

<b>Application Information</b>	
<b>Legal Name of Applicant/Organization</b>	King Island Native Community
<b>Address</b>	P.O. Box 682, Nome, Alaska 99762
<b>Name and Title of Program Contact (the person to be contacted on matters involving this application)</b>	Hattie Keller, Tribal Administrator, King Island Native Community
<b>Telephone Number</b>	(907) 443-2209
<b>Fax Number</b>	(907) 443-8049
<b>Email Address</b>	HattieKeller@gmail.com
<b>Type of Application (Tribe, Tribal Designee, Group)</b>	Tribal Group
<b>If Group, List the Entity Responsible for Operating the Grant on Behalf of the Group</b>	King Island Native Community
<b>If Group, List all Entities Represented in the Application</b>	King Island Native Community and the Village of Solomon
<b>Name of Local School District(s) Applicant is Physically Located Within</b>	Nome Public Schools P.O. Box 131 Nome, AK 99762 (907) 443-2231



**Joint Tribal Resolution**  
**Between**  
**King Island Native Community,**  
**and**  
**Village of Solomon**

WHEREAS, the King Island Native Community and Village of Solomon are federally-recognized, sovereign Tribes (hereinafter the “Tribes”) responsible for the promotion of cultural, economic, and social welfare of our respective Tribal Citizens and their families; and

WHEREAS, first and foremost, the Tribal Councils’ priorities have been to protect and secure the languages, cultures, and values of our people and ensure these are passed on to future generations; and

WHEREAS, our Tribes, for thousands of years, have overseen the education of our children, instilling in them our unique values, traditions, and lifeways; and

WHEREAS, the Tribes recognize that prior to the 1880’s Gold Rush era, non-Natives invaded the Inuit community of Nome, imposing the 1905 Nelson Act, to follow up with the federal initiatives to culturally assimilate Alaska Native’s children with federally funded boarding schools by forcibly removing them from their Alaskan Villages,

WHEREAS, the Tribes seek to submit an application to develop our own Tribal school and agree to the assurances stipulated in form 05-23-028 if our application is selected; and

WHEREAS, the Tribes understand that as part of the negotiation process, the Alaska State Board of Education and Early Development (SBOE) shall consult with the governing body of the local school district and a representative of the collective bargaining unit that represents the teachers of the local school district’s boundaries for which the demonstration State-Tribal Education Compact School is located within; and

WHEREAS, the Tribes have also entered into a Memorandum of Understanding to define their respective and mutual responsibilities related to the establishment and creation of a tribal school.

NOW, THEREFORE IT BE RESOLVED, these Tribes, in partnership, seek to negotiate with the Alaska State Board of Education and Early Development on the topic of State Tribal Education Compacting.

**Certification**

We hereby certify that the foregoing resolution was adopted by majority vote of the following Tribal Councils at duly convened meetings of the Tribal Councils of the King Island Native Community, and Village of Solomon in which a quorum was present.

For King Island Native Community:



12.26.22

\_\_\_\_\_  
CHIEF

\_\_\_\_\_  
DATE

For Village of Solomon:



12-22-2022

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
DATE

## **Indirect Cost Rate: 10% de minimis**

King Island Native Community will utilize the 10% de minimis indirect cost rate. KINC is a federally recognized Alaskan Native Tribe having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation and is eligible for funding and services, and receives less than \$35 million in direct federal funding. KINC has not negotiated an indirect cost rate and is not subject to the federal government's training rate or restricted rate. KINC can elect to charge a de minimis indirect rate of 10% of modified total direct costs (MTDC). This rate may be used indefinitely unless KINC negotiates an indirect cost rate. Citation: [2 C.F.R. §200.414\(f\) and Appendix VII to 2 CFR 200](#).

KINC completed its FY2020 independent audit and is currently in the process of finalizing its FY2021 audit. Afterward, KINC plans to on complete its FY2022 audit in Spring of 2023. KINC audits are performed by an independent auditor in accordance with Generally Accepted Governmental Auditing Standards (GAGAS) issued by the Comptroller General of the United States and Office of Management and Budget (OMB) Circular A-133 with the issuance of the [Uniform Guidance \(2 CFR 200\) in December 2014, the Single Audit Act provisions were rolled into the Uniform Guidance 2 CFR 200 subpart F \(200.500\)](#), Audits of States, Local Governments, and Non-Profit Organizations. KINC maintains policies for procurement and contract management that provide detailed effective practices for the management of grant activities.

**MEMORANDUM OF UNDERSTANDING  
BETWEEN KING ISLAND NATIVE COMMUNITY AND THE VILLAGE OF  
SOLOMON,  
TO ESTABLISH A TRIBAL SCHOOL IN NOME, ALASKA**

This agreement (“Agreement”) is hereby made between the King Island Native Community (“King Island”), and the Village of Solomon (“Solomon”) (collectively “the Parties”).

**BACKGROUND AND PURPOSE**

Two of the four federally recognized Tribes located within the municipal boundaries of Nome, Alaska, as listed above, are dedicated to developing and opening a school that centers around the youth of our tribally diverse community. As parties to this Memorandum, each tribe is devoted to creating a culturally responsive education system that meets the needs of our families and students in a manner that promotes Indigenous knowledge systems, languages, and ways of knowing.

In response to the request for applications for the American Rescue Plan Act Competitive Grant: State Tribal Education Compact Demonstration Tribal Partners, and other grant opportunities, the parties met and determined that each is committed to taking the steps necessary to develop a tribal school in consultation with the State of Alaska if awarded this grant opportunity.

**GOALS AND OBJECTIVES**

If awarded funding through the American Rescue Plan Act Competitive Grant: State Tribal Education Compact Demonstration Tribal Partners, each respective party to this agreement shall have the following responsibilities, which include working with the State Board of Education on the negotiation, consultation, and co-development of a legislative report on what is necessary for creating the opportunity enacted through statute and regulations to provide for future State Tribal Education Compact schools, in addition to seeking additional funding.

King Island’s Responsibilities

- King Island shall serve as the fiscal agent, point of contact, and head negotiator for purposes of the American Rescue Plan Act Competitive Grant: State Tribal Education Compact Demonstration Tribal Partners.
- King Island Tribal Council shall appoint two (2) council members to serve on the Education Committee (for more information regarding the Education Committee, see under ‘Mutual Responsibilities’).
- King Island shall provide staff support for grant writing to explore additional funding avenues for tribal school development.

Solomon’s Responsibilities

- Solomon shall appoint two (2) council members to serve on the Education Committee.

- Solomon shall provide staff support for grant writing to explore additional funding avenues for tribal school development.

### Mutual Responsibilities

In order to properly plan and coordinate for the development of a tribal school, the parties agree to form an Education Committee. This committee shall provide guidance on steps needed to ensure any tribal school developed will serve as the cultural door for generations to come through the revitalization of our shared values, history, languages and ways of life. The goal of this committee is to promote collaboration among all the tribes of Nome in developing a successful tribal school that will serve the tribally diverse community of Nome.

The Education Committee (“EC”) shall be composed of representatives from each party to this MOU, with the discretion to add additional members from other organizations upon a majority vote of approval from the existing EC members. Each party shall have at least one seat on the EC, with the ability to request additional staff or council members be allowed to join upon approval from the existing EC members. If a party is designating more than one initial EC member, it is noted in the respective party responsibilities above. Members of the EC shall select from within its membership one (1) person to serve as a committee Chair. The Chair shall be responsible for conducting meetings, calling special meetings, and serving as a point of contact for all parties and other organizations.

The EC shall meet at least once a month, with additional meetings being called at the discretion of the Chair of the EC. Members of the EC shall be tasked with working with the State Board of Education and identifying and implementing the steps needed to establish and maintain a tribal school, including, but not limited to, the following:

- Developing or approving curricula
- Developing job descriptions
- Establishing preliminary budgets
- Identifying funding sources
- Complying with any grant reporting
- Creating timelines
- Doing community outreach and education

Additional duties may be taken on by the EC at their discretion.

### **AMENDMENTS AND TERMINATION**

The parties may amend this agreement upon mutual consent and in writing.

This agreement will be in effect once signed by all parties and shall remain in effect indefinitely unless the parties agree in writing to modify or dissolve parts or all of this agreement.

Parties wishing to terminate their involvement in this agreement should provide one (1) month’s notice to all other parties of their intent to withdraw.

**ASSIGNMENT**

The parties may not assign, transfer or pledge this agreement without prior written consent of all parties.

**ENTIRE AGREEMENT**

This agreement together with the Tribal Joint Resolution is the entire agreement.

**SEVERABILITY**

If any provision of this agreement is held invalid by any court of competent jurisdiction, that provision shall be severed from the agreement without invalidating the entire agreement.

**SIGNATORIES**

The following individuals are authorized by their respective tribal councils to sign onto this agreement, and hereby agree to the terms as set forth above.

For King Island Native Community:

John 12.26.22  
CHIEF Date

For Village of Solomon:

[Signature] 12-22-2022  
PRESIDENT Date

*Overview Narrative*

**Mission Statement**

Re-normalizing our connection to our Inuit values, embedded in our language, for dynamic language revitalization, empowering cultural renewal to build a stronger community

**Vision**

Our school community will instruct young people who will be uniquely prepared to contribute as citizens of our Tribes, state, and nation by creating learning environments in which language, communication, and assignments are infused with purpose, function, and importance for the learner. Students will graduate from our program as proficient Inupiaq speakers; understand and exhibit Inuit values; learn reading, writing, and math through culturally centered seasonal activities with Inupiaq as the medium of their education.

**Education Model and Pedagogical Approach**

Our Tribe's education model and pedagogical approach comes from the Inuit worldview. Nome's population has a diverse group of Indigenous peoples, including Inupiaq, Central Yup'ik, and Saint Lawrence Island Yupik; our focus on the Inuit worldview is inclusive of all Indigenous Peoples who live in our region. Inuit values are the guiding framework and give meaning to the academic program. Students will learn core subjects through experiential learning with guidance from Elders while developing cultural knowledge and understanding of Inuit cultures and their contributions.

Inuit values are the school's organizing principles. Traditionally, Inuit cultures assume people realize their potential not through individual effort but through fitting into their physical environment and through a complex network of support from their families and communities. In this cultural context, effective schooling for children must therefore be embedded in place,



## King Island Native Community

language, and community – concepts instilled in Inuit cultures. Our pedagogy comes from a place of who we are as Inuit. The student's greatest strength is establishing a strong and positive sense of self by knowing who they are, their families, and where they come from.

An Elder's Committee will guide the foundation of our education framework. Teaching from the Inuit perspective must come from our Elders and fluent Inupiaq speakers who carry the knowledge of our language and culture. Our success exists by creating meaningful partnerships between our school and local Elders. Our Elders have a place in our school to guide our students, teachers, staff, and community through the Inupiaq language.

Our intended curriculum is composed of cultural units. For example, one unit will be on *ugruk* (bearded seal). Students learn and experience what it takes to prepare for a hunt. Older students have the opportunity to go out in a boat to understand what it means to be out in the ocean hunting for ugruk—developing their connection with our environment. After a successful hunt, all students observe and take part in the process of taking care of an ugruk including learning how to properly butcher an ugruk for its many uses, which allowed our people to survive since time immemorial. From Elders and teachers, students will learn how to make seal oil and dry meat. Students will experience the value of sharing. Students will learn the significance of lighting a seal oil lamp and the process of making *kammak* (traditional ugruk bottom boots). Students will learn the medicinal properties of the ugruk and the relationship our people have established with the ugruk, which evolved over thousands of generations. Our cultural units will provide a holistic education that considers students' physical, emotional, spiritual, and intellectual well-being. This will involve incorporating traditional Inuit practices, such as; sewing and having patience in hunting and gathering, to promote mindfulness.

## King Island Native Community

With the guidance of Elders, our STEC school will provide a high-quality education tailored to the unique needs and learning styles of all students in our community. Inuit cultural traditions and values will be embedded in the school through the teaching of our language. Our school will foster a sense of cultural identity and pride in the students and guide them as they become community leaders.

### **Tribes Mission and Preparation for a Tribal School**

**Solomon Mission Statement:** To increase cultural awareness and promote the well-being of our Tribal members while protecting our environment

**King Island Native Community Mission Statement:** Ugiuvanmiut (People from King Island) shall ensure the continuance of our heritage and values for current and future generations by working together

Our STEC school would fulfill the Village of Solomon (VOS) and King Island Native Community's (KINC) mission statements. Our STEC school would significantly increase the cultural awareness of its Tribal members and promote the well-being of its Tribal members by providing an Inuit education. Our STEC school will continue King Island's heritage and values for current and future generations by providing an Inuit education. It is pertinent to have our own school because VOS & KINC were forcefully relocated off of their traditional homelands in the late 1950's and early 1960's with devastating historical and inter-generational trauma.

### **Ways VOS has been preparing for a Tribal School**

The Village of Solomon facilitates strategic planning meetings with its Tribal members every five years to establish and update new or existing priorities. A long-time priority for the Tribe has been on Alaska Native education, ensuring the revitalization of our Inupiaq language and preserving our traditional lifestyles and culture. The VOS's strategic and planning meeting

## King Island Native Community

themes ensure that our Elders are transferring generational knowledge to our youth and embracing their cultural identity as a people. Having our own STEC school would allow this priority to come to fruition.

Since 2010, VOS has hosted an annual week-long Youth & Elders Camp in Solomon's original schoolhouse. While at the camp, Youth and Elders can learn and practice cultural activities on their traditional lands, including fishing, berry picking, food preservation, language classes, recycling/reducing/reusing activities, cleaning up our land, and learning traditional land names. The Tribe receives grants to fly in tribal members outside of Nome. VOS's Tribal members feel whole as a community during the camp. The best part is being together as a community, enjoying our traditional foods, and listening to Elder stories.

### **Ways KINC has been preparing for a Tribal School**

In 2020, KINC partnered with Nome Public Schools (NPS) to open Nome's first kindergarten Inupiaq immersion classroom in Nome Elementary School. The following year NPS hired another Inupiaq immersion teacher allowing students to continue their Inupiaq education into 1<sup>st</sup> grade. NPS currently has two Inupiaq immersion classrooms for kindergarten and first grade. KINC is the fiscal sponsor for the two Inupiaq immersion classrooms. KINC has successfully worked with NPS for the last three years, facilitating grants and donations. KINC received various grants totaling \$240,000. KINC received regional and local donations from Bering Straits Regional Native Corporation, Sitnasuak Native Corporation, Kawerak Inc., Norton Sound Health Corporation, King Island Native Community, and the Village of Solomon Tribe, totaling \$180,000.

With the funds, KINC hired two Elder Inupiaq speakers and three classroom material content creators to help in our current curriculum development efforts. The immersion

## King Island Native Community

classrooms within NPS would not be able to run successfully without KINC as a fiscal sponsor. The immersion classrooms served over sixty families in Nome for the past three years. Many parents have stated they would like their children to continue to be educated in Inupiaq through 12<sup>th</sup> grade.

The current lead Inupiaq immersion teacher at NPS is a KINC Tribal Council member. Ideally, this teacher would be an Inupiaq immersion teacher at our proposed STEC School. As a Tribe, KINC has experience working with education and has made steady progress toward language revitalization.

**Infrastructure:** Recently, KINC built a brand-new hall for its Tribal citizens, a place to hold important community gatherings. KINC was able to contract an engineer to achieve this goal. KINC built six new housing units for low to moderate-income families. KINC is capable of securing funds to build a school building.

VOS and KINC have successfully held summer camps, started Inupiaq immersion classrooms within Nome's Public School system, and built community and housing infrastructure. Together, both Tribes have the potential to operate a Tribal school.

*Program Design Narrative*

**Curriculum Development and Instructional Frameworks**

An Education Framework Committee will be established, consisting of Elders who are cultural knowledge and Inupiaq language experts, including our current Inupiaq immersion teachers, former educators who are first-language Inupiaq speakers, and parents of our proposed school. The committee's function will be threefold. First, they will evaluate and build upon the current classroom materials created for the two Inupiaq immersion classrooms at NPS. Second, they will collaborate with other Indigenous immersion programs to share resources and learn from their successes and challenges. Third, using all the information gathered, the committee will create a framework that will be used to make a curriculum. A curriculum consultant will be hired to write the curriculum from the framework.

The Education Framework Committee will evaluate the two Inupiaq immersion classroom materials that have successfully taught kindergarten and first grade. The success of the two classrooms stems from key relationships with other immersion programs that have graciously shared their materials. Nikaitchuat Ilisaġvait, the Inupiaq immersion preschool in Kotzebue, permitted NPS immersion teachers to utilize their curriculum as a foundation. The Northwest Arctic Borough School District (NWABSD) approved the use of Inupiaq images from their *Uqapiaqta Series* for daily classroom worksheets in our immersion classrooms. The Uqapiaqta Series is a curriculum that teaches elementary students Inupiaq speaking, reading, and writing. The North Slope Borough School District's (NSBSD) Visual Inupiaq Vocabulary Acquisition (VIVA) program is used daily with students to help them acquire the Inupiaq language through a series of pictures. One of our KINC fluent first-language speakers, Yaayuk Alvanna-Stimpfle, translated the VIVA program from the Utqiaġvik dialect into the King Island

## King Island Native Community

dialect. Through strengthening these current relationships, the Education Framework committee will reconnect and collaborate with these entities mentioned and learn from others who have successfully created Inuit curricula.

There are many successful Inuit-based curricula in the state, such as the NSBSD's Inupiaq Learning Framework, along with the Lower Kuskokwim School District's Yup'ik immersion school, Ayaprun Elitnarvik's Yup'ik curriculum. Nationally, there are Indigenous Language Immersion schools to learn from. We have all these opportunities to learn how other Indigenous people have created their own curricula in their respective languages. Internationally, we can work with Inuit from Canada and Greenland to create curricula specifically on Inuit engineering, such as **Qayaq** (kayak) or **Umiaq** (walrus skin boat) building.

The Education Framework Committee will learn the successes, challenges, and failures others endured on their education curriculum journeys through partnerships. Lessons learned will inform the Education Framework Committee. We hope to build on the work of successful Indigenous people who have created curricula, and such curricula will be used as models in developing our education framework.

The two NPS Inupiaq immersion classrooms offer the STEC school a strong starting point to build a meaningful education framework. Engaging in collaborative partnerships with others will create a path to developing a successful Inupiaq framework.

### **Ensuring Community Engagement & Parent Involvement**

To have successful parent involvement and community engagement in our school, our community needs to have meaningful conversations with parents and community members about what this community relationship would look and feel like. A part of our planning grant will be inviting families and community members to discuss what family and community engagement

could be in our tribal school, shifting the paradigm on family engagement from our current public school system.

Family members of the proposed school are expected to respect, support, and praise the students. Family members will be invited to share their cultural expertise with students and will be included in developing our education framework. For example, interested family members can teach a topic they are knowledgeable about, such as hunting, camping, survival, traditional plants and medicine, harvesting, sewing, food preparation, weather predictions, etc., to help us create our framework and curriculum. This expertise can be used to support the school's efforts to involve parents and community members and foster a sense of ownership and involvement in the school's programs and activities.

At our proposed STEC School, the community will be invited to attend end-of-unit student-led presentations, performances, and gatherings. Students will also visit different places within the community and offer help when needed—for example, helping Elders at the local XYZ Center by serving meals and having meaningful conversations with them. A parent committee will be established to plan and organize local community language learning events in coordination with school staff.

### **Special Education and Other Special Populations**

It is essential to offer programs for special populations at our STEC school. Children who need additional services will be provided the opportunity to the same standard as the current public school system. Complying with state law, students with special needs will be provided services such as; Individualized Learning Plan (ILP), Individual Education Plan (IEP), English Language Learner, etc. No child will be excluded based on special needs or disability. Plans for

King Island Native Community

providing services will be developed with the classroom teacher, special education teacher, administrator, and parents.

The staffing plan for the STEC School includes a full-time certificated Special Education teacher. In addition, a Special Education endorsement, certificate, or degree is a preferred qualification for the school administrator. If necessary, the school will consult with organizations that specialize in working with students who have special needs.

### **School Calendar**

Our school calendar will directly support our education model because our curriculum will be in tune with the local environment. Lessons will consist of what is happening in our environment, depending on the season. The school calendar directly impacts what will be taught based on our subsistence lifestyle. An optional summer school will be included for new students who did not attend previous years.

The STEC school will work with the State of Alaska Department of Education and Early Education to ensure compliance with state statutes by meeting the minimum number of days or through a variance.



KINC STEC School Subsistence Calendar																															
24/25 School Year																															
District Name:																School:															
Approved By:																Title:															
Jul-24								Aug-24								Sept-24								Oct-24							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3		4	5	6	7	8	9	10		11	12	13	14	15	16	17	
7	8	9	10	11	12	13		4	5	6	7	8	9	10		11	12	13	14	15	16	17		18	19	20	21	22	23	24	
14	15	16	17	18	19	20		11	12	13	14	15	16	17		18	19	20	21	22	23	24		25	26	27	28	29	30	31	
21	22	23	24	25	26	27		18	19	20	21	22	23	24		25	26	27	28	29	30	31									
28	29	30	31					25	26	27	28	29	30	31																	
Nov-24								Dec-24								Jan-25								Feb-25							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2		3	4	5	6	7	8	9		10	11	12	13	14	15	16		17	18	19	20	21	22	23	
					E			S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
3	4	5	6	7	8	9		10	11	12	13	14	15	16		17	18	19	20	21	22	23		24	25	26	27	28	29	30	
S	S	S	S	S	S	S		S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
10	11	12	13	14	15	16		17	18	19	20	21	22	23		24	25	26	27	28	29	30		31							
S	S	S	S	S	S	S		S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
17	18	19	20	21	22	23		24	25	26	27	28	29	30		31															
S	S	S	S	H	H			V	V	V	V	V			S	S	S	S	S	S	S		S	S	S	S	S	S	S		
24	25	26	27	28	29	30		31																							
S	S	S	S	S	S	S		V	H					S	S	S	S	S	S	S		S	S	S	S	S	S	S			
Mar-25								Apr-25								May-25								Jun-25							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
						1		2	3	4	5	6	7	8		9	10	11	12	13	14	15		16	17	18	19	20	21	22	
								S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
2	3	4	5	6	7	8		9	10	11	12	13	14	15		16	17	18	19	20	21	22		23	24	25	26	27	28	29	
S	S	S	S	S	S	S		S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
9	10	11	12	13	14	15		16	17	18	19	20	21	22		23	24	25	26	27	28	29		30	31						
V	V	V	V	V	V			S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
16	17	18	19	20	21	22		23	24	25	26	27	28	29		30	31														
V	V	V	V	V	V			T	T	T	T	T																			
23	24	25	26	27	28	29		30	31					2	3	4	5	6	7	8		9	10	11	12	13	14	15			
S	S	S	S	S	S	S		S	S	S	S	S	S		S	S	S	S	S	S	S		S	S	S	S	S	S	S		
30	31							S	S	S	S	S		H																	
S																															

C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf Meeting reqts
SS	Summer School, Optional for Students
O	School Opens
S	School
T	Testing
V	Vacation Day
W	Teacher Workday
X	Emergency Closure Day
*	Independent

\* Sample School Calendar is subject to change.

**Culturally Based School**

Being an Inupiaq immersion school, it will be culturally based. To teach students through our language requires teaching our cultural ways of being that sustained our people for thousands of years. Our language and culture are one and the same. Learning Inupiaq requires students to learn cultural knowledge from our Elders and community members. Our culture lives within our language, making the most sense to the learner in Inupiaq. Therefore, our instructional methods

## King Island Native Community

include experiential learning in the classroom and on the tundra and sea. Instruction will be delivered through the medium of the Inupiaq language. Our goal is to build assessment tools that help our students succeed.

Throughout the **Ugruk** Unit, assessments on student participation will take place. Students will document and summarize their experiences with how seals are harvested for food and clothing. This process will include math and science, including the states of matter from turning a solid (blubber) to a liquid (oil). Through this process, students will read, write, and know basic life skills while acquiring the cultural knowledge of their ancestors.

Our school will use students' cultural experiences to advance and enhance their academia. The unit will include vital cultural knowledge from Elders. In design, our curriculum will enhance the understanding of traditional health benefits. In comparison, the western educational system does not offer such advanced learning.

### **Student Grouping**

Enrollment at our STEC school will begin at age five. The STEC Education Committee will research and learn ways children can be grouped in multi-disciplinary and multi-grade settings. Some examples of research will include looking into a competency-based education model. The education committee will receive feedback from community members through surveys and community meetings.

### **Student Success**

First and foremost, student success would involve becoming proficient in the Inupiaq language. This would involve not only learning to speak, read, and write in Inupiaq, but also understanding and being able to use the language in a variety of contexts and for a variety of purposes.

In addition to language proficiency, student success would likely involve a deep understanding and appreciation of Inuit culture and traditions. This could include knowledge of Inuit history, customs, values, and ways of life, as well as the ability to participate in traditional activities and ceremonies. Students will model these traditional activities by demonstration; such as cutting a fish, picking traditional plants, making a drum, and performing cultural performances.

Ultimately, the Tribe would consider student success to involve the development of a strong sense of identity and pride in one's Inuit heritage, as well as the ability to contribute to and participate with Elders in the ongoing revitalization and preservation of Inuit culture and language.

### **Assessments and Standards**

Our school will use the Alaska Standards for Culturally Responsive Schools to create our own standards. These standards will come from the Inuit perspective. Through the teachings of cultural units, students will achieve performance standards in the skills they learn. Therefore, standards and assessments will be grounded in our educational model.

One-way assessments will be done is through community gatherings. For instance, the assessment at the end of the Ugruk Unit will be similar to a science fair showcasing students' projects. Depending on the student's interest of the Ugruk Unit, they will have many options to share their learned experiences. Students can show the process of making seal oil through explanations and pictures. Others may share about hunting ugruk. Naturally, students' interests will be shown and will help teachers inform their instruction.

We will know students have achieved success as we see and hear them speaking with fluent speakers in our language, exhibiting cultural knowledge and Inuit values.

### **School's Approach to Discipline/Correction**

Love for children is one of the Inuit values rooted in the language. Our discipline comes from a place of love and care. In our community, we have strong relationships with our family members and the families of our namesakes, who help raise the children in our community with a strong foundation of love and belonging. In our school, students will know they are deeply cared for by teachers and staff through professional development provided for teachers and staff.

Discipline is embedded in the Inupiaq language. Discipline will initially seem harsh, but our language evolved this way because it was crucial for survival to avoid making mistakes. For example: incorrectly reading the weather before heading out hunting on the sea ice or incorrectly sewing a stitch on a boat or a garment could mean life or death in our extreme climate. Today, this transcends into the tone of our voice and the meaning behind the words used in the language. Misbehaviors will dissipate through learning the language.

Traditionally, Inuit were told stories and songs as ways of teaching discipline and correction. Our people were taught ways to prevent misbehaviors from happening through the telling of stories. In addition to stories, corrections to behaviors were immediate.

When students need to be redirected in their behavior, they will be reminded of the lessons they have learned through traditional stories. Students will be pulled aside and spoken to about their behavior. For repeat offenders, consequences will include a meeting between the family, teacher, and principal which may conclude assigning the student to help an elder by cleaning their house with the supervision of the family or school.

The school's approach to discipline will involve the family, fostering a whole-family approach to intervention. Often it is the home and family life that causes misbehavior and bullying. The school will work closely with families for them to feel comfortable entering the

school. Traditionally, Inuit family structures seeded positive behaviors. Due to colonization, most families no longer practice our traditional parenting skills. The school will provide traditional Inuit parenting classes for families whose children continually misbehave. Parents will be included while students decide on goals for behavior improvement; students will be responsible for their behavior.

In general, the school's approach to discipline and correction will focus on positive behavior and supporting students' social and emotional well-being. This will involve using various strategies, such as positive reinforcement, restorative justice, and social-emotional learning through traditional story-telling, to help students develop self-regulation skills and to prevent and address behavior problems. Students will be expected to adhere to behavioral guidelines that will be developed by our STEC school board and Elder's committee.

### **Program Design Considerations**

**Teacher Training:** Our school will serve as a teacher training facility for Indigenous language immersion teachers in partnership with colleges. Our school will establish Future Indigenous Language Educators, similar to Future Teachers of Alaska but focused on Indigenous Language Instruction. If high school students in our region are interested in becoming an Indigenous Language Educators we will partner with Northwestern Alaska Career and Technical Center (NACTEC) to provide experience working in an Indigenous Language immersion classroom. In addition to high-school interns, student-teacher internships at the university level will be an option for university students at our school. Relationships with Alaskan universities and colleges will be established for aspiring teachers to have our school location as a choice for their student teaching internships.

## King Island Native Community

**Child Care Facility:** We will have a childcare facility that will be in addition to our STEC school. Based on the census, there is a need for a childcare center in our community. We firmly believe it is pertinent for our students to have the opportunity of learning Inupiaq from birth in their development as a whole human beings. We have established a partnership with RurAL CAP, in which a preliminary contract has been drafted in regards to having a childcare facility. RurAL CAP will guide us in the development of our childcare.

**Local Partnerships:** The Tribes have strong connections with other organizations and institutions in the community, such as but not limited to: the Katirvik Cultural Center, Kawerak's Eskimo Heritage Program's archive, and the Carrie M. Mclain Memorial Museum. These partnerships can be leveraged to support the school's programs and activities to provide students with opportunities to learn and engage with their community in authentic and meaningful ways. By leveraging these partnerships, the school can provide a high-quality education tailored to our student's unique needs and goals and the community of Nome.

## *Operations Narrative*

### **School Governance**

The STEC's school board will be the governing body and will be composed of members of the Tribe and other stakeholders, such as parents and community members. These members may be appointed by the Tribe or may be elected by the community. The governance body oversees and supervises all aspects of the school. The governance body will have a variety of responsibilities, including but not limited to setting policies and goals for the school, managing the school's budget and finances, and ensuring that the school meets the community's needs and goals.

The governance body for the school will have a close relationship with the school's Elder's Advisory Committee, and Parent Committee. They will work closely with the school's administrators to ensure that the school's programs and activities are aligned with the goals and values of the Tribes and the community. The governance body may also provide support and resources to the school and may work with the school to address any challenges or issues.

### **Number of Students**

Our school program is designed to serve children ages five to ten years old, grades kindergarten to 4<sup>th</sup>. School children aged five to six years old will be placed in kindergarten, students aged six to seven will be placed in 1<sup>st</sup> grade, students aged seven to eight will be placed in 2<sup>nd</sup> grade, students aged eight to nine will be placed in 3<sup>rd</sup> grade, and students aged nine to ten will be placed in 4<sup>th</sup> grade. Based on the average enrollment numbers from our current Inupiaq immersion classrooms, we anticipate having twenty to twenty-four students in each grade level. The intended student enrollment will be 100 to 120 for the school.

## **Anticipated Staff Roles and Responsibilities**

### **One Education Director**

An Education Director for the Tribal school is responsible for the overall management and administration of the school's educational program and services, focusing on supporting the learning and preservation of the Inupiaq language. This includes: Developing and implementing educational policies and procedures that align with the Tribe's goals and values and support Inupiaq education. Ensuring that all students have access to a high-quality education that meets their individual needs and helps them achieve their full potential, including the opportunity to learn and preserve their heritage language. Collaborating with the school's committees, Tribal leaders, teachers, staff, parents, and community members to create a positive and inclusive learning environment that values and celebrates Inuit culture and language. Managing the school's budget and resources effectively to support the educational program. Leading the hiring, training, and supervision of principal and education specialists. Assessing student progress and implementing strategies to improve student achievement. Collaborating with Nome Public Schools, Bering Strait School District, and organizations to coordinate educational services and support for students and families, including opportunities to learn and preserve Inuit languages. Advocating for the needs and rights of students. Participating in professional development activities to stay informed about best practices in education and leadership.

### **One Principal**

A principal who possesses a current Alaska Type B administrative certificate is responsible for the overall leadership, management, and operation of the school, with a focus on supporting the learning and preservation of Inuit languages. This includes: Assisting the Education Director in developing and implementing policies and procedures that align with the



## King Island Native Community

Tribe's goals and values. Providing instructional leadership and support to teachers and staff. Ensuring that all students have access to a high-quality education that meets their individual needs and helps them achieve their full potential, including the opportunity to learn and preserve their heritage language. Leading the hiring, training, and supervision of teachers and teacher aides. Assessing student progress and implementing strategies to improve student achievement. Advocating for the needs and rights of students. Maintaining accurate and up-to-date records of student progress and achievement. Participating in professional development activities to stay informed about best practices in education and leadership.

### **Three Lead Inupiaq Teachers**

Inupiaq Teachers are responsible for teaching the Inupiaq language through immersion to students. Their roles and responsibilities include: Developing and implementing lesson plans and instructional materials that engage and challenge students while promoting cultural pride and identity. Assessing student progress and providing individualized support. Collaborate with other teachers and staff. Promoting cultural understanding and sensitivity among all students and staff. Participating in professional development activities to stay informed about best practices in teaching.

### **Four Teacher aides**

Teacher aides are responsible for teaching the Inupiaq language through immersion to students. The roles and responsibilities include: Assisting teachers in the classroom by preparing classroom materials, setting up activities, and providing support to individual students as needed. Encouraging the use of the Inupiaq language among students and modeling proper language usage. Providing one-on-one or small group instruction to students. Assisting with assessments

## King Island Native Community

and tracking student progress. Participating in professional development activities to stay informed about best practices in teaching.

### **Two Lead English teachers**

3<sup>rd</sup> and 4<sup>th</sup> grade teachers' roles and responsibilities include: Developing and implementing lesson plans and instructional materials aligned with the school's curriculum and standards. Assessing student progress and providing individualized support and instruction as needed. Encouraging the use of English and Inupiaq both inside and outside the classroom. Collaborate with teachers and staff. Promoting cultural understanding and sensitivity among all students and staff. Participating in professional development activities to stay informed about best practices in teaching.

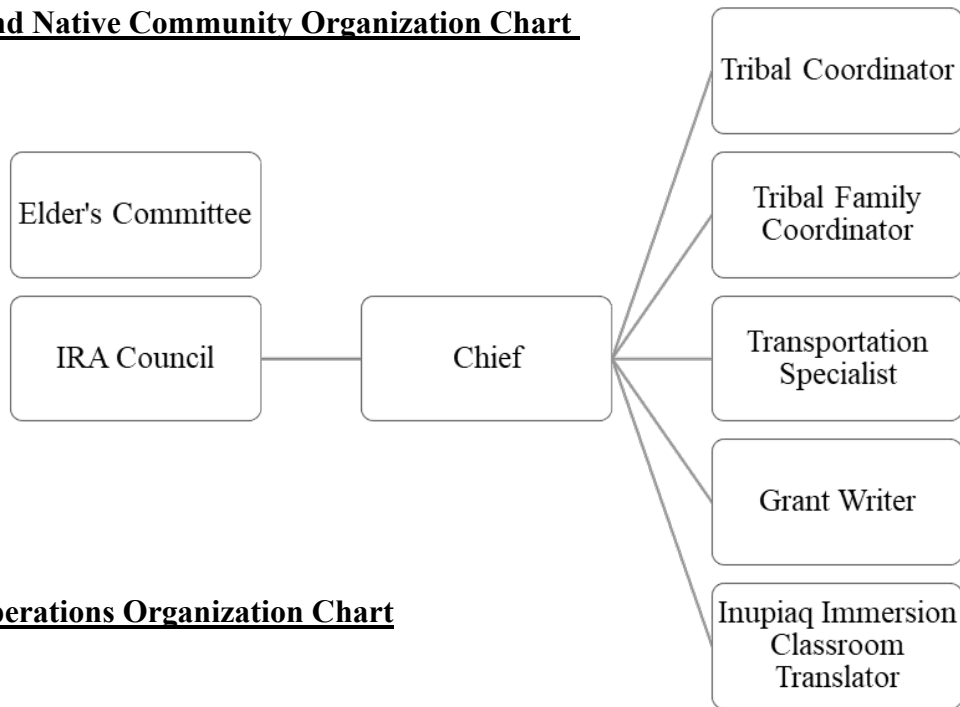
### **Special Education Teacher**

Special Education Teachers have the important responsibility of providing specialized instruction and support to students with learning and developmental disabilities. Their roles and responsibilities include: Developing and implementing Individualized Education Plans (IEPs) for students with disabilities. Providing individualized instruction and support to students with disabilities. Collaborating with teachers and staff to integrate students with disabilities into the mainstream classroom and school activities. Assessing student progress and adapting instruction as needed to meet the individual needs of students with disabilities. Advocating for the rights and needs of students with disabilities. Participating in professional development activities to stay informed about best practices in teaching students with disabilities. Being familiar with and complying with the state of Alaska and federal laws and regulations related to special education.

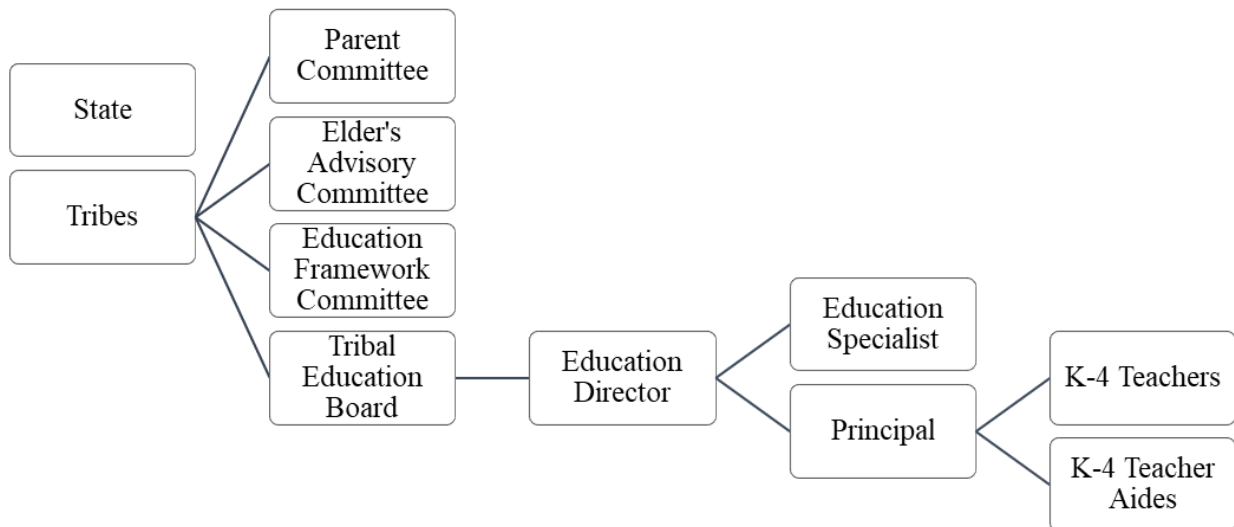
**Professional Development**

KINC’s STEC School’s instructors and staff will participate in ongoing professional development. Professional development will be organized by the administrators with input from all committees. Establishing partnerships with Nome’s Northwest Campus to create an Inupiaq Language Fluent Teacher Certificate. Professional development includes collaborations with the Indigenous Language Institute and other Indigenous-led institutions.

**King Island Native Community Organization Chart**



**School Operations Organization Chart**



### **Facilities for the School**

The facilities needed for our STEC school serving students from ages five to ten, grades Kindergarten to 4<sup>th</sup> grade, with one classroom per grade, may include:

- Classrooms: The school will need a total of five classrooms, one for each grade level from kindergarten to 4<sup>th</sup> grade. These classrooms will be culturally/environmentally relevant and equipped with appropriate furniture, materials, and technology to support effective teaching and learning.
- Administrative offices: The school will need administrative offices for the education director, principal, and education specialist. These offices will be located near the main entrance to the school and will be accessible to students, parents, and other stakeholders.
- Common areas: The school will need common areas, such as a cafeteria, a library, a gymnasium, and a playground. These areas will be spacious and well-equipped, providing students with opportunities for socialization, physical activity, and learning outside the classroom.

Overall, the facilities needed for the tribal school serve students from kindergarten to 4<sup>th</sup> grade, with one classroom per grade, administrative offices, and common areas. These facilities will be designed to support the educational model and goals of the school and will provide students with a safe and supportive environment for learning and growth.

### **Transportation**

Currently, Morgan Enterprises, LLC provides transportation services for Nome Public Schools. Our STEC school will seek to contract with Morgan Enterprises, LLC to provide transportation for our school.

### **Support and Connection to the local school district**

Regarding immediate infrastructure, our Tribal school could operate as a school-within-a-school model until we have our own school building. This would allow our school to utilize NPS's breakfast and lunch services.

The anticipated support and connection to the local district needed to operate a Tribal school will likely vary depending on the specific needs and goals of the school and the community it serves. In general, the school will need support from the local school district in a variety of areas, such as:

- **Funding:** The school district may provide the school with a budget or may provide funding on a per-pupil basis.
- **Curriculum and instruction:** The school may need support from the local school district in developing and implementing its curriculum and instructional approaches. This may involve working with the district to align the school's curriculum with state and national education standards and to provide professional development and other support to the school's teachers and staff.
- **Special education:** The school may need support in providing special education services to students with disabilities. This may involve working with the district's Special Education staff to provide services.

The anticipated support and connection to the local school district needed to operate a STEC school will likely include support in various areas. By working closely with the local school district, the school can provide a high-quality education that meets the needs and goals of the community it serves.

**Operation Design Considerations**

Our local/regional Tribal consortia, Kawerak, Inc. Board of Directors signed a resolution in full support of our Tribal School.

KINC and Sitnasuak Native Corporation started the discussion of the possibility of a land donation for our school building and child care center.

Our school will model a dual immersion program. Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade students will learn all subjects in Inupiaq with an additional 70 minutes of English Language Arts. The 3<sup>rd</sup> and 4<sup>th</sup> grade students will be transitioned into English language classrooms with additional 70 minutes of Inupiaq Language Arts instruction.