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COMMITTEE REPORT

HOUSE

(5)

FURTHER: FINANCE

2/16/82

Date: 3/19/82

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HR 812

"An Act making a special appropriation to the Department of Education for state match of federal money for the operation of Mount Edgecumbe High School; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s) same title
- replace with CS for _____ new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBER, SIGNING
DO PASS

[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]

CHAIRMAN

Rep. Adams

507

COMPREHENSIVE CONSOLIDATION PLAN

**Mt. Edgecumbe High School
Sitka, Alaska**

15 May 1980

**Juneau Area Office
Bureau of Indian Affairs
United States Department of the Interior**

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGECUMBE HIGH SCHOOL SITKA, ALASKA

Introduction

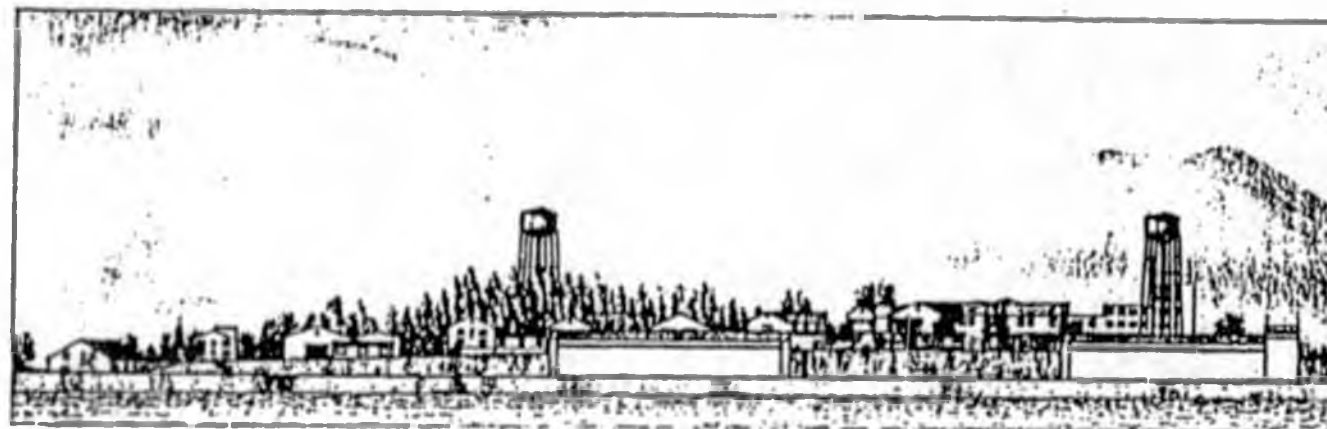
THIS CONSOLIDATION PLAN IS AN EFFORT TO SAVE MONEY THROUGH REDUCING THE PERSONNEL AND PHYSICAL SIZE OF LAND, BUILDINGS, AND UTILITIES AT THE MT. EDGECUMBE HIGH SCHOOL. THIS IS TO BE WITHOUT DETRIMENT TO THE EDUCATIONAL QUALITY. WHEN IMPLEMENTED THIS FACILITY WILL COMPARE FAVORABLY WITH BOARDING SCHOOLS ELSEWHERE IN THE NATION.

CAREFUL CONSIDERATIONS WERE GIVEN TO MEET BUILDING STANDARDS ASSOCIATED WITH STUDENT BORN SPACE, ACADEMIC SPACE, AND SPECIAL ACTIVITIES AREAS. ALTHOUGH SPACE REDUCTIONS WERE INTRODUCED IN THE PLAN, OVER 500 STUDENTS WILL BE ABLE TO RESIDE AT THE SCHOOL WITH A CHOICE OF PROGRAMS AVAILABLE TO MEET THE HIGHEST STANDARDS OF SECONDARY EDUCATION.

CONSOLIDATION OF FACILITIES INTO A CENTRAL CAMP AREA UTILIZING EXISTING BUILDINGS, AND THE RELINQUISHMENT OF BUREAU QUARTERS AND MAINTAINED STAFF QUARTERS ENABLES A REDUCTION OF 25% OF THE LAND AREA (WITH RELATED STREETS AND UTILITIES) PRESENTLY IN USE. CONSIDERABLE SAVINGS RESULT.

AN ADDITIONAL BENEFIT OF THE PLAN RESULTS FROM THE MAJOR DECREASE IN LAND, BUILDINGS, AND UTILITIES IS THE REDUCTION IN CODE UPDATING SCHEDULED THROUGH THE FISCAL YEAR AND IMPROVEMENT PROGRAM FROM \$12 MILLION TO \$10 MILLION.

THE ULTIMATE BASIS OF WHICH TO JUDGE THE CONSOLIDATION PLAN IS ITS ECONOMICS, REFLECTED IN THE ANNUAL COST PER STUDENT. THE COST IS \$170, BASED ON 450 STUDENTS IS \$10,000 PER STUDENT. IMPLEMENTING THE PLAN WOULD SAVE 25% POSSIBLE, WITH COSTS BASED ON 1975 DOLLARS, OF \$1,000 PER STUDENT FOR A STUDENT BODY OF 450, AND \$1,250 FOR THE LARGER ENROLLMENT OF 500 STUDENTS ENROLLED.



View Across Sitka Channel

The Education Program.

Redesigned for the 1980's

MT. EDGECUMBE HIGH SCHOOL PROVIDES A FULL HIGH SCHOOL PROGRAM OF ACADEMIC, VOCATIONAL, AND PRE-VOCATIONAL SUBJECTS AND IS ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS. THE ACADEMIC CURRICULUM INCLUDES FOUR YEARS OF ENGLISH, MATHEMATICS, SCIENCE AND SOCIAL STUDIES, TWO YEARS OF A FOREIGN LANGUAGE, COMMERCIAL SUBJECTS, PLUS ADDITIONAL OFFERINGS IN JOURNALISM, PHYSICAL EDUCATION AND PERSONAL ECONOMICS.

THE VOCATIONAL CURRICULUM IS DESIGNED PRIMARILY FOR PRE-VOCATIONAL OR EXPLORATORY TRAINING WHICH WILL ASSIST STUDENTS WITH DECISION MAKING REGARDING THE POST HIGH SCHOOL TRAINING. EXPLORATORY TRAINING IS OFFERED IN CARPENTRY, GAS AND DIESEL MECHANICS, PLANT MAINTENANCE, MACHINE SHOP, WELDING, AND BASIC ELECTRONICS. OTHER ELECTIVES AND BASIC SUBJECTS INCLUDE MATH AND SCIENCE, TRADE PRACTICAL ARTS, ADVANCED HOME ECONOMICS, AND VISUAL ARTS.

OVER THE YEARS, CURRICULUM REVISIONS HAVE BEEN MADE, ALTHOUGH NOT DRAMATICALLY. ACCORDING TO THE ECONOMIC NEEDS OF THE STATE, THE NEEDS OF THE NATIVE POPULATION, AS WELL AS EDUCATIONAL TRENDS.

MT. EDGECUMBE HIGH SCHOOL OPERATES WITH A MAXIMUM OF 450 STUDENTS, FAR LESS THAN THE 700 AND 800 PLUS FROM 1945 TO THE EARLY 1970'S. MAJOR REVISIONS OF THE CURRICULUM WERE MADE IN THE MID 1970'S WHEN ENROLLMENT, WITH 500 TO 600 STUDENTS PER YEAR, WAS CON-

SISTED. PRIOR TO THAT, LIVING FACILITIES WERE UNCHANGED FROM THE 1940'S TO 1970'S.

THE FINAL INTERIOR BARRIERS CONSTRUCTION OF THE MID 1970'S ALLOWED FOR PRIVATE AND COMMON USE WITH A MAXIMUM OF FOUR STUDENTS TO A ROOM, THIS THE REDUCTION FROM THE 500-700 STUDENT ENROLLMENT TO THE PRESENT 450.

OUR ENROLLMENT THE PAST SEVERAL YEARS HAS ACTUALLY INCREASED. THE PROGRAM HAS A GOOD REPUTATION IN THE STATE AND MANY NATIVE PARENTS STILL DEPEND UPON MT. EDGECUMBE TO PROVIDE THE EDUCATIONAL EXPERIENCE THEY BELIEVE IS NECESSARY FOR THEIR CHILDREN.

CONTINUED GROWTH IN THE EDUCATIONAL FIELD CAN BE MAINTAINED AT MT. EDGECUMBE HIGH SCHOOL AT GREATLY REDUCED COSTS. THE CONSOLIDATION PLAN FOR MT. EDGECUMBE WOULD DECREASE THE PER PUPIL COST THROUGH MORE EFFICIENT USE OF SPACE AND ENERGY TO EDUCATE OUR STUDENTS. THE DIVERSE COURSE OFFERING COLLEGE PREPARATION, CURRICULUM, DIVERSE EXTRACURRICULAR PROGRAMS, AND PRE-VOCATIONAL COURSES WOULD CONTINUE EVEN MORE EFFECTIVELY THROUGH THE CONSOLIDATION PLAN.

FOR A LARGE NUMBER OF OUR NATIVE ALASKAN STUDENTS MT. EDGECUMBE HIGH SCHOOL IS THEIR BEST OPTION TO ATTAIN AN ACCREDITED HIGH SCHOOL DIPLOMA. FULL TIME VISITING AND OCCASIONAL POPULARITY ARE NOT ACCREDITED AT THIS TIME.

WE CORRESPOND DIRECTLY WITH THE PARENTS AND COMMUNICATE WITH THE STUDENTS ATTENDING AND THOSE WHO WISH TO ATTEND. FROM THEM WE BELIEVE THERE IS CURRENTLY A REAL EDUCATIONAL NEED IN THE STATE THAT MT. EDGECUMBE HIGH SCHOOL IS MEETING.

WE BELIEVE THE COST/AND OPERATION OF MT. EDGECUMBE HIGH SCHOOL BY THE BUREAU FOR ANOTHER TEN TO FIFTEEN YEARS WILL BE OF GREAT EDUCATIONAL BENEFIT AND SERVICE TO MANY NATIVE PEOPLE IN THE STATE OF ALASKA. WE ALSO BELIEVE SUCH AN EFFORT IS NECESSARY TO CONTINUE THE PROCESS MADE BY THE NATIVE PEOPLE IN THE STATE THROUGH THE ATTAINMENT OF FORMAL EDUCATION MANAGEMENT OF THEIR OWN NATIVE AFFAIRS AND THEIR OWN DESTINIES.

COMMUNITY PARTICIPATION: NATURALLY, MT. EDGECUMBE HIGH SCHOOL'S GREATEST COMMUNITY CONTRIBUTION RESULTS FROM ITS EDUCATIONAL PROGRAM. ACTIVITIES CARRIED ON IN THE COMMUNITY OF SITKA-MT. EDGECUMBE GAIN PARTICIPANTS FROM MT. EDGECUMBE HIGH SCHOOL STUDENTS AND EMPLOYEES ALIKE.

FUTURE NEEDS:

THE ENROLLMENT DURING THE PAST SEVERAL YEARS HAS ACTUALLY INCREASED. THE PROGRAM HAS A GOOD REPUTATION IN THE STATE AND MANY NATIVE PARENTS DEPEND UPON MT. EDGECUMBE TO PROVIDE THE EDUCATIONAL EXPERIENCE THEY BELIEVE IS NECESSARY FOR THEIR CHILDREN.

**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

A New Campus Plan

THE CONSOLIDATED PLAN IS COMPACT, EFFICIENT, AND BEAUTIFULLY SITUATED ON THE SHORES OF SITKA CHANNEL. TRACK AND FIELD, TENNIS, AND OTHER ATHLETIC ACTIVITIES ARE SITED IN A PARK-LIKE SETTING AT WATER'S EDGE. TWO MAJOR BUILDINGS HAVE BEEN IDEALLY REVITALIZED FOR CLASSROOM, ADMINISTRATIVE, AND ATHLETIC USE, AND VOCATIONAL EDUCATION AND FACILITY MANAGEMENT SHOPS AND OFFICES.

A DORMITORY COMPLEX RISES ABOVE THIS FIRST LEVEL, CENTERED AROUND A LIBRARY/MULTIMEDIA/STUDENT STUDY CENTER. A SCHOOL CAFETERIA, KITCHEN, AND HOME ECONOMICS CLASSROOMS ARE EASILY ACCESSIBLE.

A ROLLING WOODLAND PROVIDES AN IDEAL BACKDROP TO THIS ACADEMIC COMPLEX. ANOTHER DORMITORY BUILDING JUST OVER THE HILL COMPLETES THE CAMPUS PLAN.

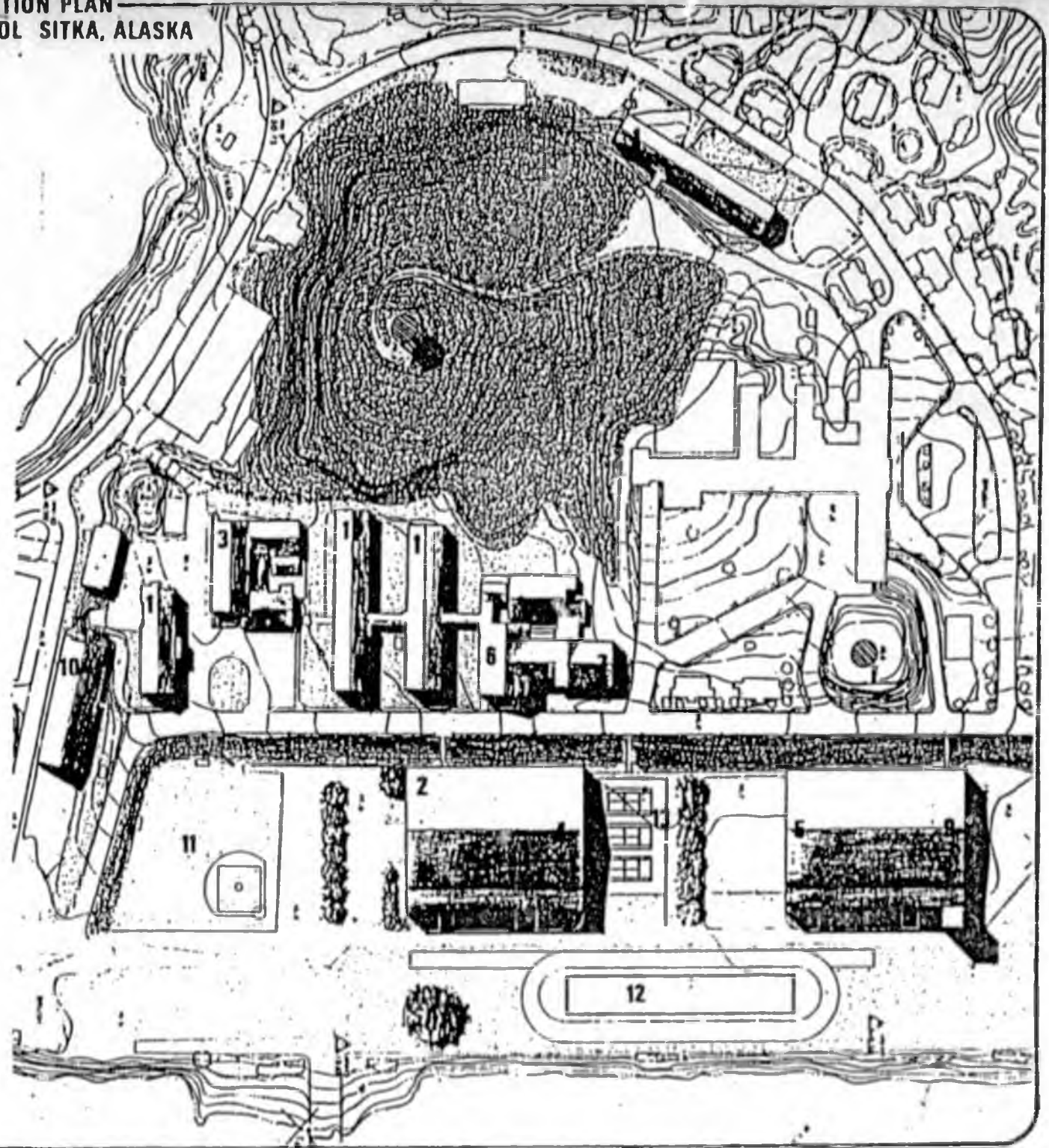
CONSOLIDATION GREATLY REDUCES THE COST OF SITE AND BUILDING MAINTENANCE. SURROUNDING LAND AND FACILITIES ON ALICE AND CHARLES ISLANDS AND PORTIONS OF WAPORNAI ISLAND WILL BE ABANDONED. THE FINAL CAMPUS CONSISTS OF FIFTEEN BUILDINGS ON ONE 27.4 ACRE PARCEL. UTILITY COSTS ARE THEREBY REDUCED BY 65%. ROAD AND SIDEWALK MAINTENANCE COSTS ARE DIMINISHED BY 75%.

CONSOLIDATION WILL ULTIMATELY RESULT IN AN EMPLOYER REDUCTION OF 45% AND A TOTAL ANNUAL ENERGY COST SAVINGS OF \$126,000. EDUCATIONAL QUALITY WILL NOT ONLY BE MAINTAINED BUT GREATLY ENHANCED BY THIS NEW PLAN.

Key To Site Plan

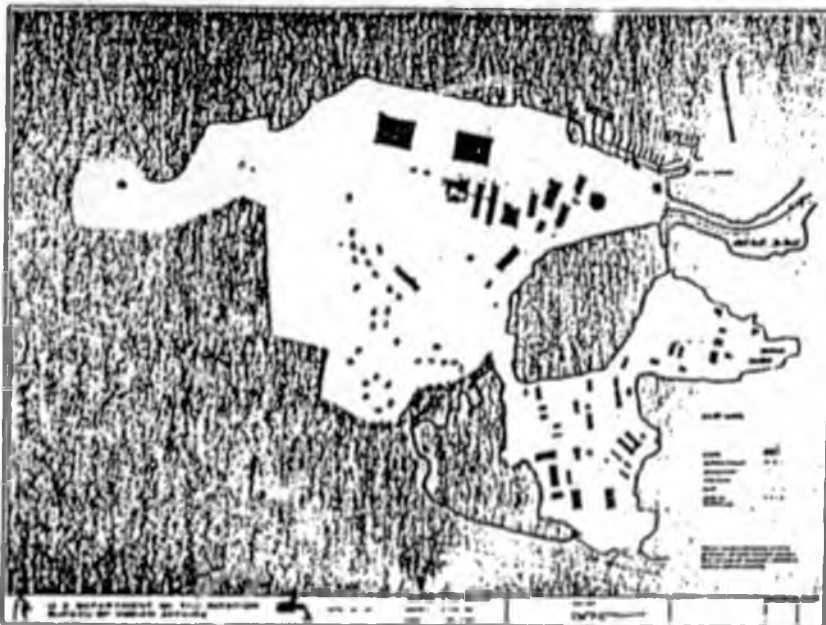
- 1 DORMITORIES
- 2 ACADEMIC CLASSROOMS
- 3 LIBRARY/MULTIMEDIA/STUDY CENTER
- 4 ATHLETICS/AUDITORIUM
- 5 VOCATIONAL EDUCATION
- 6 CAFETERIA/KITCHEN/BAKERY
- 7 PERSONAL ECONOMICS CLASSROOMS
- 8 ADMINISTRATION
- 9 FACILITY MANAGEMENT
- 10 RECEIVING/PROPERTY AND SUPPLY
- 11 BALLFIELDS
- 12 TRACK AND FIELD
- 13 TENNIS COURTS

Consolidation Site Plan

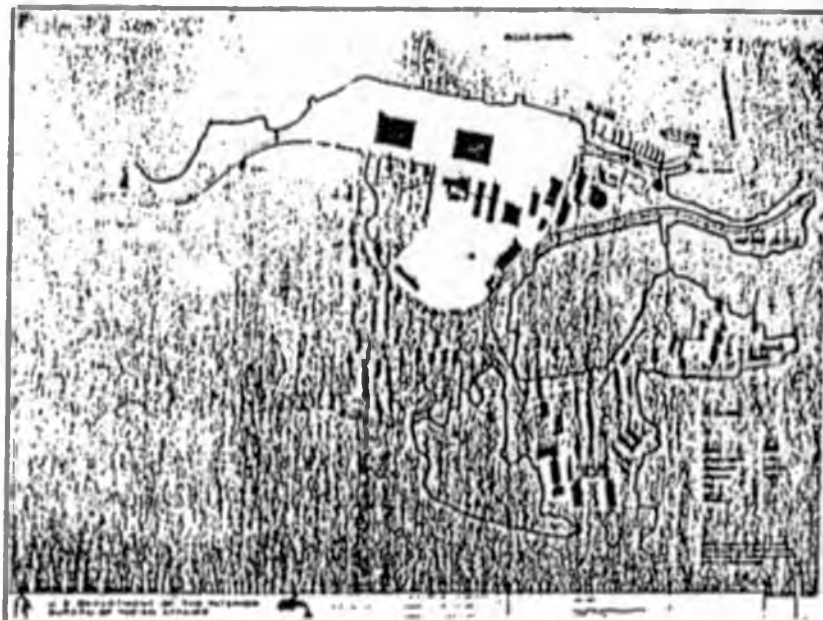


**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

Better Land Utilization, More Efficient Physical Plant



Existing Site Plan



Consolidated Site Plan

By greatly reducing the number of buildings and land area, the consolidation plan will result in better land use and a more efficient physical plant.

FACILITIES AND LAND

	Existing	Consolidation Plan
NUMBER OF BUILDINGS	98	15
TOTAL BUILDING AREA, SQ. FT.	484,466	270,600
LAND AREA, ACRES	127.4	27.4

UTILITIES

	Existing	Consolidation Plan
WATER LINES, L.F.	23,600	8,800
SEWER LINES, L.F.	21,300	7,400
ELECTRIC LINES, L.F.	27,600	8,700
STEAM LINES, L.F.	8,600	0

ROADS

	Existing	Consolidation Plan
PAVED AND UNPAVED, FT.	21,360	8,700

ENERGY CONSUMPTION

	Existing	Consolidation Plan
FUEL OIL, GALLONS/YEAR	797,72	123,861
FUEL OIL COST PER YEAR	6361.20	617,677
ELECTRICITY, KWH/YEAR	3,608,637	1,050,000
ELECTRICITY COST PER YEAR	617,414	607,600
ENERGY USE, 1000 BTU/YEAR	169,644,000	41,776,000

TOTAL ANNUAL ENERGY COST

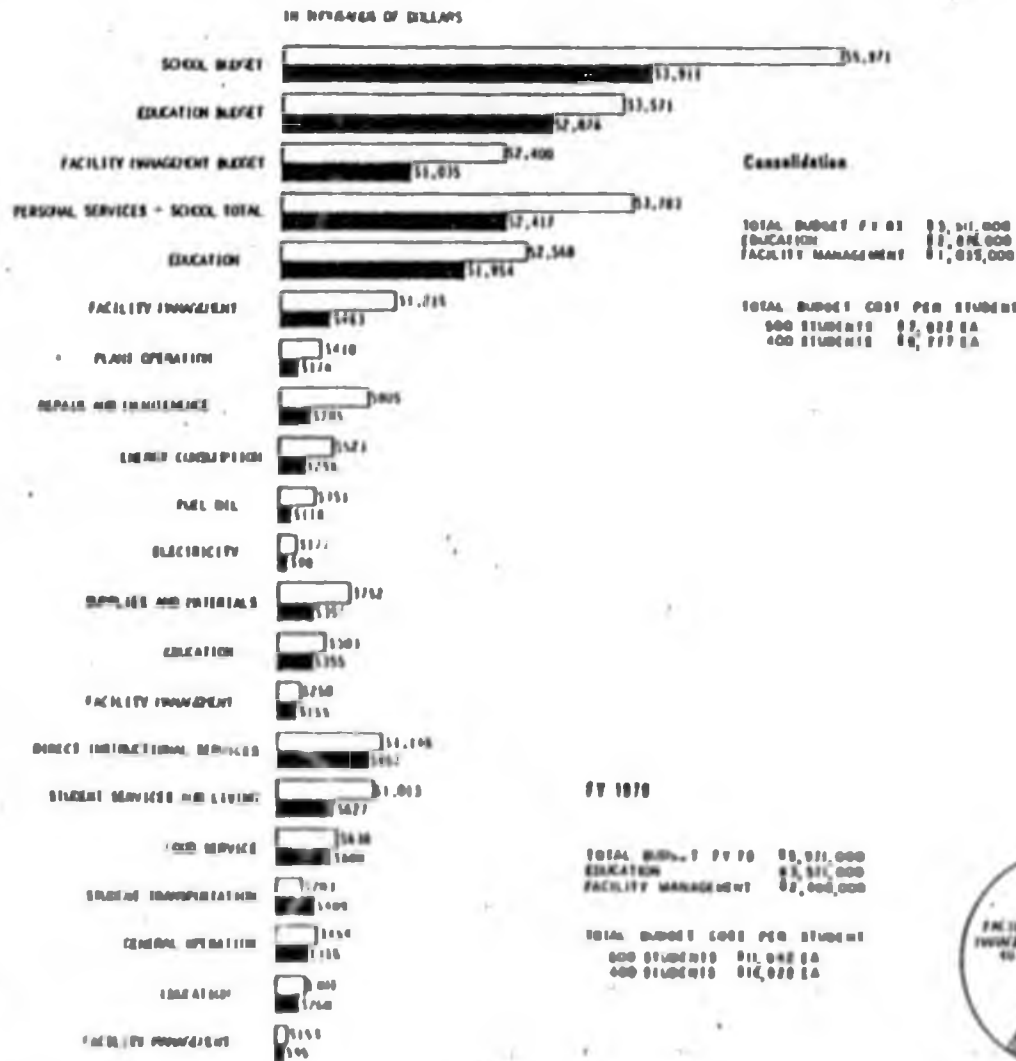
	Existing	Consolidation Plan
TOTAL ANNUAL ENERGY COST	6622,763	625,377

NOTE: ALL COSTS IN 1976 DOLLARS

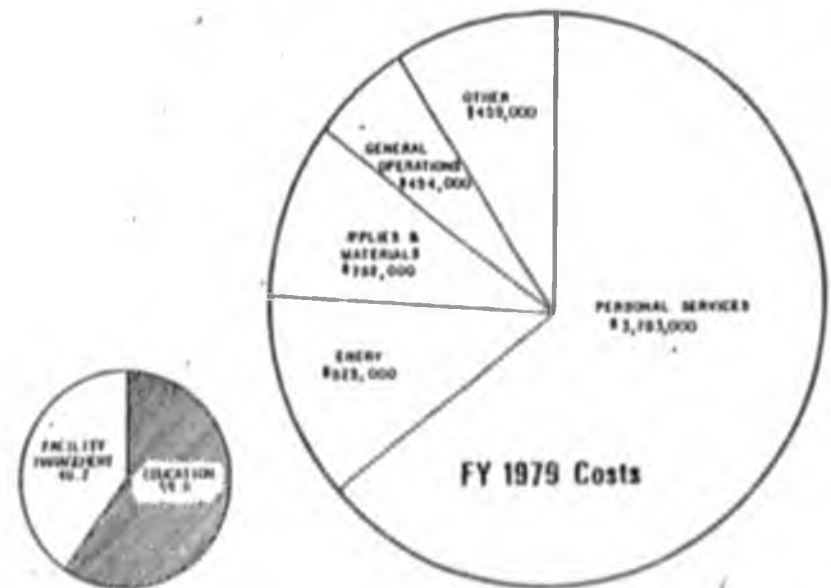
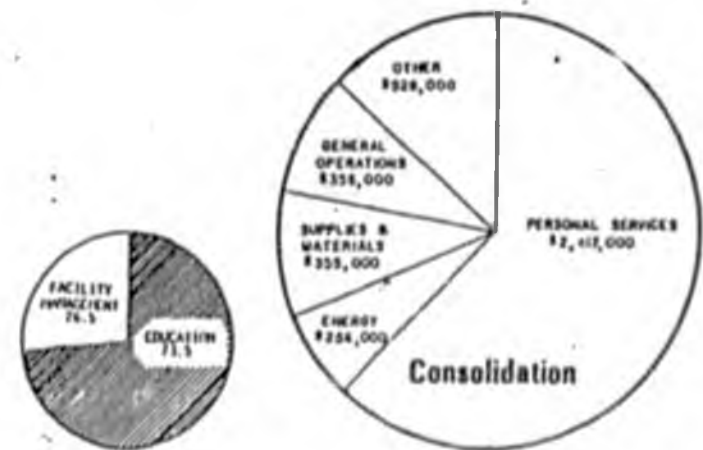
**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

Lower Annual Operating Costs

Budget Expenditures By Category



Annual Budget Expenditures



COMPREHENSIVE CONSOLIDATION PLAN MT. EDGECUMBE HIGH SCHOOL SITKA, ALASKA

Mt. Edgecumbe. An Historical Perspective

THE MT. EDGECUMBE COMPLEX WAS CONSTRUCTED AS A WAR EFFORT IN THE EARLY 1940'S. THE US NAVY BASE AND US ARMY'S FOUR BATTALIONS WERE TRANSFERRED TO THE DEPARTMENT OF INTERIOR ON AUGUST 13, 1946 AND BECAME MT. EDGECUMBE COMPLEX. IN FEBRUARY 1947, THE BUREAU OF INDIAN AFFAIRS OPENED A BOARDING SCHOOL WITH 347 STUDENTS AND 9 STAFF MEMBERS. IN 1950, THE ALASKA NATIVE SERVICE ACT WAS ADDED TO WHAT WAS ORIGINALLY A US NAVY DISPENSARY DURING WW2 WAR II, A NAUTICAL FIVE STORY GENERAL HOSPITAL. A TOWN AIRPORT CONSTRUCTED IN 1947 FOLLOWED BY A BRIDGE CONNECTING THE ISLAND TO SITKA ALTERED THE LOCAL LIFE STYLE DRAMATICALLY.

TODAY, THE REMAINS OF THE ORIGINAL 700 ACRE MILITARY INSTALLATION. THERE ARE 147 BUILDINGS WITH TOTAL 18,000 SQUARE FEET OF SPACE, INCLUDING FEDERAL AGENCIES. THE BIA MANAGED FACILITIES OF A COMMON SERVICE CENTER FOR PWA AND OTHER GOVERNMENT AGENCIES ON A COST REIMBURSEMENT BASIS. THE COMMON SERVICE TYPE FACILITIES ARE COMPOSED OF PRIME AND SECONDARY ELECTRICAL DISTRIBUTION, AN OCEAN WALK, A SMALL BOAT DOCK, A CENTRAL WATER SYSTEM, A CENTRAL SEWER SYSTEM, A LAUNDRY PLANT, A FIRE DEPARTMENT, A SECURITY SYSTEM, SANITATION SYSTEM, A CENTRAL HEATING SYSTEM, WHICH PROVIDED HEAT TO 100,000 SQUARE FEET OF BUILDING SPACE, PUBLIC LUNCHES AND A STREET MAINTENANCE SYSTEM.

TO PROVIDE UTILITIES SERVICE, OPERATION SERVICES, AND MAINTENANCE; IN THE ABOVE FACILITIES, FACILITIES MAINTENANCE HAS A STAFF OF 10 MAINTENANCE TYPE PERSONNEL.

CONVERTING THIS MILITARY INSTALLATION TO A BOARDING SCHOOL INSTALLATION WITH UNIQUE PROBLEMS, SOME OF WHICH TOOK 20 YEARS LATER WERE NOT BEEN RESOLVED. IN ACCORD WITH THE FACILITIES WERE DESIGNED TO ACCOMMODATE MANY AT ONE TIME THE RESIDENT POPULATION OF MT. EDGECUMBE COMPLEX. ACCORDINGLY, OPERATING COSTS ARE VERY HIGH, MOST OF THE FACILITIES WERE LOST AND THEIR DESIGNER LIFE SPAN THREE TIMES OVER. THE MOST SIGNIFICANT CHANGE IN MOST OF THE BUILDINGS FROM 1940'S AND 1950'S IS THE EXHAUSTION PLAN. THE CREATION OF NEW FACILITIES IS IMPROVED. AND A BUILDING IN 1950'S DESIGNER FROM THE INSTALLATION OF NEW TYPE. MANY BUILDINGS ARE IN DEGREE OF DESTRUCTION WITHIN FIRE PROTECTION AND HIGH EFFICIENT HEATING SYSTEMS.

THE THE CLASS SYSTEM OF A MILITARY ORGANIZATION, I.E., COMMISSIONED AND NON-COMMISSIONED, LED TO PARALLEL FACILITIES IN MANY INSTANCES WHICH HAS BEEN EXPENSIVE TO MAINTAIN AND THERE IS A DISPARITY IN THE QUALITY OF CONSTRUCTION BECAUSE OF THIS. UNIFORMITY OF MATERIALS WAS BASED ON DECENTRALIZATION OF STRATEGIC MATERIALS RATHER THAN EFFICIENT USE OF SPACE AND COST EFFECTIVENESS. THE LIST GOES ON.

THE NEED FOR THE BIA TO RECONSTRUCT OR PROVIDE REPLACEMENT FACILITIES WAS APPARENTLY RECOGNIZED YEARS AGO. IN 1968, 9 MILLION DOLLARS OF A SCHOOL CONSTRUCTION PROGRAM, TOTALING 23 MILLION DOLLARS BECAME AVAILABLE. PLANS AND SPECIFICATIONS WERE PREPARED, THE WORK ADVERTISED FOR BIDS AND CONTRACTS SUBSEQUENTLY AWARDED. IN A MATTER OF SIX MONTHS NATIVE LEADERS, CONSULTANTS, BUREAU AND REPRESENTATIVE, HOWEVER, IT WAS DECIDED TO STOP ALL PLANS FOR RECONSTRUCTING MT. EDGECUMBE HIGH SCHOOL AND

CHANGE THE NAME TO ALTERNATIVE EDUCATIONAL PROGRAMS WHICH HAVE NOW BEEN ABANDONED. A POSITION ON CAPITAL CONSTRUCTION WAS ALSO POSTED AT THAT TIME AND MT. EDGECUMBE HIGH SCHOOL WAS SCHEDULED TO BE PHASED OUT IN THREE YEARS. THE NEED TO RECONSTRUCT WAS NOT DIMINISHED SINCE 1968, BUT HAS BEEN EMPOWERED BY SPIRALING ENERGY COSTS. THIS BRINGS US TO THE SINGLE MOST IMPORTANT PROBLEM AT MT. EDGECUMBE HIGH SCHOOL, WHICH IS THE LACK OF DEFINED LONG RANGE GOALS. THE BIA CERTAINLY HAS THE CAPABILITY OF CONSTRUCTING NEW FACILITIES BUT CAN REACT ONLY TO A NEED THAT WILL COME THROUGH THE INVESTMENT LIFE OF THE PROPOSED PROJECT. IN OTHER WORDS, HOW CAN ONE JUSTIFY THE CONSTRUCTION OF PROJECT WHICH HAS AN INVESTMENT LIFE OF 10-15 YEARS ON BASIS OF A NEED THAT WILL COME FOR THREE YEARS. THE ANSWER IS THAT AT THE END OF THREE YEARS THE PHASE-OUT IS NEARLY UP AND 2-3 YEARS, THERE EXISTS A BASIC PLAN HERE IN THE ECONOMIC LOGIC BEING APPLIED WHICH CAN COME ONLY IN A BUSINESS CASE. IT IS ASSUMED THAT AT THE COMPLETION OF AN ALTERNATIVE USE OF A PARTICULAR FACILITY IT BECOMES OF NO VALUE. WHERE A PRIVATE INDIVIDUAL WOULD SELL OR OTHERWISE PHASE-OUT AT THIS POINT, THE GOVERNMENT MUST WAIT FOR THE INVESTMENT. THE ISSUE IS THAT THE VALUE LIES IN THE BENEFIT OF THE US GOVERNMENT AND THE FUTURE OCCUPANTS.

SINCE 1975, BUILDING SPACE OCCUPIED BY THE BIA HAS BEEN REDUCED 100,000 SQUARE FEET OR CONSTRUCTION USE AND WITHOUT ADDITIONAL FUNDATION PROBLEMS. THE CONSTRUCTION WAS

AND INCREASE AT MT. EDGECUMBE BUT THE NEW CONSTRUCTION FACILITIES, WITH EXCEPT OF BUILDINGS WHICH IS STILL UNDERWAY, IS NOT FULFILLING WITHOUT FURTHER INVESTMENT. THE COMPLETION OF THE CONSTRUCTION PLAN WILL PUT MT. EDGECUMBE HIGH SCHOOL FACILITIES ON A LONG TERM BASIS WHILE OPERATING UNDER FACILITIES TO MEET ALL CURRENT BUILDING, LIFE SAFETY AND MEDICAL AND RECREATION.

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGEUMBE HIGH SCHOOL SITKA, ALASKA

Implementation of The Plan

UTILITIES

The objective of the consolidation plan is to reduce costs inherent resulting in a minimum of buildings and piping work used, the school buses and maintenance staff required, and cancelled unnecessary program activities. The major steps are as follows:

1. MOVE FACILITY MANAGEMENT FROM CHUGACH ISLAND INTO BUILDING 111, ALONG WITH STUDENT VOCATIONAL GROUP.

2. MOVE ALL ACADEMIC CLASSES INTO BUILDING 112 WITH STUDENT COUNCIL.

3. CONVERT BUILDING 103 AND 104 INTO FULL STUDENT COUNCIL OFFICE, MAINTENANCE WORKSHOP CAPACITY 100 STUDENTS.

4. CONVERT BUILDING 102 INTO A COUNSELLING, RECREATION, LIBRARY, AND STUDENT ACTIVITIES BUILDING.

5. DISCONTINUE BUSSES VOUCHER FINE DEPARTMENT, EXISTING PRINCIPAL 100, AND PUBLIC EQUIPMENT AND RESPONSIBILITY DUE TO THE SITA BUREAU.

6. CLOSE THE BUREAU GENERAL TEAM PLANS AND PROVIDE NEW LOW PRESSURE LINES FOR LIGHT BUILDINGS IN ORDER TO BE USED UNDER EXISTING CODES. THIS WILL BE A CASE OF OPERATING UNDER EXISTING CODES, AND CONVERT TO LOW VOLTAGE UNDER EXISTING CODES.

7. INSULATE ALL RETAINED BUILDINGS TO CONSERVE ENERGY, REDUCE HEATING COSTS, AND MINIMIZE BUIER SIZES WHEN CONVERTING BUILDINGS TO NEW INDIVIDUAL HEATING PLANTS.

8. GIVE UP ALL BUREAU QUARTERS TO PWS, GSA, OR BLM FOR POSSIBLE TRANSFER TO AN AUSA CORPORATION OR SITA BUREAU TO BE FUTURE OPERATIONS. REQUIRE EMPLOYEES TO RENT THESE QUARTERS ON THE OPEN MARKET IN THE SITA BUREAU.

9. ALONG WITH GIVING UP OF ALL QUARTERS AND 100 ACRES OF BUREAU CONTROLLED LAND, CLOSE MAINTENANCE LINES OF STREETS, SIDEWALKS, ELECTRICAL DISTRIBUTION, WATER LINES AND STORAGE TANKS, SEWER LINES ETC. OR MOVE FROM DEDICATED TO PUBLIC USE IN THE NAME OF THE SITA BUREAU, SITUATION PWS, GSA, OR BLM. THE LINES WILL BE MAINTAINED AND UPGRADED BY THE NEW OWNER.

10. REDUCE THE STAFF OF EDUCATION AND FACILITY MANAGEMENT COORDINATE WITH THE NEW EMPLOYMENT, REVISE PROGRAMS AND CONSOLIDATE FACILITIES.

FINANCIAL DISCUSSION

A. IT IS OUR HOPE THAT ALL BUREAU CONTROLLED STREETS AND UTILITY DISTRIBUTION

(E.G. ELECTRICITY, WATER, SEWER, STEAM HEAT, ETC.) OUTSIDE THE NEW BUREAU CONSOLIDATED CAMPUS, WOULD ULTIMATELY GO TO THE SITA BUREAU WHO HAS THESE RESPONSIBILITIES THROUGHOUT THE BUREAU. THIS WOULD BE HANDLED BY THE PUBLIC HEALTH SERVICE (THE OTHER MAJOR FEDERAL AGENCY AT MT. EDGEUMBE), GENERAL SERVICES ADMINISTRATION, OR BUREAU OF LAND MANAGEMENT.

B. SINCE A BILL IS PENDING IN CONGRESS FOR TRANSFERING ALICE AND CHARCOAL ISLANDS TO THE ALASKA, AN ALASKA LAND CLAIM ACT CORPORATION, IT IS POSSIBLE THAT ALL OTHER BUREAU QUARTERS AND LOTS COULD ALSO GO TO PRIVATE OWNERSHIP THROUGH THIS CHANNEL, OR BY BLM ACTION.

PERSONNEL REDUCTION

A. ALL EDUCATIONAL STAFF HAVE, OF VARIOUS NATURES, BEEN CONVERTED TO SCHEDULE STATUS TO ENABLE THEM TO BE OFF PAY STATUS WHEN SCHOOL IS OUT IN THE SUMMER. AFTER THE CONSOLIDATION PLAN A REVISED STAFFING PLAN WILL BE IMPLEMENTED ADJUSTED TO ENROLLMENT AND REVISED EDUCATIONAL PROGRAM. A REDUCTION OF 10 EMPLOYEES IS ESTIMATED.

B. FACILITY MANAGEMENT STAFF WILL BE REDUCED WHEN FACILITIES ARE CLOSED BY THE CONSOLIDATION PLAN, WHICH CLOSURE THE GENERAL SITA PLAN, GIVES UP 13 BUILDINGS INCLUDING ALL QUARTERS, AND TRANSFER TO OTHERS THE DUTY OF UTILITY DISTRIBUTION SERVICES. STAFF REDUCTION IS ESTIMATED FROM 17 TO 12 EMPLOYEES.

UTILITIES

THE FACILITY CONSTRUCTION AND OPERATION IMPROVEMENT DIVISION (FCOID) AT CENTRAL OFFICE HAS MADE AN ARCHITECTURAL/ENGINEERING SURVEY OF THE MT. EDGEUMBE FACILITIES. THEIR ESTIMATE FOR UPGRADING ALL PRESENTLY EXISTING BUILDINGS AND UTILITIES TO CODE REQUIREMENTS COMES TO 10.1 MILLION DOLLARS. OUR CONSOLIDATION PLAN REDUCES OUR FACILITIES FROM 88 TO 16 BUILDINGS, FROM 945,000 SQUARE FEET OF BUILDING SPACE TO 278,300 SQUARE FEET, AND FROM 122.4 ACRES OF STREETS AND ELECTRICAL/WATER SEWER UTILITIES TO 22.4 ACRES. THIS REDUCES THE REQUIRED CODE UPGRADING BY 12.6 MILLION DOLLARS.

Conclusion

OUR HOPE IS THAT 5.8 MILLION DOLLARS OF THE SAVINGS COULD BE FUNDED IN MT. EDGEUMBE FOR RENOVATION AND REPAIRS WORK TO CONVERT SEVERAL EXISTING BUILDINGS INTO NEW, EXPANDED, AND MORE EFFICIENT UTILIZATION. IF APPROVED BY THE ALASKA GOV. AS A CONSOLIDATION PLAN, THE SCHOOL COULD CONTINUE SERVING ALASKANS AT A REASONABLE COST PER STUDENT, REDUCE CODE UPGRADING PLUS RENOVATION WORK FOR THE CONSOLIDATION PLAN COSTS 12.6 MILLION DOLLARS INSTEAD OF THE ORIGINAL 10.1 MILLION DOLLARS FOR TOTAL FACILITY UPGRADING. THIS IS A SAVINGS OF 22.6 MILLION DOLLARS, AND PROVIDES A COST EFFECTIVE LEARNING SCHOOL.

Consolidation Plan Time Schedule

	11-01 QUARTER		12-01 QUARTER				1-01 QUARTER				2-01 QUARTER				
	11-01	11-15	11-22	11-29	12-06	12-13	12-20	12-27	1-03	1-10	1-17	1-24	1-31	2-07	2-14
REVIEW/REPRESENT APPROVAL	██████████														
ANALYSIS/PROPOSAL FOR SELECTION			██████████												
BUILDING ALLOCATION DESIGN				██████████											
ANALYSIS FOR BID									██████████						
CONSTRUCTION CONTRACT SELECTION									██████████						
CONSTRUCTION											██████████				
REVIEW														██████████	

Federal Cutbacks in Rural AK
by Gordon Jackson 1-11-82

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Mt. Edgecumbe High School. The Mt. Edgecumbe complex was constructed as a war effort in the early 1940's. The U. S. Navy Base and U. S. Army's Fort Ray were transferred to the U. S. Department of the Interior on August 15, 1946, and became Mt. Edgecumbe complex. In February 1947, the Bureau of Indian Affairs opened a boarding school with 347 students and 9 staff members. In 1950, the Alaska Native Service of the BIA added to what was originally a U. S. Navy dispensary during World War II, a modern five-story General Hospital (now known as the Southeast Indian Health Service Unit) a trunk airport constructed in 1967 followed by a bridge connecting the island to Sitka altered the local life style drastically. The Administration has proposed the closure of Mt. Edgecumbe at the end of this current school year. The school currently serves about 280 students from throughout Alaska, and operates on a budget of over \$5 million. The state estimates that it will take approximately \$30 million to upgrade Mt. Edgecumbe.

Comprehensive Employment and Training Act, Public Service Employees. The Comprehensive Employment and Training Act (CETA) was passed by Congress in 1973 and re-enacted for another four years in 1978. The program provides training and employment opportunities to increase the earned income of economically disadvantaged, unemployed, or underemployed persons; establishes a flexible, coordinated and decentralized system of federal, state and local manpower programs; and provides for the coordination of CETA jobs with other social services, vocational education and rehabilitation, community development and related activities. In Alaska last year, 16 agencies and organizations received funding for CETA from the U. S. Department of Labor. The Administration proposed the elimination of Titles II-D and VI, Public Service Employees. They were, in fact, eliminated on October 1, 1981. Those titles were funded at a level of at least \$10 million. That money funded over 1,000 public service employees located in approximately 170 communities throughout Alaska. Positions funded were primarily in the following areas: teacher aids, clerks, policemen, janitors, cooks, firemen and others.

Indian Health Service. On July 1, 1955, the primary federal responsibility for health care of Indians was transferred from the Department of the Interior, Bureau of Indian Affairs, to the Department of Health, Education and Welfare, U. S. Public Health Service. Initial statutory objectives of the program were for the Surgeon General to maintain and operate hospitals and health facilities for Indians, and conserve the health of Indians. From this evolved the goal and objectives of the Indian Health Service. In Alaska, this translated into the decentralization of services, the upgrading of regional hospitals, and provision of services in remote areas, often for the first time. These new programs, along with major medical advances, brought communicable diseases under control to begin a new era in Alaska Native history. The Alaska Native Land Claims movement spurred the development of new health corporations under Native administration. The 1970's witnessed Congressional support of regional health corporations in the form of increased funding through the Public Health Service. Even with those increases, it was never really enough to provide

current day school transfer. They have an opportunity to use those funds to further improve Native education in Alaska with maximum Alaska Native involvement.

2) We insist that the federal government provide funds to bring those buildings up to State code. This was mandated by Public Law 95-561 in 1978. Section 1125(a) states:

"The Secretary shall immediately begin to bring all schools, dormitories and other facilities operated by the Bureau under contract with the Bureau in connection with the education of Indian children into compliance with all applicable federal, tribal or state health and safety standards, whichever provide greater protection, except that nothing in this section shall require termination of any facility which does not comply with such provisions and which is in use on the date of enactment of this Act."

Once again, they clearly have the responsibility to upgrade those schools before the transfer.

Priority III: Mt. Edgecumbe. I recommend we take the Alaska Federation of Natives position concerning the closure of Mt. Edgecumbe.

"It is the position of the Alaska Federation of Natives that the trust responsibility of the United States Congress to the Alaska Native people, which has been upheld by the courts, and reinforced by many federal statutes, such as Public Law 93-638 or the Indian Self-Determination and Education Assistance Act, shall not be abrogated.

AFN is mindful that the Constitution of the State of Alaska requires the State to maintain 'a public school system open to all the children of the state,' and that the Holly Hootch decision has brought about the construction and development of local high schools in the communities in rural Alaska.

AFN also recognizes that President Reagan's economic recovery program has resulted in massive reductions of funding for federal programs.

Of utmost concern to AFN, however, is that an orderly transition plan has not been developed by the State of Alaska, Department of Education and the Bureau of Indian Affairs. Such a plan would require more than one year to develop and implement in order that the needs of the students are adequately and carefully addressed.

AFN is requesting and strongly urging, therefore, that the Mt. Edgecumbe High School remain open until a detailed and approved plan for the closure of Mt. Edgecumbe is in place: The plan must at least address the following:

- 1) Placement of students who are currently attending Mt. Edgecumbe High School;
- 2) Alternatives for secondary education for rural students who do not presently have access to a local high school or whose special educational needs are not being met by the local high school programs in their communities;
- 3) Alternative uses for the Mt. Edgecumbe facility."

Information from Washington, D. C. indicates there is a very strong possibility the facility will remain open for another year. Despite this, I suggest the planning begin as soon as possible. Perhaps the planning can be done through a task force funded by the Bureau of Indian Affairs and State of Alaska. X

Priority IV: State Jobs Bill.

I recommend the enactment of an Alaskan State Jobs Bill using SB 318 as a starting point. The House Finance Committee held a teleconference on November 25, 1981, and provided many good ideas. Given the cutbacks in BIA General Assistance, Public Service Employees, Food Stamps, Aid to Families with Dependent children, and a corresponding poor economy, particularly in rural Alaska, the State desperately needs an effect and cost effective jobs bill.

Priority V: Rural Health.

I strongly recommend immediate attention be given to the House Finance Committee Health Care Study. The study has many excellent recommendations concerning the state's responsibility to improve rural health with suggested legislation. I would hope the legislation becomes a priority and is enacted as soon as possible.

Priority VI: Non-Profits.

I recommend the development of a comprehensive policy in state government in dealing with non-profit organizations. More and more the State of Alaska is providing grants and contracts to those unique delivery systems. It's about time attention was paid to them.

Priority VII: Washington, D. C. Legislative Information Office.

I recommend an immediate supplemental appropriation to fund our Washington, D. C. Legislative Information Office. Their funds are due to expire in February 1982. With the additional proposals to cut federal budgets and other federal legislation that may affect our state, I believe the office is needed to provide the legislature with timely information.

P E T I T I O N

WE, THE STUDENT BODY of Mt. Edgecumbe High School, strongly feel that Mt. Edgecumbe High School is very necessary in meeting the educational needs of many Alaskan students. Mt. Edgecumbe provides a varied and challenging curriculum that is geared to meeting the needs of every individual. We feel that it is very difficult for small village high schools to meet all these educational needs. Mt. Edgecumbe also serves as a communication point for the State. Students from small isolated areas have the opportunity to gain an understanding of all the other Alaskan Native groups, including their culture and personality because of the interaction that takes place here. M.E.H.S. provides a door to the outside world since students are exposed to many new and broadening experiences. Many leadership opportunities are provided and this is essential because the students of today are our future leaders. M.E.H.S. also gives students the opportunity to develop self-reliance and responsibility. We are very concerned that future students have these opportunities.

WE STRONGLY URGE that something be done to allow a Freshman class to enter M.E.H.S. next year. They deserve the chance to attend a school such as Mt. Edgecumbe.

WE, ALSO, DEEPLY believe that it is vital to the State of Alaska that Mt. Edgecumbe remain open not only next year, but for many years to come. What better natural resource do we have to cultivate than our students. They are the future!

YOUR HELP WOULD be deeply appreciated.

26. Release Dinner Plot Station
27. Lynn McLean Kullik Ar
28. Jayjordan Capote Program
29. Copygram - Palmer
30. Paul Andrews Committee AS, 97581
31. Anthony Eugene Diomede
32. Valerian Eshman Alakator
33. Josephine Program Film
34. Dora Parnery - Motlabate
35. Sam Stark New Atuphak
36. Christine Kuehl Mrs. Atuphak
37. John Adams of Atuphak
38. Barry Evans & Nancy AK
39. James Wesley Sawyer
40. Rudy Hotel, Summit At 97581
41. Renee Engler John
42. Father Joe Johnson
43. Charles Cheng, Anika
44. Walter Church Stricker
45. Jeaner Custer - Roberts
46. Paul Seno Alakator
47. Emilia Hardman Clakford
48. Mary Ann ...
49. ...
50. ...

NAME AND HOME TOWN

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NAME AND HOME TOWN

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|---|--|
| 1. Thompson Little Diamond Ak | 26. Anna R. Kingale - AKIACHUK |
| 2. Roger Billman Chitina Ak | 27. Janice Daleyaga Gambell |
| 3. Billy Myers 87 Red Star | 28. Grace White, Tunutuluk. |
| 4. James O'Keefe ^{AK 99712} | 29. Allen Jensen, Napakiak |
| 5. Phillip Nick Kweethuk | 30. Nelson Alfred Kweethuk |
| 6. James Williams Barrow | 31. Deborah Chitina Nome |
| 7. Mr. Soliffin BETHEL | 32. Charlene M. Hall |
| 8. Larissa Spin - Kweethuk | 33. Cassi Nashalook Anchorage |
| 9. Mary Jane Kalak Barrow | 34. Sharon Lent Huslia Ak |
| 10. Uman Nukitoyuk Nome | 35. Don Williams Barrow AK 99723 |
| 11. Andrew Anutuluk | 36. Martha Martha Numnik BRW |
| 12. Mary Ann Sumak (Barrow) | 37. Zena Kosak - Barrow |
| 13. David C. Kotch Kluksa | 38. James |
| 14. Jack Northline - Anchorage | 39. James |
| 15. Ronald James | 40. James |
| 16. John Helen Stevens Village | 41. Mary Carter - Kibuk |
| 17. James Evans Red Star | 42. Nellie Wood - Staroyuk |
| 18. Diane A. Araman St Michael | 43. Thompson - Little Diamond |
| 19. Ma Orestavok Uluks Ak | 44. Darlene Hedberg Kalakag |
| 20. Anna Jackson, Kweethuk | 45. Suzanna "Suzanna" |
| 21. Adrianne Williams Kweethuk | 46. Kenneth Young Napakiak Ak |
| 22. Herma Salom Barrow Alaska | 47. Elena Travis (St. Paul Island) |
| 23. H.A. Barrow # 23, 21 | 48. Sophie Lena Chick Turtik Ak |
| 24. Mary Lucy Alanna Provis mission | 49. Martha Andrew - Kweethuk |
| 25. Karen Tai Nome Alaska | 50. Lisa Lisbeth P. Gagnier |

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| 1. Leah Thompson-Rottler Field | 26. Charlie Spul / Achevaga |
| 2. Samuel Dickoll Srungnah | 27. |
| 3. Jeffrey Soren Huslia Ak 99746 | 28. |
| 4. Mike Kurottuk | 29. |
| 5. Even Paul Kurottuk | 30. |
| 6. Melissa Rose August Emmons | 31. Daniel Peter Klukwan |
| 7. Harold Cheema St. Michael | 32. |
| 8. Tommy Saabok Resina | 33. Richard Pitko Resina |
| 9. Jimmy Philenup of St. George - Ill. | 34. Eleanor Custer - Koluk |
| 10. Calvin Edward Fairbank | 35. Verena Douglas Svedyak |
| 11. Melvin Parker St. Marys | 36. |
| 12. Christine Charlie Kurottuk | 37. Jesse Young St. George |
| 13. Clarence Sigary St. Marys | 38. |
| 14. James White 99802 St. Marys | 39. |
| 15. Teddy Bobley - crossed out | 40. |
| 16. Julie Cleveland Ambler Ak | 41. |
| 17. Jim Kurottuk "Barrow" | 42. |
| 18. Martina Gunn - Kurottuk | 43. Tomi Ford - Mt Edge |
| 19. Chilacuna Joe Gunn Kurottuk | 44. |
| 20. | 45. |
| 21. | 46. |
| 22. Philip Wikoff, Chuck | 47. |
| 23. | 48. |
| 24. | 49. |
| 25. | 50. |

MISS ELEANOR WEEDMAN

FROM: NEW STUYAHOK, ALASKA

MT. EDGE CUMBE HIGH SCHOOL STUDENT GRADE JUNIOR

IT IS A GREAT PRIVILEGE TO BE HERE IN JUNEAU TODAY TO SHARE MY FEELINGS, AS WELL AS THE FEELINGS OF THE STUDENTS, PARENTS, AND MANY CONCERNED PEOPLE ABOUT A VERY SERIOUS MATTER WHICH WILL HAVE SUCH A TREMENDOUS IMPACT ON THE STATE OF ALASKA.

THERE ARE MANY REASONS WHY WE FEEL THE CLOSURE OF MT. EDGE CUMBE HIGH SCHOOL WILL BE A TERRIBLE MISTAKE. YOU ARE PROBABLY WELL AWARE OF THE IMPORTANT ROLE MT. EDGE CUMBE HAS PLAYED IN ALASKA SINCE 1947. MT. EDGE CUMBE HAS EARNED AN EXCELLENT REPUTATION FOR QUALITY EDUCATION AND HAS BEEN RESPONSIBLE FOR PRODUCING OUTSTANDING LEADERS IN THE STATE OF ALASKA. THERE ARE THOSE WHO HAVE BECOME OR PRESENTLY TRAINING TO BECOME DOCTORS, LAWYERS, TEACHERS, SOME IN COLLEGES AND A FEW WHO ARE TRAINING TO WORK FOR THEIR NATIVE CORPORATIONS OR MAKING MANY OTHER KINDS OF VALUABLE CONTRIBUTIONS TO THEIR STATE.

THE GOVERNMENT AND PEOPLE OF ALASKA HAVE BEEN WANTING MORE NATIVE ALASKAN LEADERS IN THE STATE OF ALASKA WHICH REQUIRES GOOD EDUCATION. WE BELIEVE THAT MT. EDGE CUMBE OFFERS THAT EDUCATION THAT WILL PREPARE STUDENTS TO GO ON TO TRAINING OR HIGHER EDUCATION.

IF MT. EDGE CUMBE CLOSES, I BELIEVE THAT THERE WILL BE A GREATER INCREASE OF DROPOUTS. THERE ARE STUDENTS I HAVE KNOWN FROM KY REGION, AS WELL AS FROM OTHER AREAS, WHO HAVE DROPPED OUT AND LATER ATTENDED MT. EDGE CUMBE AND THEN SUCCESSFULLY COMPLETED THEIR HIGH SCHOOL EDUCATION, MAKING USE OF THEMSELVES AS GOOD CITIZENS.

MT. EDGE CUMBE DOES NOT ONLY HAVE COURSES FOR INTELLEGEANT & TALENTED STUDENTS, BUT HAS COURSES FOR AVERAGE STUDENTS AND STUDENTS WHO NEED SPECIAL EDUCATION.

WE HAVE TEACHERS & DORMITORY STAFF WHO VERY OFTEN SPEND MANY HOURS TO TAKE TIME WORKING WITH STUDENTS PERSONAL NEEDS. SOME HAVE BEEN WORKING FOR 29 YEARS OR MORE AND STILL ENJOY WORKING FOR MT. EDGE CUMBE AN TEACHING THE STUDENTS. BECAUSE OF THE FACT THAT MANY OF THE TEACHERS AT MT. EDGE CUMBE DO REMAIN FOR A LONG PERIOD OF TIME, THIS IS AN ADVANTAGE FOR THEY LEARN HOW TO UNDERSTAND AND WORK IWTH THE STUDENTS, WHEREAS IN THE VILLAGES, FROM MY OBSERVATION, THE TEACHERS DO NOT STAY VERY LONG. BECAUSE OF THIS, THEY DO NOT ADJUST TO THE STUDENTS OR CONDITIONS AND GET TO KNOW AND UNDERSTAND THEM AS WELL. THERE IS NOT THE COMENUNITY THAT MT. EDGE CUMBE HIGH SCHOOL PROVIDES.

WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN I WAS IN A CALSSROOM WHICH CONSISTED OF 3 SUBJECTS. IN ONE PART OF THE ROOM A SUBJECT WAS BEING TAUGHT, IN THE OTHER PART THERE WERE 2 SUBJECT BEING TAUGHT BY ONE TEACHER.

THE CLASSES IN MANY VILLAGE HIGH SCHOOLS ARE INADEQUATE AND USUALLY DON'T HELP STUDENTS TO BENEFIT FROM THEM AS ACEDEMIC WORK IS NOT COMPETETIVE. THIS IS MAINLY BECAUSE IT IS VERY DIFFICULT FOR THE SMALL STAFF IN THE BUSH HIGH SCHOOLS TO PROVIDE ALL THE COURSES HIGH SCHOOL STUDENTS NEED. BECAUSE OF THIS LACK OF CHALLENGING WORK AND ACTIVITIES, MANY YOUNG PEOPLE IN THE VILLAGES ARE BECOMING INVOLVED WITH DRUGS AND ALCOHOL. THE NUMBER IS DRASTICALLY INCREASING EACH YEAR. IN CONTRAST AT MT. EDGE CUMBE THERE ARE A WIDE RANGE OF ACTIVITIE3, NUMEROUS OPPOR- TUNITIES FOR INTERACTION AND CHALLENGING ACEDEMIC WORK WHICH HELPS THE STUDENT TO STAY OCCUPIED.

IN MT. EDGE CUMBE THERE IS A STRICT POLICY CONCERNING DRUGS AND ALCOHOL WHICH HELPS TO DISCOURAGE MANY STUDENTS FROM USING THEM.

ANOTHER STRICT POLICY WHICH IS BENEFICIAL, IS THE POLICY THAT FORCES ALL STUDENTS TO BE ON TIME AND ATTEND ALL CLASSES UNLESS IT IS INAVOIDABLE; WHEREAS IN THE VILLAGES TARDIES AND ABSENCES ARE A BIG PROBLEM.

SOME STUDENTS WHO ARE YET STILL IN GRADE SCHOOL ARE LOOKING FORWARD TO COMING TO MT. EDGE CUMBE FOR THEIR HIGH SCHOOL. I HAVE NOT ONLY GOTTEN MY EDUCATION AT MT. EDGE CUMBE BUT I'VE LEARNED TO MAKE CERTAIN DECISIONS, BECOME SELF-RELIANT, AND BE MORE RESPONSIBLE BECAUSE OF THE WORK WE ARE REQUIRED TO DO, BOTH IN THE DORM AND CLASS, AND THE ACTIVITIES I HAVE PARTICIPATED IN SUCH AS, CORS-COUNTRY, TRACK, DRILL TEAM, GYMNASTICS AND CLASS SECRETARY. THIS YEAR I AM ASSUMING RESTON-SIBILITIES AS VICE-PRESIDENT OF THE STUDENT COUNCIL. THE OPPORTUNITIES TO DEVELOP LEADERSHIP ARE LIMITLESS. I HAVE ALSO COME TO KNOW MY PERSONAL SAVIOR.

IF IT HADN'T BEEN FOR MT. EDGE CUMBE, I WOULDN'T HAVE THE KNOWLEDGE I GAINED WHICH WILL GREATLY AFFECT MY PUTUER PLANS. THIS IS NOT PROVIDED IN MY HOMETOWN. THERE, BECAUSE THERE ARE FEWER SUBJECTS AND EVERYONE KNOWS ONE ANOTHER WELL, THE STUDENTS AREN'T MOTIVATED TO DO THEIR WORK IN OR OUTSIDE CLASS. WHEN I ATTENDED MT. EDGE CUMBE I SAW A BIG DIFFERENCE IN ATTITUDE AND IN EFFORT IN DOING MY WORK IN AND OUTSIDE OF CLASS.

THE CHANCE OT INTERACT WITH MANY DIFFERENT NATIVES IN VARIOUS PARTS OF ALASKA IS ALSO A GREAT OPPORTUNITY STUDENTS HAVE AT MT. EDGE CUMBE LIVING AND WORKING TOGETHER HELPS US TO GAIN UNDERSTANDING AND A FEELING OF UNITY. THIS HELPS US TO ADJUST TO SITUATIONS WE WILL HAVE TO FACE LATER IN LIFE WHERE WE WILL NEED TO MEET AND DEAL WITH PEOPLE FROM OUR VAST STATE.

BECAUSE MY MOTHER AND A FEW OTHER PEOPLE FROM MY HOME CANNOT READ, WRITE OR SPEAK VERY GOOD ENGLISH THEY WANTED ME TO SAY A FEW THINGS AT THIS MEETING. QUOTE: "WE FEEL THAT MT. EDGE CUMBE HAS AFFECTED STUDENTS IN MANY DIFFERENT WAYS WHICH PROBABLY NO OTHER SCHOOL IN ALASKA WOULD. THE STUDENTS ARE LUCKY TO HAVE THE VARIETY OF EDUCATIONS, ACTIVITIES, STAFF WORKERS AND PROVIDED TRANSPORTATION. WE ARE THANKFUL FOR ALL OF THAT, BUT TO HEAR THAT IT MIGHT BE CLOSED IS MORE THAN A PITY." UNQUOTE.

MANY OF THE PEOPLE WHO FAVOR CLOSING MT. EDGE CUMBE HAVE NEVER ACTUALLY VISITED OUR SCHOOL OR TALKED WITH STUDENTS WHOSE FUTURES WILL BE GREATLY AFFECTED. IS IT FAIR TO MAKE SUCH A DECISION WHICH WILL GREATLY AFFECT MANY OF OUR FUTURES WITHOUT MAKING AN EFFORT TO PERSONALLY INSURE THAT IT IS THE RIGHT DECISION?

FOR THE LAST TWO YEARS THE STUDENT COUNCIL, AS WELL AS THE STUDENT BODY, HAS BEEN DOING EVERYTHING WITHIN OUR POWER TO DELAY THE CLOSURE OF OUR SCHOOL. WE JOYFULLY AND GREATFULLY RECEIVED THE NEWS THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE OPEN FOR ANOTHER YEAR. HOWEVER, THE BATTLE IS NOT YET OVER. WE MUST INSURE THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE HER FOR MANY YEARS TO COME IN ORDER TO MEET THE NEEDS OF THOSE FUTURE LEADERS OF ALASKA WHO STILL HAVE NEED OF A SCHOOL SUCH AS THIS IN ORDER TO REACH THEIR FULLEST POTENTIAL. WE MUST NOT REST UNTIL THIS GOAL IS ACHIEVED. WE CANNOT AFFORD TO BECOME LAX JUST BECAUSE THIS SCHOOL HAS BEEN GIVEN A YEAR'S REPRIEVE. THERE IS MUST WORK TO DO. WE WHO WILL GRADUATE NEXT YEAR AND THOSE WHO HAVE GRADUATED AT MT. EDGE CUMBE THE PAST YEARS OWE IT TO THOSE WHO WILL FOLLOW US TO GUARANTEE THAT THEY WILL HAVE THE SAME OPPORTUNITITES THAT HAVE BEEN AVAILABLE TO US. THIS IS A DEBT THAT WE OWE TO OUR PEOPLE, OUR STATE AND OUR SCHOOL. THAT IS WHY I HAVE COME TO SPEAK TO YOU TODAY.

I UNDERSTAND THE REASONS FOR THE POSSIBLE CLOSURE OF OUR SCHOOL, BUT ISN'T ADEQUATELY MEETING THE NEEDS OF THE NATIVE PEOPLE WITH ANY COST? IF ALL THE SMALL SCHOOLS PROVIDED AN EQUAL EDUCATION, WOULD IT NOT COST MORE?

WE ARE ALSO VERY CONCERNED ABOUT THE FACT THAT AT THE PRESENT TIME MT. EDGE CUMBE WILL NOT BE ABLE TO ENROLL FRESHMEN FOR THE 1982-83 SCHOOL YEAR. THIS A BIG DISAPPOINTMENT BECAUSE WE FEEL THAT THOSE FRESHMEN WHO WOULD LIKE TO ATTEND MT. EDGE CUMBE SHOULD HAVE THE SAME CHANCE TO SHARE THE SAME VALUABLE EXPERINECE. IT IS OUR HOPE THAT PERHAPS THE HOUSE BILL NUMBER 812 WOULD PROVIDE THE FUNDING FOR A FRESHMEN CLASS.

IS IT FAIR TO TAKE AWAY THE OPPORTUNITY FOR THOSE WHO STRONGLY AND DEEPLY BELIEVE THAT THIS SCHOOL IS NEEDED TO HELP THEM ACHIEVE THEIR FUTURE GOALS?

WE WOULD ALSO LIKE VERY MUCH TO SEE THE STATE LEGISLATURE PASS A MEASURE THAT WOULD INSURE FUNDING FOR MT. EDGE CUMBE FOR THE YEARS TO COME.

WE STRONGLY BELIEVE IT WOULD BE UNFAIR TO USE WHO ARE PRESENTLY ATTENDING AND THOSE WHO WISH TO ATTEND IN THE FUTURE TO TAKE AWAY THIS OPPORTUNITY TO DEVELOP LEADERSHIP WHICH HAS ALREADY BENEFITTED SO MANY OF US WHO ARE STUDENTS AND GRADUATES OF MT. EDGE CUMBE HIGH SCHOOL.

WE FEEL THAT MT. EDGE CUMBE IS ESSENTIAL. IT IS VERY HARD FOR ME, AS WELL AS THOSE WHO BELIEVE SO STRONGLY IN MT. EDGE CUMBE TO TELL HOW VERY DEEPLY MANY OF USE FEEL ABOUT OUR SCHOOL AND HOW MUCH WE RESPECT MT. EDGE CUMBE AND WHAT IT STANDS FOR.

I CANNOT URGE YOU ENOUGH TO DO EVERYTHING WITHIN YOUR POWER. WE NEED YOUR HELP!!!!

WE ARE PROUD OF OUR SCHOOL AND FEEL THAT A FRESHMEN CLASS SHOULD BE
ALLOWED TO ENROLL AND THAT MT. EDGE CUMBF SHOULD REMAIN OPEN,
NOT ONLY NEXT YEAR BUT FOR MANY YEARS TO COME. WE WILL GREATLY APPRECIATE
YOUR FULL AND ACTIVE SUPPORT IN HELPING US TO KEEP OUR PROUD TRADITION
GOING STRONG!!!

3. Within the Phoenix Area (Arizona, Utah, Nevada and California), there exists ample capacity to house all of the current ORBS students that come from those states at Sherman, Phoenix and Intermountain schools (a total capacity of 2,200) without major renovations. Furthermore, a new high school on the Hopi Reservation, Arizona, is the top unfunded priority for the BIA school construction program. That school would provide space for approximately 400 Hopi students presently in ORBS, and further reduce demand for capacity in the boarding schools.

Most of the buildings at Stewart school in Nevada do not meet state-adopted structural standards for resistance to earthquake damage. Also, according to the recent facilities survey report, Stewart is grossly unsafe with regard to fire safety standards. Thus, to operate Stewart in compliance with structural earthquake and fire safety standards would require replacement of most buildings. A recent estimate of the cost to renovate Stewart included in the facilities review was \$16.8 million.

In view of the existence among the other ORBS in the Phoenix Area of capacity sufficient to accommodate all of the Phoenix Area ORBS students, and because the cost of replacing the Stewart facilities would be prohibitive, it is recommended that Stewart be closed at the end of the current school year. It should be noted that only 27 of the students at Stewart are from Nevada.

Placement priority for the next (1980-81) school year at the other Phoenix Area ORBS (Phoenix, Sherman, and Intermountain) should be given to Stewart students who are from the Phoenix Area. If needed to accommodate students from outside the Phoenix Area presently in Phoenix Area ORBS, there is space available at Flandreau, South Dakota and at Chemawa, Oregon, where a new dormitory is under construction.

4. Because the State of Alaska has an educational high school boarding program which offers placements and transportation for either the special needs of a child or to overcome isolation, it is recommended that Mt. Edgecumbe be closed. The state program covers room, board and transportation at an average per student cost of \$4,000. (The state cost however, does not reflect the \$3,500 per pupil cost borne by the local school which the student attends).

Federal funds appear to be supplanting state responsibility at Mt. Edgecumbe which has the high cost per ADM of \$18,953.

It is further recommended that the BIA should work with the State of Alaska to develop and implement a two-year phase-in of state assumption of educational boarding costs and phase-out of Mt. Edgecumbe as a BIA school.

5. It is recommended that first priority for placement in other BIA vacant positions be given to ORBS staff displaced by school closures.

MT. EDGE CUMBE HIGH SCHOOL

Mt. Edgecumbe High School, located on Japonski Island west of the town of Sitka, Alaska, was reviewed on-site on September 13-14, 1979.

Enrollment Data

1978-79 School Year - Total Enrollment	436
1978-79 School Year - ADM	365
Current Enrollment	400
Authorized Enrollment	406
1979-80 Projected ADM	393

Cost Data

FY 1979	3100	\$3,451,637
FY 1979	3500	3,283,922
FY 1979	Other (Title, IMPL, etc.)	183,134
FY 1979	Per ADM - 3100	9,456
FY 1979	Per ADM - 3500	8,997
FY 1979	Per ADM - Total Program	<u>18,955</u>
FY 1980	Projected - 3100 Per ADM	7,934

Staff to Student Ratios (1979-80 Current Enrollment)

Teachers (39)	1:10.2
Total Dormitory Staff	1:9.5
On duty - day	1:50
On duty - night	1:50 regular dorms 1:13 special dorms
Counseling	1:40
Social Services	1:200
Recreation Staff on Duty	1:50
Total staff (192)	1:2.8

Additional Staffing Information

Psychological services are available through IHS or contract.

Medical services are provided through IHS.

MT. EDGECUMBE HIGH SCHOOL (Continued)

Academic Program

Mt. Edgecumbe was accredited by the Northwest Association of Schools and Colleges in 1977. Twenty-four students are in special education.

The school student population has declined from 700 to its current 400 over the past several years. The State of Alaska Boarding Program (which is discussed later in this paper) has had a large impact on enrollment. However, according to the Superintendent, many current students are drop-outs from that program. ~~That~~ may account for the older average age of 18 for freshmen. Ninety-four of the 400 students are 18 years or older. The turnover rate last year was 29 percent. A needs assessment, which has been conducted in the last 2 years has involved questions to both students and teachers.

As a result of a recent vote by parents and students on whether to have a Christmas vacation or not, a majority of students voted to stay. (Approximately 25 percent do not return to school after that break in a normal year.)

All students are required to take driver's training before graduation because some students have never had access to an automobile.

The one-year shop course requirement for all seniors appears to be directed to supporting the shop staff. Enough equipment to support multiple shop learning centers fills the huge airplane hanger. Even with the requirement for students to take shop courses, it was severely under-utilized. Freshmen are also required to take shop or economics.

A large band of approximately 75 students was preparing for an Alaska Day performance. Most band students had never played an instrument before coming to Mt. Edgecumbe.

Teachers tutor in the dorm at night for overtime pay.

The school has its own FM radio station - KMTX at 100.1. It does not advertise and is used at some intervals for students training.

An extensive library and media center are available for student use.

There are 12 coaches.

An honor section for girls exists in a portion of the regular dorm complex. A total of 190 girls are housed in a facility which used to house at least 60 more students on the now unused top floor.

The boys dorms have a bombed-out interior appearance. No interior doors exist because some boys break them and the frames. In contrast, the most attractively painted facility on campus was a small dorm being prepared for visiting athletics teams who traditionally treat the facilities roughly. The Superintendent remarked on the disparity of condition of the two facilities.

Additional dorms exist for students who have special social adjustment or drug dependence problems. Staff to student ratios here are higher.

A containment center, for out-of-control students, is used sporadically. It consists of eight small, windowless, rooms furnished only with a mattress. The door to each has one small window and a lock. The facility is staffed only when a student is present. Procedures exist for notification of both the Superintendent and the head of pupil services when a student is placed there.

Pupil Services

Counselors see every student four times a quarter and also counsel in dorms four nights of the week.

Facilities Management

The basic facility is an old air base used by six separate Federal Agencies.

Only 35 percent of work of the facilities management staff is for Mt. Edgecumbe School, while 65 percent is for other Federal Agencies:

- Indian Public Health
- Coast Guard
- General Services Administration
- Federal Aviation Administration
- Forest Service

These agencies are charged, on a reimbursable basis, 30 percent overhead on all work other than the 20 percent on laundry.

Heating 400,000 square feet of buildings on the island with steam costs approximately \$1 million/year according to Albert Wilson, Director of Facilities Management. The physical plant is the original one.

However, according to the Superintendent other agencies are beginning to build up their individual facilities management staffs and are not using the school services as much.

The Indian Health Service is reportedly behind in its payments by a major amount of \$600,000 to \$1,000,000.

When asked the value of the O&M physical inventory, the Superintendent did not know, but agreed that it probably was at least \$1 million.

The facilities management study suggests demolition for many of these World War II frame buildings. The operation and maintenance budget for this facility is almost one-half of the \$6,918,693 cost of Mt. Edgecumbe School.

Staff Comments

Many felt there had been improvement in discipline under Superintendent Demmert and that the school was turning itself around.

One staff member suggested that a teachers' morale problem has existed since last summer when some were requested to mow lawns as part of their duties as assigned.

Other

- Students knew and greeted Superintendent Demmert in a warm manner. He knew most by name.

- The 192 staff provides a high total staff to student ratio which is not reflected in direct work with the students.

- The Alaska Department of Education has a Secondary Boarding School program currently available to students through their local school district based on either:

- a. lack of daily access to a school of appropriate grade level by being transported to a reasonable distance; or,
- b. special needs of child having daily access to school program of appropriate level.

In a telephone conversation on October 13, 1979, with Kenneth Grieser, Deputy Director of Management, Law and Finance Division of the Alaska Department of Education, it was learned that the State is currently boarding 500 seventh through twelfth graders for an annual cost of \$2 million or \$4,000 per child.

The \$4,000 does not include the academic costs borne by the local school district. However, Johnson O'Malley (JOM) funds would be available as a supplementary source to any district educating the Alaska natives who are enrolled in Mt. Edgecumbe. Provisions for parental involvement in the choice of school and boarding location is incorporated in the Alaska Administrative Code provision* as well as transportation to and from the school.

The Alaska Department of Education's Boarding Program, enacted in 1975 serves many of the purposes of Off-Reservation Boarding Schools. A major policy of the program is to provide a school to both geographically isolated students and to students who have special needs. Since the boarding location under the Alaska law is chosen by the parents of the student, opportunity for more direct control, closer to home is possible - and probable.

* See attachment.



Official Business

Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

March 19, 1982

AGENDA

HB 812

Appropriation/ Mt. Edgecumbe

Witnesses:

Rep. Al Adams

Donna Kiouss, Mt. Edgecumbe Alumnus

Eleanor Weedman, Mt. Edgecumbe Student

Appendix III

NON-ACADEMIC BENEFITS ASSOCIATED WITH ATTENDANCE AT MT. EDGE CUMBE HIGH SCHOOL

Alaska Native students have long benefited from the varied experiences and cross-cultural exposure resulting from attendance at Mt. Edgecumbe. It can be shown that Native leadership in Alaska owes much of its success to the non-academic aspects of attending a school with an enrollment made up from a cross-section of rural and urban students from various regions of Alaska. This exposure has been reflected in students attending Covenant, St. Mary's, Sheldon Jackson, Wrangell and certainly Mt. Edgecumbe.

As the attached listing shows, Mt. Edgecumbe offers an abundance of non-academic activities which have added significantly to students' mental and social development. Exposure to, and interaction with fellow students from different geographic and cultural locations provide motivation, leadership skills, and an enhanced awareness of Native issues so necessary in the Alaskan economic and political scene.

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MT. EDGECUMBE HIGH SCHOOL

The following non-academic activities programs are available to students who attend Mt. Edgcumbe High School:

- I. Mt. Edgcumbe is an accredited secondary school.
- II. Political. Field trips are available to the following organizations. Most stress parliamentary procedure:
 - A. Alaska Native Brotherhood
 - B. Tlingit & Haida
 - C. Sitka Native Community Association
 - D. Shee Arika, Inc.
 - E. Sitka Borough Assembly
 - F. Sitka Democratic Party
 - G. Sitka Republican Party
 - H. State Legislature in Juneau
- III. Cultural
 - A. School music concerts held various numbers of times during year
 - B. Sitka Concert Association
 - C. Sitka Barnef Little Theater
 - D. Sheldon College Players
 - E. Native
 - 1. Alaska Native Brotherhood -- sponsor of the Sitka Native Cultural center, a tourist attraction at the Sitka National Monument. Many students have taken courses in the center.
 - 2. Sitka Native Community Association -- the Association has sponsored many culturally-related workshops.
 - 3. Indian Education -- culturally-related and sponsored by the Alaska Native Brotherhood.
 - F. Library -- three libraries, in addition to the school library, are available in the community.
 - G. Museum -- Sheldon Jackson College
 - H. Resource Persons -- political, medical; religious; educational; labor; military; judicial.
- IV. Historical
 - A. Sheldon Jackson College
 - B. Russian Church
 - C. Russian Orphanage
 - D. Sitka National Monument
 - E. Sitka Indian Village
 - F. Historical section, Centennial-Building
- V. Law Enforcement
 - A. State Trooper Academy
 - B. State Court System
 - C. Local Court System
 - D. Court Day -- held annually for Mt. Edgcumbe students who assume, for one day, judicial positions in Sitka.
- VI. Field Trips. Field trips are available to Sitka. Sitka has a large commercial shopping center that fits well into consumer education.
 - A. Alaska Lumber & Pulp
 - B. United States Coast Guard Base
 - C. United States Coast Guard Cutter Woodruff
 - D. National Guard Armory
 - E. The radio station and two television outlets with eight channels
 - F. Four boat harbors
 - G. Sheldon Jackson College Fish Hatchery
 - H. One local newspaper (five daily newspapers, including one from Seattle, is available on the local market)
 - I. Sitka Community College and Sheldon Jackson College -- numerous gifted Mt. Edgcumbe students have taken courses at both colleges
- VII. Student Work Program
 - A. Employment available on individual basis in Sitka-Mt. Edgcumbe communities
 - B. School Work-study Program
 - C. CETA Work-Program available through Sitka Native Community Association.

- VIII. Mt. Edgecumbe is a member of the Southeast Alaska High School Activities Association. As a result, the school sponsors activities in the following:
- A. Basketball (boys and girls)
 - B. Track (boys and girls)
 - C. Cross Country (boys and girls)
 - D. Wrestling
 - E. Swimming
 - F. Volleyball
 - G. Boxing
 - H. Student Council
 - I. Cheerleading
 - J. Drill Team
 - K. Music

Mt. Edgecumbe High School has hosted all regional activities (above), involving 300-700 students from all over the Southeast region. Mt. Edgecumbe has been the host school for the boys Southeast Class B Basketball Tournament for three consecutive years. Mt. Edgecumbe has hosted all of the above activities except swimming. As a member of the Association, Mt. Edgecumbe participates in all of the above activities and travels to all schools/towns in the association.

Mt. Edgecumbe High School students have been exposed to boys Class A basketball on the Southeast Regional and State levels. Both events have been hosted by Sitka High School.

Mt. Edgecumbe participates in the Southeast Regional Music Festival and the Southeast Music Honor Festival in both band and choir.

Most student-travel is with the Alaska State Marine Highway System.

Mt. Edgecumbe students are exposed to basketball on all levels, including the Sitka American Legion Tournament, a popular tourney featuring mens' teams from all over the Southeast region.

Mt. Edgecumbe High School and community annually participate in Sitka community activities, particularly the Alaska Day Parade, where Mt. Edgecumbe High School groups have consistently won awards.

IX. Medical

Complete medical facilities are available to Mt. Edgecumbe students by the Indian Health Service (IHS), located at Mt. Edgecumbe. This also includes psychological and psychiatric. Various clinics pertaining to Alcohol and Drug Abuse is available in the hospital as well as various other sources in Sitka.

X. Religion

28 churches are available in Sitka. Most provide bus transportation for students on Sundays. Most churches conduct religious instruction classes on campus each Tuesday evening. The majority provide all week-end activities or convocations for Mt. Edgecumbe students.

XI. On Campus Activities

- A. ~~Co-ed dormitory~~ — a special dormitory for students with special problems
- B. Honor Dorm — dormitory available for high academic and top citizenship students. One dorm is available for boys, and one for the girls
- C. Native Foods Day
- D. Swimming — at Sitka High School and Sheldon Jackson College
- E. Week-end hunting and fishing trips, including week-end camping trips
- F. Drivers' Education
- G. School radio station
- H. Recreational and intramural programs
- I. School clubs and organizations, stressing leadership
- J. Publications that include photography and the school yearbook
- K. School Store (Student Union)
- L. Student Fan Patches (to promote school spirit)
- M. Student Assemblies, held frequently.

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REPORT: MT. EDGECUMBE
CONSULTATION MEETINGS

November 1980

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Director, OIEP

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FOREWORD

The problem of developing effective educational programs for culturally different children and adults and educationally disadvantaged children and adults is one of the greatest faced by the educational leadership of the nation.

In the case of the Bureau of Indian Affairs, the delivery of educational services to American Indians and Alaska Natives planned in consultation with them is crucial to the mission of the Bureau.

I am disturbed and concerned as I observe the economic exploitation of Alaska and the resulting impact on the Alaska Natives. Alcoholism, homicide, and suicide have increased dramatically. I perceive the course of history will be the same for them as it has been for the native people in the lower 48 states unless political leaders listen to them and adopt relevant policies very soon.

Indian Education Policies which are in effect state, "it is the responsibility and goal of the Federal government to provide comprehensive education programs and services for Indians and Alaska Natives."¹ Another policy states, that the BIA will "Assure that no new policy shall be established nor any existing policy changed or modified without consultation with affected tribes and Alaska Native Government entities."² Other policies provide for tribal/parental choice of school³ and education close to home.⁴ Prior to the adoption of 25 CFR 31.a on October 9, 1979, the role of the BIA in providing educational services for Alaska Natives was more flexible. However, the absence of a specifically enforceable responsibility does not leave the Department of the Interior unrestrained in its decision-making with respect to Alaska Native education programs.

In recent years, the BIA has been committed to aligning its education goals with those of the State and facilitating transfer of its education functions to the State system (including local districts).⁵ Between 1967 and 1970, 28 BIA schools were transferred to the State. Thirty-nine day schools and one boarding school continue to be operated by the BIA in the State of Alaska. This is a significant reduction from a one-time high of 120 schools. However, no transfers may now take place without local native concurrence.

"In order to cut off Native Americans from substantive rights in federal programs administered by the BIA for their benefit, the Secretary must give notice and an opportunity to be heard to the public pursuant to the Federal Administrative Procedures Act."⁶ This concept is further assured by the policies cited earlier and by the Indian Self-Determination Act.

The basic question at this time is what kind of BIA policy will best serve the Alaska Natives and based on whose judgment will this determination be made. The wishes and opinions of the native people are already abundantly clear.

Background

The Off-Reservation Boarding School Study conducted by the Department of Interior's Office of Budget, Program Review Division recommended a phase-out approach to the closure of Mt. Edgecumbe. They further recommended that the Bureau of Indian Affairs proceed to negotiate with the State of Alaska and consult with appropriate native groups for the absorption of students from Mt. Edgecumbe into the state program or other alternatives.

The 1982 budget passback reflected a 3.5 million dollar decrease in school operations and a 3.1 million dollar reduction in facilities management due to the closure of Mt. Edgecumbe. This budget action negated the "phase-out approach" to the closure process, disregarded the policy of consultation with affected native groups prior to a decision, and limited the time in which acceptable educational alternatives could be explored.

The Office of Indian Education Programs requested a delay in closure and an opportunity to develop and implement a consultation plan which would at least allow the opportunity for native groups — especially the parents of those children in attendance at Mt. Edgecumbe — to address the issue of educational alternatives and to discuss the availability of alternatives with Alaska's State Department of Education.

Because of the FY 1982 budgetary schedule the consultation meetings with the Alaska native groups and the Alaska Department of Education had to be completed no later than November 15, 1980. This deadline was imposed in order that alternative program funds could be included in the 1982 budget if necessary.

The consultation meetings have been completed and it is the purpose of this report to present the results of these meetings as well as to provide some background on the development of education in Alaska as it affects native children. Meetings were held as follows:

- October 20 - Sitka
afternoon - Mt. Edgecumbe students
evening - town meeting
- October 22 - Anchorage; Mt. Edgecumbe School Board
- October 23-25 - Anchorage; AFN Convention and Alaska Native Education Association Workshops
- October 30 - Bethel:
morning - Lower Kuskokwim School District (R.E.A.A.) Board Meeting
afternoon - town meeting
- November 3 - Nome
- November 5 - Fairbanks
- November 6 - Juneau; Sealaska Native Corporation and Tlingit - Haida Central Council
- November 7 - Juneau; Alaska Department of Education

REASONS FOR RECOMMENDED CLOSURE

The reasons cited for Mt. Edgecumbe's closure are 1) high costs of operating the school and 2) the federal government appears to be supplanting state responsibilities.⁸

COST PER PUPIL

Before P.L. 95-561 imposed formula funding, costs were almost \$19,000.00 per student. However, with the formula funding procedure implemented, Mt. Edgecumbe's cost per student has decreased. Based on enrollment of 410 students, the current cost per student is \$15,405.60. This includes 3100 dollars (School Operations), 3500 dollars (Facilities Management) and dollars received from Title I, Title IV, and Title VI. Dollars generated through the funding formula (3100 dollars) provide for a per pupil cost of \$7,809.26. This allotment includes costs for travel and for school board training.

It is important to note that the formula funding is applied equally to all B.I.A. schools. Therefore, any exceptional costs at Mt. Edgecumbe will be due to the school's location in Alaska as to costs of plant operation and maintenance.

RESPONSIBILITY FOR EDUCATION OF ALASKA NATIVE CHILDREN

The issue of who is responsible for the education of native children in Alaska is a complex one. The Alaska Constitution requires the state to "maintain a system of public schools open to all the children of the state."⁹ On the other hand, it has been recognized that "it is the responsibility and goal of the Federal government to provide comprehensive education programs and services for Indians and Alaska Natives."¹⁰ This policy is reaffirmed under regulations promulgated under P.L. 95-561: "In carrying out its Education mission, the Assistant Secretary for Indian Affairs through the Director shall ensure that Indian Tribes and Alaska Native entities fully exercise self-determination and control in planning, priority-setting, development, management, operation, staffing and evaluation in all aspects of the education process."¹¹

During the 1960's, a cooperative effort evolved between the Bureau of Indian Affairs and the State to transfer Bureau schools to State administration. The process of transferring B.I.A. schools to the state has slowed down.

The Indian Self-Determination Act of 1975 and local opposition to pending school transfers caused the B.I.A. Juneau Area Director to cease transfer of B.I.A. schools to state control without consent of the community in which the school is located. In a letter to the State Commissioner of Education, the Area Director advised that in the future B.I.A. policy would require village concurrence before agreeing to a school transfer. He further stated that the Bureau was not opposed to further school transfers, but "the new policy was a recognition "of a third and very important entity, the village people, who we feel should be directly involved in the decisions regarding transfer of schools in their communities."¹²

The letter also "recognizes that the state is not obligated to abide by P.L. 93-638... (but) the B.I.A. is obligated, and that it would be wise for the state to develop this concept as well."¹³

This does not appear inconsistent with the agreement between the State and the B.I.A. and the general provisions of An Overall Educational Plan for Rural Alaska (revised 10/2/68) which reads in part:¹⁴

- 7)...It is agreed that state policy should be formulated with full consideration of the limitations of law which govern federal activities and financial contributions.
- 9)...It is agreed that the state should formulate an overall plan with local participation (emphasis added) for (a) expansion of present high school educational facilities and (b) transfer of Bureau-operated schools to state management and operation.

MOLLY HOOTCH DECISION

The Molly Hootch decision has had a considerable impact on secondary education for native children in Alaska and deserves discussion in order to better understand the complexity of native education.

On September 3, 1976, the Governor of Alaska signed a Consent Decree as settlement of a civil class action suit brought against the State on behalf of Alaska Native children of secondary school age. In this settlement, the State agreed that:¹⁵

- a) Every child of school age has the right to a public education in the local community in which he resides.
- b) Neither the department (of education) nor a district may require a child to live away from the local community in which he resides to obtain an education.

Therefore:

- a) The governing body of a district shall provide an elementary school in each community in which eight or more children are available to attend elementary school.
- b) Unless the local school committee of the community requests that no secondary school be provided in that community...the governing body of the school district shall provide a secondary school or, if so requested by the local school committee a partial secondary program in each community in the district in which:
 - 1) there is one or more children available to attend a secondary school; and
 - 2) there is...an elementary school operated by the district, or there is an elementary school operated by the Bureau of Indian Affairs.

Villages where there were previously no schools, for the first time, have been able to offer educational programs to their inhabitants.

STUDENT CONCERNS

The most critical consideration resulting from the closure of Mt. Edgecumbe is the placement of the displaced students. In spite of the Molly Hootch case, there are still a number of students who have no secondary program available. Others come from villages which do not offer programs at every grade level. In some instances the community has elected not to have a fully-developed secondary program. Finally, there are students and/or their parents who have opted not to attend their village school due to various reasons. (This last group of students will be discussed in more depth in a different section of this report.)

Of the students currently enrolled at Mt. Edgecumbe, a student survey conducted at Mt. Edgecumbe along with information on the status of village schools obtained from the state, it is found that 138 of those students would not have classes to attend in their home community if Mt. Edgecumbe were to close at the end of this school year. (See Appendix I)

Of the communities that Mt. Edgecumbe students come from, sixteen offer no high school program or facilities. The remaining sixty students are from communities that offer some high school programs but not at the grade level needed.

Of the 407 students, 95 of them are seniors and will not require secondary programs after this 1980-1981 school year. Of those 95 seniors, 32 had village schools available this year — 63 did not. A total of 207 students currently in attendance at Mt. Edgecumbe are there for reasons other than lack of a local secondary program. Since 32 of these 207 are seniors, it is the remaining 175 students whose reasons for opting to attend Mt. Edgecumbe must be examined. (See Appendix II)

There was significant discussion about the non-educational benefits for students attending Mt. Edgecumbe. The recreation program, the health services, local cultural activities, counseling, and extra-curricular programs in the areas of sports and music are a few of the benefits discussed. (See Appendix III for a complete description of these benefits.)

At the Sitka meeting, a registered nurse and certified school nurse practitioner employed by the Indian Health Service, stated the following: "Health promotion in the areas of nutrition, physical fitness, stress management, socialization and positive life style and health consumerism are critical factors in establishing a healthy population knowledgeable of and practicing appropriate utilization of medical services. Health career promotion has been an active and ongoing effort by the health services staff here at Mt. Edgecumbe. This exposure is necessary to stimulate rural Alaska youth to capably practice self determination. The time and cost benefits of preventative services are much more efficient than episodic services only."

STUDENTS WHO HAVE LOCAL PROGRAMS AVAILABLE

Students and/or their parents may choose Mt. Edgecumbe over their local school for social, or academic reasons or because of specific curriculum offerings. In the words of the Mt. Edgecumbe Student Council President and a senior from Barrow, "An alternative such as MEHS is necessary not only to meet the educational needs, but is vitally needed because of the social problems such as broken homes, alcohol and drug abuse — among others — that occur in many villages. The health and social services that are provided at MEHS are not available in many rural areas."

Students and their parents have cited academic and curriculum reasons for choosing Mt. Edgecumbe. A variety of comments come from students: ¹⁶

"The courses offered at that (village) school were not adequate to prepare me for college."

"At the high school (village), it was too small and not equipped ...did not offer enough courses."

"The reason I came to Mt. Edgecumbe is that I wanted a better education and more of a challenge."

"The high school in my village was inadequate...classes were limited and poorly organized."

"Mt. Edgecumbe provides an education that opens doors to numerous opportunities. It provides a challenging curriculum that motivates a desire to further our education...there's staff that are trained in a wide variety of fields."

Other consultation meetings pointed to the concern of inexperienced teachers and the high turn-over rate in the village schools, the high drop-out rate in the R.E.A.A. and state school districts, and the lack of quality education and adequate facilities currently in the village schools. One concerned citizen in Nome said that "parents want children to have the exposure of both the village life (village schools) and the preparation provided by Edgecumbe. The day will come when there is increased confidence in local schools."¹⁷

Charlie Johnson, the First Vice-President of the Bering Straits Native Corporation stated that "even when local schools are more developed, there will still be a need for many children to attend Mt. Edgecumbe... and the concern is not whether or not the R.E.A.A.'s can or cannot provide a quality education."

The major concern expressed by the Native people is that the village schools are in differing developmental stages. They are questioning the type of education which can be provided by a 1 or 2 teacher school serving several grades. Many of these schools are experiencing facilities problems such as "faulty water, heating, mechanical and electrical systems...plumbing left

incomplete, leaving operation of the toilets and hot water system unsatisfactory...drinking water has to be hauled by hand..."¹⁸

VILLAGE SCHOOLS

There are 33 one-teacher schools in Alaska; 16 of them provide high school level education. There are 38 two-teacher schools, 30 with some high school programs. There are 19 three-teacher schools, 18 with some high school programs. In summary, there are 90 schools with 3 or less teachers and 64 of them who provide some degree of a high school program. In addition, there are 500 students taking correspondence courses.

This is not to say that these village schools are not capable of providing quality educational opportunities. Native people and others recognize that Alaska is in a rapid state of transition and it will take time to fully develop these programs.

"Little thought was given to the kind of educational activities that would be most appropriate for all these new high school programs...In general, where new facilities have been built, the adaptability of the programs of study to the particular needs and conditions of the community has been inhibited rather than enhanced by those facilities. Most initial programs of study...have been spontaneous productions on the part of the teachers, ...Consequently, the teachers have had to resort to effective utilization of those resources and facilities most immediately available to them. Where no regular high school facilities were immediately available, teachers were required to be more adaptive and innovative in what they taught and how they taught it (though some have used this as an excuse not to teach much of anything). While the lack of adequate facilities has imposed its own set of hardships and problems for the teachers, the provision of elaborate facilities sporting the latest furnishings which modern technology has to offer does not appear to be the magic solution to the small high school's problems either. There is still the prior question of "What kind of educational program is most appropriate for high school students in rural Alaska?" and that question tends to get lost in the State's rush to comply with a consent decree (build a facility), the communities' desire to get a gym (use of a facility), and the teachers' efforts to keep all the machinery running (operate a facility). It is left to the student down at the end of the line to extract some kind of useful learning experiences from all of this and thus piece together an "education".¹⁹

One Sitka resident — a former log camp school teacher — reaffirms concerns expressed about the small rural school: "Often new teachers in village schools are not prepared for village life. They have to learn to cope and also be prepared to teach anywhere from 8-12 different grades at once... I don't feel that the problems in rural high schools are all that related to losing students to Mt. Edgecumbe. They need to correct their problems first. Local schools should be there for those students who need them, but they cannot take the place of such a facility as Mt. Edgecumbe.

It is these considerations which, no doubt, have lead native people to be concerned about whether or not the adequacy of educational alternatives has been thoroughly addressed before Mt. Edgecumbe is eliminated. They are indeed concerned that their children have equal educational opportunities.

REGIONAL EDUCATION ATTENDANCE AREAS

In response to the Hootch case, the Alaska state legislature abolished the State-Operated School System (ASOSS) in 1975 and established 21 Regional Education Attendance Areas (R.E.A.A.). Areas outside an organized borough or first-class city are divided into R.E.A.A.'s. Village schools are part of these R.E.A.A.'s.

Concern has been expressed by many R.E.A.A. administrators and board members that as long as Mt. Edgecumbe is open, they will lose dollars when students leave their district to attend Mt. Edgecumbe.

The Lower Kuskokwim Board supports the immediate closure of Mt. Edgecumbe. One board member expressed that "Mt. Edgecumbe has served its purpose ...we now have high schools in the regions and in the villages. We have a new system and our efforts are hampered by the existence of Mt. Edgecumbe."²⁰

It should be noted that 42 percent of the Mt. Edgecumbe student population comes from the Lower Kuskokwim R.E.A.A. with the largest numbers coming from the villages of Kwethluk (45 students) and Tuntutuliak (23 students). Funding for these schools is determined by those students enrolled at the end of the first quarter (this year 10/28/80). This board expressed concern that they cannot do adequate planning if they cannot count on the students attending their local schools. An additional problem they face is that if the students decide to return to their local school after that deadline date, no money is available to adequately accommodate their absorption into the local system. Another board member commented that the board's concern was not what happens with Mt. Edgecumbe if it closes but is the detrimental effect on their educational programs in this district. This school district offered to pay transportation costs home for Mt. Edgecumbe students from their District if the students would come home in time to be counted in the funding.

Meetings were held at Kwethluk and Tuntutuliak. Villagers expressed the desirability of retaining Mt. Edgecumbe as an alternative system meeting important and differing needs of their children. They are supportive of developing their local option but feel it is going to take more time. These two villages are part of the Lower Kuskokwim District.

Yukon-Kovukuk School District has "adopted a resolution opposing the closure of Mt. Edgecumbe at the present time. We feel that adequate time for the planning to bring students back into the district has not been given... estimate a minimum of three to five years..."²¹

The Deputy Superintendent from the Bering Straits School District stated that there are problems associated with students going to Edgecumbe.

"Based on the number of students leaving the district at the present time, they are losing about \$400,000 in state revenues. Also, a lot of student leadership goes to Edgecumbe; therefore, their own schools lose some of the quality."²² The President of the Board, Bering Straits School District, reaffirmed that they are "concerned with and working toward their mandate of providing local educational opportunities for their children but that Mt. Edgecumbe should not close without analyzing the impact."²³

The Superintendent from the Nome City School expressed that "the concept of an alternative is something which must be considered. Things have been done too decisively regarding education in Alaska. The pendulum swings too rapidly, it is difficult to get any continuity...Although there are financial considerations, Edgecumbe might best meet the needs of some children."²⁴

As indicated in the preceding paragraphs, the R.E.A.A.'s have varying sentiments regarding the closure of Mt. Edgecumbe. Whatever the sentiment, though, the most important consideration is assuring that the needs of the students are met. This leads to the examination of educational alternatives.

STATE BOARDING HOME AS AN ALTERNATIVE

The only alternative to Mt. Edgecumbe specifically mentioned in the Off-Reservation Boarding School Study was the state boarding home program. Native people have generally expressed that this is not an acceptable alternative.

There are several factors which must be carefully examined during the planning for the absorption of students into the state program. "At the very minimum students must be apprised of the program and planning must be done to locate homes, orient foster parents and teachers, and insure health care systems are accessible. Conditions in the urban centers where the students are likely to be placed need to be evaluated. Anchorage schools reflect a 66% dropout rate of Native students prior to high school graduation as well as significantly lower test scores. The academic problems together with the social and emotional stress encountered by native students in an urban center can be overwhelming..."²⁵

Some discussion of the boarding home program as it presently exists is in order at this point in order to better understand whether or not it can be considered an option for all displaced Edgecumbe students. Those students who do not have access to a local program are eligible for placement in a secondary program within their own district or R.E.A.A. State reimbursement for placement outside the district will be approved only when approved by the local school board and complete justification is provided showing that it is not possible to place the student inside the district."²⁶ Concern has been expressed by some parents and others who attend consultation meetings that no district is prepared to offer a wide-range of educational programs within district.

There are two types of boarding home programs available -- the "basic program" and the "supplemental program". The basic program is for those students who have no local program available. The supplemental program is for secondary students who have daily access to a local program at the appropriate grade level, but who have special needs. The cost of supplemental programs must be borne by the district unless funds are otherwise provided. Applications for basic programs are given first priority. The determination of "special needs" -- other than those needs of special education students -- lies with the district; there is no uniform criteria.

There are currently 258 students in the boarding home program. The staff from the Alaska Department of Education stated that the largest percentage of this number are native students. Stipends for the boarding home parents vary from a low of \$2,090 per student at Ketchikan to \$4,446 at Mat-Su. This stipend is for room and board costs only. Boarding home parents may choose to provide spending money from the monthly stipend but this is at their discretion. Natural parents should be informed that they are to provide clothing, spending money, and other incidental items for their children. One round-trip home per year is provided.

State Health and Social Services have regulations dealing with the licensure of foster homes and boarding homes. Those agencies have indicated they do not have the staff to do what is required and have asked school districts to do the preliminary work. It is suggested that districts cooperate but they are not required to do so. The quality of the home has been questioned by some individuals.

Other concerns expressed by students, parents and others include the fact that there is no orientation or training required; it is something which is left up to the districts. Families who have 2 or 3 students at Mt. Edgecumbe are concerned that if their children had to enter a boarding home program, the children would be split-up. Students who previously lived in a boarding home have indicated that they did not have an adequate place to study. The cost of coming home at Christmas or any other time during the year must be borne by the parents. Tutoring is not a regular part of the program.

According to the types of boarding home programs available, some of Mt. Edgecumbe's student population could meet the criteria of the program. However, the needs of the individual students must be examined. Alaska's Commissioner of Education agrees. He indicated that the State will not accept blanket placements in boarding home programs.

The residential component is just one issue in addressing the appropriateness of educational alternatives. Ray Barnhardt who was involved in the "Small High School Programs for Rural Alaska" study conducted by the University of Alaska said that there is a recognized need for extended learning activities and for moving beyond the village setting. Opportunities for travel and for courses of study and activities not provided for in the small school setting is desirable.

OTHER EDUCATIONAL ALTERNATIVES

Because Alaska is in a rapid stage of development and education is in a state of transition, alternative programs are being constantly explored. Some programs are already tried and proven — others are only in preliminary discussion stages.

The Rural Student Vocational Program (RSVP) has been operating for 10 years. It is a cooperative arrangement between the private sector, the school district, and the state. Students are brought from the rural schools into Fairbanks, Anchorage, Kenai and Juneau and placed in a job setting for two weeks. Total costs for two weeks are about \$900 per child and are shared by the state and district. About 800 students will participate this year.

Districts have made arrangements to run some students through a comprehensive short-term program at Seward Skills Center. Exchange programs with other countries as well as between rural and urban settings is an option sometimes used to "widen horizons".

The State Department of Education has developed an Educational Telecommunications Project. It is a 5-year project and will be evaluated for the first time this year. There are four courses available at this time and two more in developmental stages. They are designed for 9th and 10th grades. It provides for Individualized Study by Telecommunications (IST) in selected pilot sites. The state matches funds with a grant from the National Institute of Education. Some teachers expressed that there is little or no training provided to them relative to equipment use.

The Lower Kuskokwim School District is going to investigate the possibility of re-converting one of the original Bethel Regional dormitories. It is currently being used for office space. The capacity of the dorm is 100 and could provide for a "magnet school" concept. They would be able to bring students in for some specialized, short-term programs.

The State is discussing a Prep School type of arrangement. If found viable, it would be developed to address academic development and leadership training with special emphasis on issues of concern to the state. Students would attend for one semester or perhaps a year. This option is also in very preliminary stages of discussion.

These alternatives — both developed and proposed — are programs which address various needs of students and the need for alternatives. However, some of them will not be available in the immediate future.

Other alternatives proposed were 1) the development of cottage home programs with trained Indian "parents" who would live and work with a small group of students; 2) another boarding school — perhaps smaller, more specialized and in a more central location; 3) if a study indicates the "status quo" is necessary, then put in place the Consolidation Plan to cut facilities costs; and 4) a contract with a native organization to operate the school.

POSITION OF THE STATE

When the Alaska State Board of Education met in August, they passed a resolution supporting the closure of Mt. Edgecumbe at the earliest possible date. At their October meeting, the Board voted on the following motion:

In supporting closure of the Mt. Edgecumbe Boarding School at the earliest possible date, the Board expresses its concern and strongly urges that prior to closure, the following recommendations be implemented:

- (1) That the Bureau of Indian Affairs and the local school districts determine that each student affected by the closure has been assured entry into a secondary program of comparable range to that which he or she was participating in at the Mt. Edgecumbe School;
- (2) That the Bureau of Indian Affairs reaffirm its Trust Responsibilities to Alaska Native students by seeking to supplement and enrich the educational experiences of Alaska Native students attending public schools in Alaska by providing ongoing, sustained funding to local districts and the Department of Education in an amount equal to the Bureau's FY 1981 operational budget for the Mt. Edgecumbe Boarding School;
- (3) That the Bureau of Indian Affairs, affected school districts, and the Department of Education jointly conduct extensive field hearings in order to receive maximum input from local communities respecting the transition; and
- (4) That the Bureau of Indian Affairs work zealously with all affected students, school districts and the department to guarantee completion of the orderly transfer of primary responsibility for these students no later than the end of the 1981-82 school year.

In the meeting with state education officials on November 7, 1980, the following points were discussed relative to the state's position:

- 1) The Bureau must work directly with each student and the affected districts to provide individual staffings for each child;
- 2) Other agencies (Social Service, Indian Health, etc.) will have to be involved where appropriate;
- 3) The Junior class needs should be given special consideration;
- 4) Examine special needs of each child and determine the cost for meeting these needs. The Bureau should be prepared to pick up costs of special placement needs;
- 5) The state will not accept blanket placements in the boarding home program;
- 6) The state has appointed two individuals to act as coordinators for this transition and recommends that the Bureau does the same. They feel this needs to be done immediately whether the school closes at the end of 1981 or at the end of 1982;
- 7) The state raised two questions which they would like to have answered:
 - a. What will the position of Bureau education be in having Alaska Native children attend boarding schools in the lower 48?
 - b. What is the federal government responsibility to Alaska Natives?

OTHER CONSIDERATIONS

1. Personnel: (a) to RIF a staff of 165 3100/3500 employees may cost 1.0-1.5 million dollars (rough estimate). This cost would defray lump sum leave payments, severance pay, and relocation costs. Student transportation and employee relocation costs (to point of hire or placement by the Bureau) could drain Alaska's education travel ceiling. This time consuming process of calculating this cost and ceiling involving personnel, education and administration needs to be done. (b) a secondary issue: long term employees hired from the Sitka area, have been living in government housing; is local housing available in Sitka for these displaced employees?
2. Facilities: (a) transfer to GSA/BLM (buildings and land)?; (b) inventory buildings, capital property (3100) also dispose of; (c) are we required to maintain caretaker responsibilities for one year? (need staff/dollars); (d) Advise City and Borough of closure; cancel electric, water, garbage, P.O.'s; (e) notify PHS one year ahead prior to closure. Coordinate and phase out existing use permits; L&S to assume Facility Management operations; (f) shut down BIA volunteer fire department on the island, dispose of fire fighting equipment; (g) impact on Sitka Public School (874 money all employees' children); (h) possible credit union dissolution; (i) board up facilities, preventative measure taken to prevent freezing, set up security for facilities until disposed of; (j) transfer records (3100/3500) to record storage archives; (k) advise new agency O & M manager of projected reordering time frames e.g. PS300 fuel oil from Seattle, current procedures and cost; (l) assure the City & Borough, USCG, USPO, etc, that school closure will not affect BIA contribution toward new sewage treatment plant and collection system. (BIA has the appropriations).
3. Identify all use permits/agreements with State, City and Federal entities; schedule termination on proceedings for all permits/agreements.

CONSULTATION MEETINGS

With few exceptions, those persons who participated in the consultation meetings felt that the closure of Mt. Edgecumbe should be delayed — at least one year, possibly three to five years, or some expressed that it should remain open indefinitely. Mt. Edgecumbe has been recognized for producing a vast number of native leaders.

A concern which was expressed at every site visited was that no consultation took place prior to a decision being made and that the consultation meetings being held did not afford an opportunity for more villagers to participate.

Separate from this report, resolutions, petitions and letters concerning the closure issue will be available for review. Some groups who passed resolutions are Alaska Federation of Natives who then carried the resolution to National Congress of American Indians, where it also passed in support of keeping the school open; the Alaska Native Women's Statewide Organization; Village councils; Native Regional Councils; Alaska Native Brotherhood Chapters; National Federation of Federal Employees and numerous individuals. The mayor from Sitka expressed concern about the economic impact on Sitka: "It's quite a sizeable payroll and of course, most of the people involved are lifelong Alaskans that have been here all their lives; should they lose their jobs they really have no place to go...".

FOOTNOTES

- ¹25 CFR Part 31a.3
- ²25 CFR Part 31a.4 (a) (2)
- ³25 CFR Part 31a.4 (i)
- ⁴25 CFR Part 31a.4 (p)
- ⁵25 David H. Gretches, Law and Alaska Native Education, p.35 Center for Northern Educational Research. University of Alaska-Fairbanks, Sept., 1977
- ⁶Ibid. p.34
- ⁷Memorandum from AS/PBA to Deputy AS/IA, dated September 9, 1980
- ⁸Off-Reservation Boarding School Study, Department of Interior Program Review Division - May 6, 1980
- ⁹Alaska Constitution, article VII, 1
- ¹⁰Indian Self-Determination Act (P.L. 93-638; sections 2 and 3)
- ¹¹25 CFR Part 31a.4 (a) (3)
- ¹²Letter from Juneau Area Director to State Commissioner of Education; Jan. 26, 1977.
- ¹³Ibid.
- ¹⁴Memorandum of Agreement, State of Alaska and Bureau of Indian Affairs, Juneau Area Office; April 15, 1976
- ¹⁵"Small High School Programs for Rural Alaska", Vol 1, Univ. of Alaska; February, 1979 (p. 5-6)
- ¹⁶Comments from students at Sitka Consultation Meeting; October 20, 1980
- ¹⁷Comments from Suzanne Wassman; Nome Consultation Meeting; November 3, 1980
- ¹⁸"Tu ira Drums", Vol. VII, No. 32; Bethel, Alaska; Oct. 30, 1980
- ¹⁹"Small High School Programs for Rural Alaska", Vol 1, Center for Cross Cultural Studies, Univ. of Alaska; Feb., 1979
- ²⁰Consultation Meeting with Lower Kuskokwim School Board; Bethel, Alaska, October 30, 1980
- ²¹Letter from Superintendent, Yukon-Koyukuk School District to BIA Education; October 31, 1980
- ²²Consultation Meeting in Nome, Alaska, November 3, 1980
- ²³Ibid.
- ²⁴Ibid.
- ²⁵"Implications of Mt. Edgecumbe Closure", Posita Worl, Senior Research Analyst, Univ. of Alaska and Pres., Alaska Native Education Association, Sept, 1980
- ²⁶Information obtained during meeting with Alaska Department of Education, Juneau, Alaska, November 7, 1980

VILLAGE	HIGH SCHOOL IN VILLAGE	9	10	11	12	TOTAL
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ANCHORAGE DISTRICT:

Aleknagik	9th	1	3			4
Anchororage	yes	2	4	4	2	12
Arks Point	no	1	1			2
Billingham	yes		2			2
Chukot	no	5	2	2	2	11
Chidwood	no		1			1
Choliganek	9th	1	1	2	5	9
Chukotak	9th & 10th			1	4	5
Chuk Stuyahok	9th & 10th	2	2	1	5	10
Chukolski	no				1	1
Chukro Bay	yes	1				1
Chukotage Creek	no			1		1
Chuk. George	no		1	2	2	5
Chuk. Paul	9th & 10th			8	6	14
Chuk. Win Hills	no		3			3
Chuk. Asilla	yes				1	1

ETHEL DISTRICT:

Chuk. Kiachak	no	3	2	2	3	10
Chuk. Kiak	no		4	2	1	7
Chuk. Lakanuk	no				2	2
Chuk. Niak	yes	1	1	3		5
Chuk. Nvik	9th & 10th			1		1
Chuk. Ethel	yes		3	1	2	6
Chuk. Nevak	yes	1				1
Chuk. Huathbaluk	9th, 10th & 11th		1	3	4	8
Chuk. Ek	9th, 10th & 11th		1	2	1	4
Chuk. Monak	yes		1	4	1	6
Chuk. Tortuna Ledge	no		3			3
Chuk. Goodnews Bay	no	1				1
Chuk. Olitna River	no		2		1	3
Chuk. Ipuk	9th & 10th				1	1
Chuk. Ongiganek	yes	1				1
Chuk. Otlik	no		1		3	4
Chuk. Vethluk	yes	12	10	10	13	45
Chuk. Over Kalskag	no	3	2	2		7
Chuk. Ekoryuk	no			1	1	2
Chuk. Apakiak	no	1	1			2
Chuk. Ikolai	9th & 10th			1		1
Chuk. Scarville	no		1			1
Chuk. Pilot Station	no	4	2	4	5	15
Chuk. Vinchagak	no		1		1	2
Chuk. Red Devil	9th		1	1	1	3
Chuk. Russian Mission	yes				1	1
Chuk. Saint Marys	yes		1			1
Chuk. Tony River	yes			1		1
Chuk. Ogiak	yes			1		1
Chuk. Ulursak	yes		1	1	1	3
Chuk. Untutuliak	yes	7	6	7	3	23

IN VILLAGE

FAIRBANKS DISTRICT:

Allakaket	9th & 10th	2	1	4	1	8
Arctic Village	yes	1	1	1		3
Barrow	yes	4	10		1	15
Beaver	no	1	1			2
Bettles Field	yes			1		1
Fairbanks	yes		2	5	2	9
Huslia	9th & 10th	1	1		3	5
Mentasta Lake	no				1	1
Stevens Village	no	3	2		1	6
Tetlin	no			1		1

NOME DISTRICT:

Ambler	9th, 10th & 11th		1		3	4
Elim	no		2	3		5
Gambell	yes	2	1			3
Kiana	yes			1		1
Kobuk	no	1		1		2
Kotzebue	yes		2			2
Little Diomede	no	7		6		13
Nome	yes		4	2		6
Point Hope	yes			1		1
Savoonga	yes	1		1	1	3
Selawik	yes		1			1
Shaktolik	no	1	2	1		4
Shishmaref	yes				1	1
Shungnak	yes		7	3	1	11
Stebbins	no	2	1	2	2	7
St. Michael	no	6	3	6	1	16
Wales	9th	2	1	1	2	6

SOUTHEAST DISTRICT:

Brookings, Oregon	yes			1		1
Freshwater Bay	yes		1	1		2
Haines	yes	3		2	1	6
Hoonah	yes				2	2
Klukwan	no	2				2
Ketlaktla	yes		1			1
Mt. Edgecumbe	yes			2		2
Winslow, Arizona	yes		1			1

Appendix II

VILLAGE DEMOGRAPHICS

The following data shows:

1. Mt. Edgecumbe students home community.
2. The number of students attending Mt. Edgecumbe from that community.
3. The community population.
4. The grade levels in the community school.
5. School enrollment.
6. The number of school staff.

<u>Agency/Village Name</u>	<u>No. Of Students</u>	<u>Village Population</u>	<u>Grade Levels</u>	<u>School Enrollment</u>	<u>Number of School Staff</u>
<u>Anchorage Agency</u>					
Aleknagik	4	227	2-9	26	3
Anchorage	13	220,000	K-12	45,000	2,500
Clark's Point	2	98	K-10	18	2
Dillingham	3	1,656	7-12	199	21
Ekwok	11	111	1-7	21	2
Girdwood	1	42	1-8	18	1
Koliganek	9	155	K-12	37	3
Manokotak	5	250	1-12	104	10
New Stuyahok	10	297	K-12	102	9
Nikolski	1	55	K-8	11	1
Pedro Bay	1	37	K-12	14	2
Portage Creek	1	N/A	K-10	15	1
St. George	6	170	K-8	9	1
St. Paul	14	567	K-10	135	12
Twin Hills	4	63	K-8	9	1
Wasilla	1	2,184	9-12	677	44
<u>Bethel Agency</u>					
Akiachak	10	354	9-12	35	4
Akiak	7	216	K-12	46	5
Alakanuk	2	527	9-12	47	6
Aniak	5	355	K-12	99	12
Anvik	1	102	K-11	31	4
Bethel	6	3,853	9-12	429	34
Chevak	1	468	K-12	158	10
Chuathbaluk	8	127	1-12	30	3
Eek	4	307	9-11	19	2
Emmonak	6	545	9-12	49	9
Fortuna Ledge	3	263	9-12	22	2
Goodnews Bay	1	248	9-12	35	3
Holena River (No School)	3	-0-	-	-0-	-0-
Kipnuk	1	400	9-12	62	6
Kongiganek	1	210	K-12	84	9
Kotlik	4	305	9-12	9	2
Kvethluk	45	444	9-12	30	3
Lover Kalskag	7	218	K-12	89	6
Mekoryuk	2	174	9-12	20	2
Napakiaak	2	313	9-12	26	3
Nikolai	2	152	4-10	20	3
Oscarville	1	60	1-8	20	1
Pilot Station	15	301	9-12	7	4
Quinhagak	2	448	9-12	50	4
Red Devil	3	53	K-12	21	2
Russian Mission	1	167	9-12	11	2
St. Mary's	1	530	K-12	100	20
Stony River	1	80	K-12	22	5
Togiak	1	474	K-12	146	14
Tuluksak	3	258	9-12	22	2
Tuntutuliak	24	225	9-12	18	2

<u>Agency/Village Name</u>	<u>No. Of Students</u>	<u>Village Population</u>	<u>Grade Levels</u>	<u>School Enrollment</u>	<u>Number of School Staff</u>
<u>Fairbanks Agency</u>					
Allakaket	9	216	K-10	35	3
Arctic Village	3	125	K-12	41	4
Barrow	14	2,715	7-12	228	24
Beaver	3	N/A	K-8	9	1
Fairbanks	11	30,462	7-12	583	46
Huslia	5	212	1-10	46	4
Mentasta Lake	1	131	1-8	14	1
Steven's Village	6	80	1-8	11	1
Tetlin	1	108	1-8	21	2
<u>Nome Agency</u>					
Ambler	4	217	7-12	26	3
Elin	5	218	1-8	42	2
Gambell	3	447	9-12	50	4
Kiana	1	344	7-12	59	5
Kobuk	3	61	K-8	16	1
Kotzebue	2	2,526	7-12	312	22
Dionede	13	125	1-8	29	2
Nome	6	2,892	7-12	326	33
Point Hope	3	464	K-12	168	14
Savoonga	3	409	9-12	46	3
Shaktolik	4	160	1-8	34	2
Shishmaref	1	373	9-12	57	4
Shungnak	11	198	9-12	37	4
Stebbins	7	309	K-8	102	6
St. Michael's	17	282	1-8	59	4
Wales	6	30	1-8	15	2
<u>Southeast Agency</u>					
Freshwater Bay	2	N/A	K-12	20	2
Raines	6	1,366	9-12	146	17
Hoonah	2	1,093	7-12	130	14
Klukwan	1	140	1-8	11	1
Metlakatla	1	1,119	7-12	164	16

Not to be impolite, but because of the shortness of time for this year, and the few days left for this legislature, plus this bill most go to other committees, I move that

HB 812 go to HESS comm

Funding Information	
General Fund	\$2,880,000
Other Funds	-0-
	<u>\$2,880,000</u>

Introduced: 2/16/82
Referred: Health, Education & Social Services and Finance

1 IN THE HOUSE

BY ADAMS, BETTISWORTH, FULLER,
GRUSSENDORF, HAUGEN AND MARTIN

2 HOUSE BILL NO. 812

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Education for state match of federal money
8 for the operation of Mount Edgecumbe High School; and
9 providing for an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$2,880,000 is appropriated from the general fund.
12 to the Department of Education to be used as a state match of federal money
13 for the operation of Mount Edgecumbe High School.

14 * Sec. 2. The unexpended and unobligated portion of the appropriation
15 made by this Act lapses into the general fund June 30, 1983.

16 * Sec. 3. This Act takes effect immediately in accordance with AS 01.10.-
17 070(c).

18
19 *Will IHS continue*
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Natalia Weedman
Girls Honor Quarters
Mt. Edgecumbe High School
Mt. Edgecumbe, Alaska
99835

Honorable Michael F. Belrne
Chairman, Health, Education and Social Services
ATTN: Committee members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Sir;

Hi, This is my first year to Mt. Edgecumbe and I'm enjoying it so much. This is the first time I ever been away from home and meet a lot of knew students from different areas, learn to get along with large number of students close to my age, and when I'm down they would cheer me up. I learned so much here than I did where I live. This school give out good education to all students so after we graduate we can find a good job. I also enjoyed the activity they have here to compete with the other villages. Mt. Edgecumbe provide quality education because of the member of the teachers trained in different areas of education. Mt. Edgecumbe provides an opportunity for students to learn to live and work with students from other areas. Sure wish you can help us to keep this school open for the following years!

Thank-You!

June R. Koonalook
Mt. Edge. Girls Dorm
Mt. Edgecumbe Ak. 99835
March 16, 1982

Honorable Michael F. Bairne
Chairman, Health, Education and Social Services
ATTN: Committee Members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Ak. 99811

Dear Sir,

I am a sophomore attending the Mt. Edgecumbe Boarding High School. I would like to keep attending Mt. Edgecumbe until I graduate. I also would like to help the students who will be freshmen and deserve the opportunity to come here. I know I can't do this without your help.

I need your help and support to keep our school open past the 82-83 year. The many Alaskan native students would like to accomplish goals that you have probably achieved in your time. Our future is in your hands and I trust you would help if you are for the students who deserve a quality education. Thank you for taking the time to read my letter.

Sincerely yours
June Koonalook
class of 1984

Donna L. Kious
P. O. Box 676
Barrow, AK 99723
March 19, 1982

CHAIRMAN, MEMBERS OF THE HOUSE HESS COMMITTEE:

MY NAME IS DONNA KIOUS, AND I AM FROM BARROW, ALASKA.
SINCE 1947 MT. EDGE CUMBE HIGH SCHOOL HAS BEEN AVAILABLE TO
THOUSANDS OF ALASKA NATIVES TO HELP EQUIP THEM WITH AN
EDUCATION THAT HAS ENABLED THEM TO ASSUME RESPONSIBLE OCCUPATIONS
AND ROLES OF LEADERSHIP THROUGHOUT ALASKA.

*Copy 18
work for
Adams*

MT. EDGE CUMBE HIGH SCHOOL IS NOW IN A VERY SERIOUS SITUATION
OF FACING POSSIBLE CLOSURE AFTER THE FY 83 SCHOOL YEAR. THE
REASONS CITED FOR MT. EDGE CUMBE'S CLOSURE ARE HIGH COSTS OF
OPERATING THE SCHOOL AND THE FEDERAL GOVERNMENT APPEARS TO
BE SURPLANTING STATE RESPONSIBILITIES. THIS POSITION IS
BASED ON THE "OFF-RESERVATION BOARDING SCHOOLS STUDY" BY
THE DEPARTMENT OF INTERIOR, IN MAY 1980, AND YOU HAVE A
COPY IN YOUR FILE AVAILABLE.

THE ISSUE OF WHO IS RESPONSIBLE FOR THE EDUCATION OF NATIVE
CHILDREN IN ALASKA IS A COMPLEX ONE. THE ALASKA CONSTITUTION,
ARTICLE 7, SECTION 1, REQUIRES THE STATE TO "MAINTAIN A
SYSTEM OF PUBLIC SCHOOLS OPEN TO ALL THE CHILDREN OF THE
STATE". ON THE OTHER HAND, IT HAS BEEN RECOGNIZED THAT IT
IS THE RESPONSIBILITY AND GOAL OF THE FEDERAL GOVERNMENT TO
PROVIDE COMPREHENSIVE EDUCATION PROGRAMS AND SERVICES FOR

INDIANS AND ALASKA NATIVES, AS STATED IN THE INDIAN SELF-
DETERMINATION ACT.

HOUSE BILL 812 WOULD MAKE A SPECIAL APPROPRIATION OF 2.8
MILLION DOLLARS FOR THE OPERATION OF MT. EDGE CUMBE HIGH
SCHOOL. THE PASSAGE OF THIS BILL WOULD ENABLE THE STATE
AND FEDERAL GOVERNMENT TO WORK TOGETHER AND PROPERLY
ADMINISTER A STEP TO A SOLUTION TO OUR EDUCATIONAL PROBLEMS
FOR RURAL ALASKA STUDENTS.

ANY AMOUNT OF MONEY CANNOT EQUAL THE OPPORTUNITY OR PRIVILEGE
TO RECEIVE AN EDUCATION. EDUCATION IS THE BASIS OF GROWING
AND LEARNING TO LIVE IN OUR SOCIETY AND IS NECESSARY IF A
PERSON IS TO LEAD A CONTRIBUTING LIFE. I HAD THE PRIVILEGE
OF ATTENDING MT. EDGE CUMBE HIGH SCHOOL FOR TWO YEARS AND
GRADUATED LAST FALL.

IT MEANS SO MUCH TO SO MANY PEOPLE OF ALASKA IF MT. EDGE CUMBE
HIGH SCHOOL WOULD BE GIVEN A CHANCE TO PROVE HOW MUCH IT CAN
AND WILL DO FOR THE NATIVE STUDENTS OF ALASKA. SUCH AN
ALTERNATIVE AS MT. EDGE CUMBE, GIVES STUDENTS THE OPPORTUNITY
TO GET AWAY FROM A TROUBLED ENVIRONMENT AND THE OPPORTUNITY
TO BECOME SOMEONE - TO HAVE DREAMS - TO HAVE GOALS, ALSO
EVEN THE OPPORTUNITY FOR RELIGION TO BECOME AN IMPORTANT AND
MOST NEEDED ROLE IN THEIR LIVES. I HAD THESE OPPORTUNITIES

AND THAT IS WHY OTHER PEOPLE AND I HAVE FOUGHT, PRAYED, AND
WORKED TOGETHER IN HOPE THAT MT. EDGE CUMBE HIGH SCHOOL WILL
CONTINUE AS AN EDUCATIONAL ALTERNATIVE SO THE FUTURE NATIVE
STUDENTS OF ALASKA WILL ALSO HAVE THESE OPPORTUNITIES.

THE DECISION OF THE PASSAGE OF HOUSE BILL 812 IS A VE'Y
CRUCIAL ONE, AND I AM ASKING FOR YOUR SUPPORT FOR MT. EDGE CUMBE
HIGH SCHOOL. I WOULD BE MORE THAN HAPPY TO ASSIST IN ANY
WAY I CAN TO COME TO A CONCLUSION TO HELP MY NATIVE PEOPLE,
BECAUSE I KNOW THAT IF ANYTHING IS WORTH FIGHTING FOR AND
STANDING UP FOR, IT IS MT. EDGE CUMBE HIGH SCHOOL. I BELIEVE
IN MT. EDGE CUMBE HIGH SCHOOL. I LOVE MT. EDGE CUMBE HIGH
SCHOOL. I FEEL IT IS DEFINITELY NEEDED IN THE STATE OF
ALASKA. PLEASE HELP US TO KEEP IT OPEN. THANK YOU.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE HIGH SCHOOL STUDENT BODY FOR THE 1981-82 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

I AM REPRESENTING THE MT. EDGE CUMBE STUDENT BODY. TODAY WE COME TO DISCUSS THE TOPIC OF MT. EDGE CUMBE HIGH SCHOOL. WE DEEPLY APPRECIATE THIS OPPORTUNITY TO VOICE OUR OPINIONS AND WE ALSO APPRECIATE THE FACT THAT YOU HAVE CALLED ALL OF US TOGETHER TODAY TO HEAR THE REASONING OF ALL CONCERNED.

THIS PAST SUMMER I WAS VISITING RELATIVES. ONE COUPLE, WHO ARE FORMER GRADUATES OF MT. EDGE CUMBE WERE DISCUSSING THEIR TWO-MONTH OLD DAUGHTER'S PLACE OF ATTENDING HIGH SCHOOL. ONE PARENT WANTED HER TO ATTEND THE LOCAL HIGH SCHOOL AND THE OTHER PARENT WANTED HER TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. THEY FINALLY DECIDED ON MT. EDGE CUMBE. THEY CHOSE MT. EDGE CUMBE BECAUSE THEY REALIZED FROM THEIR OWN EXPERIENCES THAT IT WOULD PROVIDE A BETTER EDUCATION FOR THEIR CHILD. I THINK THIS SHOWS THE TREMENDOUS EFFECT MT. EDGE CUMBE HIGH SCHOOL HAS ON ALASKAN NATIVES.

AT MT. EDGE CUMBE HIGH SCHOOL, IF A STUDENT NEEDS SPECIAL AND IN-
TENTIVE HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR
THOSE STUDENTS WHO PLAN TO GO ON TO HIGHER AND BETTER EDUCATION
IT PROVIDES CHALLENGING CURRICULUM WITHIN THE HIGH SCHOOL AS WELL AS
ACCESS TO NEARBY COLLEGES. I HAVE BEEN TAKING SEVERAL COLLEGE CLASSES
DURING MY SENIOR YEAR TO HELP ME MAKE THE TRANSITION FROM ONE PHASE
OF EDUCATION TO ANOTHER.

MT. EDGE CUMBE HIGH SCHOOL ALSO HAS A HIGHLY DEVELOPED INTERSCLASTIC AND INTERMERIAL SPORTS PROGRAM AS WELL AS MANY EXTRA-CURRICULAR ACTIVITIES.

IT ALSO PROVIDES STUDENTS WITH ACCESS TO BETTER HEALTH FACILITIES. A COMPARISON WOULD BE THAT AT HOME I LIVE 200 MILES AWAY FROM A HOSPITAL OR DOCTOR AND AT MT. EDGE CUMBE I LIVE LESS AND A CITY BLOCK AWAY. THIS NOT ONLY HELPS STUDENTS IN CURING BUT ALSO IN PREVENTION OF HEALTH PROBLEMS.

BESIDES THESE, AND MANY OTHER REASONS, I THINK THAT THE SCHOOL IS A VERY IMPORTANT BYWAY. IT NOT ONLY PROVIDES QUALITY EDUCATION BUT IT IS IMPORTANT TO ALASKA IN MANY OTHER WAYS.

IT IS A COMMUNICATION POINT FOR THE STATE. STUDENTS COMING FROM SMALL VILLAGES HAVE LITTLE IDEA ABOUT OTHER PEOPLES AND AREAS OF ALASKA. AT MT. EDGE CUMBE STUDENTS GAIN AN UNDERSTANDING OF ALL THE OTHER ALASKAN NATIVE GROUPS INCLUDING THEIR BACKGROUND AND PERSONALITIES. A FEELING OF UNITY IS FOUNDED THAT LASTS A LIFETIME. BECAUSE OF THIS WE FIND THAT STUDENTS EASILY ADAPT TO SITUATIONS IN WHICH THEY MUST WORK WITH OTHER PEOPLE FROM THROUGHOUT ALASKA. THIS HAS BEEN AN IMPORTANT FACTOR IN THE CHOICE OF MANY LEADERS FOR OUR

TO FACILITATE A DOOR TO THE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERIENCES WHILE STILL HAVING THE SECURITY OF A HOME-LIKE ATMOSPHERE. THESE EXPERIENCES HELP PREPARE STUDENTS TO GO ON TO COLLEGE OR INTO OTHER SOURCES OF FURTHER EDUCATION.

I ATTENDED A VILLAGE HIGH SCHOOL MY FRESHMAN YEAR. FROM MY OBER-
VATION THESE ARE SOME OF THE ADVANTAGES THAT MT. EDGE CUMBE OFFERS
OTHER THAN THE ONES I MENTIONED PREVIOUSLY. AT MT. EDGE CUMBE THERE
IS PRESSURE TO DO WORK AND TO ACHIEVE RATHER THAN JUST GOOFING OFF.
THUS, STUDENTS ADJUST TO SCHOOL AND HAVE TO REALLY EARN THEIR GRADES
STUDENTS EXPERIENCE LIVING AWAY FROM HOME AND LEARN TO BE MORE RE-
SPONSIBLE AND INDEPENDENT. I HAVE NOTICED THAT DROP-OUTS FROM
OTHER SCHOOLS QUITE OFTEN DO FINE AND GET ALONG WELL ACADEMICALLY
AND SOCIALLY.

IT IS A STRICT POLICY AT MT. EDGE CUMBE THAT STUDENTS ATTEND ALL
CLASSES UNLESS IT IS UNAVOIDABLE AND MUST ALWAYS BE ON TIME. THIS
RESULTS IN MORE DISCIPLINED STUDENTS.

I FEEL THAT BEFORE A DECISION IS MADE CONCERNING MT. EDGE CUMBE HIGH
SCHOOL EVERY EFFORT SHOULD BE MADE TO INVESTIGATE THE TREMENDOUS
IMPACT THIS WILL HAVE ON THE COUSE OF EDUCATING STUDENTS IN ALASKA.

I FEEL THAT EVERY PERSON CONCERNED WITH MAKING THIS DECISION AND
WITH THE FATE OF THE STATE OF ALASKA OWES IT TO THE FUTURE GEN-
ERATIONS OF ALASKAN STUDENTS AND TO THE STATE TO VISIT OUR
SCHOOL AND TALK WITH ALL THOSE THAT WILL BE AFFECTED AND MAKE A
THOROUGH STUDY OF THE ISSUE. IF ALL THOSE INVOLVED TAKE THE
TIME AND EFFORT TO DO THIS THEN I FEEL THAT THERE CAN BE NO OTHER
DECISION EXCEPT TO KEEP MT. EDGE CUMBE HIGH SCHOOL IN OPERATION.

I AM VERY PROUD OF MT. EDGE CUMBE HIGH SCHOOL. I FEEL THAT MT. EDGE CUMBE
HIGH SCHOOL IS A VERY IMPORTANT AND NECESSARY EDUCATIONAL RESOURCE.
AND IT SHOULD BE AVAILABLE TO ALL ALASKAN STUDENTS.

THAT IS WHY THE STUDENT BODY WISHES TO TAKE MEASURES TO SEE THAT THE FRESHMAN CLASS OF 1983 HAS THE OPPORTUNITY TO BE ADMITTED TO A SCHOOL SUCH AS MT. EDGE CUMBE. THE DECISION MADE DENYING THIS OPPORTUNITY TO THESE STUDENT IS WRONG AND UNFAIR. IT IS OUR HOPE THAT THE STATE LEGISLATURE WILL APPROPRIATE MONIES THAT WILL MAKE IT POSSIBLE FOR INCOMING FRESHMAN TO BE ADMITTED TO MT. EDGE CUMBE HIGH SCHOOL.

WE WOULD ALSO HOPE THAT CONTINUED FUNDING WOULD BE PROVIDED SO THAT THE EDUCATIONAL ADVANTAGES THAT MT. EDGE CUMBE HAS OFFERED TO THE STATE OF ALASKA FOR THE LAST 35 YEARS; WILL CONTINUE TO BE AVAILABLE TO THE MANY INDIVIDUALS WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO DEVELOPE TO THEIR FULL POTENTIAL. I ASK THAT YOU GIVE US YOUR FULL SUPPORT AND BACKING TO MAKE THIS POSSIBLE.

Gale Fitchik
Box 4443
Mt. Edgecumbe, AK, 99835

Honorable Michael F. Birne
Chairman, Health, Education and Social Services
Attn: Committee Members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK. 99811

Dear Sir,

I need to enlist your time and help for Mt. Edgecumbe High School. I have found out from many of my students that at home discipline is too lax. If they don't want to study or go to school they don't have to. Mt. Edgecumbe controls discipline. The students are demanded to perform. The majority here appreciate this.

It is important that freshmen be allowed to enroll due to the experience it affords them. At this impressionable age it subjects them to life in the mainstream of the U.S. on a small and adaptable scale.

Can you imagine living in a semi-isolated village with a 100 people, or so, all your life and suddenly be transported to a university of 3,000 or more? Plus, you are expected to study and function "normally".

Larissa Spin
% Girls Dorm
Mt Edgecumbe, AK
99535

Mr. Beane,

The reason why I'm writing is because of Edgecumbe H/Schools closure. Us students don't want it to be closed. We learned alot from this place and we don't want to go to another filthy high school. We learned this, like; respecting others, learning about people from other places, we share, care and love each other in any way. We learned that the aides are ~~there~~ to help, the other students, the staff, the counselors and ourselves. We ~~get~~ ^{get} good education here and learned about any subjects as we can. We don't want this place to close. We like to be with our friends from other places. We learned how to ~~get~~ along with people, communicate with other students and talk in other languages. Well that's all I have to say except this please try hard to keep this school open.

Sincerely
Larissa Spin

Delores Bergman
Mt. Edgacumbe H. School
Mt. Edgacumbe, AK, -99831
March 16, 1982

Honorable Michael F. Bairne
Juneau, AK, -99811-

Dear Sir:

The reason I would like Mt. Edgacumbe to stay open is so other students could get better education, especially important for those students who don't have a high school at home.

Another reason I would like Mt. Edgacumbe to stay open is so students could get more better variety of activities to pick from, and so they could meet other natives from Alaska that go to school at Mt. Edgacumbe High School.

Sincerely

Delores Bergman



Mike Seals
Mt. Edge. Hig
Mt. Edge, Ak
-99835-

~~CR...~~

Honorable Michael F. Beirne

March 16, 1988

Chairman, Health, Education & Social Services

ATTN: COMMITTEE MEMBERS

ALASKA STATE LEGISLATURE

Pouch V (ms 3100)

Juneau, Ak. - 99811-

Dear honorable Mike:

I don't know exactly what to say but we are counting on you to give us the Permanent Fund and to have Freshman here this next school year.

I am doing just fine here in Edgacumbe, al, also, am learning a lot in Reading and Algebra. First part of the school year, I used to have difficulties doing the assignments in Reading and in Algebra. Now, I now how to keep up with them and doing my homeworks.

I really ~~strongly~~ want to complete my education because I think I am learning a lot. They have classes here that are much more different than the classes they have back home well, God bless and take a good care of yourself!

Sincerely, Mike Seals

3/14/82

Michael F. Beinae,

Hello! I am a student in
M.T. Edge, and I like it to stay open
cause I want to finish my school
here and have my sister come and
finish her school here. This place
is a good place to have school
the students like it around
here. There are lots of students
from different places I
didn't hear before and I'd
like to have my sister
know how it's here.

Charles
W. Brown

March 16, '22

Honorable Michael L. Evans,
Chairman, Health, Education and Social Service
Advisory Committee Members
Alaska State Legislature
P. O. Box (111) S.D.
Juneau, Alaska 99801

Dear Mike,

Hello, this is you. You should
know that a number of these hundred
silly concerned Mt. Edgecombe High School students
at that school. I do not know if you are
for or against our high school. I would be
greatly honored as a Mt. Edgecombe student
to help you to regain the existence of this
high school. I am in the 9th grade and
I would like very much to see you
at next year. I would think it will not be
a great year.

Sincerely,
James J. Camp.

March 16, 1982

Dear Sir,

please let there be freshmen, because I want to let my twin sister to come next year. And she want to come so bad. She will be disappointed if she here that will be no freshmen next year. If you had a son or daughter to come here & they did not afford to have freshmen & how would you feel. Would you be disappointment.

If we did not have freshmen next year what would we do on state day & initiate day. And most of the 8th graders at home wanted to come. You are going to hurt some of the 8th graders if you say no freshmen. At Edgelande And they are going to be disappointment & they hurt. And please don't say no freshmen next year, but say you have to go to 3rd to class now.

Sincerely,
Cecilia Alexia

Dean Mr. Birme,

3-8-82

My name is Jackie Norlutine from Anchorage, and I am a freshmen here at Mt. Edgecumbe High School.

I would like to see this school stay open for me and others to graduate and to help me and others to get along with a large number of students and help to learn to live and work with students from other areas.

I would also like to see freshmen come this fall for seniors to initiate and plus they need their education, too. And anyways, this school wouldnt be a high school without freshmen because there the fun of everything.

So please have this school keep running years on by and have freshmen

Thank you,
Jackie Norlutine

Honorable Michael F. Beirne
Chairman, Health, Education and S.
den: Committee Member
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear, Sir

Hello, My name is Martin Polley, born and raised in St. Mary's by the Yukon river. I am a student of M.E. Edgcombe High school. This school is highly needed for the students of Alaska. They say it is a great school, I agree, because I have been here for eight months and willing to continue. The teachers here are very smart and I am proud of that. They do what is needed to be done, they are strict in letting a student learn, not strict enough to make a student mad.

It is a good idea to accept the freshmen students to come to this school, and to leave this school open for a period of time enough for a good education for me.

Please try your best.

Sincerely, yours

Martin Polley

Blunk
March

Dear Sir,

I wish you guys change the thing about freshmen coming here to Mt. Edgecumbe. It is important that all students will be freshmen next year deserve the opportunity to attend such as Mt. Edgecumbe HS. It is especially for those students don't have a High School at home.

I wish you luck in your New and few future and
God watch over you.

(2)

Those who dont have a high school
in their home town.

also I would like to tell you
that all the Natives in Alaska
are one big happy family and all
you guys have been trying to do
from the first time you settled in
Alaska is keep us apart we all
kneed to get to know one another
so please dont hurt Alaska Natives
by taking our school from us or
any other Alaskan for that matter

its our only way of communication
at our ages we kneed to know
other cultures and learn more about
our back round and Mt. Edge High.
is the only place that is holding
it together at this time. I know
of no other place that has every tribe
in one place learning about each other
this place should remain open. Thank you
for your time

Yours Truly
T. MIT '1000

Toni Ford
M. Ed. H. H. A.
M. Ed. Alast
99955

3/16/82

Michael F. Burns ①

Chairman, Health, Education and Social Services

ATTN: Committee members

Alaska State Legislature

Pouch V (ms 3100)

Juneau AK 99811

Dear, Sir Burns

Well here we are once again writing to you all to let you know how much we care about our school and how we don't want to see you all close it down upon us Alaskans its the Best Banding school in Alaska and the only one that seems to have the best outcome on leaders, "you know you have to have good input before you have good output" and if I know myself and others that have been here they are shy until they get the experience to be around others. Those who are going to be freshmen next year need a good school like yours one and should have the opportunity to attend M.T.H.S especially

Elizabeth Michael
96 Girls Dorm
Mt. Edgecumbe H.S
Mt. Edgecumbe, AK 998
3-16-82

Honorable Michael F. Beirne
Chairman, Health, Education and Social Services
ATTN: Committee Members
Alaska State Legislature
Pouch V (ms 3100)
Juneau, Alaska 99811

Dear Sir,

As a student of Mt. Edgecumbe High School, I would like to express my feelings about the possible closure of Mt. Edgecumbe High School.

Mt. Edgecumbe High School helps students learn to take care of themselves and become self sufficient, responsible citizens. Students meet and learn to get along with a large number of other students close to their own age. This helps them develop socially and personally. This should result in greater unity for

The state Mt. Edgecumbe High School helps students develop leadership ability. Mt. Edgecumbe has played a large part in providing mature leadership for the State for the last 33 years.

All students who will be Freshmen next year should deserve the opportunity to attend a school such as Mt. Edgecumbe, this is especially important for those students who don't have a High School at home.

Thank you for your time and effort.

Sincerely yours,

Elizabeth Michael

Honorable Michael F. Beirne
Chairman, Health Education and Social Services
ATTN: Committee Members
Alaska State Legislature
Pouch V (MS. 3100)
Juneau, AK 99811

Dear Sir,

The reason I'm writing to you is to show my concern, about having Freshmen here in Mt. Edgecumbe next year.

The reason that I want them here is that they can learn more things here than they can at home.

Especially, here they can get involved in more sports than they enjoy back home.

Please help us by having Freshmen here in Mt. Edgecumbe next year.

Sincerely

Ever Paul Jr.

Janice Waleniga
Fairbell, AK
99742

Michael F. Beirne
Alaska State Legislature

Dear Sir,
The reason why I am writing
this letter is because Mt. Edgecumbe
is a good school, and I think
that it should continue to stay
open.

Mt. Edgecumbe school is a
very good school, not only does
it teach me, it also helps me to
get to know a lot of other people,
and it helps me to take better
care of myself, and I think
that they should let the freshmen
of next year to come here and see
what it is like to be away from
home, Thank you

Sincerely
Janice
Waleniga

Dear Mr. Beirne

I am writing this letter concerning the possible closure of Mt. Edgecumbe and of not exempting freshmen for the 1982-83 school year. I think that if 10th, 11th and 12th graders are being exempted it should be the same for the freshman class. If there were new upper class students being exempted wouldn't it be the same for freshmen?

If the upper class is only being here for one year wouldn't that be the same for the freshmen? I hope that you would take this matter into consideration.

Sincerely
Jubel Bell

Josephine Davison
Mt. Edgcumbe
High School
Mt. Edgcumbe
Alaska 99835

Honorable Michael F. Beirne
Chairman, Finance Committee
ATTN: Committee Members
Alaska State Legislature
Pouch V (MS 3100)
Duneau, AK. 99811

Dear Sir,

I am a student in Mt. Edgcumbe High School, and I am a freshman. I am writing this letter because I think that next years freshman should come here for there first year in high school. The reason to that is because they could use the Education, and be away from home and meet other student, and learn diffent ways being with them. And also, mostly learning how to become a young ladys and men. Last year when I was in my eighth grade ~~that~~ we would go to the high school and work on there assignments then grade them. We would act

more than half of them right. That work
was so easy. I wanted even harder work
and know I have it and I feel very happy about
it. I now I will learn a lot here and some day
after I graduate I now I will find a good job. My
mother went all here four years here and I hope
it will be the same for me. We came to Mt.
Edgumbe to learn and get education and not
to just get away from home. When I get home I
want to show my mother I had learned a lot
and is willing to show it. There is a lot of happi-
ness and sorrow but in that way you are
showing someone you really care for them. I
care for everybody, even the ones who hate
me. And Mt. ~~Edgumbe~~

Edgumbe

really

means

a lot

to

us.

Yours truly
Josephine Davison

Mt. Edgecumbe High School

Mt. Edgecumbe, Alaska

99835

March 17, 1982

Honorable Michael F. Beirne

Chairman, Health, Education and Social Service

ATTN: Committee Members

Alaska State Legislature

Pouch V (MS 3100)

Juneau, AK 99811

Dear Mr. Beirne,

I attended this school for two years, and I really learned a lot of different things what I wanted to learn. If this school close, where are the other students going to school? They won't learn much in a little school. Mt. Edgecumbe High School helps students meet and learn to get along with a large number of students close to their own age. This helps them develop socially and personally.

So if they get graduate from Mt. Edgecumbe they can have memories to keep for a long time.

Thank you for taking your time and realizing how much the students here need this school.

Sincerely yours,
Cleanor Ouster

1
Sheri Yates
Girls Main Dorm.
Mt. Edgecumbe, AK
99835

Honorable Charles N. Parr
Chairman, Health, Education, and Social Services
ATTN: Committee Members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Mr. Parr:

My name is Sheri Yates and I'm
a student at Mt. Edgecumbe. I am writing
to you about keeping Mt. Edgecumbe open.
I think they shouldn't close it for a lot
of good reasons. This school is very important
in the State Educational System. Attending
Mt. Edgecumbe provides an opportunity for
student to learn to live and work with students
from other areas. This should result in greater
unity for the state. We need to keep this
school open its important for our future!
Thank you for taking the time to
read this.

P.S. I forgot to mention
letting the freshmen
come here next year.
Think about it.

Sincerely yours,

Sheri Yates
Class of '84

Mt. Edgecumbe Hi. Sch.

Mt. Edgecumbe, AK 99835

March 17, 1982

Honorable Michael F. Beine

Chairman, Health, Education, and Social Services

ATTN: Committee Members

Alaska State Legislature

Pouch Y (MS 3100)

Juneau, AK 99811

Dear Honorable Michael Beine:

I am disappointed about not having freshmen come to Mt. Edgecumbe next fall. I feel it is not fair to accept only old and new students and leave the freshmen out. For the freshmen, to attend Mt. Edgecumbe high school would be a good opportunity to meet new friends, to get acclimated and involved in school activities, and most of all to get a good education. Mt. Edgecumbe has such a fantastic educational program that it would be a shame not to accept them. They should at least get an opportunity to attend school here at Mt. Edgecumbe. Just one, it would mean so much to them.

Sincerely yours,

Vivian Beans

Girls Dormitory,
Mt. Edgecumbe H.S.
Mt. Edgecumbe Ak.
99835

Honorable Michael F. Birne
Chairman, Health, Education and Social Services
Ottin Committee members
Alaska State Legislature
Pouch V (MC3100)
Juneau, Ak, 99811

Honorable Michael Birne,

I am writing to help keep Mt Edgecumbe school open. This is my second year of going to high school here. I am a sophomore.

I heard that new Freshmen may not attend school here, next year. I think it is unfair to the freshman, they deserve the opportunity to attend a school such as Mt. Edgecumbe. Also its unfair to those who don't have a high school at home.

Mt. Edgecumbe High School helps a freshman and upper classmen to learn to take care of themselves and become self, sufficient, responsible citizens.

I, myself learn a great deal coming school here. Also it provides a wide variety of classes which helps a lot in my education.

I hope you will reconsider your plans to not allow freshmen here,

Sincerely, a student

Karen Jakumjenak

Sean A. Thompson
Mt. Edgecumbe, A.S. 99835
March 16, 1982

Dear Honorable Michael E. Beirne,

I am writing on the subject of the closure of Mt. Edgecumbe High School. My name is Sean Thompson and I am presently a freshman at Mt. Edgecumbe. During the seven months I've been here I have a great deal about myself. Being here has opened my eyes to the way all activities in Alaska live.

Not only have I been learning about myself and others, but I am receiving a good education at the same time. Mt. Edgecumbe offers a quality education for the Alaskan natives that we would not get anywhere else. If not for Mt. Edgecumbe most of the students would stay in the village and not get anywhere in life.

Also, I would like to see us have freshmen next year. It is not fair to the people who will be freshmen next year not be able to go to Mt. Edgecumbe.

Sincerely,
Sean A. Thompson

Mt. Edg. High School

Mt. Edg. Ak 99835

3/16/82

Dear Mr. Beirne:

This letter concerns the closing of Mt. Edg. Cunka High School. I sincerely wish you would reconsider the idea of closing of the school for a number of reasons.

1. Natives need education in today's world.
2. Some Alaskan Villages have no high schools
3. Students have opportunities in sports, Vocational/technical training after graduation.
4. Students learn the responsibility of themselves and become responsible citizens, so that they wouldn't rely on Social Services (Food Stamps), welfare, etc.

Sir, I would appreciate it if you would reconsider closing of the school for these reasons and for the Young Natives who would miss this special opportunity in education.

Thank you for listening to my concerns.

Sincerely, Bertha Billy

March 17, 1982

Honorable Michael Burne,
Chairman, Health, Education, & Social Services
Attn: Committee Members
Alaska State Legislation
Pouch V (MS 3100)
Juneau, AK 99811

Dear Mr. Burne:

I am concerned about Mt. Edgecumbe High School not accepting freshman next year. I feel they should have a chance to experience going to a boarding school if they choose to. Mt. Edgecumbe is an exceptionally good one.

Some schools in the villages like the one I went to in Emmerik didn't satisfy me. There was a few books, equipment, and no variety of classes. The work was so easy and not challenging. I think freshman should have a chance to here if they want. They would learn alot not only in school but living in a dorm.

Also some villages don't have High Schools and what would freshman do? Some might not even attend High School because of no housing or money to travel back and forth to school. There would be an increase in drop-out rates.

If this school stayed open after next year would it except freshman?

Sincerely,
Cindy Hamilton

Honorable Michael F. Beirne
Chairman, Health, Education and Social Services
ATTN. committee members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Mr. Beirne
Mt. Edgecumbe should be open next
year because it is an important
school for all the native students
that want to get a special Education
and that want to graduate here in
in Mt. Edgecumbe.
This school mean alot to the students
because it lets them stay out of trouble
and keeps them busy with alot of
fun activities that are so inter-
esting to them.
And the Dorm aids are very nice
and they treat us the way they
have to treat us they even show
us all the important things we
have to learn.
So please keep Mt. Edgecumbe open at
least another year or more so we
can learn more from this import-
ant school. nothing to say now

Sincerely
Shirley Commack

Mt. Edgecumbe H.S.

Mt. Edgecumbe, AK 99835

March 16, 1982

Honorable Michael F. Beirne

Chairman, Health, Education and Social Services

ATTN: Committee Members

Alaska State Legislature

Pouch V (MS. 3100)

Juneau, AK 99811

Dear Honorable Beirne:

I am writing concerning Mt. Edgecumbe High School. I think it would be nice to have a freshman class here for next fall. It would do alot for them because they might not have an high school at their home town. Also it would not be much fun not to have a freshmen class learning the same as we did when we were freshmen.

This school can help the freshmen class become responsible for taking care of themselves. It can help them communicate with the big cities much easier. Also it can help them learn about themselves.

Thank you very much for your time.

Sincerely

Palosa Limeson

Joseph Stewart

1/2 Boys Honor Quarters

Mt. Edgcombe High

Mt. Edgcombe, Alaska-99825-

March 17, 1982

Honorable Michael F. Bairne

Chairman, Health, Education & Social Services

ATTN: COMMITTEE MEMBERS

Alaska State Legislature

Room V (MS 3100)

Juneau, Alaska-99811-

Dear Sir: This year I'm a senior, and I know how the students feel about their education for the future. I feel that the underclass students in the State of Alaska, should get a chance to come to Mt. Edgcombe, which would give them a chance to choose from a better quality of education. With the many educational resources, these students of Mt. Edgcombe can develop leadership abilities, and also would develop socially. The opportunity to come to Mt. Edgcombe would be a cultural and personal thing for the underclass men of Alaska. Also for the women it would be the same, to learn skills of many activities offered in Mt. Edgcombe, students would also improve in their skills, so with the better resources offered they would excel in their chosen field of education. So these students should be allowed to come to Mt. Edgcombe to further their education.

Sincerely,

Joe Stewart

MARCH 16, 1982

HONORABLE MICHAEL F. BEIRNE

CHAIRMAN, HEALTH, EDUCATION, & SOCIAL SERVICES

ATTN: COMMITTEE MEMBERS

ALASKA STATE LEGISLATURE

POUCH V (MS 8100)

JUNEAU, ALASKA 99811

HONORABLE BEIRNE,

I'M A STUDENT FROM NAPARIK, ATTENDING SCHOOL AT MT. EDGECLIFF. THE SCHOOL AT NAPARIK HAS JUST A COUPLE WHO TEACH GRADES NINE THROUGH TWELVE, WITH THE NECESSARY SUBJECTS TO BE TAUGHT TO THE STUDENTS. I AM QUITE SURE THIS COUPLE DO NOT HAVE DEGREES TO TEACH NECESSARY SUBJECTS TO THE STUDENTS. SO PLEASE, FOR THE SAKE OF THE STUDENTS WHO WANT THIS QUALITY EDUCATION, WHICH WE GET HERE IN MT. EDGECLIFF, HELP US KEEP OUR SCHOOL OPEN. THANK YOU VERY MUCH FOR YOUR TIME.

SINCERELY,

ROSEANN L. EVAN

3-16-82

Honorable Michael F. Beire

Hi, Im a student going to
Mt Edgcumbe High School.
This is my second year
attending, this school. I enjoy
this place have alot of fun
with my friends, would like
to graduate from mount
Edgcumbe. I would love to
have freshmens next year.
I think HIGH SCHOOL ISNT
A HIGH SCHOOL WITH OUT
FRESHMENS. I HOPE THIS
PLACE STAYS OPEN, ALSO
I HOPE THE FRESHMENS
WILL BE ABLE TO COME
TO THIS SCHOOL NEXT YEAR.

Grace Evans

Honorable Michael F. Beine
Chairman, Health, Education & Soc. Services
Attn: Committee Members
Alaska State Legislature
Pouch U <ms 31007
Juneau, AK 99811

Dear Sir,

I would like to take this opportunity to share my thoughts and feelings of Mt. Edgecumbe High School.....

I am a sophomore and this is my second year attending Mt. Edgecumbe. I am 17 yrs old and have thoughts already of my future plans of a career. I never would have thought I'd make it through High School. It's taught me ^{to respect} not only school, teachers and people in general but, how to respect my grades, and activities. Also discipline among myself and elders. I have an example. I made Honor Roll this fall and I won't plan on slacking on any of my classes. When I first came here, I was a freshman. And I think it would be boring or unexciting for any school not to have any freshman attending a high school. Some students probably don't have a high school in their area or region and Mt. Edgecumbe does. I hope it will continue!

Sincerely

Alise Allmond

Girls Honor Quarter
Mt. Edgecumbe, H.S.
Mt. Edgecumbe, AK
99835

March 17, 1982

Honorable Michael J. Beirne
Chairman, Health, Education and
Social Services
ATTN: Committee members
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Honorable Beirne:

I am writing about the closure of Mt. Edgecumbe High School. I can not imagine what will become of the Alaskan Natives if they close this school. This school has helped a great number of Natives to develop leadership ability through out the years it has been open. Many former students are presently in high leadership positions, helping the natives of Alaska. This is what the native people need, higher education. Most of the high ranking Corporations and Legislating are held by non-natives. This of course is

a time because of the Land Claims Act, when natives need to start representing themselves in government.

The students who will be Freshmen deserve the opportunity to attend a school like Mt. Edgecumbe High. It is especially important for those students who do not have a high school. Mt. Edgecumbe is a very necessary school in the state of Alaska. We would appreciate your support in keeping Mt. Edgecumbe open.

Sincerely,

Margaret Phillips

Richard Cheemuk

Mt. Edgecumbe High School

Mt. Edgecumbe, Alaska,

- 99835 -

Honorable Michael F. Beirne

I would like Mt. Edgecumbe to be open because it is a good school and we learned a lot here. All students who are freshman should attend Mt. Edgecumbe because some of them don't have a high school at their home town. And there would be a lot of activities that they would like to join and travel to other places they haven't been before. And see how it is to go to a big school.

Sincerely,

Richard Cheemuk

C/O Girls Dorm

Mt. Edgecumbe School

Mt. Edgecumbe, AK

99835

Honorable Michael F. Beirne

Chairman, Health, Education and Social Services

ATTN: Committee Members

Alaska State Legislature

Pouch V. CMS 31001

Juneau, AK. 99811

Dear Honorable Michael F. Beirne,

I am writing to you because I am very concerned about the freshmen not attending Mt. Edgecumbe next year. I think they deserve a right to attend Mt. Edgecumbe, because Mt. Edgecumbe has taught me a lot of things. I think the freshmen should have a chance to come here next fall.

I am also concerned about the closure of Mt. Edgecumbe High School. I think that Mt. Edgecumbe should stay open for the years to come, because Mt. Edgecumbe is the best school I had ever attended, it has a lot to offer.

Truly Yours,

Hilda Williams

JIM GEORGE

HONORABLE MICHAEL F. BEIRNE

MT. EDGECLUMBE, HIGH SCHOOL

CHAIRMAN, HEALTH, EDUCATION AND SOCIAL SERVICES

MT. EDGECLUMBE, ALASKA

ATTN: COMMITTEE MEMBERS

99735

ALASKA STATE LEGISLATURE

POUCH V(CMS 3100)

JUNEAU, AK 99811

DEAR MR. BEIRNE

I DONT KNOW WHY THE FRESHMEN NEXT YEAR WONT BE
ABLE TO ATTEND SCHOOL, HERE AT MT. EDGECLUMBE. SOME PEOPLE
SAY THIS PLACE IS THE BEST PLACE TO HAVE GOOD EDUCATION AND ALSO
FOR MEETING NEW FRIENDS. I LIKE THIS PLACE, CAUSE I ALREADY
LEARNED LOTS OF THINGS THAT I DIDNT KNOW, AND I MET LOT OF
NEW FRIENDS. WE ALSO LEARN HOW TO TAKE CARE OF OUR SELVES
EVEN THOUGH WERE FAR AWAY FROM OUR HOME. PLEASE THINK
CAREFULLY ABOUT EDUCATIONV THAT WE NEED, LIKE YOU NEEDED
WHEN YOU WERE IN HIGH SCHOOL. THINK CAREFULLY.

SINCERELY,

JIM GEORGE

MT. EDGECLUMBE, AK. 99735

March, 14, 1982

Mt. Edgecumbe H.S.

Dear Mr. Beirne,

I am taking the time to write this letter on behalf of keeping our school open permanently and also so the new Freshman can come here next year and the years to go. The Freshman deserve the opportunity to come to this school, especially if they don't have a High School at home.

Attending school here at Mt. Edgecumbe provides an opportunity for the students to live and work with students from other areas. Mt. Edgecumbe is a very necessary school in the state Educational System. We need this school because this school provides a quality education for us. Please keep this school open for us and for the new Freshman and for the students that wish to come to this school

Sincerely,
Cheryl L. Stone

Honorable Albert Adams
Chairman, Finance Committee
ATTN: Committee members
Alaska State legislature
Pouch V (ms 3100) Juneau, AK. 99811

Honorable Michael F. Beirne
Chairman, Health, Education and Social Services
ATTN: Committee Members,
Alaska State legislature
Pouch V (ms 3100)
Juneau, AK. 99811

March 16, 1982

Dear Sir,

It is my opportunity to hear that you and another nice and respected guy are helping, and probably will keep Mt. Edgecumbe open. We all hope for another 35 years! I am a freshman and is planning on coming to Mt. Edgecumbe until my junior year. We all hope Mt. Edgecumbe High School is kept open permanently. For all Natives to get a better education, to get communicated with each others, to know whats going on around our communities, to learn to help one another. All these subjects we are learning here at Mt. Edgecumbe, what we maybe wouldn't in some of our own home-town schools. I am so happy to hear that freshman are allowed to come here, too. It is my pleasure, because I have a sister at home that is coming down. for my sake! She is really looking forward to coming down. She is going to be in 9th grade next fall. We Mt. Edgecumbe students are giving all our help and respect to you and everyone else who is helping us!

all my love to Mt. Edgecumbe!

Sincerely Yours.

Mt. Edgecumbe Student.

C/O Gilda Dorn

Mt. Edgecumbe, AK

99835

Honorable Michael F. Byrne
Chairman, Health, Education and Social Services
ATTN: Committee Members

Alaska State Legislature

Pouch V (MS 3100)

Juneau, AK 99811

Dear Mr. Byrne:

I am writing to let you know how important Mt. Edgecumbe is to us Natives. ^(and why it should be secured to come next year) I think it should stay

open a little bit longer than it should, because

Mt. Edgecumbe high school has been operated for thirty-three years, plus a lot of shut-down.

The school is with various from villages and smaller areas come here because of their individual needs to learn instead of waiting their skills on subjects they already know. Many students from the past have come back to a stronger state.

The varied courses and activities help us prepare for the future instead of us, and now you to look forward to it. I hope you will budget us.

Sincerely yours,
Gilda Dorn

MT. Edgecumbe High School

MT. Edgecumbe, Alaska 99822

March 16, 1982

Honorable Michael F. Beine

Chairman, Health, Education and Social Services

ATTN: Committee Members

Alaska State Legislature

P.O. Box 11000

Juneau, AK 99811

Dear Sir:

I am writing to you about the possible closure and for the freshmen to attend Mt. Edgecumbe High School, because freshmen deserve the opportunity to attend a school such as Mt. Edgecumbe. This is especially important for those students who don't have a high school at home. Mt. Edgecumbe is a very necessary school in the state educational system. Mt. Edgecumbe High School provides a quality education because of the number of teachers trained in different areas of education. Mt. Edgecumbe offers a wide and varied range of subjects. I hope all the freshmen have an opportunity to attend Mt. Edgecumbe High School next school year. Thank you for your time and attention.

Sincerely,

Paul George (my)

Honorable Michael F. Beirne
Chairman, Health, Education & S.S.
FINN: Committee Members
Alaska State Legislature
Touch. V (MS 3100)
Juneau, AK 99801.

Judith Meidinger
C/O Girls Dorm
Mt. Edgecumbe H.S.
Mt. Edgecumbe Ak.
99885

Dear Sir;

March 16, 1982

9:48 AM

I am writing to the facts that concern
the freshman class that will be 86.

This year class of 85 was permitted
to attend Mt. Edgecumbe and as all of us thought
this was to be the last year of Mt. Edgecumbe,
the freshmen were still able to attend!

My question to you is: why not let
the freshmen attend next year? If next year is
our last year why not let it be as normal as
possible, and not live with the bad memories of
Mt. Edgecumbe only having 75 classes of students.

I feel strongly that if the freshmen
cannot attend then why should the sophomores
be able to attend, it's the same thing. If
the freshmen can only attend one year then
let them attend one year! The freshmen that
registered for next year might feel very
deprived of the best education that Mt. Edgecumbe
can provide!

Sincerely yours,

Judith Meidinger
(Alaska Native)

Clu Girls' 2111
Mt. Edgecumbe, AK. 99835
March 16, 1982

Honorable Michael F. Beirne
Chairman, Health, Education and Social Services
ATTN: Committee Members
Alaska State Legislature
Pouch V (ms 3100)
Juneau, Alaska 99811

Dear Sir:

I am very concerned about freshmen's not coming to Mt. Edgecumbe High School. I believe it is not fair for the freshmen who plan on coming here for the 1982-83 school year.

I am also concerned about the closure for this school after the 1982-83 school year. I know Mt. Edgecumbe provides very good classes and we have a lot of activities to choose from. Mt. Edgecumbe High School is a necessary school in the State Educational System.

Thank you very much.

Sincerely,
Janice Delegergen