

Application Information	
Legal Name of Applicant/Organization	Knik Tribe
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Name and Title of Program Contact (the person to be contacted on matters involving this application)	Carl Chamblee, K12 Education Project Director
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Type of Application (Tribe, Tribal Designee, Group)	Tribe
If Group, List the Entity Responsible for Operating the Grant on Behalf of the Group	N/A
If Group, List all Entities Represented in the Application	N/A
Name of Local School District(s) Applicant is Physically Located Within	Matanuska-Susitna Borough School District

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Overview Narrative

In the spring of 2019 Knik Tribe received a 1-year Office of Indian Education State Tribal Education Partnership (OIE STEP) grant to develop and establish a Tribal Education Agency. This process helped the Tribe Council to adopt an education code of ordinances, organize the TEA, and to identify and refine its short- and long-term goals to exercise educational sovereignty.

Becoming a TEA opened doors for new funding opportunities for Knik Tribe. Knik Tribe became eligible for many grants including a 3-year OIE STEP grant which includes the goal to take steps to open a Charter School. The Tribal Council approved the proposed process, eventual application, and governing bylaws for the charter school.

Citizens of Knik Tribe, MSBSD AN/AI families and students, and others were surveyed through social media and email outreach to gather stakeholder input regarding the possibility of opening a charter school with an Alaska Native focus. Over 300 families and students said they would send their child to Knik Charter School. We then asked for volunteers, including community leaders, teachers, elders, parents, and students, to take part in developing the school. From this group we created 7 teams to help create the mission, vision, and goals for Knik Charter School. We held over 40 community meetings to help define Knik Charter School, and community input was vital. We went through the application approval process with our local school district and the state school board. The school district approved our application in December of 2021. The state of Alaska approved our charter application for 10 years in June of 2022. The primary

purpose of the school is to advance a quality education for children and youth that is grounded in indigenous culture.

The Tribe's service area encompasses nearly the entire Matanuska Susitna Borough School District. The district has nearly 20,000 students spread across an area similar in size to the State of West Virginia. Of these 20,000 students just over 4000 are ANAI students. The ANAI students come from all over Alaska and the lower 48 states. MSBSD is the fastest growing district within the state. The Tribes service area ANAI population is growing at a rate similar to, if not greater than the general population. Until the Tribe's charter school opened there was no school in the area emphasizing and honoring Alaska Native culture and values through curriculum and community events.

The student population of KCS is currently 140 in grades K to 12th, and we are at capacity for our current facilities. Soon the Tribe's 19 portable classrooms will be ready for occupancy and will be leased to the charter school, and we can expand enrollment. The portable classrooms were donated by the Anchorage School District to the Tribe, and the Tribe paid to have them relocated to property owned by the Tribe. The Tribe owns these units and is currently renovating them for use by the school. The borough government waived the site-selection process and approved the school being located on the site. Currently, Knik Charter School (chartered under district policy and State law) is temporarily housed at the Tribe's state of the art STEAM facility.

Feedback from parents has been positive and our vision is that Knik Charter School will continue to grow and prosper. The process the Tribe is currently engaged in, and has been engaged in over

the course of the last 3 years, has placed it in a unique position to provide a significant contribution to Alaska's State and Tribal education compacting endeavor.

The mission and vision of the Tribe is reflected in the school's mission, vision, and goals.

Knik Tribe's mission:

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

And vision:

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

The Knik Charter School Mission, Vision, and goals:

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

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

The school is developing a unique blend of educational options for families that will draw from Alaska Native and American Indian cultural learnings and ways. Our school will strive to provide culturally rich education options for students in environments that respect and honor indigenous students and their families. The school will build a solid foundation of

culturally responsive education programs that will be offered through several options including on-site learning, blended learning, and a home-school correspondence program. The school will strive to offer culture-rich education opportunities throughout all programs. The school will also offer learning opportunities in career and technical education, advanced academic classes, State-wide correspondence, and a residential school. Students will have access to supplemental enrichment and educational opportunities on and off the school's campus to support all those enrolled in our programs.

Knik Charter School Goals:

- Honor the first peoples of the Knik Tribe and Alaska by celebrating, teaching, and valuing the customs, languages, and Native ways of knowing in all we do.
- Create a school culture of support for high expectations for academic and social-emotional success utilizing a standards-based approach to teaching.
- Provide world-class science, technology, engineering, arts, and math (STEAM) educational opportunities.
- Build a strong sense of community among our children, youth, and families.
- Instill a sense of pride and deep understanding of indigenous knowledge and values.
- Prepare our children and youth to successfully carry on and reflect these values with pride in the community where they choose to live, work, and play.
- Prepare our children and youth to become leaders in their chosen paths.
- Provide personalized learning opportunities that bring out the best in our children and youth.

- Expect excellent effort and teach all children so they excel in reading and math.
- Empower our youth to take pride in their work and to finish projects with excellence.
- To be a resource for the greater community in understanding, appreciation, and support for indigenous knowledge, languages, and cultures.
- Employ trained and professional staff who respect, reflect, and share our vision, mission and goals.
- Provide diverse learning opportunities both in school and out of school
- Prepare students for success through education of Native culture, values, and Alaska Standards.

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

Honor Your Elders

Know Who You Are –*Family and Language*

Respect for Others –*People and Land*

Take Care of Others –*Community and Society*

See Connections –*All things are related.*

Have Patience –*Accept Responsibility*

Spirituality –*Pray for guidance.*

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

Honesty –*With yourself and others.*

Humility and Humor –*Accept what life brings.*

Share –*Giving makes you rich.*

Work Hard –*Take Responsibility*

Development of curriculum and instructional frameworks

KCS utilizes the [Alaska Content and performance Standards](#) as a cornerstone of the educational program. In addition, the school community applies the [Alaska Standards for Culturally Responsive Education](#) as the school operates. **One study found that primary causes for ANAI dropouts were lack of self-esteem and teacher’s attitudes.** The study suggested that teachers connect with their students in meaningful ways that serve to engage and build self-esteem. Engaging students with a welcoming classroom environment, expecting every student to succeed, showing students respect, honoring Native American literature, art, culture, values, and activities in the curriculum, and fostering students’ pride in their people and heritage were all suggestions for teachers to build self-esteem/confidence of Native students and successfully engage them in classroom activities and project-based learning.

KCS will become a model school for effective teaching strategies engaging Alaska Native and American Indian youth. Engagement is key to school success, the teacher’s ability to engage students in meaningful/purposeful learning activities is paramount to their learning. The **KCS Curriculum Development Team**, composed of APC members, principal, staff, and parent and elder representatives will regularly conduct a school wide curriculum review. This team works to ensure that the curriculum aligns with Alaska State Standards and meets the goals of

the school. The school currently employs the MSBSD curriculum framework and many of the adopted programs of the MSBSD integrated with cultural learning opportunities.

Community and Parent Engagement

Families in the school are encouraged to play an active role in the school community supporting all educational endeavors. Certified and classified staff communicate through an interactive school website, Facebook page, frequent emails, texts, and phone calls. All families are encouraged to attend and participate in Academic Policy Committee meetings as well as our other team meetings to guide the development of all aspects of the school.

It is an expectation that parents contribute to the school community and their students' learning goals. Parents sign a parent compact agreement stating their willingness to comply with these expectations. Volunteer and attendance records are kept logging parental engagement. We also expect to have family engagement at conferences, programs, celebrations, and special projects.

Steering committee/teams were formed because of the high number of people interested in taking part in the school project. We wanted everyone to be involved and contribute to the project because of the vast pool of skills, knowledge, and experience within the stakeholder group. There are seven teams that provided input to the charter application: Curriculum and culture, curriculum and instruction, elder engagement, mission and vision, calendar, extra and co-curricular and social emotional learning, and wellness. Team members also chose goals for each

time and discussion topics for example: keywords in mission and vision statements and lessons that are culturally relevant, different project-based activities such as building a fish wheel.

Each team held at least one meeting starting in the spring of 2021. Stakeholders chose their teams based on what they wanted. Some sat on more than one team, another important structure of the teams was that we encouraged our elders to sit on the teams and guide the teams and share their thoughts. We felt it was important like all Alaska Native values to ask for the elders' blessing and approval on important topics such as the mission and vision and goals of the school. Elders expressed gratitude and appreciation for being involved in the discussion of the school and sharing their experiences and knowledge.

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

These teams will continue guiding the development of the school into the future: culture and curriculum, instruction and curriculum, extra and co-curricular and elder engagement. The teams will be visited during the school year to keep our families involved in the school and take part in their child's education.

Special Education goals are the responsibility of the IEP team, of which the parent/guardians are an integral part. The IEP team also includes the student, a certified special education teacher, a regular education teacher, a district representative, therapists, and others involved with the student's educational program, including a child psychiatrist or other professionals, as applicable. When a student with an active IEP enrolls, a detailed assessment of the student's educational program and needs is made by the IEP team. KCS provides educational services in compliance with individual education plans as required by law. To the extent possible, and in compliance with IEP's, all students are served in the least restrictive environment. The school aspires to implement a full inclusion model for special education students.

KCS will address needs of students with limited English proficiency by working with the parent, teacher, and optimizing services in consultation and coordination with the district's EL Department. Each school has an EL program service teacher assigned to support EL services, and these supports include teaching methodology, ILP review, and offering curriculum and instruction suggestions. A specific plan to help the students gain English proficiency will be included in the student's ILP.

KCS offers supplemental programming in partnership with the district federal programs department for all federal programs. In addition, the Tribe’s STEAM academy staff works with school staff to enrich learning opportunities for all students. Students identified by the district as “gifted and talented” have enrichment activities included in their ILP’s. The teacher and parent collaboration required in the design of the ILP identifies appropriate enrichment activities to meet the student needs.

The KCS proposed calendar includes the week of Labor Day as a vacation week to support subsistence fishing, hunting, and gathering activities. Additionally, the school supports students and their families in partaking in culturally relevant activities and provides students with substantial support during any prearranged absences related to such activities.

Knik operates as follows on specific district days:

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

The school calendar will comply with State law and be submitted for approval annually. The school staff and Tribe have partnered to plan and carry out summer learning activities including fish camp. We expect to increase summer and vacation offerings available to students as the school and Tribal partnership grows.

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

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

The proposed school will be culturally based. Cultural Learning Opportunities (CLO's) are culture-based activities that include the **Alaska content and performance standards** and are fully integrated into the school curriculum making learning culturally relevant.

Cultural Learning Opportunities are being developed and promoted by the APC, staff, students, and parents. **Motivating and engaging students** to become life-long learners is a vital part of KCS educational program. KCS offers parents a way to leverage their own expertise alongside other parents, certified teachers, and community entities to fully engage the student in learning activities and to pursue their interests, to master academics and to become productive citizens. A simple example of a CLO would be for students to build a model fish drying rack utilizing math standards in measurement and geometry. The project could easily be used within any math program and at the same time promote cultural understanding. These projects lend themselves to place-based and project-based learning which is known to be more closely linked to Native education and teaching methods. **The school will provide culturally relevant pedagogy** (the method and practice of teaching). Teaching that reflects the community it serves.

The Tribe has contracted with experts in the field to provide professional development to school staff.

Student groupings follow traditional grades and depending on enrollment may include multi-grade classrooms in the k-8 grades. Knik Charter School students participate in the State mandated assessments and in the Mat-Su District's Measures of Academic Progress or MAP assessment and AIMSweb for k-5 students. KCS uses assessment results to help inform overall programmatic decisions as well as utilizing the data to drive instruction and assist in curriculum selection. KCS will work with families to optimize school attendance and to support learning opportunities for students who are out of school for cultural activities. KCS also recognizes the need to work in partnership with parents to optimize instruction and to make appropriate curriculum changes. KCS will also offer parents the opportunity to schedule onsite reading and math tutoring.

The pupil to teacher ratios will reflect the following guidelines:

Grades k-2, 20 to 1.

Grades 3-5, 22 to 1.

Grades 6-12, 24 to 1.

In addition to the State's mandated testing, KCS operates a multi-tiered system of support for students utilizing data driven decision making. The data used to inform instruction will include program assessments, MAP assessments, and AIMSweb assessments. Additionally, some activities include standards-based assessments including authentic assessments which require students to complete performance tasks to demonstrate mastery of State standards.

Student success for our students means that they are graduating with the skills and knowledge to become to become leaders in their chosen paths. Our students have a sense of pride and deep understanding of indigenous knowledge and values. Our students are prepared to successfully carry on and reflect our values with pride in the community where they choose to live, work, and play. Our students take pride in their work and finish projects with excellence.

Assessments, standards, and targets will be grounded in the school's educational model and pedagogy. The foundation of KCS assessment and evaluation plan rests on the following beliefs about assessment:

- Assessment is an ongoing process that helps to identify, at various stages in the learning process, what a student knows, understands, and can do.
- Current knowledge and levels of experience are assessed before embarking on new learning.
- There is a close relationship between a desired student outcome and the means used to assess it.
- Assessment is a collaborative process.
- Students learn, and have frequent opportunities, to reflect on their own learning.
- Students receive prompt feedback to inform and improve their learning.
- Assessment is a process that encourages, challenges, and motivates students to higher levels of learning and awareness.
- Multiple types of evidence must be used to better understand each learner's strengths and needs and to plan for support and enrichment.
- Students are given authentic opportunities to display their accomplishments and demonstrate their learning.
- Assessment data and reporting procedures provide specific, meaningful information to parents about students' progress.
- Teachers use information from assessment to inform and adjust their teaching.

Performance-based assessments: Performance-based assessments are goal directed tasks with established criteria and are a key component of inquiry-based, constructivist learning. They

provide authentic challenges and problems, rarely with only one correct response, and require the use of many skills. At KCS, students are given many opportunities to demonstrate their learning and do so in a variety of ways.

The criteria for scoring performance tasks frequently include the demonstration of knowledge (content) and process skills. Clear rubrics/scoring guides are created to provide clear standards of performance. Students contribute to the development of rubrics, especially at the upper grade levels. These scoring guides are used during a conference with the teacher to evaluate progress toward the student's learning goals and to guide further learning and instruction. An assessment of a CLO such as students building a model fish drying rack utilizing math standards such as found in geometry could be assessed utilizing a rubric which asked students to apply a mathematical theorem (converse Pythagorean Theorem) to identify the angles represented in the fish drying rack. The social studies, ELA, and cultural standards could also be assessed with rubric developed from this one project based cultural learning activity.

The school's approach to discipline/correction.

The school is using a three-tiered behavioral system to address student behaviors.

Tier One: Universal supports provided school wide include a focus on pro social skills, social emotional skills lessons, positive behavioral supports and feedback, and clear consistent classroom and common area behavior expectations.

Tier Two: Students that struggle to consistently adhere to the school-wide expectations may require some interventions such as check-in check out, reteaching of expectations, and small

group instruction and practice. Parents are involved in conferences to determine appropriate responses/interventions.

Tier Three: For students who do not respond to tier two interventions may require an individual behavior improvement plan with frequent progress monitoring and feedback, and/or parent and community support services.

Operations Narrative

Knik School is currently governed by an Academic Policy Committee (APC), which is the primary governing body designated to supervise the academic operation of the school and to ensure the fulfillment of the mission of a school. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall establish policy for the school to ensure the fulfillment of the mission of Knik School as stated in the compact agreement. The APC oversees and has ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance, and budgeting issues, and as otherwise permitted or required by the above-mentioned compact or by law. Furthermore, the APC promotes professional conduct in accordance with Matanuska-Susitna Borough School District policies; contract with a Type B certificated administrator; delegate the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel; and review contracts as requested by the APC or principal

Members of the Academic Policy Committee constituting the entire APC shall be 7 members.

The principal under contract to the school shall be an ex officio member of the APC and shall abstain from voting. The student government may annually select one student member to also serve as a non-voting member of the APC.

Of the 7 voting members of the APC, 4 shall be appointed by the Council. Council appointed Members of the APC appointed by the council may be Council members, parents of students enrolled at KCS, or members at-large from the community.

The remaining 3 positions shall include one staff member and one parent to serve 3-year terms. These 3 seats will be selected by a vote of the parents of students enrolled at the school. Any members of the school staff (classified or certified) who serve on the APC shall recuse themselves from any votes, discussions, or other APC proceedings pertaining to the principal's salary, contract, evaluation, and termination. The chairperson of the APC must be a parent of a student enrolled in the school.

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

Grades k-2, 20 to 1.

Grades 3-5, 22 to 1.

Grades 6-12, 24 to 1.

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

Knik School staffing is dependent on enrollment needs and budget priorities. The school currently employs a principal as the school leader, a secretary for administrative support, and a

Tribal Liaison to support collaboration with Tribal programs, other non-teaching staff needs will be determined by the APC and principal in collaboration as stated in the governance section. The school will prioritize PTR that optimizes learning for students. The PTR will remain equal to or lower than the local district student teacher ratios for students enrolled in onsite and correspondence learning options respectively.

All staff at KCS are provided multiple opportunities for professional development

throughout the year. Staff pursue professional learning through several methods: attending cultural curriculum and instruction focused trainings on and off site, hosting presenters on site, traveling to state and national conferences, and presentations by administration and staff at the weekly staff meetings. The schedule for professional development follows the district's calendar for professional development days and additional days are provided depending on the specific event. **Having staff capable of integrating ANAI language and cultural knowledge into classroom activities will be a priority and professional development activities focused on Native education will be provided regularly.**

Staff may also participate in many district offerings and access the expertise of district

specialists. Certified staff have access to the following district trainings: district curriculum council training and meetings, district science curriculum training and meetings, digital first responders training, students with disabilities training, Section 504 plan training, PEAKS assessment training, MAP, APEX and Buzz online curriculum training, to name a few. Onsite training for certified staff by district presenters may include district assessment training and writing individualized learning plans.

When a training need is identified by the school leadership team, resources and expertise are sought out, and time is scheduled for training. This system offers staff maximum flexibility to continually meet their own training needs and in turn to better serve the families. **Whenever possible expert presenters will be invited** to provide professional development in the school. The leadership team will also be seeking out conferences and trainings that take place outside the district. **Staff may also regularly attend** state conferences such as the Alaska Society of Technology in Education or ASTE, RTI, ASLI, and the IDEA curriculum fair. Exposure to ideas and best educational practices at state conferences allow staff to continually improve educational opportunities for students. **All staff will complete all State mandated training annually.**

Organizational charts:

Tribal Governance organizational chart (See Appendix D.).

School Operations organizational chart. (See Appendix E.)

Outline the facilities needs for the school will be provided for by Knik Tribe.

The school location Knik Tribe has purchased the former MTA operations center property (12.7 acres) and has renovated that building to provide educational services to children and youth. This building houses the Tribe's Benteh STEAM academy and a childcare center. Also on the property are 20 portable classrooms that have been renovated for school use. **The facility** will accommodate between 275 and 300 students for in-person learning and space for teacher advisors serving up to 300 correspondence students. Additionally, the school has access to the

Tribe's STEAM academy located on the same property. Future growth needs will be provided for through expansion of the educational facilities and through the addition of portable classroom units on the property. A gymnasium facility exists four miles from the school and the school intends to lease that facility for physical education needs. Transportation will be provided by the Tribe to the extent possible. The Tribe currently has several passenger vans that may be utilized.

Knik School plans to provide limited transportation to and from school at hub locations in the portions of the community where students reside. Knik believes Transportation should not be a barrier to students wishing to attend the school. Each year, after registration and the admissions process is completed the school administrator will work with the MSBSD transportation department to design a limited route bus service to provide transportation options for parents and caregivers.

The MSBSD will be involved with the school to support instructional technology expertise, transportation, supplemental programming through federal programs, and specialized services required through student IEP's. Additional collaboration and memorandums of agreement may be entered into depending on need.



KNIK TRIBAL COUNCIL

KNIK, THE OLDEST VILLAGE IN COOK INLET

Resolution 23-16

A Resolution Authorizing the Knik Tribe Education Agency (TEA) to Apply for State Tribal Education Compacting Demonstration Tribal Partners grant.

Whereas: the Knik Tribal Council is a federally recognized Indian tribe with its own form of self-government; and

Whereas: the Knik Tribal Council is the recognized governing body of the Knik Tribe with the authority and responsibility to exercise the powers and privileges of self-government pursuant to the Tribal Constitution and other tribal law; and

Whereas: the Knik Tribe is interested in education, has inherent authority over education, and sees formal education as a means to preserve, protect, strengthen, and perpetuate the Tribe; and

Whereas: the Knik Tribe is interested in education, has inherent authority over education, and sees formal education as a means to prepare tribal members for life; and

Whereas: the Knik Tribe finds that current achievement levels, graduation rates, attendance rates, and dropout rates for tribal students indicate severe educational problems and a substantial achievement gap exists thereby threatening their future and the future of the Tribe; and

Whereas: the Knik Tribe finds that a substantial opportunity gap exists in the current system and a need for a comprehensive process for coordinating educational resources to monitor and improve formal education systems exists; and

Whereas: the Alaska Department of Education and Early Development (DEED) identified five positive trajectories, or goals, which were articulated as Alaska's Education Challenge; and to the greatest extent possible, DEED intends to use these five areas to focus all state-level American Rescue Plan (ARP) Act funded initiatives with hopes of simultaneously addressing COVID-19 related needs, addressing pre-existing areas of challenge, and sustaining the gains beyond the availability of these one-time funds; and

Whereas: DEED is issuing a Request for Applications (RFA) for State Tribal Education Compacting Demonstration Tribal Partners grants to provide support for Tribal partners to work with the SBOE 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.; and

Whereas: The Knik Tribe 4. The GRANTEE will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474; and

Whereas: Knik Tribe will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations; Now


THEREFORE BE IT RESOLVED, that the Knik Tribe hereby authorizes the Knik Tribe Education Agency to apply to DEED for a State Tribal Education Compacting Demonstration Tribal Partners grant.

THIS IS TO CERTIFY THAT I, Alfred Tellman, am the President of the Knik Tribal Council; AND that the Council consist of five duly elected tribal representatives; AND that this Resolution was considered and adopted by a duly authorized poll vote of the Council for which a quorum was informed and voting;

AND that the vote taken was 4 for, 0 against, and 0 abstentions.
PASSED AND APPROVED THIS 12th DAY OF December, 2022

Signed: 
Alfred Tellman, President

12/12/2021
Date

Signed: 
Attest

12/12/2022
Date



United States Department of the Interior

OFFICE OF THE SECRETARY

Washington, DC 20240

Indian Organization Indirect Cost Negotiation Agreement

EIN: 92-0076275

Date: 05/12/2022

Organization:

Knik Tribe
P.O. Box 871565
Wasilla, AK 99687

Report Number: 2022-0119

Filing Ref.:

Last Negotiation Agreement
dated: 08/05/2021

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

Section I: Rate

Start Date	End Date	Rate Type	Name	Rate	Base	Location	Applicable To
			10/01/2021	09/30/2022	Fixed Carryforward	Indirect	17.94 %
		Passthrough	13.00 %	(B)		All	All Programs

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

(B) Base: Passthrough funds including capital improvement projects, subawards in excess of \$25,000, and scholarships, all of which require administrative effort.

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

Section II: General

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

Section II: General (continued)

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

J. Other:

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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization

By the Cognizant Federal Government Agency

Knik Tribe

US Department of the Interior - BIA

DocuSigned by:
Richard J Porter
92A3D6A171DE4AC...

DocuSigned by:
Craig Wills
B47DB1F4A5DB4BF...

Signature

Signature

Richard Porter

Craig Wills

Name:

Name:

Executive Director

Division Chief

Indirect Cost & Contract Audit Division

Interior Business Center

Title:

Title:

5/18/2022

5/18/2022

Date

Date

Negotiated by: Wayne Guanzon

Telephone: (916) 930-3813

Next Proposal Due Date: 03/31/2022



**MEMORANDUM OF AGREEMENT
BETWEEN
THE MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
AND
KNIK TRIBE**

PURPOSE:

The purpose of this Memorandum of Agreement (MOA) between the Matanuska-Susitna Borough School District (District) and Knik Tribe is to support the following goals:

- Improve data sharing and outreach efforts to enhance the participation of underserved youth in Advanced placement and career technical education courses and other similar programs.
- Increase before and after school programming at elementary schools.
- Increase use of culturally responsive pedagogy and culturally relevant lessons.
- Offer job shadowing opportunities to high school students who are juniors and seniors.
- Formalize our partnership to improve education outcomes for students.

SCOPE OF WORK:

- The District and Knik Tribe will continue to regularly review and analyze non-identifiable student data for the purpose of continuous improvement collaboration for school programs serving ANAI students.
- Knik Tribe and District will work collaboratively, through regular consultation, on education programs, including ESEA formula grant programs, consistent with State law and Federal law;
- Knik Tribe will partner with the District to support capacity building activities for implementing culturally relevant lesson plans as well as capacity building for District staff to better understand and deliver culturally responsive pedagogy in classrooms throughout the District;
- Knik Tribe will support implementation of an afterschool program framework, as well as, develop and support partnerships with the District and other agencies to deliver robust afterschool programs in five District elementary schools;
- Knik Tribe will provide coordination and capacity building to support implementation of a job shadowing network for high school students who are juniors or seniors.

ROLES AND RESPONSIBILITIES:

The District will:

1. Incur no financial obligation as a result of this MOA.
2. At no cost to the District, support Knik Tribe personnel in attaining the knowledge and skills necessary to administer education programs in areas such as data collection and analysis, grants management and monitoring, fiscal accountability, and other areas as needed.
3. Provide an opportunity for regular meetings between the Tribe and District leadership (Director level).
4. Support communication with relevant staff.
5. Ensure the job shadowing process will include incorporating the Districts' AR 1240 Volunteer Assistance and the Volunteer Application SSE03 into procedures before adding a job shadow host to the list of network businesses.

The Knik Tribe will:

1. Provide a timetable for accomplishing each of the above goals and program outcomes.
2. Ensure the job shadowing process will include the incorporation of the Districts' AR 1240 Volunteer Assistance and the Volunteer Application SSE03 into procedures before adding a job shadow host to the list of network businesses.
3. Provide the district project updates quarterly (or as requested) and evaluation reports annually.
4. Provide a network of businesses, process, and procedures for connecting students to business/employers for job shadowing opportunities. The process will include the incorporation of the District's AR 1240 Volunteer Assistance and the Volunteer Application SSE03 into the procedures before adding a job shadow host to the list of network businesses.

AGREEMENT ADMINISTRATION:

The following individuals will be the representatives administering this contract. Any notice required pertaining to the subject matter of the Agreement shall be mailed by registered or certified mail to the following:

District: Justin Ainsworth
Associate Superintendent of Instruction
501 North Gulkana Street
Palmer, AK 99645
907-746-9212



Justin.ainsworth@matsuk12.us

Knik Tribe:

Richard Porter
Executive Director
1744 N. Prospect Drive
Palmer, AK 99645
907-373-7991

THE DISTRICT AND KNIK TRIBE COLLECTIVELY AGREE TO:

Work collaboratively and share project outcomes in order to promote further implementation and partnership of/for program developments. Share data as to application of programs and impact on student learning and educational outcomes.

TERMS OF AGREEMENT:

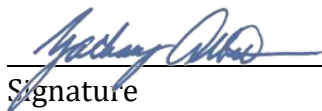
1. **Term:** The term of this Agreement shall be from July 1, 2020 through June 30, 2021.
2. **Duty of Defense and Indemnification:** Each party shall indemnify, defend, and hold harmless the other party from and against any claim of, or liability for, negligent acts, errors, and omissions of the other party under this agreement. However, a party is not required to indemnify, defend, or hold harmless the other party for a claim of, or liability for, the independent negligent acts, errors, and omissions of the other party. If there is a claim of, or liability for, a joint negligent act, error, or omission of both parties, the indemnification, defense, and hold harmless obligations of this provision shall be apportioned on a comparative fault basis.
3. **Termination:** Either party may terminate this Agreement by serving written notice of such termination to the other party and specifying the effective date of such termination at least thirty (30) days prior to the effective date of termination.
4. **Modification:** This Agreement, may require modifications. It is expressly understood that this Agreement shall not under any circumstances be modified without written authorization from both parties. All modifications in the terms of this Agreement shall be incorporated by written amendments to this Agreement, executed by both parties.
5. **FERPA:** Knik Tribe shall not have access to identifiable student records without Family Educational Rights and Privacy Act (FERPA) required written consent of the parent/guardian/adult student.
6. **Jurisdiction:** Any civil action arising from this Agreement shall be brought in the Superior Court for the Third Judicial District of the State of Alaska in Palmer. The Law of the State of Alaska shall govern the rights and obligations of the parties.



7. **Rule of Interpretation:** This Agreement shall not be interpreted for or against either party, but shall be interpreted according to its fair and reasonable intent.
8. **Entire Agreement:** This Agreement represents the entire understanding and agreement between the Parties and supersedes all prior or contemporaneous negotiations, agreements, proposals, responses, understandings, and representations; if any, made by and between the parties.
9. **Relationship between the Parties:** Nothing in this Agreement shall create an employer/employee relationship between the employees of the District and Knik Tribe.

**MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT**

Knik Tribe


Signature


Signature

Zachary Albert
Printed Name

Richard J Porter
Printed Name

Director of Finance
Title

Chief Executive Officer
Title

7/20/2020
Date

7/23/2020
Date



Tribal Council approves, by resolution(s), the creation of general Tribal education code, committee, and department.

Knik Tribe Constitution

Tribal Council

Tribal Education Code

Tribal Education Committee

Tribal Education Department:
Administrative Policies and Procedures

OUTCOME:
Knik Tribe
Tribal Education Agency

The Code outlines the general structure, powers, and duties of both committee, and department.

Tribal education department creates policies and procedures for day to day operations approved by Tribal education committee. Department head and committee chair reports and seeks input/approval from the Council quarterly.

Knik STEC School Organizational Chart

Tribal Council chair appoints 4 members of the 7 member APC on the recommendation of the Tribal Education Committee per the TEA code of ordinances

STEC Application and Agreement

APC bylaws/Academic Policy Committee

Principal, Administrative Policies and Procedures, budgeting, curriculum and programs

School Administration and Operations, School Staff

The code outlines the general structure, powers, and duties of the Tribal Education Agency (TEA). The school operations are governed separately by the APC.

