

RURAL  
SCHOOLS

May 24, 1977

Mr. Jim Jennings, Supt.  
Annette Island Schools  
P.O. Box 7  
Metlakatla, Alaska 99926

Dear Mr. Jennings:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

We have currently a small data base containing some information about each community but need more. Could you supply us with pictures of each school within your district? Specifically we would like:

1. A picture of each school complex.
2. Photos of special interest (school constructed greenhouse, shop, etc.)
3. Photos of concern - documenting the need of repair.

Please don't feel a need to send us more than one picture per school if you deem that sufficient. If you send undeveloped film, please identify location by numbering the pictures taken.

These photos will give the committee a visual understanding of the communities that will be assisted by next year's legislation. We appreciate your efforts and assistance.

Sincerely,

Michael E. Davis  
Administrative Assistant

MED:ab

P.S. Color slide film would be best of all.

May 24, 1977

Mr. George White, Supt.  
Northwest Arctic Schools  
P.O. Box 51  
Kotzebue, Alaska 99752

Dear Mr. White:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Sincerely,

Michael E. Davis  
Administrative Assistant

MED:ab

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May 24, 1977

Mr. Joe Cooper, Supt.  
Yukon/Koyukuk Schools  
P.O. Box 367  
Nenana, Alaska 99760

Dear Mr. Cooper:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. James Zuelow, Supt.  
Iditarod Area Schools  
P.O. Box 105  
McGrath, Alaska 99627

Dear Mr. Zuelow:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Monty McBride, Supt.  
Adak Region Schools  
Adak Naval Station, Box 34  
FPO Seattle 98791 (Intra-AK)

Dear Mr. McBride:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Lewis Joe Weaver, Supt.  
Pribilof Schools  
St. Paul Island, Alaska 99660

Dear Mr. Weaver:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Dick Bower, Supt.  
Aleutian Chain Schools  
P.O. Box 121  
Cold Bay, Alaska 99576

Dear Mr. Bower:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Loren Logie, Supt.  
Chugach Schools  
P.O. Box 638  
Whittier, Alaska 99502

Dear Mr. Logie:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Charles White, Supt.  
The Lake & Peninsula Schools  
P.O. Box 119  
Naknek, Alaska 99633

Dear Mr. White:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. David Dickerson, Supt.  
Southwest Region Schools  
P.O. Box 196  
Dillingham, Alaska 99576

Dear Mr. Dickerson:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Glen Erickson, Supt.  
Kuspuk Schools  
P.O. Box 108  
Aniak, Alaska 99557

Dear Mr. Erickson:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. B. A. Weinberg, Supt.  
Lower Kuskokwim Schools  
P.O. Box 305  
Bethel, Alaska 99559

Dear Mr. Weinberg:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. LaVerne Etter, Supt.  
Lower Yukon Schools  
P.O. Box 200  
Mountain Village, Alaska 99632

Dear Mr. Etter:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Ron Hohman, Supt.  
Bering Straits Schools  
P.O. Box 1088  
Nome, Alaska 99762

Dear Mr. Hohman:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Sincerely,

Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Bruce Hill, Supt.  
Southeast Island Schools  
P.O. Box 8340  
Ketchikan, Alaska 99901

Dear Mr. Hill:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Joe Kahklen, Supt.  
Chatham Schools  
P.O. Box 109  
Angoon, Alaska 99820

Dear Mr. Kahklen:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Robert Woodward, Supt.  
Copper River Schools  
P.O. Box 108  
Glennallen, Alaska 99588

Dear Mr. Woodward:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Carl Peterson, Supt.  
Alaska Gateway Schools  
P.O. Box 226  
Tok, Alaska 99780

Dear Mr. Peterson:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Glen Chowning, Supt.  
Delta/Greely Schools  
P.O. Box 527  
Delta Junction, Alaska 99737

Dear Mr. Chowning:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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Michael E. Davis  
Administrative Assistant

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May 24, 1977

Mr. Larry Nyland, Supt.  
Upper Railbelt Schools  
P.O. Box 4009  
Clear, Alaska 99704

Dear Mr. Nyland:

Next year the Health, Education & Social Services Committee will consider legislation upgrading the existing rural schools and providing for new construction. It behooves us to have as much information as possible in order that the communities in most need are assisted first.

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# Rural Schools (HS 619,000)

Dr Hydensdorf - Env-Health -

Dr Frank Pauls - Pub Health - regulations  
Env-health -

water } prevention  
waste }  
disease control }

Will have public hearings before adoption -  
(Anch, Feb, Juneau) -

Water & food borne diseases: salmonella  
hepatitis  
otitis media  
dysentery  
staph infections

need to train kids -

Kathryn - need village system - school not in vacuum

John Scribner -

Jerry Sargent -

Inventory not conducted by SES

DEC position to assist in inventory not funded  
Village Safe Water Act

Selawik

Alakanuk

Nulato

Northway

Chevak

Pitka's Point (540,000)

Boyukuk (summer 76)

Beaver ( " " )

Lots of PHS but not all successful.

DEC has one man (with then four months) to do this  
EPA demo project

Back up of tech & management assistance nec.

Possible tie-in w/ HSA's

DEC position that school should be closed if  
no safe water can be furnished.

Two villages in FY 77 budget

DEC -

4 hearings on Title 18 Regs (Drinking Water), now being revised. Now going to performance standards (minerals, bacteria, etc)

H+SS resp begins at tap -

Chris Rouet - (came on board in Aug) DOE

Telegram listing SS water & sewer upgrade came from ex-SS man, now with Rouet.

- state self-insurance up to \$600,000,

insurance above that for replacement cost

- wanted emergency loss revolving fund -

\$ 5.3 million





STATE OPERATED SCHOOLS

DISTRICT ONE EDUCATION ASSOCIATION

PLEASE

Rural schools  
POST

NEWS      FLASH

George White sent us a letter on January 30 in which he again stated that "we must deny the District One Education Association's request" for negotiations. I immediately contacted the NEA-Alaska staff, our lawyer, and the Governor's office (I am still trying to reach the Commissioner). I then called John Cooper, Chairman of the AUBSD Board. After discussion he agreed to call George White, and then call me back Saturday night, January 31. He advised that George would meet with me on Tuesday to exchange proposed items for negotiations. We will go from there.

Mr. White cited Judge Ripley's November decision in his letter. Judge Ripley stated only (in my humble opinion and that of two of our lawyers) that in September we had not demonstrated irreparable harm by the board's refusal to negotiate a new contract for 1976-77. He said nothing about the fact that the Board was violating State Statute (14.20.550) and our Master Contract (Negotiations Section), and found only that a mandatory injunction was not proper then. In addition he found that our contract "will be transferred into the new districts". I have stated in a recent communication to Mr. White that "it is our desire to clean up ambiguities and inconsistencies, while providing for a maintenance of standards." We are asking at this time only for the "maintenance of our contract terms and conditions." I further solicited Mr. White's support of the negotiations process.

Please advise your local boards of this action. I also need to know your desires as to whether you want us to call for coordinated bargaining or to let you and your regional board negotiate separately. Poll your membership and forward the information to me by March 4. For further information contact your DOEA Boardmember or me.

Jim Alter - President-elect - Aniak  
Graham Ward - Secretary - Glennallen  
Marian Nickelson - Treasurer - Ft. Yukon  
Peter MacManus - Shungnak  
Willie Theis - Adak

Will Files

*Will*  
President, DOEA  
116 1/2 E. Manor Ave.  
Anchorage, Alaska 99501

# DISTRICT EDUCATION DOEA ASSOCIATION

Rural schools  
JANUARY 1976

WILL FILES - PRESIDENT  
116½ E. Manor Ave.  
Anchorage, Alaska 99501

DOEA MINI-DELEGATE ASSEMBLY AND NEA-ALASKA DELEGATE ASSEMBLY  
JANUARY 15 - 17, 1976

Delegates from each of the newly formed REAA's convened in Anchorage to discuss present problems with the decentralization process and to recommend changes and directions for the future. Your delegates were all actively involved in the DOEA sponsored mini-DA at which much information was shared and preparation for DA was made. DA lasted two days plus one evening, and resulted in many resolutions calling for action to improve education in Alaska. Highlights from this session are included elsewhere in the Newsletter. For further information on what happened contact your delegate or DOEA Executive Board Member. Make sure they share the information they have with you.

Will Files - Pres. DOEA  
Graham Ward -DOEA Glennallen  
Marian Nickelson - DOEA Fort Yukon  
Peter MacManus - DOEA Shungnak  
Jim Alter - DOEA Aniak-Pres-elect

Stan Reed - #1 Northwest  
Gerry Hurley - #2 Bering Straits  
Ray Virg-in - #3 Lower Yukon  
Diane Carpenter - #4 Lower Kuskokwim  
Judy Thomsen - #4 LK(Bethel)  
LaMont Albertson - #5 Upper Kuskokwim  
Joan Brown - #6 Nushagak/Bristol Bay  
Bob Cook - #7 Lake Pen./Bristol Bay  
William Eubank - #8 Aleutian Chain

Kristy Hummel - #9 Pribilof Islands  
Van Chaney - #10 Adak  
Rich Brenden - #11 McGrath  
Don Kratzer - #12 Middle Yukon  
George Nicholson - #12 MY (Hughes)  
Charles See - #13 Upper Yukon  
Carroll McCaleb - #14 Upper Railbelt  
Glenn Hildebrand - #15 Upper Tan. West  
Win Stiefel - #16 Upper Tanana East  
Larry Dollarhide - #17 Copper River  
John Kauffman - #18 Frederick Sound  
John Garland - #19 Southeast  
Den Christiansen - #20 Annette Island  
Bettie Estes - #21 Chugach

Diane Carpenter served well as DOEA Caucus Chairperson.

## NEWSFLASH

### NEGOTIATIONS

At the January meeting of the AUBSD Board of Directors the DOEA began the negotiations process. According to the terms of our contract the first meeting must be held within twenty days. The DOEA believes it is vital to determine a number of spin-off items before any of the REAA's are given operating control. Since it seems fairly apparent that our current contract continues until renegotiated it is reasonable to want to clear up some unresolved issues in that document. For example we need clarification of the grievance procedure what happens to the sick leave bank; where will our personnel files be kept for those REAA's without a central office by June 30; what about the Administrative leave days for association business; what staffing patterns will be used in determining budgets; will each region get the full amount in the contract for extra duty pay or student travel; what salary will be used on contract worksheets or in budget planning; what happens to our medical insurance on June 30; how about all our current deductions for annuities, etc?? These questions must be answered before spinoff. We hope that the Board will support this process in an effort to provide some continuity for our staff. Already we hear of teachers quitting because of uncertainties and poor working conditions. We cannot let this trend continue. It is not our intent to negotiate a Master Contract for each region at this time. We are only attempting to nail down loose ends in the current contract in order to eliminate costly and time-consuming legal battles on July 1. Teacher groups and Boards may negotiate at any time if either party feels the contract to be unfair or inequitable. There is still the possibility of coordinated bargaining for all those regions who wish to remain a part of that process. Let your leadership know your desires.

### PERSONNEL PROCEDURES

The DOEA PR&R Committee grieved the procedure as reported in the last newsletter. The result was that the Board of Directors reconsidered their action and adopted the following revised procedures:

1. The Alaska Unorganized Borough School District Board will act on all leaves of absence at the regular April Board meeting. The Board will consider allowing leaves up to a maximum of 5% of the teaching staff or one person in those REAA's where 5% would be less than one person. Sabbatical leaves will be considered at the February board meeting. Where possible, leaves will be approved by the REAA Board prior to the AUBSD Board giving consideration.
2. Tenure and non-tenure employees will be given a letter of intention. The AUBSD board will take action prior to March 15. A letter will be issued after review by the respective REAA Board. Administrative Personnel will be issued letters of intent for a teaching position.
3. Any employee who desires a transfer from one REAA to another will be allowed to do so upon the approval of the REAA Board of the Regional Education Attendance Area into which the employee desires to transfer. Transfers within an REAA will be the responsibility of the REAA Board when that Board has assumed the control and management of the schools. (ed.note.- This implies that the administrator can effect transfers before the Board approves, but ultimately the Board must approve the placement action.) The NEA-Alaska Placement Service is now functioning. Send all transfer requests direct to NEA-Alaska. They will process and forward to the respective Districts.



### DA HIGHLIGHTS

Form a state level task force on small school districts.  
Continue support of \$28,000 foundation unit.  
Develop new or improve existing orientation programs.  
Survey and seek steps to provide adequate employee housing.  
Push for training of Alaskan Natives and ensure their hire in education.  
Sponsor an "Aleyeska" type conference on certification.  
Develop a model in-service teacher training program in multicultural education.  
TECAB should establish guidelines and minimum standards for the development of paraprofessional/teacher aide training programs throughout the State.

### MAKE \$\$\$\$\$

According to our tax experts you can contribute \$50 to PACE and \$25 to the Defense Fund which can be claimed as tax credits, and you might even come out a bit ahead, if you itemize deductions for the Defense amount. The \$50 PACE contribution results in a state tax reduction of \$50 and a federal tax break of \$25. Check it out. Send in your contributions NOW.

### DOEA EXECUTIVE BOARD

The next meeting of the DOEA BOARD will be on March 6 in Anchorage immediately following the Teachers' Conference.

## MAINTENANCE TASK FORCE

The Joint Task Force has been unable to get needed support from the regional superintendents. Some have been very cooperative, but the feeling generally expressed is that "we have the problems under control and don't need the help of the Task Force". From the surveys that principal/teachers submitted we know that problems do exist. We are also aware of numerous bad situations that were not reported. Since the information to date is incomplete we are turning it all over to the new REAA Boards as soon as they are elected. We will also copy various legislators so those problems that were reported can begin to see relief. Major areas in which more than local help is needed are funding for maintenance needs and training of personnel to perform maintenance tasks. This would seem to be a statewide concern requiring a broad-based attack. Work with your new Boards. They will want quality facilities for their children. Our thanks to Graham Ward, Peter MacManus, Mike Stutchick, Marian Nickelson, George White and Al Weinberg for their contributions.

## THE VILLAGE VOICE

According to an article by this RuralCap based newsletter, none of the employees in rural schools are guaranteed a job next year. This is of course erroneous. State Statutes provide for continuous employment of certificated staff except under very unusual circumstances. The whole area of personnel management is poorly understood. It is hoped that the group working through the Department of Ed. on school board development will be able to put positive ideas into practice, rather than these scare tactics which negatively affect morale and performance.

## ELECTIONS

Even though the future of the DOEA superstructure is somewhat indefinite we will conduct elections for the Executive Board and President-elect. As of May Jim Altor will be the President, Marian Nickelson, Willie Theis and Peter MacManus will be remaining Board members. This means we need to elect a president-elect and two new Boardmembers.

At Mini-Da the following nominations were made: President-elect -

- Will Piles
- Boardmembers -
- Van Chaney - Adak
- Stan Reed - Noorvik
- Gerry Hurley -Teller
- John Garland -Ketch.
- LaMont Albertson-Aniak
- Reyne Athanas-Bethel

If you would like to nominate others please fill out the blank below and forward to DOEA, 116 1/2 E. Manor Ave. Anchorage, Ak 99501, by March 15.

(name)

(position)

(school)

Please enclose a brief resume along with your nomination. You also should have spring elections for your local officers this year. Thus they will be able to deal more effectively with any problems that may arise over the summer. Make certain each local has a communications tree functioning for the summer months.

## GRIEVANCES

Two points have been made in recent grievances: A local PR&R committee or a local Executive Committee may file grievances at level two, but this is recommended only for class action problems; Some continuing types of situations may not fall under the 30-day limit. It is still best to stay within it to eliminate any question of procedure, but it is not applicable in all cases. In other action we are still trying to clarify the role of the joint committees. One case is at level three, and another is going to arbitration.

## READER'S DIGEST

There's an interesting article in the February issue of the RD about "Teachers on the March".

## HOUSING

Ron Wesley stated, at the Nov. 18-19 meeting of the AUBSD Board in Bethel, that "the State had directed State-Operated Schools to seek long-term lease arrangements with private contractors." It is the position of the DOEA Board that it is still the RESPONSIBILITY of the School Board to provide adequate housing and at reasonable rental rates. Our position is further that there shall be no change in rental rates except through the recognized negotiations process.

## COORDINATED BARGAINING

The NEA-Alaska Delegate Assembly resolved, with a little encouragement from the Small Schools Caucus, to push for enactment of legislation which would improve the current coordinated bargaining statute. At present the procedures are very fuzzy, and for the statute to be effective it needs to be more precise. Don't look for change this year, but we need to begin drafting support for this concept. Contact Will Piles, Charlie Gustafson, or Bob VanHoute for further information.

## LOCAL CHAPTERS

We now have twelve functioning regional chapters. Two more are almost ready to go. The other seven are working hard to gear up for the July 1 transition. NEA-Alaska has given tremendous support to this organizing effort. NEA has also contributed \$15,000 for a new Uniserve position to serve small school needs.

## TRAVEL PAY

The case regarding travel pay for the 1972-73 school year is being dropped due to lack of response. However, any individual who wishes to pursue it may do so. Contact: John Strachan at 310 K St., Suite 702, Anchorage, Alaska 99501.



## YOUR PRESIDENT'S LOG

The grievance regarding personnel procedures was satisfactorily resolved at level 3 - see report. Christmas was quiet but happy. During the holidays I visited with my old roommate from 1963 in Ft. Yukon, Meo Yergeau, who is now teaching in Perryville - seems like communications out there are practically non-existent. Had breakfast with Bill Bemmels from Koyukuk, talked with Tony Borgman of Buckland and President Stan Reed (NATA) from Noorvik. Stan and Tony are laying some excellent groundwork for the coming years. Was halfway ready for mini-DA, and was glad to see the excellent new leaders we have around the State in the new REAAS. After a rather frenetic DA I was plopped into the middle of the AUBSD Board meeting on Jan. 20, 21. That was quite a meeting. We received a lot of flack and verbal abuse, particularly on the subject of negotiations. This was followed by a number of grievance hearings which were not too satisfactory from my point of view. But your president goes on! Your continued support and input are what keeps me going and knowing that your views are being represented. Saturday, January 24, drove to Glennallen for the afternoon to finalize our negotiations package with Graham Ward, Al Pinifrock and Pete Lyse. Looks OK. Bear spent an enjoyable afternoon with an old friend of his there in Glenallen. Ed. Sorry for the typos in the last newsletter. Your beloved editor must have been asleep when he proofread.

## EVALUATION

We have received a number of reports from the field that indicate administrators without proper credentials are evaluating certificated staff. If you are aware of this occurring contact the President of DOEA immediately. The information will be forwarded to the PTPC. Any derogatory evaluation performed by an improperly certificated supervisor should be immediately challenged through the grievance procedure. Department of Ed. Regulations and our Master Contract both call for evaluation of administrators by staff. Work with your local administration to develop forms and procedures. Copies of forms used in Noorvik and Bethel will be sent to you. If a joint form is not developed, the DOEA Executive Board recommends you use your own instrument and turn the results over to the administrator. For further information contact Peter MacManus, Willie Theis or Will Piles.

## WANTED IN RURAL ALASKA - SCHOOL DISTRICT SUPERINTENDENTS

The Alaska State Department of Education is acting as a clearing house for the receipt of applications for superintendents' positions in the new REAA's. The Department will receive the applications and all supporting documentation and forward them to the districts for screening, interviewing and all further action. The DOEA recommends that teachers be actively involved in the local selection process. We are the ones who have to work directly under these people, so we should have some input into personalities and background that will help support our rural schools.

DEPARTMENT OF EDUCATION  
Position Paper

Agency Comments for Senate Bill #564

Senate Bill #564, "an Act relating to the issuance of general obligation bonds for the purpose of paying the cost of constructing rural secondary school facilities."

Background

The question "What shall be the delivery system of equality educational programs for rural secondary aged students?" has been a concern of educators and the general public since statehood. First formal inquiry into this problem was a state commissioned study done in 1966 by Training Corporation of America. That study which was endorsed by state leadership within and without the educational community recommended, in terms of social, academic and economic benefits, the state embark on a system of regional schools varying from 500 to 2,000 student capacity to be built at different geographical hubs throughout the state. General acceptance of the study by the state was predicated upon the immediate problem of providing for the in-state education of some 3500 rural secondary native students being educated at the time by the Bureau of Indian Affairs at such places as Haskell, Kansas; Chilocco, Oklahoma; Chemewa, Oregon.

In 1966 the public approved a general obligation bond to assist in carrying out the concept as outlined in the state study which called for the provision of regional schools at Nome and Bethel. Furthermore, in 1968 the state of Alaska entered into an agreement with the United States Department of Interior called "An Overall Plan for Rural Education in Alaska" which provided that the Bureau of Indian Affairs would build the living facilities and the state would build the regional academic complexes, and the Bureau of Indian Affairs and the state cooperated in constructing regional complexes at Nome, Bethel and Kodiak.

Beginning approximately in 1970, the educators and general public throughout Alaska began to have increasing concerns about the academic and social benefits that rural children were experiencing in attending a large regional high school program after having attended a small village elementary school. Furthermore, the economic efficiencies that were anticipated to be derived by providing education in these regional complexes, were not occurring, (costs of providing living accommodations coupled with education was in 1972 what Training Corporation of America had forecasted as being per pupil cost in approximately 1980. In addition, as rural people became more familiar with educational processes and opportunities, parents of students were requesting that resident secondary educational programs be provided in the local communities. A suit demanding that residential secondary programs was filed on the behalf of secondary students in Kivalina in 1971 against the Alaska State Department of Education. The outcome was the state pleading no contest and establishing a secondary program for five secondary school aged students in that community.

This action precipitated a class action suit filed by Alaska Legal Services on the behalf of all secondary children in the Unorganized Borough who had to leave home to attend a resident secondary educational program. The first part of the so-called Hootch Case was settled when the Alaska Supreme Court ruled that the State, by definition of residence area, was not required to establish a residence school program in the community

where the students reside. The second part of that case is the plaintiff's contention that failure of the State to provide residential secondary educational programs is a denial of the U.S. Constitution 14th Amendment, Equal Protection clause is in effect that the state has practiced discrimination in the establishment of resident secondary programs. This contention is still in litigation.

The passage of Chapter 124 SLA 1975, relating to education in the Unorganized Borough, provides a funding mechanism by which any community which has an elementary school program can be assured funding for a secondary school program. Thus, there is nothing to prevent any community from establishing a resident secondary program; however, the problem of adequate facilities for secondary programs continues to be a problem. Nevertheless, the Alaska State Legislature has provided approximately \$77,000,000 for secondary schools in the unorganized areas of the state or for those city and borough school districts that have no bonding capacity in the past ten years.

As can be seen by the attachment of the communities listed some 72 of those communities would have between 1 and 30 secondary school age children.

#### What the Proposed Legislation Would Do

The proposed legislation would provide secondary school facilities in all of the communities in the Unorganized Borough which have an elementary school but do not have a secondary school. These communities represent the total number of communities in the Unorganized Borough named in the class action suit, Hootch Case.

#### Special Problems

The Department would recommend on Page 1, Line 12, that the purpose "paying the cost of constructing" be expanded to "cost of acquiring, constructing and equipping." The rationale for this change is that many of the smaller locations, particularly those listed in the amount of \$25,000 each may not need a facility but will need funds for capital instructional equipment or minor remodeling. Also, this language has been in previous bond issues. The Department of Education has also estimated that the project costs for secondary schools in those locations having from 10 to 20 secondary students would be \$450,000 to construct a 2300 sq. ft. multi-purpose classroom with associate facilities. Such classroom would be used both to conduct the regular educational program and also the recreational program.

#### DOE Position

The State Board of Education and the Department are committed to the policy of providing a secondary educational opportunity to all students throughout the state and communities with sufficient population and economic and social stability.

At present, the state finds itself in a position of having provided elementary schools in every rural area in the state with a school age population large enough to justify such. However, this has not been the case with secondary schools, although a local secondary school program in every rural area with sufficient school age population is a goal that could be achieved by the opening of school in the fall of 1978.

#### Other Groups that Have an Interest in the Legislation

The Department of Law, Alaska Federation of Natives, Alaska Legal Services, Rural CAP, Alaska Unorganized Borough School District, and the Department of Public Works.

CAPITOL BUDGET REQUEST  
MOLLY HOOTCH LITIGATION  
ANALYSIS OF UNHOUSED SECONDARY STUDENTS

ge 1

REGION

STUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

	<u>30+</u>		<u>21-29</u>		<u>11-20</u>		<u>0-10</u>
<u>ristol Bay</u>	Manokto (50) New Stuyahok(40)	\$1,300,000 900,000	Koliganek(23) Nondalton(23)	\$ 690,000 690,000	Chignik Lake(13) Clarks Point(11) Egegik(15) Ekwok(14) Kokhanok(14) Levelock(13) Newhalen(20) Perryville(15) Twin Hills(13)		Chignik (8) Chignik Lagoon(7) Iguigig(6) Ivanoff Bay(6) Pedro Bay(5) Port Heiden(9) Ohgsenakale(10)
	Sub-totals	(90) \$2,200,000	(46)	\$1,380,000	(128)	\$4,050,000	(51)
	<u>Total by Region:</u>	<u>\$7,630,000 (264)</u>					
<u>entian Chain</u>					St. George (20)	\$ 450,000	Akutan (6) Atka (7) Belkofski (5) Nelson Lagoon (6) Nikolski (5) False Pass (9)
	Sub-totals				(20)	\$ 450,000	(38)
	<u>Total by Region:</u>	<u>\$ 450,000 (20)</u>					

REGIONSTUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

	<u>30+</u>	<u>21-29</u>	<u>11-20</u>	<u>0-10</u>
<u>Lower Kuskokwim</u>	Kongiganak (35) Akiachak (42) Kasigluk (37) Kipnuk (49) Kwethluk (59) Napakiak (32) Napaskiak (34) Quinhagak (39) Tununak (36) Nunapitchuk (43)	Atmautluak (24) Chefornak (24) Eek (21) Goodnews Bay (29) Kwigillingok (27) Mekoryuk (23) Tuluksak (26) Tuntutuliak (28)	Akiak (15) Nightmute (17)	Platinum (6) Oscarville (4)
Sub-totals	(363) \$10,220,000	(202) \$6,060,000	(32) \$ 900,000	(10)
<u>Total by Region:</u>	<u>\$15,890,000 (597)</u>			
<u>Upper Kuskokwim</u>	Kalskag (33) (combined)	Chuathbaluk (21) Crooked Creek (21)	Sleetmute (17)	Lime Village (8) Red Devil (6) Stony River (9)
Sub-totals	(33) \$ 990,000	(42) \$1,260,000	(17) \$ 450,000	(23)
<u>Total by Region:</u>	<u>\$2,700,000 (92)</u>			
<u>Northwest</u>	Ambler (31) Noatak (39)	Buckland (21)	Deering (12)	Kobuk (8)
Sub-totals	(70) \$1,700,000	(21) \$ 630,000	(12) \$ 450,000	(8)
<u>Total by Region:</u>	<u>\$2,780,000 (103)</u>			

REGION STUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

	<u>30+</u>	<u>21-29</u>	<u>11-20</u>	<u>0-10</u>
<u>Bering Straits</u>	Stebbins (35) \$1,050,000	Elim (21) \$ 630,000	Koyuk (15) Teller (18) Brevig Mission (17) Diomede (15) Golovin (12) St. Michael (18) Shaktoolik (13) \$3,150,000	Council (4) Wales (9) White Mountain (10)
Sub-totals	(35) \$1,050,000	(21) \$ 630,000	(108) \$3,150,000	(23)
<u>Total by Region:</u>	<u>\$4,830,000 (164)</u>			
<u>Lower Yukon</u>	Pilot Station (35) \$1,050,000 Kotlik (41) 1,230,000	Fortuna Ledge (24) \$ 720,000 Scammon Bay (27) \$ 810,000	Russian Mission (15) Sheldon's Point (15) Pitka's Point (15)	
Sub-totals	(76) \$2,280,000	(51) \$1,530,000	(45) \$1,350,000	
<u>Total by Region:</u>	<u>\$5,160,000 (172)</u>			
<u>Yukon-Kuskokwim</u>			Anvik (12) Nikolai (11) Grayling (17) Shageluk (16)	Takotna (12) Telida (0)
Sub-totals			(56) \$1,800,000	(12)
<u>Total by Region:</u>	<u>\$1,800,000 (56)</u>			

REGIONSTUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS30+21-2911-200-10Middle Yukon

Allakaket (23)

Huslia (20)  
Koyukuk (16)  
Minto (17)  
Ruby (16)Bettles (5)  
Hughes (9)  
Manley (5)

Sub-totals

(23) \$ 690,000

(69) \$1,800,000

(19)

Total by Region: \$2,490,000 (92)Upper YukonArctic Village (17)  
Eagle (16)Birch Creek (4)  
Chalkyitsik (10)  
Circle (6)  
Rampart (6)  
Stevens Village (7)  
Beaver (8)  
Venetie (10)

Sub-totals

(33) \$ 900,000

(51)

Total by Region: \$ 900,000 (33)Upper TananaDot Lake (11)  
Tetlin (13)

Sub-totals

(24) \$ 900,000

Total by Region: \$ 900,000 (24)

REGIONSTUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS30+21-2911-200-10Copper RiverMentasta (12)  
Whittier (12)Tatitlek (8)  
Paxson (0)

Sub-totals

(24) \$ 900,000

(8)

Total by Region: \$ 900,000 (24)SoutheasternAngoon (40) \$ 500,000  
(to complete)Cape Pole (15)  
Coffman (18)  
Whale Pass (13)El Capitan (5)  
Elfin Cove (4)  
Gildersleeve (7)  
Gustavus (7)  
Kasaan (4)  
Naukati (6)  
Port Alice (8)  
Roosevelt Harbor (7)  
Rowan Bay (7)  
St. Johns (5)  
Shakan Bay (1)  
Thorne Bay (0)  
Tuxecan (6)  
Klukwan (7)  
Metlakatla (0)  
Annette (0)

Sub-totals (40) \$ 500,000

(46) \$1,350,000

(74)

Total by Region: \$1,850,000 (86)

GRAND TOTAL BY REGION: \$ 18,940,000

\$12,180,000

\$18,450,000

GRAND TOTAL: \$49,570,000

Column 1 + 2 = \$29,830,000

Assume 16 students as minimum number for which facilities will be constructed; grand total reduced by 24 sites @ \$450,000/site = \$11,250,000

## STATE OPERATED SCHOOLS

## DISTRICT ONE EDUCATION ASSOCIATION

Charlie - For your info -

We have some serious  
concerns which I believe  
are very reasonable - will

NEWS FLASH

February 11, 1976

I met with Mr. White on February 4 to exchange our "Proposed Items for Negotiations". At that time Mr. White refused to accept our package. Mr. Cooper came into the office and advised me I had slightly misinterpreted what he had told me on the phone the previous Saturday night.

After consultations with our lawyer, Collin Middleton, and two conference calls with the DOEA Executive Board, we decided that the issue was of serious enough concern to us and our members that we must pursue the most effective avenue to seek resolution of this direct violation of Statute and our Master Contract. We carefully examined the possibility of negotiating with ourselves and declaring impasse and then seeking advisory arbitration set up by the Governor (called for in the new SB 135 enclosed). That approach had curious implications, but did not seem realistic. We also investigated the possibility of filing a grievance and seeking arbitration of the grievance. Informally, the AUBSD Board advised that they would not honor an arbitrator's decision on this issue. That seemed a rather blatant misuse of power and another direct violation of good faith bargaining and statutory and contract provisions. It therefore became apparent that the Courts were the only avenue that afforded the kind of decision that could force a solution. A complaint was filed by Mr. Middleton on February 16 in the Superior Court for the State of Alaska. We expect the AUBSD to file a motion for dismissal within 20 days. A hearing on the main complaint and an initial decision is possible by mid-March.

Our complaint asks for any of three alternatives:

1. That the AUBSD be enjoined to negotiate as the Contract and the laws of the State of Alaska command.
2. That the Court reform the Contract to include those items contained in the "Proposed Items for Negotiation."
3. That the State of Alaska, empower the AUBSD to negotiate the above mentioned items, or to provide immediately some alternative organization with such power so as not to interfere with our contractual rights.

We deeply regret having to take this action. Mr. White has accused the DOEA of attempting to violate the "rights of the people to local control." This is a "red herring", and completely ignores the fact that the AUBSD continues to flaunt the law. We as teachers have consistently supported the concept of local people (including local teachers) having input into the control and management of schools, but we will not be pawns in this political game. A rose by any

other name is still a rose. We are still dealing with educating the children of the State. The State still has the ultimate responsibility for the educational process. We are delegating authority from the AUBSD to the REAA's, but prior to spinoff the AUBSD has "the powers of, and is subject to the duties imposed upon, a regional school board under this Act." (SB 35) One of those duties as called for in AS 12.20.550 is to negotiate.

My friends and colleagues, our requests are reasonable. The action of the AUBSD Board and Mr. White is not only unreasonable but illegal in the opinion of the DOE Board. Our goal is not to make long term commitments to the new REAA's. They may call for negotiations at any time, just as we can. Our goal is to protect your rights by maintaining our contractual terms and conditions of employment during the transition. Your continued support is essential. Discuss this issue with YOUR colleagues. Call me or your DOE Board Representative prior to our March 6 Board meeting. We continue to support you and will fight to secure at least minimal standards for you.

*Will*

Wilfred C. Files, Jr.  
President DOE  
116 1/2 E. Manor Ave.  
Anchorage, Alaska 99501  
274-1645 (day)  
277-6389 (eve)

cc: DOE Board  
21 Regional Leaders

DEC

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.010

CHAPTER 80. DRINKING WATER

18 AAC 80.020

SECTION

- 010 Alaska Drinking Water Standards
- 020 Source and Source Protection
- 030 General Practices Required
- 040 Water Treatment and Disinfection
- 050 Sampling and Analysis
- 060 Examination of Water
- 070 Reports and Records
- 080 Compliance
- 090 Public Notice of Noncompliance
- 100 Plan Review
- 110 Penalties
- 120 Maximum Contaminant Concentrations
- 130 Definitions

**DRAFT**  
**OCT. 28, 1975**

18 AAC 80.010. ALASKA DRINKING WATER STANDARDS (a) No person may make available, permit, allow, or cause the use of any water from the distribution system of a public water system which contains contaminants in excess of the "Maximum Contaminant Concentrations" in section 120 of this chapter. The department may waive a requirement for public water systems if such waiver does not affect the health of the consumers.

(b) No person may make available, permit, allow, or cause the use of any water from the distribution system of a public water system which contains fecal contamination, fiberglass, asbestos, metal bits, or other deleterious or foreign material.

(Eff. \_\_/\_\_/\_\_, Register \_\_)

AUTHORITY: AS 46.03.020 (10)(A)  
AS 46.03.020 (10)(C)  
AS 46.03.050  
AS 46.03.070

*10-01-0000*  
*100*  
*1000000*  
*100*  
*100*

18 AAC 80.020. SOURCE AND SOURCE PROTECTION. No person may permit, allow, or cause pollution or contamination to enter a public water system.

(a) Requirements for water wells are as follows:

(1) A well exposed to flooding shall be constructed with provisions for sealing the well or vents when flood waters threaten to contaminate the well.

(2) The surface, ten feet in all directions around the well, shall be sloped to drain away from the well. The department may require an impervious surface, extending at least two feet in all directions from the well.

- (3) A well pit is prohibited.
- (4) Newly constructed or reworked wells shall be flushed of sediment and disinfected by techniques approved by the department before use.
- (5) Drain pipes from a well house to a sewerage system are prohibited.
- (6) All well piping, pumps or other equipment exposed to vehicular traffic shall be protected with curbs, posts, or other barriers.
- (7) Requirements for cased water wells are as follows:
  - (A) All well casings shall have a sanitary seal.
  - (B) A well shall have its casing terminate at least 12 inches above ground level or level of the well house floor.
  - (C) The annular open space outside the well casing shall be filled with a watertight cement grout, sealing clay, bentonite, or equivalent to a minimum depth of ten feet below the ground surface.
  - (D) The well casing shall be sealed off from aquifers containing water of undesirable quality.
- (8) For driven wells, the department may require the annular open space outside the suction line to be filled with a watertight cement grout, sealing clay, bentonite or equivalent to a minimum depth of ten feet below the ground surface.
  - (b) No person may, in the watershed of a surface or subsurface water supply, engage in any activity which may pollute or contaminate that water supply. Prohibited activities may include the discharge of wastewater, either treated or untreated, and the deposition of solid waste.
  - (c) Upon written notice from the department, a person who owns or is responsible for any well abandoned or not in use, any hole, either drilled, augered, or jetted, for the purpose of subsurface exploration or sampling, any cathodic protection well, or any form of excavation which may allow or cause contamination of the groundwater, may be required to seal, protect, or fill up the well, hole, or excavation as directed.
  - (d) No person may construct, install, maintain or operate a surface or subsurface water source unless the separations in Table A, measured horizontally in feet, are maintained. Where the department determines that soil conditions do not provide adequate protection against contamination of the source, greater separation may be required. If the water systems are adequately protected by techniques approved by the department, these distances may be reduced.

TABLE A - SEPARATIONS  
(Measured horizontally in feet)

Water System	Wastewater Treatment and Disposal Systems Sewage Pump Stations Sewer Line Manholes and Cleanouts	Community Sewer Lines Other Potential or Actual Source of Pollution or Contamination	Private Sewer Lines
Public, serving more than 25 persons	200	200	200
Public, serving 25 or less persons	150	100	75
Private	100	75	25

(In effect before 7/28/59)

AUTHORITY AS 46.03.020 (10)(A)  
AS 46.03.020 (10)(C)  
AS 46.03.020 (10)(D)  
AS 46.03.050  
AS 46.03.070  
AS 46.03.800  
AS 46.03.810

18 AAC 80.030. GENERAL PRACTICES REQUIRED. (a) No person may construct, install, maintain, permit, cause, or allow a cross connection in a public water system.

(b) The department may require a person to install, maintain and test an approved backflow prevention device on the service line to, or at other locations in, a sewage treatment works, hospital, mortuary, laboratory, food processing facility, irrigation or fire protection system, or other facility determined by the department to have a high potential for cross connections.

(c) The department may require the owner, operator, or other persons responsible for the operation or maintenance of a public water system serving 100 or more persons to be examined and certified by the department to be competent to operate or maintain that system.

(d) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved comprehensive plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program to meet projected needs for future population growth, a schedule for conducting sanitary surveys, an inventory of any existing deficiencies, and a schedule to correct deficiencies.

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.030  
18 AAC 80.050

(e) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved emergency plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program for supplying safe drinking water in the event of earthquake, fire, flood, avalanche, landslide, freeze-up, power or equipment outage, pressure loss, source failure, or other disaster which may disrupt water service.

(f) The department may require a person who owns or operates a public water system serving 100 or more persons to submit a system master plan. This plan shall be at a suitable scale and shall show, at least, the correct location, size and type of all pipe, valves, and fire hydrants, and the location of all sources of water, treatment works and pumping facilities.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(A)  
AS 46.03.020 (10)(C)

18 AAC 80.040. WATER TREATMENT AND DISINFECTION. (a) No person may operate, maintain, make available, permit, cause or allow the use of sub-surface water in a public water system without continuous disinfection by techniques approved by the department. The department may waive this requirement for a public water system serving less than 300 persons.

(b) No person may operate, maintain, make available, permit, cause or allow the use of surface water in a public water system without continuous filtration and disinfection by techniques approved by the department.

(c) If chlorination is used for disinfection in a public water system, no person may operate, maintain, make available, permit, cause or allow the use of any water that does not maintain a total chlorine residual of at least 0.1 mg/l throughout the distribution system.

(d) If a public water system is fluoridated, the owner or operator of that water system shall provide fluoride concentrations in the range of 0.9 mg/l to 2.4 mg/l, and as far as practicable, maintain an optimum concentration of 1.2 mg/l.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)  
AS 46.03.070

18 AAC 80.050. SAMPLING AND ANALYSIS. A person who owns or operates a public water system shall make, or cause to be made, sampling and analysis of the water at representative points, approved by the department, for water quality parameters at frequencies listed below. The frequencies listed are the minimum required; the department may require an increased frequency or additional monitoring for a contaminant listed in section 120 of this chapter if such contaminant is likely to be present.

(a) Initial sampling and analysis for public water systems shall be performed no later than the dates specified in Table B.

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.050  
18 AAC 80.060

(b) Routine sampling and analysis shall be performed at the frequencies specified in Table C upon completion of the initial sampling and analysis required by Table B.

(c) Daily coliform sampling, in addition to the routine sampling, shall be required if coliform contaminants are present in a single standard sample. Daily samples shall be collected from the same sampling point and examined until no coliforms are present in two consecutive samples.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.060. EXAMINATION OF WATER. For the purposes of determining compliance with the requirements of this chapter, the analytical results of water samples shall be considered only if the analyses have been performed by a person, laboratory, or procedures certified by the commissioner.

(In effect before 7/28/59)

AUTHORITY: AS 46.030.020 (10)(C)  
AS 46.030.070



ALASKA  
STATE-OPERATED SCHOOLS SYSTEM

DR. DICK H. BOWER  
DIRECTOR - RESEARCH AND DEVELOPMENT

650 INTERNATIONAL AIRPORT RD  
ANCHORAGE, ALASKA 99502

907/274 1645

## TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.050

TABLE B - INITIAL SAMPLING AND ANALYSIS

Analyses	Systems serving 1000 or more residents.		Systems serving more than 25 and less than 1000 residents.		Systems serving less than 25 residents or non-resident populations.	
	Surface Source	Subsurface Source	Surface Source	Subsurface Source	Surface Source	Subsurface Source
Inorganic Chemicals (listed in section 120)	12/31/77	12/31/77	12/31/78	12/31/78	12/31/79	12/31/79
Organic Chemicals (listed in section 120)	12/31/77	Not Required	Not Required	Not Required	Not Required	Not Required
Coliform Bacteria	6/30/76	6/30/76	6/30/76	6/30/76	12/31/76	12/31/76
Color	6/30/76	Not Required	Not Required	Not Required	Not Required	Not Required
Turbidity	6/30/76	Not Required	6/30/76	Not Required	Not Required	Not Required
Gross Alpha Radioactivity	12/31/77	12/31/77	Not Required	Not Required	Not Required	Not Required
Chlorine Residual	6/30/76	6/30/76	6/30/76	6/30/76 (if added)	12/31/76	12/31/76 (if added)
Fluoride (if added)	6/30/76	6/30/76	6/30/76	6/30/76	12/31/76	12/31/76



TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.070  
18 AAC 80.080

18 AAC 80.070. REPORTS AND RECORDS. (a) A person who owns or operates a public water system shall retain the following records, and make reports to the department with the following frequencies on forms and in accordance with instructions furnished by the department. Upon request, the department may waive all or part of this requirement.

(1) Records of inorganic chemical, organic chemical, and radioactivity analyses shall be submitted within one month after each analysis is completed, and shall be permanently retained.

(2) Records of coliform bacteria, turbidity, color, chlorine and fluoride analyses for public water systems serving 1000 or more persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the preceding five year period.

(3) Records of coliform bacteria and turbidity analyses for public water systems serving less than 1000 persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the preceding five year period. Records of chlorine and fluoride analyses for public water systems serving less than 1000 persons shall be retained for the preceding five year period.

(4) Records of daily water consumption, daily treatment chemical quantities used, equipment failures, chemical spills, any system malfunction and corrective action, and any written consumer complaint for public water systems serving 1000 or more persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the preceding 10 year period.

(5) Records of well logs, as-built plans and specifications, engineering reports, and any public notice of noncompliance shall be submitted within thirty days after completion of construction, the report, or action, and shall be permanently retained.

(b) A person who owns or operates a public water system shall immediately notify the department if coliform contaminants are present in a single standard sample, and shall continue notification daily until no coliforms are present in two consecutive samples.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.080. COMPLIANCE. A person who owns or operates a public water system shall be required, upon written notification from the department that the water system does not meet a provision of this chapter, to furnish the department with a written plan of proposed compliance. The plan of proposed compliance shall be submitted within 15 days from receipt of the notice and shall be subject to department approval. The compliance plan shall include but not be limited to, a complete definition and analysis of all factors causing the system to be in noncompliance, a program to bring the system into compliance, and a time schedule for the proposed program.

(In effect before /59)

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.080  
18 AAC 80.100

AUTHORITY: AS 46.03.020 (10)(C)  
AS 46.03.130

18 AAC 80.090. PUBLIC NOTICE OF NONCOMPLIANCE. Upon notification by the department, a person who owns or operates a public water system shall give public notice to consumers served by the system if the system is in noncompliance with any requirement of this chapter.

(a) The public notice shall state, at least, what is in noncompliance and if a quantitative limit has been exceeded, what the limit is and at what level the water system has been operating, and an explanation of the public health significance of the items in noncompliance.

(b) The public notice shall be disseminated by publication in newspapers, by radio or television broadcast, by inclusion in water bills, or by other methods, and at frequencies approved by the department.

(c) If there is an imminent or present hazard to the health of persons consuming the water, the owner or operator shall give immediate public notice of the specific hazard, and of protective measures to be taken by the consumer.

(Eff. \_\_/\_\_/\_\_, Register \_\_)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.100. PLAN REVIEW. No person may construct, install, alter, modify, renovate, improve or enter into a contract to construct, install, alter, modify, or improve a public water system or any part thereof without prior written approval from the department. Upon request, the department may waive all or part of this requirement for public water systems serving less than 100 persons.

(a) Approval shall be based on, but not limited to, complete engineering reports, plans and specifications prepared, signed and sealed by a professional civil engineer registered in the State of Alaska. If construction has not commenced within two years from date of department approval, the plans and specifications shall be resubmitted. The engineering reports and plans shall include but not be limited to the following:

(1) Results of analyses required by section 050(a) of this chapter, when developing new sources of water.

(2) Data showing the capability of a water supply source to meet water consumption needs.

(3) Location of each proposed or existing wastewater treatment and disposal system, sewage pump station, sewer line manhole and cleanout, sewer line, fuel oil or gasoline storage tank, or any other potential or actual source of pollution or contamination within 500 feet of a proposed water source.

(4) The name, address and statement of responsibilities of the water system's owner, operator or other persons responsible for operation and maintenance.

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.100  
18 AAC 80.120

(5) Evidence of having applied to the Department of Natural Resources for a right to appropriate water as required by AS 46.15.040.

(6) Evidence of having applied to the Department of Commerce, Alaska Public Utilities Commission for a certificate of public convenience and necessity as required by AS 42.05.221.

(b) The department shall adopt guidelines by which engineering reports, plans and specifications are to be reviewed and approved.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.110. PENALTIES. A person who violates any provision of this chapter is punishable by the appropriate penalties contained in AS 46.03.760(a) and AS 46.03.790. These penalties include the possibility of a maximum punishment by fine of not more than \$25,000 or by imprisonment for not more than one year or both. Each unlawful act or each day of violation may constitute a separate offense.

(Eff. \_\_/\_\_/\_\_, Register \_\_)

AUTHORITY: AS 46.03.760 (a)  
AS 46.03.790

18 AAC 80.120. MAXIMUM CONTAMINANT CONCENTRATIONS. No person may make available, permit, allow or cause the use of any water from the distribution system of a public water system which contains contaminants with concentrations in excess of those listed below. The department may waive a requirement if such waiver does not affect the health of the consumers.

(a) Inorganic chemical contaminants.

Contaminant	Maximum Contaminant Concentration (mg/l)
Arsenic. . . . .	.0.05
Barium . . . . .	.1.
Cadmium. . . . .	.0.010
Chromium . . . . .	.0.05
Cyanide. . . . .	.0.2
Fluoride . . . . .	.2.4
Iron . . . . .	.0.3
Lead . . . . .	.0.05
Manganese. . . . .	.0.05
Mercury. . . . .	.0.002
Nitrate (as Nitrogen). . . . .	10.
Selenium . . . . .	.0.01
Silver . . . . .	.0.05
Sodium . . . . .	.250.
Zinc . . . . .	.5.

## (b) Organic chemical contaminants.

Contaminant	Maximum Contaminant Concentration (mg/l)
Phenols.....	0.001
Chlordane.....	0.003
Endrin.....	0.0002
Heptachlor.....	0.0001
Heptachlor Epoxide.....	0.0001
Lindane.....	0.004
Methoxychlor.....	0.1
Toxaphene.....	0.005
Aldrin.....	0.001
DDT.....	0.05
Dieldrin.....	0.001
2,4-D.....	0.1
2,4,5-TP Silvex.....	0.01

## (c) Physical contaminants.

Contaminant	Maximum Contaminant Concentration
Color.....	15 units
Turbidity.....	1 unit

## (d) Radioactive contaminants.

Contaminant	Maximum Contaminant Concentration (pCi/l)
Gross Alpha.....	15.
Gross Beta.....	50.
Strontium-90.....	2.
Combined Radium-226 & 228.....	5.
Tritium.....	20,000.

## (e) Coliform bacteria contaminants.

Test Method	Maximum Contaminant
(1) Membrane Filter Technique with less than 20 samples per month	The coliform densities shall not exceed one per 100 milliliters as the arithmetic mean of all samples examined per month and four per 100 milliliters in more than one standard sample per month.
(2) Membrane Filter Technique with 20 or more samples per month	The coliform densities shall not exceed one per 100 milliliters as the arithmetic mean of all samples examined per month and four per 100 milliliters in more than five percent of the standard samples per month.

- |  |  |
|--|--|
| (3) Fermentation Tube Method with 10 ml portions with less than 20 samples per month | Coliforms shall not be present in more than 10% of the portions in any month and in three or more portions in more than one sample per month.                  |
| (4) Fermentation Tube Method with 10 ml portions with 20 or more samples per month   | Coliforms shall not be present in more than 10% of the portions in any month and in three or more portions in more than five percent of the samples per month. |
| (5) Fermentation Tube Method with 100 ml portions with less than 5 samples per month | Coliforms shall not be present in more than 60% of the portions in any month and in all five portions in more than one sample per month                        |
| (6) Fermentation Tube Method with 100 ml portions with 5 or more samples per month   | Coliforms shall not be present in more than 60% of the portions in any month and in all five portions in more than 20% of the samples per month.               |

(Eff. \_\_/\_\_/\_\_, Register \_\_)

AUTHORITY: AS 46.03.020 (10)(A)  
AS 46.03.020 (10)(C)  
AS 46.03.050  
AS 46.03.070

18 AAC 80.130. DEFINITIONS. Unless the context indicates otherwise, in this chapter

(1) "as-built plans and specifications" mean the original plans and specifications prepared for construction and approved by the department, corrected to reflect how the facility was actually constructed or installed.

(2) "backflow" means the flow of any foreign liquids, gases, or substances into the collection or distribution system of a public water system.

(3) "cathodic protection well" means any artificial excavation, constructed by any method, for the purpose of installing equipment or facilities for the protection electrically of metallic equipment in contact with the ground.

(4) "cesspool" means a subsurface pit which receives untreated sewage. New cesspools are prohibited.

(5) "coliform bacteria" means all of the aerobic and facultative anaerobic, gram-negative, nonspore-forming, rod-shaped bacteria which ferment lactose with gas production within 48 hours at 35° C. Coliform bacteria also means all organisms which produce a colony with a golden green metallic sheen within 24 hours of incubation in a nutrient enriched medium.

(6) "commissioner" means the Commissioner of the Department of Environmental Conservation.

(7) "community sewer lines" means the pipelines or conduits which carry sewage, industrial liquid waste, or other wastewater from two or more residences or business establishments to a wastewater treatment and disposal system.

(8) "contaminant" means any physical, chemical, biological, or radiological substance or matter in water.

(9) "cross connection" means any physical arrangement whereby a public water system is connected, directly or indirectly, with any non-potable water system, sewer, drain, conduit, pool, storage reservoir, plumbing fixture, or other device which contains, or may contain, contaminated water, liquid, gases, sewage, or other waste, of unknown or unsafe quality which may be capable of imparting contamination to the water supply as a result of backflow. Bypass arrangements, jumper connections, removable sections, swivel or change over devices, and other temporary, permanent or potential connections through which, or because of which, backflow could occur, are considered to be cross connections.

(10) "department" means the Department of Environmental Conservation.

(11) "disinfection" means the controlled use of chemicals, heat, ultraviolet light, irradiation, or ionizing radiation in a sufficient concentration and followed by an adequate contact time so as to destroy all pathogenic organisms.

(12) "distribution system" means post treatment storage facilities, conduits, mains, lines and appurtenances, pumping stations or other devices used to transport water from the treatment works to the property line of the consumer.

(13) "fecal contamination" means contamination from excrement of human or animal origin as shown by analytical testing for fecal coliform or fecal streptococci bacteria.

(14) "filtration" means an operation in which water and suspended matter are separated by passing the water through a porous material such as sand, anthracite, diatomaceous earth, or similar material.

(15) "person" means any individual, public or private corporation, political subdivision, government agency, municipality, industry, co-partnership, association, firm, trust, estate or any other entity whatsoever.

(16) "private sewer lines" means the pipelines or conduits which carry sewage, industrial liquid waste, or other wastewater from a single residence or business establishment to a community sewer line or to a wastewater treatment and disposal system.

(17) "private water system" means any source of water, intake works, collection system, treatment works, storage facility, and distribution system, serving a single family residence, or a system not providing water to the public.

(18) "public water system" means any source of water, intake works, collection system, treatment works, storage facility, and distribution system from which water is available for public consumption. The term includes, but is not limited to, systems providing water to residences, factories, office buildings, restaurants, schools, and other similar facilities, but excludes systems serving only a single family residence.

(19) "resident" means a person occupying a dwelling unit on a year-round basis.

(20) "sanitary seal" means a watertight seal at the top of a well casing or pipesleeve which prevents water or other liquids from entering the well.

(21) "sanitary survey" means an on-site review of the water source, facilities, equipment, operation and maintenance of a public water system for purposes of evaluating compliance with the requirements of this chapter.

(22) "septic tank" means a settling tank in which solid and scum materials may be removed from sewage.

(23) "service connection" means a connection between the distribution system of a public water system and the customer's system. The customer's system shall be considered part of the distribution system when it consists of a circulating loop or when it serves more than one single family residence.

(24) "soil absorption system" means a subsurface system, including lateral perforated discharge pipes, gravel trenches, and crushed rock, that uses soil for the percolation of septic tank effluents, treated sewage, or wastewater. This definition includes filtering fields, leaching fields, seepage beds or seepage pits, but not cesspools.

(25) "solid waste" means all unwanted or discarded solid or semi-solid material whether putrescible or nonputrescible, originating from any source, including but not limited to garbage, paper, wood, metal, glass, plastic, rubber, cloth, ashes, litter, street sweepings, dewatered sewage sludge, dead animals, junked vehicles and equipment, material and debris resulting from construction or demolition projects, hazardous wastes, gravel pit and quarry spoils, and overburden except that originating from the construction of single buildings.

(26) "storage facility" means any tank or reservoir, whether above or below ground, pond, holding basin, or other container used to hold water before or after treatment.

(27) "subsurface water" means water occupying a permeable saturated zone of soil 30 feet or more below ground surface whether perched above impermeable strata, confined between impermeable strata, or unconfined.

(28) "surface water" means water from streams, ponds, lakes, creeks, reservoirs, the oceans, and water collected from a depth less than 30 feet below ground surface.

(29) "treatment works" means the structure and appurtenances including chemical feeders, coagulation and sedimentation tanks, filtration devices, ion exchange apparatus, aeration tanks, or other works used to condition, purify, or refine water for human consumption.

(30) "wastewater" means sewage, waterborne industrial wastes, laundry liquid effluent, shower or sink water, or other wastes which are waterborne.

(31) "wastewater treatment and disposal system" means soil absorption systems, septic tanks, cesspools, and sewage treatment works.

(32) "well" means an excavation, opening, shaft, or hole from which water can be extracted from the ground.

(33) "well log" means a written report containing but not limited to a description and classification of soil and ice strata and the depths at which encountered, the depth to ground water, depth of well, length, diameter, wall thickness, and type of casing, location of perforations in casing, geographic location of well, yield, and name of owner and well driller.

(34) abbreviations used in this chapter are defined as follows

mg/l - milligrams per liter  
pCi/l - picocuries per liter  
ml - milliliter  
mth - month  
min - minimum

(In effect before 7/28/59)

Alaska State-Operated School System  
 Commodities and Equipment Guidelines  
 Military Schools  
 Basic Instruction Program

Commodities (assumes only existing programs) - \$40./student plus the following freight differentials:

<u>Location</u>	<u>Differential</u>
Adak	25%
Eielson	10%
Elmendorf	-0-%
Fort Greely	15%
Fort Richardson	-0-%
Fort Wainwright	10%

Equipment (assumes only existing programs) - schedule below plus the above freight differentials:

<u>Amount</u>	<u>Students/School</u>
\$2,000.	50-149
3,000.	150-349
4,000.	350-749
5,000.	750+

ALASKA STATE-OPERATED SCHOOL SYSTEM  
 Staffing Pattern  
 Military Schools  
 Basic Instruction Program

ON-BASE CLASSROOM TEACHERS

<u>Level</u>	<u>Minimum Number of Teachers (1975-76)</u>
Kindergarten	At least one teacher for each 40 students
Elementary (Grades 1-6)	At least one teacher for each 25 students
Secondary (Grades 7-12)	At least one teacher for each 20 students

ON-BASE SPECIAL TEACHERS

Special teachers include counselors, librarians, nurses, and teachers of music, vocational education, distributive education, business, home economics, industrial arts, and other courses not considered as required core-curriculum.

<u>Level</u>	<u>Enrollment</u>	<u>Minimum Number of Teachers</u>
Elementary (Grades K-6)	250-450	1
	451-600	2
	601-900	3
	901-1200	4
	1201-1500	5
	1501+	6+ One additional teacher for each additional 250 students
Secondary (Grades 7-12)	150-299	1
	300-449	2
	450-599	3
	600-749	4
	750-899	5
	900+	6+ One additional teacher for each additional 200 students

PRINCIPALS

<u>Number of Teachers Per School</u>	<u>Type of Administrator</u>
1-7	Principal Teacher
8-15	Principal - required to teach a minimum of one class per day
16-30	Principal

NOTE: An assistant principal may be added for each school with 31 or more teachers, with a school being defined for budgetary purposes as Elementary (Grades K-6) or Secondary (7-12). These two basic categories will then be further subdivided into primary and intermediate and junior high and senior high when justified by increases in enrollment.

CLERICAL SUPPORT

Teachers Per School Location

0-6  
6-7  
8+

Clerical Support

None  
1 Clerk - 4 hours/day  
1 Clerk - 7½ hours/day

NOTE: Additional clerical support will be added to individual school locations in increments of one full time clerk per each additional principal or assistant principal

TEACHER AIDES

Aides will be allocated to administrative regions. A region will be allocated one 7½ hour per day teacher aide for every 10 teachers allocated to the region. The on-base superintendent will evaluate the individual school location needs and make assignments to the individual schools.

BUILDING OPERATIONS PROGRAM

14,000 Square Feet - 1 - 7.5 Hour Day

Add 1 hour for each 1,866 Square Feet

Building Custodian not included in standard and must be justified for security and supervisory purposes.

BUILDING MAINTENANCE PROGRAM

0-48,000 Square Feet. .... 1 Maintenance Mechanic  
Each additional 48,000 Square Feet..... 1 Maintenance Mechanic

Supervisory Requirements:

1-3 Maintenance Men..... 1 Maintenance Mechanic  
4 and above Maintenance Men..... 1 Building Maintenance Foreman

FOOD SERVICE PROGRAM

Type A Lunch Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-29	Cook I	4	20
30-49	Cook I	5	25
50-69	Cook I	6	30
	Food Service Worker	2	10
70-99	Cook I	7.5	37.5
	Food Service Worker	3	15
100-149	Cook I	7.5	37.5
	Food Service Worker	4.5	20-25
150-249	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	4	20
250-349	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	5	25
	Food Service Worker	4	20
350+	Cook III plus supporting staff		

Add one worker for each additional 100 students served, up to 500 (based on an 8 hour day). Estimate 13 lunches per hour of labor.

Type B Lunch Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-49	Food Service Worker	2	10
50-99	Food Service Worker	3	15
100+	Food Service Worker	4+	20

Breakfast Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-50	Food Service Worker	2	10
50+	Food Service Worker	3	15

NOON DUTY ATTENDANTS

<u>ADP</u>	<u>Positions Per Location</u>	<u>Hours Required</u>	<u>Weekly</u>
50-99	1	1.5	7.5
100-299	2	1.5	15
300+	3	1.5	22.5

Alaska State-Operated School System  
Commodities and Equipment Guidelines  
Rural Schools  
Basic Instruction Program

Existing Programs:

- (A) Commodities - \$40./student plus 25% freight differential.
- (B) Equipment -

<u>Amount</u>		<u>Students/School</u>
\$1,000. (+25% freight)		8-49
2,000. " "		50-149
3,000. " "		150-349
4,000. " "		350-749
5,000. " "		750+

New Programs (preceded by "turnkey" capital construction):

- (A) Commodities - same as "existing programs" plus \$2,000. per school location and 25% freight differential
- (B) Equipment - same as "existing programs" plus \$2,000. per school location and 25% freight differential.

Expanded Programs (in existing facilities):

- (A) Commodities - same as "existing programs" plus \$1,000. per school location and 25% freight differential.
- (B) Equipment - same as "existing programs" plus \$10,000. per school location and 25% freight differential.

ALASKA STATE-OPERATED SCHOOL SYSTEM  
Staffing Pattern  
Rural Schools  
Basic Instruction Program

CLASSROOM TEACHERS

<u>Level</u>	<u>Enrollment</u>	<u>Minimum No. of Teachers</u>	<u>Number Enrolled When Additional Staff Required**</u>
Elementary (Grades K-6)*	8-19	2	
	20-44	2	Second by 20
	45-69	3	Third by 45
	70-89	4	Fourth by 70
	90-111	5	Fifth by 90
	112+	6+	One for each 22 students
Secondary (Grades 7-12)	12-15	1	
	16-39	2	Second by 16
	40-59	3	Third by 40
	60-79	4	Fourth by 60
	80-99	5	Fifth by 80
	100+	6+	One for each 20 students

\* This schedule is also applicable to combined elementary and secondary enrollments when the enrollment is less than 12 secondary students.

\*\* Except where teacher housing is determined to be unavailable by the Association and the District.

SPECIAL TEACHERS

Special teachers include counselors, librarians, nurses, and teachers of music, vocational education, distributive education, business, home economics, industrial arts, and other courses not considered as required core-curriculum.

<u>Level</u>	<u>Enrollment</u>	<u>Minimum Number of Teachers</u>
Elementary (Grades K-6)***	125-200	1
	201-350	2
	351-500	3
	501-650	4
	651-800	5
	801+	6+ One additional teacher for each additional 250 students
Secondary (Grades 7-12)	30-59	1
	60-89	2
	90-119	3
	120-149	4
	150-179	5
	180+	6+ One additional teacher for each additional 50 students

\*\*\* This schedule is also applicable to combined elementary and secondary enrollments when the secondary enrollment is less than 50.

PRINCIPALS

Number of Teachers Per School

1-7

Type of Administrator

Principal Teacher

8-15

Principal - required to teach a minimum of one class per day

16-30

Principal

NOTE: An assistant principal may be added for each school with 31 or more teachers, with a school being defined for budgetary purposes as Elementary (Grades K-6) or Secondary (7-12). These two basic categories will then be further subdivided into primary and intermediate and junior high and senior high when justified by increases in enrollment.

CLERICAL SUPPORT

Teachers Per School Location

0-6

Clerical Support

None

6-7

1 Clerk - 4 hours/day

8+

1 Clerk - 7½ hours/day

NOTE: Additional clerical support will be added to individual school locations in increments of one full time clerk per each additional principal or assistant principal.

TEACHER AIDES

Aides will be allocated to administrative regions. A region will be allocated one 7½ hour per day teacher aide for every 10 teachers allocated to the region. The regional superintendent will evaluate the individual school location needs and make assignments to the individual schools.

BUILDING MAINTENANCE PROGRAM

1-5 School Locations..... 1 Maintenance Mechanic  
6-10 School Locations..... 2 Maintenance Mechanics  
11-15 School Locations..... 3 Maintenance Mechanics  
16-20 School Locations..... 4 Maintenance Mechanics  
21+ School Locations..... 5 Maintenance Mechanics

Total Square Feet: Over 100,000  
and Each 25,000 Above..... 1 Maintenance Mechanic

Complex Mechanical or  
Structural Variances..... 1 Maintenance Mechanic

Supervisory Requirements  
and/or Special Skills..... 1 Building Maintenance  
Foreman

FOOD SERVICE PROGRAM

Type A Lunch Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-29	Cook I	4	20
30-49	Cook I	5	25
50-69	Cook I	6	30
	Food Service Worker	2	10
70-99	Cook I	7.5	37.5
	Food Service Worker	3	15
100-149	Cook I	7.5	37.5
	Food Service Worker	4.5	20-25
150-249	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	4	20
250-349	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	5	25
	Food Service Worker	4	20
350+	Cook III plus supporting staff		

Add one worker for each additional 100 students served, up to 500 (based on an 8 hour day). Estimate 13 lunches per hour of labor.

Type B Lunch Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-49	Food Service Worker	2	10
50-99	Food Service Worker	3	15
100+	Food Service Worker	4+	20

Breakfast Program

<u>ADP</u>	<u>Staff Level</u>	<u>Hours Required</u>	<u>Weekly</u>
1-50	Food Service Worker	2	10
50+	Food Service Worker	3	15

NOON DUTY ATTENDANTS

<u>ADP</u>	<u>Positions Per Location</u>	<u>Hours Required</u>	<u>Weekly</u>
50-99	1	1.5	7.5
100-299	2	1.5	15.0
300+	3	1.5	22.5

BUILDING OPERATIONS PROGRAM

12,000 Square Feet = 1 - 7.5 Hour Day  
 Assign 3.5 Hours up to 6,000 Square Feet  
 Over 6,000 Square Feet add 1 Hour for each 1600 Square Foot  
 Extra - Generator Care/Surveillance - 1 Hour  
 Extra - Fuel Transfer, Water/Freight Haul - 1 Hour

ALASKA STATE-OPERATED SCHOOL SYSTEM

Guidelines for Planning Rural Schools

I. SPACE

A. GENERAL PURPOSE SPACE (Instruction halls, Media Centers, Health Rooms, General Offices)

<u>ELEM. ENROLL.</u>	<u>INCREMENT</u>	<u>SEC. ENROLL.</u>	<u>INCREMENT</u>	<u>SQ. FT.</u>	<u>INCREMENT</u>
MIN. Thru 24	24	MIN. Thru 15	15	1000	1000
26-39	15	16-35	20	1900	900
40-59	20	36-55	20	2800	900
60-79	20	56-75	20	3700	900
80-99	20	76-95	20	4600	900
100-124	25	96-115	20	5500	900
125-149	25	116-135	20	6400	900
150-174	25	136-145	20	7300	900
175-199	25	146-165	20	8100	800
200-224	25	166-185	20	8900	800
225-249	25	186-205	20	9700	800
250-274	25	206-225	20	10,500	800

B. MULTI PURPOSE SPACE (Gyms, Bleachers, Seating, Showers, Locker Rooms, Stages, etc.)

1. GYM/STAGE SPACE - OPEN FLOOR SPACE

<u>ELEM. ENROLL.</u>	<u>SEC. ENROLL.</u>	<u>SITE</u>
Thru 80	Thru 35	None
81-175	36-75	45' x 80'
176 and Larger	76-135	52' x 95'
	136 and Larger	60' x 104'

For combined enrollment, use the following rules:

- If  $\frac{\text{Elem. Enroll.}}{81} + \frac{\text{Sec. Enroll.}}{36}$  is less than 1, no gym space
- If  $\frac{\text{Elem. Enroll.}}{81} + \frac{\text{Sec. Enroll.}}{36}$  is more than 1, "1/2 gym"
- If  $\frac{\text{Elem. Enroll.}}{176} + \frac{\text{Sec. Enroll.}}{76}$  is more than 1, "3/4 gym"
- If  $\frac{\text{Elem. Enroll.}}{177} + \frac{\text{Sec. Enroll.}}{136}$  is more than 1, "Full gym"

2. SEATING SPACE

12 SQ. FT. x Enrollment (4 sq. ft./person)

3. STAGE

Space included in Open Floor Space. 60' x 104' Size has permanent stages; smaller sizes have portable stages.

4. STORAGE SPACE FOR MULTI-PURPOSE SPACE

200 SQ. FT. for 45' x 80' Size  
250 SQ. FT. for 52' x 95' Size  
300 SQ. FT. for 60' x 104' Size

5. OFFICE SPACE FOR MULTI-PURPOSE SPACE

100 SQ. FT. Per Multi-Purpose Facility

6. DRESSING SPACE

25% of enrollment x 10 sq. ft., with a minimum of 150 sq. ft. and a maximum of 300 sq. ft. for boys; same for girls. (10 sq. ft. per person space allowance.) Schools over 150 enrollment handled on an individual basis.

7. SHOWER SPACE

Minimum 60 sq. ft. (3 heads) each for boys and for girls.  
Maximum 160 sq. ft. (8 heads) each for boys and for girls.  
3 Minimum fixtures each for boys and for girls.  
9 Maximum fixtures each for boys and for girls.

8. TOILETS FOR SPECIALISTS - included under utility space.

C. BUSINESS EDUCATION PROGRAMS - VOCATIONAL EDUCATION

At the secondary enrollment level of 98-115, the Division of Vocational Education-ASOBS recommends the following program guidelines for Vocational Education occupational skills training courses and programs:

1. Types of courses which comprise a Business Education Program:

Office Simulation	Bookkeeping
Office Machines	Business Law
Typing I	Typing II
Gen. Business Education	Record Keeping
Clerical Occupations	Shorthand
Secretarial Occupations	Business Principles & Management
Accounting Occupations	Business Math
Business English	Cooperative Work Experience Training
Distributive Occupations	Specialty Area - Key punch, etc.

2. Sq. Ft. Per Student - 33

50 sq. ft. for 1,000 Minimum Sq. Ft. Per Business Education Program  
50 sq. ft. for 1,000 Minimum Sq. Ft. Per Business Education Program

3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accommodate a school's Business Education Program. Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

D. CONSUMER AND HOME ECONOMICS EDUCATION PROGRAM

At the secondary enrollment level of 96-115, the Division of Vocational Education-ASOES recommends the following program guidelines for planning Vocational Education occupational skills training courses and programs:

1. Types of courses which comprise a Consumer and Home Economics Education Program:

Food & Nutrition	Creative Arts
Clothing Construction	Housing and Interior Decorating
Child Care & Development	Home Management
Environmental Planning	Family Life Education
Consumer Education	Tailoring
Cosmetology	Food Service
Culinary Arts	Food Preservation
Health Occupations	

2. Sq. Ft. Per Student - 60  
No Less Than 1,500 Minimum Sq. Ft. Per Consumer and Home Economics Education Program.  
No More Than 3,000 Maximum Sq. Ft. Per Consumer and Home Economics Education Program.
3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accommodate a school's Consumer and Home Economics Education Program. Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

E. TRADES AND INDUSTRIAL ARTS EDUCATION PROGRAM

At the secondary enrollment level of 96-115, the Division of Vocational Education-ASOES recommends the following program guidelines for planning Vocational Education occupational skills training courses and programs.

1. Types of Courses which comprise a Trades and Industrial Arts Education Program:

Power Mechanics	Welding
Electricity-Electronics	Appliance Repair
General Metals	Fishery
Drafting	I.C.T.
Graphic Arts	Refrigeration

- |                         |                     |
|-------------------------|---------------------|
| 1. Plastics             | Auto Mechanics      |
| Woods                   | Boat Building       |
| Auto Body               | Cabinet & Carpentry |
| Machine Tool            | Printing            |
| Business Machine Repair | Radio, TV Repair    |
| Cabin Building          |                     |

2. Sq. Ft. Per Student - 100  
No Less Than 2,500 Minimum Sq. Ft. Per Trades and Industrial Education Program.  
No More Than 5,000 Maximum Sq. Ft. Per Trades and Industrial Education Program.
3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accommodate a school's Trades and Industrial Arts Education Program.  
Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

F. UTILITY SPACE (Restrooms, storage for General Purpose, Custodian's Closet)

1. RESTROOMS

Meet Labor Department (HSS) Standards (Subtract sinks included in Gen. Purp. to extent allowable)

2. STORAGE FOR GEN. PURP.

15% to 20% of Gen. Purp. space

3. CUSTODIAN'S CLOSET (Excluding storage)

30 SQ. FT. Per FTE Custodian

G. FOOD SERVICE (Hot lunch preparation space, eating space included in Gen. Purp., and Multi-Purp.)

ENROLLMENT	SQ. FT. PREPARATION	SQ. FT. DRY STORAGE	SQ. FT. EATING
Min. - 29	200	200	0 (Classroom) *
30 - 59	300	300	0 (Classroom) *
60 - 99	400	400	400 "
100 - 149	600	600	Multi-Purpose Room
150 - 199	700	700	Multi-Purpose Room
200 - 249	800	800	Multi-Purpose Room
250 - 349	900	1000	2500 Separate Eating Area
350 +	1000	1200	2700 Separate Eating Area

Add 100 Sq. ft. per 100 students for preparation, storage, cleaning area.

\* Elementary programs only.

H. EMPLOYEE HOUSING

It is the policy of Alaska State-Operated School System to discontinue all housing units for all employees.

I. LAND

1. Amount

<u>Enrollment</u>	<u>Elem. (acres)</u>	<u>Sec. (acres)</u>
Under 700	10	20
201 - 300	15	30
Over 300	20	40

2. Ownership

State should have title to all school sites.

II. WATER SUPPLY

- A. Quality - meets public health standards
- B. Quantity - 25 gal/student/day  
250 gal/unit/day

SEWAGE DISPOSAL

Meet secondary treatment standards (Public Health)  
Use lagoon if possible; sewage treatment plant if necessary.

IV. HEAT

- A. Furnace - sustain 70° indefinitely at local minimum temperature. Use only hot air type. Simplify, standardize, use bank of small furnaces instead of a single large one, etc.
- B. Fuel Storage - sufficient to store 120% of average annual consumption; storage facilities meet environmental conservation standards.
- C. Heat Retention - insulated such that long-run discounted total cost is minimized (generally, 6" of fiberglass or equivalent insulation in walls and floors and 8" in ceiling).

V. POWER

- A. Where available from local sources, standby generators sufficient to maintain basic plant operations, i.e. furnace, water pumps, heat tapes, refrigerators, and emergency lights, but not regular lights, kitchen stoves, etc. Minimum 10 KW generator - larger as needed. Fuel storage included under IV Heat.
- B. Where own power must be supplied, 50 KW generator minimum; larger as needed for plant.

## VI. MAINTENANCE SPACE

Provide work space only in small schools; work and storage space in larger schools.

Minimum - 60 sq. ft. (5 x 10)

Over 100 Students - 120 sq. ft. (10 x 12)

Over 150 Students - 225 sq. ft. (15 x 15)

Over 300 Students - 375 sq. ft. (15 x 25)

(No differentiation between Elementary and Secondary Students.)

### Assumptions

1. Kindergarten enrollments count as 1/2.
2. Seventh and Eighth grade enrollments are counted as Elementary if there is no separate, distinguishable, secondary-type program for them, and as Secondary if there is.



# ALASKA STATE-OPERATED SCHOOL SYSTEM

650 International Airport Road  
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Division of  
RESEARCH & DEVELOPMENT

TO: ALL CONCERNED WITH COMPREHENSIVE PLANNING

FROM: DICK H. BOWER, DIRECTOR  
RESEARCH & DEVELOPMENT

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The Alaska State-Operated School System has recently received additional responsibility in regard to planning for school facilities to be constructed within the District. High school facilities are now under design or construction which will nearly double the number of rural secondary programs, for which we are responsible, within the next year.

We are going to implement a planning procedure by which our programs and facilities will best reflect a cooperative and coordinated approach to meeting a community's educational, cultural and recreational needs. Facilities should consider optimum multiple or joint use. The conservation of energy and other resources, as well as obtaining maximum return from the construction, operation and maintenance dollar should be a central theme of the plan.

Because community involvement, understanding and commitment is the most critical element of this process, it is reflected within every planning element. **OUR OBJECTIVE IS TO PLAN WITH, RATHER THAN FOR, PEOPLE.**

The Bering Straits/Northwest Region has been selected for pilot development and application of the process. Within this vast geographical region are found five of the new facilities now underway. Several of these projects place us for the first time in Bureau of Indian Affairs areas. These high schools will serve elementary schools still operated by the Bureau so that well-coordinated curriculum is mandated.

The pages which follow represent **DRAFT WORK COPIES** of materials which will provide the framework for the project. Your comments, criticism and recommendations will be appreciated.



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## PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT)<sup>1</sup>

The Program Evaluation and Review Technique (PERT) is a methodology for planning diverse activities or tasks. It is easily adaptable to the nature and size of a project. Since one of the purposes of this project is the actual development and testing of a model system for planning, no attempt is made in this proposal to fully outline a PERT network.

As a part of the model system construction and testing, a PERT outline will be developed in cooperation with the planning team to be made up of consortium members, regional staff, cooperating agencies, and individuals from the community. Such factors as: work breakdown structure, network development, activity time estimation, network time calculations, scheduling, probability aspects of PERT, replanning the project, and an introduction to PERT/COST will be given initial attention.

The PERT system of organization will both permit and encourage systematic feedback of reactions and evaluations. In conjunction with the Charrettes, this data will then be used for modification of the approach being used and its application to subsequent projects.

## A UNIQUE PLANNING ELEMENT -- THE CHARRETTE

An important and somewhat unique element of the work plan proposed for this project is a planning charrette. The charrette is described by the U.S. Office of Education as "a technique for studying and resolving educational facilities development problems within the context of total community planning needs. The technique requires a multi-disciplinary group -- educators, planners, architects, engineers, economists, psychologists, local public officials, citizen participants, and students -- intensely studying community problems." "The charrette is kept practical and viable through local commitment of (1) the direct participation of key public officials and local citizens; and (2) demographic data, maps, existing planning documents, studies of the area and other materials essential to problem analysis. These commitments of local resources lead to a high probability of implementation of charrette solutions."

This technique is believed particularly appropriate for this project for two reasons: (1) the restricted time frame within which initial testing of the planning system model is to be accomplished and (2) the high degree of broad involvement that is afforded by a charrette.

Numerous charrettes are viewed as integral parts of the project, first helping to outline, then utilizing and augmenting the data base established in the earlier stages. The charrette may be the method used to both establish and evaluate the technique of data collection and the appropriateness of data available to support necessary projections of need and priority decisions.

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<sup>1</sup> U.S. Office of Education, Program Evaluation and Review Technique, Applications in Education, U.S. Government Printing



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## BERING STRAITS, NORTHWESTERN REGION

### LONG RANGE PLANNING

A number of interrelated elements or concurrent phases are seen as integral parts of this process:

- I. Overall Project Outline
- II. Administration, Organization, Data Analysis Element
- III. Educational Program Development and Review Element
- IV. Staff Requirement Element
- V. Facility Requirement Element
- VI. Site Requirement Element
- VII. Financial Element
- VIII. Demographic Element
- IX. Architect Selection Element
- X. Governmental Agency Liaison Element
- XI. Local/Community Involvement Phase
- XII. Research, Development and Evaluation Element

On the following pages are found draft outlines of each of these activities. Using Program Evaluation and Review Techniques (PERT), complete activity-events networks will be worked out for the whole project. In this way critical time and task factors can be accommodated and responsibilities assigned in keeping with the project schedule. An overall chart would show the interrelationship of many of the activities and their elements or events.



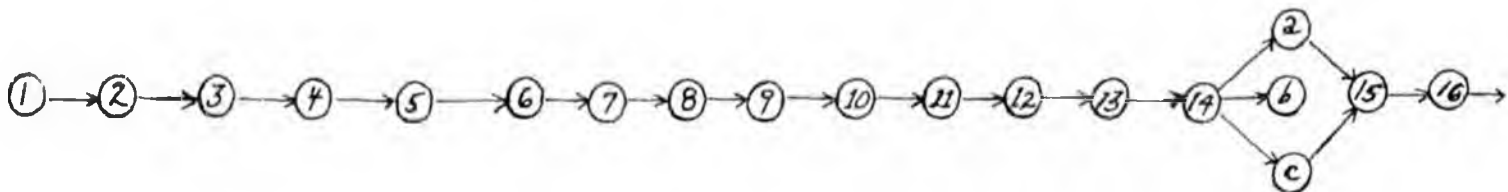
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## I. PROJECT OUTLINE

This element outlines that portion of the project under which the planning process is developed and implemented. Directed involvement of the staff and public will generate sufficient relevant data, and an understanding of it.



1. Project Start
2. Discussion of Project With Regional Superintendent
3. Draft of Comprehensive Planning Process Outline Completed
4. Draft Reviewed With Regional Superintendent
5. Draft Submitted to Appropriate Central Office Staff for Comment and Recommendations
6. Comments and Recommendations Received from Central Office Staff
7. Draft Submitted to Local/Regional Advisory School Boards and Administrators for Comments and Recommendations
8. Comments and Recommendations Received from Local/Regional Advisory School Boards and Administrators
9. Summary of Comments and Recommendations Discussed with Regional Superintendent
10. Revised Plan Outline Prepared
11. Revised Plan Outline Distributed to Central Office Staff
12. Revised Plan Outline Distributed
13. Orientation and Operational Procedures Established
14. Meetings Held with Appropriate Organizations and Groups
  - a. Advisory School Boards
  - b. Parent, Teacher, Community Groups
  - c. Other
15. Full Report Given to Board of Directors
16. Process Implemented



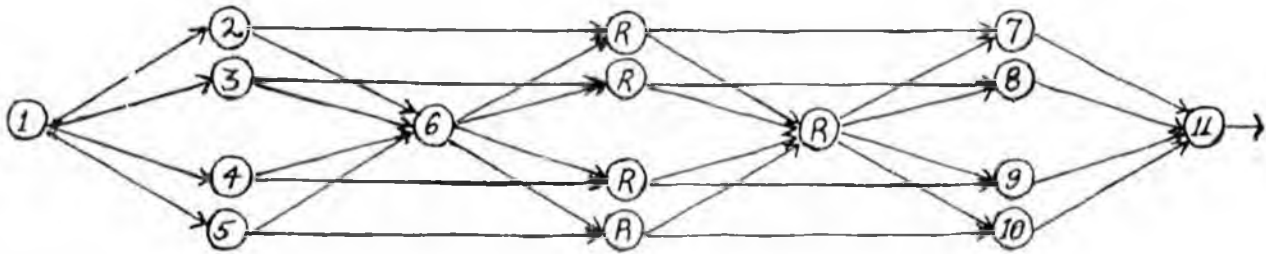
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## II. ADMINISTRATION, ORGANIZATION, DATA ANALYSIS ELEMENT

The effective development and implementation of the long range planning process requires careful administration and organization of the people and data involved. Data must be organized and analyzed by those familiar with the systems objectives. A monitoring of all aspects of the program occurs within this element.



1. Project Start
  2. Review Begun of Local and Board Policies and Philosophy
  3. Review Begun of Local Program and Curriculum
  4. Review Begun of Present and Projected Grade Organization Patterns
  5. Review Begun of Staffing Requirements for Various Organization Patterns
  6. Interim Analysis of Findings
  7. Local and Board Policy and Philosophy Review Complete
  8. Program and Curriculum Review Complete
  9. Present and Projected Grade Organization Patterns Review Completed
  10. Staffing Requirements Determination Made
  11. Summary of This Phase Complete
- (R) Repeat of Preceding Event (As data for any element is compiled, interim analysis and review may occur (R) as many times as necessary to effect review completion. (7) (8) (9) (10)







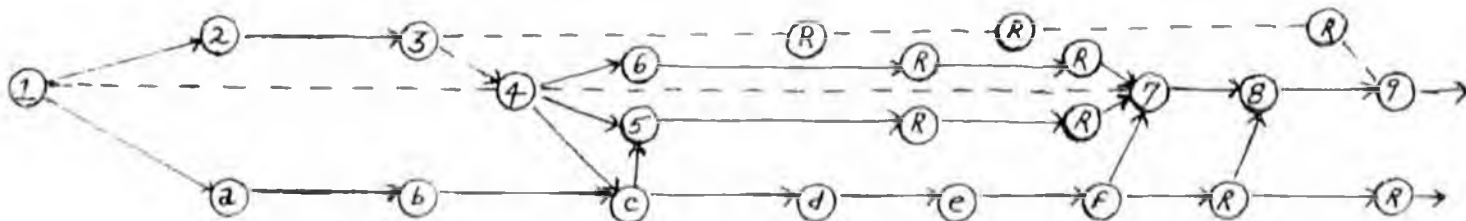
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## V. FACILITY REQUIREMENT ELEMENT

The School Building, though viewed as the core facility, is but one part of the school/community facility given consideration in this element. An initial effort does involve, however, an inventory of existing "school buildings" which will permit a qualitative evaluation of school-owned facilities. Additional needs, related to the educational program and community expectations, will become the basis for determining a prioritization by which modernization or new construction can be placed in proper perspective. Such perspective must include maintenance and operation requirements and procedures.



1. Project Start
2. Facility Inventory Sheet Prepared
3. Facility Inventory Completed
4. Facility Inventory Recapitulation Prepared
5. Program Specifications and Demographic Data Received
6. Facility Adequacy Study Begun
7. Facility Needs Determined
8. Facility Cost Estimates Determined
9. Incremental or Phased Facility Development Plan Completed
- (R) Periodic Review or Repeat of Preceding Event
  - a. Maintenance and Operation Program Planning Begun
  - b. Required Level of Maintenance Established
  - c. Preventive Maintenance Schedule Completed
  - d. Maintenance Personnel Requirements Determined
  - e. Maintenance Personnel Training Program Established
  - f. Operation and Maintenance Monitoring System Implemented



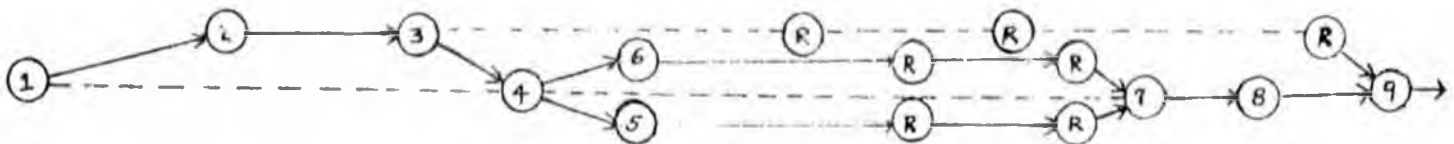
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## VI. SITE REQUIREMENT ELEMENT

The school site, besides serving as the location for the building, should also meet expectations of the community for a wide range of cultural and recreational as well as educational activities. When selected and developed in the right manner, this community-owned property can contribute in a positive manner to the overall atmosphere of the community.



1. Project Start
2. Site Inventory Sheet Prepared
3. Site Inventory Completed
4. Site Inventory Recapitulation Prepared
5. Program Specifications and Demographic Data Received
6. Site Adequacy Study Begun
7. Site Needs Determined
8. Site Cost Estimates Completed
9. Incremental or Phased Site Acquisition or Development Plan Complete
- (R) Periodic Review or Repeat of Preceding Event



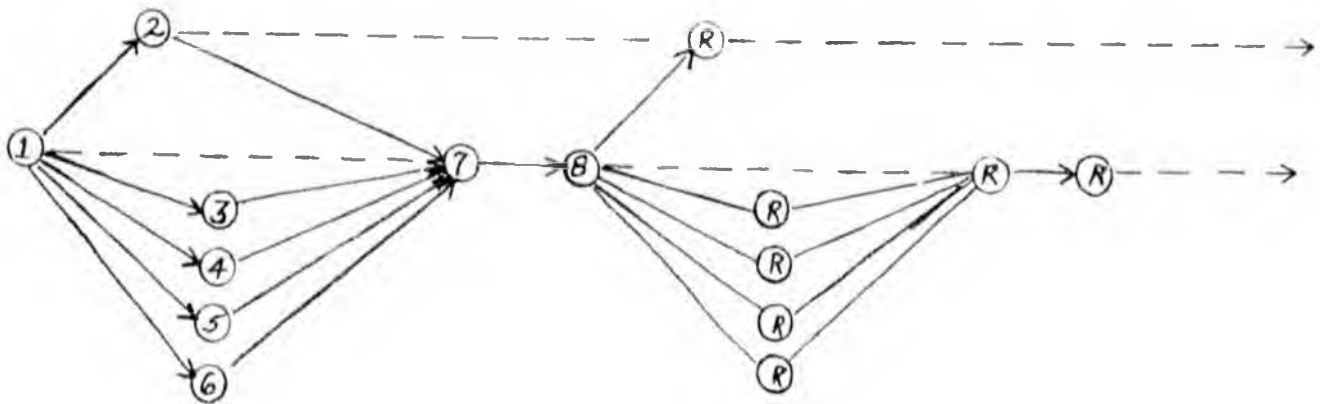
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## VII. FINANCIAL ELEMENT

There are many sources of financial support for school/community programs. This element identifies and attempts to quantify these resources based upon general availability and determination of special or categorical sources directly related to non-typical programs.



1. Project Start
2. Assessed Valuation Determined (When Appropriate)
3. Local Funding Ability Established (When Appropriate)
4. State Sources of Funds Established
5. Federal Sources of Funds Established
6. Foundations, Endowments, Special Sources Determined
7. Total of All Funding Sources Determined
8. Funds Available Compared to Needs -- Priorities Determined
- (R) Periodic Review or Repeat of Preceding Event



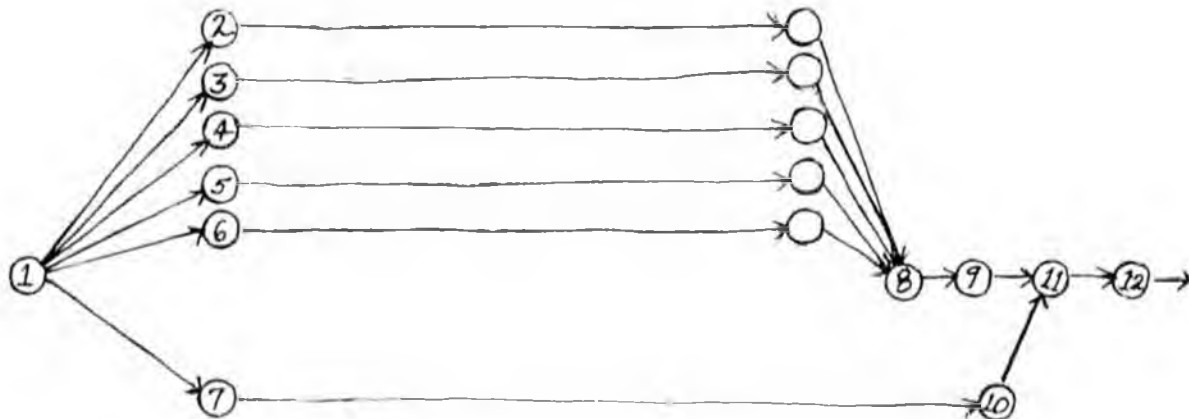
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## VIII. DEMOGRAPHIC ELEMENT

Of critical importance to long and short range decision-making is adequate and continually updated information in regard to population, land use, and a wide range of social, economic and political factors. This element embraces a cooperative effort by which both the public and private sectors share data regarding the community.



1. Project Start
2. Contact Established with Relevant Sources of Data
3. State of Alaska Agencies
4. Federal Agencies
5. Local Agencies, Organizations
6. Other Appropriate Sources
7. Development of Detailed Regional/Local Maps Begun
  - a. Major Land Ownership
    - (1) Federal
    - (2) State
    - (3) County
    - (4) Municipal
    - (5) Private (in large blocks)
  - b. Major Transportation Routes
  - c. Present/Future School Sites
    - (1) Location
    - (2) Type and Size
    - (3) Enrollment (where applicable)
8. Begin Analysis of All Available Demographic Data
9. Analysis of Demographic Data Complete
10. Detailed Maps Complete
11. Begin Preparation of Slides to Visually Present Demographic Data
12. Slide Set Complete



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Division of  
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## IX. ARCHITECT SELECTION ELEMENT

Capital improvements, new or of a remodeling nature, require skilled consultants possessing a strong but balanced potential for creative, yet practical, design. The selection of such individuals is a thoughtful process represented by this element. It must be implemented initially in sufficient time to assure the development of concepts by which to define and communicate phase one capital construction needs.



1. Project Start (Division of Buildings, State of Alaska, Lead Agency)
2. Architect Proposal Invitation List Compiled
3. Letter Mailed Inviting Proposal
4. Architect Proposal Receipt Deadline
5. Initial Proposal Analysis Complete
6. Preliminary Group of Architects Identified
7. Visitation of Preliminary Group by Superintendent and Staff Completed
8. Final Group of Architects to be Interviewed Identified
9. Visitation of Finalists by Superintendent and Staff Completed
10. Visitation of Representative Facilities by Superintendent and Staff Completed
11. Finalists Make Formal Presentation to Board
12. Architect Selection Made



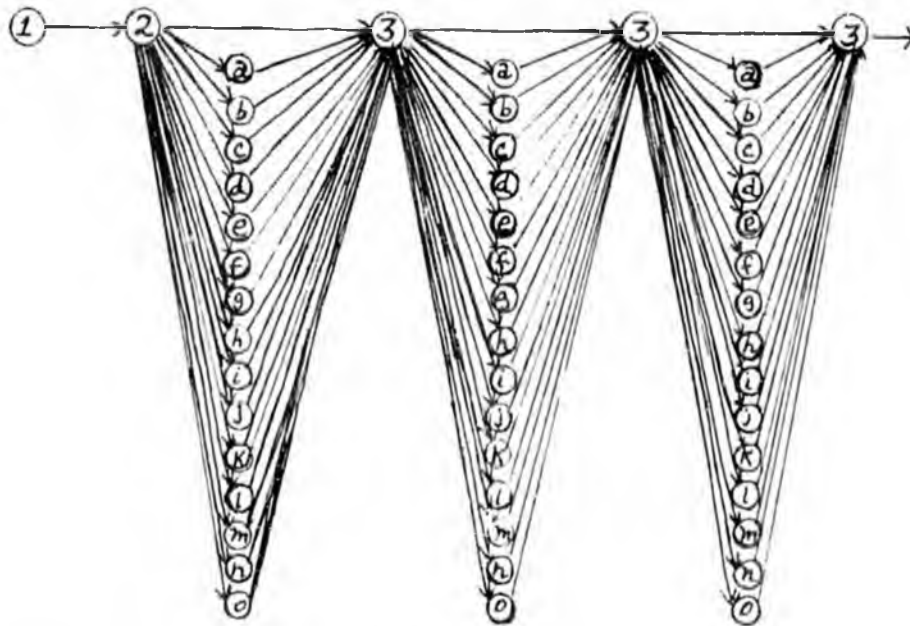
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## X. GOVERNMENTAL AGENCY LIAISON ELEMENT

The many regulatory responsibilities of various governmental agencies can be positively met by early involvement. Some governmental agencies have either primary or shared responsibility for educational, cultural or recreational service to the community. If the school facilities are to be planned to meet some of these needs, it is critical that the appropriate agencies be involved in the planning.



1. Project Start
2. System Established for Contact and Review of Data with Appropriate Governmental Agencies
  - a. Local Governmental Agencies
  - b. Other Educational Agencies
  - c. Bureau of Indian Affairs
  - d. Bureau of Land Management
  - e. Public Health Service
  - f. Agricultural Extension Agent
  - g. Department of Public Works
  - h. Department of Environmental Conservation
  - i. Department of Education
  - j. Department of Regional and Community Affairs
  - k. Office of the Governor
  - l. University of Alaska
  - m. Military Bases (where appropriate)
  - n. U.S. Office of Education, Regional Office
  - o. Soil Conservation Service (Soil Conservation District)
3. Liaison Continuation



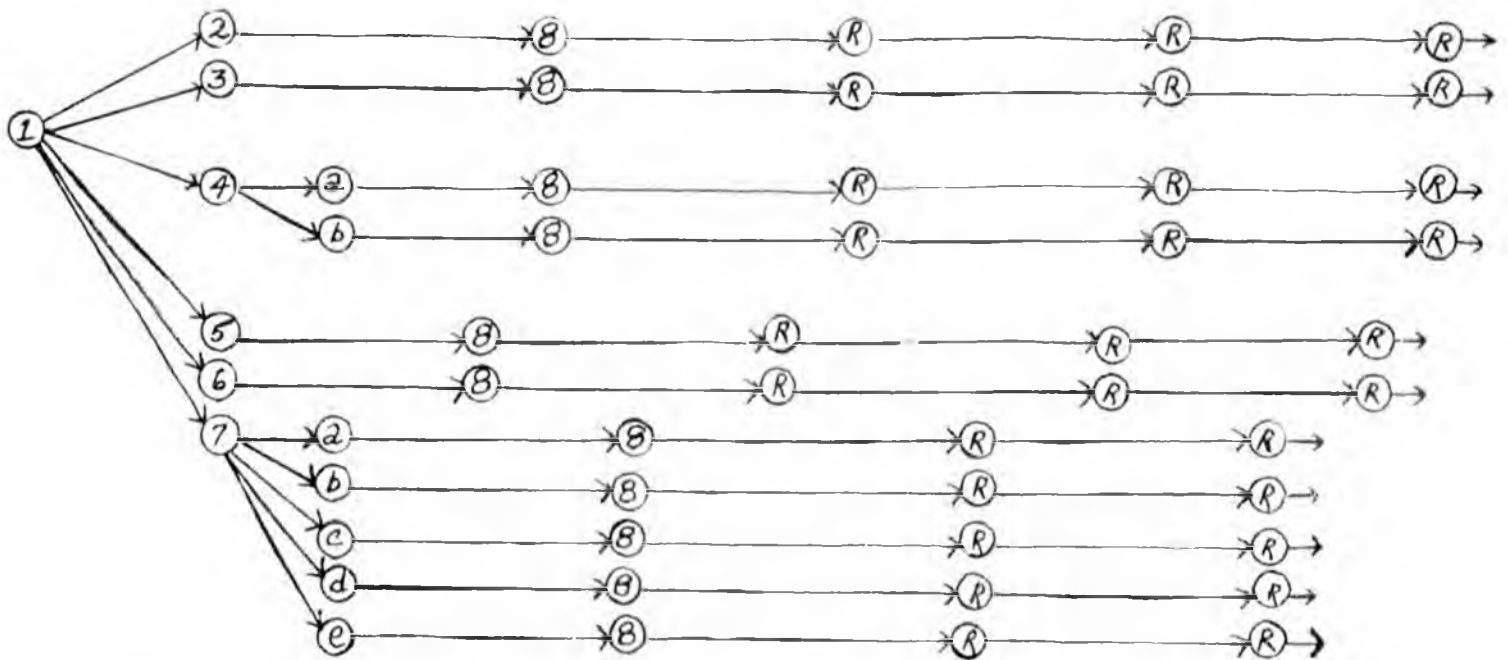
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## XI. LOCAL/COMMUNITY INVOLVEMENT PHASE

The schools of the community, and the programs with which they are charged, should directly reflect the needs of its individuals and its organizations. To achieve initial and continuing support, the community must view its schools with pride and share a feeling of responsibility for the direction of programs and the resources necessary for their support. This phase is, therefore, the mainstream of the planning process envisioned by this project.



1. Project Start
2. School Board of Directors Element
3. Standing Advisory Committees Element
4. Special Ad-hoc Advisory Committees or Task Forces Element
  - a. Program Requirements
  - b. Facility Requirements
5. P.T.A. Element
6. Chamber of Commerce, Service Clubs, Other Community Organizations Element
7. Dissemination Element
  - a. Printed Materials
  - b. Visual Materials
  - c. Press
  - d. Speakers Bureau
  - e. Radio
8. Meeting or Interrelated Data Exchange
- (R) Repeat of Preceding Event



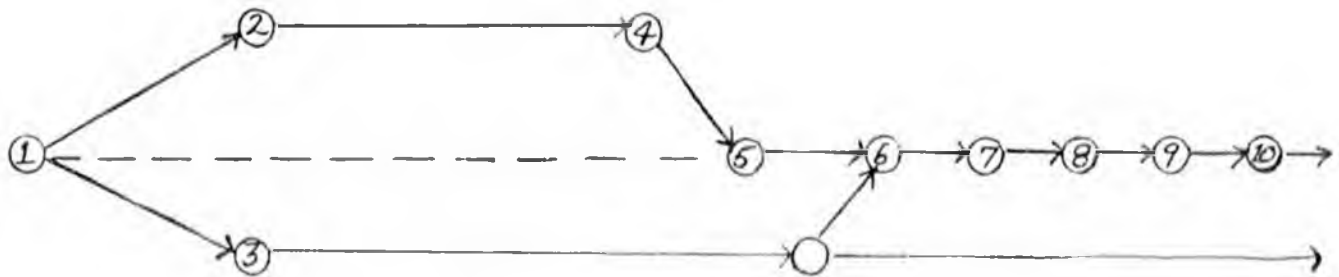
# ALASKA STATE-OPERATED SCHOOL SYSTEM

650 International Airport Road  
Anchorage, Alaska 99502

Division of  
RESEARCH & DEVELOPMENT

## XII. RESEARCH, DEVELOPMENT AND EVALUATION ELEMENT

The continued growth in the quality and direction of the educational system requires sound data on past and present practices as well as developed alternatives for the future. The decision makers in the school system are assured this information through practices developed, carried out, or coordinated by this element.



1. Project Start
2. Present Program Review Begun
3. Begin Identification of Other Program Alternatives
4. Present Program Review Complete
5. Unmet Needs Identified
6. Begin Comparison Between Unmet Needs and Alternatives
7. Viable Alternatives Identified
8. Begin Development of Plan for Improvement/Expansion of Program Plan Completed
9. Plan Completed
10. Plan Reviewed, Progress Evaluated, Direction Affirmed



# ALASKA STATE-OPERATED SCHOOL SYSTEM

650 International Airport Road  
Anchorage, Alaska 99502

Division of  
RESEARCH & DEVELOPMENT

## SCHOOL FACILITY INVENTORY

Name of Building \_\_\_\_\_  
 Address \_\_\_\_\_  
 Name of Principal \_\_\_\_\_  
 Date This Form Completed \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Capacity \_\_\_\_\_  
 Present Enrollment \_\_\_\_\_  
 Grades Housed \_\_\_\_\_  
 Site Size in Acres \_\_\_\_\_

### TEACHING STATIONS

Classrooms	Total
1. General Purpose	_____
2. Commercial/Business	_____
3. Dramatics/Speech	_____
4. Science	_____
5. Shop	_____
6. Mechanical Drawing	_____
7. Music	_____
8. Kindergarten	_____
9. Handicapped	_____
_____	_____
_____	_____

Laboratories	Total
10. Biology	_____
11. Chemistry	_____
12. Physics	_____
13. General Science	_____
14. Arts & Crafts	_____
15. Home Economics	_____
_____	_____
_____	_____

Shops	Total
16. General Purpose	_____
17. Wood	_____
18. Metal	_____
19. Electric	_____
20. Welding	_____
21. Auto	_____
22. Farm	_____
_____	_____
_____	_____

Special	Total
23. Physical Education (Gyms)	_____
a. Pools	_____
b. Wrestling/Apparatus/etc.	_____
24. Small Room/Reading	_____
25. Small Room/Speech	_____
26. Portable/Relocatable Unit	_____
_____	_____
_____	_____

**TOTAL TEACHING STATIONS** \_\_\_\_\_

### SUPPORT & SERVICE FACILITIES

	Total
1. Library	_____
a. Work/Storage	_____
2. Audio-Visual Room	_____
a. Work/Storage	_____
3. Multipurpose Rooms (Specify combinations)	_____
4. Covered Play Area	_____
5. Cafeteria	_____
6. Auditorium	_____
7. Music Practice Rooms	_____
8. Journalism Workrooms	_____
9. Dark Room	_____
10. Student Projects Laboratory	_____
11. Radio Station	_____
12. Student Store	_____
13. Student Commons	_____
14. Shower Rooms	_____
a. Boys	_____
b. Girls	_____
c. Staff	_____
15. Locker Rooms	_____
a. Boys	_____
b. Girls	_____
c. Staff	_____
16. Kitchen	_____
17. Teachers' Room	_____
a. Teachers' Lavatories	_____
18. Student Lavatories	_____
a. Boys	_____
b. Girls	_____
c. Classroom/Kindergarten	_____
d. Classroom/Handicapped	_____
19. Conference Rooms	_____
20. Teachers' Workroom	_____
21. Health Room	_____
22. Offices	_____
a. Administrator	_____
b. Counselor	_____
c. Nurse	_____
d. Teacher	_____
23. Storage Rooms	_____
24. Hearing/Mechanical	_____
_____	_____
_____	_____
_____	_____
_____	_____

# STATE OF ALASKA

## DEPARTMENT OF EDUCATION

DIVISION OF ADMINISTRATIVE SERVICES

POUCH F - STATE OFFICE BUILDING  
JUNEAU 99811

*Rural schools*  
JAY S. HAMMOND, GOVERNOR

20 January 1976

### Implementation of Senate Bill 35 Authorizing the Decentralization of the Alaska Unorganized Borough School District

Efforts to implement the free conference version of Senate Bill 35 began quickly after its signature into law on June 4, 1975. Numerous informal hearings were held by teams from the Department of Community and Regional Affairs and the Department of Education. These public information meetings, held in over 120 rural communities, were designed to elicit preliminary public opinion about the proposed boundaries for the new regional educational attendance areas as well as to answer the many questions about the decentralization process. Following the informal hearings in July, August and September, a series of formal hearings were held in 21 Alaskan communities during September and October. At this time formal testimony on boundaries was taken, and again the hearings served as a forum for providing information to the public.

On November 1, 1975, the Department of Community and Regional Affairs drew up boundaries which ultimately resulted in the formation of 21 new REAAs. The boundaries were created on the basis of extensive public input, taking into consideration socio-economic, linguistic and cultural ties as well as transportation and communication networks and natural geographic features. Announcement of the boundaries was followed shortly by the announcement of the number of school board seats and the designation of sections within each REAA on November 17. Again the decisions were made largely on the basis of collected public input.

The next step in the decentralization process is the election of school board members for the REAAs; the filing deadline for nominating petitions was yesterday, January 19, and a list of candidates will be available tomorrow. Preliminary information suggests that around 300 candidates have filed for the available seats. The elections will be held February 24, 1976, for all the REAAs except the Southern Panhandle REAA (Region 19) in which the election will be held sometime in April. (This REAA contains mostly logging camps whose residents are not present at this time).

*300 filings 140 seats*

- b. Local bids set by Mar 15 on non-tenured  
Tenured teachers do have job, no base pay*
- c. AVEC paid for out of school budget (FCC decision)  
safe water out of school budget*
- 4. Dist must have policies, fwd to Dept for review. Expect all in by June 30*
- 5. Regs due next few weeks*

The Department of Education's Rural Education Task Force has identified four major areas in which the new school boards will probably be requiring some assistance: staff negotiations, fiscal management, staffing and policy development. Plans are to provide this assistance through the employment of identified resource people around the state. Potential school board trainers (people from existing school districts, administrators, business managers, teachers, and members of the communities) will be participating in a training workshop in February. The identified resource people, using a talent bank concept, will be available to aid the emerging school districts upon request from those districts. The Department will act as a facilitator or clearing house for those requests. The other major area in which the Department will function as a clearing house is that of superintendents' applications. The emergence of several new school districts means numerous openings for administrators. Because of the short timeline with which districts must cope, the Department is easing the search for administrators by initiating the recruiting process through advertisements. The applications thus gathered will be sent directly, without review or screening, to those REAAs requesting hiring assistance.

Rural schools

DAN G. TURNER  
SUPERINTENDENT

**DILLINGHAM CITY SCHOOL DISTRICT**

POST OFFICE BOX 202  
DILLINGHAM, ALASKA 99576

PHONE OFFICE  
842-3181

January 31, 1975

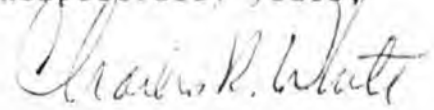
The Honorable Charles Parr  
Alaska State House  
Pouch "V", State Capitol Bldg.  
Juneau, Alaska 99801

Dear Representative Parr:

By this letter I want to call attention to a rather critical need which is imminent in the Dillingham City Schools. Over the past year our facilities have been crowded and we have had to use several inadequate structures outside of our school buildings. With a 50 student increase this one year alone it is evident that such temporary provisions are completely inadequate. The projected growth for this area make it imminent that a new facility must be constructed no later than a year from the coming summer. Last year Representative Joe McGill tried to have a new facility included in the state bond issue, however long-standing requests from other districts and higher priority. Now we can wait no longer to yell loud and clear about our increasingly difficult situation.

As a member of the House Health, Education and Social Services Committee, you will no doubt have opportunity to provide considerable assistance on behalf of education and this part of the State. We urge your careful consideration. We appreciate your attention to this need. Perhaps I can call on you personally when I am in Juneau during late February.

Respectfully yours,



Charles R. White, Ed.D.  
Superintendent of Schools

CRW:lan

HIGHER AND ADULT EDUCATION NEEDS  
IN RURAL ALASKA

A Report  
by the  
ALASKA NATIVE FOUNDATION  
to the  
Policy Council  
of  
The Alaska Native Human Resource Development Program

(The cover for this report was drawn by Benjamin Nayamin, Peter Atchak and Mary Abruska of the Cultural Heritage Program of Yupiktak Bista in Bethel. We thank them and also all of the persons throughout Alaska who generously gave their time and thoughts to us during our interviews with them.)

December 1974

## PREFACE

The Alaska Native Claims Settlement Act, which was signed into law by the President of the United States on December 18, 1971, thrust the Native people of Alaska into a new world. About 73,000 Alaska Natives, most of whom live in rural areas of the state and maintain a lifestyle which depends largely on subsistence hunting, became eligible to share in payments from the federal and state governments of 962.5 million dollars and to share in the selection and ownership of forty million acres of land in Alaska. The Act was the result of an intense lobbying effort by Alaska Natives to obtain compensation for Alaska lands already taken from them by United States government withdrawals, state selections or private development, and to prevent further losses of land.

Twelve regional Native corporations and over 200 Native village corporations were established to receive and administer the benefits of the Act for the Native people. Most Natives eligible to receive the benefits are enrolled as shareholders in a regional corporation and a village corporation. The boards of directors of the corporations are elected by the shareholders.

Whereas most previous settlements between Native American groups and the federal government have contained some arrangement whereby money and land is held in trust and managed for Natives by the government, settlements with Alaska Natives have granted outright ownership of money and land to the Natives. This provision was written into the Tlingit-Haida settlement of 1967, wherein the Tlingit and Haida Indians received 7.5 million dollars in compensation for lands taken in southeastern Alaska. The principle of outright ownership thus established also became part of the Settlement Act of 1971.

The Natives of Alaska fought for outright ownership of their land and money not only because they had never agreed that they did not already own the land, but also because they had witnessed the ways in which the government carried out its trust responsibilities in education and health care for Alaska Natives and were frustrated by not being able to control or have any meaningful influence on matters of both physical and spiritual life and death. They had learned that Native American groups outside of Alaska whose land and money were held in trust by the federal government suffered from the same frustrations. Therefore the Natives insisted that provision be made in the settlement for outright ownership of the land and money granted.

Outright ownership of 962.5 million dollars and forty million acres would present a tremendous challenge to any group of people, but the challenge to Alaska Natives is especially great. It is estimated that by 1978 between 170 and 270 professional administrative personnel will be needed to successfully administer the Settlement Act.<sup>1/</sup> Although there are about 73,000 Natives enrolled to receive the benefits of the Act, very few of them have training or experience in business administration or land management. Between 1967 and 1972 an average of 22 Alaska Natives per year graduated from college in Alaska. Of these, only 6 majored in business administration and one majored in economics. Three majored in office administration and one majored in wildlife management. The rest of the graduates majored in fields not directly related to the administration of the Settlement Act, such as education, sociology and the humanities.<sup>2/</sup> There was a slight increase in the number of Native graduates per year in 1973 and 1974 (insert statistics when available) and of course there are a few Natives who graduated from college before 1967 and established themselves in professions. Many Native college graduates have been attracted to work for the Native corporations. However, although no study has been made of the educational attainments of the leaders of the Alaska Native corporations, it is safe to say that most of those holding leadership

positions today have not graduated from college and of those who have, practically none majored in fields related to business administration or land management.

Therefore both the immediate and long-range needs for trained personnel to implement the Settlement Act are great. Most of the corporations are presently using a great deal of non-Native talent in administering the Settlement. This practice will certainly continue even as more trained Native manpower becomes available, but everything from the physical isolation (in non-Native terms) of many corporation headquarters to the desire of regional people to be involved with decisions determining their destiny points to the need for training Native people in management skills at once.

The twelve regional corporations which have been formed to implement the Settlement Act are, by the terms of the Act, profit-making corporations. Their first responsibility is to profitably invest the money they are receiving and to select lands the ownership of which will protect their present interests and allow profitable natural resource development. In order to carry out these responsibilities and in order to raise the level of awareness of the terms and probable impact of the Act in the regions the corporations have planned

a number of training sessions for corporation personnel and shareholders. These sessions have often been offered under the auspices of the nonprofit corporation which has been established in each region in recognition of the profit-making corporations' inability to become involved in badly needed social service areas such as education, employment assistance, health, and housing.

The twelve non-profit corporations, using grants from the federal and state governments, have become very active in the social services, including offering training programs at the request of the profit-making corporations. Training programs offered so far have drawn heavily on federal and state agency personnel and profit-making corporation consultants as teachers. The success of the programs has been mixed. Some really useful sessions have been held. Others were to a large degree unsuccessful. One of the reasons for the unevenness of the sessions seems to be that there is no central agency which can supply reliable teachers and materials to the corporations and which can offer and get feedback on programs several different times in order to perfect them. So far, most of the training sessions have been one-shot affairs, with very little opportunity for evaluation and no follow-up. Nonetheless, through the training sessions which they have put on and through their other social service activities, the nonprofit corporations have developed

considerable knowledge of the overall education needs  
in their regions and they are developing the expertise  
needed to administer programs to meet those needs. <sup>3/</sup>

## INTRODUCTION

This study was carried out by the Alaska Native Human Resource Development Program which is funded by a grant from the Kellogg Foundation. The grant is jointly administered by the University of Alaska and the Alaska Native Foundation. The purpose of the grant is to provide higher and adult education and training programs to Alaska Natives. The purpose of this study was to determine what fields of study are important to Native people today, and how higher or adult education programs might be structured so as to be of maximum use to Native people.

Fifty-one leaders of Native corporations were interviewed to determine Native education and training needs. The procedure for the interviews was as follows: Questionnaires were mailed out to the chairman of the board and manager of each of the twelve profit corporations and the manager of each of the non-profit corporations. The cover letter which accompanied the questionnaires explained that a representative of the Alaska Native Human Resources Development Program would visit each person to whom the questionnaire had been mailed in order that the desired information could be gathered in a personal interview. Personal interviews were important for two reasons: First,

all of the people to whom the questionnaires were mailed are extremely busy, and we knew that we could not count on them to take the time to respond to the questionnaires in writing. In addition, it was desirable that we get a "feel" for the interviewees' thinking in the process of carrying out a personal interview and become familiar at first hand with the problems, physical properties and "flavor" of each of the twelve regions.

The questionnaires were developed with the assistance of many people, including Dr. Lou Jacquot, Executive Director of the Alaska Native Human Resources Development Program, members of the Alaska Native Human Resources Development Program Policy Council, Dr. James Matthews, Director of the University of Alaska Cooperative Extension Service, and Irene Rowan of the Rowan Group polling firm. It was decided to make the questions as open ended as possible in order to find out how extensively and deeply the corporation leaders have thought about education concerns in their regions. We tried not to suggest any possible "answers" to the questions by the manner or form of the questions themselves. Also, extreme care was taken during the interviews not to suggest any "answers" to the questions in the course of conversation. The benefit of the open-ended approach was that we feel we have gained an accurate reading on the level and depth of

concern for higher education by Alaska Native leaders. The open-ended approach also led us away from some cherished assumptions of our own, and made us aware of some issues that are of concern to Alaska Natives that we did not previously perceive. On the other hand, the problem with the open-ended approach was that it evoked a tremendous variety of responses. Also, it often happened that different questions were answered in response to one question from the interviewer. These factors made it difficult to tabulate, analyze, and eliminate repetitions from the data gathered. The reader will note that in most cases the total number of responses to a question far exceeds the total number of people interviewed. This is because most people mentioned several factors in answer to each question.

Although the questionnaires were mailed to the chairman of the board and manager of each corporation, sometimes these people were either not available when we arrived at their office for the interview (even though, in most cases, we had made advance arrangements for the interview), or they asked us to talk to another corporation employee who was directly concerned with the development of education and training programs for people in that region. Therefore, the list of people to whom interviews were originally sent is very different from the list of people who were actually interviewed. However, we feel that we did achieve an accurate sampling of the thinking of the leaders

of the Native corporations.

Another deviation from the planned procedure was that in several cases the interviewer and the respondent were joined by several other corporation employees during the course of the interview. Sometimes this happened at the instigation of the respondent, who wanted someone who was more knowledgeable in a certain subject to answer a question or two. Sometimes others just happened by and stayed to help answer questions. In these cases we were very careful to keep clear records of each person's response to questions. The "group interviews" (no group was larger than three) were all very informal, with people coming and going, but the original interviewee remained throughout and we kept the discussion pointed to the questionnaires. In several cases we felt that the "group interview" contributed substantially to serious thought and articulation of the issues.

Fred Bigjim, an instructor at the Alaska Methodist University and member of the Alaska Native Human Resources Development Policy Council, did the interviews in the Doyon and the Arctic Slope regions. Lisa Rudd of the Alaska Native Human Resources Development Program, carried out the

interviews in the remaining ten regions and wrote this report. In addition to interviewing the regional corporation leaders, Paul Gaskin of the Native Foundation and Lisa Rudd interviewed five representatives from Venetie, Arctic Village, Savoonga, and Elim, which are four of the six villages which decided to take their land under the Indian Reorganization Act of 1934 rather than to participate in the Land Claims Settlement. We thought it would be valuable to obtain some reading on the situation of these villages, not only because they have a special status outside the terms of the Settlement Act, but also because their leaders tend to be less urbanized and probably more representative of village Natives than the regional corporation leaders.

Since this study is an attempt to assess the overall higher and adult education and training needs of Alaska Natives, no attempt has been made to appraise the differences between the educational needs of each Native region in the state. Such differences do exist, though not, we believe, so much in general areas of concern as in specific course subjects needed. For instance, some regions are looking more towards petroleum development than towards the timber business. Both of these interests, however, fall into the general category of concern with natural resource

development, and it is such broad areas that this study was designed to identify.

Awareness of higher and adult education and training needs and concerns varies widely among the leaders of Alaska Native corporations. Some have thought very deeply about what is needed and how it can be obtained. The Arctic Slope and Doyon Regions have, in fact, established their own higher education programs this year. The Calista and Koniag Regions have developed working relationships with the community colleges in their regions. Others are aware of the need for further education and training for their own employees but have given very little thought to the development of higher or adult education programs in their region. It is our belief that this latter group has been so concerned with trying to improve and gain control of elementary and secondary education in their regions that higher education programs are simply a low-priority item for them at this time. We believe that this study has already served a useful purpose by causing these Native leaders to begin to think seriously about the need for higher and adult education and training programs and how they can be structured and developed so as to make them really useful to the Native people.

## SECTION I

### Education and Training Needs

A glance at Table 1 and Table 1a will show the frequency with which certain areas of study were mentioned by the persons interviewed as needed by Alaska Native people. Most frequently mentioned was training in various vocational skills.<sup>4/</sup>

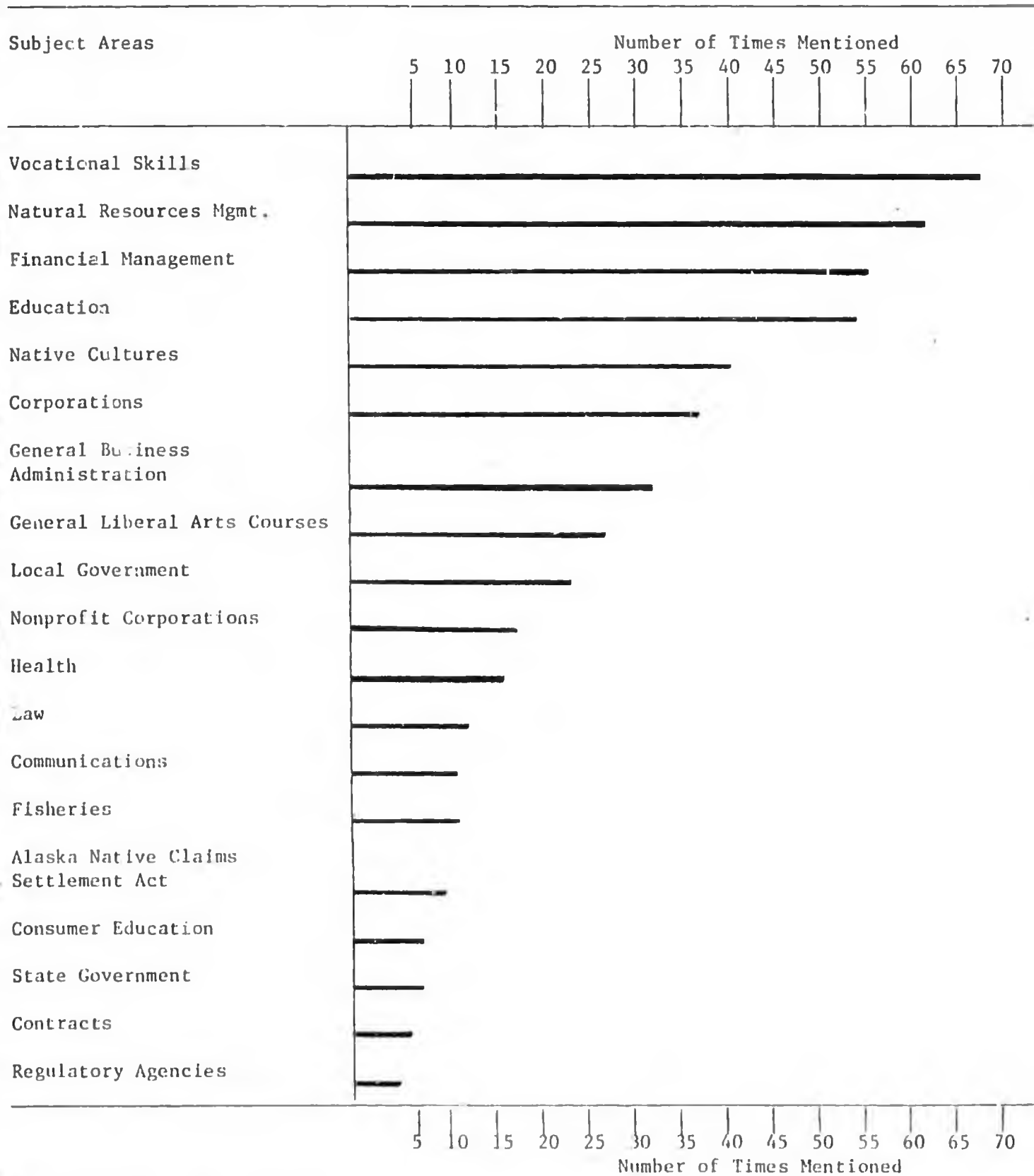
The interest in vocational skills is not primarily a response to the new demands of the Settlement Act but rather reflects the necessity of earning money. Even in small villages there are now certain necessities of life such as rifles, outboard motors, and fuel for the engines and snow machines which cannot be obtained from a subsistence lifestyle, but which enhance the ability to maintain a subsistence lifestyle. These items, and others less necessary to life, must be bought with money. Therefore, there is a strong interest in training which will lead to a paying job. This interest was reflected also in the fact that "the possibility of a job on completion of the course" and "the possibility of better pay or promotion on completion of the course" were ranked second and third out of ten suggested factors that might motivate people to take courses. (See Table 6.)

Two caveats cropped up often in discussions of

Table 1

COURSES NEEDED

Frequency of Mention



(See Appendix I for listing of areas of study mentioned under each subject.)

Table 1a

COURSES NEEDED

General Areas of Study Mentioned  
(derived from Table 1)

Total Course Requests: 458

Study Area	No. of Requests	% of Total
General Administration (Financial Management, Business Administration, Natural Resources Management, Contracts, Regulatory Agencies)	146	31.9
Professional/Paraprofessional (Education, Health, Law, Communications)	86	18.8
Institutional Administration (Corporations, Local Government, Alaska Native Claims Settlement Act, Nonprofit Corporations)	80	17.5
General Education (Consumer Education, Native Cultures, General Liberal Arts)	73	15.9
Vocational Skills	67	14.7

skill training. One was that skill training be directed at known job openings, and the other was that Native people, in general, want to be trained in skills which they can exercise in their home areas. While this dichotomy of wanting a job and wanting to remain close to home used to present a real dilemma for Native people, it seems that today this dilemma may be easing. In many areas of the state there is a lack of skilled craftsmen. With housing and construction and electrical power and communications projects in many villages, and with the constant need to maintain and repair these installations, the need for locally available skills is growing.

The next two most frequently mentioned needed areas of study were natural resource management and financial management, both of which are obvious responses to the demands of the Settlement Act. Two thoughts seemed to lie just below the surface of many of the comments received on education needs in these fields. One was that it will be necessary that the courses first address themselves to the question of why the information that is about to be imparted is needed. That is, the students will have to know not only the terms of the Settlement Act and that they are going to have to manage large amounts of land and money, but they are also going to have to understand the basic principles of

resource management and economics. A course on record keeping, for instance, must teach not only the techniques but also the rationale for and legal requirements of keeping accurate records.

The second idea, closely tied to the need for understanding the underlying value systems of the subjects to be taught is the distinct feeling gained in the interviews that Alaska Natives are desperately trying to keep ahead of developments in their world. Mention has already been made of the lack of trained Native brainpower available to the Native corporations. The Settlement Act has presented such a staggering series of tasks and deadlines to the corporations that one often gets the feeling that they are struggling just to keep their heads above water. There have been a number of courses developed and offered by the corporations to prepare regional and village corporation personnel to do the tasks and meet the deadlines. (See Appendix II for a compilation of training sessions offered by each region in the past year.) However, with the filing of village land selections of December 18th of this year the deadline crunch will ease a bit and there will perhaps be time for the corporations to contribute to the planning of long-range higher and adult education and training programs in their regions and time for Native people (whether corporation

employees or not) to enroll in less hurried programs to provide them with the background they need to successfully continue implementation of the Act.

*General*

Education was the fourth most frequently mentioned area of need. In this category are included the need, often expressed, for the training of Native elementary and secondary school counselors and teachers and the need for adult basic education programs in the villages. In response to a specific question about adult basic education programs every corporation leader said they were needed and many echoed the statement of Vera Skaflestad of the Aleut League, who said that ABE programs are a "big basic need" in her region.

Discussion of adult basic education programs centered around the need to provide older village people with the communications skills they will need to understand and contribute to the implementation of the Settlement Act. A number of comments were made to the effect that adult basic education teachers must be people who speak the language of the village and who have established a trusting relationship with the older people of the village. Often the comment was made that adults would be embarrassed to enroll in adult basic education programs unless the teacher is someone they trust,

i.e. someone who had made a fairly substantial commitment to the life of the community. The same desire for trusted and committed teachers was expressed in discussing other courses as well. (See Table 7.)

There were a number of themes which ran through conversations with the respondents on the subjects in which Natives feel they must be educated.

The first concern was that higher education programs must be available to people in the villages of Alaska. It is understandable that such a concern should be prominent in the minds of regional corporation leaders, as the regional corporations and village corporations have, under the terms of the Settlement Act, a symbiotic relationship which neither can ignore. The regional corporations, in order to operate successfully (that is, at a profit), must have the support of the village corporations, and they also have obligations under the Act to work for the success of the village corporations. In order for the village corporations and shareholders to support the efforts of the regional corporations, they must be aware of the basic concepts of business administration and the options that are available at any given time to both the regional and village corporations. The respondents

to the questionnaire also were concerned that while many individuals from native villages have been trained in the terms of the Settlement Act and in the knowledge that they need to implement the Act, this knowledge has not settled into the consciousness of the mass of Natives living in villages. Instead of helping a community to deal with the decisions facing it, the present practice of educating only one or two members of each community in a certain aspect of implementing the Act tends to isolate the "educated" persons from their community and makes the process of community decision-making and management even more difficult. This concern with education for more than a few "elite" village community members was reflected in very strong recommendations that higher education programs be delivered locally, which will be discussed further in Sections II and III.

The other great concern frequently expressed was that higher education programs be fitted into the present day physical realities of life in Native villages. That is, the subsistence lifestyle must not be interrupted by rigid or lengthy course time frames or study demands. This concern was based both on a desire that large numbers of village people be able to enroll in courses and on the desire to affirm the fundamental value of the present lifestyle.

Courses which take hunters away from their hunting--especially courses which teach the subsistence systems of an entirely different culture--not only take food from the table, but also tend to plant doubt in the mind of the student that hunting is an acceptable way of obtaining the food for the table. There is great concern that by the accumulation of such seemingly small and unimportant events as a class held during a peak hunting period the fabric of the Native lifestyle and culture will be destroyed.

This concern was perhaps best expressed by John Schaeffer, the executive director of the NANA Corporation, who explained that the object of all of the corporation's activities is to prepare the people of the region to enter the cash economy if they wish, but at the same time they are trying to preserve the possibility of maintaining the present lifestyle for those who wish it. They are trying to keep all of the options open for the people of the region. The desire for the affirmation of the value of the Native lifestyle was also expressed by Harold Napoleon, executive director of Yupiktak Bista, the non-profit corporation in the Calista Region, when he said that there should not be such emphasis on the Settlement Act that Native people are encouraged to abandon their present lifestyle in favor of another. Napoleon went on to say that the

present village lifestyle is as good as any and education for village people should reinforce that point.

The ideas expressed by Schaeffer and Napoleon were echoed by many of the respondents and confirmed by the number of times some aspect of Native culture was included in course requests. (See table 1.) It is especially noteworthy that these courses were so often requested in view of the emphasis in the questionnaire on finding out what education programs are needed to aid in the implementation of the Settlement Act. Presumably, courses having to do with the culture of Alaska Natives are not needed to help Natives become better business managers, and yet they were frequently mentioned. It should be noted also that other studies of the education needs of Alaska Natives have shown the same strong concern.<sup>5/</sup>

The desire to involve large numbers of village people in higher or adult education and training and the desire to retain (or at least maintain the option of retaining) the village lifestyle present challenges to the University of Alaska not only in the development of a course delivery system but also in the development of a philosophy of higher education for Alaska Natives which will encourage cultural pluralism at the same time that it gives instruction in some very specific techniques of American economic development and vocational skills.

## SECTION II

### Attitudes Towards the University of Alaska

When this study was designed it was decided to try to discover what attitudes Natives have towards the University of Alaska in order that the University, in designing programs to meet their needs, can build on the positive things that Natives see in the University and can eliminate or modify elements of the University system which present problems to Native students. Therefore, the question "What is your general impression of the University of Alaska?" was asked. It was surprising that many of those interviewed said that they had no impression of the University. (See Table 2.) In several cases these respondents gave the definite impression that they felt negatively about the University but did not wish to express those feelings to someone who is connected with the university. Therefore, they simply said they had "no impression" of the university. However, the "no impression" answers, when viewed in relationship to the answers to the question "Are there any college courses being offered in your region?" (no table given) did seem to indicate that the University of Alaska has not touched the lives of many Alaska Natives. The leaders of the Aleut, Ahtna,

Table 2

Response to the Question:

"WHAT IS YOUR GENERAL IMPRESSION OF THE UNIVERSITY OF ALASKA?"

Number of Responses	Comments
16	No impression.
12	University is not sensitive to Native cultures. Out of touch with reality, ivory towered. Course offerings not relevant to Native interests.
9	University is slow to change, bureaucratic, institutionalized.
7	Community colleges are meeting our needs.
7	University is not serving rural areas of the state.
6	Not enough Native input. University is unresponsive, doesn't listen to Natives.
6	University is beginning to try to meet our needs.
5	University is not meeting the education needs of Natives.
3	There are too many dropouts.
3	Good. Teachers are not paternalistic.
3	Too far away.
2	Bad attitudes towards Native students.
2	Good school.
2	Wide variety of resources and courses are available.
2	Beautiful campus (Fairbanks).

Bristol Bay, and Chugach Regions indicated either that no courses are being offered in their region or that courses being offered are not suited to the needs of the Native people in the region. On this point a common complaint was that most courses being offered are graduate courses, designed to allow teachers and nurses in the region--most of whom are not Natives--to upgrade their skills, but that few or no courses are being offered which cover subjects of interest to the majority of the people in the region or are offered in locations convenient for them. In these regions there seems to be a serious lack of communication between the university and the Native people.

In the Bering Straits, Sealaska and NANA regions the corporation leaders seem to be aware that the university is available to help develop education programs, but so far neither the Native groups nor the University have made serious attempts to work together.

In the Doyon and Arctic Slope Regions the Native leadership has entered into agreements with Antioch College West and Sheldon Jackson College to develop higher education and training programs. The Tanana Chiefs Conference Land Claims College (Doyon Region) opened this fall, offering

eight courses in Fairbanks with videotapes of the classes being made for persons who have enrolled in the region's 53 villages.<sup>6/</sup> The North Slope Borough (Arctic Slope Region) post secondary program is still in the planning stages. Because of these developments, which seem to have grown out of dissatisfaction with the response of the University of Alaska to education needs in those regions, the Native leadership is looking towards the University of Alaska only to complement their own programs.

The leaders of the Cook Inlet, Koniag, and Calista regions are all aware of and taking advantage of higher and adult education programs in their regions. In the Koniaga and Calista regions close and productive working relationships have been developed with the Kodiak and Kuskokwim Community Colleges. Local advisory committees with a good representation of Native residents have been established and sometimes have been encouraged to go beyond advising to making policy decisions. Courses have been developed and offered in response to needs expressed by Native groups. Such statements by Native leaders as, "They have been our salvation," and, "No one has tried harder to meet our education needs," speak of the very positive contributions which community colleges can make. In the cases where the community colleges are highly thought of by the Native leadership it seems that a strong and implemented personal commitment to meet Native

education needs by the director of the college is the major factor in developing a positive response on the part of the Natives.

The Cook Inlet Region, most of whose enrolled members live in Anchorage, is unique in that there is a full university program available locally. There is also a strong feeling on the part of the leadership of the profit-making corporation that its shareholders, if they want any education at all, must obtain it according to the standards of the dominant culture in the region. The Cook Inlet Native association, Cook Inlet's non-profit corporation, is, however, interested in the idea of making arrangements with the University to present special interest courses (such as consumer education or a course on the Settlement Act) for Native people in the Association's own facilities.

The number of "no impression" responses to the question on the University of Alaska was increased by a solid "no impression" response from the five reserve village representatives interviewed. It is probable that their response is a reflection of the isolation of those villages from university programs. Since the other 225 or so villages in Alaska are similarly isolated, their people would probably

give a similar "no impression" response. Therefore, despite the fact that some of the respondents were just being polite when they answered that they had "no impression" of the university, it seems to be safe to say that the University of Alaska has made neither a positive nor negative impression on most of Alaska's Natives.

On the other hand, most of the respondents who did express an impression of the university spoke negatively of it. Their complaints were founded on the university's insensitivity to Native cultures and needs and failure to involve Natives in the development of programs. A sampling of the comments follows:

"People at the university live in a dream world, but they are making decisions for us."

"They're trying to meet the needs of Natives. Unfortunately they're trying to do it in a centralized way when they should be de-centralizing. There are important and dedicated people on faculty, but now instead of growing like an amoeba in one spot the university should spread out and bring education to the people instead of bringing the people to the University. When the University was founded in Fairbanks it was a very unfeasible location. They should be looking at some more unfeasible locations now."

"The university is such a huge, slow-moving thing it would be like trying to push an elephant off its path to make changes in university attitudes or systems."

"Their involvedness is limited as far as our rural areas are concerned. The University of Alaska needs sensitive faculty to work with policy-making people in rural areas. As of now, my impression of the University of Alaska is their insensitive lack of cultural understanding, etc."

"The university does not seem to work with our local advisory board."

"Generally speaking, the university has remained a traditional institution with science priorities. They are very conservative in their social sciences, particularly concerning the social changes in rural Alaska."

Despite the above-cited negative feelings about the University of Alaska, responses to the question, "What prevents Alaska Natives from getting a college education?" (see Table 3) did not indicate that Alaska Natives think that the University of Alaska or any other university is the major deterrent to higher education for Natives. Instead, the most frequently mentioned problem for Natives seeking higher education was finances. Numerous respondents indicated that it is difficult to find out what Bureau of Indian Affairs or other scholarship monies are available and where to apply for them.<sup>7/</sup> Complaints were also registered that

Table 3

Response to the Question:

"WHAT PREVENTS ALASKA NATIVES FROM GETTING A COLLEGE EDUCATION?"

Number of Responses	Comments
20	Finances: It's a hassle getting money from the BIA and they don't give you enough. Many people must support, or help support, a family.
19	Fear of failure. Lack of self confidence, motivation, goals. Parents don't care.
16	Poor academic preparation. Bad study habits.
13	Strong ties to home, family. College too far away. Homesickness. Fear that you may not return home once you leave.
11	Social, emotional dislocation in adjusting to urban and academic life. Alien environment, different values. Difficult to adjust to rigid time schedules.
11	Lack of pre-college counseling, information on options available.
4	Native manpower is spread too thin. Capable people cannot be spared to attend college.
4	Transportation, housing, child care difficulties.
4	Courses are not relevant to Native concerns. No Native input into curriculum. White middle class values are taught.
4	Teachers are insensitive. Don't understand "where students are coming from."
2	Lack of Native role models who have succeeded at college.
2	Social isolation (especially at colleges outside Alaska).

getting money from the BIA is a big hassle and that the money often does not come through until just a day or two before the semester starts, and many young people who had been hoping to go to college have, by that time, had to make other commitments. Some feelings were also expressed that the BIA funds for college students are just barely enough for the necessities of life and leave no latitude for any emergencies which might arise or even for the purchase of an occasional piece of clothing.

It should be noted that payments to individual shareholders under the Settlement Act have been and will continue for some time to be small. (Each shareholder enrolled to a village received a total of about \$275 during 1974.) Therefore it would seem that increasing the amounts and improving the delivery of financial aids to students are important to achieving the maximum possible Native enrollment in college programs.

Fear of failure, or lack of self confidence and motivation was the second most frequently mentioned deterrent to education for Alaska Natives. Hank Eaton of the Koniag Corporation expressed these factors well when he said, "For at least five generations the BIA has bred an inferiority complex into our people. The hell of it is most

of them believe it." Fear of failure is heightened by the fact that going to college is a tremendous step in the life of an Alaska Native. It entails a conscious decision to leave home, to subject oneself to rigorous academic demands (for which you are not properly prepared) and to face the social and emotional dislocations of new ways of living and new values. These factors were also frequently mentioned reasons why Natives don't get a college education. Small wonder, then, that, in response to the question, "How can the university improve its services to your region?" an overwhelming number of people called for the establishment of higher or adult education programs in the regions and the villages. (See Table 4.) (One respondent put it this way: "Any service at all would be an improvement.") Such programs, simply by being close to home, and especially if they are combined with strong local input into the design of curricula (the second most frequently requested improvement in university service), would eliminate or mitigate many of the factors which were mentioned as preventing Alaska Natives from getting a college education, or as undesirable features of the University of Alaska.

A number of respondents mentioned counseling and recruitment programs for high school students as a desired university service to their region. There seems to be a real dearth of information in rural Alaska on post secondary

Table 4

Response to the Question:

"HOW CAN THE UNIVERSITY IMPROVE ITS SERVICES TO YOUR REGION?"

Number of Responses	Comments
49	Establish education programs available to people in Native regions and villages.
40	Structure programs to meet local needs and conditions. Obtain local advisory or policy-making input.
10	Counsel and recruit high school students.
5	Improve on-campus orientation programs.
5	Hire more faculty. Make sure they are effective teachers.
2	Speed up degree programs.
2	Work to upgrade academic standards of rural elementary and secondary schools.

vocational and educational opportunities and options. The Aleut League's recently published handbook is a good compendium, but rural high school students also need the personal interest and support of counselors as they try to decide what to do after finishing high school.

Table 5

Response to the Question:

"SHOULD CLASSES BE HELD IN YOUR REGION? IF SO, WHY?"

Yes: 44

No.: 0

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Reasons	
14	Students learn faster in a familiar environment. (Self image enhancement, among friends, community of interest, learn together.)
12	People don't want to leave home, or they can't leave home because of family responsibilities.
9	Courses should be accessible to corporation employees. (The manpower needs of the corporations are so great that corporations can't spare people to go away for whole semesters.)
9	Students would not experience dislocation trauma as they do on campuses in Anchorage and Fairbanks.
8	Courses can be relevant to local job opportunities or issues.
7	People who leave to go to school often don't come back.
6	Going to school close to home would be financially easier than going to Anchorage and Fairbanks.
4	Teachers can (should) learn about our needs.
4	Courses can be scheduled around seasonal or subsistence work.
3	Travel to and from Anchorage or Fairbanks is difficult.
2	More people will enroll.

### SECTION III

#### Considerations in Planning Higher or Adult Education Programs

As mentioned in Section I, there is very great concern that higher or adult education programs be available to village people without disrupting the pattern and values of village life. Therefore it was not surprising that the responses to the question, "Should classes be held in your region?" was universally "Yes." (See Table 5.) The seven most frequently given reasons for the "yes" answer showed the opposite side of factors often mentioned as preventing Alaska Natives from getting a college education (as discussed in Section II and depicted in Table 3).

Mentioned as part of the frequent general comment that students learn faster in a familiar environment were such elements as being among friends, sharing a community of interests and the satisfaction of learning together. Other reasons given for having courses offered in the regions are listed in Table 5. They add up to a very forceful argument for offering higher or adult education programs in rural Alaska.

A strong contributing factor to the universal response that courses should be offered in the regions was the concern that courses be available to village people, as

Table 6

Response to the Question:

"WHAT FACTORS WOULD INTEREST PEOPLE IN YOUR REGION IN PARTICIPATING IN CLASSES?"

Rank		Raw Score
1	Course available close to home	159
2	Possibility of a job on completion of course	178
3	Possibility of better pay or promotion on completion of course	180
4	General interest in subject area	217
5	Use of community members as resource people	243
6	Use of local examples and problems as learning devices	248
7	Obtaining a certificate of training	250
8	Course of short duration	254
9	Progress towards a degree	263
10	Obtaining college credit	273

*How was New York instructed*

well as people in the regional centers (such as Dillingham or Kotzebue). For the reasons outlined in Section I the corporation leaders recognize the need to educate a great number of Alaska Native people, and not just the few who can leave home regularly for classes of varying lengths. Often the request was made that classes be held in the villages rather than in the regional centers or that classes in the regional centers be of short duration and scheduled so as not to interrupt the subsistence activities of the villages in the region, so that village people could participate.

A few of the respondents qualified their request that classes be offered in the regions with comments that some courses should be taught on campuses to provide the stimulation of a professional atmosphere or if the resources needed to teach a subject are available only on a campus.

The response to the question asking respondents to rank ten factors which would interest people in participating in classes confirms the desire that courses be available in the regions. Having the course available close to home was ranked as the most strongly motivating factor of the ten listed. (See Table 6.) The second and third ranked factors

(possibility of a job on completion of course, and possibility of better pay or promotion on completion of course), are a reflection of the desire and need to earn money, as was shown in the large number of requests for skill training discussed in Section I.

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Four strong concerns emerged when respondents were asked a very general question about what factors should be considered in planning courses. The two most forcefully expressed concerns were for finding effective teachers and for making course content relevant to Native concerns. Other comments concerned the academic level at which courses should be taught and the structure of courses to be offered.

Since tabulation of the comments received on these subjects is difficult and would at any rate take the force out of the comments, all of the comments made are reproduced in Appendix IV. It will be noted that comments on teachers are strongly interrelated with comments on relevance. The feeling seems to be that hiring teachers who are familiar with village concerns and can relate to village people will do much to satisfy the need for relevance in courses. Such

teachers would naturally use local examples and cases and resource people, which would build relevance into any course.

Comments on course level illustrate clearly a desire that courses be taught to normal academic standards, though the statistic from the Calista region on the average number of grades finished by adults indicates that the reading level of course materials must be very basic. (The Calista Region also is one in which bilingual classes would be desirable.) However, Natives do not want "watered down" or undemanding courses. They recognize that Native people must (especially in the administration of the Settlement Act) be able to function according to non-Native values and standards. The requests for relevance in course offerings and basic level courses were not therefore requests for easy courses. They were instead requests that foreign subject matters be taught in ways that make them understandable and useful to Native people.

The comments on course structure emphasized the desirability of offering courses in ways which will enable village people to enroll in them. Flexibility seems to be the key word. Courses could be scheduled as short workshops in central regional locations in order that people from a

Table 11

Response to the Question:

WHAT ASPECTS OF PLANNING THEIR OWN EDUCATIONAL  
PROGRAMS ARE PEOPLE IN YOUR REGION INTERESTED IN?

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Comments	
15	A local advisory or policy-making board for local programs.
12	Choose courses to be offered.
10	100% local control.
6	Program philosophy and planning, curriculum development.
5	Choose teachers.
4	Student recruitment.
4	Needs identification.
3	Course evaluation.
3	Course timing and length.
2	Choose program director.
2	Budgeting.

## SECTION IV

### Summary and Recommendations

Four major findings emerged from this study. They are:

1. There is a need for higher and adult education programs in rural Alaska.
2. The programs must be developed with special attention to factors which are not usually part of academic program planning.
3. The programs should be developed with maximum local involvement in planning and implementation.
4. The University of Alaska has not to this date responded in a satisfactory way to these needs.

It is obvious to us that a clear recognition of the need for innovative thinking in meeting these needs and strong commitment to meet the needs are needed if the University of Alaska is to respond in a useful way. We therefore recommend that the University of Alaska establish a new statewide division of the University to meet rural higher and adult education needs. Such a division might be called the College of Village Instruction. We recommend that the

College of Village Instruction have an advisory board with strong Alaska Native representation. We further recommend that the College of Village Instruction contract with the non-profit corporations in the Native regions of the state to represent the University in the rural areas of the state.

A separate and statewide division of the University is needed for several reasons. First, as mentioned above, it is essential that education programs for rural Alaska be developed with special attention to factors which are not usually part of academic program planning, such as building local or cultural relevance into courses, scheduling courses around the living patterns of each rural area, planning for bilingual instruction if needed and using teachers who can work effectively with Native students. The College of Village Instruction must address itself to determining what information is needed and how it can be presented. New courses and materials must be developed and methods of delivery must be devised. The university cannot hope to meet the needs of rural Alaska by exporting normal university courses (at any level) and teachers who have not been chosen carefully for teaching in rural Alaska. In order to use these teachers full time, the College of Village Instruction should be able to use their services throughout the state. A new commitment is called for and an administrative structure which will allow the commitment to be carried out must be established.

The College of Village Instruction would carry out three major functions. First, it would develop courses, curricula and course materials. Second, it would identify and hire teachers. Third, it would coordinate the scheduling of courses to be delivered in rural Alaska. In carrying out these functions it would receive the advice and draw on the knowledge of the advisory board. This board would provide a strong voice of rural Alaska at the policy-making level, such as has been called for by the Native people.

The proposed contracts with the non-profit corporations would provide the local involvement which was asked for by the Natives whom we interviewed for this survey. Such liaisons would also provide the university with the support services which it will need in the rural areas to carry out the village instruction program. Such services would include identifying desired courses and suggesting elements of curricula; supplying local resource people and orienting teachers to local conditions; identifying any need for bilingual instruction; recruiting students and planning for their transportation, room and board; scheduling courses at times when people in the region or village can attend them; and course evaluation. As discussed in the Preface, the nonprofit corporations now know the education needs in their regions and are developing the expertise to administer courses and training sessions. In response to the fact of the nonprofit corporations' knowledge and expertise the university should discontinue its practice

of sending non-local representatives to the rural areas of the state and instead develop formal relationships with the non-profit corporations.

The proposal for a College of Village Instruction does not deny that there is also a need for community colleges in the smaller Alaska communities. They can provide more formal academic training and associate of arts degrees for those who desire them. Also, we recognize that there will always be (and should always be) Native students who will want to enroll in a full four-year program on a campus in Anchorage, Fairbanks or Juneau. The College of Village Instruction should be designed to meet the needs of those who cannot, or do not want to, use community colleges or large campuses. It can produce and deliver courses in a variety of modes to meet specific and immediate needs. If, as seems likely in the near future, the State of Alaska purchases a communications satellite, the College of Village Instruction could serve as the headquarters for the production of video and audio courses for students in villages. The College could also develop external degree programs for students who wish to pursue a degree without leaving their jobs and/or homes in rural Alaska. (In the course of our interviews for this report we met or heard of a number of people who would be interested in an external degree program.)

The College of Village Instruction should be founded on the philosophy that village community life should be strengthened by the education process. It should be administratively structured with maximum local input and control.

It should be noted that the findings of this survey are not startlingly new or different from concerns which have been previously identified by researchers in education, particularly at the University of Alaska (see Bibliography). Previous research has usually been directed to elementary or secondary education, but now the Native people are telling us that some of the same issues are of concern in the development of higher or adult education and training programs. The need for effective teachers, the need for local control, the need for education to be available close to home, the need for adult basic education programs, and the need for counseling programs for high school students have all been previously identified. Our research confirms all of these needs. Since the same findings have been confirmed several times, it behooves the University of Alaska, a statewide institution which bears the statutory responsibility to provide higher and adult education to all of the citizens of the state, to act now to establish the needed programs.

The Natives of Alaska are eager to take up the challenge of learning new things. They ask only that the learning take place within the physical and philosophical framework of their own communities. We hope that the University of Alaska will eagerly meet the challenge of providing such learning environments for them.