		
2550 UNEMPLOYMENT INSURANCE		\$23
2600 SOCIAL SECURITY		
2610 MEDICARE		\$265
2700 CERTIFICATED RETIREMENT		\$4,749
3030 CONTR. SERVICES-INSTRUCTIONAL		\$10,000
4020 TEXTBOOKS		
4040 TEACHING SUPPLIES		\$11,500
5400 EXPENDABLE EQUIPMENT		\$199
5440 NEW EQUIPMENT		\$5,000
Total Planning Grant		\$50,000

The following is a tentative budget for the DEED implementation grant for \$208,265. Funds will be expended to bring staff together in August for planning, curriculum development and organizing activities before the official teacher start date. Funds have also been allocated for equipment, supplies, books, funds for 3 months of lease before the foundation funds are available and minor tenant upgrades as allowed by DEED. If the charter is required to increase retirement for the implementation grant the staff will be paid a stipend rather than daily rate and days might be reduced to bring down the cost related to certificated retirement.

Implementation Grant Budget	\$208,265	
1350 ADDED DAYS CERTIFICATED		\$18,265
2500 WORKERS' COMPENSATION		\$164
2550 UNEMPLOYMENT INSURANCE		\$23
2600 SOCIAL SECURITY		
2610 MEDICARE		\$265
2700 CERTIFICATED RETIREMENT		\$4,749
4020 TEXTBOOKS		\$13,999
4040 TEACHING SUPPLIES		\$7,800
4060 MEALS & FOOD		
5400 EXPENDABLE EQUIPMENT		
5440 NEW EQUIPMENT		\$63,000
3080 CONTRACTED SERVICES - BUILDINGS		\$100,000
Total Implementation Grant		\$208,265

Method by Which the Charter School Shall Account for Receipts and Expenditures

The Alaska Native Cultural Charter School will be in compliance with AS14.17.910, restrictions governing receipt and expenditure of money. The school will account for receipts and expenditures by using and complying with District accounting, audit, and fiscal

procedures assure the District that all leases, debts, other financial obligations of the school shall not constitute a debt, liability, or financial obligation of the School Board or District. An accountant will be employed under contract to oversee the budget and prepare regular reports for the APC and principal.

Location and Description of the Facility

The APC has been in discussions with Mary Chouard, Cook Inlet Realty, and Suzanne R. Little, Chief Executive Officer, Anchorage Community Land Trust regarding the newly renovated Sadler building. This is our first choice for a building because of the location in Mountain View near two elementary school and a middle school. This 10,000 sq. ft. space will be finished upon completion of a contract with the Anchorage Community Land Trust. Also located in this building are the Campfire offices and the Foraker Group. Adequate parking is available. The new classrooms will have walls that are fully configured for technology and are portable. The entire school can be reconfigured in a day if the needs of the school change.

With parks, schools and the Boys and Girls Club near by, the APC plans to utilize some of the gym space based on availability. Boys and Girls Club has transportation to school from their facilities in the morning and to their facilities in the afternoon. The Alaska Native Heritage Center is also fairly close to the school site.

Attached is a letter from the Municipality of Anchorage regarding the location of a liquor store near the school site. Although this is not desirable, it has been determined that this store is not a roadblock to establishing a school in the remodeled Sadler building. The municipality has been most eager to work with the charter school. This property is also desirable because the property next to it, the old Parks Lane Bowling Alley, is up for sale and offers the best space in which to expand when the school grows. The Anchorage Community Land Trust is hoping to acquire this property. We have plans in the future to work with the Rasmusen Foundation to seek funding for a permanent school with this site as a definite possibility.

Description of how the facility will be obtained and maintained

At this time, the APC has an excellent understanding of what needs to be done to acquire a site for 200 students and is working diligently to acquire the Sadler site. Money has been allocated in the DEED implementation grant to secure the building for the months of April, May and June of 2007. In July, 2007, the foundation funding will provide the rent for the year. The finishing of the building will be complete within 120 days from the time the work starts on the building.

The APC has backup plans should the Sadler building be eliminated from our consideration including working with the builders who are providing space for the German charter school project.

All potential sites will be assessed to determine whether they meet and can maintain federal, state and local building, fire, health and safety requirements. Mike Frank has conducted a preliminary inspection of the Sadler building and has been advising the APC as to what is needed.

The contract when developed with the Anchorage Community Land Trust will include custodial services to clean and maintain the building. This cost has been built into the budget. A letter from Cook Inlet Realty is attached.

Teachers/Administrators in the Alaska Native Cultural Charter School

Teachers who are interested in teaching in the school are members of the APC, Martha Gould-Lehe, currently teaching at Muldoon Elementary School, and Sheila Sweetsir, currently teaching at Springhill. It is understood that this is an indication of interest. Teachers who are interested will meet eligibility requirements maintaining their current placement until granted a transfer.

The administrator of the school will have a Type B certificate and hold the title of principal. Principal responsibilities include keeping financial records, evaluation of staff, submission of information required by the district, oversight of the charter school to ensure the terms of the contract, meeting regularly with parents, teachers/staff, students to review, evaluate and improve operations, meeting with the Academic Policy Committee monthly to inform the APC, involve them in the major decisions to be made, conduct planning for the school and monitor progress in achieving goals.

Based on the projected enrollment of 200 students, ten classroom teachers including 2-3 dual certificate staff in elementary education and special education, one teacher certificated in elementary education who is also fluent in Yup'ik, and two math specialists will be employed by the school. Teachers will be interviewed by a team consisting of the principal and members of the APC. The principal evaluation document that follows will be used to develop the job description and interview questions for the principal. Teachers will be hired based on qualifications needed for a Alaska Native cultural school. The cultural standards that follow will be used to identify qualified staff.

Description of Evaluation Procedures

Certificated staff will be evaluated by the principal using the ASD Certificated Employee Evaluation Document, revised in August, 2005. Should a new document be adopted, the school will use the updated procedure. Other staff will be evaluated according to the negotiated agreements in the Anchorage School District following all appropriate timelines. All certificated staff will be evaluated by an administrator with a Type B certificate. Performance standards for the principal's evaluation follow. The Academic Policy Committee has added evaluation standards relevant for an Alaska Native Cultural education program to the list of principal standards. Cultural performance standards are in italics.

The document that follows the principal standards for evaluation is a listing of desired teacher characteristics based on state standards for teachers and standards for culturally responsive schooling.

Alaska Native Cultural Charter School
Principal Evaluation 2007-2008

Principal's Name	Evaluation Period: _____ Quarter
Term:	

Checklist of Principal Performance Standards

Provides culturally responsive instructional leadership.	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Provides guidance/support for an effective learning environment that <i>validates the traditional knowledge system, fosters traditional teaching methods and provides opportunities for students to learn in settings where local cultural knowledge and skills are naturally relevant.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Oversees the implementation of curriculum including <i>building upon locally identified cultural values and beliefs in all aspects of teaching, construct and teach to alternative curriculum frameworks including those grounded in Alaska Native world views and knowledge systems and assurance that students have opportunities to learn through observation and hands-on demonstration of cultural knowledge and skills.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Coordinates academic services that support student growth and development and develops/maintains a <i>full service model of health and human resources for the students and families.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Provides for the development of staff to meet student learning needs and <i>the needs of the families including building knowledge of cultures and languages represented in the school.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Develops the school assessment program <i>using a broad assortment of assessment tools to maximize the opportunities for students to demonstrate their competence in a variety of ways applicable to local circumstances, including the involvement of local Elders to pass judgment on knowledge and skills associated with traditional practices.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required

Checklist of Principal Performance Standards	(Continued)
Uses assessment/evaluation information about students, <i>staff and community in making decisions and engages community members in helping to assess the effectiveness of assessments in achieving student learning.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Complies with the law, charter, policy, procedure, and good business practice.	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Applies understanding of social, cultural, political, and economic forces for student, family, and community benefit including working with community and organizations in partnership.	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required
Facilitates participation of parents/families as partners in the education of children <i>including creating an extended community involving elders and involving teachers with family and community events.</i>	Exceeds Standard Meets Standard Professional Support Needed Plan for Improvement Required

Comments:

Date

(Developed with information from Preparing Culturally Responsive Teacher's for Alaska's Schools, 1999, and Culturally Responsive Schools, 1998, Alaska Native Knowledge Network and formatting Aquarian Charter School)

Alaska Native Cultural Charter School Desired Teacher Characteristics

Developed with text from *Preparing Culturally Responsive Teacher's for Alaska's Schools*, 1999,
Alaska Native Knowledge Network and formatting from Aquarian Charter School)

The teacher describes his/her philosophy of education and demonstrates its relationship to practice. The teacher:

- a) engages in thoughtful and critical examination of his/her practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and
- b) demonstrates consistency between his/her beliefs and the teacher's practice.
- c) ***develops a philosophy of education that is able to accommodate multiple world views, values and belief systems including attention to the interconnectedness of the human and natural worlds as reflected in Alaska Native societies.***
- d) ***demonstrates their understanding of alternative world views in contexts where they can be judged by practitioners of those world views.***

The teacher understands how students learn and develop, and applies that knowledge in his/her practice. The teacher:

- a) accurately identifies and teaches to the developmental and future instructional needs of students and prepares lesson plans that reflect those identified needs;
- b) applies learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style; ***incorporates and builds upon the prior knowledge and experiences of the students and reinforces the positive parenting and child-rearing practices from the community in all aspects of their teaching; exhibits a thorough understanding of the role of naturalistic intelligence in indigenous societies and will demonstrate their ability to draw upon multiple forms of intelligence in their teaching practice.***
- c) incorporates a variety of methods and materials to assist the many learning styles of students;
- d) checks for learner understanding;
- e) monitors and, if necessary, adjusts instruction based on student feedback;
- f) ***gains first-hand experience in alternative ways of knowing and learning under the guidance of personnel who are themselves grounded in ways of knowing that are different from those based on a literate tradition (i.e., schooling), including the experientially-based oral traditional of Alaska Native societies.***
- g) ***acquires and applies a full repertoire of skills for the appropriate use of experiential approaches to learning in their teaching practice.***
- h) ***demonstrates the ability to work with mixed-age/grade grouping in their classroom and utilizes the range of abilities and experiences in such a situation to instructional advantage.***
- i) ***engages in extended experiences that involve the development of observation and listening skills associated with the traditional learning ways of Native people.***

The teacher teaches students with respect for their individual and cultural characteristics. The teacher:

- a) acts on the belief that all students can learn and encourages achievement at the highest level for each;
- b) incorporates characteristics of the student's and local community's culture into instructional strategies that support student learning; ***acquires and applies the skills needed to learn about the local language(s) and culture(s) of the community; understands the significance of the role of cultural identity in providing a strong foundation for all social, emotional and intellectual development and demonstrates the ability to build on that understanding in their teaching; help students to understand and compare different notions of cultural diversity from within and beyond their own community and cultural region, including factors that come into play within culturally mixed and blended families.***

- c) identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students; ***draws upon the traditional teaching roles and practices in the community; uses Elders appropriately and effectively in the classroom.***
 d) promotes positive self-concept in students.

The teacher knows his/her content area and how to teach it. The teacher:

- a) teaches the school curriculum as the basic instructional program; ***pursues interdisciplinary studies across multiple subject areas that are applicable to the curriculum content they will be called upon to teach as it relates to the real-world context in which their students are situated;***
 b) demonstrates thorough knowledge of subjects taught, their tools of inquiry, and central concepts; ***demonstrates the ability to align all subject matter with the Alaska Standards for Culturally Responsive Schools and to develop curriculum models that are based on the local culture and environmental experiences of their students***
 c) draws from a wide variety of teaching materials, including available technology, and apply these to the subjects when preparing required lesson plans in compliance with school curriculum;
 d) applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources; ***demonstrates the ability to acquire an in-depth understanding of the knowledge system indigenous to the place in which they are teaching and apply that understanding in their practice; demonstrates a recognition that many and various cultural traditions from throughout the world, including Alaska Native, have contributed to the knowledge base reflected in the Alaska Content Standards;***
 e) states the objective of each lesson;
 f) demonstrates the subject's relationship with and application to classroom, life, work, and community; ***demonstrates an extensive repertoire of skills for the application of the content knowledge they teach in guiding students toward the development of local solutions to everyday problems in the world around them;***
 g) clearly presents information, using appropriate methods; ***constructs and teaches to alternative curriculum frameworks, including those grounded in Alaska Native worldviews and knowledge systems***
 h) maximizes teaching and learning time;
 i) relates student activities to lesson objectives;

The teacher facilitates, monitors and assesses student learning. The teacher:

- a) creates, selects, adapts and uses a variety of instructional resources which support school curriculum and facilitates student achievement;
 b) strikes a balance between dissemination of information, providing for adequate student practice time, and encouraging application of new information to practical problems;
 c) checks regularly for students' understanding of content, concept, and provide timely notice of their progress on skills and assignments in order to increase student learning and confidence to learn;
 d) uses a variety of assessment methods that provide information about and reinforce student learning, and that assist students in evaluating their own progress; ***demonstrates the ability to utilize a broad assortment of assessment skills and tools in their teaching that maximize the opportunities for students to demonstrate their competence in a variety of ways applicable to local circumstances including the involvement of local Elders to pass judgment on knowledge and skills associated with traditional cultural practices; considers all forms of intelligence and problem-solving skills in the assessment of the learning potential of students and provide appropriate opportunities for the educational advancement of all students.***
 e) organizes and maintains records on students' learning, and uses a variety of methods to timely report on student progress to students, parents, administrators and other appropriate audiences; and
 f) self-evaluates and adjusts teaching practice based on information gained from assessment to facilitate student progress toward learning and district curricular goals for the subject;

The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. The teacher:

- a) creates and fosters a stimulating, inclusive and safe learning community in which students take intellectual risks and work both independently and collaboratively; ***constructs learning environments in the classroom context that are modeled on natural learning environments in the community; effectively utilizes the local community as an extension of the classroom learning environment; utilizes natural structures and models to construct learning environments that are compatible with the cultural and ecological context in which students are situated.***
- b) establishes high standards for student performance and clear expectations of what students will learn and communicates those standards to students and parents; recognizes and acknowledges outstanding student performance;
- c) uses questioning strategies that promote learning;
- d) elicits ***appropriate*** overt (observable) behavior in all students in order to check for understanding;
- e) plans and uses a variety of ***culturally responsive*** classroom management techniques to establish and maintain an environment in which all students are able to learn;
- f) assists students in understanding their role in sharing responsibility for their learning;
- g) understands and clearly posts district and school discipline policies, classroom rules, and behavior expectations; ***fairly and consistently enforce class rules and behavior expectations.***

The teacher works as a partner with parents, families and with the community. The teacher:

- a) promotes and maintains regular and meaningful communication between the classroom and student families;
- b) establishes partnerships with parents and families to support and promote student learning; ***develops partnerships with parents, Elders, school board members and other community representatives as co-teachers in all aspects of their curricular and instructional planning and implementation, and arranges for appropriate recognition of such contributions.***
- c) participates in school and district efforts to communicate with the broader community and involve parents and families in student learning; ***assumes culturally appropriate and constructive roles in the community in which they teach and respect the roles and contributions of other members of the community.***
- d) connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and involves parents and families in setting and monitoring student learning goals.

The teacher participates in and contributes to the teaching profession. The teacher:

- a) maintains a high standard of professional ethics;
- b) updates both knowledge of the teacher's content area(s) and best teaching practice through instructional development activities to improve the quality of or update classroom, school or district programs; ***draws upon the regional Native Educator Associations along with state and district resources for educational improvement and professional growth.***
- c) communicates, work cooperatively and develop professional relationships with colleagues;
- d) completes lesson plans, reports, records, and requisitions in a professional manner;
- e) demonstrates proficiency in written and oral communication;
- f) is receptive to constructive suggestions;
- g) maintains good grooming and personal care;
- h) performs non-instructional duties as requested (e.g. recess, hall, detention, study); ***participates in, contributes to and learns from local community events and activities in culturally appropriate ways***
- i) exhibits a positive attitude toward the profession and be flexible and cooperative with colleagues, administrators, parents and students;
- j) evaluates own performance; ***engages in critical self-assessment and participatory research to ascertain the extent to which his/her teaching practices are effectively grounded in the traditional ways of transmitting the culture of the surrounding community.***
- k) maintains up-to-date knowledge of curriculum requirements.

The teacher utilizes technology for both teaching and learning tasks (expanded from standard 4);

possesses the skills to utilize technology as a tool to enhance educational opportunities and to facilitate

appropriate documentation and communication of local cultural knowledge while honoring cultural and intellectual property rights.

Other Staff in a Charter School-Budget A

The pupil-teacher ratio will be 20 to 1 in the school with an effort to keep the primary grades at about 18 to 1. PTR will be adjusted if the school has to take out additional PERS and TERS retirement. Ten teaching positions, two with dual certification in elementary education and special education will be put in the budget for the instructional program including one Yup'ik teacher. In addition, the school will employ 2 math specialists and 10 part-time teaching assistants (3.5 hours daily) to work in classrooms with the teachers. The school will contract with special education to provide services such as a school psychologist as needed. The school will have a fully integrated service model for special education provided by classroom teachers. Dual certificated teachers who carry special education loads will have additional release time for their paperwork and planning for the needs of special education students. Two teachers who currently hold special education certifications and have successful experience working as dual-certs have applied to teach in the charter school. Their letters of interest are attached.

It is estimated that the number of students to be served, K-6, will be 200 full time equivalents. This was determined by administering a survey to a gathering of about 100 Alaska Native parents in June, 2006. Of the surveys collected, we estimate that about 50 or 25% of the future student population was identified at this one meeting. The APC believes that a campaign to build greater awareness of the new school throughout the Anchorage area will result in more than 200 applications for admission. The school brochure and application will be distributed to elementary schools for students to take home some time in September. The APC will go through the approval process for sending out the application before dropping the paperwork in sets of 25 for classrooms throughout the district. The APC will conduct a second application campaign after the first of the year when the school approval has been secured.

It is anticipated that the special education and bilingual population of the school will be about 20% of the population for each of these programs. More will be known about the level of special education service and language needs after the fall application process. The APC anticipates that approximately 40 students will be special education and/or bilingual.

Transportation

Parents will transport their children to school the first year of operation. Some students will be able to walk to school.

While the APC believes that the school will fill with parents who want their children to attend this school and we anticipate this, the APC still requests that the ASD approve bussing for students in the surrounding Title I schools whose parents may not be able to take advantage of the school's services due to their lack of a family car. While the APC is fully aware that a new school cannot be an official school of choice, this option for low income, minority, particularly, Alaska Native families that would not otherwise have access to an Alaska Native cultural program of study, is a decision that can be made by the Anchorage

School District School Board in the interests of this underserved and historically underachieving population of students.

Food Service

The Alaska Native Cultural Charter School intends to enter into an agreement with Bean's Café to provide breakfast and lunch meal service to students in the school. An initial contract of two years will be developed for breakfast and lunch service. The food service program will be self-supporting. If the program cannot be sustained as a self-supporting program then students will bring their lunches to school.

Termination Clause

Is included in the draft contract with the ASD

Certification of Compliance for Receipt and Use of Public Money

The Alaska Native Cultural Bylaws include a certification that the charter school will comply with all local, state and federal requirements for the receipt and use of public money (See pages 16-17 in Appendix B).

State Requirements

The DEED "Charter Schools Application and Rating Template" is in Appendix G. This application meets all the state requirements for a charter school. Upon tentative approval of the application, the DEED charter school forms will be completed for submission to the state.