

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

Appendix A: Cover Page

Application Information	
Legal Name of Applicant/Organization	Inupiat Community of the Arctic Slope
Address	P.O. Box 934, Utqiagvik, AK 99723
Name and Title of Program Contact (the person to be contacted on matters involving this application)	Mark Roseberry- Education Director
Telephone Number	907-980-5592
Fax Number	
Email Address	mark.roseberry@ICAS-nsn.gov
Type of Application (Tribe, Tribal Designee, Group)	Tribal Designee- ICAS Education Committee- See Resolution
If Group, List the Entity Responsible for Operating the Grant on Behalf of the Group	
If Group, List all Entities Represented in the Application	
Name of Local School District(s) Applicant is Physically Located Within	Local School District: North Slope Borough School District- ICAS Tribal Education Department is physically located in Utqiagvik AK within a mile of the NSBSD central office.

**INUPIAT COMMUNITY OF THE ARCTIC SLOPE
TRIBAL COUNCIL**

RESOLUTION #2022-029

WHEREAS, the Inupiat Community of the Arctic Slope (“ICAS” or the “Tribe”) is a federally-recognized tribe headquartered in the ancestral homelands of its people, situated on the North Slope of Alaska and including all lands within its member village’ ancestral territory; and

WHEREAS, the ICAS Tribal Council (the “Tribal Council”) is the governing body of the Tribe in accordance with its Constitution (the “Constitution”); and

WHEREAS, the Tribal Council is responsible for promoting and protecting the health, education and general welfare of Tribal members; and

WHEREAS, the Tribal Council has the specific authority under Article VI, Section 6.02(f) to enact ordinances and laws and under 6.02(j) to create committees and subordinate boards; and

WHEREAS, the Tribe has set up the authority for an Education Committee to carry out education programs for ICAS and its member tribes and passed Bylaws to direct those efforts; and

WHEREAS, the Tribe has also passed an Education Ordinance that provides specific guidance to this Education Committee on education program development; and

WHEREAS, the Tribal Council wishes the Education Committee to work with the Alaska State Board of Education and Early Development (SBOE) to negotiate, through education compacting for education and school programs within the ICAS member village/tribe territory, and acknowledges that 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.

THEREFORE BE IT RESOLVED, that the Tribal Council: 1) delegates authority to the Education Committee, to carry out education program planning, growth and implementation through negotiation with the SBOE; and, 2) authorizes the Education Committee to further support and develop funding to sustain the Education Department and programs at ICAS through that negotiation process, with any final compact/agreement to be shared with ICAS Tribal Council prior to execution.

CERTIFICATION

This Resolution was adopted at a ICAS Tribal Council meeting of the held on December ____, 2022 by a vote of 8 FOR, 0 AGAINST, 0 ABSTENTIONS.

By: George Edwardson 12-21-22
George Edwardson, President, Date:

By: Doreen 12/20/2022
Doreen Leavitt, Secretary, Date:



United States Department of the Interior

OFFICE OF THE SECRETARY

Washington, DC 20240

Indian Organization Indirect Cost Negotiation Agreement

EIN: 92-0063034

Date: 12/02/2021

Organization:

Inupiat Community of the Arctic Slope
P.O. Box 934
Barrow, AK 99723

Report Number: 2022-0124

Filing Ref.:

Last Negotiation Agreement
dated: 11/02/2020

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

Section I: Rate

Start Date	End Date	Rate Type	Name	Rate	Base	Location	Applicable To
01/01/2022	12/31/2022	Fixed Carryforward	Indirect	40.43 %	(A)	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.

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

Inupiat Community of the Arctic Slope

US Department of the Interior - BIA

DocuSigned by:
Morrie Lemen
BBB2C6E39BA044F...

DocuSigned by:
Doris Jensen
5F8C967C612D483...

Signature

Signature

Morrie Lemen

Craig Wills

Name:

Name:

Executive Director

Division Chief
Indirect Cost Services Division
Interior Business Center

Title:

Title:

12/2/2021

12/2/2021

Date

Date

Negotiated by: Wayne Guanzon
Telephone: (916) 930-3813

Next Proposal Due Date: 06/30/2022

1. Mission

To provide access to quality education based in the Inupiaq language and culture that prepares students to lead, thrive, and influence their local communities, the North Slope and broader society.

2. Vision

Inupiat Community of the Arctic Slope (ICAS)/Qargi Academy students have access to a high-quality education, gaining knowledge and skills to prepare them to be contributing citizens in society with a thriving Inupiaq language and culture. Qargi Academy Tribal Schools are a system of local schools that are home-rule governed. Qargi Academy is a traditional and culture centered school system that welcomes spiritual values, honors and respects elders, maintains traditions that build leaders who positively influence our communities. Our schools are peaceful, comfortable places where every student feels at home. We provide a safe place for students to develop, learn to manage personal/life challenges, growing into productive adults who are grounded in their spiritual and cultural identity and are physically, mentally and emotionally healthy.

3. Educational Model:

Our educational philosophy is student focused. We provide an educational program, based in Inupiaq philosophy for raising a child; modeling expected skills, behaviors and providing hand-on experiences that use failures as a learning experience rather than influencing the student's identity. Our education system is flexible, includes high quality accredited courses and will prepare students to realize their full potential. How will we accomplish this- Our system is a blended model of local and virtual instructional experiences.

We believe that every student is created in God's image to be a unique human being and for a specialized purpose. We therefore value every student, we nurture their growth as they develop into adults who are confident in their identity, competent in their abilities and positive contributors in their communities. We provide a planned environment that foster students to develop internal motivations and guidance necessary to develop themselves into competent adults similarly described in Maria Montessori research.

Qargi Academy Tribal School is a part of the ICAS Tribal education system that currently serves secondary students 9TH-12TH in all 8 North Slope villages. Qargi Academy's educational program is based in the Inupiat language and culture and predominantly serves but is not limited to Alaska Native and Native American students and their families who reside on the North Slope and tribal members who reside outside of the North Slope. While Qargi Academy Tribal School serves all students, we have programming and methodologies that particularly benefit alternative students, students who have dropped out, disenfranchised students, unmotivated students and homeschool students who may have challenges in attending their local public school.

Qargi Academy's program emphasizes the local Iñupiaq language and culture with an academic program designed to meet all academic standards through an innovative, holistic approach that supports learning through technology. Further, Qargi Academy provides this culturally centered education for all North Slope students and village students outside of Barrow. The school will welcome and serve any student who applies regardless of ethnicity, race, language or gender and students will be equitably considered through a random selection process.

Qargi Academy Tribal School will have two main focus areas: U.S. American language and culture and the Iñupiat language and culture. The tribe desires to see our students develop the skills and aptitudes necessary to proficiently live in both worlds. We believe in educating the whole child; Inupiat culture, health/nutrition, Inupiaq values, social emotional, career/life planning, core academics, music, art, dance, drama, speech. Portions of our whole child education will be provided through virtual curriculum and virtual western teachers which will prepare our students for life on and outside of the North Slope, career readiness and build 21st century skills necessary for students to be competitive in the new economy.

The Iñupiaq language and cultural skills will be provided by local Iñupiaq knowledge success coach teachers (ilisaurri), both paid and voluntary. Additionally, through community-based elders and organizations that prioritize the local Iñupiaq language, local culture, cultural activities, and Iñupiaq values, our students will have regular and ongoing exposure to the Inupiaq language and cultural activities throughout the day, not just during one period during the day.

The cultural education will be delivered through cultural activities and projects within the school as well as community-based activities and projects that are unique to each village site. In this regard, there is no difference between the community and culture inside the school and the community and culture outside of a specific school site. As such, the regular interaction and influence of elders in each community is inherent in our day-to-day education. We use the definition of school site loosely, because in the Inupiaq ways of being, the education site is also the home, at community locations, and in the environment. There is not necessarily one location for school.

4. Alignment of School with the Tribe

The Inupiat Community of the Arctic Slope (ICAS) is one of two regional tribes in Alaska. The ICAS constitution lists education as one of the governance areas of responsibility of the regional tribe. In May 2022, the ICAS council passed the education ordinance which defines the powers and structure for governing authority of the Education Department and education services. ICAS ordinances are the legal codes that define the governing authority, similar to statutes for the State of Alaska. In November 2022, the ICAS council passed a resolution and by-laws that delegated authority to the Education Committee and defined the roles, responsibilities and manner of conduct of that committee. The by-laws are similar to the administrative regulations (codes) in the State of Alaska.

The Education Committee is composed of one member from each of the village tribes within ICAS borders, one member from Ilisagvik College and two non-voting student members. ICAS has presented the Education Ordinance at an annual meeting and posted it for ICAS citizens to provide comments prior to approval. Additionally, an education summit was held on December 5 & 6, 2022 where 2 members from every tribe and Ilisagvik were invited to participate. The goal of the summit was to educate tribal members in the inherent roles, rights and authorities of federally recognized tribes and begin filling the education committee seats.

We have one physical location for a Qargi Academy in Wainwright and are currently providing services virtually to students in other villages and tribal members in Anchorage. We are raising local educators to do this work, which is in line with our tribes goal of overseeing education and employing people of the culture and who are familiar with the Inupiat language.

ICAS partnered with Arctic Slope Community Foundation to write an Alaska Native Education Program grant and was awarded it this past September. The focus of the grant is to

create a tribal educator apprenticeship and certifications. We will be designing this based in Inupiaq ways of being and educating youth. This includes all of the areas of managing students, discipline processes, mentoring, training and instruction. We are preparing our educators to be highly skilled as evidenced by student engagement and outcomes.

The ICAS constitution includes education as one of the service areas that the tribe has a responsibility to serve its member citizens. Our ICAS council has a goal of preparing youth to be competent adults able to live successfully in the community and successfully engage in the world outside of their communities.

1. Detail the approach for selection and development of curriculum and instructional frameworks to be used in the school.

Qargi Academy Tribal School system approaches education through a holistic lens. The curriculum, educators, special needs, school culture base, school departments, school staff are viewed as integrated and therefore planned as a whole. We seek curriculum and support educators and other educational services around this concept.

Our first step was to identify the educational challenges in rural native Alaska to provide full service educational services to youth. The ICAS region is a large regional area with one main population hub- Utqiagvik and 7 small outlying villages that are not connected by a consistent road system. There are few if any available facilities in good condition for education and there is a shortage of housing. Due to the remote locations and these other defined limitations, it is difficult to fill the educator positions with qualified people in a traditional public school system. In addition, it is even more difficult to sufficiently staff a curriculum department with experienced and appropriately skilled individuals. The focus on hiring educators and other education professionals is expensive and takes a large portion of the education administrator's time.

The Qargi Academy approach has streamlined the process of providing our students with qualified educators and quality curriculum. By contracting with EdOption Academy, we do not need to pour human and financial resources into the teacher hiring process. EdOptions Academy takes care of that for us. Consequently, we didn't start the year short of teachers. EdOptions Academy also dedicated teachers specifically for our North Slope Students. All of our students will be enrolled with the same academic teachers. And no matter the course, all of the virtual academic teachers that are assigned to the course are highly qualified in that subject area. The same cannot be said for most public schools in rural areas.

Qargi Academy Tribal School is different in that it is not time based but rather progress and mastery based. Each student has an individualized learning plan that is not subject to a daily schedule based on a block of time called periods. Students are assigned academic courses that align to their graduation progress and career aspirations. Students' progress through the course and receive credit when they have completed the requirements of the course. Their progress is monitored through a pacing guide that is not rigid but helps the student, parent, teacher and success coach monitor progress. Students may not have 7 courses per day, they may be focusing on 2- 3 courses at one time and progress through another set of courses after completion of a course. Completion of a course is not subject to a time-based system and progress is monitored through a pacing guide that can be adjusted based on the needs of the student.

Qargi Academy, chose to partner with EdOption's Academy and Edmentum to provide educational services to Qargi Academy for the following reasons.

1. EdOptions Academy has over 100 accredited courses that are aligned with the State of Alaska standards.
2. EdOptions academy provides highly qualified course teachers that are virtual who co-teach with the local Iisaurri (teacher). The highly qualified teachers provide the assurances that our students receive full support in all subject areas. We do not have definitive start and end dates, but pacing guides are provided to complete courses in the anticipated timeline. Therefore, students will not have to wait until the end of a quarter or semester to start an academic course.

Qargi Academy Tribal School will provide students with a comprehensive program that supports their academic, social, and emotional development and fosters the Iñupiaq language and

cultural heritage of the indigenous people of the North Slope. Our students learn to live and are prepared to lead.

2. Describe the process for ensuring community engagement and parent involvement.

5. Explain how the proposed school will be culturally based. Include how instructional methods, classroom environment, and assessment will be culturally based.

The Qargi Academy will bring back aspects of the Qargi (Maclean, 1986) that include Iñupiaq elders working with local trained success coach/teacher staff (Iisaurrit) and virtual Inupiat culture experts who teach Iñupiaq skills and values. Qargi Academy's Iñupiaq Learning Model supports the Iñupiaq ways of educating, learning and knowing and resembles the phrase "It takes a village to raise a child".

The first mayor of the North Slope Borough, Eben Hopson Sr., described what education looked like before Western education was introduced, "Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children. For thousands of years, our traditional method of socializing our youth was the responsibility of the family and community.

From the first, visitors to the Arctic have universally commented on the warm disposition of our children. Corporal punishment was absolutely unknown. Boys and girls began their education with their parents and, by the time they reached their teenage years, they had mastered the skills necessary to survive on the land here" (Eben Hopson Sr's to Address on Education 12.19.75).

In the hopes of revitalizing the Qargi, Maclean recommended, "The educational environment of each Iñupiat community can be altered to make the Iñupiat comfortable in teaching their young people the skills and attitudes of the Iñupiat way of life. Presently, Iñupiat

elders do not have any responsibility for the formal education of the young Iñupiat. A community center totally devoted to the teaching of Iñupiat skills and values should be established so that the elders and the parents of the Iñupiat youth would have the means of teaching their children what they know" (Dr. Edna Maclean, Revitalization of the Qargi 3.8.86).

Qargi Academy models Maclean's description of the Qargi noted above and will provide a place of learning where students and community feel comfortable and welcomed. The Iñupiat will take on the responsibility of teaching students the Iñupiaq language, Iñupiaq skills and Iñupiaq values within Qargi Academy. Qargi Academy will also integrate the Iñupiaq culture where appropriate into the EdOption's academic projects as well as keep the integrity of Western academics intact where appropriate.

Within the Qargi, the instruction provided by the Qargi staff will utilize the Iñupiaq Learning Framework and other cultural resources as guides. Qargi Academy honors the Iñupiaq traditional ways of teaching, learning, knowing and transfer of elder knowledge and wisdom to our children. The Iñupiaq Learning Framework (ILF), created by the NSBSD will be used along with expectations created locally to assess cultural performance and expectations within the Qargi. The ILF performance expectation guide is based on Iñupiaq child development and learning and behavior expectations appropriate to the age of the child. Further we will partner with Iñupiat Heritage and Language Center, and other culture-based resources to support the learning of Iñupiaq language and culture.

3. Provide an overview for how programs will be offered for special populations. For example, how students eligible for special education, English language learners, and various federal title programs will be addressed.

Qargi Academy Tribal School has an Agreement with EdOptions Academy to provide

Sped Services. Our overarching philosophy is to provide an individualized program that meets the needs of all students, regardless of demographics. Students are able to move through their courses at their own pace, allowing for additional focused support in areas where a student may be challenged. All students will be assessed at the beginning of the school year and delivered an individual learning path designed to either bring their skill levels in Reading, Math, and Language Arts up to grade level or provide the opportunity to accelerate their learning to advanced grade levels.

Students with either a 504 plan or IEPs will be assigned an Exceptional Education case worker who will collaborate with the general education teachers and success coaches to evaluate the needs of the student and to successfully implement the plan to meet those needs. Qargi Academy will offer a full ranging curriculum of remedial to Advanced Placement courses and will remove the barriers so students have access to honors and advanced courses. All students will have the opportunity to challenge themselves to reach their full potential.

If there was a student that needed intensive services or services beyond what we had personnel to offer, Qargi Academy would seek to have an agreement with the North Slope Borough School District to provide services to students with special needs through the Student Services Department.

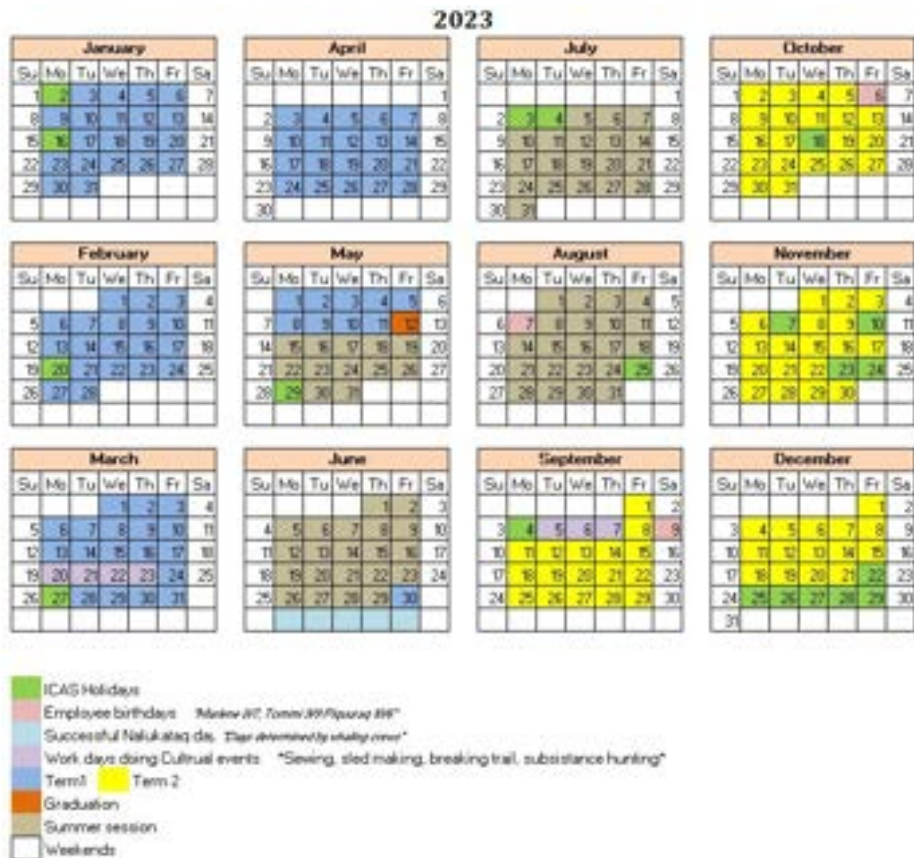
6. Describe how students will be grouped/organized for instructional purposes. For example, grouping by grade, age, or developmental ability, etc.

In the Inupiaq ways of being, older siblings and children were responsible for the younger children. This responsibility can be observed in many of the families today. For this reason, we will have multi-age educational spaces. In larger student populations, students may be grouped in cohorts spanning 3 years. For instance, ages 3-5 may be grouped, ages 6-8, 9-11 and

so on. High school, depending on the student population would be grouped grades 9-12. The Inupiaq culture and ways of being, foster a peer mentor concept. This is reflected in the Inupiaq home and aligns with our Tribal School educational philosophy in that there is no difference between the school and the community, they are one and the same.

Our educational programming is individualized and therefore, there is not a need to group based on ability. Additionally, the Inupiat students naturally look out for one another and support those who have developmental delays. This cultural value will be incorporated in our schooling system and is consistent with the traditional Inupiat ways of being. Our local Ilisaurrit and elders will ensure this type of nurturing school environment will exist.

4. Provide the school calendar and explain how it directly supports the school’s educational model.



Qargi Academy is a year-round school where our students can come in throughout the whole year. Our students are offered cultural projects, attend cultural events within the community and participate in our subsistence way of life year-round. Our calendar is based on each community's happenings. It's important for our students to take part in community happenings so that it can be carried on to the next generation.

8. Describe how assessments, standards, and targets will be grounded in the school's educational model and pedagogy that show student achievement/success.

a. Provide one succinct example that showcases how assessments will be used to inform instruction and visualize student achievement.

Establishing an ideal assessment environment is critical in obtaining assessment results that accurately demonstrate students' achievement and growth. To assist in creating a consistent, optimal assessment administration environment, below are our uses of assessment data to ensure optimal performance.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This is interwoven into our online platform, and our staff will utilize data effectively to ensure optimal student learning. Our leadership team will shape the vision of academic success in the school and create systems that support staff, students, and families. Our leaders will facilitate change, analyze data to improve processes, and create an intentional focus on improving Educational experiences and increasing student achievement. Through the work with our online teaching staff and on-site student support teams we will work collaboratively to increase student achievement.

Qargi Academy and EdOption's Assessment System

- EdOption's Academy and Qargi Academy will systematically gather and use multiple sources of data to determine whether or not students are meeting expectations in each of the whole child areas (Inupiat culture, health/nutrition, Inupiaq values, social emotional, career/life planning, core academics, music, art, dance, drama, speech).
- All course assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Course assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Assessments support the school's system of interventions.
- Reports of student data are communicated to students and families in a manner that they can understand. We value student Involvement in the Assessment Process.
- Students are taught how to self-assess and plan for improvement.

7. From the standpoint of the Tribe, describe what student success will be.

The success of our students is expressed in our vision: “We provide a safe place for students to develop, learn to manage personal/life challenges, growing into productive adults who are grounded in their spiritual and cultural identity and are physically, mentally and emotionally healthy” The tribes desires to empower students through education to establish themselves as confident, prepared adults, ready to move in any direction they choose for the betterment of themselves, their families and their communities.

Our students will learn our culture in our community’s way because not one community does things the same. Our students will learn to speak Inupiaq in our dialect which is also different in each community. Reviving our language is our top priority because not many people speak our language anymore and it’s what we need to bring back to be sure it survives.

9. Briefly explain the school's approach to discipline/correction.

Everyone in the Qargi will respect and adhere to the Iñupiaq Values. It is the core belief of the Iñupiat that our children who behave outside of the cultural norms are mentored and supported to make appropriate decisions. We allow our children to make their decisions without coercion and we believe that every child receives a fresh start daily. So, it is expected that students who may have been sent home for behavioral reasons can return to the Qargi the next day. Any exceptions to this will be determined by the principal in regard to the severity of student behavior. Any students behaving outside of the law will be addressed with appropriate law enforcement. However, since the Qargi academy is not time based, and the academics are provided virtually, students would not be suspended from academic progress even if they were sent home for behavior reasons.

We believe in a restorative justice system that guides a student through a process where they will actively identify appropriate and inappropriate behaviors that they chose to do and then determine various solutions or approaches that they could take to address the situation in an appropriate manner. Depending on the behavior and infraction, there will be consequences or tasks that the student may have to do in order to be restored to full privileges. Such tasks might include education about the situation (drugs, alcohol) or addressing a social/ emotional (anger management, bullying, non-responsive...) issue, or meeting with an elder to discuss a better approach to a situation.

10. Include any other program design considerations that are relevant based on your Tribe's expertise and knowledge of working in your community.

The ICAS Tribal education system has been given the mission of developing high quality education systems for its ICAS region members and local communities. This includes workforce

development, helping adults earn their diplomas, supporting our parents, relatives, community as educators, and providing opportunities for all to receive education and training for ongoing personal and professional development. To accomplish this, ICAS future plans includes creating an education system that is a continuum so that children master foundational knowledge and skills in language (both Inupiaq and English), core academics and core cultural skills.

Future plans include creating an educator training and apprenticeship, include tribal educator certifications that supports our teachers to become highly effective educators.

Developing a local educator workforce is good for our students, our families and our communities. These local educators will then develop Qargi Academy schools that reflect their local language dialect, cultural nuances and establish a school that is fully embraced by each community because it reflects them, not something that is less familiar and is imposed on them.

Our tribal schools will provide education services to students who are tribal members and those who are not. However, our base culture is Inupiaq and all students will be expected to learn the Inupiaq language and ways of being while attending Qargi Academy. Our schools will be culturally responsive to other cultures in a similar manner that public schools are culturally responsive. This manner of acceptance demonstrates the Inupiaq values of sharing, cooperation and respect for others.

1. Describe the school governance/oversight structure.**a. Include how the school governance/oversight body is established and its relationship to school programming and operations.**

Qargi Academy Tribal is currently governed by the education committee. The education committee was created through the ICAS education ordinance that was passed by the ICAS council in May 2022. In November 2022 the ICAS Council passed the education committee by-laws and a resolution that delegated governing authorities over Pre-K-12 schools and defined the role, responsibilities and authorities for the education committee.

The Education Committee is granted authority to negotiate, contract, and govern the Tribal education system that includes the Qargi Academy Tribal Schools. The committee members include 1 member from each of the village tribes that reside in the ICAS regional boundaries, 1 member from Ilisagvik College and 2 student non-voting members. All Education Committee members must be a member citizen of ICAS and/or a member of the village tribe. The Committee members serve a two-year term. The committee must meet at least 4 times per year but may meet more often as necessary. It should be noted that the Qargi Academy Tribal Schools serve native and non-native students as it is the goal of the tribe to assist in developing healthy and sustainable communities.

The ICAS Council will maintain oversight over the education committee and may at its discretion address education committee performance and actions that do not meet reasonable standards and expectations or detracts from the overall mission and vision that the ICAS council has for providing education services to ICAS citizens and the local communities.

The Education Committee can establish sub-committees for various reasons at their discretion. The subcommittees will serve as vehicles to focus more specifically on certain

educational areas or open dialogue with people and organizations outside of the tribes. The requirements and duration of each sub-committee will be established as each is formed.

2. State the number of students (both in grades and ages) the school programing is designed to serve, as well as state the intended student enrollment for the school.

When Qargi Academy Tribal School is fully implemented, it is intended to serve students from infant to adult. However, we will not be able to start serving all grades immediately. Our initial implementation plan is to serve grades 9-12 in every village, roughly ages 13 - 18+ and anticipate to serve approximately 60 students. Because the academic coursework is individualized, we will be able to facilitate multiple ages and grades in one educational setting. As our system develops and we on-board and train staff, we will expand beyond grades 9-12.

An outline of our initial plan is as follows:

- Start with grades 9-12-
- Expansion both from the top and from early childhood. For instance, we will look to add grades moving backward, adding lower grades such as 8th, then 7th, then 6th, and simultaneously developing an early childhood program that transitions to the equivalent of Kindergarten and so on until we are serving all grades and childhood ages. It is worth noting that the reference to grades is more for a point of reference relating to the western education model. Our classes will be structured to encompass multiple ages.
- This plan will be accomplished over a 7-10 year period and will be impacted by availability of local staff and funding.

Our village public schools have roughly 70 students to over 200 students pre-K to 12th grade. Our goal is to serve all students and parents requesting to be enrolled in Qargi Academy Tribal Schools.

3. Outline the number of anticipated staff and their roles and responsibilities as needed to carry out the school's goals.

a. Describe the approach for providing professional development for staff as needed to carry out the educational model of the school.

Hired:

- 24 Ilisaurri- 3- Iliasuarrit for every village initially
- 8 Secretarial positions- 1- secretary for every school
- 8 maintenance/cook/transportation- 1- for every school
- 2 regional Principals
- 1- Superintendent

Contracted Services:

- School Counselor- Includes maintaining transcripts
- A virtual highly qualified academic teacher for every academic and career course that students are enrolled in.
- Training coach for Ilisaurrit and principals
- Special Ed Teacher
- Curriculum development as needed
- IT and web/social media
- Marketing/Grants
- Financial services

- Human Resources
- Additional service needs will be identified and a determination will be made to either contract or hire.
- Legal

Qargi Academy will initially start with 3 hired local educators in every village. We will not be seeking formally trained educators but rather individuals who are grounded in the community and are knowledgeable about the Inupiaq language, culture and local customs. We will refer to our educators as Ilisaurri (educator-singular). The role of the Ilisaurrit (educator-plural) is different than that of a teacher in a traditional public school. The Ilisaurrit will utilize practices based in Inupiaq culture, pedagogy and discipline practices. In this manner, our Ilisaurrit will be expected to fill multiple roles at any one time. In this regard, we do not have the position of teacher aide in our system. Our Ilisaurri will support each other as is done in the community. Therefore, our training will be based on building the educators skills according to a continuum not position.

As is on a whaling crew, every crew member may need to fill in a different role based on experience and skills. As the crew member's skills progress, they will be able to move from one role to another at any point in time. There is not a role or position stopping point in a whaling crew. Eventually, a crew member will be expected to start their own whaling crew in order to perpetuate and support the needs of the community.

In this regard, our Ilisaurrit will be trained through an indigenous model that is similar to an apprenticeship model. Our Ilisaurrit will facilitate learning through creating educational spaces, activities and projects that support the student to gain knowledge, grow in understanding

and demonstrate proficient skills through their own experiences and doing. Maria Montessori's research supports this concept utilized by the inupiat.

Additional support staff will also be trained to work with students and will be prepared to serve various capacities in addition to the one they may be specifically hired for. For instance, the secretary may have to fill in as an Iliasaurri due to absences. Or an Iliasaurri may have to fill in as a cook or maintenance worker. The way of being in Qargi Academy is that we are all responsible for the education of our youth and we all must step into a role that may be different from our customary role from time- to- time.

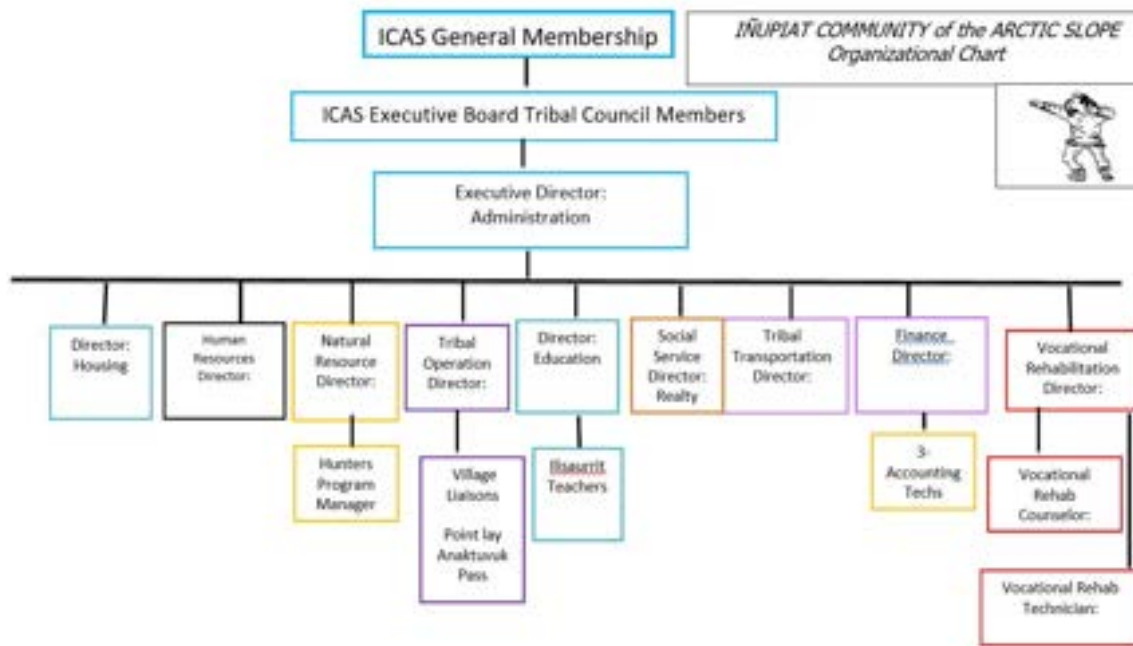
In addition to hired staff, we have contracted staff and services that will support all of our schools. The advantage of contracting is that we are able receive quality services at a substantially lower cost than utilizing an FTE. Qargi Academy will not have to use time, human and financial resources to address and train a workforce where there are numerous shortages. We will not need to hire a curriculum team to work on courses; we will not need to hire accountants and other professionals. All of those efforts are time intensive, consume limited resources and are difficult to maintain in rural areas with small populations. We will be able to utilize a vast majority of our staff's time to focus on education functions and serving our students, parents and community.

The ICAS Education Department is in the process of creating tribal educator standards and apprenticeship. We in partnership with Arctic Slope Community Foundation received an Alaska Native Education Program grant to develop this apprenticeship model for training tribal educators. In addition, we have a multi-faceted approach to professional development. First, education administrators will provide regular professional development and oversight. Our Iliasaurrit will be expected to mentor educators who are new and those who are still developing

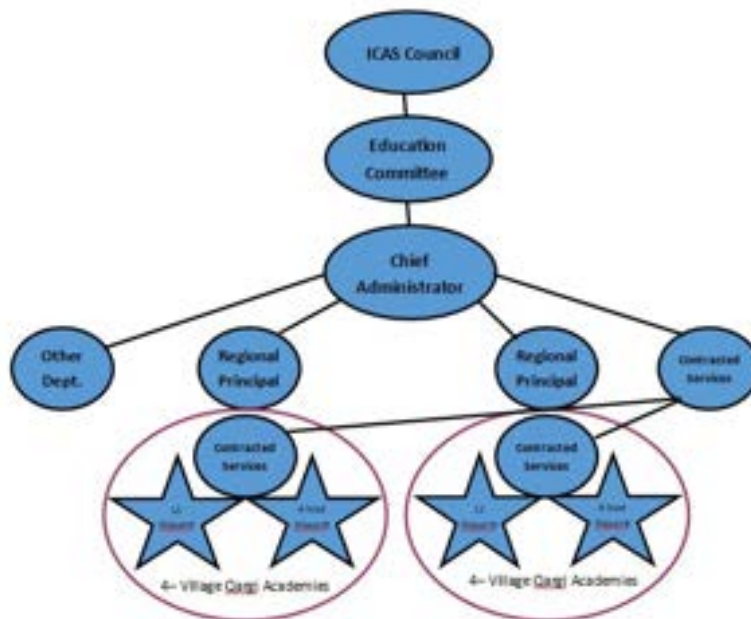
their skills. We will provide contracted coaching and ongoing skill development trainings throughout the year and as needed

4. Provide two organizational charts:

a Tribal Governance organizational chart;



b. School Operations organizational chart.



5. Outline the facilities needs for the school.

a. Include the ability to provide for these facilities needs independently or if partnerships are needed to meet the facilities needs for the school.

Each village Qargi Academy will require a facility of some type. The North Slope Borough owns the current school buildings in every community and the local school district manages them. There are some spaces in the current school buildings that we would request to share with the school district. These include the CTE shops, the gym and library. However, our programming and the school districts are vastly different and therefore it would be disruptive to both schools if our students were housed in the current school building.

We are looking for temporary facility space in every village where we open a Qargi Academy. Our preferred space will be a large open area where we can create stations and purposeful education spaces. Additionally, the concept of the Qargi includes this idea of people gathering in one large open space where leaders, elders and skilled individuals provide instruction, discuss problems, teach skills... At this point, we are not sure what the costs may be. In some cases the local owner of the facility could choose to donate the space for educational purposes. In other cases, we may have to pay for a lease. Our current discussions with the village tribes, municipalities and village corporations seems to lead us to believe that we will have strong support for finding facility space in every village.

One of ICAS' goals is to build a multi-purpose facility in every village for economic development, training and education. Qargi Academy would be housed in these facilities. We currently have conceptual building designs and are seeking grants and other funding sources to build them.

6. Outline transportation needs for the school.

a. Include the ability to provide for these transportations needs independently or if partnerships are needed to meet the transportation needs for the school.

Safe transportation of students is a priority. The North Slope Borough School District (NSBSD) currently has buses and bus drivers in every village. In lieu of the organized transportation that already exists, we would seek a partnership with the NSBSD to provide transportation services to our students. This partnership would be a win-win situation as we could help secure bus drivers and support the CDL training necessary to drive buses.

Recruitment is one of the most difficult tasks of the school district.

In addition, we plan to have school vehicles available for transportation needs that are in addition to home to school and school to home. We currently have 2 vehicles ordered for 2 locations.

7. Describe the anticipated support and connection to the local school district needed to operate the Tribal school.

ICAS has a dual responsibility in education. We have an education department and Tribal education system that will develop a full-service education system for PreK-12. In addition, we have a responsibility to the NSBSD to provide consultation and actions where necessary to support our tribal youth attending the NSBSD. We intend to support our local school district as well as our tribal school system. Where possible, we envision providing courses and services that will include the local school district students. We will do this in training, professional development, and courses that we may offer that they do not have. In the same manner, we hope to work with the local school district where possible to support our Qargi Academy students with

facility space and services that are already occurring and would be a benefit to each organization.

Sports is one of those areas. Since our Ilisaurrit are local, they are often asked to be sports coaches. We can support that for our district if it is not too disruptive to Qargi Academy. Additionally, we would want our students to be able to try out for the sport that they choose and have the same chance to make the team as an NSBSD student does.

There are many other areas where there could be mutual benefits; careers, cultural activities, peer mentoring, scholarships. Our local educators know who to contact and know the resources available. We foresee a partnership that allows the strengths of Qargi Academy and the strengths of our local school district to complement each other.

8. Include any other operations design considerations that are relevant based on your Tribe's expertise and knowledge of working in your community.

Qargi Academy Tribal School is by design experimental and action research influenced. We know we need to do things differently for our students, as we know a vast majority of our students are not prepared to move into adulthood after they graduate. We know that the Inupiaq people want their history, language and culture to be taught and accepted as part of our education system. How to get there is the question. There have been many proposals from integrated curriculum, to immersion schools, cultural responsiveness, to charter schools. However, while there are isolated short-term cases of improvement, broad, sustainable improvements in student achievement within the system has been elusive.

Qargi Academy's approach is to first capture how education was accomplished in an Inupiaq way of being in the past. Then modifying those concepts and ways of being to work within our ways of being today. We look to incorporate those virtues that sustained the Inupiat

people for thousands of years in our educational system. We will test them, modify them, make changes as necessary. We look at multiple forms of data that is both qualitative and quantitative, and then utilize that data to inform our educational delivery, professional development, connections with students, parents, elders, community, and then we are open to make changes as necessary until we see the goals and student outcomes we envision.

Qargi Academy Tribal School system is a strength-based system and dual culture focused; Inupiaq and U.S. Western. We recognize that our students have to learn to live and manage their lives in both systems. However, this does not mean that we have to integrate both systems into one. Our philosophy is that both system ways of being are important and yet do not operate in the same manner. Time, hierarchy of values and ways of being are on many occasions opposite of each other. Therefore, we have separated the two cultural ways of being and are mentoring our students to successfully navigate and toggle between each culture when appropriate rather than try to force the two cultural systems into one. In this way, our students do not feel that the broader western language and culture is more appropriate or important than their Inupiaq language and culture; they have mutual importance and value. Our students are learning to live and preparing to lead in both cultural ways.