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BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

WHEREAS the Mount Edgecumbe High School has provided a source of secondary education for many Alaskans since 1947; and

WHEREAS the Mount Edgecumbe High School has provided a quality education for its students; and

WHEREAS the federal government will close the Mount Edgecumbe High School at the termination of the 1982-83 school year;

BE IT RESOLVED by the Alaska State Legislature that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School is created to study the conditions under which the Mount Edgecumbe High School could be operated ~~by the state,~~ and other options, including but not limited to: a prep school for college bound students, a leadership academy for outstanding students and a vocational skills center. All options studied shall include cost estimates for facility upgrade and operations; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall consist of two members to be appointed by the President of the Senate, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members shall be appointed by the Speaker of the House of Representatives, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members to be appointed by the Governor, one of whom shall be the mayor of the city and borough of Sitka or his designee; and one member to be appointed by the State Board of Education; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall report its recommendations to the Legislature by the 45th day of the First Session of the Thirteenth Legislature.

L

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

April 15, 1982

SUBJECT: Freshman class at Mt. Edgecumbe High
School (CSHB 812 (Finance))

TO: Senator Charles H. Parr
Chairman, Senate Health, Education
and Social Services Committee

FROM: Richard A. Bradley *B*
Legislative Counsel

Nancy Dietrick has asked that I comment on the policy implications involved in the implementation of CSHB 812 (Finance) as well as the constitutional problems involved in the grant of funds to a program in which racial qualifications for participation appear to exist.

While the Alaska Constitution frowns on the addition of substantive language to an appropriation act (see Article II, Sec. 13), the directions to the executive in Sec. 1 of the bill are rather thin. "The sum of \$1,000,000 is appropriated from the general fund to the Department of Education to be used to enable freshmen to attend Mount Edgecumbe High School during the school year beginning in 1982". The legislature has provided no direction to the commissioner of education or the Board of Education for their use in the expenditure of the funds. Presumably, there is an implicit condition that the funds are not to be spent if freshmen are not admitted. Other aspects of the question are not treated. I assume the Department of Education would be prudent to offer the funds to the Department of the Interior only on the execution of an agreement between the department and Interior that achieved the general goals of the legislation.

The second aspect of the question is more troublesome. It has been consistently the advice of this office and, I believe, the advice of the Department of Law that the provisions of the U.S. Constitution and its amendments and

Senator Charles H. Parr

Page 2

April 15, 1982

the provisions of Article I, Secs. 1, 3, and 7 of the Alaska Constitution established substantial problems for a state program where participation in the program has qualifications based on race.

The provisions of Article I, Sec. 3, for example, provide:

No person is to be denied the enjoyment of any civil or political right because of race, . . .

I consider it unarguable that admission to an education is a civil right. Hootch v. Alaska State Operated School System, 536 P.2d 793 (1975). And while Hootch conceded that the methods chosen by the state to provide the education did not need to be identical for all students, 536 P.2d at 803, no part of the opinion suggests that the basis for the differential treatment could be racial.

I understand that there are no students in Mt. Edgecumbe High School who are not Native. I assume that this result occurs because the Bureau of Indian Affairs as the administrator of the school has adopted status as an Alaska Native as a qualification for admission.

I make this point only because I have understood that the other Bureau schools in Alaska, while unarguably established because of the need to educate Native members of the particular community, have typically educated any person resident in that community, regardless of the ethnic definition of that person. To that extent, the BIA village schools are a species of the neighborhood school and admission is not racially defined.

It is clear that a withdrawal by the Interior Department from education of Natives in Alaska will force the state and its school districts or regional educational attendance areas to assume the education of the individuals no longer attending BIA schools.

To that extent, the expenditure of the funds by the state to facilitate the admission of the freshman class to Mt. Edgecumbe is an expenditure for a state purpose. That is, if the legislature does not assist in the Mt. Edgecumbe program, it will need to address other solutions to the unarguable need to educate the students in question.

Senator Charles H. Parr
Page 3
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But I am troubled by the disparate treatment that seems to result from this expenditure. If the legislature makes an appropriation for the aid of high school students from the rural areas of Alaska who do not have day schools available to them, no constitutional violation occurs even if all of the beneficiaries of the appropriation happen to be Native Alaskans, simply because it is the members of the Native community who live in the more rural areas of the state where day schools are not available. In such a situation, there has been no structured approach to a solution which treats the Native and the non-Native separately as members of discrete groups.

But as I understand the situation at Mt. Edgecumbe High School, the selection process focuses on students who qualify as Alaska Natives and it may be that a measurable portion of the existing student body at Mt. Edgecumbe is not from rural Alaska communities where there are no secondary schools.

I assume that it is fair to conclude that attendance at a boarding school is to some measurable extent more beneficial to the student than education by means of correspondence for those students who have no high school available to them. Therefore, a certain number of the members of the community eligible for admission to Mt. Edgecumbe are preferred over high school students whose only option is education by means of correspondence.

I believe that this separate treatment is the essence of the constitutional problem with the appropriation for the incoming freshman class at Mt. Edgecumbe High School. The assumption that there is a problem relies on the assumptions suggested in this memorandum. Given these premises, I do not know what conditions the Department of Education might establish for the grant of funding to the operation of the Mt. Edgecumbe freshman class. I believe that it might be possible for the department to deal with the problem and perhaps avoid the problems suggested in this memorandum.

If I may assist further, please advise.

RAB:ljb

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES OFFICE OF THE COMMISSIONER

JAY S. HAMMOND, GOVERNOR

POUCH H 01
JUNEAU, ALASKA 99811
PHONE:

465-3030
(FW-1)

DOCUMENT NO. 144-82

April 19, 1982

The Honorable Charles H. Parr
The Legislature
State Capitol, Pouch V
Juneau, Alaska 99811

Dear Senator Parr:

I have been asked to comment on the proposed use of the Mount Edgecumbe School as a minimum security jail. The issues concerned with selecting a site and structure for such a use are many.

The location should be one that provides opportunities for inmates to live in an unconfined atmosphere. Such things as perimeter security are non-existent. The inmate could walk away from a minimum security prison if he so desired. Of course, the population of minimum security prisons is carefully selected and consists of prisoners who are adjusting to pre-release conditions. Also, prisoners whose remaining sentences are of short duration. Most minimum facility locations are in populated areas and the desirability of such close interaction between prisoners and the general population is questioned by many. Ultimately, the surrounding community will have much to say about such a location.

Ordinarily, the acreage associated with a minimum security prison would be sufficient to allow outdoor activities. Often this would include farming. Another locational factor has to do with proximity of inmates to their communities and families. Their re-entry to normal life will be benefited by their ability to have close communications. This factor generally means that such prisons should be near populous areas. Most inmates who would qualify for this type of placement would not be from Sitka or Southeast Alaska. Transportation alone can become a cost and logistical concern.

The structural uses needed for minimum security facilities can be categorized as housing, program, and administrative. These requirements are usually met by a number of structures which may be tied together by a service core. The structures involve different space requirements with plumbing, wiring, and mechanical systems designed for each. These requirements can be more easily met, and usually at a lesser cost in new buildings rather than through renovation. Our estimates for the renovation of existing buildings to prison configurations are generally high compared to new construction costs. Also, efficient space utilization is often difficult to achieve in building renovation.


The great need for bed space at this time is not in minimum custody space, but for close and maximum security classifications. It is most unlikely that the school could be effectively utilized for a close or maximum security prison.

At this time it is not possible for me to evaluate the suitability of the Edgecumbe School as a minimum security prison. However, before the end of April members of my staff and Department of Transportation and Public Facilities personnel will visit the site to gether specific information concerning the site, building floor plans, and structural and mechanical conditions. However, many of the issues that would be addressed have been identified in this letter.

The initial reaction of my staff to the idea that the school could be renovated is one of doubt.

Please let me know if I can be of any further help. My staff and I are prepared to work with you to provide a sound prison system for the State of Alaska at the least cost possible.

Sincerely,



Helen D. Beirne
Commissioner

Health, Education and
Social Services Committee



Official Business

Pouch V
State Capitol
Juneau, Alaska 99811
465-4907
465-4908

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Alaska State Legislature
Senate

April 28, 1982

LETTER OF INTENT
ON
COMMITTEE SUBSTITUTE (HESS) For HB 812

The Senate Health, Education and Social Services Committee, in forwarding HB 812, is not taking any position on the issue of state operation of the Mount Edgecumbe High School. This decision should be made by the Legislature after receipt of the recommendations of the Blue Ribbon Commission on the status of Mount Edgecumbe High School.

It is the intent of the Senate HESS Committee that the Department of Education shall, in administering the appropriation for the freshman class, allow school districts to select students to the maximum extent possible.

Senator Charles H. Parr
Chairman

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, and socialization, audio-visual training and recreation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfield, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinion.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982



Official Business

The Honorable Charlie Parr
Alaska State Senate

Dear Senator Parr:

I recently received a copy of the Senate Health, Education and Social Services Committee's report on Mt. Edgecumbe High School. The report is generally good, but I would like to suggest one correction at this time. The Report gives an average operating cost per student of \$19,503 for this school year. This figure is based on a budget of \$6,315,751, and a current student population of 323. Since some attrition occurs during the school year, it would be more accurate to use an average student population for the whole year. According to Leroy Demmert, Superintendent of Mt. Edgecumbe, 360 is a good average for the current school year. Using this figure, the cost per student would be \$17,500.

I would also like to point out that Mt. Edgecumbe's consolidation/renovation plan would reduce operating costs considerably. The energy efficiency of the buildings would be improved, and the number of buildings would be reduced by combining more functions in the renovated buildings. Following implementation of the plan, Mt. Edgecumbe would be able to accommodate 500 students at an average annual cost of \$10,400 per student (1982 dollars). Approximately 85% of Mt. Edgecumbe's students come from areas served by REAA's, which had an average annual cost per student of \$9,261 in FY 81. Hence, Mt. Edgecumbe's cost of providing a quality education to rural students would be close to the mean. Considering that Mt. Edgecumbe is a boarding school which must provide travel, housing and supervision 7 days a week, its cost per student would compare very favorably with the costs of other high schools serving rural students.

If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation plan.

Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational environment available to Alaska's students.

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

(907) 465-3706

ANCHORAGE OFFICE

1024 W. 6th Avenue

Anchorage, Alaska 99501

(907) 274-0615

HOME - DISTRICT 21

P.O. Box 271

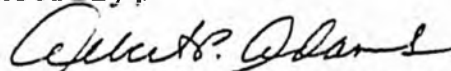
Kotzebue, Alaska 99752

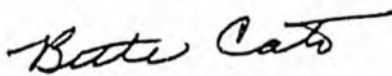
(907) 442-3320

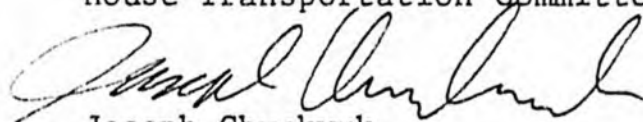
Senator Parr
April 8, 1982
Page 2


I urge you to schedule Senate Bill 844, which would create the Mt. Edgecumbe Regional Education Attendance Area, for a hearing in your committee as soon as possible. At this point, Mt. Edgecumbe is expected to operate for one more school year, but without a freshman class. It behooves the Alaska Legislature to make a decision on this issue this year, so that if the state decides to operate Mt. Edgecumbe, the school can avoid planning for shut down, and begin planning their future instead.

Sincerely,


Albert P. Adams, Chairman
House Finance Committee

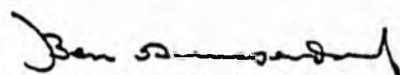

Bette Cato, Chair
House Transportation Committee



Joseph Chuckwuk
House of Representatives

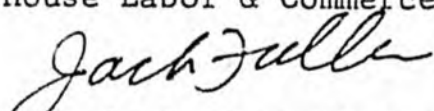

Vernon L. Hurlbert
House of Representatives

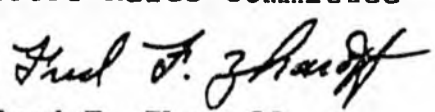
cc: Senator Terry Stimson
Senator Mike Colletta
Senator Vic Fischer
Senator Tim Kelly

APA/wlr


Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force


Terry Martin, Chairman
House Labor & Commerce Committee


John G. Fuller, Chairman
House Rules Committee


Fred F. Zharoff
House of Representatives

CS for Senate Concurrent Resolution 55

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

WHEREAS the Mount Edgecumbe High School has provided a source of secondary education for many Alaskans since 1947; and

WHEREAS the Mount Edgecumbe High School has provided a quality education for its students; and

WHEREAS the federal government will close the Mount Edgecumbe High School at the termination of the 1982-83 school year;

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FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall consist of two members to be appointed by the President of the Senate, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members shall be appointed by the Speaker of the House of Representatives, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members to be appointed by the Governor, one of whom shall be the mayor of the city and borough of Sitka or his designee; and one member to be appointed by the State Board of Education; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall report its recommendations to the Legislature by the 45th day of the First Session of the Thirteenth Legislature.

the mayor's

Health, Education and
Social Services Committee



Official Business

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Collettz

Pouch V
State Capitol
Juneau, Alaska 99811
465-4907
465-4908

Alaska State Legislature

Senate

April 28, 1982

LETTER OF INTENT
ON

COMMITTEE SUBSTITUTE (HESS) For HB 812

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Senator Charles H. Parr
Chairman

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS BENNY STEVENS, I AM A JUNIOR AT MT. EDGE CUMBE HIGH SCHOOL. I AM SPEAKING TO YOU TONIGHT FROM THE STUDENTS' STANDPOINT. THANK YOU FOR GIVING ME THE OPPORTUNITY TO SHARE WITH YOU THE REASONS WHY I FEEL MT. EDGE CUMBE IS NEEDED.

MANY OF THE VILLAGES, LIKE MY OWN, STEVENS VILLAGE, ARE VERY SMALL AND HIGH SCHOOLS BUILT IN THESE VILLAGES WOULD BE INADEQUATE IN PROVIDING THE QUALITY EDUCATION THAT MT. EDGE CUMBE PROVIDES. IT IS VERY DIFFICULT FOR ONE OR TWO TEACHERS TO TEACH ALL THE SUBJECTS THAT THE AVERAGE HIGH SCHOOL STUDENT HAS TO KNOW TO EQUIP THEM TO BE SUCCESSFUL IN LIFE OR TO PREPARE THEM TO BENEFIT THE MOST FROM A COLLEGE EDUCATION.

WITHOUT TRAVELING TO DIFFERENT AREAS OF ALASKA, HOW ARE WE SUPPOSED TO LEARN ABOUT DIFFERENT PEOPLE AND CULTURES? IF WE ARE EXPOSED TO ONLY A FEW PEOPLE WHO WE KNOW VERY WELL OR ARE RELATED TO IT IS TOTALLY IMPOSSIBLE TO EXPECT US TO ASSUME POSITIONS AS FUTURE LEADERS WHO WILL BE ABLE TO MEET AND DEAL WITH DIFFERENT PEOPLE. IT IS GOOD TO HAVE THE OPPORTUNITY TO MEET AND LEARN ABOUT OTHER PEOPLE AND THEIR CULTURES AND THIS IS ONE OF THE DEFINITE ADVANTAGES OF MT. EDGE CUMBE. ANOTHER MAJOR ADVANTAGE OF MT. EDGE CUMBE IS THAT THE SCHOOL IS ABLE TO MEET THE NEEDS OF EVERY INDIVIDUAL. FOR EXAMPLE, IF A STUDENT IS BEHIND OR IS NOT CAPABLE OF THE WORK THAT HIS CLASS IS DOING, HE WILL BE PUT IN A REMEDIAL CLASS. OR IF A STUDENT IS AT A HIGHER LEVEL OF ACHIEVEMENT, ADVANCED CLASSES ARE PROVIDED--EVEN COLLEGE CLASSES IN SOME INSTANCE. STILL ANOTHER MAJOR ADVANTAGE IS THAT AT MT. EDGE CUMBE STUDENTS ARE ON TIME & ATTEND ALL CLASSES BECAUSE THE POLICY IS STRICTLY ENFORCED.

ON THE OTHER HAND, IN MANY VILLAGE GRADE SCHOOLS AND HIGH SCHOOLS THE STUDENTS ARE OFTEN TARDY OR EVEN SKIP CLASSES. STUDENTS ARE OFTEN NOT MATURE ENOUGH TO REALIZE THAT THE CLASSES THAT THEY SKIP WOULD BENEFIT THEM AND HELP THEM PREPARE FOR THEIR FUTURE EDUCATION. OFTEN THIS IS REALIZED TOO LATE. THIS IS WHY THE DISCIPLINE THAT MT. EDGE CUMBE MAINTAINS IS SO NECESSARY IN THE HIGH SCHOOL YEARS.

NOW COMING TO THE PROBLEM OF ALCOHOL & DRUGS WHICH IS A MAJOR PROBLEM THAT MUST BE DEALT WITH IN ALL HIGH SCHOOLS TODAY. I FEEL THAT MT. EDGE CUMBE HAS A GOOD STRICT POLICY IN THIS MATTER. BECAUSE OF THIS THERE IS MUCH GREATER CONTROL & THUS, STUDENTS ARE LESS LIKELY TO BECOME INVOLVED IN DRUGS & ALCOHOL. AT MT. EDGE CUMBE THERE ARE MANY ACTIVITIES & CHALLENGING WORK THAT HELPS KEEP THE STUDENTS INTERESTED & BUSY. IN MANY OF THE SMALL VILLAGES THE ISOLATION & LACK OF THINGS TO DO IS A CONTRIBUTING FACTOR TO THE INVOLVEMENT IN ALCOHOL AND DRUGS.

IF MT. EDGE CUMBE CLOSURES NOT ONLY IS THERE THE PROBLEM OF SMALL SCHOOLS THAT CANNOT PROVIDE EQUAL OPPORTUNITIES, THERE IS ALSO THE PROBLEM OF STUDENTS LIKE ME WHO DO NOT EVEN HAVE A HIGH SCHOOL IN OUR VILLAGES. I AND MANY OTHER STUDENTS DO NOT FEEL THAT THE STATE BOARDING HOME PROGRAM IS THE ANSWER. WE DO NOT FEEL THAT THERE IS ANY OTHER ACCEPTABLE ALTERNATIVE BUT TO KEEP MT. EDGE CUMBE OPEN. BECAUSE OF ALL THE REASONS I HAVE MENTIONED AND SO MANY MORE I HOPE THAT YOU WILL SEE THE NEED FOR MT.EDGE CUMBE AND WILL CHANGE THE LATEST DECISION THAT WAS MADE THAT WOULD NOT ALLOW A FRESHMAN CLASS TO ENROLL NEXT YEAR. I HOPE THAT A FRESHMAN CLASS WILL BE ALLOWED TO ENROLL AND THAT FUNDING FOR THE SCHOOL WILL BE PROVIDED FOR FUTURE YEARS.

THANK YOU ALL FOR YOUR TIME AND ATTENTION.

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MISS ELEANOR WEEDMAN

IT IS A GREAT PRIVILEGE TO BE HERE WITH YOU 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 MTE. DGE 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 A NEXCELLENT 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 EDUCATIONS THAT WILL PREPARE STUDENTS TO GO ONT TO TRAINING OR HIGHER EDUCATION.

IF MT. EDGE CUMBE CLOSES, I BELIEVE THAT THER WILL BE A GREATER INCREASE OF DROPOUTS. THERE ARE STUDENTS I HAVE KNOW FROM MY 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 INTELLEAGENT & TALENTED STUDENTS, BUT HAS COURSES FOR AVERAGE STUDENTS AND STUDENTS WHO NEED SPECIAL EDUCATION.

WE HAVE TEACHERS & DORIMTORY 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 CF THIS, THEY DO NOT ADJUST TO THE STUDENTS OR CONDITIONS AND GET TO KNOW AND UNDERSTAND THEM AS WELL. THERE IS NOT THE CONINUITY 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 ACTIVITIES, NUMEROUS OPPORTUNITIES 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, CORSS-COUNTRY, TRACK, DRILL TEAM, GYMNASTICS AND CLASS SECRETARY. THIS YEAR I AM ASSUMING RESPONSIBILITIES 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 FUTUER 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 CUMI. 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 HCW 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
ALLOWED TO ENROLL AND THAT MT. EDGE CUMBE 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!!!

My name is Margaret Phillips. I am from Chuathbaluk and a Senior at Mt. Edgecumbe High School. I would like to share some of my reasons why Mt. Edgecumbe should remain open after the 1982-83 school year.

Mt. Edgecumbe has many different classes which the students need to get a good education and from having the opportunity of taking these classes students will be able to make a better choice about their career. While being here they get better acquainted with the outside world. The students learn their own and other cultures by associations with students from all over the state.

They also learn to be more independent and blend into their own culture and the world around them.

Mt. Edgecumbe has helped students develop leadership ability throughout the years it has been open. What the Native people want is more young natives to become native leaders.

What is going to become of the Natives of Alaska if they close this school. This a question we can not really answer. I would appreciate your support in keeping Mt. Edgecumbe open and in helping to make it possible for a freshmen class to attend Mt. Edgecumbe.

Thank you for your time.

GOOD EVENING, MY NAME IS BRENDA WALUNGA. I AM FROM GAMBELL, AN ISOLATED ISLAND NEAR SIBERIA. OVER THE THREE YEARS I HAVE ATTENDED MT. EDGE CUMBE I HAVE COME TO HAVE A VERY DEEP FEELING TOWARDS MY SCHOOL. THAT IS WHY I FEEL I SHOULD SHARE MY FEELINGS ABOUT THE NEED FOR MT. EDGE CUMBE. IF I HAD NOT ATTENDED MT. EDGE CUMBE I WOULD NEVER HAVE HAD THE OPPORTUNITIES TO EXPERIENCE THE MANY AND VARIED THINGS THAT HAVE COME MY WAY. I WOULD NOT HAVE BEEN ABLE TO TAKE THE NUMEROUS AND CHALLENGING COURSES AND BECOME INVOLVED IN ABUNDANT EXTRA CURRICULAR ACTIVITIES SUCH AS DRILL TEAM, CLASS ACTIVITIES, BEING SELECTED AS A CANDIDATE IN AN EXCHANGE PROGRAM WITH JAPAN AND HAVING TO COMPETE IN THE SEMI-FINALS. I DEFINITELY WOULD HAVE NEVER HAD THE DESIRE TO SPEAK IN PUBLIC.

I STRONGLY BELIEVE THAT MT. EDGE CUMBE SHOULD REMAIN OPEN. COMPARING THE VILLAGE SCHOOLS OF ALASKA WITH MT. EDGE CUMBE REVEALS A TREMENDOUS CONTRAST.

IN MANY VILLAGE SCHOOLS THERE IS NO UNITY AMONG THE STUDENTS AND ALSO THE TEACHERS. IN MT. EDGE CUMBE THIS IS A ONENESS THAT IS OBVIOUS. WE COULD TRULY SELECT THE THEME "WE ARE FAIMLY" FOR THE ALL CLASS REUNION WHICH WAS HELD RECENTLY. THE WORK IN MANY OF THE VILLAGES IS NOT CHALLENGING AS IT IS HERE, OFTEN THE WORK THERE IS LIKE GRADE SCHOOL. THE TEACHERS TEACH MORE THEN THEY CAN HANDLE. YET THERE'S STILL NOT ENOUGH CLASSES TO PROVIDE ALL THAT THE STUDENTS WILL NEED IN THE LONG-RUN.

IN MANY VILLAGE SCHOOLS DISCIPLINE IS OFTEN A PROBLEM, BECAUSE IT IS NOT GIVEN SERIOUS ATTENTION. STUDENTS OFTEN GET AWAY WITH ALMOST ANYTHING SUCH AS SMOKING POT, SKIPPING CLASS, BEING TARDY, NOT DOING HOMEWORK, TALKING BACK TO SCHOOL OFFICIALS. YOUNG PEOPLE NEED DISCIPLINE.

AT MT. EDGE CUMBE HIGH SCHOOL THERE IS STRICT DISCIPLINE BUT IT IS APPLIED WITH A CARING ATTITUDE THAT INVITES STUDENTS TO DEVELOP INTO MATURE ADULTS.

STUDENTS OFTEN DO NOT HAVE AS MANY OPPORTUNITIES TO DEVELOP RESPONSIBILITIES IN MANY VILLAGE SCHOOLS. MT. EDGE CUMBE TEACHES RESPONSIBILITY AND LEADERSHIP. HERE IN MT. EDGE CUMBE WE ARE LEARNING ALL THE TIME, EVEN WHEN WE'RE NOT IN SCHOOL.

BECAUSE OF ALL THESE CONTRASTS, I FEEL THAT OTHER YOUNG PEOPLE SHOULD HAVE THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. I REALLY FEEL THAT FRESHMAN SHOULD BE ALLOWED TO ENROLL. IF FRESHMAN ARE ONLY ALLOWED TO ATTEND VILLAGE SCHOOLS MANY WILL GET A BAD PICTURE OF WHAT HIGH SCHOOL IS LIKE. IF THEY ARE ALLOWED TO ATTEND MT. EDGE CUMBE HIGH SCHOOL, THEY WILL GET A TOTALLY DIFFERENT VIEW OF HIGH SCHOOL. IT IS MY HOPE THAT THE FEDERAL GOVERNMENT WILL REVERSE THE DECISION AND ALLOW FRESHMAN TO ATTEND NEXT YEAR AND THE FOLLOWING YEARS. IT IS ALSO MY HOPE THAT FUNDS WILL BE APPROPRIATED TO OPERATE MT. EDGE CUMBE AFTER THE 1982-83 SCHOOL YEAR.

IN A WORLD GRAVELY CONCERNED WITH CONSERVING OUR NATURAL RESOURCES, WHY NEEDLESSLY WASTE THE GREATEST NATURAL RESOURCES OF ALL? FUNDS MUST BE PROVIDED FOR THE ADEQUATE EDUCATION OF THE YOUNG PEOPLE. AFTER ALL, WHAT BETTER NATURAL RESOURCE DO WE HAVE TO CULTIVATE THAN OUR YOUNG PEOPLE. THEY ARE THE FUTURE!

THANK YOU FOR YOUR TIME.

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- DIVIDUAL HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR STUDENTS LIKE MYSELF 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 THING 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 PRODUCING MANY LEADERS FOR OUR STATE.

IT PROVIDES A DOOR TOTHE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERINECES 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-
ERATION 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 WILL TAKE THE
TIME AND EFFORT TO DO THIS THEN I FEEL THAT THERE CAN BE NOT 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 IMICRTANT 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.

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS LEAH THOMPSON AND I AM FROM BETTLES FIELD, A SMALL TOWN AT THE FOOT HILLS OF THE BROOKS RANGE. I AM REPRESENTING THE STUDENT BODY OF MT. EDGE CUMBE, WHERE I AM PRESENTLY A FRESHMAN.

I AM VERY GLAD I MADE THE CHOICE TO COME HERE BECAUSE MT. EDGE CUMBE PROVIDES A QUALITY EDUCATION THAT VILLAGE SCHOOLS CAN'T PROVIDE. MT. EDGE CUMBE HAS A LARGE STAFF OF TEACHERS TRAINED IN MANY DIFFERENT SUBJECT AREAS. IT ALSO HAS A WIDER RANGE OF SUBJECTS WHICH PREPARE STUDENTS FOR THE CHALLENGES OF THE FUTURE. THE TEACHERS ARE MORE WILLING TO HELP STUDENTS WHO MIGHT NEED SPECIAL HELP. THEY CARE ABOUT THE STUDENTS AND ARE VERY INVOLVED IN THEIR EDUCATION.

IN ADDITION TO THE LARGER CURRICULUM, MT. EDGE CUMBE ALSO HAS MANY EXTRA CURRICULAR ACTIVITIES WHICH HELP STUDENT DEVELOP INTERESTS AND BECOME WELL-ROUNDED INDIVIDUALS.

MT. EDGE CUMBE HAS COUNSELORS THAT ARE INFORMED AND GIVE STUDENTS INTELLIGENT ADVICE WITH PERSONAL AND ALCOHOL AND DRUG RELATED PROBLEMS. THEY ALSO HELP THE STUDENTS WITH CAREER CHOICES, COLLEGE APPLICATIONS, AND FINANCIAL AID FOR FURTHER EDUCATION.

AT MT. EDGE CUMBE NOT ONLY DO WE LEARN FROM BOOKS, BUT WE ALSO LEARN HOW TO LIVE AND GET ALONG WITH OTHER STUDENTS. THIS DEVELOPS A GREATER SENSE OF SELF RESPECT AND RESPECT FOR OTHERS. ALSO, GETTING TO KNOW PEOPLE FROM OTHER AREAS RESULTS IN GREATER UNITY FOR THE STATE. GOING TO SCHOOL IN A DIFFERENT PART OF THE STATE EXPOSES STUDENTS TO LIFE OUT OF THE VILLAGES. THIS IS PARTICULARLY IMPORTANT IN A STATE WITH MANY OF ITS VILLAGES LOCATED IN ISOLATED AREAS.

THIS ISOLATION COUPLED WITH THE DRUG AND ALCOHOL PROBLEM WHICH
EXIST IN MANY VILLAGES CAUSES MANY STUDENTS TO BECOME INVOLVED
DEEPLY WITH DRUGS AND ALCOHOL AND THEREFORE DROP OUT OF HIGH SCHOOL.
COMING TO MT. EDGE CUMBE HELPS THE STUDENTS TO GET AWAY FROM THE
ATMOSPHERE OF DRUGS AND ALCOHOL THAT IS PRESENT IN MANY VILLAGES.
USUALLY THESE STUDENTS GO ON TO GRADUATE FROM HIGH SCHOOL BECAUSE
THEY HAVE POSITIVE SURROUNDINGS WHICH MOTIVATES THE STUDENTS TO
DO THEIR BEST IN THEIR ACADEMIC WORK AND BECOME INVOLVED IN EXTRA
CURRICULAR ACTIVITIES.

THIS WAS TRUE IN MY CASE. LAST YEAR WHEN I WAS ATTENDING THE SCHOOL IN
MY HOMETOWN, I WAS BOTHERED BY THE FACT THAT THE SCHOOL WAS SO
CROWDED TOGETHER IN ONE ROOM. ACTUALLY THERE ARE TWO ROOMS WHICH
MAKE UP THE SCHOOL IN MY VILLAGE. ONE SMALL ROOM IS FOR GRADES
ONE THROUGH FIVE, AND THE OTHER IS FOR GRADES SIX THROUGH TWELVE.
THEY ARE NOT BIG ROOMS AND IT WAS VERY HARD TO CONCENTRATE ON THE
WORK ASSIGNED TO ME BECAUSE SEVERAL DIFFERENT SUBJECTS WERE BEING
TAUGHT AT THE SAME TIME. THE WORK WAS ALSO TOO EASY AND I BECAME
BORED AND NEVER DID MY SCHOOLWORK. AS A RESULT, I GOT BAD GRADES.
THEN I CAME TO MT. EDGE CUMBE AND I AM DOING VERY WELL BECAUSE THE
CLASSES ARE MORE CHALLENGING AND I AM IN SURROUNDINGS THAT MOTIVATE
ME TO DO MY BEST.

I AM GLAD THIS OPPORTUNITY WAS AVAILABLE TO ME AS A FRESHMAN AND
I DO NOT FEEL THAT IS FAIR TO EXCLUDE THE STUDENTS WHO WILL BE
FRESHMAN NEXT YEAR FROM ALL MT. EDGE CUMBE HAS TO OFFER.

IN CONCLUSION I WOULD LIKE TO STATE THAT CLOSING MT. EDGE CUMBE HIGH SCHOOL WOULD BE A BIG MISTAKE. THERE IS NO SUBSTITUTE ANYWHERE IN THE STATE THAT PROVIDES THE EDUCATION THAT CAN BE RECEIVED AT MT. EDGE CUMBE.

IF OUR HIGH SCHOOL IS CLOSED MOST OF THE STUDENTS WILL JUST GO BACK TO THEIR VILLAGES AND NOT DEVELOP TO THEIR FULL POTENTIAL.

WE HOPE YOU WILL CONSIDER ALLOWING A FRESHMAN CLASS TO ENTER NEXT YEAR. WE ALSO HOPE THAT THE FEDERAL GOVERNMENT WILL PROVIDE FUNDING AFTER THE 1982-83 SCHOOL YEAR, OR SOMEHOW REACH AN AGREEMENT WITH THE STATE GOVERNMENT TO SHARE FUNDINGS FOR OUR SCHOOL.

THANK YOU FOR GIVING ME YOUR ATTENTION.

CIRI COOK INLET REGION INC.

April 5, 1982

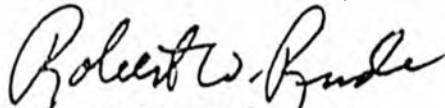
The Honorable Frank Ferguson
The Alaska State Senate
Pouch V (Mail Stop 3100)
Juneau, AK 99811

Dear Senator Ferguson:

Cook Inlet Region, Inc. (CIRI) endorses and supports the continuation of Mount Edgumbe High School. Mount Edgumbe is important to future generations of Alaskans and therefore a freshman class should be allowed to enter next year. CIRI also supports the passage of House Bill 812 and Senate Bill 844.

Sincerely,

COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgumbe Student Council

CIRI COOK INLET REGION INC.

April 5, 1982

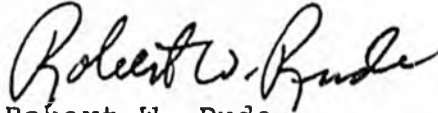
The Honorable Frank Ferguson
The Alaska State Senate
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Juneau, AK 99811

Dear Senator Ferguson:

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Sincerely,

COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgcumbe Student Council

UNITED STATES GOVERNMENT

Memorandum

TO : Rep Albert P. Adams
Alaska State Legislature

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

DATE: March 30, 1983

The attached is forwarded per your request.

The projected budget for Maintenance and Operations will be called to your office, March 31.

Thank you for you continued support



UNITED STATES GOVERNMENT

Memorandum

TO : Representative Albert Adams
Alaska State Legislature

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

DATE: March 30, 1982

Attached is an estimated budget for the state funds requested through HB 812. These estimates include education and facility maintenance and operation costs, based on three hundred fifty students. We believe if we are permitted to enroll a freshman class for school year 1982-83, it will affect the enrollment of other 10th, 11th, and 12th grade students in a positive way.

The Bureau has informed us our FY 83 allotment will be:

Education	\$ 1,893,000.00
Maintenance/Operations	<u>2,600,000.00</u>
	4,493,000.00

Our fiscal year begins October 1.

FY 82 funding level is:

Education	\$ 2,795,451.00
Maintenance/Operations	<u>3,520,300.00</u>
	\$ 6,315,751.00

A decrease for FY 83 of \$ 1,822,751.00.

I do wish to point out, our FY 82 level of funding for education is not sufficient. The only method we have to not overspend before the end of FY 82 is to place all of our education employees, approximately 75, on extended non-pay status during the summer months. We have had to furlough employees for the past two summers in order to meet budget cuts. This has resulted in an even greater salary disparity for federal education employees when compared to the public school systems.

I also want to emphasize the Mt. Edgecumbe budget for FY 1983 is based upon a school closure at the end of school year 1982-83. The \$1,893,000 does not include money for closing or RIF (reduction-in-force) costs, or the start up of a new school year in August and September 1983-84.

The estimated budget projections for the allotment from HB 812 are estimates only covering the school year 1982-83 to June 5, 1983.



Also, when we received the information from our D. C. office that we would not be allowed to enroll a freshman class, and that our budget would be reduced, we had to initiate a substantial reduction in our work force. The personnel listing you see on the HB 812 FY 83 budget projection is a listing of teachers and positions we would retain. Without the additional funds and a freshman class, we would have to release those teaching and support positions. Needless to say, the overall effect on the curricular offerings and delivery system would be disastrous. With funding from the State, we would be able to support a freshman class, and keep our scope and depth of curricular offerings to a quality level.

At Mt. Edgecumbe, we require four years of English, two years of math, three and one-half years of social studies, two years of home economics and shop, two years of science, and one-half year of health and personal finance, as well as, a good choice of electives. It takes an adequate number of teachers to offer the courses so each student can meet the graduation requirements. We have a high education standard and we believe time spent in learning for each individual is the key to achievement. This also takes an adequate staff to ensure each individual has a share of the teacher's time to enable adequate progress.

We also believe, it is essential for us to have the ability to serve the speciality areas of special education and remedial education so that we can fully meet the education needs of all our students. Without State funds for FY 83, our capability to fully meet the needs of students would be seriously diminished.

Since we are the home and school away from home, we must provide the education support and opportunities normally provided by the home. Thus we provide tutoring in the dorms in the evening, library hours in the evening, and recreation programs in the evening, as well as, the basic care given by the dorm staff. Without these State funds, we would have to cancel 85% of the support we give our students. With all these services, we are indirectly telling the kids, education is important.

Music and art are two very important areas of our student's lives, and an important part of their individual growth and development. Without State funds, we would have to consolidate the teaching of those areas, with some other teacher. This action always causes each program to lose much of its effectiveness and success. With State funds, we would be able to keep these two important teachers at the school.

I hope this is somewhat understandable. Feel free to categorize the budget projections, if you believe you should.



LeRoy Demmert

FY 83

STAFF

English Teacher	24,000
Art Teacher	25,000
Music Teacher	20,557
Math Teacher	23,000
Science Teacher	18,800
Shop Teacher/part time	11,500
Special Education	27,000
Personnel Office	20,000
Clerk	12,500
Dormitory Attendants (5)	75,000
Tutoring - Library - Arts & Crafts Freshman Athletics	15,000

TESTING/COUNSELING

Student Testing	500
Exceptional Child Testing/Evaluation	2,000
Intensive Counseling-Social Services	2,000

STUDENT TRANSPORT

Freshman/Other student transport	88,400 (3 one-way trips+ emergency trvl) (to school and home)
----------------------------------	--

SUPPLIES/SERVICES

Food Services/Freight/Food	70,000
Home Economics Supplies	1,000
Shop Supplies	800
Dorm Supplies	1,500
Dorm Linen-sheets/towels	1,000
Student/Dorm Laundry Services	125,000
Office Supplies	1,000
GSA Vehicle	3,900

SPORTS/ACTIVITIES

Recreation	500
Restore track and field meet	2,000
Restore cross country meet	3,000
Freshman basketball (boys/girls)	2,000
Sports - basketball official fees	1,500

GRAND TOTAL 589,457

STAFF-SERVICES

Staff Training	3,000
HHG Relocation (employee)	8,000

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

April 12, 1982

The Honorable Jalmar Kerttula
President, Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Kerttula:

As you are probably aware, the Bureau of Indian Affairs had previously scheduled closing Mt. Edgecumbe Boarding High School at the completion of the 1981-82 school year. The Reagan Administration, after receiving much political pressure, has decided to extend the closing date to the end of the 1982-83 school year. As a first step in that planned closure, the BIA has determined that Mt. Edgecumbe will accept no freshmen students for the 1982-83 school year. As the President of the State Board of Education, I view these actions by the federal government to be in harmony with the State Board's long-held position favoring the planned, orderly withdrawal of the Bureau of Indian Affairs from Alaska Public Education and final resolution of this divisive issue in our educational structure.

A recent action by the Alaska State House of Representatives, however, threatens to strike at the very heart of our policy supporting a single public education delivery system in Alaska. On April 8, 1982, the House passed CS/HB 812 (Finance) which, if enacted, would appropriate \$1,000,000 for a 1982-83 freshman class at Mt. Edgecumbe. The funds (\$6,000,000) to extend the school for one year, were taken from monies budgeted for transition of those students into local schools. The political ramifications of providing state aid for a federal responsibility notwithstanding such an act gives rise to several educational concerns. Further, I have serious doubts with respect to the appropriateness of using state funds to support a nonpublic facility, which may or may not continue in existence, at the same time, previously committed state aid to public education is being cut below full entitlements.

Lastly, local school districts have, over the past few years, developed programs and constructed facilities with a long-range view toward absorbing existing BIA students. The action by the House is counter productive to those plans and again raises the question of whether that issue will ever be settled in a dispositive fashion.

I respectfully urge the Senate to endorse the State Board's policy of a single public educational delivery system in Alaska by opposing enactment of any legislation which would prolong the existence of Mt. Edgecumbe as currently operated.

Sincerely,



Vincent H. Casey
President

cc: Governor Jay S. Hammond
Members, Alaska State Senate
Members, State Board of Education
Commissioner Marshall L. Lind
DOE/MLF

STATE OF ALASKA

*file
Mt. Edgecumbe*

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

RECEIVED
POUCH F - ALASKA OFFICE BUILDING
JUNEAU 99811

AUG 23 '81

August 26, 1981

GOVERNORS OFFICE

The Honorable Jay S. Hammond
Governor, State of Alaska
Pouch A
Juneau, Alaska 99811

Dear Governor Hammond:

Thank you for providing the Board with a copy of your response to Mt. Edgecumbe Student Council President, Vivian Johnson concerning the pending closure of that school.

The Board expressed our concern and gave specific guidance to the Department of Education in fulfilling our responsibility to the students affected by the closing of Mt. Edgecumbe School. This issue was addressed at our September 11, 1980 meeting in Wrangell through discussion with Dr. Barlow of the Washington D.C. BIA office and Mt. Edgecumbe School.

The Board passed the following motion and provided Dr. Barlow with a copy prior to his returning to Washington.

*JAN
586-1717*

*JACK
479-6146*

"Jan Hohman moved and Jack Townshend seconded the motion that the State Board of Education, consistent with its 5.0 policy on state and federal regulations, supports the closure of the Mt. Edgecumbe School at the earliest possible date and that it be done in a manner that insures continuity in the educational programs of the students through cooperative planning with the affected districts and the State Department of Education.

5.0 Policy on state federal relations

5.1 The Board strongly endorses the concept of a single system of public education in Alaska."

On October 10, 1980 at our meeting in Glennallen the following motion was passed:

*JUNE
NELSON
442
3288*

"Jan Hohman moved and June Nelson seconded the motion that in supporting closure of the Mt. Edgecumbe School at the earliest possible date, the Board expresses its concern and strongly urges that prior to closure, the following recommendations be implemented:

August 26, 1981

- (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. Edgumbe 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 school 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. Edgumbe 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."

I had Commissioner Lind provide the Board with a written report as to the progress made as a result of these motions. The report is enclosed and I have asked Commissioner Lind to keep your office informed of the solution to the education of the students affected by the BIA closure of Mt. Edgumbe School.

The Board appreciates your continued concern and participation for the best education possible for Alaskan students.

Sincerely,

Vincent Casey by *SWC*

Vincent Casey, Chairman
Alaska State Board of Education

Enclosure

cc: Commissioner Lind
Carol Burger
Board Members



Official Business

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

(907) 465-3706

ANCHORAGE OFFICE

1024 W. 6th Avenue

Anchorage, Alaska 99501

(907) 274-0615

HOME - DISTRICT 21

P.O. Box 771

Kotzebue, Alaska 99752

(907) 442-3320

The Honorable Charlie Parr
Alaska State Senate

Dear Senator Parr:

I recently received a copy of the Senate Health, Education and Social Services Committee's report on Mt. Edgecumbe High School. The report is generally good, but I would like to suggest one correction at this time. The Report gives an average operating cost per student of \$19,503 for this school year. This figure is based on a budget of \$6,315,751, and a current student population of 323. Since some attrition occurs during the school year, it would be more accurate to use an average student population for the whole year. According to Leroy Demmert, Superintendent of Mt. Edgecumbe, 360 is a good average for the current school year. Using this figure, the cost per student would be \$17,500.

I would also like to point out that Mt. Edgecumbe's consolidation/renovation plan would reduce operating costs considerably. The energy efficiency of the buildings would be improved, and the number of buildings would be reduced by combining more functions in the renovated buildings. Following implementation of the plan, Mt. Edgecumbe would be able to accommodate 500 students at an average annual cost of \$10,400 per student (1982 dollars). Approximately 85% of Mt. Edgecumbe's students come from areas served by REAA's, which had an average annual cost per student of \$9,261 in FY 81. Hence, Mt. Edgecumbe's cost of providing a quality education to rural students would be close to the mean. Considering that Mt. Edgecumbe is a boarding school which must provide travel, housing and supervision 7 days a week, its cost per student would compare very favorably with the costs of other high schools serving rural students.

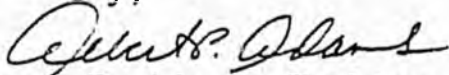
If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation plan. ?

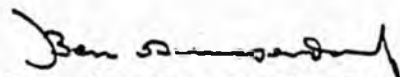
Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational environment available to Alaska's students.

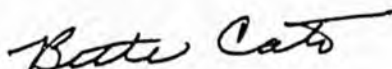
Senator Parr
April 8, 1982
Page 2


I urge you to schedule Senate Bill 844, which would create the Mt. Edgecumbe Regional Education Attendance Area, for a hearing in your committee as soon as possible. At this point, Mt. Edgecumbe is expected to operate for one more school year, but without a freshman class. It behooves the Alaska Legislature to make a decision on this issue this year, so that if the state decides to operate Mt. Edgecumbe, the school can avoid planning for shut down, and begin planning their future instead.

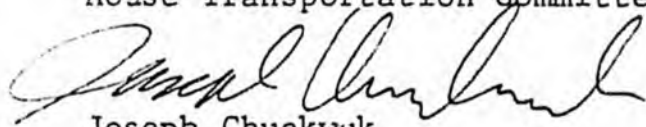
Sincerely,

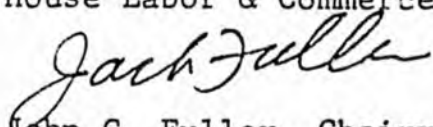

Albert P. Adams, Chairman
House Finance Committee

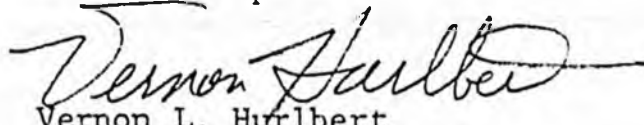

Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force

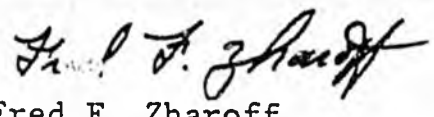

Bette Cato, Chair
House Transportation Committee


Terry Martin, Chairman
House Labor & Commerce Committee


Joseph Chuckwuk
House of Representatives


John G. Fuller, Chairman
House Rules Committee


Vernon L. Hurlbert
House of Representatives


Fred F. Zharoff
House of Representatives

cc: Senator Terry Stimson
Senator Mike Colletta
Senator Vic Fischer
Senator Tim Kelly

APA/wlr



Albert P. Adams
 Chairman
 Committee on Finance

State Capital
 Juneau, Alaska 99811
 (907) 465-3706
 ANCHORAGE OFFICE
 1024 W. 6th Avenue
 Anchorage, Alaska 99501
 (907) 274-0615
 HOME - DISTRICT 21
 P.O. Box 271
 (907) 442-3320

Official Business

TO: Senator Charlie Parr, Chairman, Senate Health, Education and Social Services Committee, Kotzebue, Alaska 99752

FROM: Representative Albert P. Adams, Chairman, House Finance Committee *APA*

DATE: April 19, 1982

SUBJ: HB 812, "An Act making a special appropriation to the Department of Education to enable freshmen to attend Mount Edgecumbe High School, and providing for an effective date."

House Bill 812 would provide \$1,000,000 to allow Mt. Edgecumbe High School to have a freshman class during the 1982-1983 school year. The federal government has committed itself to one more year of funding for Mt. Edgecumbe, but without a freshman class. It is important that Mt. Edgecumbe has a freshman class, because without one, several teachers and support staff members would be laid off, and the educational program for the remaining students would be detrimentally affected. I have provided the Committee with a letter to me from Mt. Edgecumbe Superintendent, Leroy Demmert, dated March 30. In it he states that "Without the additional funds and a freshman class, we would have to release those teaching and support positions [listed on the last page]. Needless to say, the overall effect on the curricular offerings and delivery system would be disastrous. With funding from the State, we would be able to support a freshman class, and keep our scope and depth of curricular offerings to a quality level." Because of the negative effect of not having a freshman class, on the remainder of the Mt. Edgecumbe educational program, I strongly recommend passage of HB 812.

The State Board of Education adopted four conditions, at their October 10, 1981 meeting in Glennallen which they would insist be met before the Board would support the closure of Mt. Edgecumbe. One of these conditions was that the BIA work with 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. The many Alaskans

supporting Mt. Edgecumbe have succeeded in obtaining federal agreement to keep Mt. Edgecumbe open an additional year, but without a freshman class. Hence the transitional period has been extended one more year. I feel the Board would be backing down on its commitment to guarantee an orderly transfer of primary responsibility for these students, if it did not support continuation of a quality program at Mt. Edgecumbe during the transitional year.

I would like to refer to the April 12, 1982 letter from the President of the State Board of Education to Senator Jalmar Kerttula. He states that HB 812 would "strike at the very heart of our policy supporting a single public education delivery system in Alaska." I don't follow his reasoning. If the state should acquire Mt. Edgecumbe, it would be incorporated into the single educational system which we presently have. It is illegal to discriminate on the basis of race or special political relationship with the federal government where state money is concerned. Hence race would not be a criterion in determining eligibility for Mt. Edgecumbe. House Bill 812 proposes \$1,000,000 for the support of a freshman class at Mt. Edgecumbe next year, hence the freshman class would be open to Alaskan students regardless of race. According to the most recent information I have obtained from Washington D.C., the Department of the Interior has no problems accepting the \$1,000,000 in state money which must be spent without regard to race. Hence next year's freshman class may include non-Natives.

The last thing I would like to touch on are the four conditions adopted by the State Board of Education. The Board held if these conditions were not undertaken, the Board would not support closure of Mt. Edgecumbe. I have provided a letter from the President of the Board, and Board minutes which reiterate this position.

To date, the only condition I can see that has been met is that of holding joint hearings on the closure of Mt. Edgecumbe to gather input from the affected communities. The federal government will not put in an additional \$6,000,000 per year to supplement and enrich education for Native students, the village high schools do not provide a comparable program to the one offered by Mt. Edgecumbe, and as I stated above, I do not feel an orderly transfer will take place if the quality of education at Mt. Edgecumbe is not maintained during the transitional period.

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES
OFFICE OF THE COMMISSIONER

JAY S. HAMMOND, GOVERNOR

POUCH H 01
JUNEAU, ALASKA 99811
PHONE:

April 19, 1982

465-3030
(FW-1)

DOCUMENT NO. 144-82

The Honorable Charles H. Parr
The Legislature
State Capitol, Pouch V
Juneau, Alaska 99811

Dear Senator Parr:

I have been asked to comment on the proposed use of the Mount Edgcombe School as a minimum security jail. The issues concerned with selecting a site and structure for such a use are many.

The location should be one that provides opportunities for inmates to live in an unconfined atmosphere. Such things as perimeter security are non-existent. The inmate could walk away from a minimum security prison if he so desired. Of course, the population of minimum security prisons is carefully selected and consists of prisoners who are adjusting to pre-release conditions. Also, prisoners whose remaining sentences are of short duration. Most minimum facility locations are in populated areas and the desirability of such close interaction between prisoners and the general population is questioned by many. Ultimately, the surrounding community will have much to say about such a location.

Ordinarily, the acreage associated with a minimum security prison would be sufficient to allow outdoor activities. Often this would include farming. Another locational factor has to do with proximity of inmates to their communities and families. Their re-entry to normal life will be benefited by their ability to have close communications. This factor generally means that such prisons should be near populous areas. Most inmates who would qualify for this type of placement would not be from Sitka or Southeast Alaska. Transportation alone can become a cost and logistical concern.

The structural uses needed for minimum security facilities can be categorized as housing, program, and administrative. These requirements are usually met by a number of structures which may be tied together by a service core. The structures involve different space requirements with plumbing, wiring, and mechanical systems designed for each. These requirements can be more easily met, and usually at a lesser cost in new buildings rather than through renovation. Our estimates for the renovation of existing buildings to prison configurations are generally high compared to new construction costs. Also, efficient space utilization is often difficult to achieve in building renovation.

The great need for bed space at this time is not in minimum custody space, but for close and maximum security classifications. It is most unlikely that the school could be effectively utilized for a close or maximum security prison.

At this time it is not possible for me to evaluate the suitability of the Edgecumbe School as a minimum security prison. However, before the end of April members of my staff and Department of Transportation and Public Facilities personnel will visit the site to gether specific information concerning the site, building floor plans, and structural and mechanical conditions. However, many of the issues that would be addressed have been identified in this letter.

The initial reaction of my staff to the idea that the school could be renovated is one of doubt.

Please let me know if I can be of any further help. My staff and I are prepared to work with you to provide a sound prison system for the State of Alaska at the least cost possible.

Sincerely,



Helen D. Beirne
Commissioner

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

April 12, 1982

The Honorable Jalmar Kerttula
President, Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Kerttula:

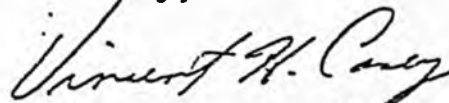
As you are probably aware, the Bureau of Indian Affairs had previously scheduled closing Mt. Edgecumbe Boarding High School at the completion of the 1981-82 school year. The Reagan Administration, after receiving much political pressure, has decided to extend the closing date to the end of the 1982-83 school year. As a first step in that planned closure, the BIA has determined that Mt. Edgecumbe will accept no freshmen students for the 1982-83 school year. As the President of the State Board of Education, I view these actions by the federal government to be in harmony with the State Board's long-held position favoring the planned, orderly withdrawal of the Bureau of Indian Affairs from Alaska Public Education and final resolution of this divisive issue in our educational structure.

A recent action by the Alaska State House of Representatives, however, threatens to strike at the very heart of our policy supporting a single public education delivery system in Alaska. On April 8, 1982, the House passed CS/HB 812 (Finance) which, if enacted, would appropriate \$1,000,000 for a 1982-83 freshman class at Mt. Edgecumbe. The funds (\$6,000,000) to extend the school for one year, were taken from monies budgeted for transition of those students into local schools. The political ramifications of providing state aid for a federal responsibility notwithstanding such an act gives rise to several educational concerns. Further, I have serious doubts with respect to the appropriateness of using state funds to support a nonpublic facility, which may or may not continue in existence, at the same time, previously committed state aid to public education is being cut below full entitlements.

Lastly, local school districts have, over the past few years, developed programs and constructed facilities with a long-range view toward absorbing existing BIA students. The action by the House is counter productive to those plans and again raises the question of whether that issue will ever be settled in a dispositive fashion.

I respectfully urge the Senate to endorse the State Board's policy of a single public educational delivery system in Alaska by opposing enactment of any legislation which would prolong the existence of Mt. Edgecumbe as currently operated.

Sincerely,



Vincent H. Casey
President

cc: Governor Jay S. Hammond
Members, Alaska State Senate
Members, State Board of Education
Commissioner Marshall L. Lind
DOE/MLF



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

March 4, 1982

The Honorable Jalmar Kerttula
President
Alaska State Senate
Pouch V
Juneau, AK 99811

Dear Senator Kerttula:

As you know, the Department of the Interior has decided to discontinue funding the Bureau of Indian Affairs schools, including (apparently) the boarding high school in Mt. Edgecumbe. This school seems to be popular with the population it serves, as rural schools are seen not providing an education deemed adequate for village students.

To my knowledge, no evaluation has been done on the facility in Mt. Edgecumbe. Since this issue comes under the jurisdiction of the Health, Education and Social Services Committee, I have proposed a trip to Sitka for March 18, to meet with the school administration and tour the educational facilities. This half-day trip has been coordinated with the administration of Mt. Edgecumbe and all indications show that the entire committee plans to attend.

The Senate HESS Committee intends to evaluate the facility and make a report to the Legislature.

Sincerely,

Charles H. Parr
Chairman

cc: Senate HESS Committee Members
Marshall Lind, Commissioner of Education
Senator Dick Eliason
Representative Ben Grussendorf

Nancy Deitrick

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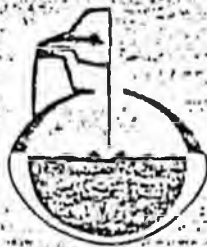
No. 15, January 1982

Native College Success in the Seventies:
Trends at the University of Alaska
at Fairbanks

Judith Kleinfeld

Robert Travis

Velma Hubbard



INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

UNIVERSITY OF ALASKA
Anchorage, Alaska

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TRENDS AT THE UNIVERSITY OF ALASKA AT FAIRBANKS

by

Judith Kleinfeld
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E. Lee Gorauch, Director of the Institute
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PURPOSE

This study examines academic success, dropout, and graduation rates of Alaska Natives at the University of Alaska at Fairbanks (UAF) through the late 1970s. It explores:

- Rates of academic success and dropout among Native students who enrolled as new college freshmen from 1963 through 1979.
- Relationships between standardized test scores, high school grades, and other factors, to the college success of Native students.
- College success rates of Native freshmen from the new small village high schools.
- Numbers of Native students graduating with associate, baccalaureate, and graduate degrees in different fields of study.

The purpose of this study is to provide basic statistical information on Native college success at UAF which can be used in identifying problem areas and program needs. While we draw attention to program changes at UAF during the 1970s, this research was not designed to explain changes in success rates. Rather, it is intended to bring them to the attention of educators and the Native community.

METHODS

Our statistics on academic success and drop-out rates are based on University of Alaska student records. However, since many students in registering choose not to identify themselves by ethnic origin, this source of information is incomplete. Therefore, we supplemented university records with information from the Student Orientation Services Program (SOS) which works closely with Native students.¹

Pre-1975 information on the success rates of first-time Native

¹Because of time and budget limitations, we used university records alone (without SOS supplementation) to obtain additional data on the success of Native students from different types of high schools who entered UAF in 1978 and 1979. Adding data from these years enabled us to increase the size of our population group of Native students who graduated from small village high schools.

freshmen comes from two earlier publications.² Statistics from the 1975-1979 years were collected by the third author of this study, Velma Hubbard, with the cooperation of the SOS program. Lists of Native college graduates were compiled from commencement programs; SOS program records; and records of the Cross-Cultural Education Development Program (X-CED), a field-based teacher training program.³

Definition of "Academic Success"

"Success" is a value-laden term which can be defined in many different ways. Since the primary purpose of this study was to monitor change in Native students' college performance over time, we used the definition of college success that we had used in earlier publications. Thus, we could compare success rates in the 1960s, early 1970s, and late 1970s.

A student was placed in the "college success" category if he or she earned at least a 2.0 (minimum passing) average grade and received at least 7.5 or more credits per semester (half the number of credits needed to advance in class standing) during the first enrollment in college. We based success on credits completed as well as grade-point average because, in some cases, students failing classes chose to drop most of their course load during the semester. Thus, a student could conceivably end up with a 4.0 grade-point average by dropping all but one course.

Some educators prefer a more rigorous definition of college success—earning at least a 2.0 average grade and at least 12 credits per semester during the first enrollment in college. Twelve credits is the minimum number of credits a student can earn per semester and maintain full-time student standing. We provide information in supplementary footnotes on the success rates of first-time Native freshmen from 1975-1979 when the 2.0 GPA/12 credits-per-semester definition of success is used. However, we prefer the less stringent

²These are: Karen Kobout and Judith Kleinfeld, *Alaska Natives in Higher Education* (Fairbanks: University of Alaska, Institute of Social, Economic, and Government Research, ISEGR Report No. 40, 1974); Judith Kleinfeld, *Alaska Native Students and College Success* (Fairbanks: University of Alaska, Institute of Social and Economic Research, Occasional Paper No. 14, 1978). See these publications for additional information on the definitions of "Native" student (self-identification or 1/4 or more Native on college or Bureau of Indian Affairs records) and "first-time freshmen" (a student who had not previously enrolled in a program of higher education).

³We have not included X-CED students, however, in statistics on academic success and drop-out rates. With the exception of statistics on UAF graduates, this study concerns Native freshmen on the UAF campus.

difficulties during the first semester or two.

In sum, this study uses a combination of grade-point average and credits attained as the measure for academic success. The most commonly used index of college success, in contrast, is drop-out-rate. Drop-out statistics, however, can be quite misleading. As this study shows, many Native (and non-Native) students leave for a semester or two and later return to college. Thus, drop-out rates at any single point in time do not indicate what proportion of Native students have permanently left college and what proportion are taking a semester off. One approach to this problem is to examine drop-out rates only among those who have had at least 4 years to re-enroll in college. While we have done such analyses, serious problems still remain. First, students may enroll at another institution, such as a community college, and we will have inaccurately listed them as dropouts. Second, using dropout as an index of "failure" incorrectly implies that students have received little benefit from time spent successfully completing college courses. Our experience has been that Native students with some college experience have an advantage in the job market.

In short, we present drop-out statistics because this information is commonly requested by legislators and university administrators interested in an institution's "holding power." However, in our view, a far more informative measure of Native college success is the number of Native students successfully completing a particular number of credit hours.

Limitations of Study

This study is limited to an analysis of Native college success at a single institution, the University of Alaska at Fairbanks. Rates of success at this institution are important because UAF accounts for the largest number of Alaska Natives who obtain baccalaureate and graduate degrees.⁴ However, large numbers of Native students also attend college at the University of Alaska at Anchorage, Alaska community colleges, and institutions outside of Alaska. We do not know the extent to which changes in Native college success at UAF represent more general trends.

A second limitation of this study is that in examining changes in success, we used university records, which contain only such infor-

⁴*U of A Today: Degrees and Other Formal Awards Conferred by the University of Alaska, 1978-79* (University of Alaska: Office of Institutional Planning, Research Report 80-1).

mation as age, sex, and standardized test scores. With this data base, we can do no more than provide clues for later investigation into the causes of Native college success and dropout. For example, we have found a moderately strong relationship between declaring a major and academic success. Yet, declaring a major may be only an indication of another factor, a sense of purpose in college, which we have not measured directly.

Academic Success Rates of Native Freshmen at UAF

Between 1963 and 1978, academic success among full-time Native freshmen increased, despite the fact that during this period the University enrolled an increasingly large number of rural students with low levels of academic preparation.

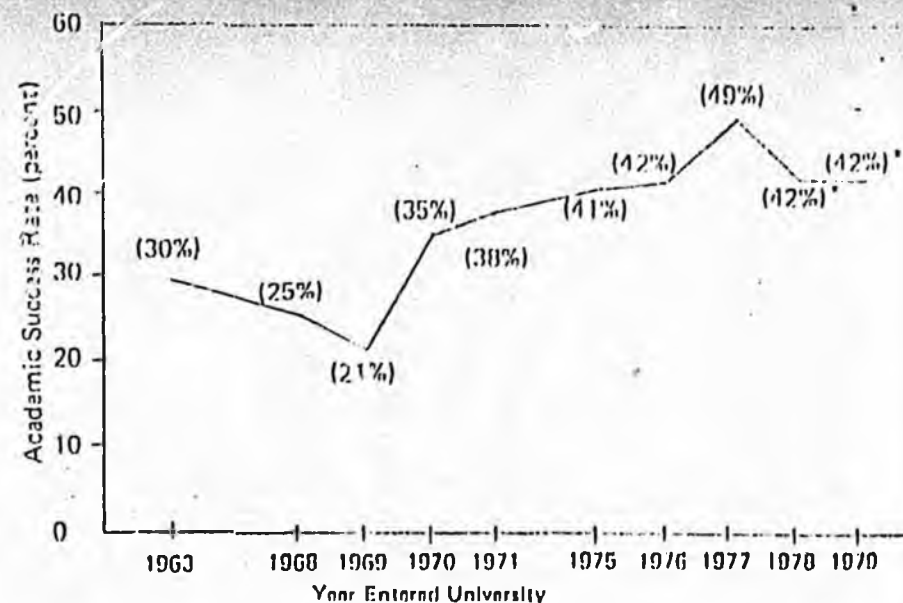
In the 1960s, less than a third of Native freshmen succeeded in college (Figure 1). In the early 1970s, rates of academic success greatly increased, with over 40 percent of Native freshmen succeeding in college by 1976.⁵ During the later 1970s, however, success rates fundamentally reached a plateau. The major improvement, in short, occurred in the early 1970s.

The increase in Native academic success in the first half of the 1970s is more impressive than these figures indicate because of the decrease in the academic preparation of the Native freshmen who are attending UAF, as measured by standardized tests.⁶ Most freshmen at UAF have taken the American College Test (ACT), in which scores range from 36 (99th percentile) to 0. Nationally, the average ACT score for college freshmen is 18.7. In 1963, only 12 percent of Native freshmen came to college with very low ACT scores of 10 or below (Table 1). By 1971, 30 percent of the Native freshmen had ACT scores in this range. In the late 1970s the proportion increased to 55 percent.⁷

⁵Using the more stringent academic success criterion of at least a 2.0 grade-point average and 12 or more credits completed per semester, success rates for full-time Native freshmen are: 1975, 30 percent (N=63); 1976, 31 percent (N=72); 1977, 32 percent (N=74); 1978, 32 percent (N=72), (incomplete information); 1979, 33 percent (N=74), (incomplete information).

⁶Whether such standardized tests are appropriate measures of academic ability for minority students, such as Alaska Natives, is a continuing educational controversy. However, as we will later discuss, ACT scores are moderately strong predictors of academic success for Native students as they are for non-Native students. Such tests are useful indicators of how well students are likely to do in a college setting, even though they may be poor measures of "intellectual ability."

⁷A score in this range indicates that the student is at the 7th percentile or below, compared to students nationally who took the ACT test.



Number of
New Freshmen: (37) (61) (73) (89) (105) (63) (72) (74) (115)* (-)

*Incomplete information.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff

Figure 1. Academic Success Rates of Native Freshmen Who Entered UAF Between 1963 and 1979

In sum, Native freshmen's college success at UAF rose in the early 1970s despite an increasing number of Native students with limited academic preparation. Success rates remained stable in the late 1970s despite another substantial increase in freshmen with low ACT scores. While the success rate of Native freshmen who entered with ACT scores in the lowest range (10 or below) did not increase much during the late 1970s, gains in the success rates did occur for Native freshmen who entered with medium to high ACT scores (Figure 2); this was especially true for those with the high ACT scores.

In addition to this increase in success, the number of new Native freshmen entering the University of Alaska increased substantially during the 1970s (Figure 1). Again, the major increase occurred in the early 1970s, with what appears to be a leveling off in the late

Act Scores of Native Freshmen Who Entered UAF
Between 1963 and 1978

Composite ACT Scores	ACT Distributions over Time			
	1963	1968	1971	1975-1978
Low (0-10)	12%	12%	30%	55%
Medium (11-20)	67	71	57	41
High (21+)	21	17	13	4
Total	100%	100%	100%	100%
Average ACT Score	16.7	16.0	13.9	9.7
Number of Students*	(33)	(58)	(97)	(308)

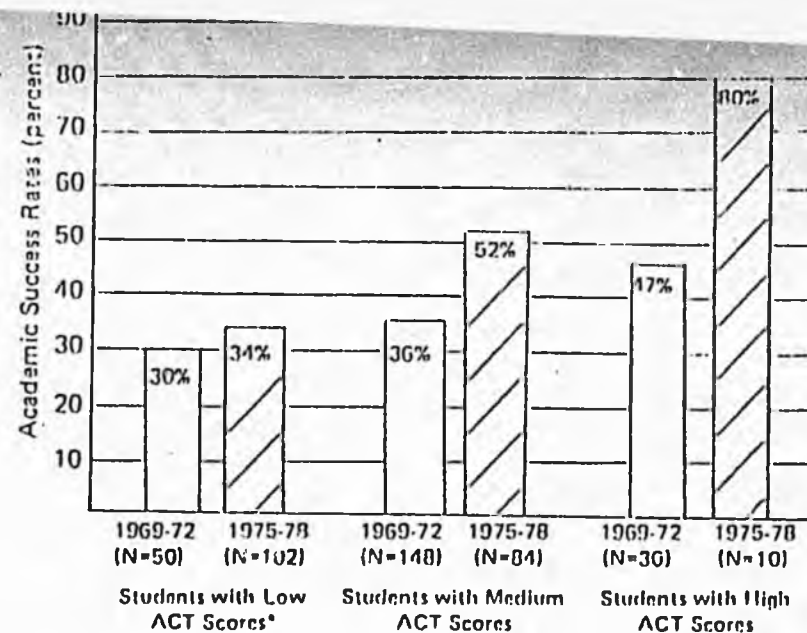
*Based on students for whom ACT scores were available.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

1970s. Enrollment figures, however, are erratic. They reflect various social changes—for example, the availability of high-paying jobs during the construction of the trans-Alaska pipeline. Moreover, we may have omitted some Native students, particularly those who did not use SOS services. It is clear, however, that the enrollment of non-Native freshmen at UAF increased markedly from the 1960s to the 1970s. More students enrolled, and more of these succeeded academically.

Reasons for Increase in Success

The reasons for the increase in the college success of Native students in the 1970s are complex and involve numerous political and economic developments. For example, the settlement of the Alaska Native Land Claims in 1971 focused attention on the need for educated Natives to staff the regional and village corporations established under the Land Claims Act. During the late 1960s as well, the success of minority groups in college became a national issue. UAF administrators and faculty became more aware of the problems of Native students and more willing to ease university requirements. In



*An ACT score below 10 is defined as low; from 11-20, medium; and 21+, high.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

Figure 2. Academic Success Rates of Native Freshmen with Different ACT Scores Who Entered UAF Between 1969 and 1978

addition, a special new program, Student Orientation Services, was developed at UAF in 1969. The program provides academic advising and tutoring services, sponsors seminars, and serves as a gathering place for students. In addition, students may enroll in such special courses as cross-cultural communication, which are combined with regular freshmen courses, such as anthropology. SOS instructors attend these freshmen courses with students to teach such skills as notetaking and writing research papers. The basic SOS program approach was developed during the early 1970s and the program gained additional experience in the late 1970s.

The development of these programs in the early 1970s appears to have had the greater benefit for Native students with low levels of

academic preparation who were more likely to need the services SOS could provide. In 1969, for example, the academic success rate of Native freshmen with very low ACT scores was 0 percent; in 1972, it was 38 percent.⁸ However, in the late 1970s only minimal gains in academic success occurred for Native students in this low-ACT range. At least for these students, a limit may have been reached in what the university can accomplish with this approach. Further gains in college success may require more attention to academic skills at the high school level.

Drop-out Rates of Native Freshmen at UAF

The drop-out rate of Native students at UAF has declined since 1963 but is still extremely high.⁹ Due to the problem of calculating dropout when students leave for awhile and later re-enroll, we first examined drop-out rates for freshmen entering UAF in 1963, 1968, and 1975. For each of those years, students would have had 4 years or more to re-enroll at UAF.

The attrition rate among Native students enrolled in these years declined from 87 percent in 1963 to 75 percent in 1975 (Table 2).⁹ The greatest decline occurred in the proportion of academic dismissals. In 1963, over half the Native freshmen were dismissed for academic reasons. By 1975, only 19 percent were dismissed because of poor grades. This change may have occurred in part because of the academic assistance provided by the SOS program. In addition, according to some UAF faculty, university policies on academic disqualification were interpreted more leniently during this later period.

Drop-out rates after 1975 continued to decline slightly (Table 3). In 1975, for example, 46 percent of Native freshmen dropped out during the first semester and did not re-enroll at UAF. In 1977, 38 percent of Native freshmen dropped out during the first semester without returning. Similarly, in 1975, 29 percent of Native students

⁸Kohout and Kleinfeld, *Alaska Natives in Higher Education*.

⁹These figures should not be interpreted to mean that 25 percent of Native students graduated with associate or baccalaureate degrees. Some of the group were still enrolled in college when these figures were calculated. We do have comparative information on graduation rates for all full-time freshmen who enrolled in degree programs in 1973, compared to a random sample of non-Native freshmen. Six years later, only 13 percent of the Native group had graduated with a higher degree (7/52) from UAF. However, the UAF graduation rates among the non-Native sample was only 25 percent (11/44). Of course, both Native and non-Native students may have transferred and graduated from another higher-education program.

Table 2
Drop-Out Rates of Native Freshmen Who Enrolled in UAF
in 1963, 1968, and 1975

	Drop-out Rates (percent)		
	1963	1968	1975
Voluntary Withdrawal	30%	48%	66%
Academic Dismissal	57	38	19
Total Dropout	87%	86%	75%
Number of Freshmen Enrolled each Year	(37)	(61)	(63)

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

enrolled in the last three semesters of college left without returning. In 1976, none did so. However, the changes in drop-out rates in these years are quite modest. While small improvements in dropout rates have occurred, substantially over half the Native freshmen enrolled at UAF in 1977 dropped out during their first two semesters and did not re-enroll.

In sum, the academic success of Native freshmen improved during the 1970s and drop-out rates declined slightly. However, Native freshmen continued to have a much lower academic success rate than non-Native freshmen (Figure 3). Sixty-eight percent of non-Native students were academically successful during their first enrollment, as opposed to only 40 percent of Native students.¹⁰ This gap in college success between Native and non-Native students narrowed between 1971 and 1977, but only slightly.

The issue of how to decrease drop-out rates among Native students remains important. However, not all students who enter the university are or should be committed to finishing with an advanced degree.¹¹ To the contrary, many Native freshmen (about a third in a

¹⁰Using the more stringent criterion of at least a 2.00 GPA and 12 or more credits completed per semester, success rates for full-time Native and non-Native freshmen during 1978-79 are: Native freshmen, 33 percent; non-Native freshmen, 62 percent.

¹¹For a discussion of the error in labeling "dropping out" as a policy problem, see Ron Scollon, "Gate-Keeping: Access or Retention," working paper, Center for Cross-Cultural Studies, University of Alaska, 1981.

Table 3

Drop-out Rates by Semester for Native Freshmen Who Enrolled in UAF in 1975, 1976, and 1977

Semester	1975 Freshmen		1976 Freshmen		1977 Freshmen	
	Drop-outs ^a	Stop-Outs ^b	Drop-outs	Stop-Outs	Drop-outs	Stop-Outs
1st	46%	6%	42%	8%	38%	16%
2nd ^c	27	10	39	14	38	16
3rd	16	11	24	6	38	9
4th	21	0	17	8	6	0
5th	18	18	0	12	-	-
6th and beyond	29	0	0	0	-	-
Number of Freshmen	(63)		(72)		(74)	

^aProportion of freshmen who dropped out during this semester and never returned.

^bProportion of freshmen who dropped out during this semester and later returned. Between 20 percent and 45 percent of "stop-outs" return, but drop out again later and never return.

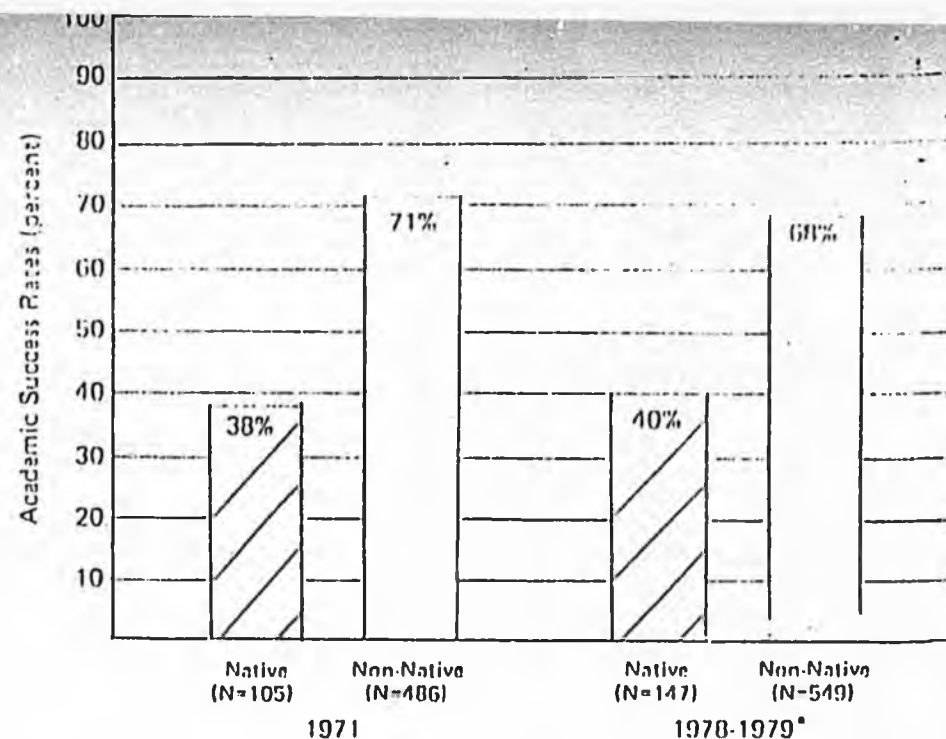
^cThese percentages refer not to the original total but to the proportion of remaining freshmen who then dropped out during the second semester, etc.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

1977 survey), said that they came to the university to "see what it is like."¹² Before concluding that current success and drop-out rates are the central "problem," we must learn more about *why* Native freshmen are coming to college, what they are seeking from the experience, why they drop out or stay, and where they go later.

Another significant policy issue is, why are Native freshmen at UAF arriving with lower and lower levels of academic preparation? One possible explanation could be that ACT scores are generally declining. However, this does not appear to be occurring. While nationally and within Alaska, ACT scores have gone down since 1970, the drop is very slight compared to the drop among entering Native freshmen (Figure 4). Another possible explanation is that the new

¹²Kleinfeld, *Alaska Native Students and College Success*.

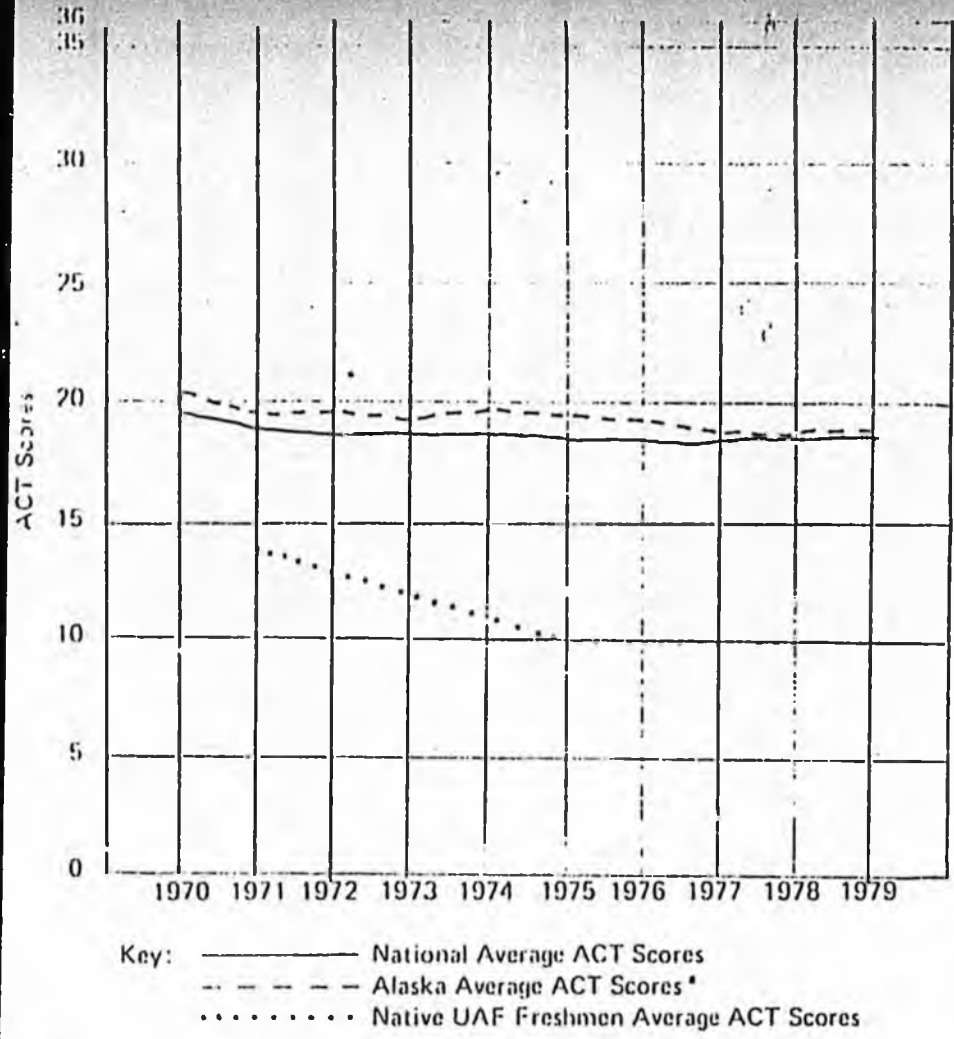


*This information came from university records which may be incomplete, particularly for Native students.

Source: University of Alaska, Office of Admissions and Records, supplemented by SOS staff; Karen Kohout and Judith Kleinfeld, *Alaska Natives in Higher Education* (Fairbanks: University of Alaska, ISER Report No. 40, 1974).

Figure 3. Academic Success Rates of Native and Non-Native Freshmen in 1971 and 1978-1979

small village high schools offer less adequate academic preparation than the former boarding schools most village students attended. A third possibility is that in the 1970s, more Native high school students became interested in college, and this larger group included students with lower academic preparation. A fourth possibility is that enrollment patterns have changed, and more academically talented Native students attended colleges outside Alaska in the 1970s than before. We do not know which, if any, of these explanations are correct. However, informal discussions with Native college students



* Scores of UAF freshmen in general are within a point of scores of Alaska students generally.

Source: Institutional Studies and Testing, University of Alaska, 1980.

Figure 4. Average ACT Scores (Composite) of National and Alaska College-Bound Freshmen from 1970-1979

do suggest that many of the most academically capable village students are indeed leaving Alaska to attend college. It is important to find out whether this pattern is occurring and whether or not Native students who leave Alaska do better or worse than those who attend universities within the state.

Relationships of Test Scores and College Success to Native Freshmen's College Success

A continuing controversy in the educational research literature is whether or not standardized tests, such as ACT scores, are useful in predicting college success for minority group students. Previous studies in the 1960s and early 1970s indicate moderately strong relationships between composite ACT scores and academic success among Native freshmen.¹³ In the late 1970s, composite ACT scores also predicted college grades and credits attained, but not drop-out rates (Table 4). The ACT English subtest was the strongest predictor of academic success; indeed, it was a somewhat better predictor than the composite ACT score. The English ACT score also had a modest relationship to drop-out rates.

However, standardized test scores were no better than high-school grade-point average in predicting college success (Table 4). If ACT English test scores are controlled, high school grade-point average is a modest predictor of college success ($r=.25$). Similarly, if high school grades are controlled, ACT English scores continue to be a predictor of college success ($r=.25$). These two predictors—ACT English scores and high school grades—both explain some of the variation in the rate of Native freshmen's college success. Together, ACT English scores and high school grades account for 17 percent of the variation. Thus, academic background contributes to college success, but it is not the overwhelming factor.

In addition to academic background, declaring a major while in college is consistently related to success. Of those Native freshmen who entered UAF between 1975 and 1979, those who declared a major course of study were much less likely to drop out of school (Figure 5). Among Native freshmen, for example, 72 percent with undeclared majors dropped out compared to 40 percent of those who had declared majors. Among Native sophomores and juniors, drop-out rates for those with no declared majors were well over twice as high as for those with majors. This relationship between declaring a major and drop-out rates or college success does not occur simply because students who have declared a major are more academically competent. We found virtually no difference in high school grades between Native students who had declared or had not declared a major. The relationship between declaring a major and staying in college could have several different explanations. Possibly these students develop a better system of support within the university. Possibly they have experienced more thorough counseling and career

¹³Kleinfeld, *Alaska Native Students and College Success*.

Table 4
Relationships Between the Academic Progress of UAF
Native Freshmen and Other Characteristics
1975-1979

	Academic Progress ^a			
	College Success ^b	College GPA	College Credits	Dropout
Academic Background				
High School GPA	.36	.37	.37	-.29
ACT English	.35	.44	.30	-.18
ACT Math	.20	.25	.21	-.04
ACT Natural Science	.21	.29	.17	-.05
ACT Social Science	.16	.26	.19	-.08
ACT Composite	.30	.38	.27	-.09
Personal Characteristics				
Eskimo	.08	-.02	.09	-.08
Indian	-.06	-.02	-.10	.05
Sex	.04	.05	.08	-.05
Age	-.17	-.20	-.25	.10
College Program				
Attended TVCC ^c	.04	.01	.03	.01
Declared a Major	.20	.28	.24	-.26
GPA/First Enrollment	---	---	---	-.50
Number of Students	(249)	(249)	(249)	(249)

^aSpearman rank correlation coefficients. Tests of statistical significance have not been carried out because the data concerns an entire population, not a sample.

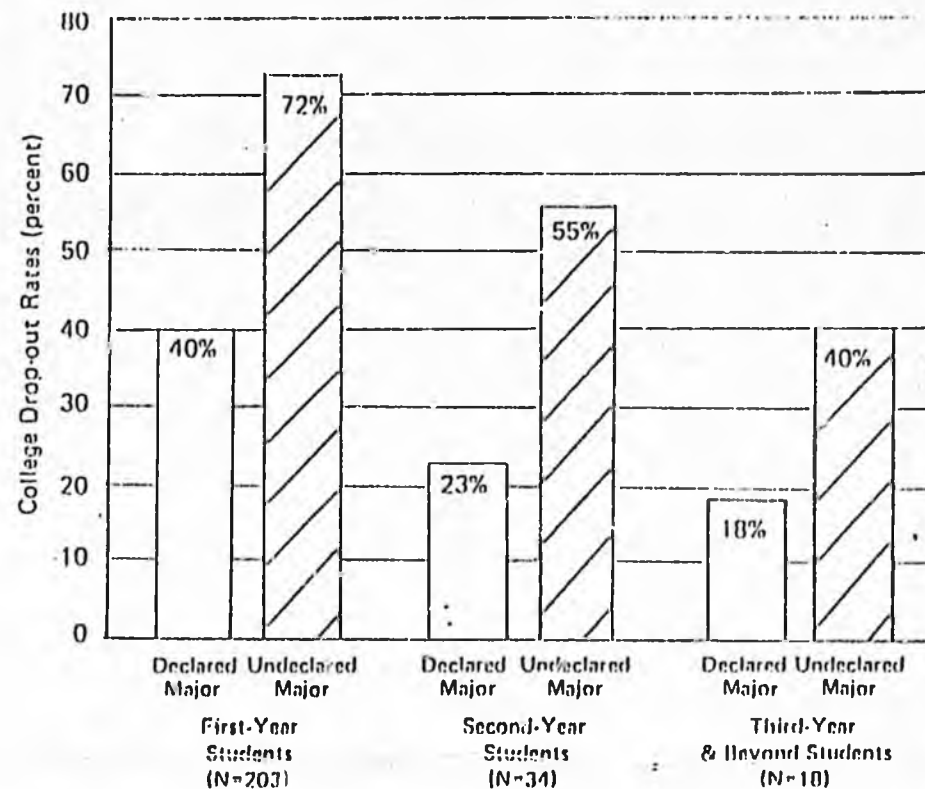
^bCollege success is defined as maintaining a 2.0 GPA while completing at least 7.5 credits per semester during the first enrollment. GPA refers to cumulative GPA while attending UAF. Credits refer to the average number of credits earned per semester, also while attending UAF.

^cTanana Valley Community College.

Source: University of Alaska, Office of Admissions and Records, 1980, supplemented by SOS staff.

direction in high school. Also, students who have reached the point of declaring a major may have been able to resolve the question of what they are in college for. Previous research suggests that a "sense of direction" may be a critical factor in Native college success.¹⁴ Whatever the explanation, it is interesting that dropping out of college is as strongly related to "declaring a major" as it is to "academic background."

¹⁴Kleinfeld, *Alaska Native Students and College Success*.



Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

Figure 5. College Drop-out Rates of Native Students Who Entered UAF as Freshmen Between 1975 and 1979 by Whether or Not they Declared a Major

College Success and Village High Schools

An important educational concern in Alaska is whether the policy of developing small village high schools will affect rural students' chances of succeeding in college. In the late 1960s and early 1970s, most village students who attended high school had to leave home and enter regional boarding programs. In the 1976 Hoolch consent decree, the State of Alaska reversed this policy and agreed to establish high schools in any village where an elementary school existed and there were one or more students of high school age. These small high schools were intended to enable Native adolescents to remain with their families in a familiar cultural setting, in order to reduce the social and emotional problems students experienced away from home and to correct the inequity of having high schools in small White, but not small Native, communities.¹⁵ An unintended consequence of these schools, however, could be poorer academic preparation for college. These small schools generally offer a more limited academic program and fewer specialized teachers than larger boarding schools. On the other hand, these schools may provide compensating advantages, such as the increased individual attention and the greater emotional security that can come from going to school in a supportive cultural environment. Thus, village high schools could conceivably be reducing, increasing, or having no effect on college success.

In order to examine this issue, at least at UAF, we compared the college success rates of village Native students who graduated from high school in the boarding school programs during 1968-1973 with students who graduated from small village high schools during 1974-1979.¹⁶ In making this comparison, one must remember that the college success rates of Native students in general increased during this later period due to changes in the college environment and other factors. Thus, the issue is *not* simply whether village high school students are doing better now than those students who attended the former boarding programs. Rather, the issue is the *amount* of improvement in college success rates. For example, if village high schools were having a positive effect on Native college success rates, we would expect to see greater gains in college success for rural Native students who graduated from village high schools

¹⁵For a discussion of these issues, see: Ray Barnhardt, *Small High School Programs for Rural Alaska* (University of Alaska: Center for Cross-Cultural Studies, 1979); Judith Kleinfeld, *A Long Way from Home* (University of Alaska: Institute of Social, Economic, and Government Research, 1974).

¹⁶In some cases, students may have attended another type of high school for part of their program.

than for Native students who graduated from other types of high school programs. If village high schools were neither increasing nor reducing rates of Native college success, we would expect to see about the same improvement in college success for rural Native graduates of village high schools as for Native graduates of other types of high schools.

As Figure 6 shows, Native students from the village high schools were more successful than those from the boarding schools of an earlier period. From 1968-1974, Native freshmen entering UAF from the boarding programs had a college success rate of 21 percent; in 1975-1979, Native freshmen entering UAF from the village high schools had a college success rate of 31 percent. Students from village high schools show the same *absolute* increase in success (a 10-percent gain) during this later period as students from other types of high schools. However, the *rate* of increase is higher for the village high school graduates than for rural students who graduated from town high schools or boarding schools.

In sum, this analysis suggests that the development of village high schools has not reduced the college success of rural students who attend UAF. Whether these schools have increased Native college success rates overall depends on whether we are more interested in absolute or proportionate degrees of change. Nonetheless, village school freshmen still have lower chances of succeeding at UAF than those from other types of high schools. Fewer than one in three succeeded during 1975-1979. Improving the quality of education in rural Alaska high schools remains a central issue.

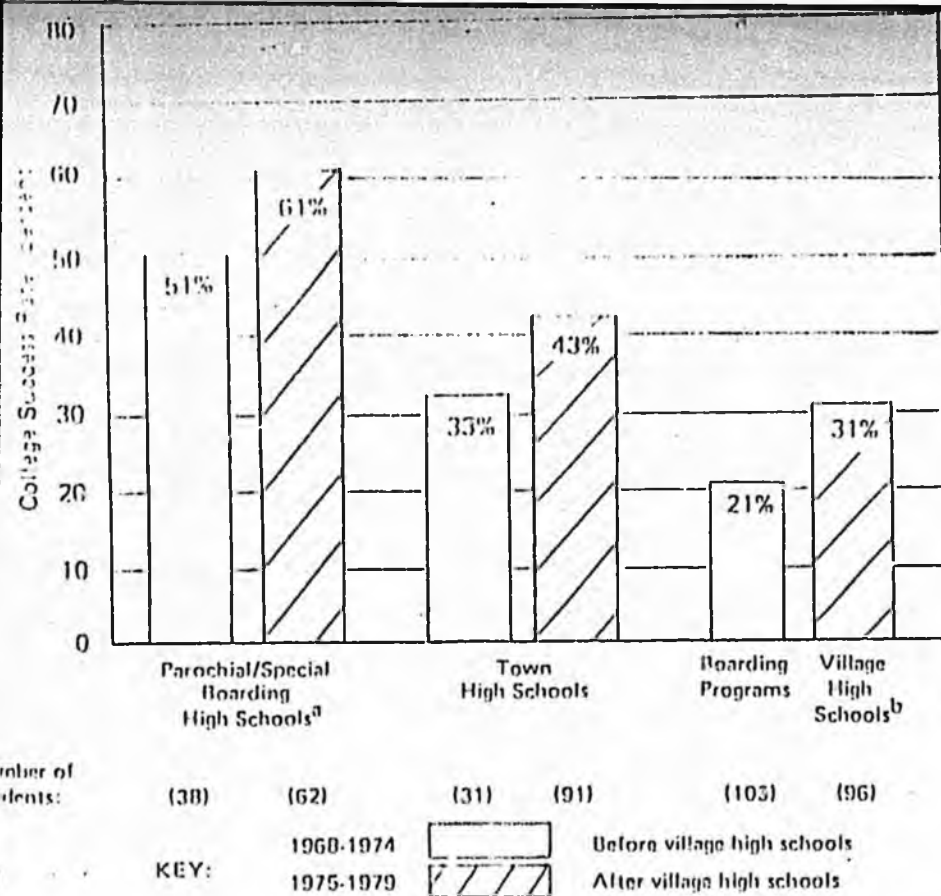
Special boarding school programs,¹⁷ continue to graduate students who tend to be most successful in college. To what extent these higher rates of college success result from the schools enrolling a more academically-oriented student body and to what extent they result from the type of education occurring at the school is not clear. An intensive study of one such school, St. Mary's, suggests that, in at least this situation, student selection explains only part of the high success rate.¹⁸ The higher academic expectations at the school, the informal education that occurs outside the classroom, and the climate of clear values consistent with the values of students' home villages may also contribute to college success.

Native College Graduates at UAF: 1934-1980

The number of Native college students graduating from UAF

¹⁷Such as St. Mary's (a Catholic boarding school in southwestern Alaska) and Mt. Edgecumbe (a Bureau of Indian Affairs boarding school in Sitka).

¹⁸J.S. Kleinfeld, *Eskimo School on the Androfsky* (New York: Praeger, 1979).

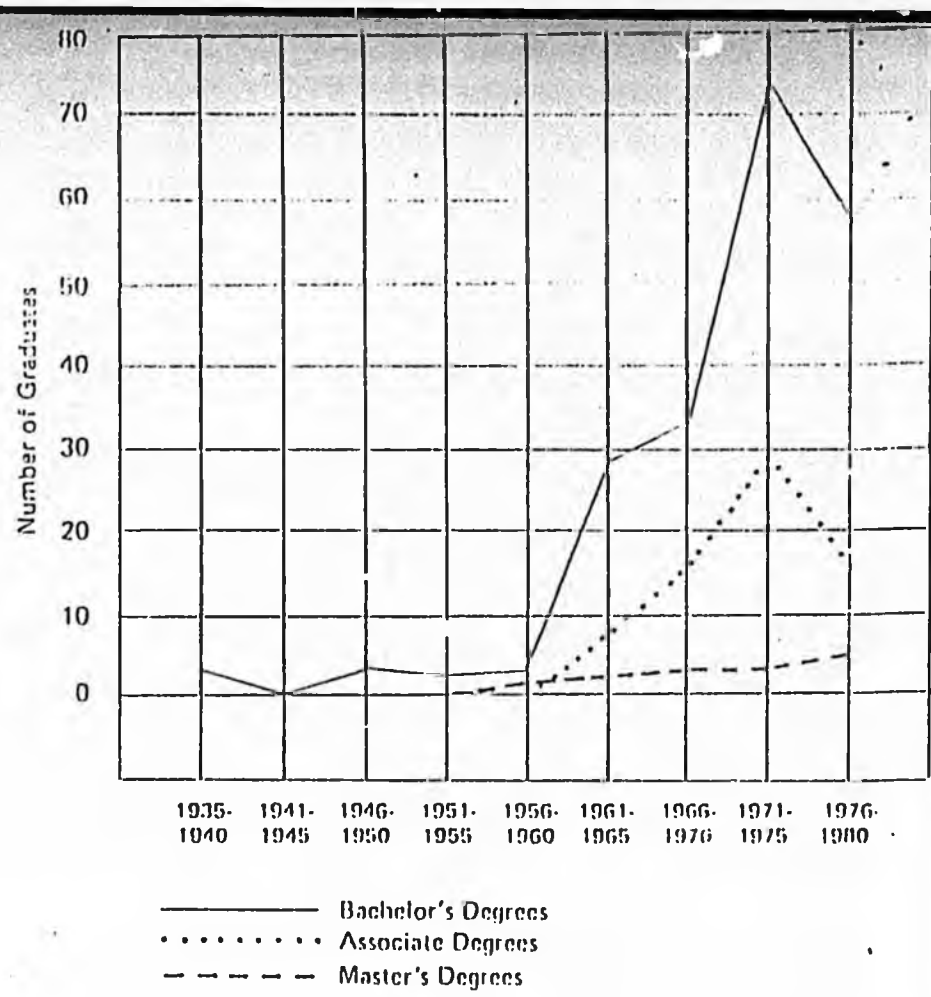


^aPrimarily St. Mary's students.
^bBetween 1960-1974, village students attended public boarding schools and urban boarding home program. Between 1975-1979, village students attended primarily village high schools.
 Source: University of Alaska, Office of Admissions and Records, supplemented by SOS staff.

Figure 6. College Success Rates of UAF Rural Native Freshmen Graduating from Different Types of High Schools Before and After Development of Village High Schools

with associate and bachelor's degrees increased through the 1960s and peaked in the early 1970s (Figure 7). In recent years, UAF has graduated fewer Native students with associate and baccalaureate degrees.

Between 1935 and 1980, UAF graduated a total of 202 Native students with bachelor's degrees and 61 Native students with asso-



Source: University of Alaska, Office of Admissions and Records, Student Orientation Services Program and X-CED Program.

Figure 7. College Degrees Awarded Alaska Natives at UAF from 1935-1980

ciate degrees. In addition, 14 Native students received master's degrees and 1 student, a doctoral degree. The number of Native students receiving baccalaureate degrees sharply increased after 1960 and continued to increase until the late 1970s. One factor accounting for this increase in Native college graduates was the development of field-based teacher-education programs in the early 1970s. In the current Cross-Cultural Educational Development Program (X-CED,

(formerly ARFTC), students complete coursework primarily at home, assisted by education faculty who live in rural areas and travel to students' villages. Between 1972 and 1980, field-based programs produced 44 Native graduates. During this period, about one-third of all UAF Native baccalaureate degrees and two-thirds of the degrees awarded Native students in the field of education went to X-CED graduates. Field-based programs during this period also accounted for half of the master's degrees awarded Natives, and two-thirds of those master's degrees awarded in education. The decline in Native college graduates during the late 1970s resulted from a decrease in the number of graduates from the X-CED program. The number of graduates from the campus programs remained virtually identical between 1971-1975 and 1976-1980, while the number of graduates from field-based programs dropped slightly over 50 percent. According to X-CED staff, this drop resulted in part from a major change in the delivery structure and a discontinuation of the stipend for participating students.

In the 1970s, education was the major degree field of most Native students who received bachelor's degrees (Figure 8).¹⁹ Only 10 students received degrees in business management. Only 5 Native students graduated with degrees in the natural sciences.

In short, large groups of Native graduates from UAF are being prepared for careers in schools and perhaps social service organizations. Comparatively few are being trained for work in the Native profit corporations or in other business fields.

Another trend is the fewer number of Native men, compared to women, who are receiving baccalaureate degrees.²⁰ Between 1972 and 1980, about two and a half times more Native women than men received bachelor's degrees. From 1976 to 1980, over three times as many Native women received degrees than men. In the spring of 1981, this trend continued with almost a 4:1 ratio of female-to-male graduates. Moreover, Native women outnumber men in every degree area, even in such traditional "male" fields as business management.

This trend in favor of Native women is of recent origin. Prior to 1970, Native male college graduates (N=39) slightly outnumbered women graduates (N=33). While the numbers of all Native UAF college graduates generally decreased in the late 1970s, the decline was much steeper for men (Figure 9).

¹⁹Our records prior to 1972 contain incomplete information on major programs of study.

²⁰In the University of Alaska system, women tend to receive more baccalaureate degrees (55 percent between July 1977 and June 1978), but the difference between men and women is slight. Alaska Department of Labor, *Women in Alaska's Labor Force*, May 1980, p. 17.

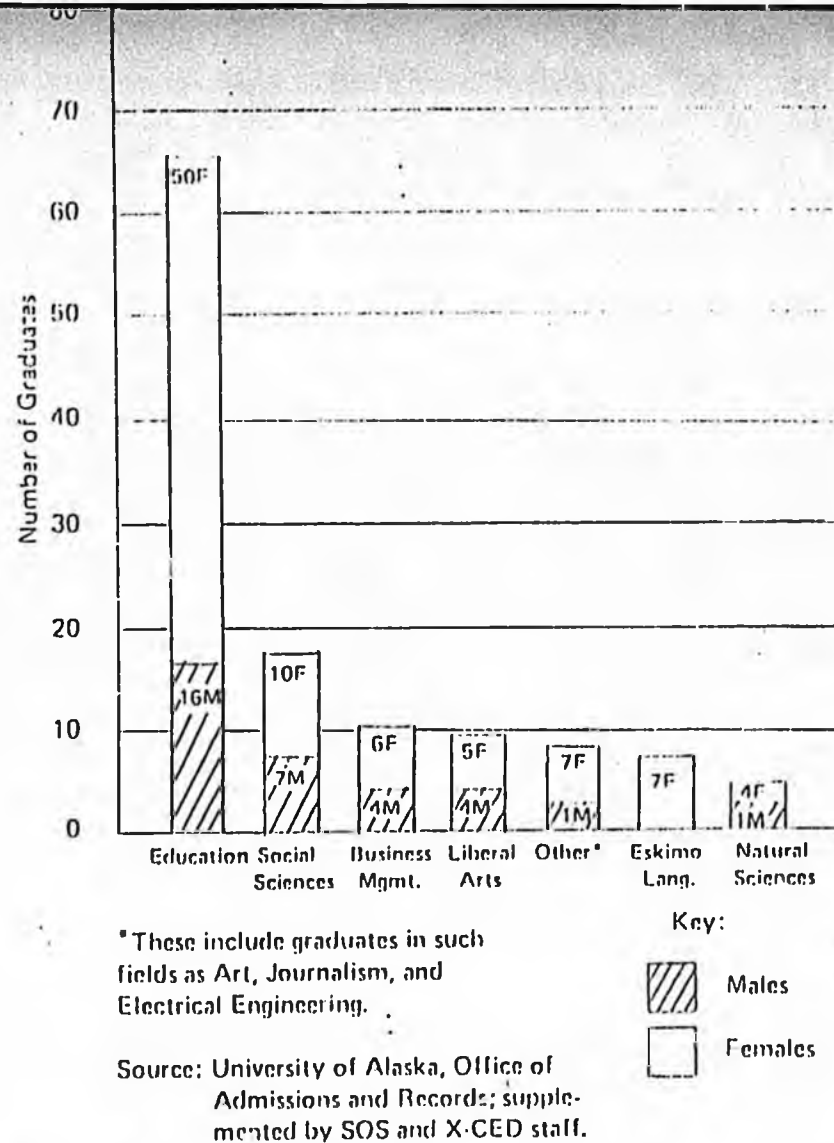
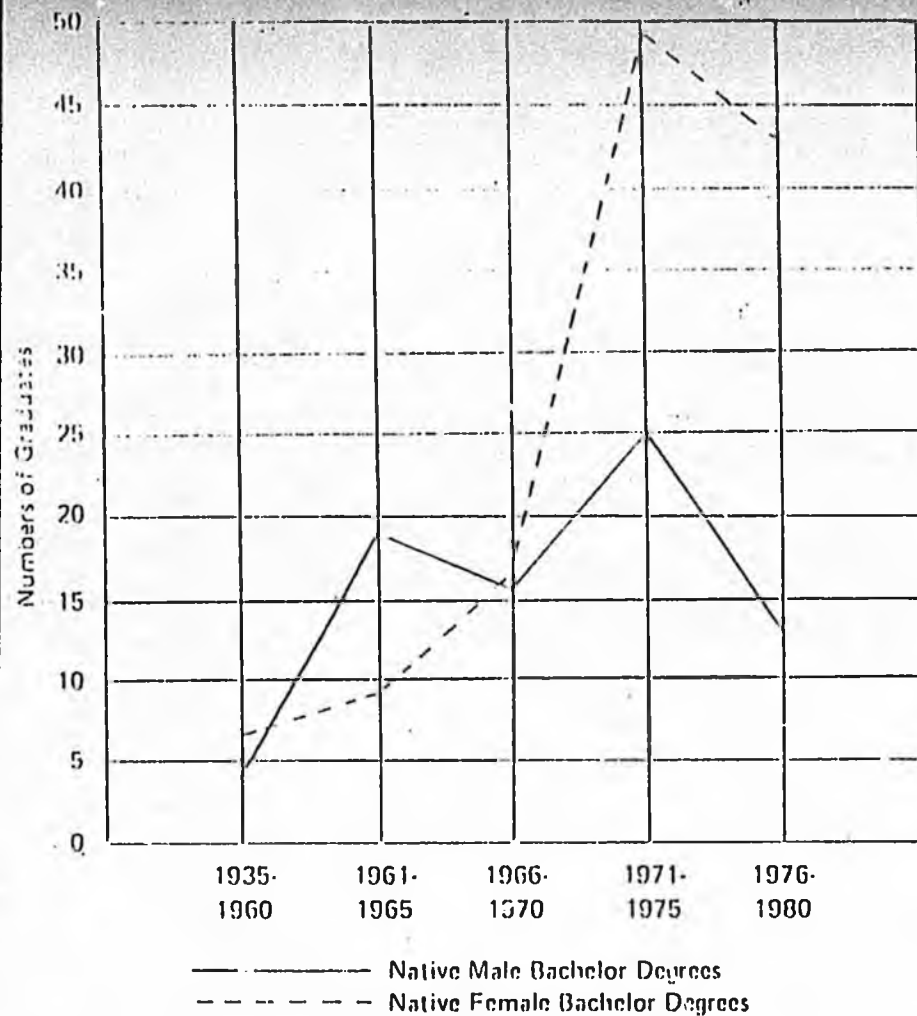


Figure 8. Bachelor's Degrees Received by Alaska Natives at UAF by Sex and Major Field of Study: 1972-1980

The greater number of women college graduates may in part result from the development of field-based teacher education programs, which account for large numbers of Native college graduates and which primarily enroll female students. It may also result from growing Native sex differentiation in career paths, with females choosing white-collar work—where higher education is a career

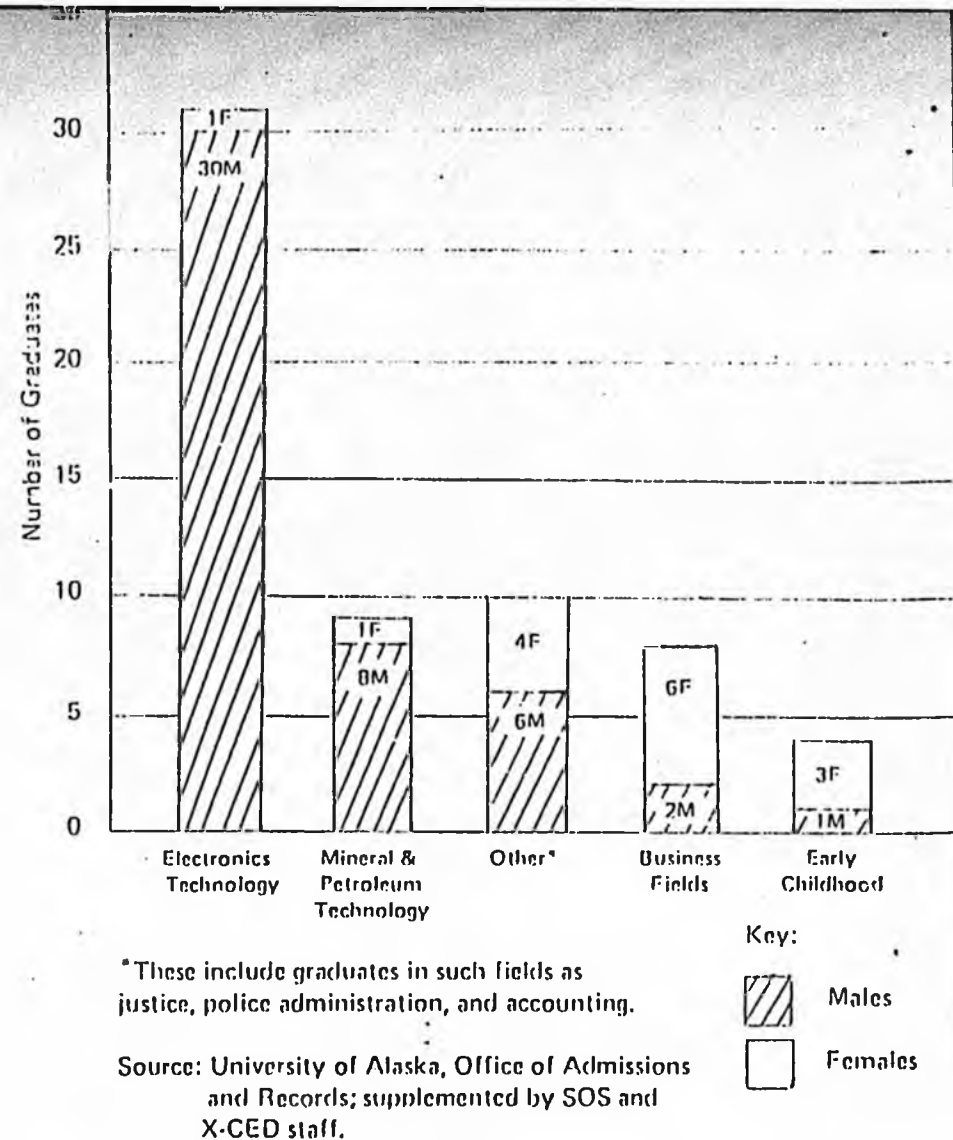


Source: University of Alaska, Office of Admissions and Records; supplemented by SOS and X-CED staff.

Figure 9. Native Bachelor Degrees by Sex at UAF from 1935-1980

advantage—and males choosing blue-collar occupations.²¹ In associate degree fields, particularly those leading to work in electronics technology and mineral and petroleum technology, Native male

²¹ For an example of this pattern among North Slope Inupiat, see Judith Kleinfeld, Jack Kruse, and Robert Travis, *Different Paths of Inupiat Men and Women in the Wage Economy, the North Slope Experience* (Fairbanks: Institute of Social and Economic Research Report No. 50, 1980), 63 pp.



*These include graduates in such fields as justice, police administration, and accounting.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS and X-CED staff.



Key:
 Males
 Females

Figure 10. Associate Degrees Received by Alaska Natives at UAF by Sex and Major Field of Study from 1966-1980

graduates strongly outnumber females (Figure 10). Whether or not this trend continues at UAF in the 1980s and whether it is typical of colleges other than UAF should be examined.

The proportion of Native freshmen who succeeded at the University of Alaska at Fairbanks peaked in the early 1970s and leveled off during the late 1970s. Similarly, the number of Native students graduating with baccalaureate degrees reached a high in the early 1970s and thereafter declined. While political and social changes may also have been important, the rise in Native college success in the late 1960s and early 1970s coincided with a general change in university policy toward Native students. During this time, for example, the university established special programs to assist Alaska Natives, particularly the Student Orientation Services, on the main campus and the field-based X-CED program.

The leveling off of success rates in the late 1970s is partially related to a large increase in the proportion of entering Native freshmen with limited academic preparation. Despite the assistance of special programs such as SOS, Native freshmen with low ACT scores still have only about a one-in-three chance of succeeding academically. The reasons for this increase in Native students without sufficient preparation for college warrants attention. Possibly, this trend simply indicates a change in enrollment patterns. As Native youth become more knowledgeable about college options, more academically competent Native students may be choosing to attend college elsewhere. If this change is occurring, it is important to know if Native students do as well or better at other colleges which may not offer special orientation or Native Studies programs.

The decline in numbers of Native male college graduates at UAF may also be a matter for concern. First, it is important to determine if the graduation pattern at UAF is representative of other colleges. If this trend does occur elsewhere, its basis should be examined. Since the trend is recent, its cause may lie more with the impact of the social and economic changes in Alaska in the late 1970s than with traditional cultural patterns.

Fundamentally, Native college success at UAF reached a plateau in the late 1970s. The gains of the early 1970s were maintained, at least for the campus-based program. However, no substantial improvements occurred in freshmen success, drop-out rates, or numbers of Native graduates.

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

Close out based on enrollment of 200 students

Increase

with assistance from state & new students incl. Freshmen

952,400 (64 Program)

164,000

1,116,400

145,000 (65 Program)

75,000

220,000

1,502,000 (Personal Services)

171,000

1,673,000

2,599,400

410,000

3,009,400

Program Element

64 Utilities & Operations - increase is for opening Roy's Dorm and consists of energy, custodial, utility, communication, protection, grounds and streets costs.

65 Repair & maintenance - increases are for materials and supplies needed for additional building space required for the increase in enrollment.

Personal Services

Employees required to operate and maintain additional building space required for increase in enrollment: 1-pipefitter, 1-boiler plant operator, 2-carpenters.

THE PRECEDING DOCUMENT(S) MAY NOT FILM
LEGIBL / BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

April 12, 1982

The Honorable Jalmar Kerttula
President, Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Kerttula:

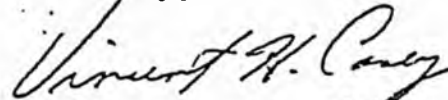
As you are probably aware, the Bureau of Indian Affairs had previously scheduled closing Mt. Edgecumbe Boarding High School at the completion of the 1981-82 school year. The Reagan Administration, after receiving much political pressure, has decided to extend the closing date to the end of the 1982-83 school year. As a first step in that planned closure, the BIA has determined that Mt. Edgecumbe will accept no freshmen students for the 1982-83 school year. As the President of the State Board of Education, I view these actions by the federal government to be in harmony with the State Board's long-held position favoring the planned, orderly withdrawal of the Bureau of Indian Affairs from Alaska Public Education and final resolution of this divisive issue in our educational structure.

A recent action by the Alaska State House of Representatives, however, threatens to strike at the very heart of our policy supporting a single public education delivery system in Alaska. On April 8, 1982, the House passed CS/HB 812 (Finance) which, if enacted, would appropriate \$1,000,000 for a 1982-83 freshman class at Mt. Edgecumbe. The funds (\$6,000,000) to extend the school for one year, were taken from monies budgeted for transition of those students into local schools. The political ramifications of providing state aid for a federal responsibility notwithstanding such an act gives rise to several educational concerns. Further, I have serious doubts with respect to the appropriateness of using state funds to support a nonpublic facility, which may or may not continue in existence, at the same time, previously committed state aid to public education is being cut below full entitlements.

Lastly, local school districts have, over the past few years, developed programs and constructed facilities with a long-range view toward absorbing existing BIA students. The action by the House is counter productive to those plans and again raises the question of whether that issue will ever be settled in a dispositive fashion.

I respectfully urge the Senate to endorse the State Board's policy of a single public educational delivery system in Alaska by opposing enactment of any legislation which would prolong the existence of Mt. Edgecumbe as currently operated.

Sincerely,



Vincent H. Casey *mlf*
President

cc: Governor Jay S. Hammond
Members, Alaska State Senate
Members, State Board of Education
Commissioner Marshall L. Lind
DOE/MLF

Mount Edgecumbe to stay open another year

Department of Interior officials have advised Alaska's congressional delegation that Mt. Edgecumbe school will remain open another year.

The school was scheduled to close at the end of this school year.

For many years, federal officials have recommended closing Mt. Edgecumbe. Department of Interior and state officials have been investigating educational alternatives for the 315 students who would remain at Mt. Edgecumbe after this school year.

The Alaska Congressional delegation recommended that another year was needed to investigate the options available.

To keep Mt. Edgecumbe open for another year, the Department of Interior's 1983 budget will propose a level of \$9 million to fund the day schools and Mt. Edgecumbe.

In October, BIA officials traveled to 36 villages that have day schools to discuss the impact of the school transfers. The officials reported to Secretary of Interior James Watt, and their findings will determine the number and location of schools to be transferred.

Because of the great uncertainty over the continued role of BIA education programs in Alaska, the Alaska Congressional delegation sent a joint letter to Secretary Watt urging him to develop a plan for the orderly transfer of the schools to the state. They recommended the plan be developed in consultation with the state and Alaska Native groups and that it address all issues raised by the transfer.

Senator Stevens, who is a member of the Interior Appropriations sub-

Mt. Edgecumbe to stay open

Continued From Page 1

committee, is investigating the possibility of a transition period of one year for the day schools. This would allow more time to consult with villages affected and develop a detailed plan on the transfer of the schools to the state. "I plan to chair the hearings on March 19 before the Senate Appropriations Committee on this proposal. I want to determine what the plans are for an orderly transition and for upgrading and repair of the facilities," the senator said.

Continued On Page 3, Col. 3



United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

MAR 10 1982

Honorable Jay S. Hammond
Governor
State of Alaska
Juneau, Alaska 99811

Dear Governor Hammond:

On February 10-11, 1982, representatives from the Bureau of Indian Affairs and the State of Alaska met in Juneau to identify specific Alaska BIA day schools to be transferred to the State of Alaska at the end of the 1981-82 school year. The Bureau certainly appreciates the cooperative effort and assistance provided by Ms. Carol Burger and Commissioner Marshall Lind. The Bureau has given serious consideration to those issues raised by the State of Alaska and I wish to assure you that the Bureau is committed to making the process of school transfers as smooth as possible.

We have developed two options:

Option I:

The following schools has been identified for the transfer at the end of the 1981-1982 school year:

- | | |
|------------------|------------------|
| -1. Goodnews Bay | 9. Scammon Bay |
| -2. Napakiak | -10. Napakiak. |
| -3. Oscarville | 11. Stebbins |
| -4. Quinhagak | 12. Savoonga |
| 5. Nightmute | 13. Gambell |
| -6. Kwigillingok | -14. Kionuk |
| 7. Alakanuk | 15. St. Michael |
| -8. Kwethluk | 16. Nunapitchuk. |

The remaining 21 schools will be transferred to the State of Alaska at the end of the 1982-83 school year. We will operate Mt. Edgecumbe for one more year.

Option II:

We will operate Mt. Edgecumbe for one more year.

All 37 day schools will be transferred at the end of the 1981-82 school year. All monies not use for the operation of Mt. Edgecumbe and separation costs for day school teachers will be transferred to the State. That will be approximately \$5.9 million.

During the month of October 1981, the Bureau visited 36 of the 37 villages and explained the proposed transfer. We listened to the concerns of the village people, as well as our own education staff. Only after careful deliberation with you and your staff and consultation with the Alaska villages has the Bureau developed these options.

Due to budgetary constraints and the State of Alaska's desire and willingness to operate a single education system for all Alaska children, it is the Bureau's position that the education needs of the native children attending these 37 BIA day schools can best be met by effecting the transfer of all schools.

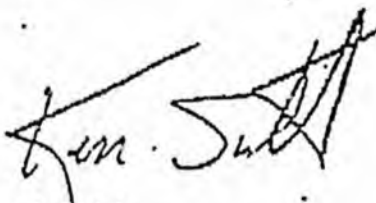
Our position concerning fuel, supplies, and equipment on order for the 16 schools to be transferred this fiscal year has not changed since our December 17, 1981 letter. Those items currently on order through the Bureau's purchasing system will be delivered.

Concerning costs of facility upgrading, we do not anticipate any funds to be made available to the State of Alaska for purposes of capital improvements. We do, however, intend to complete planned improvements to five schools in FY 1982 valued at \$2.1 million. Three of these five projects involves a school scheduled for transfer this year.

The Bureau has notified all 37 villages of the transfer at the end of the current year. Should you decide Option I is the best procedure for the State of Alaska at this time, please inform us by March 30, 1982 as we must begin issuing employment contracts for the remaining 21 day schools.

The Juneau Area Director has the responsibility for implementing the transfer and will be in contact with your staff in the near future.

Sincerely,



Assistant Secretary - Indian Affairs

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

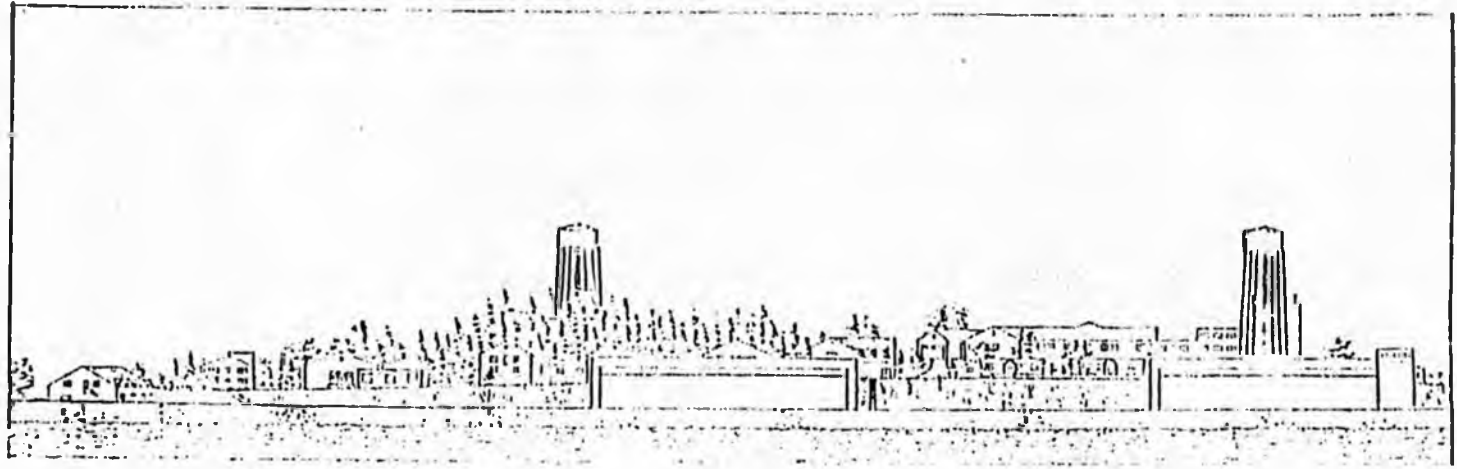
THIS CONSOLIDATION PLAN IS AN EFFORT TO REDUCE COSTS THROUGH REDUCING THE PERSONNEL AND PHYSICAL SIZE OF LAND, BUILDINGS, AND UTILITIES AT THE MT. EDGECUMBE HIGH SCHOOL. THIS IS TO BE WITHOUT DETRIMENT TO THE EDUCATIONAL QUALITY. WHEN IMPLEMENTED THIS FACILITY WILL COMPARE FAVORABLY WITH BOARDING SCHOOLS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

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

CONSOLIDATION OF FACILITIES INTO A CENTRAL CORE AREA UTILIZING EXISTING BUILDINGS, AND THE RELINQUISHMENT OF BUREAU OWNED AND MAINTAINED STAFF QUARTERS ENABLES A REDUCTION OF 70% OF THE LAND AREA (WITH RELATED STREETS AND UTILITIES) PRESENTLY IN USE. CONSIDERABLE SAVINGS RESULT.

AN ADDITIONAL BENEFIT OF THE PLAN RESULTING FROM THE MAJOR DECREASE IN LAND, BUILDINGS, AND UTILITIES IS THE REDUCTION IN CODE UPGRADING SCHEDULED THROUGH THE CODE REPAIR AND IMPROVEMENT PROGRAM FROM \$18 MILLION TO \$17 MILLION.

THE ULTIMATE BASIS ON WHICH TO JUDGE THE CONSOLIDATION PLAN IS ITS ECONOMICS, REFLECTED IN THE ANNUAL COST PER STUDENT. THE COST IN FY 79, BASED ON 400 STUDENTS IS \$14,900 PER STUDENT. IMPLEMENTING THE PLAN MAKES SAVINGS OF 15% POSSIBLE, WITH COSTS BASED ON 1979 DOLLARS, OF \$9,888 PER STUDENT FOR A STUDENT BODY OF 400, AND \$7,800 FOR THE LARGER ENROLLMENT OF 500 STUDENTS ENVISIONED.



View Across Sitka Channel

The Education Program.

Redesigned for the 1980's

MT. EDGECUMBE HIGH SCHOOL PROVIDES A FULL HIGH SCHOOL PROGRAM IN 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 MAINLY FOR PRE-VOCATIONAL OR EXPLORATORY TRAINING WHICH WILL ASSIST STUDENTS WITH DECISION MAKING REGARDING 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 NINTH AND TENTH GRADE PRACTICAL ARTS, ADVANCED HOME ECONOMICS, AND METAL ARTS.

OVER THE YEARS, CURRICULUM REVISIONS HAVE BEEN MADE, ALTHOUGH NOT DRASTICALLY, 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 400 STUDENTS, FAR LESS THAN THE 700 AND 600 PLUS FROM 1952 TO THE EARLY 1970's. MAJOR RECONSTRUCTION OF ALL DOMESTICALLY OCCUPIED IN THE MID 1950's WOOD STRUCTURES, WITH 10 TO 12 STUDENTS PER, WERE CON-

STRUCTED. PRIOR TO THAT, LIVING FACILITIES WERE OBTAINED FROM THE NAVY STYLE BARRACKS.

THE FINAL INTERIOR DOMESTIC CONSTRUCTION OF THE MID 70'S ALLOWED FOR PRIVACY AND COMFORT WITH A MAXIMUM OF FOUR STUDENTS TO A ROOM, THIS THE REDUCTION FROM THE 600-700 STUDENT ENROLLMENT TO THE PRESENT 400.

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

CONTINUED EXCELLENCE 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 PREPARATORY, CURRICULUM, DIVERSE EXTRACURRICULAR PROGRAMS, AND PRE-VOCATIONAL COURSES WOULD CONTINUE EVEN MORE EFFECTIVELY THROUGH THE CONSOLIDATION PLAN.

FOR A LARGE NUMBER OF OUR NATIVE RURAL ALASKA STUDENTS, THE EDGECUMBE HIGH SCHOOL IS THEIR BEST OPTION TO ATTEND AN ACCREDITED HIGH SCHOOL PROGRAM. THESE STUDENTS WILL ALL SECONDARY PROGRAMS ARE NOW ACCREDITED AT THIS TIME.

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

WE BELIEVE THE CONTINUED 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 PROGRESS MADE BY THE NATIVE PEOPLE IN THE STATE TOWARD THE ATTAINMENT OF EQUAL EDUCATION PARTICIPATION IN THEIR OWN NATIVE AFFAIRS AND THEIR OWN INTERESTS.

COMMUNITY PARTICIPATION, NATURALLY, MT. EDGECUMBE HIGH SCHOOL'S GREATEST COMMUNITY CONTRIBUTION BEYOND ITS EDUCATIONAL PROGRAM, ACTIVITIES COMBINED IN THE COMMUNITY OF SITKA. MT. EDGECUMBE GATHER PARTICIPANTS FROM MT. EDGECUMBE HIGH SCHOOL STUDENTS AND EMPLOYEES ALIKE.

Future Needs:

THE FUTURE NEEDS OF THE PAST SEVERAL YEARS HAS ALREADY BEEN MET. THE PROGRAM HAS A GOOD REPUTATION IN THE STATE AND MANY NATIVE PARENTS BELIEVE 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 TOTALLY 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 IDEALIC BACKDROP TO THIS ACADEMIC COMPLEX. ANOTHER DORMITORY BUILDING JUST OVER THE HILL COMPLETES THE CAMPUS PLAN.

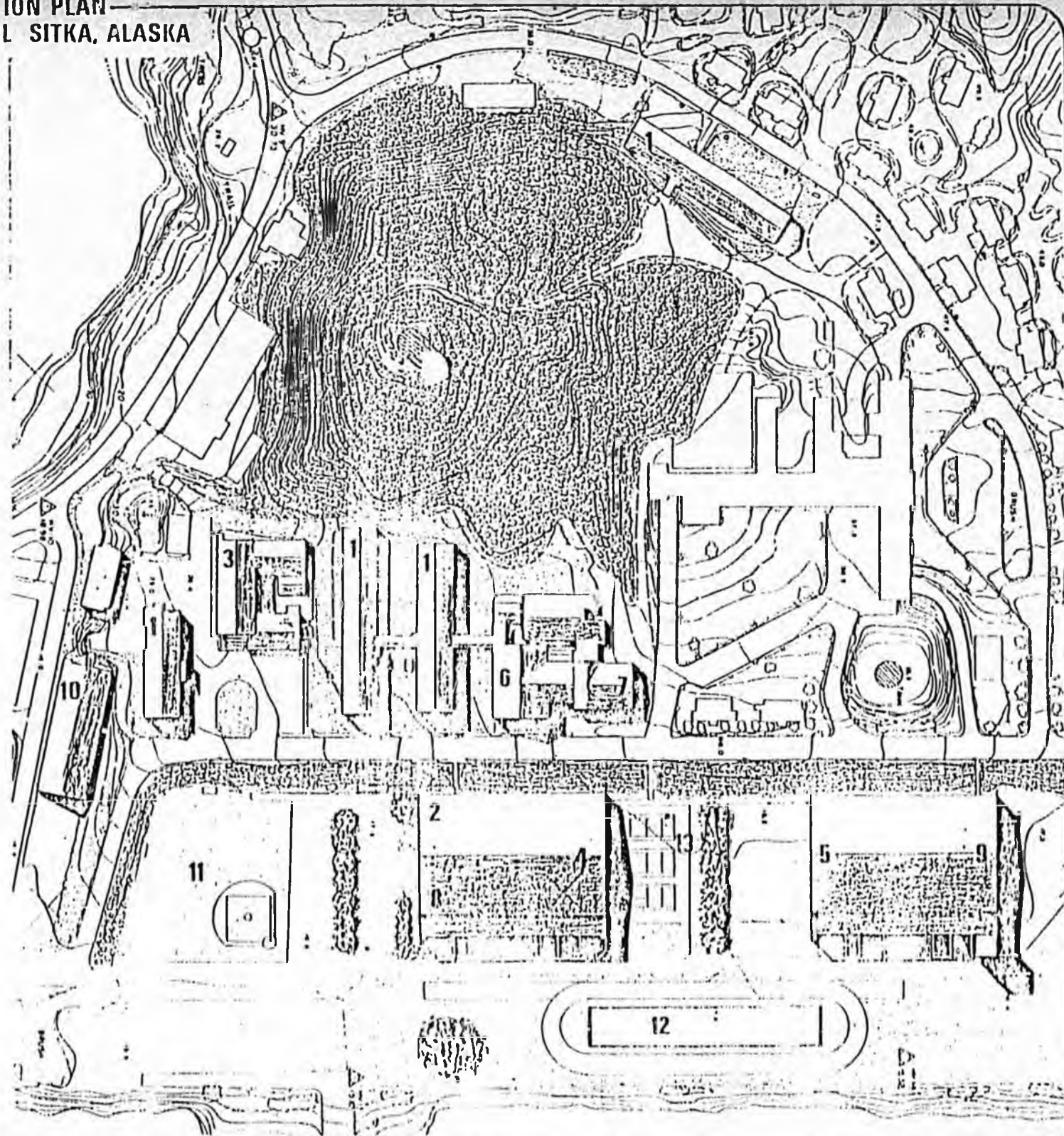
CONSOLIDATION GREATLY REDUCES THE COST OF SITE AND BUILDING MAINTENANCE. BUREAU-OWNED LAND AND FACILITIES ON ALICE AND CHARCOAL ISLANDS AND PORTIONS OF JAPANESE ISLAND WILL BE ABANDONED. THE FINAL CAMPUS CONSISTS OF FIFTEEN BUILDINGS ON ONE 27.4 ACRE PARCEL. UTILITY COSTS ARE THEREBY REDUCED BY 65%.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

CONSOLIDATION WILL ULTIMATELY RESULT IN AN EMPLOYEE REDUCTION OF 40% AND A TOTAL ANNUAL ENERGY COST SAVINGS OF \$500,000. EDUCATIONAL QUALITY WILL NOT ONLY BE MAINTAINED BUT GREATLY ENHANCED BY THIS NEW PLAN.

Key To Site Plan

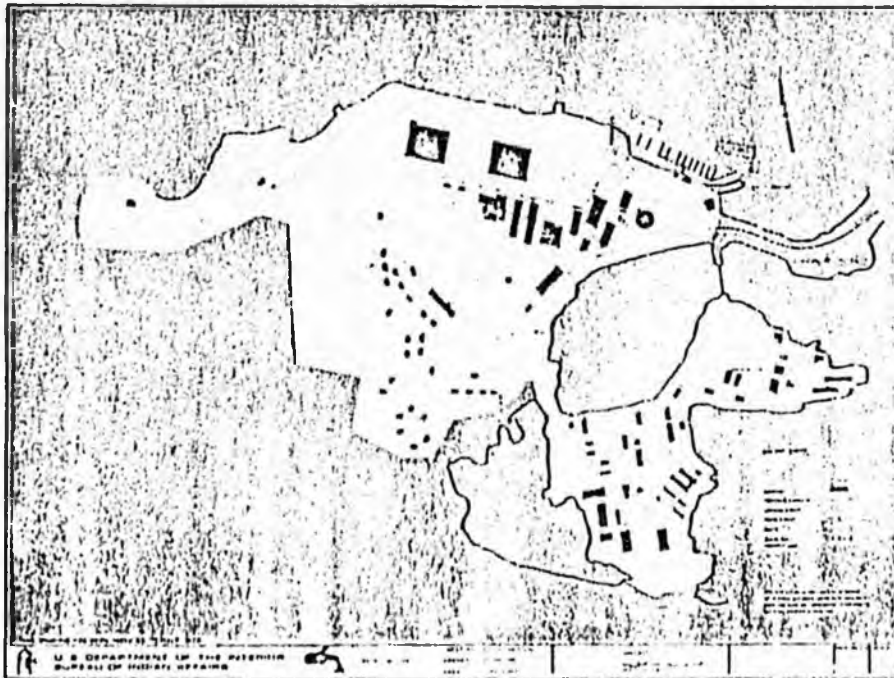
- 1 DORMITORIES
- 2 ACADEMIC CLASSROOMS
- 3 LIBRARY/MULTIMEDIA/STUDY CENTER
- 4 ATHLETICS/AUDITORIUM
- 5 VOCATIONAL EDUCATION
- 6 CAFETERIA/KITCHEN/BAKERY
- 7 PERSONAL ECONOMICS CLASSROOMS
- 8 ADMINISTRATION
- 9 FACILITY MANAGEMENT
- 10 RECEIVING/PROPERTY AND SUPPLY
- 11 BALLFIELDS
- 12 TRACK AND FIELD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

Consolidation Site Plan

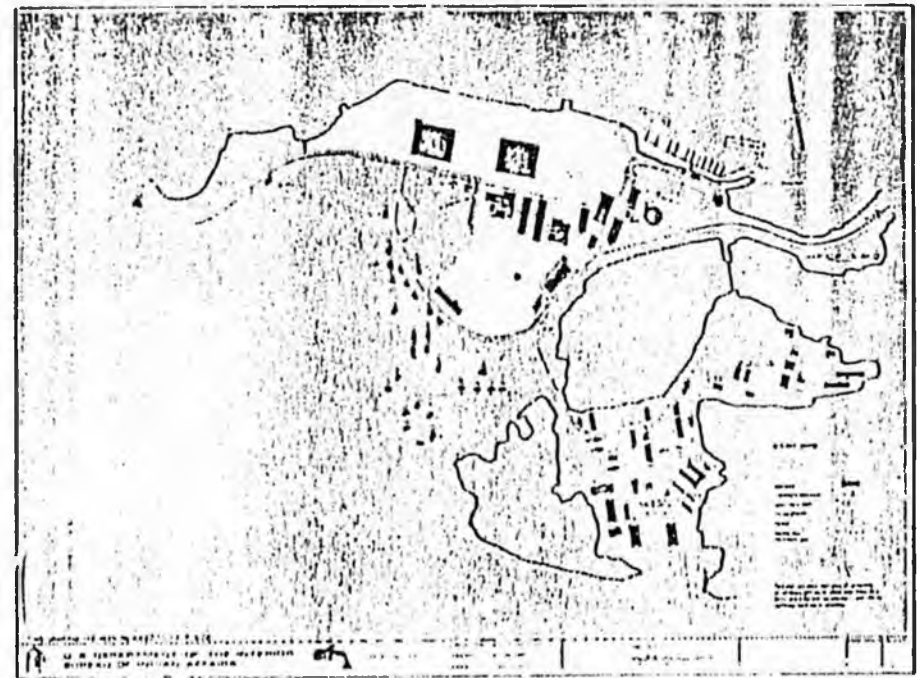


**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

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.	404,465	278,500
LAND AREA, ACRES	127.4	27.4

UTILITIES

	Existing	Consolidation Plan
WATER LINES, L.F.	23,500	8,000
SEWER LINES, L.F.	21,300	7,400
ELECTRIC LINES, L.F.	27,500	8,200
STEAM LINES, L.F.	5,500	0

ROADS

	Existing	Consolidation Plan
PAVED AND UNPAVED, FT.	21,250	5,200

ENERGY CONSUMPTION

	Existing	Consolidation Plan
FUEL OIL, GALLONS/YEAR	797,132	133,951
FUEL OIL COST PER YEAR	\$351,339	\$117,877
ELECTRICITY, KWH/YEAR	3,688,637	1,860,000
ELECTRICITY COST PER YEAR	\$171,414	\$97,500
ENERGY USE, 1000 BTU/YEAR	159,044,000	41,775,000

TOTAL ANNUAL ENERGY COST

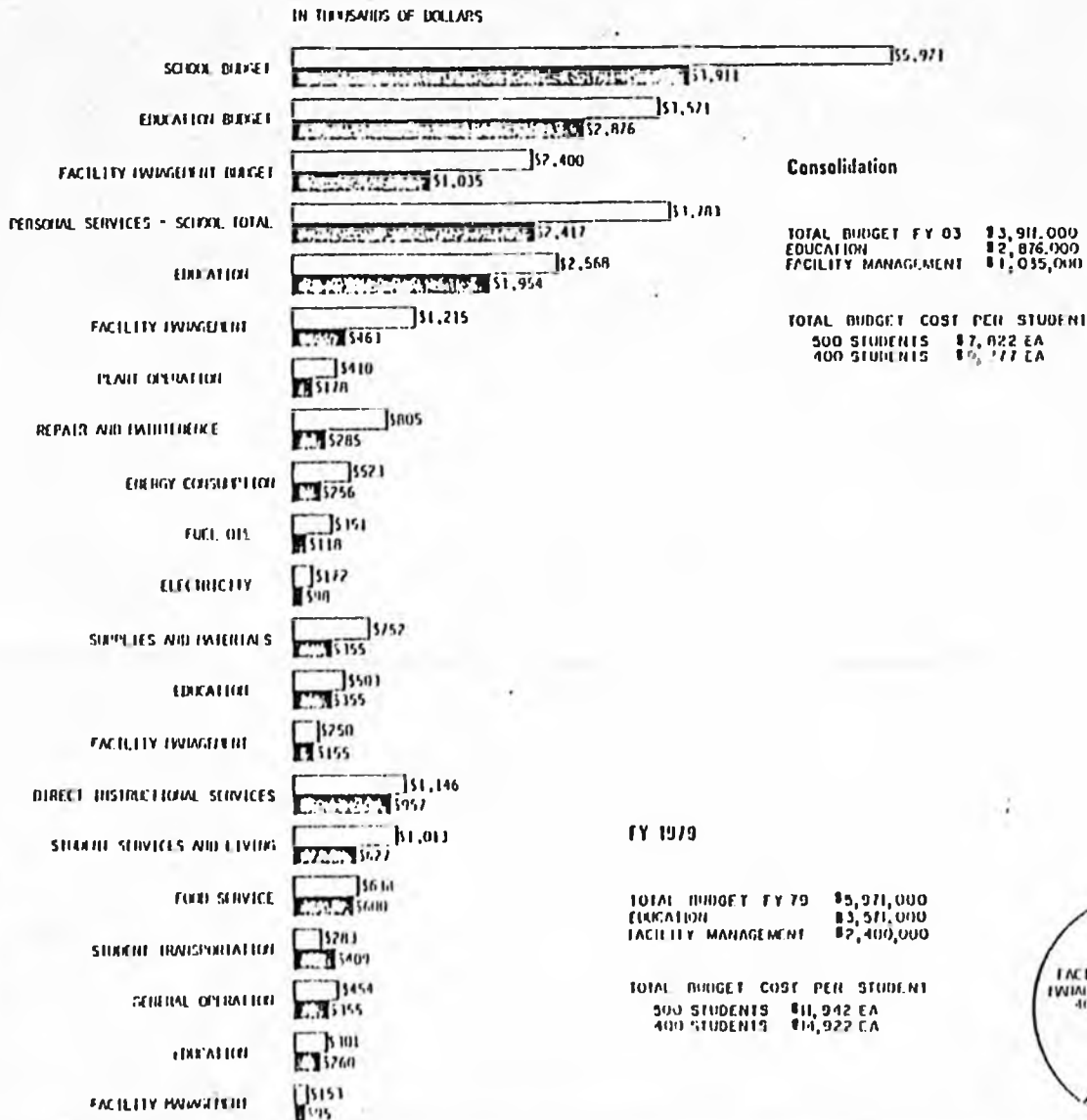
	\$572,753	\$215,377
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NOTE: ALL COSTS IN 1979 DOLLARS

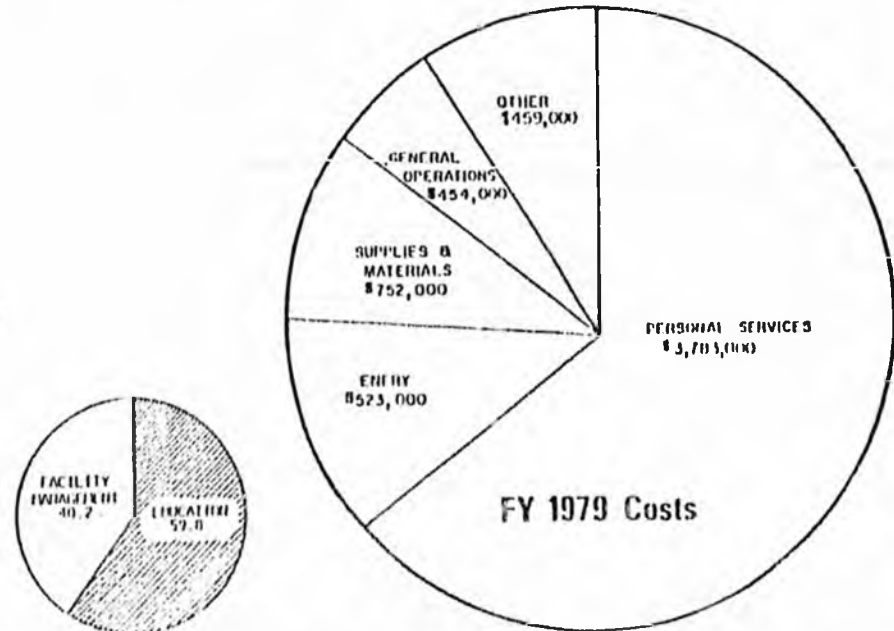
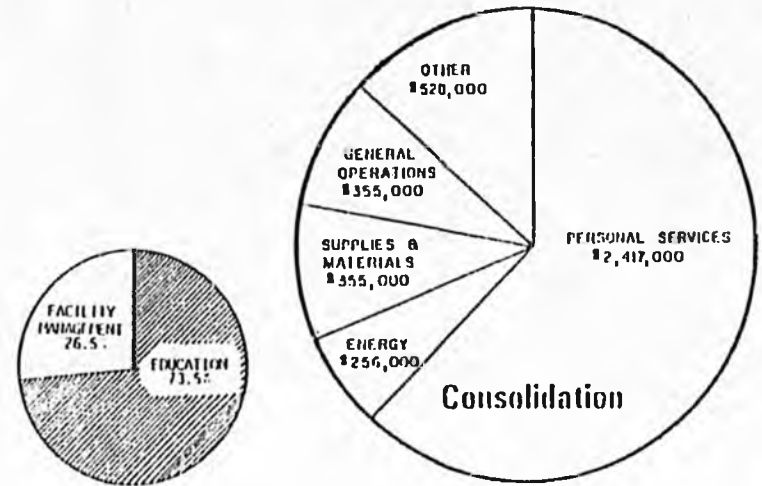
COMPREHENSIVE CONSOLIDATION PLAN MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA

Lower Annual Operating Costs

Budget Expenditures By Category



Annual Budget Expenditures



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

Mt. Edgecumbe. An Historical Perspective

THE MT. EDGE CUMBE COMPLEX WAS CONSTRUCTED AS A WAR EFFORT IN THE EARLY 1940'S. THE US NAVY BASE AND US ARMY'S FORT RAY WERE TRANSFERRED TO THE DEPARTMENT OF INTERIOR ON AUGUST 15, 1946 AND BECAME MT. EDGE CUMBE COMPLEX. IN FEBRUARY 1947, THE BUREAU OF INDIAN AFFAIRS OPENED A BOARDING SCHOOL WITH 347 STUDENTS AND 9 STAFF MEMBERS. IN 1958, THE ALASKA NATIVE SERVICE OF THE BIA ADDED TO WHAT WAS ORIGINALLY A US NAVY DISPENSARY DURING WORLD WAR II, A MODERN FIVE STORY GENERAL HOSPITAL, A TRUNK AIRPORT CONSTRUCTED IN 1967 FOLLOWED BY A BRIDGE CONNECTING THE ISLAND TO SITKA ALTERED THE LOCAL LIFE STYLE DRASTICALLY.

TODAY, 127 ACRES REMAIN OF THE ORIGINAL 250 ACRE MILITARY INSTALLATION. THERE ARE 167 BUILDINGS WHICH TOTAL 786,000 SQUARE FEET OF SPACE, HOUSING VARIOUS FEDERAL AGENCIES. THE BIA MANAGES FACILITIES OF A COMMON SERVICE NATURE FOR THIS AND OTHER GOVERNMENT AGENCIES ON A COST REIMBURSEMENT BASIS. THE COMMON SERVICE TYPE FACILITIES ARE COMPRISED OF PRIMARY AND SECONDARY ELECTRICAL DISTRIBUTION, AN OCEAN WHARF, A SMALL BOAT HOORAGE, A CENTRAL WATER SYSTEM, A CENTRAL SEWER SYSTEM, A LAUNDRY PLANT, A FIRE DEPARTMENT, A SECURITY SYSTEM, SANITATION SYSTEM, A CENTRAL HEATING SYSTEM, WHICH PROVIDES HEAT TO 285,000 SQUARE FEET OF BUILDING SPACE, PUBLIC GROUNDS AND A STREET MAINTENANCE SYSTEM.

TO PROVIDE UTILITIES SERVICES, OPERATION SERVICES, AND MAINTENANCE FOR THE ABOVE FUNCTIONS, FACILITIES MANAGEMENT HAS A STAFF OF 59 MAINTENANCE EMPLOYEES.

CONVERTING THIS MILITARY INSTALLATION TO A BOARDING SCHOOL ENTAILS MANY UNIQUE PROBLEMS, SOME OF WHICH TODAY, 14 YEARS LATER HAVE NOT BEEN RESOLVED. TO BEGIN WITH, THE FACILITIES WERE DESIGNED TO ACCOMMODATE NEARLY TEN TIMES THE PRESENT POPULATION OF MT. EDGE CUMBE COMPLEX. ACCORDINGLY, OPERATING COSTS ARE VERY HIGH, MOST OF THE FACILITIES ARE WORN OUT THEIR DESIGNED LIFE TIME THREE TIMES OVER. THE ONLY SIGNIFICANT CHANGE IN MANY OF THE BUILDINGS FROM THEIR WAR YEARS IS THE CAMOUFLAGE PLANT. THE CRITERION OF WAR CONSTRUCTION IS EXPEDIENCE, NOT A BUILDING IN ITS ORIGINAL FORM HAD INSULATION OF ANY TYPE. MANY BUILDINGS ARE OF OBVIOUS TEMPORARY NATURE HAVING PIER FOUNDATIONS AND HIGHLY INEFFICIENT HEATING SYSTEMS.

THE TWO 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. WAREHOUSING 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 22 MILLION DOLLARS BECAME AVAILABLE. PLANS AND SPECIFICATIONS WERE PREPARED, THE WORK ADVERTISED FOR BIDS AND CONTRACTS SUBSEQUENTLY AWARDED. IN A MEETING AT SITKA OF NATIVE LEADERS, CONGRESSIONAL SENATOR AND REPRESENTATIVE, HOWEVER, IT WAS DECIDED TO STOP ALL PLANS FOR RECONSTRUCTING MT. EDGE CUMBE HIGH SCHOOL AND

CHANNEL THE MONEY TO ALTERNATIVE EDUCATIONAL PROGRAMS WHICH HAVE NOW BEEN ABANDONED. A SHORTLACK OF CAPITAL CONSTRUCTION WAS ALSO POSED AT THAT TIME AND MT. EDGE CUMBE HIGH SCHOOL WAS SCHEDULED TO BE PHASED OUT IN THREE YEARS. THE NEED TO RECONSTRUCT HAS NOT DIMINISHED SINCE 1968, BUT HAS BEEN EMPHASIZED BY SPIRALLING ENERGY COSTS. THIS BRINGS US TO THE SINGLE MOST IMPORTANT PROBLEM AT MT. EDGE CUMBE HIGH SCHOOL, WHICH IS THE LACK OF DEFINED LONG RANGE GOALS. THE BIA CERTAINLY HAS THE IN-HOUSE CAPABILITY OF CONSTRUCTING NEW FACILITIES BUT CAN REACT ONLY TO A NEED THAT WILL EXIST THROUGH THE INVESTMENT LIFE OF THE PROPOSED PROJECT. IN OTHER WORDS, HOW CAN WE JUSTIFY THE CONSTRUCTION OF PROJECT WHICH HAS AN INVESTMENT LIFE OF 10-15 YEARS ON BASIS OF A NEED THAT WILL EXIST FOR THREE YEARS. THE TRUTH IS THAT AT THE END OF THREE YEARS THE PHASE-OUT IS MOVED UP ANOTHER 3-5 YEARS. THERE EXISTS A BASIC FLAW HERE IN THE ECONOMIC LOGIC BEING APPLIED WHICH CAN EXIST ONLY IN A BUREAUCRACY. IT IS ASSUMED THAT AT THE COMPLETION OF AN AGENCY'S USE OF A PARTICULAR FACILITY IT BECOMES OF NO VALUE. WHERE A PRIVATE INDIVIDUAL WOULD SELL OR OTHERWISE CASH-OUT AT THIS POINT, THE GOVERNMENT AGENCY WRITES OFF THE INVESTMENT. THE TRUTH IS THAT THE VALUE REMAINS TO THE BENEFIT OF THE US GOVERNMENT AND ITS FUTURE OCCUPANTS.

SINCE 1975, BUILDING SPACE OCCUPIED BY THE BIA HAS BEEN REDUCED 104,000 SQUARE FEET BY CONSOLIDATED USE AND WITHOUT AFFECTING EDUCATION PROGRAMS. THIS CONSOLIDATION HAS

DONE IN-HOUSE AT MT. EDGE CUMBE BUT FURTHER CONSOLIDATION POSSIBILITIES, WITH EXCEPTION OF QUARTERS WHICH IS STILL UNDERWAY, IS NOT POSSIBLE WITHOUT CAPITAL IMPROVEMENTS. THE COMPLETION OF THE CONSOLIDATION PLAN WILL PUT MT. EDGE CUMBE HIGH SCHOOL FACILITIES ON A SOUND BUSINESS BASIS WHILE UPGRADING THOSE FACILITIES TO MEET ALL CURRENT BUILDING, LIFE SAFETY AND HANDICAP CODE REQUIREMENTS.



UNIVERSITY OF ALASKA, FAIRBANKS
Fairbanks, Alaska 99701

INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

April 7, 1981

H. Pappy Moss
House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Important

Dear Pappy:

Thank you for your letter of March 7, 1981. You asked about the college success rate of Mt. Edgecumbe students. I did a special computer run for you to determine the success rate of Mt. Edgecumbe students who attended the University of Alaska at Fairbanks between 1975 and 1979. Of these 34 freshmen, the rate of college success was 50%. This success rate is substantially higher than that of students from village high schools (a success rate of 31%) and somewhat higher than village students from town high schools (success rate of 43%).

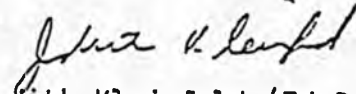
It is not possible to conclude from this higher success rate, however, that the quality of the educational experience at Mt. Edgecumbe is the responsible factor. This may be the case; however, it also may be that more academically-oriented students are entering Mt. Edgecumbe. For example, some village students who choose to go to Mt. Edgecumbe may go precisely because they consider the village high schools to offer an inadequate curriculum.

The question of whether or not Mt. Edgecumbe should stay open is, of course, an important one. Before making such a decision, it would be important to do a study of the school and take a close look at the types of students Mt. Edgecumbe is serving and the quality of the educational experience it offers. While these research findings on the college success of Mt. Edgecumbe students are encouraging, they should not be used to suggest that Mt. Edgecumbe provides exceptionally fine education without further study.

You've also asked about other types of success among the rural high school graduates. We have very little information on this question. The Alaska Department of Education has published statistics concerning the increase in the number of rural students earning high school diplomas (see attached news article). Other than this statistic, we have no information on the educational accomplishments of graduates from village high schools. I suspect there will be some reluctance to study this issue because of a widespread fear that the village high schools are not doing well. I very much doubt this is the case. Teachers, for example, who have experienced the old boarding school system as well as the village high school system speak of the greater self-confidence of the graduates from the village high schools and consider them to have many fewer problems of cultural dislocation. However, no research is available to confirm these impressions.

I hope this information is useful to you. Thank you for your letter.

Yours truly,



Judith Kleinfeld (Ed.D.)
Professor of Psychology



UNITED STATES
DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS

MT. EDGE CUMBE SCHOOL

MT. EDGE CUMBE, ALASKA 99835

Summary of Postsecondary Plans for the Senior Class of 1981

University or College Enrollment:

- 2 Alaska Pacific University, Anchorage
- 5 Sheldon Jackson College, Sitka
- 1 Kenai Community College, Kenai
- 1 Oregon College of Education, Monmouth
- 14 University of Alaska, Fairbanks
- 1 Tanana Valley Community College, Fairbanks

This is 34% of the Senior Class. All have been accepted and filled out necessary financial aid forms.

Adult Vocational Training:

- 6 Alaska Skill Center, Seward
- 3 Hutchinson Career Center, Fairbanks
- 1 Bates Technical College, Tacoma
- 1 Alaska Business College, Anchorage

This is 16% of the Senior Class. Three of the above are continuing training while waiting to be accepted into apprenticeship programs.

There are 70 graduating Seniors with 35 or 50% attending a postsecondary institution.

Other Seniors are planning on the military; have jobs arranged in their home areas; intend to take correspondence classes while at home; still are formulating postsecondary plans; or were unable to make a definite decision on their plans.

POST HIGH SCHOOL SPECIALISTS AT MT. EDGECUMBE HIGH SCHOOL

Inupiat community of the North- Allen Stevens
Tanana Chiefs- Ms. Joseph
Association of Village Council Presidents- Olinka Nicolai

Marines
National Guard
Coast Guard
Army
Air Force

University of Alaska- Fairbanks
Sheldon Jackson College
Alaska Pacific University- Bob Costigan
University of
Seattle Pacific University
St. Martin's
Oregon State University
Lewis and Clark College
Pacific University

Equal Employment Opportunity- Aaron Isaacs
Alaska Skill Center- Seward
Apprenticeship Outlook Program
Alaska Native Health Career Program

The Senate Health, Education and Social Services Committee visited the Mt. Edgecumbe High School on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. A meeting was held with administrators, staff members and counselors preceeding a question and answer period with student representatives.

The Boarding facility is a large complex of buildings, including several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics). In addition to required educational programs, the school offers music, art, Alaska and Native studies, business education, psychology, nutrition and socialization, audio visual training and aviation education.

Although the structures are dated, they appear to be attractively maintained. Mt. Edgecumbe has been eliminated from federal funding for structural upgrading for several years. An evaluation of the facility was completed in 1979 by the B.I.A. and recommends over \$23 million (1982 dollars) to bring the buildings up to fire and life/safety codes.

The Mt. Edgecumbe budget for 1982 included \$2,795,451 for education and \$3,520,300 for facility management, for a cost of \$19,503 for each of the 323 students.

The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class. Included in this budget is transportation money for students provided to and from school on a yearly basis, and for emergencies.

Staff in all employment areas have been decreased in recent years, with 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts little opportunity for federal hire for any of the employees due to the massive cut-back in personnel. Educational staff, however, may buy into 15 years of state ^tretirement if hired.

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis for the PHS hospital), there are significant demands on human and financial resources.

A comprehensive consolidation plan was drafted by the B.I.A. in 1980 to reduce the physical size of the land, buildings and utilities to a core area.

This plan significantly reduced operating costs by eliminating staff housing costs and road maintenance. Part of this area has been conveyed to Shee Atika and plans are underway for the development of a new boat harbor near the school.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, no such discussions over the future of Mt. Edgecumbe have been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans ^{are} for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled and has not been rescheduled at this time.

Naturally, more attention is centered on the future of the day schools ~~at this time~~ since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

According to federal policy, The Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "The Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of native participation and has been observed by some to indicate a termination

of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

The B.I.A. has indicated that the Off-Reservation Boarding School Study suggested negotiation through the state and appropriate native groups the absorption of students to other alternatives. B.I.A. documents show the only option for Mt Edgecumbe students to be the state boarding school program, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. This same option remains for students indicating an inability to cope with the public school system and social reasons for attendance at Mt. Edgecumbe.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a ¹²partial school that does not include their grade level. The small increase of students to village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

In consideration of the boarding school option, significant planning time must be allocated to accomplish the transition and allow placement for the students.

The population of Mt. Edgecumbe represents statewide participation from a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area.

Parents and students have indicated their criteria for attendance as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of better access to alcohol and drugs combined with discrimination in public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition. Here the native population finds themselves in an ~~an~~ ^{IRONIC} situation in asking for the continuance of Mt. Edgecumbe, only a few years after demanding a village high school program. While local schools still have priority, it seems that a boarding school is a necessary option for

some students and families. The success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS. A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the students' energy.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with the students revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Options for Mt. Edgecumbe:

1. Closure
2. Contract with Native Organization(s) to operate the school.
3. Contract with the state to operate the school.
4. Establishment of an alternative boarding school.
5. Expansion of boarding home program.

STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

JAY S. HAMMOND
GOVERNOR

NEWS RELEASE



FOR INFORMATION CONTACT:
Chuck Keeschulte
Press Secretary
Office of the Governor
Pouch A, Juneau, Alaska 99811

Bus. Phone: (907) 465-3500
Res. Phone: (907) 586-1069

HAMMOND DISMISSES BIA SCHOOL TRANSFER PLAN
3-26-82
#45

FOR IMMEDIATE RELEASE

JUNEAU--Alaska Governor Jay Hammond today, expressing disappointment with the "responsiveness of the Bureau of Indian Affairs," said the state will be turning to Congress to work out a reasonable transfer schedule for the assumption of Bureau of Indian Affairs day schools in the state.

Hammond is a March 25 letter to Ken Smith, the assistant secretary of Indian Affairs in the U.S. Department of Interior, said Alaska for several reasons can not enter into either of two agreements proposed by the BIA for state takeover of 37 BIA day schools in rural Alaska.

Hammond said the BIA proposal, presented to the state on March 10, called for Alaska either to take over the operation of 16 day schools this coming school year (1982-83), or under option II take over the operation of all 37 schools this coming year with the state receiving approximately \$5.9 million to help defray the operating costs. Under both options the federal government would pay for the operation of the Mt. Edgecumbe boarding school in 1982-83.

MORE

Hammond thanked Smith for agreeing to operate Mt. Edgocumbo for the coming year but said the BIA proposals for operation of the day schools fail because they do not address the policy issue of Native involvement in the transfer of the schools, and because the proposals don't give enough time to workout an orderly transfer or provide reasonable resources to accomplish a transfer.

Hammond said it is an absolute necessity to prevent the disruption of the education of 2,500 Native students in the BIA schools that more time be given to plan the transfer of the schools and upgrade the facilities to state health and safety code standards.

Hammond said that given current revenue estimates, that either of the two options would have an "enormous impact" on the state's "strained" budget. He said given the operating costs for the schools, either \$8.9 million or \$18.5 million under options I and II respectively; plus the upgrade safety costs, that it would cost the state approximately \$24.5 million or \$52.9 million to accept either option I or II.

Hammond said either course was unrealistic given that the BIA position on the transfer came so late in the state's budget cycle. Hammond also said the state can't enter into an agreement with the BIA until there is a resolution of the issue of Native village concurrence with the transfer of schools.

Hammond said that under former BIA interpretations Public Law 93-638 (the Indian Selfdetermination and Education Assistance Act) required the consent of villages before schools could be transferred. So far only about 10 of the 37 have done so. MORE

Hammond said the state is committed to establishing a single educational system in the state and has spent more than \$80 million in construction and maintenance of the 46 BIA schools which have already been transferred to the state's system since statehood.

"I had hoped that transfer of the remaining 37 schools could be worked out in the same cooperative fashion as in the past. I cannot, however, agree to a proposal that addresses only budget concerns and does not seriously address the larger policy issue affecting our Native citizens, nor does it propose a method whereby educational programs can be transferred without severe disruption of educational services statewide," Hammond wrote Smith.

"Frankly, I am most disappointed in the apparent lack of responsiveness within the policy making levels of your agency to the legitimate concerns raised by the state and our Native citizens in this matter.

"I am, therefore, left with little choice but to lay our case before Congress, and with the aid of our Congressional delegation, ask that body's help in fashioning a more equitable approach to resolution of this issue," Hammond said.



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

MEMORANDUM

October 17, 1980

TO: Rep. Richard Eliason
FROM: Carol Biggs,^{CB} Administrative Assistant
RE: Closure of Mt. Edgecumbe, Research Request #169

You have asked several questions concerning the effect of the closure of Mt. Edgecumbe. Listed below are answers to each of those questions.

Question: How many students are currently enrolled in Mt. Edgecumbe?

According to an October 1, 1980 memorandum from the Registrar of Mt. Edgecumbe to the Superintendent, enrollment was 407. According to an earlier September 18, 1980 memorandum from the Principal, enrollment was 417. Both of these memoranda are attached.

Question: How many students have access to local high schools in their home villages?

The October 1, 1980 memorandum from the Registrar states there are 203 students with high schools in their village. The September 18, 1980 memorandum from the Principal shows 330 students with high schools available in their village.

We cannot explain the difference in the two figures. However, based on information obtained from Mt. Edgecumbe, the Department of Education and several Regional Education Attendance Area school districts, we compiled a list of villages with either full or partial high school programs which would meet the requirements of those students returning to their villages if Mt. Edgecumbe closed. This data indicates that 278 of the students currently enrolled at Mt. Edgecumbe have access to a full or partial high school program within their village. A second list shows villages without high schools or with high schools below the grade level required for those students who would be returning to their village if Mt. Edgecumbe closed. The number of students from these villages totals 137.

It should be noted that the figures in the listings include 99 seniors who will be beyond the high school program level by the fall of 1981. At this time, we have no way of determining how many students would be applying for enrollment at Mt. Edgecumbe next school year if it were to remain open and from which villages they might be applying.

Rep. Richard Eliason
October 17, 1980
Page 2

Question: What options for continuing education do students without high schools in their village have?

According to Rosita Worl, President of the Alaska Native Education Association and Senior Research Analyst for AEIDC at the University of Alaska, "The Bureau of Indian Affairs has proposed that the students might be placed in State-operated boarding home programs. (Students live with families which are usually non-Native and attend public schools, usually in Anchorage or other cities.)"

Ms. Worl states that prior experiences with this program were not successful and that "if a full scale boarding home program is the alternative to Mt. Edgecumbe, planning should be initiated prior to its implementation."

Other options suggested by Ms. Worl are continued operation and renovation of Mt. Edgecumbe; continued operation of Mt. Edgecumbe by a Native organization under government contract; establishment of an alternative boarding school; and expansion of the boarding-home program.

Attachments with this memorandum include statistical memoranda from the Registrar and the Principal of Mt. Edgecumbe, current and historical enrollment figures, graduates from Mt. Edgecumbe currently attending college, the budget for FY 79 - 81, a listing of villages with or without high schools, a paper by Rosita Worl, entitled "Implications of Mt. Edgecumbe Closure", as well as several other pertinent pieces of information.

Also attached is a copy of an August 29 listing of villages by Regional Education Attendance Area and by school district which shows grade levels available in those villages and the number of students currently enrolled in each grade. This information was provided by Kathy Hathaway of the R.E.A.A. Oversight Committee.

A meeting is scheduled at Mt. Edgecumbe with BIA officials Monday, October 20 at 7:30 p.m. to discuss the closure of Mt. Edgecumbe.

If you have questions or require further information, please let us know.

Attachments

cc: Rep. Nels Anderson

NUMBER OF MT. EDGE CUMBE STUDENTS FROM VILLAGES
WITH HIGH SCHOOLS OR WITH REQUIRED GRADE LEVELS AVAILABLE

<u>Village</u>	<u>Number of Students at Mt. Edgcumbe</u>
Anchorage District	
Anchorage	13 (2 seniors)
Clarks Point (grades 4 - 10) (One student at Mt. Edgcumbe would have education available in Clarks Point next school year)	1
Dillingham	3 (1 senior)
Koliganek (A new facility at Koliganek was opened this year.)	9 (5 seniors)
Manokotak (Manokotak has a facility which is in its fourth year of operation)	5 (3 seniors)
New Stuyahok	10 (5 seniors)
Pedro Bay	1
Wasilla	1 (1 senior)
Bethel District	
Akiachak (A new facility was opened at Akiachak last year)	10 (3 seniors)
Akiak (A new facility was opened at Akiak two years ago)	7 (1 senior)
Alakanuk	2 (2 seniors)
Aniak	5
Bethel	6 (2 seniors)
Chevak	1
Chuathbaluk	8 (4 seniors)
Eek (grades 9 - 11)	1
Enmonak	3 (1 senior)
Fortuna Ledge (Fortuna Ledge has a new facility currently under construction and a four-year high school program is currently available)	3
Kongiganek	1
Kotlik (Kotlik has a new facility which opened this year)	4 (3 seniors)
Kwethluk (Kwethluk has a new facility which opened this year)	45 (13 seniors)
Lower Kalskag	7
Mekoryuk (Mekoryuk has a new facility)	2 (1 senior)

Napakiak (grades 9 - 10)	1
(Napakiak has a four-year high school program available. The building is leased from the BIA)	
Pilot Station	15 (5 seniors)
(Pilot Station has a new facility under construction. A four-year high school program is currently available)	
Russian Mission	1 (1 senior)
Saint Marys	1
Stony River	1
Togiak	1
Tuluksak	3 (1 senior)
Tuntutuliak	24 (3 seniors)
(Tuntutuliak has a new facility which opened approximately four weeks ago)	

Fairbanks District

Allakaket (grades K - 10)	2 (2 seniors)
Arctic Village	3
Barrow	14 (1 senior)
Bettles	1
Fairbanks	11 (2 seniors)
Huslia (grades 9 - 10)	1

Nome District

Ambler (grades 7 - 12)	4 (3 seniors)
Elim	5
Gambell	3
Kiana	1
Kotzebue	2
Nome	6
Point Hope	1
Savoonga	3 (1 senior)
Selawik	1
Shishmaref	1 (1 senior)
Shungnak	11 (1 senior)

Southeast District

Freshwater Bay	2
Haines	6 (1 senior)
Hoonah	2 (1 senior)
Metlakatla	1
Mt. Edgecumbe	2

Total

278

NUMBER OF MT. EDGE CUMBE STUDENTS FROM VILLAGES
WITHOUT HIGH SCHOOLS OR WITHOUT REQUIRED GRADE LEVEL

<u>Village</u>	<u>Number of Students at Mt. Edgcumbe</u>
Anchorage District	
Aleknagik	4
Clarks Point (grades 4 - 10)	1
Ekwok	11 (2 seniors)
Girdwood	1
Nikolski	1 (1 senior)
Portage Creek	1
St. George	6 (2 seniors)
St. Paul (grades K - 10)	14
(Eight students at Mt. Edgcumbe would not have education available at their grade level in village next school year. The other six students are seniors this year)	
Twin Hills	4
Bethel District	
Anvik (grades K - 11)	1
Eek (grades 9 - 11)	3
(Two students at Mt. Edgcumbe this year would not have education available at grade level in village next school year; the other student is a senior)	
Goodnews Bay	1
Holitna River	3 (1 senior)
Kipnuk (grades 9 - 10)	1
(One student at Mt. Edgcumbe from Kipnuk is a senior this year and would not require further education in village next year)	
Napakiak (grades 9 - 10)	1
Nikolai (grades 9 - 10)	2
(One student at Mt. Edgcumbe this year would not have education available at his grade level in village next school year; the other student is a senior this year)	
Oscarville	1
Quinhagak	2 (1 senior)
Red Devil (grades K - 10)	?
(Two students at Mt. Edgcumbe would not have education available at their grade level; the other student is a senior this year)	

Fairbanks District

Allakaket (grades 9 - 10 (Seven students at Mt. Edgecumbe this year would not have education available at grade level in village next school year; two other students are seniors this year)	9
Beaver	3 (1 senior)
Huslia (grades 9 - 10) (One student at Mt. Edgecumbe would not have education available at grade level; the other three students are seniors this year)	4
Mentasta Lake	1 (1 senior)
Stevens Village	6 (1 senior)
Tetlin	1

Nome District

Kobuk	3
Diomedea	13
Shaktoolik	4
Stebbins	7 (2 seniors)
St. Michael	17 (1 senior)
Wales	6 (2 seniors)

Southeast District

Klukwan	2
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Total	<u>137</u>
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UNITED STATES GOVERNMENT

Memorandum

TO : Superintendent

DATE: October 1, 1980

FROM : Registrar

SUBJECT: Information for Dick Eliason


Total enrollment to date is: 407

#Students with high school in village: 203*

9th - 45 10th - 67 11th - 59 12th - 32

#Students with no high school in village/does not include their grade: 204

9th - 41 10th - 44 11th - 56 12th - 63


Marlene

*Please Note: This figure is actual count of high schools of any grade in the village, i.e., if there is a 9th grade high school in a village, that student was not counted in the no high school in village count.

This count differs from the count given in the memo from the principal, his count was based on a student survey, giving totals of any high school in the village, regardless of the grade.



UNITED STATES GOVERNMENT

Memorandum

TO : Superintendent

DATE: 9-18-80

FROM : Principal

SUBJECT: Student Survey 9-16-80

Student Enrollment 417
Students Surveyed 406

Students with high school in village	330
Students with <u>no</u> high school in village	76
Students with high school below their grade level	28
Students who attend for educational reasons	384
Students who attend for educational and social reasons	58

Lawrence B. Welch



1980-81

9th - 90
10th - 117
11th - 124
12th - 100

TOTAL: 431 as of 8-22-80.

Additional students are accepted in
October and December. Anticipate
total enrollment reaching 475 students.

Districts:	<u>NBR</u>	<u>%</u>
Anchorage	92	21
Bethel	179	42
Fairbanks	52	12
Nome	92	21
Southeast	16	5

1979/80

TOTAL 461

9th - 112
10th - 119
11th - 129
12th - 101

DISTRICTS:

	#	%
ANCHORAGE	99	22%
BETHEL	192	42%
FAIRBANKS	80	17%
NOME	74	16%
SOUTHEAST	16	3%

1978/79

TOTAL 461

9th - 105
10th - 106
11th - 145
12th - 105

DISTRICTS:

	#	%
ANCHORAGE	105	23%
BETHEL	218	47%
FAIRBANKS	58	13%
NOME	65	14%
SOUTHEAST	15	3%

1977/78

TOTAL 462

9th - 111
10th - 126
11th - 146
12th - 79

DISTRICTS

	#	%
ANCHORAGE	110	24%
BETHEL	208	45%
FAIRBANKS	57	12%
NOME	75	16%
SOUTHEAST	12	3%

1976/77

TOTAL 382

8th - 2
9th - 81
10th - 123
11th - 87
12th - 89

DISTRICTS

	#	%
ANCHORAGE	84	22%
BETHEL	185	49%
FAIRBANKS	46	12%
NOME	43	11%
SOUTHEAST	24	6%

1975/76

TOTAL 569

6th - 2
7th - 5
8th - 8
9th - 186
10th - 137
11th - 130
12th - 101

DISTRICTS:

	#	%
ANCHORAGE	88	15%
BETHEL	256	45%
FAIRBANKS	43	8%
NOME	108	19%
SOUTHEAST	74	13%

MT. EDGE CUMBE HIGH SCHOOL GRADUATES CURRENTLY ATTENDING COLLEGE

Fort Lewis College, Durango, CO

Carrie Mojin

Greg Moses

SHELDON JACKSON COLLEGE

Harvey Demantle

Bonnie Aloysius

Ernest Kashatok

Helen George

Helen Attungowruk .

Judy Brady

KENAI COMMUNITY COLLEGE

Carolyn Solomon

WESTERN WASHINGTON

Matthew Kookesh

SEATTLE PACIFIC UNIVERSITY

Nellie Charlie

Beverly Kashevarof

Fannie Andrew

Nelda Akelkok

ANCHORAGE COMMUNITY COLLEGE

Angie Kameroff

UNIV. OF ALASKA FAIRBANKS

Joann Kroto

Pamela Demientieff

Donna Commack

Natalie Kashatok Mueller

Helen Gray

Jessie Douglas

Martin Cleveland

Sandra Solomon

Jeannie Waska

Stanley Jack

Elias Pete

Roy Nictune

Ann Blunka

Elaine Aloysius

Linda Takumjenak

University of Alaska, Fairbanks

Richard Simon

John Chuckwak

Kathy Eningwook

Helen Pootoogoolik

Nettie David

Esther Jackson

OREGON STATE

Garfield George

Jeff Maupin

Dartmouth

Darrell Sam

Pacific University, Forest Grove, Oregon

Bedushia Nicolai

Oregon College of Education

Stanley Spein

Alice Jackson

University of Hawaii, Hilo

Sassa Bartman

University of Hawaii

Marie Noah

Alaska Pacific University, Anchorage

Edward Lockwood

Greg Nothstine

Kathy Cleveland

Jacob Redfox

Abe Redfox

Martha Peter

Mary Jim

Louie Kinegak

Leria Hurley

Marie Moses

Hi Line, Seattle

Bernadette Moses

EDUCATION BUDGET

FY 79 3.451 million
FY 80 3.303 million - total funds
FY 81 3.046 million - projected dollars based on 376 student ADM

BREAKDOWN

FY 79 payroll costs 2.9 million
FY 80 payroll costs 2.1 million
FY 81 payroll costs 1.85 million

FY 80 Student Transportation \$451,294.00
FY 80 School Board Travel 30,000.00
FY 80 Admin, Coaches, Employee Travel,
and Employee hires, etc. 69,000.00
FY 80 Supplies, Materials, Dormitory,
Food Services 485,650.00
FY 80 Contractual Services 12,488.00
FY 80 Equipment 1,184.00

PROJECTED FY 81 BREAKDOWN

Student Transportation \$533,407.00
School Board Travel 28,480.00
Admin, Coaches, Employee Turnaround,
New Hire, Reassignment 48,832.00
Supplies, Materials, Food Services,
etc. 325,862.00
Contractual Services - - - - -
Equipment 22,834.00
On Campus Transportation, Vehicle
Rental 22,000.00
Communications/postage 17,986.00
Shipping 31,000.00

Facility Management BY 80 Budget \$4,152,500.00
Operations Total Budget 2,689,400.00
(Includes utilities, services, such as janitorial, garbage, fire,
grounds and streets, laundry operations, general operations--
office staff, warehouse, security.)

Maintenance and Minor Repair \$ 1,463,100.00
FY 80 Facility Management Payroll 2.78 million

OBSERVATIONS

Mt. Edgecumbe High School is under a new funding system per P.L. 95-561. Funding for schools is based upon A.D.M. (average daily membership) of students. Our funding has decreased, as you can see, but if our enrollment remains stable, as it has for the past four years, we can expect the level of funding to remain around 2.8 million, and if we are allowed to use our quarters reimbursement in the future, the amount would remain close to 3 million, which would put us at approximately \$7,500 per pupil for the education budget, excluding the facilities management budget.

Remember, we are the lead federal agency here per a federal common services agreement, thus our large facility management work force and budget. (90% of our facilities and 50% of our dorm staff are local Natives.) Also, we have recently gone through a reduction-in-force action, last spring, because of a reduced budget. It was a major action. We cut approximately twenty-five positions and placed all education staff on furlough status last summer to meet our new budget. About 50% of the positions cut were occupied. Further cuts in staff would seriously affect programs and services to students.

In the past we paid for student transportation at the rate on one round trip per school year. Also, if there was a death in the immediate family or critical illness, the school paid that fare.

Since P.L. 95-561, we have a transportation allotment of approximately \$500,000. This is to provide for two round trips per school year, as well as emergency travel. This is a restricted fund and at least 80% must be used on transportation of students between home and school. This is a benefit in a way for families but has added to the reduction of dollars for academic programs.

Education Staff

31½ teachers, current ratio-1:13

40 dorm staff-24 hour coverage-1:31

4 counselors, current ratio-1:104

9 kitchen staff

5½ administrators

7 clerical

3 recreation staff

ANCHORAGE DISTRICT:

Sept. 9 - 1950

Village	H.S. in Village	9	10	11	12	Total
Aleknagik	no	1	3			4
Anchorage	yes	2	4	5	2	13
Clarks Point	no	1	1			2
Dillingham	yes	1	1		1	3
Ekwok	no	5	2	2	2	11
Girdwood	no		1			1
Koliganek	9th	1	1	2	5	9
Manokotak	9th & 10th			2	3	5
New Stuyahok	9th & 10th 12 th 5 th	2	2	1	5	10
Nikolski	no				1	1
Pedro Bay	yes	1				1
Portage Creek	no			1		1
St. George	no	1	1	2	2	6
St. Paul	9th & 10th			8	6	14
Twin Hills		4				4
Wasilla	yes				1	1

BETHEL DISTRICT:

Akiachak	no	3	2	2	3	10
Akiak		4	4	2	1	7
Alakanuk					2	2
Aniak	yes	1	1	3		5
Anvik	9th & 10th			1		1
Bethel	yes		3	1	2	6
Chevak	yes	1				1
Chuathbaluk	9-10-11		1	3	4	8
Eek	9-10-11		1	2	1	4
Emmonak	yes		1	4	1	6
Fortuna Ledge	no		3			3
Goodnews Bay	no	1				1
Holitna River	no		2		1	3
Kipnuk	9th & 10th				1	1
Kongiganek	yes	1				1
Kotlik	no		1		3	4
Kwethluk		12	10	10	13	45
Lower Kalskag	no	3	2	2		7
Mekoryuk	no			1	1	2
Napakiak	no	1	1			2
Nikolai	9th & 10th			1	1	2
Oscarville	no		1			1
Pilot Station	no	4	2	4	5	15
Quinhagak	no		1		1	2
Red Devil	9th		1	1	1	3
Russian Mission	yes				1	1
Saint Marys	yes		1			1
Stony River	yes			1		1
Togiak	yes			1		1
Tuluksak	yes		1	1	1	3
Tuntutuliak		6	8	7	3	24

ANKS DISTRICT:

Village	H.S. in Village	9	10	11	12	Total
Allakaket	9th & 10th	2	1	4	2	9
Arctic Village	yes	1	1	1		3
Barrow	yes	5	6	2	1	14
Beaver	no	1	1		1	3
Bettles	yes			1		1
Fairbanks	yes		2	7	2	11
Huslia	9th & 10th	1	1		3	5
Mentasta Lake	no				1	1
Stevens Village	no	3	2		1	6
Tetlin	no			1		1

E DISTRICT:

Ambler	9-10-11		1		3	4
Elim	no yes - 12th		2	3		5
Gambell	yes	2	1			3
Kiana	yes			1		1
Kobuk	no	1		2		3
Kotzebue	yes		2			2
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
Shaktoolik	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	7	3	6	1	17
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
Metlakatla	yes		1			1
Mt. Edgecumbe	yes			2		2
Winslow, Arizona	yes.		1			1

28 villages - no H.S. program.
 46 " with H.S. " includes partial programs.
 12 " " partial H.S. program.

IMPLICATIONS OF
MT. EDGECUMBE CLOSURE

By

Rosita Worl
Senior Research Analyst, University of Alaska, AEIDC
President, Alaska Native Education Association

The Department of Interior announced that Mt. Edgecumbe school will close by the end of the 1981 fiscal year. The Bureau of Indian Affairs (BIA) has operated the resident boarding high school since 1947. Four hundred Native students, including Inupiat, Yupik, Athapaskan, Tlingit, Tsimpshian, and Haida, from rural and urban areas of Alaska attend Mt. Edgecumbe. According to administrative reports, most students attend Mt. Edgecumbe by their own personal choice, citing isolation of their communities, limited curriculum in their local schools, or discrimination in public schools as reasons. The administration also reports that an increasing number of students are applying to attend Mt. Edgecumbe..

The Alaska Native Education Association (ANEA) which is represented by a nine-member board of directors oppose the closure of Mt. Edgecumbe. The directors are Alaska Natives and American Indians from all geographical regions of Alaska, and are parents and educators, including administrators, researchers, teachers, and JOM and Indian-education parent committee members. Prior to the formal announcement of the Mt. Edgecumbe closure, the Board of Directors passed a motion which first; supports the development of local schools and secondly, recognizes the need for an alternative school such as Mt. Edgecumbe. ANEA supports Mt. Edgecumbe as an alternative school provided that the facility meets the State of Alaska's life-safety standards established for schools.

The closure of Mt. Edgecumbe BIA Boarding School poses ramifications and questions in three separate areas:

- 1). Impacts on 400 students, their families and school systems
- 2). Self-Determination
- 3). Termination of the special relationship between Alaska Natives and the federal government

Impacts

Impact analysis and statements are required for federal action which may affect public lands and they should apply equally to impacts on the human environment. The displacement of 400 students and the placement of these students in one or more different schools will affect their lives, families, communities and respective school systems. Major actions of this nature require study, analysis, and planning prior to decision-making activities. Current social and educational conditions throughout Alaska are such that some students can best benefit in a boarding school environment. The reasons the students elect to attend

Mt. Edgecumbe should be assessed and the conditions which promote their departure from their home communities should be rectified. In addition, the conditions at Mt. Edgecumbe which promote academic achievement should be analyzed and replicated elsewhere.

The Bureau has proposed that the students might be placed in State-operated boarding home programs. (Students live with families which are usually non-Native and attend public schools, usually in Anchorage or other cities.) Based on prior experiences, this program cannot be viewed as an acceptable alternative since it was not beneficial to the vast majority of students who participated in the program. If a full scale boarding home program is the alternative to Mt. Edgecumbe, planning should be initiated prior to its implementation to overcome previous problems associated with this 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 can be expected to be placed need to be evaluated. Anchorage schools reflect a 66 percent 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.

Individuals find themselves in an ironic position in which they are advocating for Mt. Edgecumbe when only a few years ago they were demanding local schools be established. However, the issue today is not local school versus boarding schools since Natives continue to place the highest priority on local schools. Based on Mt. Edgecumbe records, an alternative school appears to be a necessary option for some students and families. The government has cited the high cost of operating Mt. Edgecumbe as the reason for closure. Cost was not a consideration when the federal government first implemented the boarding school program as a means to detribalize and assimilate Native Americans. Monetary considerations should not overshadow academic achievements and graduation of a high percent of Native students attending Mt. Edgecumbe.

The closure of a boarding school institution which has a demonstrated high academic achievement success rate and placement of students in a boarding home program in an environment and school system which have high dropout rates and lower test scores for Native students is contrary to educational objectives of Natives and educators.

Self-Determination

According to federal policy, the Assistant Secretary for Indian Affairs, Department of Interior must insure that Alaska Native entities exercise self-determination and control in planning, priority-setting, development, management, operation, staffing and evaluation in all aspects of the education process. The Department of Interior unilaterally decided to close Mt. Edgecumbe by the end of the 1980-81 school year without consultation with Alaska Natives. Alaska Natives have the right to elect to close Mt. Edgecumbe or to contract for BIA services, but the decision must be based on Native involvement and self-determination. The absence of Native participation in the decision-making negates Alaska Natives self-determination and is contrary to expressed federal policy. BIA's

disregard of the right of Native "advise and consent" pose serious ramifications for Native individuals and organizations and self-determination policy.

Termination

The government has repeatedly reiterated that the federal, self-determination policy, does not imply termination. The federal government has the responsibility to provide comprehensive education programs and services for Alaska Natives. Abrogation of Native rights in educational decisions, transfer of education responsibility to state schools, decreasing federal appropriations for Alaska Native programs and services, and removal from Alaska of a \$6 million budget (Mt. Edgecumbe education and plant-maintenance funds) signifies that the Department of Interior is embarking on a policy of termination of federal-Native relationship. Although some Native tribes and entities may elect termination of the federal-Native relationship, the decision must be based on mutual knowledge and consent.

The initial consultation between Alaska Natives and BIA should first consider the operations of Mt. Edgecumbe. Several options can be explored including:

- (1) Closure of Mt. Edgecumbe.
- (2) Continued operation and renovation of Mt. Edgecumbe.
- (2) Contracting the operation of Mt. Edgecumbe by a Native Organization.
- (4) Establishment of alternative boarding school.
- (5) Expansion of boarding-home program.

Dr. Barlow, BIA, reported at the last AFN Human Resource Board meeting that he didn't perceive much support for the continued operation of Mt. Edgecumbe. However, the decision to close Mt. Edgecumbe is relatively recent, and has not been widely disseminated throughout Alaska.

Alaska Native students, individuals, organizations, JOM or Indian Education parent committees, and others who may either support the continued operation of Mt. Edgecumbe, recognize the need for adequate planning time prior to closure, or realize the political self-determination ramifications and the loss of a \$6 million budget for Alaska may express their position to:

Earl Barlow, Director
Office of Indian Education Programs
Department of Interior
Bureau of Indian Affairs
18th & C Streets NW Code 500
Washington, D. C. 20245

law suit

CONSULTATION PLAN
MT. EDGECUMBE

Consistent with recommendations made in the Off-Reservation Boarding School Study and the policies set forth in 25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) 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". The following issue paper is being presented which includes a consultation plan addressing the proposed closure of Mt. Edgecumbe.

Issue: A decision must be made regarding the restoration of the 3.5 million dollar reduction in school operations resulting from the proposed closure of Mt. Edgecumbe.

Background: The Off-Reservation Boarding School Study conducted by the Department of Interior's Office of Budget Program Review Division did recommend 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 following steps are being offered as a method of obtaining the necessary Alaska Native input and to explore appropriate alternatives.

- 1) A letter will be mailed to all Alaska Native tribes and villages notifying them of the decision to close Mt. Edgecumbe and requesting feedback on alternatives. This step will meet the requirements of Indian Education Policy 31a.4 (q)(1) Tribal Notification and involvement and program flexibility.
- 2) As a follow-up to the letter, attend the Alaska Federation of Natives Convention October 22-24 and arrange for a meeting with tribal governing bodies during the convention.
- 3) No later than January 31, 1981, conduct hearings in the State of Alaska taking into consideration the geographic areas most heavily represented in the Mt. Edgecumbe student body.

According to enrollment figures from Mt. Edgecumbe, the 400 students who attend the school come from various rural and urban areas of Alaska.

However, there are three major geographical pockets from which the students come. It is in these areas where hearings will be conducted.

- 4) As early as possible this fall, consult with the State Commissioner of Education and the State Board in cooperation with the Alaska Natives to further discuss the state boarding home program and to explore other alternatives.

Considerations relative to this consultation with the State Education Agency are 1) the adequacy of the state boarding home program; 2) appropriate

↳ adequacy is important. The parents of students should see if the program is adequate.

Relatively decided
State School Bd. pres.

400 students

mt - 400
us
for full

orientation of students, foster parents, and teachers; and 3) determination as to how compliance with P.L. 95-608, the Indian Child Welfare Act will continue to be implemented.

Two factors which must be carefully examined during the planning for the absorption of students into the state program are 1) that some students enrolled at Mt. Edgecumbe are dropouts of the state boarding program and 2) the Alaska Native Education Association has conducted a study which shows a 66% dropout rate for Alaska Native students in the Anchorage School District. Further evidence indicates that the Native students who leave the Anchorage schools are not graduating from high schools elsewhere in the state since the Native student attrition rate for the state as a whole is ever higher.

This step—consultation with the state—will help meet the requirement of 31a.4(k) Advocacy and coordination in education matters before the Federal, state and local governments.

Where do the Students Come From?

Although the students come from a variety of urban and rural areas in Alaska, there are three geographical pockets where a higher population of students come from. Sixty to 65% of the students come from throughout the Bethel Area. Approximately 30 students come from the Aleutian chain and the Pribilof Island Area. Thirty to forty Athapaskan students come from the villages within the Interior. Smaller numbers of students come from other villages, areas or regions.

Why Are the Students at Mt. Edgecumbe?

According to the boarding school applications filled out prior to entry into the Mt. Edgecumbe School, the following criteria has been indicated as reasons for admittance:

We have updated info from student's themselves, see attached survey.

Isolation reasons	-	301
Social reasons	-	72
Curriculum reasons	-	34
Academic reasons	-	51
TOTAL ENROLLMENT	-	<u>458</u>

*Long w
summing students -*

Letters from parents which accompany the applications further specify the following reasons for wanting their children to attend Mt. Edgecumbe: a) more personal costs involved to have child attend state programs b) the children do not get to come home as often c) Mt. Edgecumbe is more competitive and has more course offerings and activities than the local village schools d) better living conditions and more opportunities for specialized classes e) having other schoolmates there is "more like being at home" than living with a "strange family" f) parental opinion that there is more access to drugs and drinking in large public schools and g) discrimination in public schools.

Where Would the Students Go if Mt. Edgecumbe Closed?

For those students who cite isolation as a major factor in enrolling at Mt. Edgecumbe, the majority of those students could be accommodated through

the state boarding home program, and—in a few instances—through local village programs. Some of the local schools offer secondary programs only through the 10th grade, however.

For those students who cite personal preference, inability to cope with a larger public high school program, or curriculum/academic reasons, the same option would exist. However, the small increase in the number of students remaining home to attend the village schools will not generate enough additional dollars to increase the ability to provide variation, expansion and scope of the local programs. The issue then becomes one of whether the needs of students displaced from Mt. Edgecumbe can be satisfactorily met more than whether the students can be placed. This will require extensive consultation with the state and with the Alaska Natives.

Other Policy Considerations

Indian Education Policies — 25 CFR 31a.4 (e) Respect for family (f) Religious freedom...(i) Choice of School...(p) Education close to home and...(s) Planning maintenance and use of facilities are all specific policies which should be analyzed relative to the consultation process and the placement of these children.

Implementation of the Consultation Plan

The contact person at the Office of Indian Education Programs Central Office operations will be the Chief, Division of Student Support Services, Ext. 4493. This individual will be responsible for coordinating efforts between this Office, the Juneau Area Education Program Administrator and a person designated to act as a liaison with the Alaska Native tribes and villages.

- 1) The letter of notification to the Alaska Native tribal groups will be mailed no later than September 5, 1980.
- 2) Office of Indian Education Programs will coordinate with the President of Alaska Federation of Natives and their Human Resources Education Committee to set up a time on the agenda at their October convention.
- 3) OIEP will coordinate with the Alaska Commissioner of Education for a time for the Director to meet with the State Board of Education.
- 4) A person will be designated to help select sites for the hearings, notify appropriate villages, and help work out solutions to the problem of getting natives to the hearing sites.
- 5) Projected Costs: Expenses incurred in the implementation of the plan will include several round-trip airfares and possibly the expense of an Alaskan-based consultant.

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 \$4,600. (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 \$18,955.

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.

RESOLUTION NO. 79-9

EKWOK VILLAGE COUNCIL

EKWOK, ALASKA

WE of Ekwok Village Council concur with Sitka Community Association Resolution
of the Tribal Council Resolution 750-4.

Be it further Resolved that Ekwok Village Council urges all Alaska Native Organizations
to go on record in support of continued operation of Mt. Edgecumbe High School.

For Mt. Edgecumbe High offers the best education for our children at the present time.

Duly adopted this 5th day of March 1980.

President

Philip Akelchik Jr.

Secretary

Guinea Hurley

Voting Results

Yes 17

NO 0

Mrs. Betty Segock
Elim, Alaska 99739

August 18, 1980

Mr. Earl J. Barlow
Director, O.I.E.P.
Bureau of Indian Affairs
18th & C Streets N.W.
Washington, D. C. 20240

Dear Mr. Barlow:

We have heard that Mt. Edgecumbe High School will be closed in 1981. This is where most of our students attend high school and they want to graduate from there. Most of our Eskimo students do not, I repeat, do not have a chance to to a very good school like that. Quite a few of us Natives did not get any money from the Alaska Native Land Claims Settlement Act so our best chances are to let them attend high school at Mt. Edgecumbe through the Bureau of Indian Affairs.

I know that most parents from my District would like for their sons and daughters to attend Mt. Edgecumbe High School. All the students from my District (IV), said they want to graduate from there because they have a wider range of classes to choose from if they need to get a higher education like colleges, law school, skill centers, etc.

All the old students that went to Mt. Edgecumbe before say that that is where they want their sons and daughters to go.

When our sons and daughters go to Mt. Edgecumbe High School it is like sending them to a Cadet School. There they learn to be away from their parents, learn discipline, learn to mix with other students from other districts, learn how it is to live in larger cities and to associate with people outside their own environment, and learn how to support themselves. This is just a few of many things they learn at Mt. Edgecumbe.

Before you plan to close the school, please give the other students a chance to learn away from home. Some day they will be your Armed Forces, etc. As a Board Member I support keeping the high school open. Listen to us first before you act.

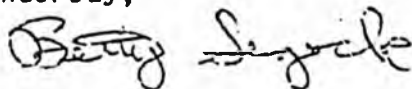
We need to work together for the best of our young people. They are the ones who need it most right now. They are the future.

Mr. Earl J. Barlow
August 18, 1990
Page 2

Last of all I give my support to keep the school open (as a parent). I'll be happy to hear from you or anyone concerning this matter.

Thank you.

Sincerely,



Betty Segock
School Board Member
Mt. Edgecumbe High School

cc:

LeRoy Demmert
Superintendent
Bureau of Indian Affairs
Mt. Edgecumbe High School
Mt. Edgecumbe, Alaska 99835

Ray Paddock, Chairman
Human Resources Committee
One Sealaska Plaza
Juneau, Alaska 99802

Sidney Mills, Ass/t Secty
Department of the Interior
19th & C Streets, N.W. CODE IA-00
Washington, D. C. 20240

Frank Ferguson, President
Alaska Federation of Natives
1577 C Street, Suite 304
Anchorage, Alaska 99501

ELIM NATIVE CORPORATION
ELIM, ALASKA 99739
(Phone No. 835-8001)

August 18, 1980

Mr. Earl J. Barlow
Director, O.I.E.P.
Bureau of Indian Affairs
18th & C Streets N.W.
Washington, D. C. 20240

Dear Mr. Barlow:

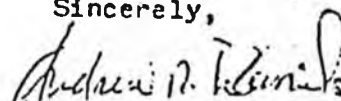
The Board Members of the Elim Native Corporation are: Andrew Daniels, President, Nathan Murray, Vice-President, Helen Davison, Sec/Treas., Charles Saccheus, Board Member and Hans Jemewouk, Board Member.

We wish to give our support to keep Mt. Edgecumbe High School open indefinitely.

We do have a high school here in Elim but we want our children and parents to have a choice in which school they want to attend. Mt. Edgecumbe is the best choice since they have a wider range of activities and classes to prepare them for the future.

Thank you for your attention to this matter.

Sincerely,


Andrew N. Daniels
President

AND/hjd

cc: Leroy Demmert
Superintendent
Mt. Edgecumbe High School
Mt. Edgecumbe, Ak 99835

Ray Paddock, Chairman
Human Resources Committee
One Sealaska Plaza
Juneau, Alaska 99802

Sidney Mills, Ass/t Secty.
Department of the Interior
18th & C Streets N.W. CODE IA-00
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Frank Ferguson, President
Alaska Federation of Natives
1577 C Street, Suite 304
Anchorage, Alaska 99501

ALASKA NATIVE BROTHERHOOD CAMP # 1 and ALASKA NATIVE SISTERHOOD CAMP # 4

SITKA, ALASKA

RESOLUTION # 80-1

Title: Protesting proposal of Mt. Edgecumbe High School closure.

WHEREAS: The recent proposal recommending the closure of off reservation Boarding schools namely the Mt. Edgecumbe High School, and

WHEREAS: Alaska Native Education has been of the highest priority for producing good citizenship, and self reliance, and

WHEREAS: Numerous outstanding Native leaders are products of Mt. Edgecumbe High School, and including the recent commissioner of Indian affairs, and

WHEREAS: No other alternative exists to fill this vital need of quality education and also serves well in conditioning students who wish to pursue higher education to deal with the endemic trauma of cultural shock, and

WHEREAS: Any closures would be a gross disregard for quality education and severe economic effect plus the extreme hardships it will cause to long time local employment;

THEREFORE BE IT RESOLVED: That Sitka Alaska Native Brotherhood and Sisterhood at it's regular joint meeting of April 28, 1980 voice a strong protest to any recommended closure;

BE IT FURTHER RESOLVED: That copies of this resolution be made available to our Congressman, Commissioner of Indian Education, Area Director, and other appropriate government agencies, Native corporations and organizations.

Duly Adopted this 28th day of April, 1980.

Signed

J. W. A. P. H. A.
Secretary



Design by Robert Davis

Sitka Community Association
TRIBAL GOVERNING BODY - BARANOF ISLAND AREA

Box 4360
Mt. Edgecumbe, Alaska
99835
Tel.: 907-747-3207

Tribal Council
Henry Benson, President
Al Perkins, Vice President
Secretary
Norman Williams, Treasurer
Vesto Luminicks
Gerald Hope
Virginia Thomas
Bill Brady
Andrew Hope, General Manager

SITKA COMMUNITY ASSOCIATION
Resolution of the Tribal Council
Resolution # 80-4

WHEREAS: Mt. Edgecumbe High School has served the educational needs of Alaska Native people for more than thirty years, and

WHEREAS: There is a continuing need on the part of Alaska Native people for high quality secondary education, and,

WHEREAS: Mt. Edgecumbe High School enrollment has been increasing in recent years despite the vast number of small high schools that have been constructed by the state, and,

WHEREAS: The rising enrollment clearly demonstrates the commitment and faith of the Alaska Native people in the future of Mt. Edgecumbe High School, and,

WHEREAS: The new regulations that govern operation of Mt. Edgecumbe insure that Alaska Native Tribal Governing bodies develop policy for Mt. Edgecumbe High in keeping with the intent of self-determination.

THEREFORE BE IT RESOLVED: That the Tribal Council of the Sitka Community Association strongly supports the continued operation and existence of Mt. Edgecumbe High School.

BE IT FURTHER RESOLVED: That the Sitka Community Association Tribal Council urges all Alaska Native organizations to go on record in support of the continued operation of Mt. Edgecumbe High School.

Duly Adopted this 7th day of February, 1980

Henry C. Benson, Sr., President

Al Perkins, Secretary

VOTING RESULTS: YEA 5 NAY — ABSTENTIONS — ABSENT —

BRISTOL BAY NATIVE ASSOCIATION
P.O. Box 129
Billiechuk, Alaska 99576
By the Executive Committee

RESOLUTION NO. 80-19

- WHEREAS, Young people are our most important resource; and
- WHEREAS, In order to realize the full potential of these young people, the opportunity for a good education must be available; and
- WHEREAS, Mount Edgecumbe provides one of these opportunities for a good education; and
- WHEREAS, There is some question as to whether Mount Edgecumbe will remain open;

NOW THEREFORE BE IT RESOLVED by the Executive Committee of the Bristol Bay Native Association that this organization fully supports keeping Mount Edgecumbe open.

SIGNED _____

President

CERTIFICATION:

I, the undersigned secretary of said Association, do hereby certify that the Executive Committee is composed of (10) members, of whom 7 were present at a meeting the 25th of April, 1980, and that the foregoing resolution was adopted by the affirmative vote of 7 members.

Secretary

P E T I T I O N

By the students of
MT. EDGE CUMBE HIGH SCHOOL

WE, the students of Mt. Edgecumbe High School, would like to express our concerns and feelings about the possible closure of our high school.

AS Alaskan natives, we seriously feel that this high school has been a major asset to the graduates, and that it will be an asset to the future graduates if Mt. Edgecumbe High School remains open.

WE strongly feel that the joining of our different cultures is beneficial to our education, opportunities, and ways of life.

BY keeping Mt. Edgecumbe High School open, we will have an opportunity to receive a comprehensive education. Mt. Edgecumbe High School offers a broad academic curriculum and a wide range of extra-curricular activities.

WE feel that we should have Mt. Edgecumbe High School as an alternative to a village high school education. We feel that a village high school education is inadequate for our needs and future goals.

WE are enclosing our comments and personal opinions; they express and represent the voice of the students of Mt. Edgecumbe High School. We will appreciate your attention and careful consideration of this matter which is so important to us.

THANK YOU

Annie E. Patkotak
P.O. Box 688
Barrow, Ak 99723

August 28, 1980

Mr. Earl Barlow, Director
Office of Indian Education Programs
Department of Interior
Bureau of Indian Affairs
18th & C Streets NW Code 500
Washington, D.C. 20245

Dear Mr. Barlow:

I am a concerned citizen and parent writing to let you know that the closure of Mt. Edgecumbe High School in 1981 will have such a high impact on native students that are now attending the high school there and planning to graduate in the near future. Not only the future graduates, but what about the students that are now just beginning to attend. I for one have a son that chose to attend Mt. Edgecumbe in his sophomore year and is now in Mt. Edgecumbe and plans to graduate in 1983. He has expressed his opinions about the school and would like to graduate from there. We live here in Barrow and although there is a high school here there isn't enough extra-curricular school activities to motivate his interests and also to make matters more complicated the high school here does not have any programs for specially gifted students, whereas, in Mt. Edgecumbe there is a program that is being implemented dealing with specially gifted children.

My son is one of the students that has a very high I.Q. and some of his educational needs were not being met at the local high school and as a concerned parent I would like to see the school in Mt. Edgecumbe continue. I would like to see my son graduate from there as I am a graduate from Mt. Edgecumbe High School 1963. The school has a lot of advantages that are very high in standards such as the curricula and the extra-curricula activities. They have bowling, rollerskating, basketball, and a variety of other activities that I can't seem to mention all as once. The school counselors and staff have a very high degree of self determination that is being passed on to the students that attend the school. I for one am a product of that school and I admire the principles set forth thru the school in just accepting each student as an individual and to be sure that they learn and not just take up space in a classroom. I would put the school on a high class rating if I were asked about it.

All of the students that I attended school with in 1959 thru 1963 are all employed in the Regional Corporations, in PHS Hospitals, in local governments, at the airports, at the schools, in the construction business. They are today's leaders in our communities.

E. Barlow/A. Patkotak

August 23, 1980

Page two

The students that I was in contact with during my high school years are now making decisions in high capacity's that would bend your ear. They are now all involved one way or another in the making of the State of Alaska. I know a person who attended Mt. Edgecumbe High School that graduated from there and is now the Borough Mayor for the North Slope, I know another person who is also a graduate that is a president of a large native corporation and is working out of the Northwestern state of Alaska. I know many graduates of Mt. Edgecumbe that have made successful businessmen and are now dealing in the millions of dollars in fisheries, lumber, coal, Oil & Gas industries. I would like to point out the fact that without these students that have graduated from Mt. Edgecumbe we would be living in the stone age as far as being native leaders. Today the native leaders in our communities in Alaska are mostly graduates of Mt. Edgecumbe. Why not give our children a chance to prove themselves by finishing school there. I have noticed that there were a great deal of high school dropouts from the local high schools not only here in Barrow but in other areas of Alaska, because the teachers are there for the big bucks, not for the sake of teaching our children but for their own worth. I had a chance to see this firsthand in a rural bush school. I know that the federal government spend millions of our tax dollars in paying the former presidents their monthly allowance so to speak, Look at Nixon's home, what about the judges, the lawyers that have per diem, and travel at governments expense. What about welfare? I know that six million dollars is nothing compared to the overseas monies alloted different federal government agencies for operations for the sake of having an embassy that does not serve its purpose because they have to vacate these premises due to wars, famines, and many other ailments too expensive to mention.

I know that the congressmen and politicians are aware of the problems that we may be having here in the State of Alaska as far as operating local schools, such as in Beaver, Ak there is about five students that should be in high school, but they aren't because of no school due to lack of funds. What about the Yupik area? What of Bering Straits, do they have a school? The only successful high school there is Covenant High in Unalakleet, but that takes only a handful compared to the 400-600 students that attend Mt. Edgecumbe, but how many of these actually graduate from high school. I worked for Northwest Arctic School District out of the village of Noatak in 1978 as secretary to the Principal and there were students who did not graduate from high school because the local high school only went as far as the tenth grade. I am aware of the problems of this area also because I have to deal with them almost everyday because I have three children that are now in grade school. What about high school? That leaves me in the cold to think that they will be sent to Anchorage? Fairbanks? What about the discrimination that they have to face in these big-city schools that do not offer any cultural or ethnic heritage classes. Do the non-natives have a culture left? What will they teach my children

E. Barlow/A. Patkotak
August 28, 1980
Page three

about self worth? Self-determination? will the children survive culture shock in these schools? I think the most important asset that Mt. Edgecumbe High School has is its interest in the individual student in preparation of entering a culture alien to native culture. That is the biggest hurdle I had to face when I first left home. I now look back and it was made a lot easier for me because I was prepared to enter into a non-native way of life that I knew existed but I am now able to take the best of both worlds and I feel I am competent enough to be able to make it in this world today. My biggest and best preparation came from attending Mt. Edgecumbe High School. I do hope that this letter of support for the school will not be overlooked as I know that it is essential for the future generations to come.

I am now employed in the North Slope Borough as Executive Secretary to the Borough Mayor.

Thank you and I anticipate the outcome of this matter.

Sincerely yours,

Annie E. Patkotak

Annie E. Patkotak

cc: Senator Ted Stevens
Washington, D.C.
Senator Mike Gravel
Washington, D.C.
Mt. Edgecumbe High School ✓
Superintendent
Clarence Antioquia, Area Director
Bureau of Indian Affairs

UNITED STATES GOVERNMENT

Memorandum

TO : As listed

DATE: February 15, 1980

FROM : Administrator, Area Education Programs
Juneau Area Office

SUBJECT: Mt. Edgecumbe High School Application Package

The REAA has assumed the responsibility for secondary education in the unorganized boroughs in Alaska. It is anticipated that students will be attending these local and district REAA high schools.

Mt. Edgecumbe High School will be serving students who have special needs and meet any of the following criteria:

1. One-fourth ($\frac{1}{4}$) Indian blood for eligibility.
2. Students who are 14-18 years of age, three to four years behind grade level and have completed eighth grade.
3. Students from overcrowded schools.
4. Schools where there is no local secondary program available and walking distance to school is more than $\frac{1}{4}$ miles and no bus transportation is provided.
5. Schools where programs and facilities do not adequately meet the needs of the student as determined by the parents.
6. Students presently enrolled at Mt. Edgecumbe High School who wish to return.
7. Social referrals will be accepted.

Students whose parents wish to have them enroll at Mt. Edgecumbe High School and meet any of the above criteria, can apply for admission to Mt. Edgecumbe High School. Application packets are attached and student will be admitted pending availability of funds and space.

Applications should be completed in duplicate and routed in the following manner: One copy of the completed application should be sent directly to the Bureau of Indian Affairs Agency Superintendent for Education in your area. The agencies are Bethel, Nome, and Fairbanks. In Southeast Alaska, applications should be sent through the Administrator, Area Education Programs, Juneau Area Office. Those in Anchorage should send their applications through Robert E. Portlock, Education Specialist. The second copy should be routed to the REAA Superintendent in your district.

The addresses for the Bureau of Indian Affairs Administrator, Area Education Programs, and Area Field Representatives are as follows:



5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Mt. Edgecumbe High School Application Package

2

Education Program Administrator
Attn: Robert E. Portlock
P. O. Box 2935
Anchorage, Alaska 99510

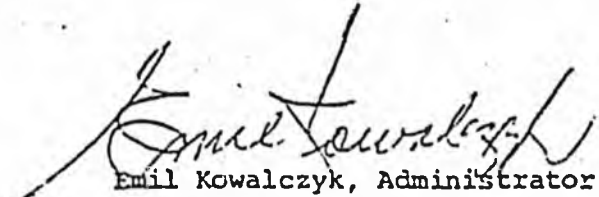
Agency Superintendent for Education
Bethel Agency
P. O. Box
Bethel, Alaska 99559

Agency Superintendent for Education
Fairbanks Agency
Box 16
Fairbanks, Alaska 99701

Agency Superintendent for Education
Nome Agency
Box 1530
Nome, Alaska 99762

Administrator, Area Education Programs
Juneau Area Office
P. O. Box 3-8000
Juneau, Alaska 99802

Completed applications should be mailed to the Bureau of Indian Affairs
superintendents in your area no later than April 22 for proper routing
to Mt. Edgecumbe High School and processing by the admission committee
by May 16.



Emil Kowalczyk, Administrator
Area Education Programs

cc: Chairman, Mt. Edgecumbe School Board
Chairmen, REAA School Boards
REAA School Superintendents
Superintendents for Education, BIA
Agency Superintendents, BIA

Mt. Edgecumbe High School Application and Admission
Policy Statement

The past few years have seen the development of new and exciting happenings in rural education with the establishment of Rural Education Attendance Areas (REAA's) in Alaska.

These events are coupled with the development of local secondary programs for village students, a long sought goal of Alaska Natives which the Juneau Area Office has and will continue to support.

It is also recognized, many of these new and proposed secondary programs will need time to stabilize and establish the various objectives delivery and evaluation system that will meet all major educational needs of individual rural students and the philosophies and goals of the duly elected school boards and community education committees.

We have every confidence that this will be accomplished and will assist in this task in whatever way possible. However, it seems evident there exists during this interim a need to provide individual parents and students an opportunity to choose an educational program that will best meet major specific needs of those students not served by an existing local secondary program or by a program with limited resources for providing all major needs of all individual students within its service area.

Therefore, the Bureau of Indian Affairs, through Mt. Edgecumbe High School, is providing one such alternative to the Native parents and students of rural Alaska, by making available the opportunity to make application to Mt. Edgecumbe High School if they feel the programs offered best suit their needs and feel they qualify under the admission criteria. It should be noted, because of these criteria and the limited number of spaces available at Mt. Edgecumbe High School, these applications must be reviewed, evaluated and prioritized for acceptance.

To accomplish this task, the local principal, as the educator who best knows both the applicant and local secondary opportunities available, will be asked to accept and review the completed applications and add his professional evaluation as to its merits.

An application will be forwarded to the REAA superintendent who is being charged by law with the duty of providing public secondary programs for all students in his attendance area and must be made aware of such applications for his program planning purposes.

In addition, as the chief education administrator of the attendance area, his review, evaluation and suggestions relating to individual applications will prove invaluable in the selection and placement process.

Applications will then be forwarded, with the evaluations attached, to Mt. Edgecumbe High School Admission Committee, which will recommend selection or rejection. This recommendation will be based solely upon eligibility according to the urgency of the applicant's need for the Mt. Edgecumbe High School alternative.

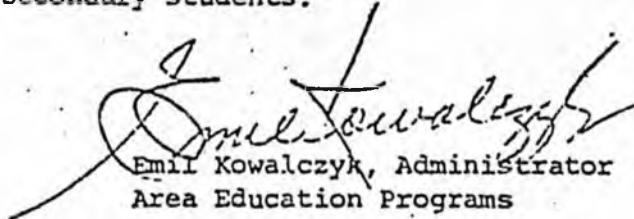
Application and Admission Policy Statement

However, due to the limited number of spaces available, late applicants may run the risk of non-acceptance, regardless of eligibility.

Parents, Bureau of Indian Affairs Superintendents and REAA Superintendents will then be advised as to the selection/non-selection of their applicants.

We realize that rural secondary education is in a stage of dynamic growth, and new programs and facilities are constantly being developed to meet the total needs of their students.

Through this policy, it is our intent to assist the parents, students and REAA in meeting these total needs during this developmental period, by providing a viable, proven alternative to those parents who feel the need for the specific educational services Mt. Edgecumbe High School offers at this time to Alaska Native secondary students.



Emil Kowalczyk, Administrator
Area Education Programs

Mt. Edgecumbe High School
Mt. Edgecumbe, Alaska 99835

Mt. Edgecumbe High School is federally supported and operated by the Bureau of Indian Affairs for young Native Americans from all parts of Alaska. Assisting with the administration of the program is the Mt. Edgecumbe School Board made up of parents of students who are elected to represent their own districts.

The school year consists of two semesters. A two to three week Christmas vacation may be scheduled each year depending on the availability of funds and travel ceiling to accomplish the necessary travel. Such plans would be announced as early as possible in the school year.

A comprehensive field of classes designed to prepare students for further study in college, vocational or technical training, and a comprehensive basic education resulting in the Mt. Edgecumbe diploma is offered. A minimum of twenty-one credits are required for graduation, sixteen specific requirements in English, math, science, social studies, home economics, shop, physical education, personal finance, and career education. The remaining five required credits are elective courses chosen by the student.

Yupik language classes are offered to all students providing instruction in speaking, reading, and writing the language. Other Alaska Native cultural activities are organized, such as the Native dance club and Alaska Native Arts and crafts. Students may take band, piano, or choir. Training in Native and modern arts and crafts are also available. Beginning and advanced physical education courses are offered. Interscholastic sports includes basketball, cross-country running, swimming, and track and field for boys and girls as well as wrestling for boys and volleyball for girls. Athletic trips provide an opportunity for students to compete in organized competition in many areas of Alaska.

The career education program provides students with background and practical experience relative to getting and holding a job. Students age 16 or over may work for pay under this program.

The pre-vocational curriculum is designed mainly to teach basic skills and understanding and to explore their own interests in shop, home economics, and business education courses. Shop courses include carpentry, gas and diesel mechanics, plant maintenance, welding, machine shop, basic electricity, metal arts, upholstery, and driver education. Home economics courses offered are foods and nutrition, clothing and textiles, child care, family relations, and food service. In business education typing, shorthand, and bookkeeping are taught.

Dormitory and home living programs stress those things necessary for today's young people to get along in the world of work and recreation. Students have their own enterprises such as a school store, bank, snack bar, student union, and concession at community events.

Such programs as hunter safety, swimming and intramural sports along with league competition in all sports are offered to give the student a wide choice in leisure time activities. Arts and crafts and Native Olympics are also offered to interested students through the recreation department.

Counseling services are provided by the guidance department. Students are seen by their counselors as needed. All students meet with their counselors at least twice each quarter. Counselors work with students to assist them with their personal, social or academic life throughout the school year. They also assist students with future plans after graduation.

To be eligible for admission to Mt. Edgumbe High School, one or more of the following criteria must be met:

1. Students who are 14-18 years of age and are three to four years behind grade level who have completed the eighth grade.
2. Students from overcrowded schools.
3. No local secondary program available and walking distance to school is more than 1½ miles and no bus transportation is provided.
4. Schools where program and facilities do not adequately meet the needs of the student as determined by the parents.
5. Students enrolled at Mt. Edgumbe High School who wish to return
6. Social referrals will be accepted.

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

As noted by Judith Kleinfield, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

March 9, 1982

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, AK 99835

Dear Mr. Demmert:

Thank you for setting up the meeting with the Senate HESS Committee for the 18th of March. At this writing, it seems that all committee members will be in attendance along with two staff members. Mayor Dapcevich has kindly offered transportation from the airport for all of us, and I anticipate that if the weather is cooperative, we should be there around 1:00 p.m.

As my aide informed you in the telephone conversation, our main concern in visiting Mt. Edgecumbe is to view all of the facilities associated with the boarding school. Any evaluations of the physical structures, particularly in reference to fire/life safety code compliance, would be of interest. If estimates have been done for any necessary remodeling for bringing the structures up to code, availability of those documents would also assist us.

Because your school is a federal facility, our knowledge is quite limited in regards to the curriculum and students, however, my information is that Mt. Edgecumbe provides an excellent transition for rural students and that the most highly motivated young people are the most likely to attend. A short discussion with the appropriate people on educational programming, curriculum development and the student population would seem appropriate.

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfeld, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinicn.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

March 9, 1982

Charlie Parr, Chairman
Terry Stinson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, AK 99835

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LeRoy C. Demmert
March 9, 1982
Page two

We would appreciate information on the items listed in the enclosure to the extent you can furnish it.

In view of the objectives of this visit, and the time involved, we would be happy to meet briefly with some representatives of the student body if you feel that the allotted time will be sufficient for us to make our 5:30 flight back to Juneau.

Thank you again for your cooperation, and we will see you on the 18th.

Sincerely,

Charles H. Parr
Chairman

Questions about Mt. Edgecumbe

1. Budget (all sources) for each of estimated three years.
2. Number of administrators, certificated staff, and other employees for each of the past three years.
3. Current ^{+25% cost} employee salary scale and the retirement system for employees.
4. Student enrollment by grade, average daily attendance, and number of graduates in each of the last three years.
5. Communities from which students are enrolled, for each of last three years.
6. Results of any longitudinal studies showing success rates of graduates in college.
7. Rules governing students and disciplinary measures.
8. Statistics on medical care for students for each of the last three years.
9. If school is liable to suit for injuries to students, how insurance is handled.
10. List of items (other than shelter, food, medical care, and classroom needs) furnished students. Which costs, if any, are not borne by the Federal government: (e.g. travel, pocket money, clothing).

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU ALASKA 99801
907-465-3900

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 15, 1982

SUBJECT: Mt. Edgecumbe takeover
TO: Senator Charles H. Parr
FROM: Richard A. Bradley *B*
Legislative Counsel

You have asked what the conditions on the takeover of the high school program at Mt. Edgecumbe would be. Would a contract or agreement have to be entered into, you asked. You also asked whether the state could continue to limit enrollment to rural students.

I discussed this with Carole Burger in the governor's office and she advises that the BIA has agreed to operate the school for an additional school year, through the spring of 1983. The conditions or the elements of transfer of the program seem accordingly rather remote; this is probably the fourth or fifth announcement of a closure of Mt. Edgecumbe in recent memory and yet it continues to survive. There had been reports earlier, Burger reports, that the incoming class this fall would be limited to continuing students; she reports that Lee Demmert, the superintendent (principal) at Edgecumbe reports that there will be no such limitation.

Mt. Edgecumbe is apparently the only boarding school in the state. Questions as to whether it would be continued on the future takeover seem to need resolution before the question of the kind of student who will be admitted is addressed. I do not believe that anyone is thinking about that question now that the closure/takeover is being put off a year.

The answer to your question: could the state limit the enrollment to "rural students" is, of course, yes. But as suggested, since there is no regional school program presently in operation under a state program or multi-area REAA program, the method of its operation will necessarily await future

Senator Charles H. Parr
Page 2
March 15, 1982

proposals by the executive and future action and responses by the legislature. I understand from Burger that the REAA in Bethel is operating a summer college prep school program on a regional basis in Bethel during the summer; to her knowledge, that was the only state-supported regional school program but it is limited to students from a single REAA.

If I may assist further, please advise.

RAB:ljb

HEALTH SERVICE FOR MT. EDGECUMBE HIGH SCHOOL STUDENTS

The Health Services provided to Mt. Edgecumbe students are superior to those that are sporadically offered to rural Alaskans. Such services are health screening annually of height, weight, vision, blood pressure, T.B. skin testing and a health conference. In addition to the above, each student, on initial enrollment to school is provided a hearing test, a blood test to check for anemia and a urine test to check for the presence of blood or sugar, than a health assessment (physical examination). Any deviations from normal detected are then treated or, as necessary, referred for appropriate attention.

Participants in athletic activities are required by the State Athletic Association to have physical examinations to meet eligibility requirements.

Health maintenance services include immunization updating and continuation of Rheumatic Heart Disease follow-up and surveillance of other chronic conditions such as arthritis, kidney disorders and otitis media.

Treatment of acute illnesses or conditions such as communicable diseases, including (V.D., Flu, Strep infections, other infections, infestations), anemia, gastric disorders, injuries, emotional crises and pregnancies, are available in such a way that the educational process is minimally interrupted during delivery.

Corrective services, such as hearing aid fitting, eye glasses refraction, dental care and ear surgery are services which require multiple visits and follow-up to assure effectiveness. These services must be accessible in order that excessive time is not lost from school in obtaining them.

Health Education is a vital component in a health service program. Sex Education, contraception, smoking, drug and alcohol education, as well as health care options with expected outcomes, are services which must be acceptable to the adolescent consumer. Adolescents are hesitant to seek services of a sensitive nature from relatives or friends and are acutely concerned with confidentiality. This is a problem in the rural areas.

Health promotion in the areas of nutrition, physical fitness, stress management, socialization, and positive lifestyle and health consumerism are critical factors in establishing a health population knowledgeable of, and practicing appropriate utilization of medical services.

Health career promotion has been an active and on going effort by the Health Services Staff here. This exposure is necessary to stimulate rural Alaskan youth to capablely practice self determination. Students are involved at the Wellness Center in the work study program. The time and cost of preventive services are much more efficient than episodic service only. These Health Services are not just niceties, but, rather necessary ancillary services for a high school population. Mt. Edgecumbe High School should not be closed until health services can be provided in the new school communities. The Regional Health Corporations need to be involved along with the State Department of Health and Social Services and Indian Health Service to develop and implement Health Services for Alaska's rural student if Mt. Edgecumbe would be closed.

PAY SCHEDULE EXECUTIVE PAY SCHEDULE 22, 1981

Following is the pay table showing the new General Schedule salary rates for the pay increase effective October 4, 1981.

	1	2	3	4	5	6	7	8	9	10
1	11,442	12,023	12,608	13,178	13,723	14,242	14,750	15,235	15,700	16,150
2	12,449	13,031	13,618	14,188	14,733	15,252	15,750	16,225	16,680	17,120
3	13,456	14,038	14,626	15,196	15,741	16,260	16,750	17,215	17,660	18,090
4	14,463	15,045	15,633	16,203	16,748	17,267	17,750	18,205	18,640	19,060
5	15,470	16,052	16,640	17,210	17,755	18,274	18,750	19,195	19,620	20,030
6	16,478	17,060	17,648	18,218	18,763	19,282	19,750	20,185	20,590	20,980
7	17,485	18,067	18,655	19,225	19,770	20,289	20,750	21,175	21,560	21,920
8	18,493	19,075	19,663	20,233	20,778	21,297	21,750	22,155	22,520	22,860
9	19,500	20,082	20,670	21,240	21,785	22,304	22,750	23,135	23,480	23,800
10	20,508	21,090	21,678	22,248	22,793	23,312	23,750	24,115	24,440	24,740
11	21,515	22,097	22,685	23,255	23,800	24,319	24,750	25,105	25,420	25,700
12	22,523	23,105	23,693	24,263	24,808	25,327	25,750	26,085	26,380	26,640
13	23,530	24,112	24,700	25,270	25,815	26,334	26,750	27,065	27,340	27,580
14	24,538	25,120	25,708	26,278	26,823	27,342	27,750	28,045	28,300	28,520
15	25,545	26,127	26,715	27,285	27,830	28,349	28,750	29,025	29,260	29,460
16	26,553	27,135	27,723	28,293	28,838	29,357	29,750	30,005	30,220	30,400
17	27,560	28,142	28,730	29,300	29,845	30,364	30,750	31,005	31,220	31,400
18	28,568	29,150	29,738	30,308	30,853	31,372	31,750	32,005	32,220	32,400

NOTE: Notwithstanding the salary rates shown, the maximum rate of basic pay legally payable to employees under this schedule may not exceed the rate payable for level V of the Executive Schedule, currently \$50,112.50.

CONTRACT 95.561

503

Bureau of Indian Affairs
Education Pay Schedule
October 1981

INCREMENTS

Level	Hour	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
01	Hour	4.89	5.05	5.20	5.36	5.52	5.68	5.83	5.99	6.15	6.30	6.46	6.62	6.77	6.93	7.09	7.25	7.40	7.56	7.72	7.87	8.03		
	215 da	8410	8636	8944	9219	9494	9769	10027	10302	10578	10836	11111	11386	11644	11919	12194	12470	12728	13003	13278	13536	13811		
	Annual	10170	10504	10816	11148	11481	11814	12126	12459	12792	13104	13436	13769	14081	14414	14747	15080	15392	15724	16057	16369	16706		
02	Hour	6.89	7.04	7.20	7.35	7.50	7.66	7.81	7.96	8.11	8.27	8.42	8.57	8.73	8.88	9.03	9.19	9.34	9.49	9.64	9.80	9.95		
	215 da	11850	12108	12384	12642	12900	13157	13415	13691	13949	14224	14482	14740	15015	15273	15531	15806	16064	16322	16580	16856	17114		
	Annual	14320	14643	14975	15288	15600	15912	16244	16556	16868	17201	17513	17825	18150	18470	18782	19115	19427	19739	20051	20384	20701		
(03)	Hour	7.82	8.02	8.26	8.52	8.77	9.03	9.28	9.54	9.80	10.14	10.30	10.45	10.61	10.76	10.92	11.08	11.23	11.39	11.54	11.70	11.86	12.01	12.17
	215 da	13965	14412	14899	15374	15849	16324	16799	17274	17749	18224	18749	19274	19800	20325	20850	21375	21900	22425	22950	23475	24000	24525	25050
	Annual	16278	17515	18777	19961	21145	22329	23513	24697	25881	27065	28249	29433	30617	31801	32985	34169	35353	36537	37721	38905	40089	41273	42457
04	Hour	10.31	10.47	10.62	10.78	10.93	11.09	11.24	11.40	11.55	11.71	11.86	12.02	12.17	12.33	12.48	12.64	12.79	12.95	13.10	13.26	13.41		
	215 da	17733	18008	18266	18541	18792	19074	19372	19608	19866	20141	20399	20674	20932	21207	21465	21740	21998	22274	22532	22807	23065		
	Annual	21449	21777	22089	22372	22716	23060	23373	23712	24024	24356	24668	25001	25313	25646	25958	26291	26603	26936	27248	27580	27884		
05	Hour	11.33	11.50	11.67	11.84	12.01	12.18	12.35	12.52	12.69	12.86	13.03	13.20	13.37	13.54	13.71	13.88	14.05	14.22	14.39	14.56	14.73		
	215 da	19407	19780	20072	20364	20657	20949	21242	21534	21826	22119	22411	22704	22996	23288	23581	23873	24166	24458	24750	25043	25335		
	Annual	23566	23920	24273	24627	24980	25334	25688	26041	26395	26748	27102	27456	27809	28163	28516	28870	29224	29577	29931	30284	30640		
06	Hour	13.58	13.78	13.99	14.19	14.39	14.59	14.80	15.01	15.21	15.42	15.62	15.82	16.03	16.23	16.44	16.64	16.84	17.05	17.25	17.46	17.66		
	215 da	23357	23701	24042	24386	24728	25070	25412	25754	26096	26438	26780	27122	27464	27806	28148	28490	28832	29174	29516	29858	30200		
	Annual	28245	28662	29099	29515	29932	30348	30764	31181	31597	32014	32431	32848	33264	33681	34098	34514	34931	35348	35764	36181	36598		
07	Hour	16.15	16.39	16.63	16.88	17.12	17.36	17.60	17.84	18.09	18.33	18.57	18.81	19.05	19.30	19.54	19.78	20.02	20.26	20.51	20.75	20.99		
	215 da	27778	28190	28603	29016	29428	29841	30254	30667	31080	31493	31906	32319	32732	33145	33558	33971	34384	34797	35210	35623	36036		
	Annual	33586	34091	34596	35101	35606	36111	36616	37121	37626	38131	38636	39141	39646	40151	40656	41161	41666	42171	42676	43181	43686		
08	Hour	19.08	19.37	19.65	19.94	20.23	20.52	20.80	21.09	21.38	21.66	21.95	22.24	22.52	22.81	23.10	23.39	23.67	23.96	24.24	24.53	24.82		
	215 da	32817	33316	33798	34280	34762	35244	35726	36208	36690	37172	37654	38136	38618	39100	39582	40064	40546	41028	41510	41992	42474		
	Annual	39689	40289	40889	41489	42089	42689	43289	43889	44489	45089	45689	46289	46889	47489	48089	48689	49289	49889	50489	51089	51689		

1 SEPTEMBER 1981

SUBJECT: FEDERAL WAGE SYSTEM REGULAR AND SPECIAL PRODUCTION FACILITATING WAGE RATE SCHEDULES FOR THE WAGE AREA OF ALASKA, JUNEAU AND 50 MILE RADIUS.

TO: COMMANDING OFFICERS OF MILITARY DEPARTMENTS AND DOD COMPONENT INSTALLATIONS IN THE AREA.

THE SCHEDULES SHOWN BELOW HAVE BEEN ESTABLISHED UNDER AUTHORITY OF DOD DIRECTIVE 5120.39, "DEPARTMENT OF DEFENSE WAGE FIXING AUTHORITY -- APPROPRIATED FUND COMPENSATION," APRIL 24, 1980, SUBJECT TO THE LIMITATIONS CONTAINED IN FPM BULLETIN 532-37 DATED 20 OCTOBER 1980, AND ARE TO BE APPLIED IN ACCORDANCE WITH THE PROVISIONS OF FPM SUPPLEMENT 532-1 TO ALL INSTALLATIONS LISTED ON THE REVERSE SIDE.

WG WL-WS GRADE	WG-RATES					WL-RATES					WS-WD-WN RATES					WD-WN PAY LEVEL
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	11.00	11.46	11.92	12.38	12.84	12.10	12.60	13.10	13.61	14.11	15.84	16.50	17.16	17.82	18.48	
2	11.57	12.05	12.53	13.01	13.50	12.73	13.26	13.79	14.32	14.85	16.41	17.09	17.77	18.46	19.14	
3	12.12	12.63	13.14	13.64	14.15	13.35	13.91	14.47	15.02	15.58	16.97	17.68	18.39	19.09	19.80	1
4	12.71	13.24	13.77	14.30	14.83	13.96	14.54	15.12	15.70	16.28	17.55	18.28	19.01	19.74	20.47	2
5	13.27	13.82	14.37	14.93	15.48	14.59	15.20	15.81	16.42	17.02	18.10	18.85	19.60	20.36	21.11	3
6	13.84	14.42	15.00	15.57	16.15	15.23	15.86	16.49	17.13	17.76	18.69	19.47	20.25	21.03	21.81	4
7	14.41	15.01	15.61	16.21	16.81	15.86	16.52	17.18	17.84	18.50	19.27	20.07	20.87	21.68	22.48	5 1
8	14.99	15.61	16.23	16.86	17.48	16.48	17.17	17.86	18.54	19.23	19.81	20.64	21.47	22.29	23.12	6 2
9	15.54	16.19	16.84	17.49	18.13	17.12	17.83	18.54	19.26	19.97	20.39	21.24	22.09	22.94	23.79	7 3
10	16.12	16.79	17.46	18.13	18.80	17.72	18.46	19.20	19.94	20.68	20.95	21.82	22.69	23.57	24.44*	8 4
11	16.69	17.39	18.09	18.78	19.48	18.36	19.12	19.88	20.65	21.41	21.01	21.89	22.77	23.64	24.52*	9 5
12	17.25	17.97	18.69	19.41	20.13	18.98	19.77	20.56	21.35	22.14	21.06	21.94	22.82	23.70	24.57*	10 6
13	17.84	18.58	19.32	20.07	20.81	19.62	20.44	21.26	22.08	22.89	21.13	22.01	22.89	23.77	24.65*	11 7
14	18.40	19.17	19.94	20.70	21.47	20.25	21.09	21.93	22.78	23.62	21.23	22.11	22.99	23.88	24.76*	8
15	18.97	19.76	20.55	21.34	22.13	20.86	21.73	22.60	23.47	24.34*	21.32	22.21	23.10	23.99	24.88*	9

* UNDER SECTION 5363 OF TITLE 5 U.S.C., RATES OF PAY FOR PREVAILING RATE EMPLOYEES ARE LIMITED TO THE MAXIMUM RATE FOR GS-18 (\$24.09 PER HOUR).

WS-16	21.41	22.30	23.19	24.08	24.98*
WS-17	21.41	22.30	23.19	24.08	24.98*
WS-18	21.41	22.30	23.19	24.08	24.98*
WS-19	21.41	22.30	23.19	24.08	24.98*

E. B. Riley

E. B. RILEY
 DIRECTOR

ORDER DATE: 1 JULY 1981
 EFFECTIVE DATE: 6 SEPTEMBER 1981

1. Budget (all sources) estimated - three years:

Education

<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>FY 83</u>
\$3,517,100.70	\$3,455,754.00	\$2,795,451.00	\$1,893,000.00

Facility Management

<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>
2,812,000	\$3,124,500	\$3,520,300

FY 83 - \$3,565,400 (requested)

(Actual) \$2,600,000 - closeout year funding for operating costs only, with reduced services, no closeout costs included.

2. Number of administrators, certified staff, other employees, last three years:

<u>Education</u>	<u>Administration</u>	<u>Certified Staff</u>	<u>Others</u>
<u>FY 80</u>	5	36	54
<u>FY 81</u>	4	36	49
<u>FY 82</u>	4	34	49
<u>Facility Management</u>			
<u>FY 80</u>	1		52
<u>FY 81</u>	1		49
<u>FY 82</u>	1		47

- | | |
|--------------------------------|--------------------------------------|
| 3. See attached (salary scale) | 7. See attached (rules/disciplinary) |
| 4. Page 2 (student enrollment) | 8. See attached (medical care) |
| 5. Page 2 (communities) | 9. Page 3 (suits/injuries) |
| 6. Page 2 (graduates) | 10. Page 3 (other items) |

Item 4 - Enrollment by grade, number of graduates, ADA:

<u>Enrollment by Grade</u>	<u>Number of Graduates</u>	<u>Average Daily Attendance</u>
1979-80 9th - 89	80	381
10th - 87		
11th - 97		
12th - 80		
1980-81 9th - 74	81	376
10th - 85		
11th - 89		
12th - 81		
1981-82 9th - 63	64	323
10th - 71		
11th - 85		
12th - 64		

Item 5 - Communities from which students enrolled, three years:

<u>Anchorage District</u>	<u>Bethel District</u>	<u>Fairbanks District</u>	<u>Nome District</u>
Aleknagik	Akiachak	Allakaket	Ambler
Anchorage	Akiak	Arctic Village	Brevig Mission
Chugiak	Alakanuk	Barrow	Elim
Clarks Point	Aniak	Beaver	Gambell
Chitina	Bethel	Fairbanks	Kiana
Copper Center	Chevak	Fort Yukon	Kobuk
Dillingham	Chuathbaluk	Hughes	Kotzebue
Ekwok	Eek	Huslia	Nome
Girdwood	Emmonak	Manley Hot Springs	Noorvik
Koliganek	Fortuna Ledge	Mentasta Lake	Pt. Hope
Manokotak	Goodnews Bay	Minto	Savoonga
New Stuyahok	Haltina River	Nenana	Selawik
Niitliti	Kasigluk	Northway	Shaktolik
Pedro Bay	Kipnuk	Shageluk	Shishmaref
Portage Creek	Kotlik	Stevens Village	Shungnak
St. George	Kongiganek	Tanana	Stebbins
St. Paul	Kwethluk	Tellin	St. Michael
Twin Hills	Lower Kalsilag	Wetjat	Unalakleet
Tyonek	Upper Kalsilag	Zettles Field	Wainwright
Ullilla	Kalsilag		Wales
	Kapekialik	<u>Southeast District</u>	Little Diomed
	Munapitchuk	Angoon	
	Osceville	Freshwater Bay	
	Pilot Station	Haines	
	Quinhagak	Poonah	
	Red Devil	Juneau	
	Russian Mission	Klukwan	
	St. Marys	Mt. Edgecumbe	
	Stony River	Sitka	
	Togiak		
	Tentutuliak		
	Crooked Creek		

Item 9 - If a suit is brought against the school and should be won by student/family, the cost would come from the U.S. Treasury.

Item 10 SCHOOL PROVIDES

STUDENTS PROVIDE

School sponsored travel - *incl for from home*

Clothing

Emergency travel (immediate family)

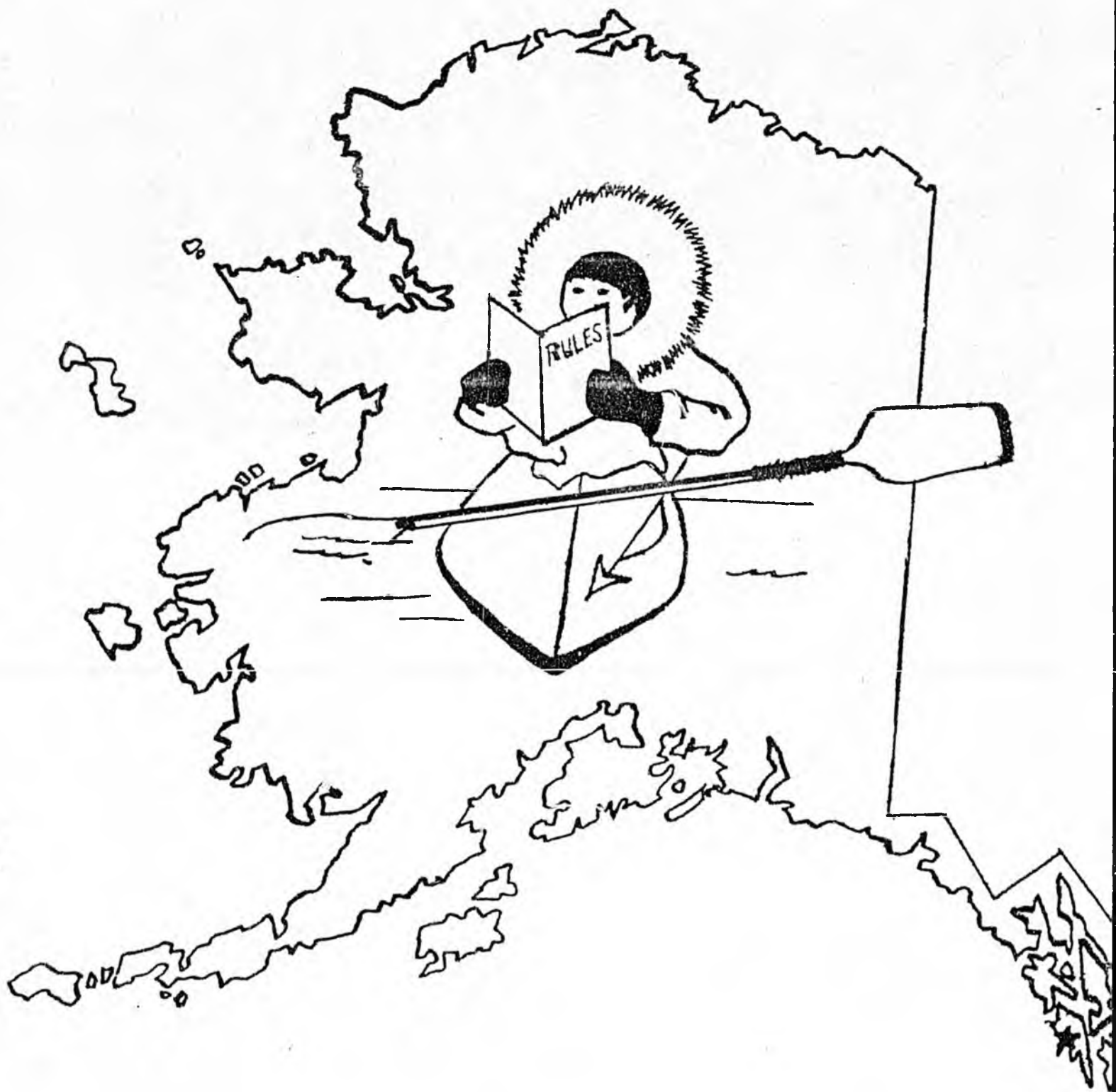
Personal items, shampoo, toiletries, etc.

Meal money on school sponsored trips

Spending money

Toothpaste, shampoo, on an emergency basis for those who cannot afford these items. (They work for it).

MT. EDGECUMBE HIGH SCHOOL



Student Code of Rights and Responsibilities

MT. EDGECUMBE HIGH SCHOOL

Student Code of Rights and Responsibilities

1981 - 1982

Revised: June 1981

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I N T R O D U C T I O N

One of the primary responsibilities of Mt. Edgecumbe High School and its staff is to develop an understanding and appreciation of our representative form of government and the rights and responsibilities of students

Rights of a student may be defined as fair, just, and impartial treatment by others. Each student, as a citizen of the school community, the State of Alaska, and the United States of America, is entitled to certain rights and privileges, as guaranteed by the United States Constitution.

Equally as important as the rights are the responsibilities---including respect for the law of our country, rules and regulations of the school community, respect for the rights of other citizens, and a willingness to contribute to the fulfillment of educational goals through cooperative conduct.

All young people in the United States have the inherent right to receive an education. This right can be taken away only if there is just cause and this must be done in accordance with due process of the law.

The school administration, teaching, guidance, and home living staff have the duty and responsibility to maintain a suitable environment for learning, as well as an adequate, comfortable home living program. Students at Mt. Edgecumbe High School share in this important responsibility. It is necessary that each student cooperate fully with the rules of the school community in order to promote the necessary environment for learning.

The school superintendent has the authority to expel, place on probation, or suspend students if there is cause. Teachers have the authority to temporarily remove students from class if the student is doing anything that is disruptive to the orderly education process of their class. Dormitory and academic personnel may place restriction on students, deny or reduce student privileges, and assign extra duties as consequence or penalty for rule violations.

City, state, and federal authorities may prosecute students who commit crimes or violate laws as established by city ordinances or state and federal codes. The penalty for these violations will be administered by the courts and the school may impose a second penalty which will not be construed as double punishment or jeopardy.

The following code of conduct, including student rights and responsibilities, due process, and impartial hearing procedures are designed to protect constitutional rights, provide a suitable educational environment for learning and outline the duties and responsibilities of all members of the Mt. Edgecumbe High School community.

1. RIGHTS AND RESPONSIBILITIES

The student has and shall be accorded the following rights. Rights under the federal constitution also imply corresponding responsibilities and each student must therefore, be responsible for the way he or she exercises those rights. The student must be willing to accept the consequences of his or her actions after it has been determined that he or she is in violation of the rules and regulations which have been developed by staff, students, school board members, and school administration. Mt. Edgecumbe High School officials including school board members, are parents in absentia of the students of Mt. Edgecumbe High School.

RIGHTS

1. The right to an education.
2. The right of freedom from fear of unreasonable search and seizure of your person or property:
3. The right to a reasonable degree of privacy:
4. The right to a reasonably safe and secure environment and freedom from fear of being molested by others or have possessions stolen:
5. The right to manage your own personal affairs and to make your own decisions where applicable:
6. The right to freedom of speech and expression, including choice of dress, length of hair, display of buttons, armbands, or posters:
7. The right of freedom of religion and culture.

RESPONSIBILITIES

- The responsibility to attend all classes on a regular basis, unless officially excused, and to obey rules and regulations of the school community.
- The responsibility not to become involved in illegal activities, or have illicit contraband in your possession, either of which would be cause for search and/or seizure of your person or property.
- The responsibility to respect the privacy and peace of others.
- The responsibility to live in peace and harmony with your fellow students, school employees, respecting their possessions, safety, and well being, and never bullying, molesting or using dangerous weapons against them.
- The responsibility to make decisions that would not infringe on the rights, health, and safety of others or be disruptive to the educational process. (A decision may be legal according to state or federal laws, but be in violation of the school code.)
- The responsibility to practice good habits of cleanliness and hygiene of both of person and possession, and to express yourself in such a way as not to be disruptive to the educational process or classroom procedure.
- The responsibility to worship accordingly to your own conscience and to attend the church of your choice. To respect the culture and traditions of others.

1. RIGHTS AND RESPONSIBILITIES (continued)

RIGHTS

RESPONSIBILITIES

- | | |
|---|---|
| 8. The right of freedom from discrimination: | The responsibility not to discriminate against others. |
| 9. The right to peaceably assemble and petition, if you have a grievance or complaint: | The responsibility when you assemble or meet, not to disrupt the educational process, endanger the health or safety of others, use obscenities, or incite others to riot or destroy or damage property. |
| 10. The right to freedom of the press: | The responsibility not to write anything that is defamatory or libelous to others or be disruptive to the educational process. The responsibility not to write on walls or other property belonging to the school or to other persons. |
| 11. The right to freedom of movement in and around the school community: | The responsibility to obey school rules concerning visitation and to refrain from entering restricted areas without permission. Responsible for having the proper pass when not in class or not in the dormitory after hours and to obey city and school laws pertaining to curfew. |
| 12. The right to due process when disciplinary action is in order for an alleged violation of a school rule or regulation for which you may be suspended, placed on probation, expelled or placed in some location other than the school. | The responsibility to know and understand your rights under the due process procedure. |
| 13. The right to all legal rights afforded any citizen when placed under arrest for committing a crime against the state, the federal government, or the city: | The responsibility to know your rights when you commit a crime, such as to remain silent, to obtain a lawyer, examine your accuser or any witness against you. (You are also given the same rights under the judicial system of the school.) |

II. SCHOOL RULES AND REGULATIONS AND CONSEQUENCES FOR THEIR VIOLATIONS

Rules are always a necessity when a large group of people live, work and play together in a limited area over extended periods of time. Certain guidelines or rules must be made for the benefit of all members of the school community. Once the rules are made, it is the obligation of each member of the group to make every effort to abide by the rules, but if he violates or breaks the rules, he should be willing to pay the consequences or penalty. Rules are not effective if they are not properly enforced. We are attempting here to group, clarify and simplify all anticipated violations. Revisions and modifications will be made from time to time, as the need arises. Different violations which are similar in severity could have the same consequence.

A. MAJOR RULES

1. Absent Without Leave - AWOL stands for absent without leave and is a violation of school rules and subject to disciplinary action, including, suspension, expulsion, or being placed on probation.

Since the school has a 24 hour a day responsibility for the health, safety, and welfare of the students, each student is to be at a designated area at a certain time of day or night, unless he/she obtains prior permission.

Being AWOL for a period of one-half hour or more is considered in violation of rules. Less than one-half hour is overleave.

2. Drinking-illegal Drugs-Marijuana Use, control, or possession of alcohol, illegal drugs, marijuana, or drug paraphernalia, is in violation of school rules and subject to disciplinary action and procedures, including suspension, expulsion, or being placed on probation. This policy includes students 18 years or older. Charges through the municipal court system may be brought against a violator.

Special Consequences

- a. Students violating major rule 2 will be required to attend counseling sessions on alcohol and drug abuse. The counseling program will be designed to meet individual needs.
- b. Students will be subject to being placed on probation, suspension, expulsion for:
 - Selling or providing alcohol, illegal drugs, marijuana or drug paraphernalia to others.
 - Assault and/or battery on a student, staff member, or others, while under the influence of alcohol, drugs or marijuana.
 - Not responding to educational or therapeutic programs in a reasonable amount of time and continuing to violate this rule.
- c. Knowledge of possession or use of marijuana, alcohol or any illegal drug by another student may result in a conduct report for possession or knowledge. If the charge is for knowledge, the student will not ordinarily be subject to probation or expulsion.

II. SCHOOL RULES AND REGULATIONS AND CONSEQUENCES FOR THEIR VIOLATION

A. MAJOR RULES (continued)

3. Refusal to Attend Class - Truancy - Each student has the responsibility to attend class and be on time to class. Refusal to attend class is a violation of school rules and subject to disciplinary action that may include probation, suspension, or expulsion.

Students absent from school for illness may not participate in any extra-curricular activity occurring on the day of absence. Students absent from school for illness who attend work in the afternoon will be given an unexcused absence for the entire day.

Absence from study halls which are scheduled as part of the academic day will carry the same consequence and/or penalties provided for violation of other classroom absence.

4. Possession of a Dangerous Weapon - No student can be in possession of a weapon unless he is using it in a worthwhile project with prior permission from proper authority.

Any student who has in his possession, a knife, sharpened belt buckle, firearm, blackjack, brass knuckles, clubs, or any instrument that can cause bodily harm is in violation of this rule.

5. Fighting - (Assault and/or Battery) - Fighting or other assault is against school rules. Any student who attempts to harm another person through fighting, karate, or other martial arts, or use of any type of weapon, is considered in violation of this rule. Any type of bodily contact, such as, hitting, kicking, scratching, biting, or pulling of hair would be in violation of the fighting rule.

When any action/s, listed in rule 5 above, or verbal abuse is committed, the student involved is in violation of the fighting rule, and if it is clearly determined that it is not in self defense, or some other acceptable justification, the student/s involved will be expected to pay the consequences for their actions.

6. Destruction of Property - When any student willfully or maliciously destroys government or personal property, he is in violation of this rule.

Restrictions - If, as a result of a student's behavior, there is damage to school or personal property, that student/s will be responsible for the cost of replacing the item/s.

Knowledge of, or being in the company of a student/s who willfully or maliciously destroys government or personal property, may result in a charge of destruction of property for any or all students involved.

7. Restricted Areas are those which are "OFF LIMITS" to students unless they have valid permission to be in the area. "OFF LIMIT" areas include:
1. Private homes
 2. Airport/causeway
 3. John O'Connell Bridge

A. MAJOR RULES (continued)

7. Restricted Areas (continued)

- | | |
|-------------------------------|---|
| 4. USPHS Hospital | 12. All bars and/or liquor stores |
| 5. City of Sitka | 13. Wooded areas between boys' and girls' dormitories |
| 6. Girls' Dorms (for boys) | 14. Fire escapes, except for those designated for daily use for normal building entrances and exits |
| 7. Boys' Dorms (for girls) | 15. All hotels - all areas except restaurants and commercial stores attached to the hotel |
| 8. Sheldon Jackson College | |
| 9. All boats and boat harbors | |
| 10. U.S. Coast Guard Base | |
| 11. <u>USPHS Canteen</u> ** | |

*Items 6 and 7 - Unauthorized entry into any portion of dormitories of the opposite sex will be considered a violation of the off-limits rule. If assisted, invited, allowed in rooms, or helped in any way, by a student/s of the opposite sex, each student may be considered in violation of this rule.

Violation - Any student who is found loitering in or otherwise found using any off-limits area will be trespassing. Municipal court charges may also be brought against the violator.

8. Stealing - Any student who takes anything not belonging to him or her, without permission, is in violation of the stealing rule. Charges of theft may also be brought against the student through the municipal court system.
9. Bullying - Any student who threatens, harasses, intimidates, teases, or takes advantage of another student through the use of implied force, either verbally or physically, violates the bullying rule.
10. Dishonesty - Acts of dishonesty such as, inappropriate use of passes or attendance forms, clinic and/or dormitory passes/forms, forged signatures on passes/forms, cheating on assignments, and/or tests, and untruthfulness, all indicate an unwillingness to be accountable for one's action.

7. VIOLATIONS

1. Discriminative Behavior is unacceptable in the dormitory, classroom, any other school building, or on school sponsored trips and is a violation of school rules. This includes clothing, buttons, and posters which display profanity, alcohol, drugs, or sexual connotations.
2. Fighting - (not criminal in nature) - A brief flareup of temper with no intent to injure.
3. Use of Tobacco Products in Restricted Areas - Any student who smokes or uses chewing tobacco any place other than designated areas is in violation of this rule.
4. Graffiti - (writing on walls, automobiles, furniture, fixtures, etc.) Any student who writes, paints, prints, scratches, draws, or defaces, in any way, property of any kind belonging to the government or to other persons, without permission, is in violation of this rule.

*CANTEEN IS OFF LIMITS FROM 6:00 A.M. to 3:00 P.M., Monday through Friday.)

MINOR RULES (continued)

5. Littering

- a. Any student who disposes of trash in any area other than regular trash containers is in violation of this rule.
- b. Spitting in public places, such as, dining room, gymnasium floors, inside dormitories, classrooms, drinking fountains, etc., except in acceptable depositories, such as toilets, is in violation of this rule.

6. Overleave - Any student who is absent from the dormitory less than one-half hour after dormitory curfew begins, is in violation of this rule.

7. Missing Detail - Each student is expected to help keep their room clean on a daily basis, as well as being assigned a monthly job to help in the care of the dormitory and campus. Failure to carry out these responsibilities is a minor violation.

8. Disrespect for authority is behavior which may be considered as disrespectful and will be handled on an individual basis.

9. Breaking Restriction - Any student placed on restriction as a result of rule violations as listed in paragraph 11-C, below, is in violation of this rule. Specific portions of 11-C, pertaining to breaking of restrictions are 11-C-2,3,4, 5, and 9.

10. Tardiness - All students are to arrive at their classes, including study halls, on or before the prescribed starting time. Failure to be on time, without an appropriate written excuse or pass, is a violation of this rule.

C. CONSEQUENCES - MAJOR AND MINOR OFFENSES

1. Upon the first offense for use or possession of alcoholic beverages, marijuana, or other illegal drugs, the student will appear before the behavior review board for possible expulsion or probation.

2. Restriction

a. For a major offense, eight (8) days restriction is to be served, consecutively, including Friday, Saturday, Sunday, and holidays.

b. For minor offense, one (1) day restriction.

3. Students will be confined to the dormitory, except for meals, classes, and while attending church on the student's particular religious sabbath.

Any student placed on restriction will be required to participate in some form of physical fitness activity on a regularly scheduled basis. It is the responsibility of the dormitory supervisor to schedule the activity and issue written passes.

MINOR RULES (continued)

4. No visitors of the opposite sex.
5. Students cannot attend any student activities except for mandatory school functions where all students must attend.
6. Sign in every half hour starting at 3:30 P.M., Monday through Friday. On Saturday, Sunday and holidays, the sign in period starts at 10:00 A.M., however, restricted students are still confined to the dormitory prior to 10:00 A.M.
7. No town passes.
8. Will not be permitted to travel on any school sponsored trips during the period of restriction.
9. Students receiving a conduct report for major rules violations must see either the dormitory supervisor or the student services officer.
10. Students will be assigned an extra daily work detail by appropriate dormitory personnel or school administrator.

D. BREAKING RESTRICTION

1. Two additional days of restriction will be added for violation of the restriction rule.
2. In addition to the two days additional restriction, the student must see the dormitory supervisor or the supervisor of the day.

E. Breaking more than one school rule in the same incident.

1. Major infraction - Eight (8) days restriction, plus three (3) additional days for each additional major infraction.
2. Minor infraction - One (1) day restriction plus one (1) additional day for each additional minor infraction committed.

III DUE PROCESS PROCEDURES

The constitutional rights of individuals assures the protection of due process of law. Therefore, this system of constitutionality and legally sound procedure will be utilized in the administration of student discipline and rights at Mt. Edgecumbe High School.

A. Due Process Includes:

1. Written notice of charges within a reasonable time.
2. A fair and impartial hearing prior to the imposition of disciplinary action, unless there is an emergency situation that seriously and immediately endangers the health and safety of the accused or others. (See page 12, 85b)
3. The right to have present at the hearing, the student's parents or guardian, when feasible and possible, and if not, a designee chosen by the parent of the student.

The student may be represented by lay or legal council of his own choice. Private attorney's fees are to be paid by the student.

4. The right to produce or have produced witnesses on the student's behalf and to confront and examine all accusers and witnesses.
5. The right to a record of hearing of disciplinary actions, including written findings of facts and conclusions.
6. The right to administrative review and appeal.
7. The student shall not be compelled to testify against himself.
8. The right to have allegations of misconduct and related information removed from the student's school record in the event the student is found not guilty of the charges against him.

B. Disciplinary Treatment and Service Procedures

Procedures and methods of handling all disciplinary actions and social and emotional counseling have been developed to give the student assistance in a systematic way utilizing all available resources. The resources utilize, counselors, social workers, psychiatric consultant, psychologist, education aids, teachers, administrators, and interested people of the community. Parent assistance is used when possible but their primary assistance is through contact by mail or telephone. The main concern of all is to do everything possible to change unacceptable behavior. The time allowed to assist a student who does not abide by established policy will depend upon the rate at which the violations occur.

III DUE PROCESS PROCEDURES (continued)

Mt. Edgecumbe High School administration, including staff, students, and school board members, have developed a policy on student conduct, responsibilities, and consequences that often determine the point in time when a student may be considered for suspension, probation, or expulsion. This policy is subject to modification or change on a quarterly basis. All students and parents are to be made aware of this policy before enrollment in school.

The purpose and intent of the policy is not to remove students from school, but to provide students with a quality education and ensure the right to live and learn in a school community, free from threats of violence, drunkenness, drugs, and acting-out behavior detrimental to students and educational process.

1. Conduct Reports - Conduct reports are initiated by a school staff member when school rules, either minor or major, are violated by a student and charges are brought against him/her. For those who display good behavior, commendations will be issued.

The student must receive a copy of the conduct report within twenty-four (24) hours, whenever possible, after apprehension for the rules violation, with all charges being fully explained. The conduct report is to be signed by the staff member making the charge and the student. The student's signature only indicates he has received and read a copy of the report, not that he agrees with content. Space on the report is also provided for the student's version of the incident.

The conduct report is distributed to the student personnel services officer, assistant principal, dormitory supervisor, parents, student, and counselor working with the student as long as a problem is indicated.

2. Communication with Parents - It is school policy to keep parents informed about their children while attending Mt. Edgecumbe High School. Letters are sent and phone calls are made to parents by guidance counselors and others keeping them informed on matters pertaining to their child's progress. Communications with parents may concern such matters as, commendations, rule violations, honor roll averages, truancy, etc. It is also school policy to send such information to parents or legal guardians of all students, including those eighteen years of age or older.

III DUE PROCESS PROCEDURES (continued)

3. Conduct Hearing

- a. Any school staff member has the authority to discipline a student for a rule violation, however, disciplinary action can be taken only by the staff member who has witnessed the rule violation. Academic discipline will be administered by the assistant principal upon the receipt, either written or orally, of unacceptable behavior.
 - b. For disciplinary action, other than long term suspension, probation, or expulsion, a hearing is constituted when a school staff member witnesses a rule violation, ascertain the facts, and disciplines the student involved.
 - c. If in the staff member's judgement the situation requires assistance from Mt. Edgecumbe High School security, Sitka Police, school social worker, or other staff members, contact should be made immediately.
 - d. Staff members witnessing an incident requiring disciplinary action must notify their department head or duly appointed representative and the student's counselor of the rule violation and disciplinary action taken, no later than the next work day.
 - e. If a student involved in disciplinary action wants to appeal the action, he should contact his selected advocate and make a request for an appeal through the student services officer or dormitory supervisor.
 - f. If an appeal is granted, it will be for the purpose of ascertaining the facts of the alleged violation and determining whether or not the facts support the issuance of a conduct report, with appropriate consequence. If the facts do not support the conduct report, or are insufficient to support the charge, the conduct report, and all relating documents in the student file, will be destroyed. Any punishment the student is undergoing for the specific charge which has been unsupported, will be cancelled.
4. Dormitory Log Entries - Negative student behavior observed in dormitories, which do not warrant the issuance of a conduct report, may be entered in the dormitory log by dormitory staff members, counselors, or social worker. The student should be notified, verbally or otherwise, that a log entry is being made so he knows such behavior will not be tolerated. If the student repeats these acts of negative behavior, a conduct report is to be written using the log entries and last violation as the basis for the report. In addition to dormitory logs, classroom teachers may record student classroom behavior in teacher's record book. If this is utilized, the same procedures listed for dormitory logs must be followed.

III DUE PROCESS PROCEDURES (continued)

5. Behavior Survey Guidelines

- a. Purpose: The purpose of calling a behavior survey is to bring those staff members working with the student together to develop a plan of action that will assist the student in identifying and working out his problem and/or pattern of unacceptable behavior. In addition to staff members, input should be solicited from the student in the formulation of a plan of action. All available resources that could help the student change his behavior should be reviewed, discussed and implemented, if deemed necessary.
- b. When to Call a Behavior Survey:
 - (1) Under normal circumstances, a behavior survey will be called after a student has demonstrated, through his behavior, that a pattern is developing which may prove harmful to himself or others. A pattern is indicated when the student has been involved in breaking two or more major rules, within a relatively short period of time. Depending on the severity and circumstances surrounding the incident, a behavior survey may be called after the first rule infraction or at any other time deemed necessary.
 - (2) After the first conduct report for a major rule violation by a student, the student's guidance counselor must, through informal action, contact persons involved with the student in an effort to identify the problem and take whatever option is necessary to alleviate the problem.
 - (3) After the student's third conduct report for a major rule violation, it is mandatory that a behavior survey be initiated.
 - (4) When a student has two conduct reports for major rule violations, after having not a behavior survey, it is mandatory the student appear before a behavior review board for appropriate action.
 - (5) If a rule violation is determined to be a grave danger to life or property, a referral can be made directly to the Education Program Administrator for appropriate action without calling a behavior survey. The referral is to be made through the guidance supervisor.
- c. Procedures for calling a behavior survey. Any staff member can recommend a behavior survey be held. All staff members will make their recommendations in writing to the student services officer. If the recommendation is accepted, a memorandum from the student services officer will be sent to all staff concerned.
- d. Who is to be part of the behavior survey. All staff members working with the student, including, but not limited to, teachers, education aides, guidance counselors, dormitory managers and other

III. DUE PROCESS PROCEDURES (continued)

d. Who is to be part of the behavior survey. (continued)

interested persons who have something significant to offer in the way of help will constitute the behavior survey group.

Staff involvement at behavior surveys is required for staff members and the student for whom the survey is being held. Staff members who cannot attend must receive permission from his/her department head for non-attendance. If permission is received, the staff member must submit his comments in writing to the guidance supervisor for consideration at the behavior survey.

- e. Plan of action. Upon completion of a behavior survey, the findings and a plan of action which the group feels would assist in overcoming the student's problem or unacceptable behavior will be written. This written document, which is to be signed by the student, constitutes a student conduct agreement and the concepts making up the plan of action are mandatory for the student to follow until such time as the student's counselor believes the problem is under control or the negative behavior has stopped. Non-compliance with the student conduct agreement by the student may result in a behavior review board.

Copies of the student conduct agreement will be given to the student, his/her counselor, vice principal, dormitory supervisor, and other employees involved.

5. Behavior Review Board Procedures

- a. Purpose: The purpose of the behavior review board is to provide an impartial hearing for students who have displayed sufficient unacceptable behavior as to warrant possible suspension, probation, or expulsion from school. The board may also recommend retention in school, if warranted by circumstances.
- b. Student Rights
- (1) The right to due process.
 - (2) The right to select an advocate of their own choice.
 - (3) The right to remain silent and not testify against themselves.
 - (4) The right to plead guilty to the charges and waive the hearing.
 - (5) The right of administrative appeal if dissatisfied with the final decision of the Education Program Administrator.
- c. may call a behavior review board. Any staff member who feels a review board is necessary may recommend to the student services officer that one be initiated.

III. DUE PROCESS PROCEDURES (continued)

d. When may a behavior review board be initiated.

- (1) At any time the student services officer believes the circumstances so warrant.
- (2) A behavior review board is mandatory when a student charged with two conduct reports involving major rule violations, after the student has received a behavior survey.

e. RECOMMENDATION FROM BEHAVIOR REVIEW BOARD

- (1) Probation
- (2) Expulsion
- (3) Suspension

Recommendations are made to the Education Program Administrator, who has final disposition in the case.

C. Academic Due Process (from BIA Station Memorandum 76-10)

The constitutional rights of individuals assures the protection of due process of law, therefore, the following procedures labeled "academic due process", will be utilized in the administration of student academic rights at Mt. Edgecombe High School.

The basic right of the student under academic due process is, they may contest academic practices which he considers unfair, and that he has the right to a formal hearing before an academic review board (designated hereafter as ARB), after they have made a written report that they have not been accorded rights as set forth by approved school policy.

1. Informal Action Every effort must be made to settle grievances informally by the student, advocate and teacher. When a student feels he/she has not been accorded academic rights and that he/she has been treated unfairly, they are to take the following informal action prior to submission of a formal grievance.
 - a. The student, if desired, may request the guidance counselor, or others, to act as advocate and assist with case preparation.
 - b. Within five school days, the student and/or guidance counselor are to meet, informally, with the teacher involved to seek a mutual solution to the problem.
 - c. If a mutually agreeable solution is not found, the student may request a formal hearing.
 - d. The written request for a formal hearing must be submitted within five (5) school days after the last meeting with the teacher with whom an agreement could not be reached.

C. Academic Due Process (continued)

2. Formal Hearing Procedures

- a. A written request for a formal hearing will be prepared by the student and his/her guidance counselor by completion of the attached form "Request for Hearing", with a copy of the completed form being sent to the teacher involved.

The original copy of the form is to be sent to the chairman of the ARB.

- b. The chairman of the ARB will, within five (5) school days after receipt of the request, call a meeting of the board.
- c. The ARB will gather facts from both sides, call witnesses, if necessary, and based upon the facts, submit written findings and recommendations to the school principal within five (5) school days. Copies of the ARB report will be given to the teacher and students.
- d. The school principal will render the decision based on facts in the ARB report, within three (3) days after receipt of the report. Copies of the decision will be provided the teacher and the student.

3. Appeal

If after following due process, either party is dissatisfied with the principal's decision, an appeal can be made to the Education Program Administrator.

4. ARB Appointments

- a. The ARB shall consist of five (5) members as listed. Should anyone on the board be a party to the dispute, he/she will be replaced by an alternate selected by the Education Program Administrator.

Teacher Coordinator - Math/Science
Teacher Coordinator - Practical Arts
Teacher Coordinator - Technical Arts
Teacher Coordinator - Language Arts
Guidance Counselor

- b. Further Appeal

All procedures will conform to due process and either party does have the right to appeal to a higher authority, normally, the Area Education Program Administrator, if dissatisfied with the decision of the Education Program Administrator.

The cooperation of all staff and students is required so that, if a legitimate need arises, it can be taken care of in an expeditious and fair manner.

This memorandum became effective August 15, 1976.

REQUEST FOR HEARING
Academic Review Board

STUDENT _____ GRADE _____

NAME OF TEACHER _____

NATURE OF CONCERN: (use additional sheet if necessary)

STATE ACTION YOU HAVE ALREADY TAKEN TO CORRECT THIS MATTER:

Signature of student/date

Signature of teacher/date

Hearing date and time will be as called by the chairman of the Academic Review Board.

cc: Instructional Services Officer
Teacher
Student
Advocate

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

15 May 1980

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

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

Introduction

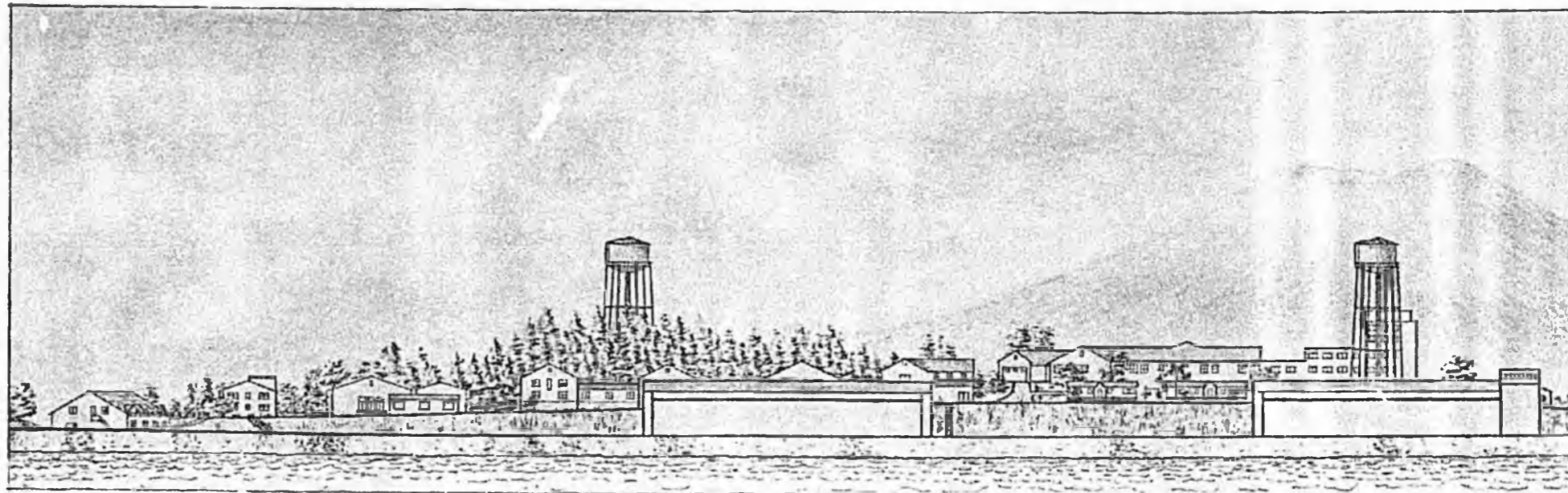
THIS CONSOLIDATION PLAN IS AN EFFORT TO REDUCE COSTS THROUGH REDUCING THE PERSONNEL AND PHYSICAL SIZE OF LAND, BUILDINGS, AND UTILITIES AT THE MT. EDGE CUMBE HIGH SCHOOL. THIS IS TO BE WITHOUT DETRIMENT TO THE EDUCATIONAL QUALITY. WHEN IMPLEMENTED THIS FACILITY WILL COMPARE FAVORABLY WITH BOARDING SCHOOLS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

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

CONSOLIDATION OF FACILITIES INTO A CENTRAL CORE AREA UTILIZING EXISTING BUILDINGS, AND THE RELINQUISHMENT OF BUREAU OWNED AND MAINTAINED STAFF QUARTERS ENABLES A REDUCTION OF 78% OF THE LAND AREA (WITH RELATED STREETS AND UTILITIES) PRESENTLY IN USE. CONSIDERABLE SAVINGS RESULT.

AN ADDITIONAL BENEFIT OF THE PLAN RESULTING FROM THE MAJOR DECREASE IN LAND, BUILDINGS, AND UTILITIES IS THE REDUCTION IN COST UPGRADING SCHEDULED THROUGH THE FCOID REPAIR AND IMPROVEMENT PROGRAM FROM \$37 MILLION TO \$17 MILLION.

THE ULTIMATE BASIS ON WHICH TO JUDGE THE CONSOLIDATION PLAN IS ITS ECONOMICS, REFLECTED IN THE ANNUAL COST PER STUDENT. THE COST IN FY 79, BASED ON 400 STUDENTS IS \$14,900 PER STUDENT. IMPLEMENTING THE PLAN MAKES SAVINGS OF 33% POSSIBLE, WITH COSTS BASED ON 1979 DOLLARS, OF \$9,800 PER STUDENT FOR A STUDENT BODY OF 400, AND \$7,800 FOR THE LARGER ENROLLMENT OF 500 STUDENTS ENVISIONED.



View Across Sitka Channel

The Education Program.

Redesigned for the 1980's

MT. EDGE CUMBE 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 MAINLY FOR PRE-VOCATIONAL OR EXPLORATORY TRAINING WHICH WILL ASSIST STUDENTS WITH DECISION MAKING REGARDING 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 NINTH AND TENTH GRADE PRACTICAL ARTS, ADVANCED HOME ECONOMICS, AND METAL ARTS.

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

MT. EDGE CUMBE HIGH SCHOOL OPERATES WITH A MAXIMUM OF 400 STUDENTS, FAR LESS THAN THE 700 AND 800 PLUS FROM 1947 TO THE EARLY 1970'S. MAJOR REMODELING OF ALL DORMITORIES OCCURRED IN THE MID 1950'S WHEN SECTIONS, WITH 10 TO 12 STUDENTS PER, WERE CON-

STRUCTED. PRIOR TO THAT, LIVING FACILITIES WERE UNCHANGED FROM THE NAVY STYLE BARRACKS

THE FINAL INTERIOR DORMITORY CONSTRUCTION OF THE MID 70'S ALLOWED FOR PRIVACY AND COMFORT WITH A MAXIMUM OF FOUR STUDENTS TO A ROOM, THUS THE REDUCTION FROM THE 600-700 STUDENT ENROLLMENT TO THE PRESENT 400.

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. EDGE CUMBE TO PROVIDE THE EDUCATIONAL EXPERIENCE THEY BELIEVE IS NECESSARY FOR THEIR CHILDREN.

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

FOR A LARGE NUMBER OF OUR NATIVE RURAL ALASKA STUDENTS MT. EDGE CUMBE HIGH SCHOOL IS THEIR BEST OPTION TO ATTEND AN ACCREDITED HIGH SCHOOL PROGRAM. MOST SMALL VILLAGE SECONDARY PROGRAMS 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. EDGE CUMBE HIGH SCHOOL IS MEETING.

WE BELIEVE THE CONTINUED OPERATION OF MT. EDGE CUMBE 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 PROGRESS MADE BY THE NATIVE PEOPLE IN THE STATE TOWARD THE ATTAINMENT OF FORMAL EDUCATION MANAGEMENT OF THEIR OWN NATIVE AFFAIRS AND THEIR OWN DESTINIES.

COMMUNITY PARTICIPATION; NATURALLY, MT. EDGE CUMBE HIGH SCHOOL'S GREATEST COMMUNITY CONTRIBUTION RESTS ON ITS EDUCATIONAL PROGRAM. ACTIVITIES CARRIED ON IN THE COMMUNITY OF SITKA-MT. EDGE CUMBE GATHER PARTICIPANTS FROM MT. EDGE CUMBE HIGH SCHOOL STUDENTS AND EMPLOYEES ALIKE.

FUTURE NEED:

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. EDGE CUMBE 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 TOTALLY 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 IDYLIC BACKDROP TO THIS ACADEMIC COMPLEX. ANOTHER DORMITORY BUILDING JUST OVER THE HILL COMPLETES THE CAMPUS PLAN.

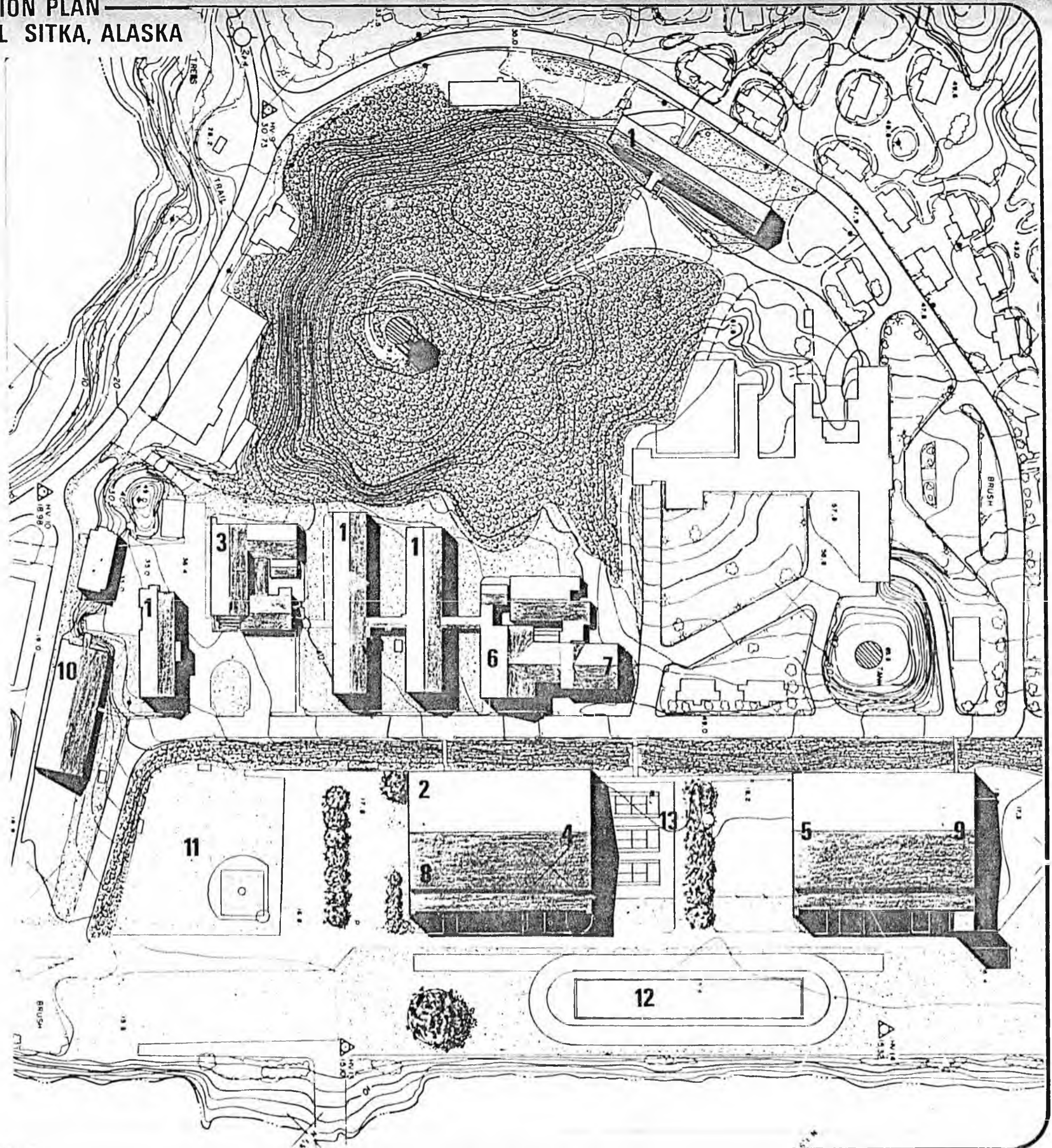
CONSOLIDATION GREATLY REDUCES THE COST OF SITE AND BUILDING MAINTENANCE. BUREAU-OWNED LAND AND FACILITIES ON ALICE AND CHARCOAL ISLANDS AND PORTIONS OF JAPONSKI ISLAND WILL BE ABANDONED. THE FINAL CAMPUS CONSISTS OF FIFTEEN BUILDINGS ON ONE 27.4 ACRE PARCEL. UTILITY COSTS ARE THEREBY REDUCED BY 65%.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

CONSOLIDATION WILL ULTIMATELY RESULT IN AN EMPLOYEE REDUCTION OF 41% AND A TOTAL ANNUAL ENERGY COST SAVINGS OF \$319,888. EDUCATIONAL QUALITY WILL NOT ONLY BE MAINTAINED BUT GREATLY ENHANCED BY THIS NEW PLAN.

Key To Site Plan

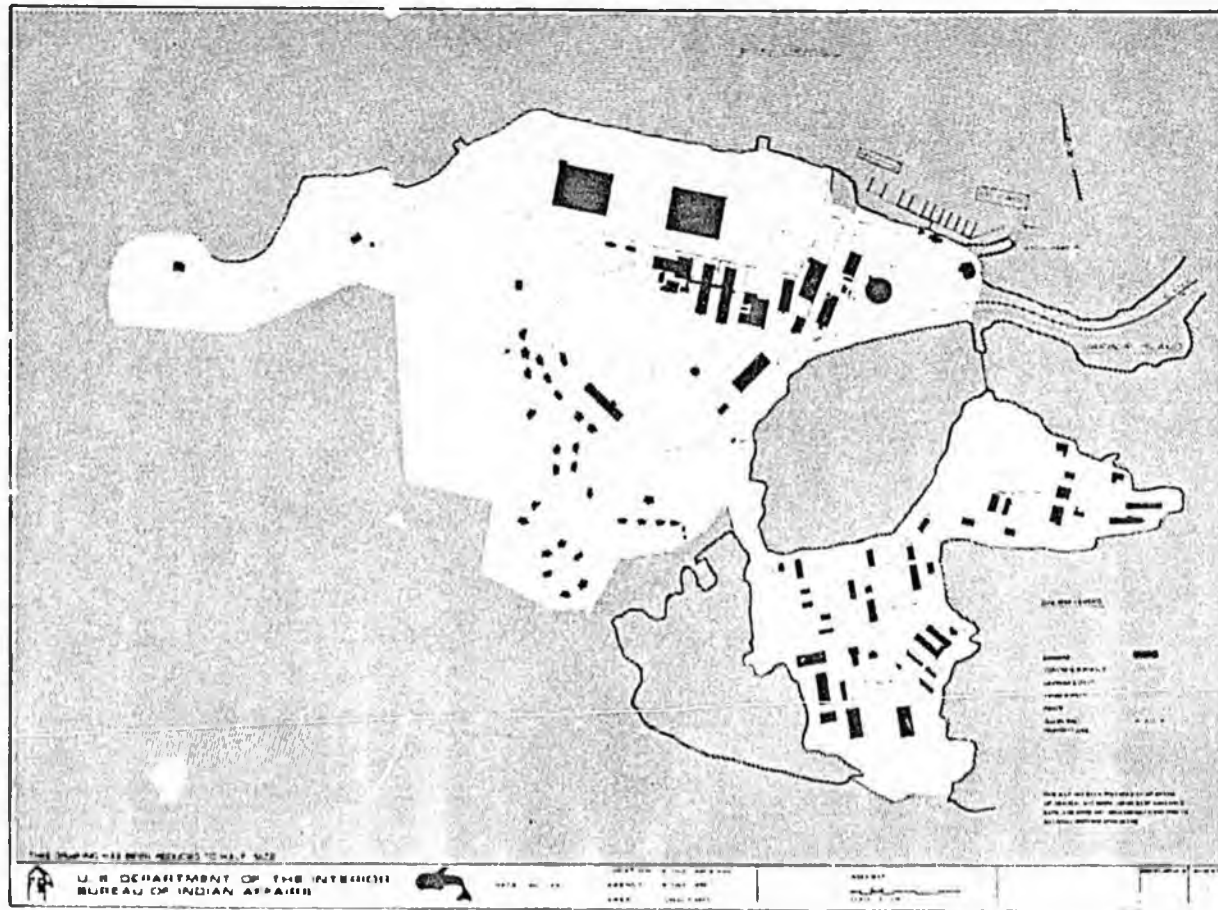
- 1 DORMITORIES
- 2 ACADEMIC CLASSROOMS
- 3 LIBRARY/MULTIMEDIA/STUDY CENTER
- 4 ATHLETICS/AUDITORIUM
- 5 VOCATIONAL EDUCATION
- 6 CAFETERIA/KITCHEN/BAKERY
- 7 PERSONAL ECONOMICS CLASSROOMS
- 8 ADMINISTRATION
- 9 FACILITY MANAGEMENT
- 10 RECEIVING/PROPERTY AND SUPPLY
- 11 BALLFIELDS
- 12 TRACK AND FIELD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

Consolidation Site Plan

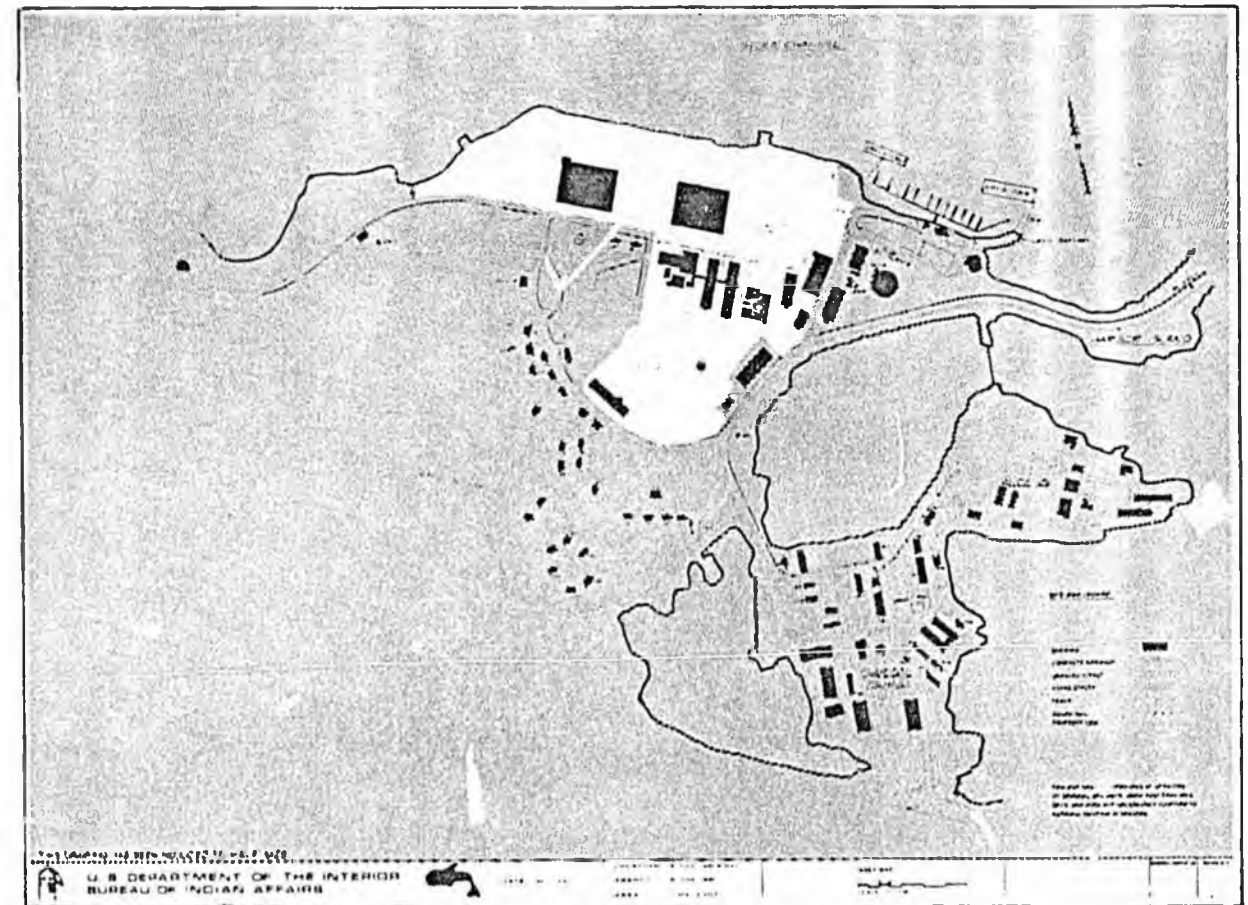


**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

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.	464,465	278,500
LAND AREA, ACRES	127.4	27.4

UTILITIES

	Existing	Consolidation Plan
WATER LINES, L.F.	23,500	8,600
SEWER LINES, L.F.	21,300	7,400
ELECTRIC LINES, L.F.	27,500	8,200
STEAM LINES, L.F.	9,500	0

ROADS

	Existing	Consolidation Plan
PAVED AND UNPAVED, FT.	21,250	5,260

ENERGY CONSUMPTION

	Existing	Consolidation Plan
FUEL OIL, GALLONS/YEAR	797,132	133,951
FUEL OIL COST PER YEAR	\$351,339	\$117,877
ELECTRICITY, KWH/YEAR	3,568,537	1,950,000
ELECTRICITY COST PER YEAR	\$171,414	\$97,500
ENERGY USE, 1000 BTU/YEAR	159,044,000	41,775,000

TOTAL ANNUAL ENERGY COST

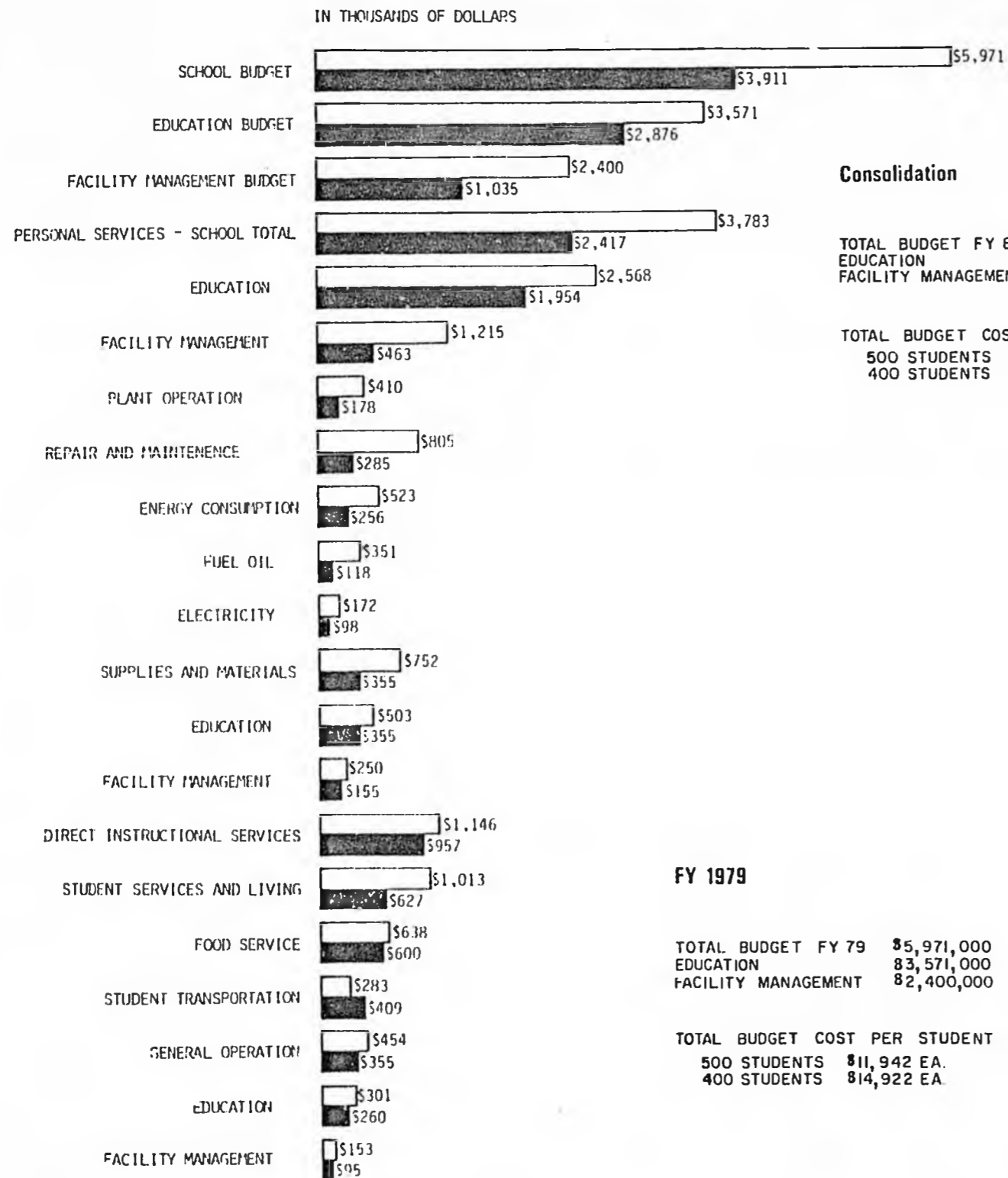
	Existing	Consolidation Plan
TOTAL ANNUAL ENERGY COST	\$522,753	\$215,377

NOTE: ALL COSTS IN 1979 DOLLARS

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

Lower Annual Operating Costs

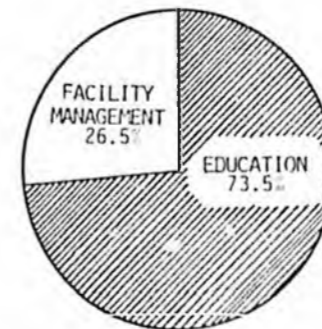
Budget Expenditures By Category



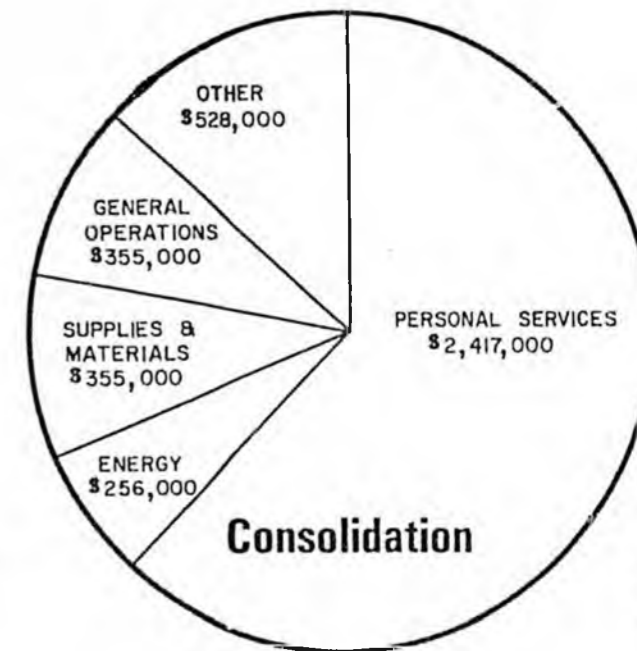
Consolidation

TOTAL BUDGET FY 83 \$3,911,000
 EDUCATION \$2,876,000
 FACILITY MANAGEMENT \$1,035,000

TOTAL BUDGET COST PER STUDENT
 500 STUDENTS \$7,822 EA.
 400 STUDENTS \$9,777 EA.



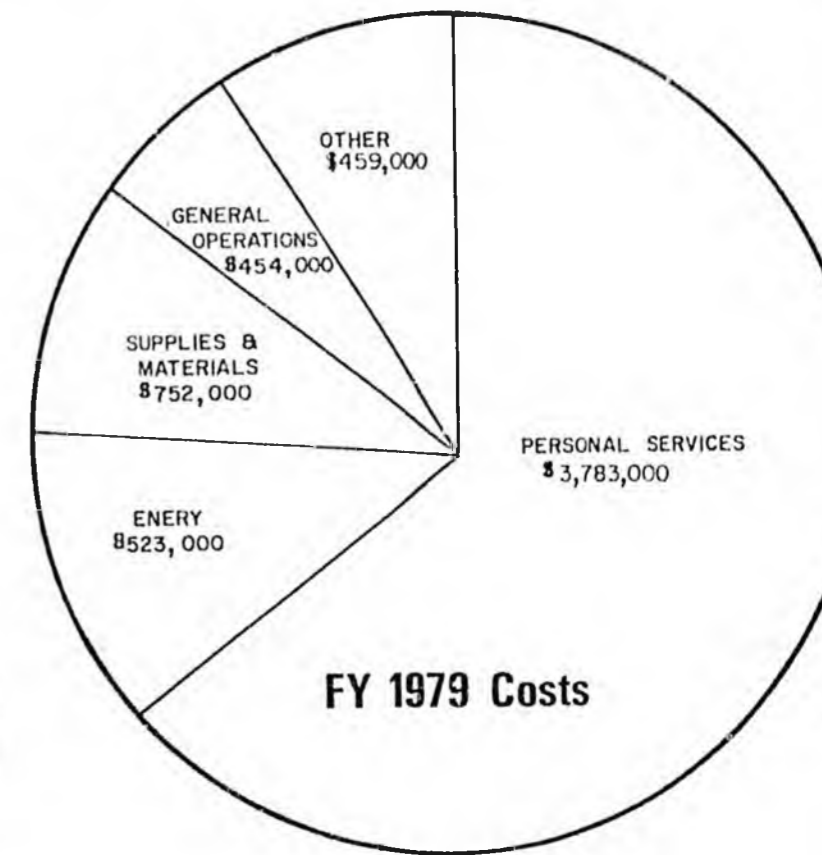
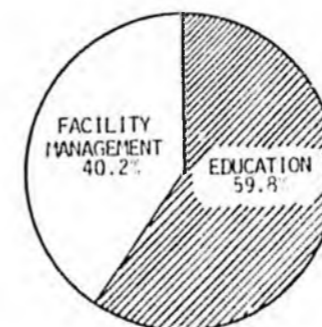
Annual Budget Expenditures



FY 1979

TOTAL BUDGET FY 79 \$5,971,000
 EDUCATION \$3,571,000
 FACILITY MANAGEMENT \$2,400,000

TOTAL BUDGET COST PER STUDENT
 500 STUDENTS \$11,942 EA.
 400 STUDENTS \$14,922 EA.



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

Implementation of The Plan

LOGISTICS

THE OBJECTIVE OF THE CONSOLIDATION PLAN IS TO REDUCE COSTS THROUGH REDUCING TO A MINIMUM THE BUILDINGS AND FLOOR SPACE USED, THE EDUCATIONAL AND MAINTENANCE STAFF REQUIRED, AND CANCELLING UNNECESSARY PROGRAM ACTIVITIES. THE MAJOR STEPS ARE AS FOLLOWS:

1. MOVE FACILITY MANAGEMENT FROM CHARCOAL ISLAND INTO BUILDING 331, ALONG WITH STUDENT VOCATIONAL SHOPS.
2. MOVE ALL ACADEMIC CLASSROOMS INTO BUILDING 332 WITH STUDENT GYMNASIUM.
3. CONVERT BUILDINGS 293 AND 297 INTO FULL STUDENT DORMITORY USAGE, MAKING MAXIMUM SCHOOL CAPACITY 500 STUDENTS.
4. CONVERT BUILDING 295 INTO A COUNSELLING, RECREATIONAL, LIBRARY, AND STUDENT ACTIVITIES BUILDING.
5. DISCONTINUE BUREAU VOLUNTEER FIRE DEPARTMENT, CLOSING BUILDING 288, AND TURN EQUIPMENT AND RESPONSIBILITY OVER TO THE SITKA BOROUGH.
6. CLOSE THE BUREAU CENTRAL STEAM PLANT AND PROVIDE NEW LOW PRESSURE BOILERS FOR EIGHT BUILDINGS TO BE RETAINED. THIS WOULD ELIMINATE THREE SHIFTS-A-DAY, SEVEN DAYS A WEEK OF OPERATING ENGINEERS, AND CONVERT US TO LIGHTER FUEL OIL AVAILABLE UNDER LOCAL DELIVERY.

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

8. GIVE UP ALL BUREAU QUARTERS TO PHS, GSA, OR BLM FOR POSSIBLE TRANSFER TO AN ANSCA CORPORATION OR SITKA BOROUGH TO BE FUTURE OWNER/LANDLORD. REQUIRE EMPLOYEES TO RENT THESE OR OTHER QUARTERS ON THE OPEN MARKET IN THE SITKA BOROUGH.

9. ALONG WITH GIVING UP OF ALL QUARTERS AND 100 ACRES OF BUREAU CONTROLLED LAND, CEASE MAINTAINING MILES OF STREETS, SIDEWALKS, ELECTRICAL DISTRIBUTION, WATER LINES AND STORAGE TANKS, SEWER LINES ETC. BY HAVING THESE DEDICATED TO PUBLIC USE IN THE NAME OF THE SITKA BOROUGH, THROUGH PHS, GSA, OR BLM. THEY WILL THEN BE MAINTAINED AND UPGRADED BY THE NEW OWNER.

10. REDUCE THE STAFFS OF EDUCATION AND FACILITY MANAGEMENT COMENSURATE WITH THE NEW ENROLLMENT, REVISE PROGRAMS AND CONSOLIDATED FACILITIES.

FACILITIES DISPOSAL

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

(I.E. ELECTRICITY, WATER, SEWER, STOPM DRAIN, ETC.) OUTSIDE THE NEW BUREAU CONSOLIDATED CAMPUS, WOULD ULTIMATELY GO TO THE SITKA BOROUGH WHO HAS THESE RESPONSIBILITIES THROUGHOUT THE BOROUGH. THIS WOULD BE HANDLED BY THE PUBLIC HEALTH SERVICE (THE OTHER MAJOR FEDERAL AGENCY AT MT. EDGE CUMBE), GENERAL SERVICES ADMINISTRATION, OR BUREAU OF LAND MANAGEMENT.

B. SINCE A BILL IS PENDING IN CONGRESS FOR TRANSFERRING ALICE AND CHARCOAL ISLANDS TO SHEE-ATIKA, AN ANSCA LAND CLAIMS ACT CORPORATION, IT IS POSSIBLE THAT ALL OTHER BUREAU QUARTERS AND THEIR LOTS COULD ALSO GO TO PRIVATE OWNERSHIP THROUGH THIS CHANNEL, OR BY BLM ACTION.

PERSONNEL REDUCTION

A. ALL EDUCATIONAL STAFF HAVE, OF FUNDING NECESSITY, BEEN CONVERTED TO FURLOUGH 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 39 EMPLOYEES IS ESTIMATED.

B. FACILITY MANAGEMENT STAFF WILL BE HALVED WHEN FACILITIES ARE SLASHED BY THE CONSOLIDATION PLAN, WHICH CLOSES THE CENTRAL STEAM PLANT, GIVES UP 83 BUILDINGS INCLUDING ALL QUARTERS, AND TURNS OVER TO OTHERS THE BULK OF UTILITY DISTRIBUTION SERVICES. STAFF REDUCTION IS ESTIMATED FROM 57 TO 22 EMPLOYEES.

FUNDING

THE FACILITY CONSTRUCTION AND OPERATION IMPROVEMENT DIVISION (FCOID) AT CENTRAL OFFICE HAS MADE AN ARCHITECTURAL/ENGINEERING SURVEY OF THE MT. EDGE CUMBE FACILITIES, THEIR ESTIMATE FOR UPGRADING ALL PRESENTLY INUSE BUILDINGS AND UTILITIES TO CODE REQUIREMENTS COMES TO 30.1 MILLION DOLLARS. OUR CONSOLIDATION PLAN REDUCES OUR FACILITIES FROM 98 TO 15 BUILDINGS, FROM 464,465 SQUARE FEET OF BUILDING SPACE TO 278,500 SQUARE FEET, AND FROM 127.4 ACRES OF STREETS AND ELECTRICAL/WATER SEWER UTILITIES TO 27.4 ACRES. THIS REDUCES THE REQUIRED CODE UPGRADING BY 17.6 MILLION DOLLARS.

Conclusion

OUR HOPE IS THAT 5.0 MILLION DOLLARS OF THIS SAVINGS COULD BE INVESTED IN MT. EDGE CUMBE FOR RENOVATION AND ALTERATION WORK TO CONVERT SEVERAL EXISTING BUILDINGS INTO NEW, EXPANDED, AND MORE EFFICIENT UTILIZATION. IF APPROVED BY FCOID AND/OR OMB, AS A CONSOLIDATION PLAN, THE SCHOOL COULD CONTINUE SERVING ALASKANS AT A REASONABLE COST PER STUDENT. REVISED CODE UPGRADING PLUS RENOVATION WORK FOR THE CONSOLIDATION PLAN COSTS 17.5 MILLION DOLLARS INSTEAD OF THE ORIGINAL 30.1 MILLION DOLLARS FOR TOTAL FACILITY UPGRADING. THIS IS A SAVINGS OF 12.6 MILLION DOLLARS, AND PRODUCES A COST EFFECTIVE BOARDING SCHOOL.

Consolidation Plan Time Schedule

	FY-80 QUARTERS		FY-81 QUARTERS				FY-82 QUARTERS				FY-83 QUARTERS			
	3RD	4TH	1ST	2ND	3RD	4TH	1ST	2ND	3RD	4TH	1ST	2ND	3RD	4TH
REVIEW-REFINEMENT-APPROVAL	██████████													
ARCHITECT/ENGINEER FIRM SELECTION			██████████											
BUILDING-ALTERATION-DESIGN				██████████										
ADVERTISE FOR BID						██████████								
CONSTRUCTION CONTRACTOR SELECTION							██████████							
CONSTRUCTION								██████████						
MOVING													██████████	

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

Mt. Edgecumbe. An Historical Perspective

THE MT. EDGE CUMBE COMPLEX WAS CONSTRUCTED AS A WAR EFFORT IN THE EARLY 1940'S. THE US NAVY BASE AND US ARMY'S FORT RAY WERE TRANSFERRED TO THE DEPARTMENT OF INTERIOR ON AUGUST 15, 1946 AND BECAME MT. EDGE CUMBE 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 US NAVY DISPENSARY DURING WORLD WAR II, A MODERN FIVE STORY GENERAL HOSPITAL. A TRUNK AIRPORT CONSTRUCTED IN 1967 FOLLOWED BY A BRIDGE CONNECTING THE ISLAND TO SITKA ALTERED THE LOCAL LIFE STYLE DRASTICALLY.

TODAY, 127 ACRES REMAIN OF THE ORIGINAL 256 ACRE MILITARY INSTALLATION. THERE ARE 167 BUILDINGS WHICH TOTAL 706,000 SQUARE FEET OF SPACE, HOUSING VARIOUS FEDERAL AGENCIES. THE BIA MANAGES FACILITIES OF A COMMON SERVICE NATURE FOR PHS AND OTHER GOVERNMENT AGENCIES ON A COST REIMBURSEMENT BASIS. THE COMMON SERVICE TYPE FACILITIES ARE COMPRISED OF PRIMARY AND SECONDARY ELECTRICAL DISTRIBUTION, AN OCEAN WHARF, A SMALL BOAT MOORAGE, A CENTRAL WATER SYSTEM, A CENTRAL SEWER SYSTEM, A LAUNDRY PLANT, A FIRE DEPARTMENT, A SECURITY SYSTEM, SANITATION SYSTEM, A CENTRAL HEATING SYSTEM, WHICH PROVIDES HEAT TO 285,000 SQUARE FEET OF BUILDING SPACE, PUBLIC GROUNDS AND A STREET MAINTENANCE SYSTEM.

TO PROVIDE UTILITIES SERVICES, OPERATION SERVICES, AND MAINTENANCE FOR THE ABOVE FUNCTIONS, FACILITIES MANAGEMENT HAS A STAFF OF 59 MAINTENANCE TYPE PERSONNEL.

CONVERTING THIS MILITARY INSTALLATION TO A BOARDING SCHOOL ENTAILED MANY UNIQUE PROBLEMS, SOME OF WHICH TODAY, 34 YEARS LATER HAVE NOT BEEN RESOLVED. TO BEGIN WITH, THE FACILITIES WERE DESIGNED TO ACCOMMODATE NEARLY TEN TIMES THE PRESENT POPULATION OF MT. EDGE CUMBE COMPLEX. ACCORDINGLY, OPERATING COSTS ARE VERY HIGH, MOST OF THE FACILITIES HAVE LIVED OUT THEIR DESIGNED LIFETIME THREE TIMES OVER. THE ONLY SIGNIFICANT CHANGE IN MANY OF THE BUILDINGS FROM THEIR WAR YEARS IS THE CAMOUFLAGE PLANT. THE CRITERION OF WAR CONSTRUCTION IS EXPEDIENCE, NOT A BUILDING IN IT'S ORIGINAL FORM HAD INSULATION OF ANY TYPE. MANY BUILDINGS ARE OF OBVIOUS TEMPORARY NATURE HAVING PILE FOUNDATIONS AND HIGHLY INEFFICIENT HEATING SYSTEMS.

THE TWO 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. WAREHOUSING 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, TOTALLING 22 MILLION DOLLARS BECAME AVAILABLE. PLANS AND SPECIFICATIONS WERE PREPARED, THE WORK ADVERTISED FOR BIDS AND CONTRACTS SUBSEQUENTLY AWARDED. IN A MEETING AT SITKA OF NATIVE LEADERS, CONGRESSIONAL SENATOR AND REPRESENTATIVE, HOWEVER, IT WAS DECIDED TO STOP ALL PLANS FOR RECONSTRUCTING MT. EDGE CUMBE HIGH SCHOOL AND

CHANNEL THE MONEY TO ALTERNATIVE EDUCATIONAL PROGRAMS WHICH HAVE NOW BEEN ABANDONED. A MORATORIUM ON CAPITAL CONSTRUCTION WAS ALSO POSED AT THAT TIME AND MT. EDGE CUMBE HIGH SCHOOL WAS SCHEDULED TO BE PHASED OUT IN THREE YEARS. THE NEED TO RECONSTRUCT HAS NOT DIMINISHED SINCE 1968, BUT HAS BEEN EMPHASIZED BY SPIRALLING ENERGY COSTS. THIS BRINGS US TO THE SINGLE MOST IMPORTANT PROBLEM AT MT. EDGE CUMBE HIGH SCHOOL, WHICH IS THE LACK OF DEFINED LONG RANGE GOALS. THE BIA CERTAINLY HAS THE IN-HOUSE CAPABILITY OF CONSTRUCTING NEW FACILITIES BUT CAN REACT ONLY TO A NEED THAT WILL EXIST 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 EXIST FOR THREE YEARS. THE IRONY IS THAT AT THE END OF THREE YEARS THE PHASE-OUT IS MOVED UP ANOTHER 3-5 YEARS. THERE EXISTS A BASIC FLAW HERE IN THE ECONOMIC LOGIC BEING APPLIED WHICH CAN EXIST ONLY IN A BUREAUCRACY. IT IS ASSUMED THAT AT THE COMPLETION OF AN AGENCY'S USE OF A PARTICULAR FACILITY IT BECOMES OF NO VALUE. WHERE A PRIVATE INDIVIDUAL WOULD SELL OR OTHERWISE CASH-OUT AT THIS POINT, THE GOVERNMENT AGENCY WRITES OFF THE INVESTMENT. THE TRUTH IS THAT THE VALUE REMAINS TO THE BENEFIT OF THE US GOVERNMENT AND ITS FUTURE OCCUPANTS.

SINCE 1975, BUILDING SPACE OCCUPIED BY THE BIA HAS BEEN REDUCED 104,000 SQUARE FEET BY CONSOLIDATION USE AND WITHOUT AFFECTING EDUCATION PROGRAMS. THIS CONSOLIDATION WAS

DONE IN-HOUSE AT MT. EDGE CUMBE BUT FURTHER CONSOLIDATION POSSIBILITIES, WITH EXCEPTION OF QUARTERS WHICH IS STILL UNDERWAY, IS NOT POSSIBLE WITHOUT CAPITAL IMPROVEMENTS. THE COMPLETION OF THE CONSOLIDATION PLAN WILL PUT MT. EDGE CUMBE HIGH SCHOOL FACILITIES ON A SOLID BUSINESS BASIS WHILE UPGRADING THOSE FACILITIES TO MEET ALL CURRENT BUILDING, LIFE SAFETY AND HANDICAP CODE REQUIREMENTS.

STATE OF ALASKA
THE LEGISLATURE
LEGISLATIVE AFFAIRS AGENCY

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

IN-SESSION TRAVEL AUTHORIZATION

Authorization for travel for SENATE HESS COMMITTEE*

_____ and including
per diem if a staff member. Travel destination _____
MT. EDGE CUMBE and date 3/18/82.

PURPOSE OF TRIP:

To view Mt. Edgecumbe Boarding School



President of Senate

Date: 3/16/82

*Senator Charlie Parr
Terry Stimson
Mike Colletta
Tim Kelly
Staff Nancy Deitrick
Jane Press

For Accounting Use Only

Account Code _____

Advance \$ _____ FW# _____

Per Diem \$ _____ FW# _____

Travel _____

FW# _____ Date _____



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

TO : SENATOR CHARLIE PARR
CHAIRMAN, HESS COMMITTEE

FROM : SENATOR JAY KERTTULA
SENATE PRESIDENT

DATE : MARCH 10, 1982

SUBJECT: MT. EDGE CUMBE SCHOOL CLOSURE

Thank you for your recent letter regarding the closing of the boarding school at Mt. Edgecumbe. I look forward to reviewing your report.

JK/ +/aj

Questions about Mt. Edgecumbe

1. Budget (all sources) for each of estimated three years.
2. Number of administrators, certificated staff, and other employees for each ^{of the} past three years.
3. Student enrollment by grade, average daily attendance, and number of graduates in each of the last three years.
4. Communities from which students are enrolled, ^{for} each of last three years.
5. Results of any longitudinal studies showing success rates of graduates in college.
6. Rules governing students' ^{and} disciplinary measures.
7. Statistics on medical care for students for each of ^{the} last three years.
8. If school is liable to suit for injuries to students, how insurance is handled.
9. List of items (other than shelter, food, medical care, and classroom needs) furnished students. Which costs, if any, are not borne by the Federal government: (e.g. Travel, pocket money, clothing)

Current

Employee salary scale and the retirement system for employees.

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, Alaska 99835

Dear Mr Demmert:

Thank you for setting up the meeting with the Senate HESS Committee for the 18th of March. At this writing, it seems that all committee members will be in attendance along with two staff members. Mayor Dapsevich^{CEVICH} has kindly offered transportation from the airport for all of us, and I anticipate that if the weather is cooperative, we should be there around 1:00 p.m.

As my aide informed you in the telephone conversation, ^{our} my main concern in visiting Mt. Edgecumbe is to view all of the facilities associated with the boarding school. Any evaluations of the physical structures, particularly in reference to fire/life safety code compliance, would be of interest. If estimates have been done for any necessary remodeling for bringing the structures up to code, availability of those documents would also assist us.

Because your school is a federal facility, our knowledge is quite limited in regards to the curriculum and students, however, my information is that Mt. Edgecumbe provides an excellent transition for rural students and that the most highly motivated young people are the most likely to attend. A short discussion with the appropriate people on educational programming, curriculum development and the student population would seem appropriate.

HP → In view of the objectives of this visit, and the time involved, we would be happy to meet briefly with some representatives of the student body if you feel that the allotted time will be sufficient for us to make our 5:30 flight back to Juneau.

Thank you again for your cooperation, and we will see you on the 18th.

Sincerely,

Charles H. Parr

HP We would appreciate information on the items listed in the enclosure to the extent you can furnish it.

Commissioner's Study Group on Native Achievement

Toni Mallott (Chairperson) 9191 James Blvd. Juneau, Alaska 99801	789-4323
Patsy Aamodt North Slope Borough School District Box 169 Barrow, Alaska 99723	852-5311
Jean-Marie Crum, Community Relations Director Anchorage School District 4600 DeBarr Road Anchorage, Alaska 99502	333-9561
Mark Hiratsura Southwest Region School District Pouch 196 Dillingham, Alaska 99576	842-5287
Tim Samson Eek School Eek, Alaska 99578	543-3611 (Lower Kuskokwim S.D. will relay message via radio)
Sasha Soboleff, Superintendent Hydaburg City School District Box 109 Hydaburg, Alaska 99922	285-3491
Ed Thomas Ketchikan Indian Corporation Box 6855 Ketchikan Alaska 99901	225-5153
Alternate Member:	
Eileen MacLean North Slope Borough Barrow, Alaska 99723	

Goals for Commissioner's Study Group on Native Achievement

1. To review the Effective Schooling Report and suggest recommendations that will directly affect the education of Alaska Native students.
2. To concentrate upon and analyze small, predominately native, rural schools that have a high success ratio of student academic achievement.
3. To promote and encourage parents to become actively involved in their children's education with the goal of enabling the students to live successfully in villages or urban areas.
4. To actively promote more teacher training in areas of teaching methods or techniques that will help them to effectively teach and relate to Alaska Native students.
5. To continue to encourage the productive and positive working relationship between the Department of Education and the Commissioner's Study Group on Native Achievement.
6. The study group also plans to address other educational concerns, particularly in the areas of:
 - a. early childhood
 - b. bilingual/bicultural
 - c. professional and paraprofessional development and certification
 - d. the need for compiling and cataloging the products of federally funded programs such as Indian Education, J.O.M. and Title I and B.I.A. data and resources.
 - e. examination of the continuance of Mt. Edgecumbe as a possible secondary optional alternative high school for all rural Alaskan students.
7. To review and suggest recommendations for the Statewide Assessment Tests.
8. To recommend to the Commissioner that Alaskan Native Educators be appointed to serve on the Assessment panels and Content Board for the Effective Schooling recommendations.

****PLEASE NOTE****

THE ORIGINAL FILE CONTAINS AN OVERSIZED DOCUMENT THAT IS UNSUITABLE FOR FILMING. PLEASE REFER TO THE ALASKA STATE ARCHIVES TO VIEW THE ORIGINAL.

NEWSPAPER ARTICLE

*"LESTENKOF ASSUMES CONTROL OF FAST-MOVING
BIA"*

*TUNDRA TIMES
5/19/82*



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

April 15, 1982

Eleanor Weedman
Mt. Edgecumbe High School
Mt. Edgecumbe, AK 99835

Dear Ms. Weedman:

Your letter and enclosed speeches from Mt. Edgecumbe students arrived in my office.

The Senate Health, Education and Social Services Committee completed a report for the legislature following our trip to Mt. Edgecumbe in March, and will have a hearing about the alternatives for Mt. Edgecumbe on April 19.

A House Bill will be considered at this meeting which would appropriate one million dollars to the Department of Education for a freshman class for 1982/1983.

Thank you for writing, and the students' speeches will be shared with Committee members at the hearing on Monday.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles H. Parr".

Charles H. Parr
Chairman

CHP:sr

CC Nancy

Eleanor Weedman
Mt. Edgecumbe H.S.,
Mt. Edgecumbe, Alaska
99835
April 8, 1982

Honorable Charles H. Parr
Chairman, Health, Education, & Social Services
Sub: Committee Members
Alaska State Legislature
Touch 1 (MS 3100)
Juneau, AK. 99811

Dear Mr. Parr:

Enclosed are speeches made at the hearing concerning Mt. Edgecumbe High School held recently in Sitka. I thought your committee might like to read them as these speeches express why we feel our school is so important and necessary. I will greatly appreciate any support you can give us in our struggle to see that Mt. Edgecumbe remains open after the 1982-83 school year and to see that a freshman class is allowed to enroll next year. Thank you very much.

Sincerely,
Eleanor Weedman
Via President Student
Council


STATE OF ALASKA
THE LEGISLATURE

POUCH Y. STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3600

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 15, 1982

SUBJECT: Mt. Edgecumbe takeover
TO: Senator Charles H. Parr
FROM: Richard A. Bradley 
Legislative Counsel

You have asked what the conditions on the takeover of the high school program at Mt. Edgecumbe would be. Would a contract or agreement have to be entered into, you asked. You also asked whether the state could continue to limit enrollment to rural students.

I discussed this with Carole Burger in the governor's office and she advises that the BIA has agreed to operate the school for an additional school year, through the spring of 1983. The conditions or the elements of transfer of the program seem accordingly rather remote; this is probably the fourth or fifth announcement of a closure of Mt. Edgecumbe in recent memory and yet it continues to survive. There had been reports earlier, Burger reports, that the incoming class this fall would be limited to continuing students; she reports that Lee Demmert, the superintendent (principal) at Edgecumbe reports that there will be no such limitation.

Mt. Edgecumbe is apparently the only boarding school in the state. Questions as to whether it would be continued on the future takeover seem to need resolution before the question of the kind of student who will be admitted is addressed. I do not believe that anyone is thinking about that question now that the closure/takeover is being put off a year.

The answer to your question: could the state limit the enrollment to "rural students" is, of course, yes. But as suggested, since there is no regional school program presently in operation under a state program or multi-area RFAA program, the method of its operation will necessarily await future

Senator Charles H. Parr

Page 2

March 15, 1982

proposals by the executive and future action and responses by the legislature. I understand from Burger that the REAA in Bethel is operating a summer college prep school program on a regional basis in Bethel during the summer; to her knowledge, that was the only state-supported regional school program but it is limited to students from a single REAA.

If I may assist further, please advise.

RAB:ljb

Alaska State Legislature

House of Representatives

Albert P. Adams
Chairman
Committee on Finance



Official Business

WHILE IN SESSION
Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3706

ANCHORAGE OFFICE
1024 W. 6th Avenue
Anchorage, Alaska 99501
(907) 274-0615

HOME - DISTRICT 21
P.O. Box 271
Korzebue, Alaska 99752
(907) 442-3320

MEMORANDUM

TO : House Finance Committee Members

FROM: Albert P. Adams, Chairman
House Finance Committee *APA*

DATE: March 26, 1982

SUBJ: HB 812 Mt. Edgecumbe High School

Attached is a copy of a letter to the administration, faculty, staff, and students of Mt. Edgecumbe High School.

We have received eighty-five letters and five POM's in support of HB 812, which is currently in the House Finance Committee. These letters and POM's are available in my office.

This demonstrates the strong statewide support for Mt. Edgecumbe High School.

ATTACHMENT

cc: Senator Ferguson
Senator Parr
Representative Bettisworth
Representative Fuller
Representative Grussendorf
Representative Haugen
Representative Hurlbert
Representative Martin

APA/dlk



Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

(907) 465-3706

ANCHORAGE OFFICE

1024 W. 6th Avenue

Anchorage, Alaska 99501

(907) 274-0615

HOME - DISTRICT 21

P.O. Box 271

Kotzebue, Alaska 99752

(907) 442-3320

Official Business March 24, 1982

TO: The Administration, Faculty, Staff, and Students
of Mt. Edgecumbe High School

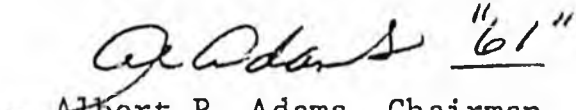
I have received the letters and petition from students and Mr. Gale Fechik, asking for my support in keeping Mt. Edgecumbe High School from being closed and allowing a freshman class next year.

We are working through legislation to ensure that there will be a freshman class next year, 1982-83. I fully agree that Mt. Edgecumbe is a valuable alternative to the village high school, especially beneficial for villages which don't have a high school.

Thank you for sending me the letters and petition. It will help me convince other legislators of the strong statewide support for Mt. Edgecumbe. I would suggest that you also contact the state representative and senator from your area, to urge them to support Mt. Edgecumbe as well.

Thanks again for your concern.

Sincerely,


Albert P. Adams, Chairman
House Finance Committee

P.S. Special thanks to the following people who wrote letters:

Olive Ahmaogak
Vera Aiken
Luki Akelkok
Cecelia Alexie
Cris Alexie
Alice Allmond
Paul Andrews
Beady Barr
Daniel Bergman
Bertha Billy
Blunka Blunka
Barrow Brower

Rosemary Charles
Charlie Charlie
Harry Cheemuk
Richard Cheemuk
Olga Coffee
Joe Coolidge
Eleanor Custer
Mary Lou Custer
Josephine Davison
Roseann Evan
Jim George
Jesse Gologergen

Page 2
March 24, 1982

Paul Guy
Cindy Hamilton
Steven Hjelm
Rudy Hootch
Daniel Hotch
Joanne Hotch
Caroline Ivanoff
Varlaam Jackson
Billy Joe
Jacob Johnson
Joe Johnson
Vivian Johnson
Herman Joseph
Leroy Kanayurak
Anna Kinagak
June Koonaloak
Tomi Lord
Evan McCarr
Sandra Mercurief
Kathy Miller
Darlene Milligrock
Brent Nelson
Mike Nicolai
Jackie Nothstine
Martha Numnik
William Okbaok
Deborah Okitkon
Sophie Olick
Michele Oxereok

Evan Paul Jr.
John Penetac Jr.
Daniel Peters
Larry Philemonof
Richard Pitka
Michele Oxereok
James Sabor
Joel Saccheus
Palassa Simeon
Cynthia Sipary
Gary Sipory
Mike Slats
Herman Solomon
David Soolook Jr.
Henry Soolook
Larissa Spein
Charlie Spud Jr.
Cheryl Stine
Leah Thompson
Sharon Vent
Brenda Walunga
Janice Walunga
Eleanor Weedman
Natalia Weedman
Frances Whalin
Sandra Williams
Martha Wood
Sherri Yates
Juliana Zacharof

Mr. Gale Fechik
(Math Teacher)

APA/dlk



GREATER SITKA

Chamber of Commerce, Inc.

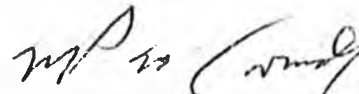
March 15, 1982

Senator Charles Parr
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Senator Parr:

Attached for your consideration is the Greater Sitka Chamber of
Commerce's official position regarding the Mt. Edgecumbe High School.

Sincerely,


Michael P. McCormack,
President

GREATER SITKA CHAMBER OF COMMERCE
POSITION PAPER
MT. EDGE CUMBE HIGH SCHOOL

The federal government has publicly indicated its desire to terminate its role in the education of Alaskan and other Native students at Mt. Edgecumbe High School.

The Greater Sitka Chamber of Commerce concurs with this decision, believing that the education of all Alaska children is the responsibility of the State of Alaska as mandated in the Constitution of the State. With these as givens, the Sitka Chamber of Commerce submits the following recommendations for utilization of the Mt. Edgecumbe High School Facility.

OPTION A

It is the opinion of the Greater Sitka Chamber of Commerce that the Mt. Edgecumbe High School should continue as the facility for a boarding school for high school students from small and remote communities of Alaska. For 35 years, M.E.H.S. has provided a quality education to students that is not possible to equal in the remote and sparsely populated areas of our State. Since this is a posture that is widely accepted, a major issue therefore becomes that of economics.

In May of 1980, the Juneau Area Office of the Bureau of Indian Affairs, after a four-year long study, recommended that the mechanical systems of the various buildings be modernized, incorporating today's knowledge of efficiency in energy and manpower utilization. Further, that the major portions of the land holdings be released. At that time, it was the considered opinion of the Area personnel of the Bureau of Indian Affairs that these changes in physical plant maintenance and utilization would produce a long-term one-third reduction in annual cost of education per student per year.

It is our opinion that given the facilities upgrade funding for M.E.H.S., the long-term result would be more cost effective secondary education for rural Alaska students. This is especially true when comparing both educational and cost effectiveness of M.E.H.S. with extremely small high schools in remote areas or the establishment of boarding schools throughout the State. A preponderance of people throughout the State have stated a desire for the continuance of M.E.H.S. because of its educational capabilities, and the positive effect of cross cultural exposure to all of its students.

We further believe that if the State Department of Education would indicate a willingness to continue the operation of M.E.H.S. as a boarding high school for rural Alaska students, the State might well negotiate with the federal government for a single sum settlement that would include funding for the upgrade and other modifications of the current buildings and grounds.

We feel that the State of Alaska Department of Education, well-aware of the impending closure of M.E.H.S., has not made a proper evaluation of the facility nor made an apparent plan which would result in an orderly transition of the educational responsibility.

THEREFORE, it is our recommendation that immediate steps be taken by the State to evaluate the M.E.H.S. facilities and to negotiate with the Federal Government for a settlement which would allow for the possibility of continuing educational use.

OPTION B

The closure of the Mt. Edgecumbe High School as a boarding high school will result in the abandonment of an established facility which has great value to rural Alaska secondary students. If there is a decision by the State of Alaska Department of Education to terminate use of the facilities of Mt. Edgecumbe as a secondary school, we recommend the following:

It has been noted by the Greater Sitka Chamber of Commerce that there is a substantial lack of post-secondary vocational education, especially in Southeast Alaska. A great number of young people, having completed high school, express a desire to remain in Alaska but find they are unable to enter the labor market due to their lack of skills needed by potential employers.

Conversations with industry leaders indicate that the majority of skilled job openings are being filled from the lower 48, leaving young Alaskans with unsuitable job opportunities, dependent upon welfare rolls, or face the decision to leave the State and enter an overcrowded labor market outside of Alaska.

We believe that the Mt. Edgecumbe facility offers an excellent facility and opportunity for the State of Alaska to conduct post-secondary vocational education. The dormitory has fine facilities for students that are not Sitka residents, bakery and food service facilities are complete to provide food service and food service training. The large hangars provide unequalled areas for marine-related vocational training including carpentry and boat building, welding and metals technology, and marine or land-based engine maintenance and repair. The Mt. Edgecumbe general classrooms could provide for an expansion of the secretarial, computer, and support classes for these programs.

In summary, we believe if a decision is made to not continue the operation of Mt. Edgecumbe facility as a boarding high school, that serious consideration should be made as to its feasibility as post-secondary vocational education usage. The future of our young Alaskans enjoying a skill compatible with the Alaska labor market should be the prime concern.

OPTION C

Transfer the entire parcel to the City and Borough of Sitka. The City and Borough of Sitka will in turn divide the property into residential or other lots for general sale.

"The local governmental economy is adjusted to and is dependent upon the federal installation at Mt. Edgecumbe. The local government owns and operates the water, sewer, and electric utilities. Mt. Edgecumbe purchases all misc services and provides its own system maintenance. Thus, considerable revenue is derived by Sitka, without the usual overhead. The "profits" derived are used to hold down the costs of electricity, sewer, and water to all citizens of Sitka.

The

The Senate Health, Education and Social Services Committee visited the Mt. Edgecumbe High School on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. A meeting was held with administrators, staff members and counselors preceding a question and answer period with student representatives.

The Boarding facility is a large complex of buildings, including several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics). In addition to required educational programs, the school offers music, art, Alaska and Native studies, business education, psychology, nutrition and socialization, audio visual training and aviation education.

Although the structures are dated, they appear to be attractively maintained. Mt. Edgecumbe has been eliminated from federal funding for structural upgrading for several years. An evaluation of the facility was completed in 1979 by the B.I.A. and recommends over \$23 million (1982 dollars) to bring the building up to fire and life/safety codes.

The Mt. Edgecumbe budget for 1982 included \$2,795,451 for education and \$3,520,300 for facility management, for a cost of \$19,503 for each of the 323 students.

The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class



BRAVES



MT.

**EDGE CUMBE
STUDENT
HANDBOOK**



AUGUST

- 10 --- Teachers Return Date
- 11 --- Staff Meeting, Teachers, Dorm Personnel and Counselors
- 12 --- Big Brother/Big Sister Return
- 19 --- Students Return
- 20 --- All Student Picnic/Flag Football Jamboree (Sponsored by Recreation/Dorms)
- 20-21 --- Registration
- 22 --- Welcome Dance (Student Council)
- 24 --- Welcome Assembly (School Rules and Regulations) 8:00 A.M.

SEPTEMBER

- 1 --- All Employee Staff Meeting 4:15 P.M.
- 7 --- Labor Day - Holiday
- 11 --- Freshmen Initiation by Seniors
- 15 --- California Achievement Tests & ASVAB
- 16 --- California Achievement Tests
- 22 --- Mid-Quarter Progress Reports

OCTOBER

- 3 --- Cross - Country Meet At Juneau
- 5-9 --- Student Count Week
- 8 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
- 12 --- Columbus Day - Holiday
- 14 --- Cheerleader Tryouts and Election
- 18 --- Alaska Day - No Holiday - Band participate in parade
- 23 --- End of First Quarter
- 29-30 --- SE Girls Volleyball Tournament at Wrangell

NOVEMBER

- 2-6 --- Student Count Week
- 6-7 --- SE Honor Music Festival at Haines
- 6 --- Sophomore Hop
- 11 --- Veteran's Day - Holiday
- 12-14 --- State Girls Volleyball Tournament at Ketchikan
- 13-14 -- SE Swimming Tournament at Petersburg
- 14 --- Carnival (sponsored by Boys and Girls Basketball teams)
- 20 --- Mid-Quarter Progress Reports
- 26 --- Thanksgiving Day - Holiday

DECEMBER

- 5 - - - - Staff Meeting - Teachers, Dorm Personnel and Counselors
- 11 - - - - Band and Choir Winter Concert
- 19 - Jan 5-Christmas Holiday

JANUARY

- 1 - - - - New Year's Day - Holiday
- 5 - - - - End of Christmas Vacation - All students return to campus
- 15 - - - End of First Semester - Registration
- 20 - - - - Report Card Day

FEBRUARY

- 1-5 --- Student Count Week
- 9 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
- 16 --- Mid-Quarter Progress Report
- 17-20 -- SE Girls-Boys Class B Basketball Tournament at Mt. Edgecumbe
- 22 --- Washington's Birthday - Holiday
- 23 --- Founder's Day - 2:00 p.m. program in auditorium-No Holiday
- 25-26-27--"A" Basketball Tournament - Mt. Edgecumbe Gym

MARCH

- 1-5 --- Student Count Week
- 4-6 --- SE Girls Class A Basketball Tournament at Petersburg
- 2-10 --- Intramural Basketball Tournament (Recreation)
- 12-13 --- Foreign Language Festival at Juneau
- 13 --- Senior Prom
- 17 --- All Employee Meeting
- 19 --- End of 3rd Quarter

APRIL

- 1-3 --- SE Wrestling Tournament at Juneau
- 2 --- Assembly - Student Council Election
- 14 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
- 16 --- Spring Band and Choir Concert
- 17-19 -- State Wrestling Tournament
- 20 --- Mid Quarter Progress Report
- 21-22 -- California Achievement Tests
- 22-24 -- SE Music Festival at Ketchikan
- 24 --- Junior/Senior Banquet
- 27 --- Thru May 15 - Softball Tournament (Recreation)

MAY

- 10 --- Final Testing Begins
- 16 --- Baccalaureate - Senior Reception in Girls Dorm
- 17-21 - SE Track Meet at Haines
- 18 --- Academic Award Banquet
- 20 --- Assembly by Senior Class - TAHETA presentation 1:00 p.m.
- 21 --- Graduation - 10:00 A.M.
Farewell Dance
Student Travel Begins
- 28-29 State Track Meet at Anchorage

MT. EDGECUMBE HIGH SCHOOL

1981 - 1982

PURPOSE

The primary purpose of Mt. Edgecumbe High School is to help its students become responsive, responsible, educated members of society. The plan is to provide an education program that meets the student's common and individual academic, social, and cultural needs.

STATEMENT OF PHILOSOPHY

Mt. Edgecumbe High School exists to provide educational opportunities to Native youth of Alaska. We believe it is the natural right of man to know himself, his relationship to others, and to gain an understanding of the world of which he lives. We recognize that man requires an environment that is caring, orderly, and supportive to develop his inborn abilities. Our educational purpose is to provide that environment necessary for intellectual and personal growth. Through a balanced program, Mt. Edgecumbe High School will:

1. Provide instruction necessary to meet the individual abilities of each student.
2. Provide opportunities for students to develop a health self-image.
3. Strengthen basic educational skills and provide a comprehensive variety of courses to allow students to pursue individual interests.
4. Weave the Native cultural background into school curriculum.
5. Develop self-supporting, self-respecting citizens and leaders through student participation in school activities and student government.
6. Provide opportunities for wise and enjoyable use of leisure time.
7. Teach skills and develop attitudes necessary for healthful living.
8. Ensure students will have the opportunity to experience pre-career and pre-vocational activities.
9. Enable students to acquire an appreciation of the value, use, and conservation of our natural resources.
10. Provide for a continuing self-evaluation of the total educational program through total school community participation.

MT. EDGECUMBE HIGH SCHOOL is located on Japonski Island in beautiful and picturesque Sitka Sound. Japonski is one of a group of islands that lies

across a narrow channel from the city of Sitka. The school buildings and medical facilities are a part of the old Sitka Naval Air Station. In 1946 they were transferred to the Department of the Interior. The first students arrive February 22, 1947 for enrollment at school. In early years, enrollment reached nearly seven hundred. In recent years, enrollment has averaged more than four hundred.

Mt. Edgecumbe High School provides:

1. A comprehensive secondary education.
2. A dormitory home-living program.
3. A guidance program.
4. A planned recreational program.
5. A program of special education.
6. A pre-vocational training program.

Courses at Mt. Edgecumbe High School are designed to satisfy the following stated goals:

1. Develop skills in reading, writing, listening, and speaking.
2. Develop a desire for learning now and in the future.
3. Develop pride in work and a feeling of self-worth.
4. Develop skills for good management of money, property, and resources.

ACCREDITATION: Mt. Edgecumbe High School is accredited by the Northwest Association of Secondary and High Schools.

ADMINISTRATIVE SERVICES: Administrative services handles staff hiring, travel, purchases of supplies and other fiscal matters.

INSTRUCTIONAL SERVICES: Instructional services provides a regular language arts, social studies, mathematics, and science program. Technical art students may enroll in general shop, carpentry, gas and diesel mechanics, and electricity. Opportunities for on-the-job training in electricity and mechanics are available. Home Economics courses are offered at all grade levels. Two years of home economics is required. Advanced courses in foods and nutrition, clothing, and textiles, housing, and home furnishing, child care and family relations, are offered. Business education courses include typing, shorthand, office practice and accounting. Also offered are art, chorus, band, piano, and physical education.

STUDENT SERVICES is responsible for the home living program for students. Wholesome meals, leisure time activities, recreation, study hours, general health and welfare, family relationships, and personal problems are areas of responsibility of this department.

An excellent guidance staff is available to serve the students and keeps close contact with the parents. The guidance staff is responsible for educational and vocational guidance, counseling students with special problems, and following up on students who have departed due to graduation or other reasons. In addition, the staff works in areas of military enlistment, class scheduling, and student travel. Liaison with the Public Health Hospital and School Clinic for continual good health and medical treatment for students is a vital responsibility.

The ultimate goal of Student Services is to assist the student to have a successful school experience.

ADMISSION: Mt. Edgecumbe High School exists for students with one-fourth or more Native blood. Priority is given to students who do not have a high school in their own village or area. All Native students have the right to apply for admission.

Applications are reviewed by the Admission Committee and applications are accepted or referred for other school placement. The committee attempts to base decisions on what is best for the applicant and the school community.

The student's grade placement is determined by his special needs and records.

Mt. Edgecumbe High School serves students who have special needs and meet any of the following criteria:

1. One-fourth Indian blood for eligibility.
2. Students who are 14-18 years of age, 3-4 years behind grade level, and have completed eighth grade.
3. Student from over crowded schools.
4. Schools where there is no secondary program available and walking distance to school is more than 1 1/2 miles and no bus transportation provided.
5. Schools where programs and facilities do not adequately meet the needs of the students as determined by the parents.
6. Students presently enrolled at Mt. Edgecumbe High School who wish to return.
7. Social referrals.

REGISTRATION: Students registrar for classes at the beginning of each semester. They work with counselors in planning class schedules to assure graduation requirements are met. All class schedules must be approved by the principal.

GRADUATION REQUIREMENTS: Twenty-one credits of prescribed and elective courses are required for graduation. The book of course descriptions has a detailed explanation of graduation requirements.

GRADES: Letter grades are assigned for credit earned as follows:

A - Excellent	94 - 100
B - Above average	88 - 93
C - Average	78 - 87
D - Below average	70 - 77
F - Failing (no credit)	
I - Incomplete	

EFFORT:

O - Outstanding
S - Satisfactory
N - Needs Improvement
U - Unsatisfactory

GRADES-- (continued)

Any classwork missed because of an excused absence must be made up as soon as possible. Work missed because of an unexcused absence cannot be made up.

Mid-Quarter appraisals are given to students and counselors to inform them of work that is not up to standard.

A student whose work is incomplete at the end of the quarter is given a period of one week after the beginning of the next grading period to show progress in making up his work. Incomplete grades which are not made up are changed to a failing grade (F).

REPORT CARDS: Report cards are issued each quarter. A copy is sent to parents.

HONOR ROLL: There are four requirements for the Mt. Edgecumbe High School Honor Roll:

1. You cannot have a grade below a C in any required subject.
2. All grades must average 3.0 or more.
3. Your effort grades must average satisfactory.
4. You cannot be enrolled in remedial classes.

CLASS STANDING:

Sophomore	5 credits
Junior	10 credits
Senior	15 credits

VALEDICTORIAN AND SALUTATORIAN: Traditionally, the valedictorian and salutatorian of each graduating class are the two students having the highest grade point averages for the four years and have good citizenship. Twelve quarters must have been at Mt. Edgecumbe High School. The last two years must have been at Mt. Edgecumbe.

TRANSCRIPTS: Transcripts are sent to educational institutions, employers, and other agencies who have requested them, only if parents of students have signed a release of information form giving the school permission.

SCHOLARSHIPS: Application for scholarships and grants are handled by the guidance department. Counselors can answer questions and give assistance to interested students.

STUDENT PASSES: Students without a pass are not to be admitted to class. A student entering class late or leaving early must present a pass issued by the principal or the assistant principal. Those students not having a pass are considered unexcused. Student passes to the dormitory during the academic day will be issued by the principal or assistant principal ONLY. The same applies to student passes to the clinic except in an emergency.

IDENTIFICATION CARDS: All students must have identification cards with him/her at all times. Students will use identification cards for all academic/guidance and/or related activities. Violation of school rules which cause a student to be ineligible for such activities with result in withholding of identification cards until eligibility is re-established. Identification cards will be issued "free" during enrollment.

IDENTIFICATION CARDS-- (continued)

Destroyed or lost cards will be re-issued only on the approval of the Student Services Officer or Principal. Re-issued cards will cost the student \$2.00.

1. Identification cards and activity cards must be used for admission to interscholastic activities in Sitka and Mt. Edgecumbe.
2. Identification cards must be used to check out any recreation equipment.
3. Identification cards and a pass must be used before going off campus.
4. Identification cards may be required for cashing checks.
5. Identification cards must be used for recreation and social activities on campus.

NOTE: Your activity card cannot be used as an identification card.

CLASS ATTENDANCE: Students are expected to be present and punctual to all classes throughout the year.

Excused absences - Any absence due to approved school activities, illness, personal emergency, or urgent clinic appointments.

Unexcused absences - Any absence for which a student does not have a valid excuse. (Examples: sleeping in, going to the clinic when not authorized, skipping class.)

Admittance Slips to class will be issued by the principal or assistant principal who indicate whether the absence is excused or unexcused. Work missed as a result of an excused absence is to be made up. Work missed because of an unexcused absence cannot be made up. All unexcused absences are to be made up by reporting to the detention room. Eight day restriction for each unexcused absence will be enforced. A student who has two or more unexcused absences will be in danger of failure and/or dismissal after following due process procedures.

Any student who is tardy will attend detention 2 hours at the end of the day they were tardy.

Study Hall - Students who are near failing or need to make up work may be required to stay in the classroom after school and may also be assigned to study hall in the dormitory. Students missing a required study hall will be treated the same as missing a class period. Students who miss appointments for academic counseling will be counted as absent with the same procedures followed as for skipping class. Any student assigned a seventh period class will be required to attend and all class rules will apply.

TITLE I: The Title I program provided courses in developmental reading. This course is for students who have reading deficiencies and are reading below grade level. Individualized programs are structured to meet student needs. Areas of special emphasis include speed reading, vocabulary enrichment, work attack skills and creative writing.

LIBRARY--The library is open before and after school, during the school day, in the evenings, and weekends. The library facility includes a media center from which video tapes, radios, film loops, and movies are available to students and staff.

SCHOOL BANK--To encourage good habits of thrift and money management, students are advised to use the school bank. Money may be deposited or withdrawn at scheduled times.

SCHOOL POST OFFICE--Students may pick up mail at the post office during the noon hour and after school. Envelopes and stamps may be purchased there and a letter drop is provided for mailing letters.

Money orders may be purchased and packages mailed at the Mt. Edgecumbe branch, located near the U.S. Coast Guard dock.

PUBLICATIONS--The communication class publishes the yearbook, "TAHETA". Students may order the TAHETA at the same time they purchase their activity card. The cost of the TAHETA will be determined prior to students returning to school.

RADIO STATION--The school operates an FM radio station which broadcasts during the school year.

STUDENT UNION AND SCHOOL STORE--The student union is located in the basement of the auditorium. Pool tables, ping pong tables and organized games of skill are available.

The school store is located in the student union. School supplies and sweets may be purchased there.

The student union is open from 3:00 p.m. to 8:30 p.m. on weekdays. Weekends and holidays it is open from 1:00 p.m. to 11:30 p.m.

MOVIES--Movies are shown in the school auditorium under the sponsorship of Student Council. Consult the weekly activity calendar for times, movie titles, and admission charges.

WORK STUDY PROGRAM--Students over age 16 may gain work experience and earn money by participating in this program. The Work Study Coordinator will assist you in making application to work for a business or agency in the Mt. Edgecumbe-Sidon area. Work hours vary but must be scheduled after school or on weekends. A student may work ten hours per week under this program.

CAMPUS VISITORS--All persons visiting Mt. Edgecumbe High School campus during school hours must first check with the superintendent's office to be issued a pass. During weekends and evening hours visitors must first check with the respective girls' and boys' dormitory manager where they will be issued a temporary visitor's pass. Visitors on campus must abide by all rules and regulations that Mt. Edgecumbe High School students are expected to follow. Violators may be removed by security guards and may be barred from the campus for the remainder of the year.

HOSPITAL VISITING--Visiting hours are 3:00 to 5:00 p.m. and 7:00 to 8:30 p.m. All students must have a pass to visit the hospital.

FOOD SERVICE: Food service employees assist students in learning to perform routine duties in the kitchen and dining room. Students will not be dismissed from classes early for noon detail and are responsible for being on time to classes after lunch. In addition, this department supplies refreshments for social affairs, outings, and special parties. Staff will instruct students in procedures for obtaining special refreshments. Requests for special refreshments must be submitted no later than five days in advance. Complete instructions may be found in EIA Station Memorandum No. 76-17 dated July 23, 1976.

OUTSIDE ACTIVITIES:

1. The activity or field trip sponsor or person in charge is to give each student a Leave-Slip Form ME-101 at least one week prior to the scheduled departure of that activity or field trip. Forms may be obtained from the Registrar's office. The student or students are responsible for each teachers' and dorm staff signature on the form. The form is then returned to the sponsor or person in charge who will then clear the leave through the assistant principal.

The student will not be considered excused from his scheduled class or classes for the purpose of having the form signed. No student will participate in a field trip unless he/she has completed Form ME-101.

2. The activity or field trip sponsor or person in charge is to run a notice in the Daily Bulletin on the day of the activity listing the students who have been approved for the trip or activity.

3. Finally each processed form is to be returned to the assistant principal.

4. Trips: A student who commits an infraction against a major school rule will not be permitted to travel on any school sponsored trips for a period of 30 days.

Each staff member and student must follow the Alaska High School Activity Association rules of eligibility first, this policy second, and then the individual rules of each sponsor or person in charge.

STUDENT ACTIVITY CARD:

The student activity card admits students to school sponsored athletic activities at Mt. Edgecumbe High School and Sitka High School.

The activity card costs \$14.00 and is purchased by the student at the beginning of the school year. It is good for the entire school year.

The activity card is also good for certain special activities sponsored by the student council.

This activity card does not permit the student to attend Southeast Association tournaments or special tournaments free of charge.

SCHOOL CLINIC POLICIES AND PROCEDURES: The Mt. Edgecumbe High School clinic is staffed and administered by the Public Health Service as part of the hospital program. All students must have a pass to visit the clinic. Clinic hours are 7:30 a.m. Monday through Friday and closes when the last patient is seen or about 5:00 p.m. Students are not seen during class time unless they are sent with a pass from the principal or assistant principal or have a special appointment to see the doctor or dentist as listed in the daily bulletin.

SCHOOL CLINIC POLICIES AND PROCEDURES-- (Continued)

Before or after class hours, dormitory staff will issue passes.

The clinic handles all health problems and physical examinations. Every student is examined at least once during the year and is checked for unsuspected problems. A health conference is held with each freshmen and senior to review his medical history. This interview is personal and confidential.

HONOR DORMITORIES: Mt. Edgecumbe High School has developed preferred dormitory systems outside the main facilities which are called honor dormitories and honor residence halls. They feature a degree of privacy and personal freedom not possible in the main dormitory. Superior citizens from any class may live there and continue to develop characteristics of responsible citizenship. Preference is given to juniors and seniors.

Honor dormitory requirements are: good grades and good citizenship. Honor dorm students are not subject to the 6:00 p.m. curfew but must abide by the city curfew.

STUDENT CLUBS AND ORGANIZATIONS: Students may participate in one of several different organizations on campus:

Honor Society: Scholarship, leadership, character, and service are the four criteria for membership. Lack of good citizenship will bar a good scholar from membership. Nominations for membership are made by the faculty.

Student Council: This is an organization of students elected from classes which serves as liaison between the student body and school administration. Many school activities are sponsored by the association. Election of officer is approximately one month before the end of school.

Pop Club: This club is a service organization whose function is to promote school spirit.

Mat Maids: This service organization assists the wrestling program.

Letterman's Club: Athletes who have earned a letter "E" are eligible for this club. Letterman exhibit characteristics of service, leadership, and 100% effort.

RIFLE CLUB--(continued)

NOTE: Each organization must submit a plan of operation to the principal's office for approval. No organization may operate without an approved plan of operation. Forms may be obtained from the principal's office.

RULES AND REGULATION

To provide a safe and wholesome living place for students, rules of behavior have been developed. These rules, if observed, will protect the rights of all. School administration with the Mt. Edgecumbe School Board have defined these rules and have developed consequences for breaking them.

The staff will make a special effort to help you learn the rules and regulations. It is your responsibility to develop an understanding of these rules and regulations and abide by them.

Any act which will endanger the health or safety of self and/or others can be grounds for expulsion by the administrative council.

Complete details are contained in the "Student Code of Rights and Responsibilities."

OFF LIMIT AREAS

The following areas are to be considered off limits unless special permission passes are issued:

1. Private homes
2. Airport and causeway
3. Loitering on John O'Connell Eridge (bridge to Sitka)
4. PHS Hospital
5. City of Sitka
6. Girls' residence halls (for boys)
7. Boys' residence halls (for girls)
8. Sheldon Jackson College
9. All boat harbors in Sitka and Mt. Edgecumbe
10. All water tower tanks.
11. U.S. Coast Guard Base
12. Fire escapes
13. All hotels
14. All bars and liquor stores
15. Wooded areas between the boys' and girls' dorms

THE CANTEEN NEAR THE HOSPITAL IS OFF LIMITS from 6:00 a.m. to 3:00 p.m., MONDAY THROUGH FRIDAY.

BOY/GIRL BEHAVIOR

Students are expected to use good taste in their expression of affection for one another. Public displays of affection cheapen interpersonal relationships and present a poor image of yourself and the school.

SMOKING/CHEWING

It is the policy of Mt. Edgecumbe High School to strongly discourage any use of tobacco. Chewing and smoking are not allowed in classrooms.

SMOKING/CHewing (continued)

However, in order to promote safety and reduce the spread of litter, the use of tobacco is allowed only in the following designated areas on campus:

1. The area between the girls' dormitories, front-side.
2. Next to the bunker at the west end of the administrative building.
3. Those areas inside the girls' dormitory which may be designated and marked as smoking areas.
4. Those areas inside the boys' dormitory which may be designated and marked as smoking areas.
5. Other areas may be designated.

Alaska criminal law states "It is unlawful to sell, exchange, or give cigarettes, cigars, or tobacco to a person under the age of 18 years." (Sec. 11.60.080) Smoking on Bureau property by persons 17 years of age or under, is therefore not permitted.

ALCOHOL AND DRUGS

The use, possession, or sale of alcohol and drugs is strictly forbidden at Mt. Edgecumbe High School. Students who fail to cooperate in these matters will be subject to dismissal.

EXPULSION AND SUSPENSION

Mt. Edgecumbe High School fully intends to follow the principles of due process in matters which involve circumstances which would lead to student dismissal. A policy has been developed that includes all these principles of due process. Guidance and academic staff are knowledgeable of this process and are responsible for instructing students in matters of dismissal.

Furthermore, the school is in the position wherein it cannot protect a student from local, state, and federal laws. In situations where students break existing laws, action may be taken by law enforcement authorities and the courts. The school will work with these agencies to see that justice is done. The school will also be responsible for seeing that students' rights are not violated.

ELIGIBILITY FOR ACTIVITIES

Mt. Edgecumbe High School is a member of the Southeast Alaska Activities Association and follows the rules of the SEAAA for both male and female participation. In addition to these rules the school has rules within the SEAAA rules.

Mt. Edgecumbe High School participates in the following interscholastic activities:

Cross Country	-boys and girls
Track and Field	-boys and girls
Volleyball	-girls
Wrestling	-boys
Freshmen Basketball	-boys and girls
Basketball (Varsity & JV)	-boys and girls

ELIGIBILITY FOR ACTIVITIES--(continued)

Cheerleading	-boys and girls
Honor Band	-boys and girls
Native Olympics	-boys and girls
S.E. Alaska Music Festival	-boys and girls
Boxing	-boys

Eligibility related to grades: To be eligible for participation in scheduled events sanctioned by the SEAMA students must be:

1. Properly registered.
2. Enrolled in a minimum of 6 credit courses.
3. Attending school regularly (as judged by the school principal).
4. Have passing grades in five (5) subjects which carry graduation.

To be eligible for school sponsored or authorized trips (field trips) athletic trips, band and chorus trips, etc) students must be:

1. Passing all classes at the time eligibility data is collected. Eligibility sign out slips will be circulated by prospective trip participants the week before the trip is scheduled.
2. Cleared by the dormitory as acceptable to travel.
3. Students will not travel who are:
 - a. In danger of failure.
 - b. Failing at time of intended travel.
 - c. Behind in classwork.

Eligibility slips will be processed through the dorms, kitchen, and the principals' office. The assistant principal will determine eligibility for trips from the eligibility slip data.

Training Rules: Students participating in interscholastic activities are not to use drugs or intoxicants of any kind. The Alaska High School Activities Association recognizes and supports these rules.

Penalty for Breaking Rules: Suspension from interscholastic competition will follow when it is discovered any participant breaks these rules.

Length of Suspension: Suspension will last throughout the season of an activity from which the participant is suspended. A sponsor may impose a suspension period to follow the ending of a sport season, but not to exceed twenty (20) days from the time the infraction was documented.

Activity during Suspension: Athletes who are suspended or who are ineligible for any other reason may continue practices or "intersquad" competition. No participant is allowed to compete interscholastically until suspension time has passed.

Training Eligibility: Questions on interpretation regarding eligibility are dealt with in special hearings attended by the directors, coaches, assistant principal, and athletic director. A decision will be reached through majority opinion.

ELIGIBILITY FOR ACTIVITIES--(continued)

SMOKING/CHEWING--Use of tobacco is a problem dealt with by individual coaches. Athletes who cannot stop using tobacco during a sport season may be suspended during that season by the coach.

DUE PROCESS--Any suspension must be based on documented evidence as outlined in the Student Code of Rights and Responsibilities adopted by Mt. Edgecumbe High School.

AWARDS

Academic Awards--All students and teachers should be aware outstanding students are to be selected to receive annual academic awards. Pin awards are given.

Each department has set special criteria for selecting the award winner. This criteria includes scholarship, dependability, leadership, and in general, doing more than is expected. Teachers should be prepared to make nominations and help in selection.

One award will be available in each of the following areas:

- | | |
|----------------|---------------------------|
| English | Boys' Physical Education |
| Business | Girls' Physical Education |
| Reading | Music |
| Social Studies | Home Economics |
| Mathematics | Technical Arts |
| Science | Art |

An Awards Banquet is held in the spring. A department may elect not to make an award in a particular school year if no student qualifies.

Athletic Awards--Athletic awards are earned upon completion of the sports season. Certain criteria must be met by participants. Individual coaches will announce the criteria. Letter awards may be earned in all interscholastic activities. An awards banquet is held in the spring.

Band Awards--Letter awards are earned by band members who have met all requirements. A letter is presented the first year with bars added for additional years. An Awards Banquet is held in the spring.

MT. EDGEKUMBE SCHOOL BOARD--The school board consists of elected parents of Mt. Edgecumbe High School students from each of the five districts in Alaska and meet quarterly at Mt. Edgecumbe High School.

The school board also serves as the Parent Advisory Council for Title I.

MT. EDGEKUMBE HIGH SCHOOL MANAGEMENT

- | | |
|-------------------|---------------------------------|
| LeRoy Demmert | Education Program Administrator |
| Victor Schmidt | Administrative Officer |
| Lawrence B. Welch | Principal |
| Jill Lorah | Student Services Officer |
| Albert Wilson | Facility Manager |
| Gil Truitt | Assistant Principal |

NATURAL DISASTER PROCEDURES

EARTHQUAKE: If a quake occurs, is of major proportion, and is in the immediate area, DO NOT wait for notification to evacuate, but proceed to higher ground immediately, using the fire escape routes.

THERMAL BLAST: If outside, find the nearest cover and stay there until the blast shock waves heat blast have passed over. If there is no cover, try to find a hole in the ground or something similar and keep down. When all events described have taken place, remember to try and get under something, a bed, a desk, table, or the like. If none of these are available, then sit down on the floor, knees up, spread your knees and put your hands behind your head and interlock your hands and place your head between your knees. Hold this position until it is safe to rise. Button collar, sleeves, tie pants legs to ankles and after exposure shower immediately.

IF STUDENTS ARE IN DORMITORIES: Personnel on duty will awaken students and supervise dressing. Have each student take a blanket and then proceed to higher ground using evacuation routes.

NATURAL DISASTER SIGNALS

ALERT: Three (3) alternating long and short signals on the siren of 3 to 5 minutes duration each.

ALL CLEAR: Three (3) one minute blasts separated by 2 minutes of silence. (All clear is the same as for a Natural Disaster).

FIRE SIGNAL: Two (2) blasts of the siren at the powerhouse. The all clear is sounded by two (2) 15 second blasts.

FEDERAL INSTALLATION AT MOUNT EDGE CUMBE. THROUGH ALL SOURCES, THE SCHOOL FURNISHES AT LEAST \$5 million dollars to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The compromise situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. CLOSURE OF THE BOARDING SCHOOL WILL ULTIMATELY EFFECT ALL SITKANS IN INNUMERABLE WAYS NOT IMMEDIATELY EVIDENT.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, ~~no such~~ Little discussion over the future of Mt. Edgecumbe have been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with the students revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Options for Mt. Edgecumbe:

- (7)
1. Closure
 2. Contract with Native Organization(s) to operate the school.
 3. Contract with the state to operate the school.*
 4. Establishment of an alternative boarding school.
 5. Expansion of boarding home program.

* LEGAL OPINION OFFERED THIS COMMITTEE BY LEGISLATIVE COUNSEL SUGGESTS THAT THE SCHOOL COULD BE LIMITED TO RURAL STUDENTS, ALTHOUGH NON-NATIVE EXCLUSION WOULD CLEARLY VIOLATE THE STATE CONSTITUTION.

(J) The Mt. Edgecumbe budget for 1982 included \$2,795,451 for education and \$3,520,300 for facility management, for a cost of \$19,503 for each of the 323 students.

The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class. Included in this budget is ^{cost of} ~~transportation money for students travel~~ ^{from home to school and back} ~~provided to and from school on a yearly basis~~, and for emergencies.

(6a) According to federal policy, The Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "The Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of native participation and has been ^{interpreted as indicating} ~~observed~~ by some to indicate a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans ^{are} for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled ^{It} ~~and~~ has ~~not~~ been rescheduled ^{for} ~~at this time.~~ Apr 29, 1982.

Naturally, more attention is centered on the future of the day schools ~~at this time~~ since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A MARCH 25th letter from Gov. Hammond to the Dept. of the Interior rejected both options offered ~~the~~ state concerning the 37 day schools because they do not address the policy issue of native involvement in the transfer and because the proposals do not allow sufficient transition time or provide reasonable resources.

① a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area.

Parents and students have indicated their ^{reasons} ~~criteria~~ for attendance ^{ing} at Mt Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of ^{easier} ~~better~~ access to alcohol and drugs ^{at home, as well as} ~~combined with~~ discrimination in ^{local} ~~public~~ schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition. ² Here the native population finds themselves in an ~~an~~ ^{IRONIC} situation in asking for the continuance of Mt. Edgecumbe, only a few years after demanding a village high school program. While local schools still have priority, it seems that a boarding school is a necessary option for

② AS NOTED BY ~~THE~~ ^{INSTITUTE OF SOCIAL & ECONOMIC RESEARCH, UAF,} some students and families. [^] The success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS. A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the students' energy.

The B.I.A. has indicated that the Off-Reservation Boarding School Study suggested negotiation, through the state and appropriate native groups, the absorption of students to other alternatives. B.I.A. documents show the only option for Mt Edgecumbe students to be the state boarding school program, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. This same option remains for students indicating an inability to cope with the public school system and social reasons for attendance at Mt. Edgecumbe.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a ^{partial} ~~partial~~ school that does not include their grade level. The small increase of students to village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

In consideration of the boarding school option, significant planning time must be allocated to accomplish the transition and allow placement for the

The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state should take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives.

The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation, significantly reducing operational funding through elimination of staff housing and road maintenance. Part of this area has been conveyed to Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, however, may buy into 15 years of the state retirement plan if hired. The staff members who met with the committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

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Official Business

The Honorable Charlie Parr
Alaska State Senate

Dear Senator Parr:

I recently received a copy of the Senate Health, Education and Social Services Committee's report on Mt. Edgecumbe High School. The report is generally good, but I would like to suggest one correction at this time. The Report gives an average operating cost per student of \$19,503 for this school year. This figure is based on a budget of \$6,315,751, and a current student population of 323. Since some attrition occurs during the school year, it would be more accurate to use an average student population for the whole year. According to Leroy Demmert, Superintendent of Mt. Edgecumbe, 360 is a good average for the current school year. Using this figure, the cost per student would be \$17,500.

I would also like to point out that Mt. Edgecumbe's consolidation/renovation plan would reduce operating costs considerably. The energy efficiency of the buildings would be improved, and the number of buildings would be reduced by combining more functions in the renovated buildings. Following implementation of the plan, Mt. Edgecumbe would be able to accommodate 500 students at an average annual cost of \$10,400 per student (1982 dollars). Approximately 85% of Mt. Edgecumbe's students come from areas served by REAA's, which had an average annual cost per student of \$9,261 in FY 81. Hence, Mt. Edgecumbe's cost of providing a quality education to rural students would be close to the mean. Considering that Mt. Edgecumbe is a boarding school which must provide travel, housing and supervision 7 days a week, its cost per student would compare very favorably with the costs of other high schools serving rural students.

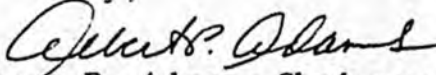
If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation plan.

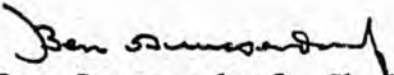
Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational environment available to Alaska's students.

Senator Parr
April 8, 1982
Page 2


I urge you to schedule Senate Bill 844, which would create the Mt. Edgecumbe Regional Education Attendance Area, for a hearing in your committee as soon as possible. At this point, Mt. Edgecumbe is expected to operate for one more school year, but without a freshmen class. It behooves the Alaska Legislature to make a decision on this issue this year, so that if the state decides to operate Mt. Edgecumbe, the school can avoid planning for shut down, and begin planning their future instead.

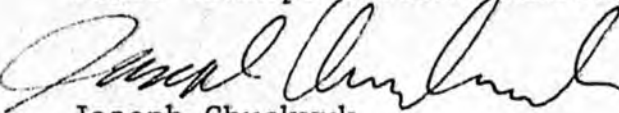
Sincerely,

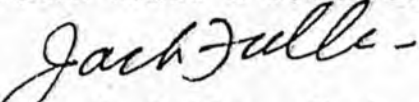

Albert P. Adams, Chairman
House Finance Committee

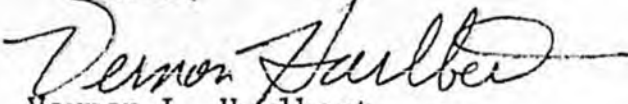

Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force

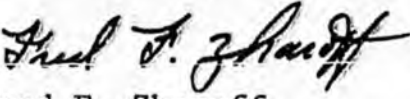

Bette Cato, Chair
House Transportation Committee


Terry Martin, Chairman
House Labor & Commerce Committee


Joseph Chuckwuk
House of Representatives


John G. Fuller, Chairman
House Rules Committee


Vernon L. Harlbert
House of Representatives


Fred F. Zharoff
House of Representatives

cc: Senator Terry Stimson
Senator Mike Colletta
Senator Vic Fischer
Senator Tim Kelly

APA/wlr

Nancy Edgumbe file

Sen. Stevens questions BIA officials about planned transfers of schools

By PAT THORNE
Daily News correspondent

WASHINGTON — Alaska Sen. Ted Stevens asked a lot of questions Wednesday but got few answers from the Bureau of Indian Affairs on plans to transfer 16 of Alaska's BIA day schools to the state next year.

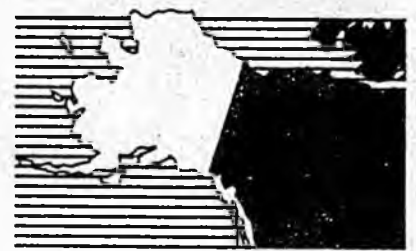
Stevens chaired a hearing of the Senate Appropriations Interior Subcommittee and used the opportunity to grill Assistant Interior Secretary Kenneth L. Smith and other BIA officials on the planned transfers.

Smith denied that Alaska was being singled out by the transfer plans, although he admitted that the 16 Alaska transfers are the only such actions planned in the system next year.

"Alaska has an agreement to phase day schools out of the federal system. We have just accelerated the transfers," he said.

"We'd have transferred a lesser amount in 1983 anyway," Stevens said.

The BIA head said the transfer actions were prompt-



ed mainly to achieve budget savings in 1983.

Stevens said BIA reports in 1981 indicated that despite a drop in enrollment in BIA schools, teaching and administrative staffs increased.

"Why have you not looked into making savings in that area?" he asked

"We have programmed a decrease in employees and teachers this year for 1983," said Deputy BIA Assistant Kenneth Payton.

But Stevens received no answer when he asked, "Alaskans will bear their fair share of cuts, but why are there no transfers outside of Alaska and just in Alaska?"

He also received an apology from Smith after he said prior agreements required a consultation with the states on policy changes and challenged the BIA for rescinding

agreements without prior notifications, especially to Alaska's congressional delegation.

Stevens demanded an explanation of savings that the BIA contended the day school transfers would achieve. He said estimates reveal the transfers would cost \$2 million more than the cost of operating the schools in 1983.

The BIA officials could produce no figures, but promised to submit an accounting later. They explained that figures being used for calculations are estimates.

Stevens said he understood some figures had been provided the Senate Select Committee on Indian Affairs.

This prompted Sen. Mark Andrews, R-N.D. and chairman of Select Committee hearings, to say the BIA was "beating around the bush" and had not provided the requested figures.

BIA officials promised the figures within three days. The officials said they not aware of prior agreements, cited by Stevens, that provided the BIA would comply with fire and safety codes on all facilities before transferring them

to the states.

"Have you read the agreement?" Stevens asked.

"No," Smith answered.

"You're lucky," Stevens said. "If you worked at Interior when I was there, you wouldn't be there tomorrow."

Smith, when asked if the BIA would fulfill an agreement to upgrade the facilities, said the agency will continue to upgrade five of the schools. "We have no money after that," he said.

Citing a state estimate of \$7.3 million to upgrade the schools, Stevens said, "It's appalling you disregard the codes anywhere."

FROM: ARCHIE S. ANDREW
TUNTULIILIAK, AK. 99680
OR
C/O MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9677 (SCHOOL)

I WANT THE FRESHMAN CLASS TO ENTER FOR THE SCHOOL YEAR OF 82-83. I WANT TO THEM HAVE AN EDUCATION LIKE I DID AROUND HERE. I HAD MORE SUBJECTS IN THIS SCHOOL THAN AT HOME. AND THAT HELPS ME TO PLAN AHEAD FOR MY CAREER OR SOMETHING.

FROM: CHRISTINE KIVOLK
GENERAL DELIVERY
NEW STUGAHOK, ALASKA 99636

OR
C/O MT. EDGE CUMBE HIGH SCHOOL
MT. EDGE CUMBE, AK. 99835 966-2210 (DORM)

I FEEL THAT THE CLASS OF '86 SHOULD HAVE THE CHANCE TO ATTEND MT. EDGE CUMBE BECAUSE IT WOULD BE A PLEASURE FOR THEM AS IT WAS FOR ME, LEARNING TO BECOME SELF-SUFFICIENT AND TO GET ALONG WITH OTHERS FROM ALL OVER ALASKA.

FROM: VIVIAN JOHNSON, PRESIDENT
MT. EDGE CUMBE STUDENT COUNCIL
MEHS
MT. EDGE CUMBE, AK. 99835 966-2203

WE FEEL THAT IT IS VERY IMPORTANT THAT A FRESHMAN CLASS BE ALLOWED TO ENTER MT. EDGE CUMBE FOR THE 1982-83 SCHOOL YEAR. THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE SHOULD BE THERE FOR ALL ALASKAN STUDENTS. PASSING HB 812 WILL BE AN EXCELLENT INVESTMENT IN THE FUTURE OF ALASKA.

FROM: ELIZABETH GOODMAN
BOX 4-534
MT. EDGE CUMBE, AK. 99835 966-2988

A URGE PASSING OF HB 812. THE NEED FOR MT. EDGE CUMBE TO BE KEPT IN OPERATION IS AS PRESENT TODAY AS IT WAS 25 YEARS AGO. QUALITY ALASKANS DESERVE EQUAL EDUCATIONAL OPPORTUNITIES. RUSTIC SCHOOLS CANNOT PROVIDE EDUCATIONAL OPPORTUNITIES ON A PAR WITH URBAN SCHOOLS. I KNOW FROM BEING AN EX-GRADUATE TEACHER.

FROM: GRACE EVANS
PO BOX 218MS
BETHEL, AK. 99559 OR MT. EDGE CUMBE, AK. 99835

I WOULD LOVE TO SEE FRESHMEN HAVE A CHANCE TO COME HERE NEXT YEAR, IN THE YEAR OF 1982-83. IT WOULD BE NO FUN WITHOUT FRESHMEN. IF THEY COULD GO TO SCHOOL HERE THEY WOULD LEARN TO BE AWAY AND DEPEND ON THEMSELVES. SOME PLACES DON'T EVEN HAVE HIGH SCHOOL AND WHERE CAN THEY GO TO SCHOOL?

FROM: DELENE C. MILLIGROCKMEHS
LITTLE BLONDE, ALASKA 99762 OR MT. EDGE CUMBE, AK. 99835

IT WOULD BE VERY IMPORTANT FOR THE FRESHMEN TO COME TO MT. EDGE CUMBE BECAUSE IT IS A GREAT OPPORTUNITY TO RECEIVE THE KIND OF EDUCATION THEY NEED TO PREPARE THEM FOR THE FUTURE. I STRONGLY SUPPORT HOUSE BILL 812. THE FRESHMEN SHOULD HAVE A CHANCE TO COME TO MT. EDGE CUMBE.

TO: SENATOR FARR

FROM: GABRIEL OLICKMEHS
TUNTUTULIAK, AK. 99680 OR MT. EDGE CUMBE, AK. 99835

DEAR SIR:

IF MT. EDGE CUMBE HAS NO FRESHMEN, IT WILL BE BORING AND SOME OF THE VILLAGES DON'T HAVE SCHOOLS. WHERE WILL THEY GO? THEY WON'T LEARN WITHOUT SCHOOL. WE NEED FRESHMEN.

SINCERELY,

GABRIEL OLICK

FROM: ELIZABETH GUYMEHS
KWETHLUK, ALASKA 99621 OR MT. EDGE CUMBE, AK. 99835

I FEEL THAT THE FRESHMAN CLASS SHOULD BE ALLOWED TO COME TO MT. EDGE CUMBE FOR 1982-83.

I WANT THEM TO HAVE AN OPPORTUNITY TO HAVE EXPERIENCES LIKE I HAD. IT WILL TEACH THEM TO MAKE A LIVING BY THEMSELVES.

PLEASE GIVE THEM A CHANCE TO GET TO KNOW THE OTHERS. THANKS

FROM: JOHN PENETAC
BOX 3370/0 MEHS
NOME, ALASKA 99762 OR MT. EDGE CUMBE, AK. 99835 966-9697

I FEEL THE FRESHMAN CLASS SHOULD COME TO MT. EDGE CUMBE NEXT YEAR BECAUSE I FEEL THAT THEY NEED THE EXPERIENCE OF LEARNING THE ABILITY TO LIVE BY THEMSELVES AND TO SEE HOW IT IS AND TO MEET NEW FRIENDS AND TO SHARE THE CULTURE WITH OTHERS.

FROM: KAREN J. PETLUSKA
MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9697

I THINK THAT HS 812 SHOULD BE PASSED FOR THE FRESHMEN TO ATTEND MT. EDGE CUMBE NEXT YEAR.

WE THE STUDENTS OF MT. EDGE CUMBE WOULD LIKE TO ADVISE YOU TO KEEP FIGHTING FOR OUR SCHOOL TO CONTINUE.

IF OUR SCHOOL IS TAKEN AWAY, WHAT WILL THE STUDENTS DO? PLEASE ACT NOW. THANKS.

FROM: JOHN F. GALLAFFIE
BOX 2400 MT. EDGE CUMBE H.S.
NOME, AK. 99762 OR MT. EDGE CUMBE, AK. 99835 966-9697

I AM IN THE FRESHMAN CLASS OF THE 1982-83 SCHOOL YEAR (CLASS OF '84) TO ATTEND MT. EDGE CUMBE BECAUSE I WANT THEM TO EXPERIENCE THE SAME GREAT OPPORTUNITIES I HAVE HAD AT MT. EDGE CUMBE. TO US, IT IS A STEPPING STONE FOR THE LATTER PART OF OUR LIVES. THANKS.

MSG 82-00023810 PRTY 1 04/28/82 13:15:10 ORIG: LS00 IN= 0010 OUT= 0065
FROM: SITKA TO: JUNEAU
TARGET: LJH2 SUBJ: POM PAGE 0001

TO: SENATOR PARR

FROM: CATHY SUTTON
BOX 4140
MT. EDGE CUMBE, AK. 99835

I STRONGLY SUPPORT HB 812. MT. EDGE CUMBE IS ESSENTIAL IN PROVIDING QUALITY
EDUCATION IN ALASKA. THE STUDENTS OF TODAY WILL MAKE ALASKA WHAT IT WILL BE
TOMORROW. THEY MUST NOT BE DENIED THE OPPORTUNITY PROVIDED AT MT. EDGE CUMBE
TO REACH THEIR GREATEST POTENTIAL.

FROM: FRANK L. SUTTON
BOX 4140
MT. EDGE CUMBE, AK. 99835 747-6574 HOME 966-3310 WORK

I BELIEVE THE CONTINUED EXISTENCE OF MT. EDGE CUMBE HIGH SCHOOL IS CRITICAL
TO THE DEVELOPMENT OF MANY OF ALASKA'S POTENTIAL FUTURE LEADERS. IT WILL
PROVIDE A WELL-ROUNDED EDUCATION FOR MANY WHO MIGHT NOT OTHERWISE REACH
THEIR FULL POTENTIAL. I STRONGLY SUPPORT HB 813 TO PROVIDE FUNDING FOR
A 1982-1983 CLASS.

TO: SENATOR PARR

FROM: JUNE KOONALOAK

BIRCH PARK D-5 MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK.
FAIRBANKS, AK. 99701 OR 966-9601

I BELIEVE THAT THE FRESHMAN CLASS OF 1983 SHOULD BE ADMITTED TO MT. EDGE CUMBE. IT WOULD BE A TERRIBLE MISTAKE IF YOU LEAVE THEM OUT IN THE COLD. THEY, TOO, (SUCH AS I HAD) SHOULD BE GIVEN A CHANCE TO BE EXPOSED TO A DIFFERENT ENVIRONMENT. THEY WILL BENEFIT FROM MT. EDGE CUMBE.

FROM: DELORES PITKA

GENERAL DELIVERY

BEAVER, ALASKA 99724 OR MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK. 99835

I FEEL THAT FRESHMEN SHOULD BE ENROLLED TO OUR HIGH SCHOOL NEXT YEAR. I FEEL THAT YOU WILL BE STOPPING A LOT OF STUDENTS' EDUCATION IF YOU ARE AGAINST THIS.

CONSIDER THE OTHER SCHOOLS' OPPORTUNITIES COMPARED TO MT. EDGE CUMBE'S. THERE ARE MANY STUDENTS WHO ARE STUCK INTO FOSTER HOMES OR JUST QUIT SCHOOL BECAUSE OF NOT BEING ABLE TO COME TO SCHOOL HERE.

FM: GALE FECHIK

P.O.B. 4443

MT. EDGE CUMBE, AK 99835 (H) 966-2491 (W) 966-2214

REPRESENTING MT. EDGE CUMBE HIGH SCHOOL STUDENTS

RE: HB 812

MESSAGE: FIRST, CONTINUITY IN EDUCATION IS THE UTMOST REASON FOR ALLOWING FRESHMEN TO ENROLL IN MT. EDGE CUMBE.

SECOND, THE FACT FOR MAINTAINING MT. EDGE CUMBE IN THE FUTURE REMAINS THE CONTROL OF DISCIPLINE HERE WHICH IS NOT PRESENT IN THE BUSH SCHOOLS.

FM: ROD MUTTING

P.O.B. 747

SITKA, AK 99835 (H) 747-8746 (W) 747-2214

RE: HB 812 MT. EDGE CUMBE

MESSAGE: I HAVE SEEN MANY OF THE BUSH SCHOOLS AND HAVE TALKED WITH BUSH TEACHERS AND FAMILIES AND AM CONVINCED ALASKA NEEDS ALTERNATIVES TO THE BUSH SCHOOLS.

MT. EDGE CUMBE PROVIDES A QUALITY COMPREHENSIVE HIGH SCHOOL PROGRAM AND SHOULD CONTINUE UNDER STATE FUNDING AS AN ALTERNATE EDUCATIONAL CENTER FOR ALASKANS.

FM: MARCIA STRAND

P.O.B. 795

SITKA, AK 99835 (H) 747-8091

RE: HB 812

MESSAGE: THE SCHOOL SHOULD OFFER HELP TO SOME HIGH SCHOOLERS (UNDER AGE 19) WHO HAVE DECIDED OUT OF OTHER PROGRAMS. HOW MANY DROP-OUTS ARE THERE IN THIS STATE? FUND PERSONNEL TO WORK WITH THESE SPECIAL STUDENTS AND HELP MT. EDGE CUMBE SCHOOL POPULATION A "GOOD MIX" OF STUDENTS OF VARIOUS CAPABILITIES.

MSG 82-00023613 PRTY 1 04/27/82 16:10:59 ORIG: LS00 IN= 0007 OUT= 0086
FROM: SITKA TO: JUNEAU INFO
TARGET: LJH2 SUBJ: POMS PAGE 0001

TO: SENATORS PARR, STIMSON, COLLETTA, FISCHER, KELLY, AND ELIASON

FROM: GEORGE W. MIYASATO
BOX 2231
SITKA, AK. 99835 966-2227 (WORK)

RE: HB 812

I WOULD ENCOURAGE ALL LEGISLATORS TO RENDER A "YEA" VOTE FOR THE ABOVE BILL TO COVER THE COSTS FOR THE FRESHMEN WHO MAY MAKE APPLICATION FOR ADMITTANCE TO MT. EDGE CUMBE HIGH SCHOOL FOR SCHOOL YEAR 1982-83.

MSG 82-00023748 PRTY 1 04/28/82 11:16:55 ORIG: LS00 IN= 0005 OUT= 004
FROM: SITKA TO: JUNEAU
TARGET: LJH2 SUBJ: POMS

PAGE 000

TO: SENATOR FARR

FROM: JOSEPH JOHNSON
MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9697

WE SHOULD GIVE THE FRESHMAN CLASS THE SAME CHANCE TO SEE THE OUTSIDE LIFE RATHER THAN IN THEIR OWN HOMETOWN. AS A FRESHMAN LAST YEAR, I LEARNED A LOT OF THINGS HERE THAT I WOULD NOT HAVE LEARNED AT MY HOMETOWN SCHOOL. PLEASE GIVE THIS CHANCE TO THE FRESHMEN NEXT YEAR.

FROM: ELEANOR WEEDMAN
NEW STUYAHOK, ALASKA 99636 OR MEHS, MT. EDGE CUMBE, AK. 99835

MT. EDGE CUMBE IS EXTREMELY CONCERNED ABOUT THE POSSIBILITY OF NOT BEING ABLE TO HAVE A FRESHMAN CLASS ENROLLED AT MT. EDGE CUMBE FOR THE 1982-83 SCHOOL YEAR. WE FEEL THAT A **WHOLE** HIGH SCHOOL IS NOT YET WHOLE UNTIL EVERY FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR CLASS IS ENROLLED. THANK YOU!

FROM: NICK S. NICHOLI
LOWER KALSKAG, ALASKA 99626 OR MEHS, MT. EDGE CUMBE, AK. 99835

I SURE WOULD LIKE TO SEE FRESHMEN HERE AGAIN NEXT YEAR. FOR ONE THING, THEY MAKE IT FUN AT THE BEGINNING OF THE YEAR BECAUSE OF THE INITIATION WE HAVE OR THAT MT. EDGE CUMBE HIGH SCHOOL HAS EVERY YEAR. I REALLY THINK IT SHOULD STAY THAT WAY.

FROM: KENNY PHILLIP
AKIAK, AK. 99552 OR MEHS, MT. EDGE CUMBE, AK. 99835

ALL I WANT IS FOR THE FRESHMEN TO COME HERE IN THE SCHOOL YEAR 82-83. I FEEL IT IS AN IMPORTANT STEP IN STARTING AN EDUCATION OR TO BE LOOKING FORWARD TO WHAT KIND OF LIFE THEY WILL HAVE. WILL THEY BE EDUCATED IN A SMALL AREA ALL THEIR LIVES?

FROM: WALLENA M. LORD
BOX 4563
MT. EDGE CUMBE, AK. 99835 966-2533

I FEEL MT. EDGE CUMBE HIGH SCHOOL SHOULD HAVE A FRESHMAN CLASS NEXT YEAR BECAUSE THE FRESHMAN CLASS MAKES UP A FOURTH OF THE SCHOOL AND THEY DESERVE THE CHANCE TO COME AS NEW STUDENTS.

FROM: BERRICE HIFN
OR BOX 50964
FAIRBANKS, AK. 99701 OR MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK. 99835

HELLO

WE STUDENTS HAVE LOVED IT HERE SO MUCH. WE ARE ESPECIALLY GLAD THEY HAD A CHANCE TO COME HERE THIS ONE FOR US TO ATTEND. WE OR I WOULD LOVE TO SEE THE FRESHMEN NEXT YEAR. I WOULD LIKE TO INITIATE THEM AND GIVE THEM THE SAME EXPERIENCE WE HAVE HAD. THANK YOU.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance



Official Business

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Kotzebue, Alaska 99752

(907) 442-3320

TO: Senator Charlie Parr, Chairman, Senate Health, Education and Social Services Committee, Kotzebue, Alaska 99752 (907) 442-3320

FROM: Representative Albert P. Adams, Chairman, House Finance Committee, *APA*

DATE: April 19, 1982

SUBJ: HB 812, "An Act making a special appropriation to the Department of Education to enable freshmen to attend Mount Edgecumbe High School, and providing for an effective date."

House Bill 812 would provide \$1,000,000 to allow Mt. Edgecumbe High School to have a freshman class during the 1982-1983 school year. The federal government has committed itself to one more year of funding for Mt. Edgecumbe, but without a freshman class. It is important that Mt. Edgecumbe has a freshman class, because without one, several teachers and support staff members would be laid off, and the educational program for the remaining students would be detrimentally affected. I have provided the Committee with a letter to me from Mt. Edgecumbe Superintendent, Leroy Demmert, dated March 30. In it he states that "Without the additional funds and a freshman class, we would have to release those teaching and support positions [listed on the last page]. Needless to say, the overall effect on the curricular offerings and delivery system would be disastrous. With funding from the State, we would be able to support a freshman class, and keep our scope and depth of curricular offerings to a quality level." Because of the negative effect of not having a freshman class, on the remainder of the Mt. Edgecumbe educational program, I strongly recommend passage of HB 812.

The State Board of Education adopted four conditions, at their October 10, 1981 meeting in Glennallen which they would insist be met before the Board would support the closure of Mt. Edgecumbe. One of these conditions was that the BIA work with 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. The many Alaskans

supporting Mt. Edgecumbe have succeeded in obtaining federal agreement to keep Mt. Edgecumbe open an additional year, but without a freshman class. Hence the transitional period has been extended one more year. I feel the Board would be backing down on its commitment to guarantee an orderly transfer of primary responsibility for these students, if it did not support continuation of a quality program at Mt. Edgecumbe during the transitional year.

I would like to refer to the April 12, 1982 letter from the President of the State Board of Education to Senator Jalmar Kerttula. He states that HB 812 would "strike at the very heart of our policy supporting a single public education delivery system in Alaska." I don't follow his reasoning. If the state should acquire Mt. Edgecumbe, it would be incorporated into the single educational system which we presently have. It is illegal to discriminate on the basis of race or special political relationship with the federal government where state money is concerned. Hence race would not be a criterion in determining eligibility for Mt. Edgecumbe. House Bill 812 proposes \$1,000,000 for the support of a freshman class at Mt. Edgecumbe next year, hence the freshman class would be open to Alaskan students regardless of race. According to the most recent information I have obtained from Washington D.C., the Department of the Interior has no problems accepting the \$1,000,000 in state money which must be spent without regard to race. Hence next year's freshman class may include non-Natives.

The last thing I would like to touch on are the four conditions adopted by the State Board of Education. The Board held if these conditions were not undertaken, the Board would not support closure of Mt. Edgecumbe. I have provided a letter from the President of the Board, and Board minutes which reiterate this position.

To date, the only condition I can see that has been met is that of holding joint hearings on the closure of Mt. Edgecumbe to gather input from the affected communities. The federal government will not put in an additional \$6,000,000 per year to supplement and enrich education for Native students, the village high schools do not provide a comparable program to the one offered by Mt. Edgecumbe, and as I stated above, I do not feel an orderly transfer will take place if the quality of education at Mt. Edgecumbe is not maintained during the transitional period.



COURSE

OFFERTINGS



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
MT. EDGE CUMBE SCHOOL
MT. EDGE CUMBE, ALASKA 99835

Dear Students:

This booklet of "Course Offerings" is prepared to aid you in planning a four year program at Mt. Edgecumbe High School. It contains important information that will be helpful to you and staff members who work with you.

Your parents and school staff want you to have the best high school education possible. Each of you should set goals toward which your efforts and those of the school may be directed. Be ready to discuss your goals with your guidance counselors who will assist you in planning your program of study.

In accordance with school policy for meeting changing student needs, graduation requirements have undergone several changes during the past few years. The classes of 1982 will follow earlier graduation requirements, classes of 1983 and onward will follow new requirements.

To make graduation requirements easier to understand, requirements for the Class 1982 and 1983 are shown on separate pages.

Please accept our best wishes for success in your high school career.

Sincerely,

Lawrence B. Welch
Principal

LeRoy Demmert
Superintendent

P U R P O S E

The primary purpose of Mt. Edgecumbe High School is to help its students become responsive, responsible, educated members of society. The plan is to provide an education program that meets the students' common and individual academic, social, and cultural needs.

STATEMENT OF PHILOSOPHY

Mt. Edgecumbe High School exists to provide educational opportunities to Native youth of Alaska. We believe it is the natural right of man to know himself, his relationship to others, and to gain an understanding of the world in which he lives. We recognize man requires an environment that is caring, orderly, and supportive to develop his inborn abilities. Our educational purpose is to provide that environment necessary for intellectual and personal growth. Through a balanced program, Mt. Edgecumbe High School will:

1. Provide instruction necessary to meet the individual abilities of each student.
2. Provide opportunities for students to develop a health self image.
3. Strengthen basic educational skills and provide a comprehensive variety of courses to allow students to pursue individual interests.
4. Weave the Native cultural background into the school curriculum.
5. Develop self supporting, self respecting citizens, and leaders through student participation in school activities and student government.
6. Provide opportunities for wise and enjoyable use of leisure time.
7. Teach the skills and develop attitudes necessary for healthful living.
8. Ensure that students will have the opportunity to experience pre-career and pre-vocational activities.
9. Enable the student to acquire an appreciation of the value, use and conservation of our natural resources.
10. Provide for a continuing self evaluation of the total educational program through total school community participation.

* * * * *

Develop skills in reading, writing, listening, and speaking.

Develop a desire for learning now and in the future.

Develop pride in work, and a feeling of self worth.

Learn to be a good manager of money, property, and resources.

GRADUATION REQUIREMENTS

Classes of 1982

Mt. Edgecumbe High School may award a diploma to a student when he/she has attended sixteen quarters and has earned a minimum of twenty credits in accordance with the following:

Class of 1982		
	Quarters	Credits
ENGLISH	14	3 1/2
MATHEMATICS	8	2
SCIENCE	8	2
SOCIAL STUDIES	13	3 1/4
HOME ECONOMICS/SHOP	4	1
PHYSICAL EDUCATION	4	1
HEALTH	2	1/2
PERSONAL FINANCE	2	1/2
CAREER EDUCATION	1	1/4
ELECTIVES	20	6
		20

Social studies will include the following:

Geography	1 quarter
World History	1 semester
Alaska History	1 semester
U.S. History	2 semesters
American Government	1 semester
Land Claims	<u>1 semester</u>
TOTAL	13 semesters - 6 1/4 quarters

The above requirements exceed those recommended by the State of Alaska and the Northwest Accreditation Association.

GRADUATION REQUIREMENTS

Class of '83 - '84 - '85

Mt. Edgecumbe High School may award a diploma to a student when he/she has attended sixteen quarters and has earned a minimum of twenty-one credits in accordance with the following:

ENGLISH	8 semesters	4 credits
MATHEMATICS	4 semesters	2 credits
SCIENCE	4 semesters	2 credits
SOCIAL STUDIES	7 semesters	3 1/2 credits
HOME ECONOMICS/SHOP	4 semesters	2 credits
PHYSICAL SCIENCE	2 semesters	1 credit
HEALTH	1 semester	1/2 credit
PERSONAL FINANCE	1 semester	1/2 credit
CAREER EDUCATION	1 semester	1/2 credit
ELECTIVES	<u>10 semesters</u>	<u>5 credits</u>
TOTAL	42 semesters	21 credits

Social studies will include the following:

Geography	1 semester
World History	1 semester
Alaska History	1 semester
U.S. History	2 semesters
American Government	1 semester
Land Claims	<u>1 semester</u>
TOTAL	7 semesters

The above requirements exceed those recommended by the State of Alaska and the Northwest Accreditation Association.

All students reading one year below grade level will be required to take one year of reading.

SCHEDULING PATTERN

Every student will be scheduled for six (6) periods per day.

Following is a suggested scheduling pattern for the 1981-82 school year, listing required subjects and showing quarters of work to be taken.

Students are to be registered for a semester.

FRESHMEN

ENGLISH	2 semesters
READING	2 semesters
MATHEMATICS	2 semesters
HOME EC/SHOP	2 semesters
GEOGRAPHY	1 semester
PHYSICAL ED.	1 semester
ELECTIVES	4 quarters

SOPHOMORE

ENGLISH	2 semesters
MATH/SCIENCE	2 semesters
HEALTH	1 semester
WORLD HISTORY	1 semester
ALASKA HISTORY	1 semester
CAREER EDUCATION	1 semester
PHYSICAL ED.	1 semester
ELECTIVES	6 quarters

NOTE: Electives for freshmen may include: piano, band, art, chorus, typing 1, swimming, general music, and library science.

JUNIOR

ENGLISH	2 semesters
MATH/SCIENCE	4 quarters
U.S. HISTORY	4 quarters
ELECTIVES	13 quarters

SENIOR

ENGLISH	1 semester
PERSONAL FINANCE	1 semester
AMERICAN GOV'T	1 semester
LAND CLAIMS	1 semester
ELECTIVES	18 quarters

SPECIAL NOTE: Students will continue in sequential classes (such as English 1 a,b,c,d, until the course is completed.)

The principal will approve all class schedules. No schedule changes are to be made without the approval of the principal.

CLASS STANDING: Sophomore-5 credits, Junior -10 credits
Senior - 15 credits.

SCHEDULING GUIDE

FRESHMEN

SOPHOMORE

English.....	1 year
Reading.....	1 year
Math.....	1 year
Shop or Home Ec.....	1 year
Geography.....	1/2 year
Phys. Ed.....	1/2 year

English.....	1 year
Math/Sci.....	1 year
World History and Alaska Hist.....	1 year
Career Ed.....	1/2 year
Health.....	1/2 year
Phys. Ed.....	1/2 year

Electives..... 1

Electives..... 1 1/2

FINE ARTS:

Band
Chorus
Art
General Music
Piano - 6 students

FINE ARTS:

Band
Chorus
Art
General Music
Piano - 6 students
P.E.

LIBRARY SCIENCE - 3 students

LIBRARY SCIENCE - 6 students

JUNIOR

English.....	1 year
Math.....	1 year
U.S. History.....	1 year
Science.....	1 year

TYPING

READING

SHOP:

Auto Mech.	Electric
Woodshop	Welding
Carpentry	Small Motors

Electives... 2

FINE ARTS

FINE ARTS

Band

Chorus

Art

General Music

Piano -6 students

P.E.

LIBRARY SCIENCE-6 students

TYPING

ACCOUNTING

SHORTHAND

OFFICE PRACTICE

READING

FRENCH

SHOP:

auto mech	woodshop
carpentry	electricity
welding	sm. motors

SENIORS

English.....	1 year
Am. Gov/Land Cl.....	1 year
Personal Finance.....	1/2 year
Shop/Home Ec.....	1 year

Electives..... 2 1/2

FINE ARTS

Band

Chorus

Art

General Music

Piano -6 students

PE

LIBRARY SCIENCE 6 students

TYPING

ACCOUNTING

SHORTHAND

OFFICE PRACTICE

READING

FRENCH

DRIVERS ED

PSYCHOLOGY

CHEMISTRY

GEOMETRY

REQUIRED COURSES

LANGUAGE ARTS

ENGLISH 1, 11, 111, 1V R
(a, b, c, d, as needed)

OFFERED: 1st and 2nd semester
(freshmen, sophomore, juniors, seniors)

This course is offered after careful evaluation of students lacking basic language skills. Students receive credit for each quarter taken. Emphasis is placed on basic language skills, capital letters, punctuation, parts of speech, parts of a sentence, sentence and paragraph structure, spelling, and oral expression.

ENGLISH 1a, 1b--Grammar

OFFERED: 1st semester
(freshmen)

This course is aimed at improving basic grammar, writing and speaking skills. Emphasis is placed on parts of speech, parts of a sentence, sentence and paragraph development, and individual oral expression.

ENGLISH 1c, 1d--Introduction to Literature

OFFERED: 2nd semester
(freshmen)

This course exposes students to various readings, including short stories, non-fiction, poetry, drama, myths, etc. Emphasis will be on vocabulary development and broadening student's understanding of the world of analyzing and discussing each selection.

ENGLISH 11a, 11b--Grammar

OFFERED: 1st semester
(sophomores)

This course is a continuation of basic grammar, writing and speaking skills taught in English 1a and 1b. Composition skills necessary for writing short descriptions, narrations, and expositions will be taught.

ENGLISH 11c, 11d--Literature

OFFERED: 2nd semester
(sophomores)

This is a continuation of literature taught in English 1c and 1d.

ENGLISH 111a, 111b--Grammar

OFFERED: 1st semester
(juniors)

This course is a continuation of basic grammar, writing and speaking skills taught in English 11a and 11b. Composition and research paper skills will be stressed.

ENGLISH 111c, 111d--American Literature

OFFERED: 2nd semester
(juniors)

This course provides a brief summary of American Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from our earliest writings to the present.

ENGLISH 1Va, 1Vb

OFFERED: 1st semester
(seniors)

This is a continuation of grammar, writing, and speaking skills taught in English 111a and 111b. A major research paper will be required. This course will involve a wide range of public speaking experiences. The "outline" stresses as fundamental to any formal speech.

ENGLISH 1Vc, 1Vd

This course provides a brief survey of English Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from tribal days to the twentieth century.

DEVELOPMENTAL READING a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors, Seniors)

This course is required of students who are achieving one or more years below grade level in reading or by teacher referral. This course is designed to teach and improve basic reading, study, and library skills. Placement is made after testing. All four quarters are required.

MATHEMATICS

GENERAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores)

This course is a required course for student who do not elect alternate math programs.

a--Pre-testing is used to determine placement level. Post-testing will evaluate final achievement. Quarterly minimum material is programmed as follows: addition subtraction, multiplication and division of whole numbers.

b--This is a continuation of General Math a with operations in fractions.

c--This is a continuation of General Math a and b including decimal operations.

d--This is a continuation of General Math a, b, and c including percentages, metrics, and practical application of problems.

MAT LAB--(all levels as needed)

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors)

This course is designed primarily for those students who are two or more years below grade level. It is an individualized class with pre-testing for proper placement level. The course includes basic arithmetic operations in addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentage. Tutor computers are used to strengthen student's abilities in basic facts. When students have made satisfactory progress and are able to meet success in general math they are transferred. One-fourth credit is earned for each quarter completed.

SCIENCE

GENERAL SCIENCE (R)

OFFERED: 1st and 2nd semesters
(Freshmen, Sophomores, Juniors, Seniors)

A one year course using two distinct science programs. Concepts of Science and ISIS (Individual Science Instructional Systems) Various disciplines of science, biology, chemistry, physics, and geology which include additional readings for research and report writing are studied first semester. Students will learn basic laboratory skills and gain an appreciation of science through the use of concepts of science.

REQUIRED COURSES--(continued)

ENGLISH 1Vc, 1Vd

OFFERED: 2nd Semester
(seniors)

This course provides a brief survey of English Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from tribal days to the twentieth century.

DEVELOPMENTAL READING a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors, Seniors)

This course is required of students who are achieving one or more years below grade level in reading or by teacher referral. This course is designed to teach and improve basic reading, study, and library skills. Placement is made after testing. All four quarters are required.

MATHEMATICS

GENERAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores)

This course is a required course for student who do not elect alternate math programs.

a--Pre-testing is used to determine placement level. Post-testing will evaluate final achievement. Quarterly minimum material is programmed as follows: addition subtraction, multiplication and division of whole numbers.

b--This is a continuation of General Math a with operations in fractions.

c--This is a continuation of General Math a and b including decimal operations.

d--This is a continuation of General Math a, b, and c including percentages, metrics, and practical application of problems.

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OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors)

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SCIENCE

GENERAL SCIENCE (R)

OFFERED: 1st and 2nd semesters
(Freshmen, Sophomores, Juniors, Seniors)

A one year course using two distinct science programs. Concepts of Science and ISIS (Individual Science Instructional Systems) Various disciplines of science, biology, chemistry, physics, and geology which include additional readings for research and report writing are studied first semester. Students will learn basic laboratory skills and gain an appreciation of science through the use of concepts of science.

REQUIRED COURSES--(continued)

SCIENCE

GENERAL SCIENCE (R) (continued)

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Second semester 1S1S will be used. "1S1S is designed for students of widely varying interests and abilities. It is a program they can all read, get involved in, and succeed with. 1S1S enables students to learn by direct experience, planning and conducting investigations, observing, interpreting data, keeping records, checking conclusions, and making hypothesis.

This individualized program allows students to work at their own pace on activities of their own choice. Instructional materials can be used in small groups and whole class modes as well as individually.."

PHYSICAL SCIENCE

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This is a one year course in the fundamentals of physical science. The textbook, Focus on Physical Science, provides a practical experience in science. Through a carefully planned learning sequence, students employ observation and experimentation to develop and test their hypothesis. Principles of physics and chemistry are introduced through student involvement in the process of science.

GENERAL SCIENCE a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

a--Basic concepts of matter and energy are studied. Physical and chemical science topics will be developed.

b--Life science topics related to cellular biology and structure function will be presented.

c--Second semester will be a continuation of life science and basic physiology will be studied. Photosynthesis and biological interdependence will follow.

d--The final quarter will consist of studies of space science and the adaption of living things present and past.

GENERAL BIOLOGY a, b, c, d

OFFERED: 1st and 2nd semester
(juniors, seniors)

a--The student will learn to use scientific methods of study, Learn to use the monocular microscope and other lab equipment and study cell types and processes.

b--Plant structure and function will be studied and students will learn to classify plants, animals, and protists.

c--Structure and function of the main organs of animals, including man, will be learned. This is a comparative course using dissecting and lab work.

d--Populations, environments, and the ecology of land and water will be presented.

REQUIRED COURSES--(continued)

SCIENCE

HEALTH

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

A one semester course which will focus on the student's basic needs. Areas covered will be mental health, personal hygiene, nutrition, alcohol/drug abuse, smoking, first-aid, and other health related ideas important to our students. The class will be flexible to allow guest speakers throughout the semester and various field trips into the health field.

SOCIAL STUDIES

WORLD GEOGRAPHY

OFFERED: 1st and 2nd semester
(freshmen)

Students receive an insight and awareness of social science. Emphasis will be placed on the various disciplines offered, basic skills and vocabulary development. Emphasis on basic geography such as longitude, latitude, hemispheres, time zones, topography, use of compass and map, contour profiles, continents, and the relations between countries and ethnologic groups will be given.

WORLD HISTORY a, b

OFFERED: 1st semester
(sophomores)

a--The student will study the emergence of man, the development of societies and religions, the development of autocratic forms of government, the development of democracy, the influence of Greeks and Romans on the present system of government, the medieval period and the Russian, Moslem and Byzantine empires.

b--Emphasis will be placed on forms of government which developed during the medieval period from which democracy was borrowed. A rebirth of town life through the European age of discovery will be studied.

ALASKA HISTORY a, b

OFFERED: 2nd semester
(sophomores, juniors, seniors)

a--This course will give the student insight into Alaska's development as a state. Emphasis is placed on the geographic features of Alaska as biotic provinces, lakes, rivers, mountains, and towns, the various Native groups and their environment, the impact of the Russian exploration, occupation, and development of the Russian-American Company.

b--Emphasis is placed on the purchase of Alaska, military occupation, early American government, the fight for statehood, effects of statehood, the impact of the Land Claims Settlement Act, and the Trans-Alaska Pipeline.

UNITED STATES HISTORY a, b
(This is a sequential course)

OFFERED: 1st and 2nd semester
(juniors)

a--Students will spend four weeks covering the Constitution and amendments to the Constitution. The remaining portion will be concerned with study of the colonial period, the revolution and establishment of a democratic form of government, expansion of the past and the development of a nationalist spirit, and continuing with students gaining knowledge of the Manifest Destiny through study of the expansion of the Pacific.

REQUIRED SUBJECTS--(continued)

SOCIAL STUDIES

UNITED STATES HISTORY (continued)

OFFERED: 1st and 2nd semester

b--Continuing the time line of study of problems faced by the American people as they fought to build an industrial nation. Students will gain knowledge of social and economical problems arising out of industrialization between 1865 and 1920, World War I, and the rejection of the League of Nations.

Knowledge will be acquired of the 1920's, the depression and recovery, the Korean conflict, and problems of modern day power and affluence into the 1970's.

AMERICAN GOVERNMENT

OFFERED: 1st semester

(Prerequisite: World and U.S. History)

(seniors)

The student will explore the United States Constitution as a plan for government. They will examine the basic processes of legislative, executive, and judicial branches of our national government. How a bill becomes law, how our government is financed, and the election process will be covered. The relationship between the federate system and the state, the individual citizen and foreign nations will conclude this course.

LAND CLAIMS

OFFERED: 2nd semester

Prerequisite: World, U.S. History, and American Government

(seniors)

This is a study of the moral and legal rights of Alaska Natives to the land, the contributions of Native Leaders in the fight for a settlement, the realization culture variations are due largely to environmental and cultural influences. Study of vocabulary necessary to comprehend the Alaska Native Claims legislation is pursued. Provisions of the Claims Act are analyzed in light of the various differences existing in the thirteen regions. Time will be devoted to a study of the corporations as provided by legislation.

PHYSICAL EDUCATION

PHYSICAL EDUCATION a, b, c, d

OFFERED: Each quarter

(freshmen)

a--An introduction to basic skills and movements in various activities and sports, most of which are team oriented. Activity objectives, history, rules, safety, etiquette, skills, application, and evaluation are included. Some activities are coeducational. Instructional units will be selected from the following: conditioning, cross-country, physical fitness, basketball, volleyball, softball, tennis, drill and marching skills, badminton and swimming.

b--Activities will be selected from the following: physical fitness, basketball, wrestling, gymnastics, tumbling, touch football, weight training, and volleyball.

c--Activities will be selected from the following: physical fitness, trampoline, weight training, floor hockey, badminton, dancing, soccer, and basketball.

d--Activities will be selected from the following: physical fitness, track and field, softball, Eskimo baseball (lap game), Native games, bowling and tennis.

REQUIRED COURSES--(continued)

HOME ECONOMICS

CLOTHING AND TEXTILES 1

OFFERED: 1st semester
(freshmen)

An introduction to care and selection of clothing includes the study of textiles together with line and color and personal grooming. The proper use of small equipment and the sewing machine will be incorporated in the actual construction of simple garments.

FOODS AND NUTRITION 1

OFFERED: 2nd semester
(freshmen)

Introduces basic nutrition, food selection, and the principles which apply to the preparation of milk, egg, quick bread, and cereal cookery. Work habits relating to safety, sanitation, and simple management practices will be incorporated in the actual work in the foods laboratory. Preparation of breakfast and simple lunches will include proper table setting and service. Stress will be placed on proper use and care of equipment and appliances.

TECHNICAL ARTS

SHOP 1a, 1b, 1c, and 1d, are designed to give students short, overall, practical learning experiences in various shop areas.

Students register for 1 semester.

1a--MECHANICAL DRAWING

OFFERED: 1st semester
(freshmen)

Students learn to draw plans for shop projects, basic lettering, figures, numbering, layouts, and use of the scale on other instruments. Provides understanding of requirements of the drafting field in relation to sheet metal work, welding, machine shop, and home construction.

1b--A continuation of mechanical drawing with emphasis on further development of drafting skills related to electricity and plumbing. Students will learn about electricity with electrical appliance and plumbing repair.

1c--METAL WORK

OFFERED: 2nd semester
(freshmen)

Prerequisite: Shop 1b

Students will have projects which enables them to learn to work with sheet metal, forging, welding, casting, bench metals, and metal lathe work. Students will learn to identify different metals and tools in relation to how and when they should be used on their own projects. Safety procedures are emphasized.

1d--WOODWORKING

OFFERED: 4th quarter
(freshmen)

Student will work with wood and plastics making various projects using hand tools and machines. Students will learn proper care and use of tools, materials, and fasteners with safety procedures stressed. An introduction to vehicle maintenance will conclude the quarter.

ELECTIVE COURSES

LANGUAGE ARTS

FRENCH 1a, 1b, 1c, 1d

Prerequisite: Sophomore standing

OFFERED: on demand
(sophomores, juniors, seniors)

This course is a sequential course. Its aim is to develop the listening and speak abilities of the student in French in highly structured situations. It exposes students, on a limited basis, to the reading and writing of the language and to the culture of the French speaking countries.

FRENCH 11a, 11b, 11c, 11d

Prerequisite: French 1

OFFERED: On demand
(sophomores, juniors, seniors)

COMMUNICATIONS

OFFERED: 1st and 2nd semester
(juniors, seniors)

A multi-media approach to communications. Students will operate the school radio station, publish the school newspaper and yearbook. They will take and print photographs, write stories, and conduct interviews.

LIBRARY SCIENCE

OFFERED: Each quarter
(sophomores, juniors, seniors)

Students will register for 1 semester.

This course is designed to give the student a view of the current trend of the library as a media center. Enrollment is, in most instances, limited to three or six students per class due to space limitations. Classes are offered 4th and 5th periods only.

LIBRARY AID

1st quarter

Students must have average grades. The student will gain knowledge of library organization and procedures. Work experiences are carried on concurrently with instruction in library skills. An introduction to research skills is also included. This aspect of library science will be particularly useful to college bound students. Knowledge of typing would be helpful.

OPERATION OF VIDEO EQUIPMENT

2nd quarter

Students must have average grades. This course will emphasize the use and care of video equipment. Students will be required to work after school hours and on certain scheduled weekends video taping certain selected sports events. Students who do not have the extra time to give to this course are advised not to sign up.

INSTRUCTIONAL GRAPHICS

3rd quarter

Students must have average grades. This course is designed to acquaint the student with basic techniques of mounting, laminating, lettering, poster making, bulletin boards, transparencies, and the use of duplicating equipment.

USE AND CARE OF AUDIO-VISUAL EQUIPMENT

4th quarter

This course teaches basic principles and terminology involved in the use of opaque, overhead, slide, filmstrip, and motion picture projectors as well as recording equipment. Simple trouble shooting and film and tape repair are also included.

MATHEMATICS

OFFERED: 1st and 2nd Sem.
(Freshmen, Sophomores, Juniors)

PRE-ALGEBRA

This is a year-long course designed to aid the student who is competent in General Math. Skills, but not yet ready to take Algebra 1. The material presented serves as a good preparation for taking Algebra 1 and includes elementary algebra techniques.

ALGEBRA 1a, 1b, 1c, 1d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Prerequisite: 9th grade level on standardized achievement test or outstanding achievement in General Math. This is a sequential course.

Homework is required on a regular basis. Assignments are prepared and students may advance at their own pace. Minimum requirements must be met for credit. Grading shall be by frequent tests and quizzes.

1a

1st semester

The student will be introduced to the language of algebra, set notation, properties of numbers and work with the real number system.

1b--Students work will form and solve equations and solve word problems about motion, integers, and mixtures.

1c

2nd semester

The student will add, subtract, multiply, and divide polynomials and begin to factor polynomials.

1d--Students will continue factoring and extend their knowledge to solving equations and word problems involving factoring. Work with fractions and graphing will be included.

GEOMETRY a,b,c,d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

Prerequisite: Algebra 1 or consent of instructor

a

1st semester

This course includes a review of algebra as related to geometry. Areas of consideration will be geometric properties, inductive and deductive reasoning, and developing proofs.

b--Students will study relationships, perpendicular lines, parallel lines, and planes, and proofs involving these topics.

c

2nd semester

This semester includes proofs of congruent triangles and similar polygons.

d--An introduction to trigonometry as an extension of geometry is studied and construction, using geometric methods, will be performed.

ELECTIVE COURSES--(continued)

MATHEMATICS

ALGEBRA 11a, 11b, 11c, 11d

OFFERED 1st and 2nd semester
(juniors, seniors)

Prerequisite: Geometry or permission of instructor.

Homework is required on a regular basis. This course is designed for students preparing for college. Assignments are prepared and students may advance at their own rate, meeting minimum requirements for credit. Grading will be by frequent tests and quizzes.

11a

1st semester

The student will review concepts of Algebra I and Geometry, such as set notation and properties of numbers. Work will involve solving equations with one variable and finding solutions to systems of linear equations.

11b--The student will develop and use skills of factoring polynomials to solve equations. Other units will include work with rational numbers, fractions, and scientific notation.

11c

2nd semester

The student will graph a variety of functions and relations and will work with irrational numbers and quadratic equations.

11d--The student will be introduced to the fundamentals of trigonometry, exponential functions, logarithms, trig functions, and complex numbers.

ADVANCED MATHEMATICS a, b, c, d

OFFERED: 1st and 2nd semester
(juniors, seniors)

Prerequisite: Algebra II

Homework is required on a regular basis. Grading shall be by frequent tests and quizzes. This course includes advanced topics of interest and serves to better prepare for college mathematics.

a

1st semester

The student will do advanced work with polynomial functions and will be introduced to the use of matrices and determinants.

b--The student will use the rules of logic, prove theorems of algebra, use mathematical deductions.

c

2nd semester

The student will study the algebra of vectors and work with geometric theorems.

d--The student will be introduced to permutation, combinations, and probability.

VOCATIONAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course is designed as a review of General Math skills and includes measurement instruments and practical problems.

a

1st semester

The student will review mathematical skills with whole numbers, fractions, and decimals and progress into linear measurement.

ELECTIVE COURSES--(continued)

MATHEMATICS

VOCATIONAL MATH a, b, c, d (continued)

b--The student will work with various types of polygons and will perform constructions using a straight edge, compass, and protractor. An introduction to algebraic expression will be included.

c 2nd semester
The student will work with the metric system and applications and geometric construction. Study will include triangles and an introduction to trigonometric formulas.

d--The student will work with decimals, percents, and practical illustrations. Problems shall be included concerning money management.

SCIENCE

INTRODUCTORY PHYSICAL SCIENCE a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores)

Students are selected for this course after preliminary testing.

a 1st semester
Measurement using the metric system will be introduced. Concepts of length, area, and volume will be studied. Students will learn to find mass. Using balances, a series of experiments pointing out the law of conservation of mass will be studied.

b--Students study a variety of characteristics properties of various kinds of liquids, solids, and gases. They will learn to compute density through several experiments determining density for liquids, solids, and gases. Other characteristic properties studied include thermal expansion, elasticity, melting and freezing points, and boiling points. Students will learn the language and definitions used while working with solubility, and learn to read and understand solubility graphs.

c 2nd semester
Students will review solubility graphs and study other solvents as well as solubility for gases. Using basic knowledge gained students will learn methods of separating various kinds of mixtures. Among methods studied will be fractional distillation, filtration, fractional crystallization, and paper chromatography.

d--This quarter deals with the understanding concepts of mixtures, compounds, and elements. Students will decompose and synthesize several compounds while noting the law of constant proportions. Spectra identification and flame tests are used to point out this method of identifying elements in compounds or mixtures.

CHEMISTRY a, b, c, d

Prerequisite: 4 quarters of science
and Algebra

OFFERED: On demand
(juniors, seniors)

Chemistry is the study of the classification, properties, and interactions of matter. This course is designed for students considering college education or study in applied sciences.

ELECTIVE COURSES--(continued)

SCIENCE

CHEMISTRY a

a--Instruction in chemistry includes elements of lecture, demonstration, problem solving, and laboratory work. Classification of matter, formula writing, and equation writing will be covered first quarter.

b--A continuation of Chemistry a with a coverage of the mole concept, the periodic table and stoichiometry.

c--A continuation of Chemistry a with an emphasis on the gas laws, molar volume and phase changes.

d--A continuation of Chemistry a with emphasis on solutions, acids, bases, and salts and oxidation reduction.

PHYSICAL EDUCATION

SWIMMING

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students will receive instruction in swimming, water safety and proficiency tests will be given. Scheduling of instruction will depend on availability of swimming pool.

ADVANCED PHYSICAL EDUCATION a, c, b, d

OFFERED 1st and 2nd semester
(sophomores, juniors, seniors)

Prerequisite: 1 full year of P.E.

This course is a review of basic skills and movements with greater emphasis on individual activities for better carry-over value. Physical fitness is considered the main theme. Students should be able to develop himself "totally" and maintain this self-discipline. Some activities will be coeducational.

a--Activities will be selected from the following: conditioning, jogging, physical fitness, weight training, touch football, calisthenics, acrobatics, jazz ballet, and basketball.

b--Activities will be selected from the following: physical fitness, basketball, wrestling, officiating, badminton, gymnastics and roller skating.

c--Activities will be selected from the following: physical fitness, gymnastics, trampoline, badminton, handball, bowling, and swimming.

d--Activities will be selected from the following: physical fitness, track and field, Native games, tennis, archery, and gymnastics.

FINE ARTS COURSES

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Piano a, b, c, d

Students register for 1 semester.

Piano teaching equipment includes six electronic pianos and one master piano with headsets allowing for individualized instruction.

a--Students will learn basic music theory.

b--A continuation of Piano a with emphasis on techniques.

c--A continuation of Piano a and b with emphasis on style.

d--A continuation of Piano a, b, and c with emphasis on solo work.

ELECTIVE COURSES--(continued)

FINE ARTS COURSES

BEGINNING CHORUS a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students register for 1 semester

a--This course provides basic opportunity for singing in a mixed group. Students will learn basic music theory.

b--A continuation of Beginning Chorus a with emphasis in note reading.

c--A continuation of Beginning Chorus a and b.

d--A continuation of Beginning Chorus a, b, and c with development of musicianship and choral tone in three-part singing.

ADVANCED CHORUS a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students will register for 1 semester. Prerequisite: Beginning Chorus or previous choral experience.

a--This is the main performance choral group. Vocal techniques will receive emphasis.

b--A continuation of Advanced Chorus a. Fiction and four-part singing are stressed. Concentration will be on preparation for winter concerts.

c--A continuation of Advanced Chorus a and b and four-part singing.

d--A continuation of Advanced Chorus a, b, and c with four-part singing. Concentration will be on preparation for spring concerts and festival.

BEGINNING BAND a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students must be willing to give time to practice as required.

a--Beginning instrumental training with concentration on notes and fingering.

b--A continuation of Beginning Band a with special emphasis on rhythm.

c--A continuation of Beginning Band a and with emphasis on musical technique.

d--A continuation of Beginning Band a, b, and c with special interest on intonation.

INTERMEDIATE BAND a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Prerequisite: Beginning Band

a--A review of beginning band exercises.

b--A continuation of Intermediate Band a with special emphasis on intricate intonation problems.

c--A continuation of Intermediate Band b with special emphasis on difficult rhythmic techniques.

d--A continuation of Intermediate Band c with special preparation for Advanced Band

ELECTIVE COURSES--(continued)

FINE ARTS

ADVANCED BAND a, b, c, d

Prerequisite: Beginning Band

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Admission by audition.

a--A performing group for advanced instrumental musicians. Concentration is on public performance.

b--A continuation of Advanced Band a with concentration on winter concerts.

c--A continuation of Advanced Band a and b with concentration on the Pep Band.

d--A continuation of Advanced Band a, b, and c with concentration on spring concerts, festival and commencement.

Art 1

Students register for 1 semester

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students learn the elements of art, such as composition, value, color, and texture. A variety of media will be offered to illustrate the various media.

Art 11

Students register for 1 semester

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students continue to study the elements of art using a broader variety of media.

SOCIAL STUDIES

BASIC PSYCHOLOGY

Prerequisite: Permission of instructor

OFFERED: 1st and 3rd quarter
(juniors, seniors)

This course is designed to give the student an opportunity to look at himself through a psychological perspective. A developmental approach will be used. Students will have the opportunity to look at themselves as unique individuals, searching for answers to the question, "Who, what, and why am I?"

ADVANCED PSYCHOLOGY

Prerequisite: Basic Psychology

OFFERED: 2nd and 4th quarter
(juniors, seniors)

This course is designed to give the student the opportunity to look at interpersonal relationships through a psychological perspective. Topics such as family, man and woman, prejudice and the working world will be explored.

BUSINESS EDUCATION

TYPING 1a, 1b

Students register for 1 semester

OFFERED: as needed
(sophomores, juniors, seniors)

An introduction to basic touch typewriter skills, machine manipulation and key board control. Develops knowledge of machine parts, their adjustments and use, related English usage and common copy format.

1b--Emphasis is placed on developing mastery of numbers and basic symbol keys with an awareness of the necessity for accuracy in typewriting these special characters. Skill is gained in related learning such as word division, number guides, spelling, capitalization guides, and other elements of technical typing.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

TYPING 11a, 11b

Students register for 1 semester

OFFERED: as needed
(sophomores, juniors, seniors)

11a--Emphasis is placed on increased typing power and accuracy drills. Students develop additional letter styles, including executive letters, special size, tabulated data, special communications, and other related business forms. Emphasis is placed on building proficiency in mailing procedures, addressing envelopes; folding letters and inserting these into envelopes, preparing letters with carbon copies, and handling enclosures.

11b--Develop an understanding of skill in duplicating, including preparation of stencils, masters for spirit duplicators, models for photocopiers, and multiple carbon copies. Develops mastery of basic techniques taught in Typing 1. Develop ability to understand, analyze, and carry through all instructions for solving problems related to typing.

ACCOUNTING 1a, 1b

Student registers for 1 semester

OFFERED: 1st semester
(juniors, seniors)

1a--Instructions include the understanding of the first and most elemental accounting cycle and its effect on management policies including two column journal, posting to general ledger, trial balance, financial statement, and balance sheet. Emphasis is on financial statements. New income, or net loss will be computed and books closed at the end of the fiscal year.

1b

Prerequisite: Accounting 1a

OFFERED: 2nd semester
(juniors, seniors)

Systems and procedures for controlling cash receipts, cash payments, purchase and sales are emphasized. Introduction to special journals ledgers, adjusting entries for merchandise inventory and prepaid expenses.

ACCOUNTING 11a, 11b

OFFERED: 1st semester
(seniors)

Procedures involving management control, handling payroll and handling notes receivable and notes payable are covered. Students spend six weeks working on practice sheets for a paint company, hardware store, and a service station. Depreciation, accruals, deferrals, and combination journals are emphasized.

OFFICE PROCEDURES

Introduces students to the world of work in clerical careers. The course is designed to develop competent, productive office workers. Prerequisite: Typing I.

PERSONAL TYPING

The course is designed to build competence in academic typewriting and develop skill in using the typewriter as a personal writing tool. Specific areas include personal/business letter, manuscript typing, and how to complete job application forms.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

ACCOUNTING 11b

Prerequisite: Accounting 11a

OFFERED: 1st semester
(seniors)

An introduction to the fundamentals of business data processing which includes manual, mechanical and electronic data processing and common language. Students spend several weeks reviewing different types of journals, ledgers, and working papers.

OFFICE PRACTICE

Prerequisite: 1 year of typing

OFFERED: On demand

This course is designed to give the student experience similar to that encountered in a business office. Students will operate various types of office equipment and receive instruction in office duties such as, handling mail, filing, telephoning, specialized typing skills and care and maintenance of equipment.

SHORTHAND I

This is a one year course.

OFFERED: 1st and 2nd semester
(juniors, seniors)

The first section stresses reading and writing using and learning standard symbols and brief forms. Dictation and transcription are emphasized to bring the words per minute to a useable level. Student must be able to type after first quarter.

SHORTHAND II

Prerequisite: Shorthand I

OFFERED: 1st and 2nd semester
(juniors, seniors)

After a brief review of basic shorthand skills emphasis is in taking dictation and transcribing the material. Direct dictation and commercial programs that offer a variety of dictating styles and practice in all stenographic skills complete the course.

PERSONAL FINANCE

OFFERED: 1st and 2nd semester
(seniors)

The economic setting and services of business and banking are explored. This course is consumer oriented. Relationships of business and banking to daily life are explored. Emphasis is given to the individual in our economy. Business vocabulary and practical application of the theory involved are stressed.

CAREER EDUCATION a, b

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

a--This course is designed to enable the student to achieve knowledge of himself in relation to the world of work and to broaden the student's knowledge of the world of work. The student will explore his own interests, abilities, values, and potential and become aware of the opportunities in the various job families. The student will learn various decision making skills and the use of those skills and begin to narrow his occupational choices.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

CAREER EDUCATION b

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

The student will learn job acquisition skills and will have an opportunity to practice those skills. After the student has learned how to get a job; the topic of keeping a job once he has gotten it will be explored. Emphasis will be on employer-employee relations, employee-employee relations, and conduct on the job. Proper procedures for leaving a job are taught.

WORK/STUDY

OFFERED: On demand
(juniors, seniors)

This course is designed to give the student actual experience in a work situation. The student will indicate an occupation that interests him. Arrangements will be made by the Work Programs Coordinator for the student to work in a specific situation. Student's work will be jointly evaluated by the Work Programs Coordinator and the on-the-job supervisor.

HOME ECONOMICS

SURVIVAL SKILLS IN HOME ECONOMICS

OFFERED: 1st and 2nd semester
(juniors, seniors)

Field trips, class discussions, and lab projects will provide a variety of activities in: food selection, safety and sanitation and generalizations for food preparation, decision making and parenting, lease reading and cost and ideas for housing, clothing care and repair for the family.

FOOD AND NUTRITION
(1/2 credit)

OFFERED: To be announced
1st semester
(freshmen, sophomores, juniors, seniors)

Individualized program for bachelor, intermediate and advanced levels will feature introductory food preparation as well as company dinners for advanced students. A variety of menus and meal services are planned.

CLOTHING AND TEXTILES
(1/2 credit)

OFFERED: To be announced
2nd semester
(freshmen, sophomores, juniors, seniors)

An individualized program for bachelor, intermediate, and advanced levels will cover a range of activities from grooming to lining a garment in clothing construction.

TECHNICAL ARTS

BEGINNING AUTO MECHANICS a, b
Students enroll for 1 hour only

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course relates to general service station work. Students learn to wash and polish cars, repair tires, do grease jobs, and change oil and oil filters. They do motor tune-up, including changing points and plugs, carburetor adjustment, and maintenance and repair of brake and electrical systems.

ELECTIVE COURSES--(continued)

TECHNICAL ARTS

ADVANCED AUTO MECHANICS a, b

Prerequisite: Beginning Auto Mechanics

Students enroll for 2 hours.

This course is designed to teach students the proper procedures in overhauling an engine and getting it in running condition.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

SMALL ENGINES

Prerequisite: Shop 1

Students register for 1 semester

This course provides students with a basic understanding of the internal combustion engine and its parts. Provides understanding and application of mechanic's tools, and assembly of small internal combustion engines.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

MACHINE SHOP AND WELDING

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

Students register for 1 semester. Students enroll for one or two hour blocks.

This course covers basic techniques of welding and machine shop. Students will receive experience in acetylene arc, MLC, and TIC welding as well as with lathes, drill presses, milling machines, shapers, and the forge. Classroom instruction as well as shop experience will be given. Students will gain knowledge of tools, safety procedures and job opportunities related to welding and machine shop.

CARPENTRY

Prerequisite: Shop 1

Students register for 1 semester. Students enroll for two hours.

This course gives general understanding of the carpentry trade in relation to unions, apprenticeship programs, and vocational technical school programs. Students become familiar with carpentry tools, equipment, and maintenance of tools related to the trade. Provides basic understanding of foundations, framing, roof construction, partitions, window installation, etc., and provides an understanding of safety procedures and practices. Students will learn the relationship of mathematics as related to carpentry.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

WOODSHOP

Prerequisite: Shop 1

For the student who enjoys working with wood and wishes to expand his abilities and knowledge in this area. All types of woodworking tools will be introduced and used on required projects.

OFFERED: On-demand
(sophomores, juniors, seniors)

ELECTIVE COURSES--(continued)

TECHNICAL ARTS

UPHOLSTERY

Prerequisite: Shop 1

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course introduces students to basic upholstery techniques, tools, and the use of sewing machines as well as application of patterns and identification of various upholstery fabrics. Students learn upholstery pattern layouts and use practical skills on actual projects in the upholstery shop.

ADVANCED METAL SHOP

Prerequisite: Shop 1

OFFERED: on demand
(sophomores, juniors, seniors)

This course is for students who enjoy working with metal and wishes to expand his knowledge and skills in this area. Projects and learning opportunities in sheet metal, forging, bench metal, casting, welding, and metal lathe will be provided.

ELECTRICITY a

Prerequisite: Shop 1

OFFERED: 1st semester
(juniors, seniors)

Students enroll for two hours.

An introduction to the field of electricity with emphasis on basic theory and methods, tools, and material is provided. Students learn practical skills in wiring, circuits, switches, etc. Provides an understanding of AC/DC current with relation to power plants, industrial use, and home construction. Students will learn new wiring techniques as well as rewiring of older structures. Safety rules, regulations, and procedures are strongly stressed.

ELECTRICITY b

Prerequisite: Electricity a

Continuation of 1st semester

A continuation of Electricity a with emphasis on electricity theory. Students receive practical application by wiring motors, overhead lighting, as well as new construction projects, and installation of household appliances. Further application of safety procedures are emphasized.

DRIVER EDUCATION a

Students register for 1 semester.

OFFERED: 1st and 2nd semester
(seniors)

Prerequisite: Student must be 16 years of age and have written permission from parents. There is a \$6.00 fee for instruction and driver's license.

This course prepares student for written section of State of Alaska driver's instruction permit examination. Provides general understanding of driving regulations.

DRIVER EDUCATION b

Prerequisite: Driver's Education a

OFFERED: 1st and 2nd semester
(seniors)

This section provides basic practical driving skills through actual driving sessions. Enables students to take and pass the State of Alaska driver's license examination (road test). Students must obtain a state driver's license to receive credit for this section of driver's education.

ELECTIVE COURSES-- (continued)

AVIATION EDUCATION

This course will provide the student with basic and practical knowledge of air transportation and small aircraft relevant to rural Alaska. This course is designed for the student who is eligible to take Algebra. It includes a study of the theory of flight, the history of flight, the aircraft and systems, navigation, weather, avionics, charts, airports, air traffic control, careers, and the Federal Aviation Agency requirements. A study of rocketry will acquaint the student with the early attempts as well as the recent accomplishments in this field. Preparation for the test for the Private Pilot may be included.

Charles Parr
March 18, 1982

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.

NAME AND HOME TOWN

NAME AND HOME TOWN

- | | |
|---|--|
| 1. Vivian Johnson, Emmonak | 26. Nancy Kamut - Chuathalik |
| 2. Joane Weidman - N. Star | 27. Sophie Owens Kwethluk |
| 3. June Poonook Barrow | 28. Margaret Alexie Kalsi |
| 4. Anna Koodak - Koliganek | 29. Caroline Lucyoff Anchorage |
| 5. Wesley Koodak Postage Creek | 30. Sarah Nanalook, Manokatak |
| 6. Elizabeth Johnson Koliganek | 31. Debra Pomeroy - Motlakatla |
| 7. Marjorie Koodak Postage Creek | 32. Kurlay Dage - Barrow AK, 99722 |
| 8. Martha E. Sookook Little Diomed | 33. Wilbert Kimoff Barrow AK 99723 |
| 9. Anthony Quinn Little Diomed | 34. Banner Banner Barrow AK |
| 10. Joseph Quinn Little Diomed | 35. Brenda Billy Barrow |
| 11. Robert Sookook Jr Little Diomed | 36. Maria Wines Barrow |
| 12. John Ahkvak II Little Diomed | 37. Wayne Miller Anchorage |
| 13. Herman Solomon Barrow AK 99722 | 38. Esther Gardiner |
| 14. Karen Tate Nome AK, 99762 | 39. ANDREW LUPE Turuk AK |
| 15. James OKBUCIK Nome, AK, 99762 | 40. PAUL ANDREWS EMMONAK AK, 99581 |
| 16. Billy Joe Nome Ak. 99762 | 41. Rudy Hootch, Emmonak Ak, 99581 |
| 17. James H. Stewart Fairbanks 99702 | 42. Joe Johnson |
| 18. Palassa Limer Post Station AK 99580 | 43. Kurlay Dage - Barrow AK, 99722 |
| 19. Wilson Latt Akiah | 44. Richel O'Keefe St. Michael |
| 20. Ballasia Gregory - Akiachat | 45. Anna Jackson |
| 21. Johnny Andrews - Inuitalik | 46. VALERITINA ANDRUS |
| 22. Olive Ahmagak Wainwright | 47. (Kullie) (Andie) - Inuitalik 99702 |
| 23. Mary Ann Simmonds - Barrow | 48. Adam J. Nicola Kwethluk |
| 24. Eugene Dawson | 49. Joe Stewart |
| 25. John Adams Barrow, AK 99723 | 50. Melvin Kasayukie |

NAME AND HOME TOWN

NAME AND HOME TOWN

- | | |
|---------------------------------------|---------------------------------------|
| 1. MIRANDA KENNEDY - TANANA | 26. Robert Forrester, Juneau |
| 2. Henry Seabrook Little Diomedes, AK | 27. Carrie Nashalook Anchorage |
| 3. James A. Swank Fairbanks 99701 | 28. George Philemon St. George Island |
| 4. Betty Joe, Nome, Ak 99762 | 29. Jimmy Philemon St. George Isl; |
| 5. Al, Garrison Juneau, Ak 99803 | 30. Janice Holmgren Seward |
| 6. Phyllis Nunamook Anchorage 99501 | 31. June Holmgren Seward |
| 7. John Soloff, BETHEL | 32. James Walunga Gambell |
| 8. Christine Kivok Neul, Stuyvesok | 33. Sandra Mercuri St. Paul |
| 9. Harold Cheenok St. Michael | 34. Evan Olick Kwethlak |
| 10. Theodore Hamilton - Emmonok | 35. Olga Coffey Marshall |
| 11. Sam Mogg, US Diomedes | 36. Tommy Seabrook Little Diomedes |
| 12. Emma Michael Napakiak | 37. Charles Olin Walla |
| 13. David Seabrook Jr. Diomedes | 38. Charles Ahkinga |
| 14. John Forrester Nome AK 99762 | 39. Dora M. Forrester |
| 15. Michele Overook - Wales | 40. Emily Brower |
| 16. Jonathan Bernack - Akivachuk | 41. Susie J. Sam-Allakat |
| 17. Susie Hany - Kwethlak | 42. Kenning Phillips Alitok |
| 18. Varlaam Jackson - Kwethlak | 43. Tomi Ford |
| 19. Lily Hany - Kwethlak | 44. Anthony Akok |
| 20. Susie Lott Akivak | 45. Louise Plotch - Kwethlak |
| 21. Ivan Paul | 46. Vivian Beans |
| 22. Joseph Cronan Winslow, Arizona | 47. Eliza Andrew Suntutuk |
| 23. Minto - Mickey Siles | 48. Mary Sipoy St. Mary's |
| 24. Neal Christie's Minto | 49. Betty Hamilton Seward |
| 25. Henry Smoke, Stevens Village | 50. Lorraine Akelok - EKWOLL |

NAME AND HOME TOWN

NAME AND HOME TOWN

1. Name Norton - Bethel Field	26. Martin Patey St. Mary's
2. Eva Sorup - Lower Valdez AK	27.
3. Mike Roter Kot Chevak, AK	28.
4. Nick Nichols Lower Kaktovik AK	29.
5. Lois Alandor - Anchorage	30. Daniel Hatch Kluwan
6. Anna - M. Nicolai - Kwethluk	31. Deborah Okitka Nome
7. Claudia Michael Kwethluk	32. Frances Whelan Kotzebue
8. Margaret Phillips - Chuathluk	33.
9. Della Dickson Iqroq	34. Phillip Nick Kwethluk
10. Rachael Seluena name AK	35. Jim George Akiachak
11. Elsie Jolka Aniak	36. Diane Acoman St. Michael
12. Marie Onyassuk Wales Alaska	37.
13. Beverly Sinary - St. Mary's	38. Hilda Williams Aleknagik
14. Rosemary Evans Bethel	39. Cynthia Sinary St. Mary's
15. Benny Stevens - Stevens Village	40.
16. Eva Meier Kwethluk AK	41.
17. Jannie Tokary St. George	42.
18.	43. Blanka Tshuka New Stuyahok
19.	44. Harry Johnson Koliganek
20. Juliana Jackson St. Paul	45.
21. Esther Spain Kwethluk	46.
22. Helen Spain Kwethluk	47.
23. Hattie Aishanna Barrow	48.
24. Jane D. Johnson Emmonak	49.
25.	50.

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol, and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfeld, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) 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".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinion.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

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Juneau, Alaska 99811
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June 24, 1981

MEMORANDUM

TO: Representative Pappy Moss

FROM: Peter B. Froehlich

RE: Tribal Status of Alaska Natives
Research Request 81-132

Hali Denton of your staff has asked this agency to provide a historical overview and general background information concerning the legal status of Alaska Natives. More specifically, she asked whether any Alaska Native villages or groups have claimed sovereign tribal status prior to the recent claims by the Native Village of Venetie. She also asked about the attitude of the federal government toward such claims.

The legal status of Alaska Natives involves many complicated, controversial, and sometimes emotional issues. The relevant history and background is extensive and dates back to before the purchase of the Territory of Alaska from Russia in 1867. Unfortunately, many of these issues have not yet been resolved to the satisfaction of all concerned. Often there is a State position, a federal position, and one or more Alaska Native positions on any specific question. There has been, and continues to be, much relevant judicial, legislative, and administrative activity in the area, on both the state and federal levels. The frequency of these activities seems to be increasing rather than decreasing, but no final resolution of the issues seems imminent.

In answer to the specific questions raised, no Alaska Native village or group has claimed sovereign tribal status in the same manner and to the same degree as has the Native village of Venetie recently, nor is there any explicit federal position on the issue. Essentially, Venetie is attempting to depart from the status quo and neither the validity of the attempt, nor the attitude of the federal government towards it, can yet be ascertained with certainty.

Two village councils, for Metlakatla and Klukwan, have had their sovereign immunity from suit judicially recognized. Sovereign immunity from suit is, of course, only one aspect of full sovereignty. We are aware of one village council (Tanacross) which has proposed negotiations with the State of a "tribal-state compact" or treaty.¹ According to the Attorney General's office, several other village councils, as well as Mauneluk Association and the Tlingit-Haida Central Council,

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have orally or informally claimed sovereign tribal status for various purposes. Most of these claims have related more to the receipt of funds and provision of services than to law making and enforcement.

In addition, there has been some recent indication from the Department of Interior Solicitor's office that the federal position is much closer to recognition of sovereign tribal status for Alaska Natives than is the State position. The body of this memorandum will address these matters more thoroughly and specifically.

In our research of this issue we have interviewed Assistant Attorneys General Thomas Meacham, Thomas Koester, Rick Robertson and Debra Vogt. We have also interviewed Don Mitchell, an attorney for the Alaska Federation of Natives, Tony Strong of the Tlingit-Haida Central Council, and C.L. Henson in the Tribal Operations Office of the Bureau of Indian Affairs (BIA) Juneau Area office. In addition, we have reviewed the two reports enclosed with this memorandum:

- Tribal-State Relations: A New Paradigm for Local Government in Alaska, Michael Walleri, Tanana Chiefs Conference, 1980
- The Special Relationship of Alaska Natives to the Federal Government, David Case, Alaska Native Foundation, 1978

We have also reviewed all of the documents described on the list entitled "Reference Documents" which is attached to this memorandum as Appendix A. All of these documents are available from this agency except the last, Alaska Natives and the Land by the Federal Field Committee for Development Planning in Alaska, which is available from the Legislative Reference Library.

Due to the abundance of relevant material and the complexity of the issues, this memorandum attempts to provide only a cursory summary. It is divided into five sections dealing with the following topics: 1) the Venetie situation in particular; 2) Alaska Natives before the Alaska Native Claims Settlement Act (ANCSA); 3) ANCSA; 4) Alaska Natives after ANCSA; and 5) sovereign immunity.

VENETIE

In January of 1940, the Constitution and by-laws of the Native Village of Venetie were ratified, under the terms of the Indian Reorganization Act (IRA) of 1934 which was extended to Alaska in 1936. Nearly 3-1/2 years later, in May of 1943, 1,408,000 acres were withdrawn by Presidential Proclamation to create the Venetie-Chandalar Reserve.

¹ 4/4/80 letter from Michael Walleri to Attorney General Gross.

This reserve included the villages of Venetie, Arctic Village, Chandalar, and Kachick. It was the first large Alaska Native reserve created in the state under the IRA. The Annette Island Reserve of 86,741 acres had been created by federal statute in 1891, and is generally considered to be a true Native reservation. The Tetlin reserve of 768,000 acres had also been established in 1930 by Executive Order, not as a true Native reserve, but as a "public purpose" reserve to promote "vocational training" and to assist in "restocking the country" and "protecting fur bearing animals." The Venetie reserve is by far the largest Native reserve ever created in Alaska for any purposes.

The approximately 225 Alaska Natives who occupied and used the 1,408,000 acre Venetie reserve accepted it by unanimous vote on March 1, 1944. However, in 1950 and in 1957, the Venetie reserve Natives petitioned the Secretary of the Interior to add approximately 2 million additional acres, claiming use and occupancy of that additional acreage. These petitions were never granted and are still being pursued, but may be part of the reason that the Venetie and Arctic Village village corporations received title to 1,799,927 acres under ANCSA rather than the 1,408,000 acres which were contained in the original reserve.

Section 19 of ANCSA (1971) revoked reserves created in the state for Alaska Natives for any purpose, except the Metlakatla Reserve. However, village corporations for villages located on reserves were given the option of receiving surface and subsurface title to the acreage of the reserve instead of merely surface title to the 69,120 to 161,280 acres which other village corporations were entitled to receive based on population. Reserve village corporations which exercised this option were required to forego receipt of funds under the act, and stockholders of those village corporations were required to forego ownership of any regional corporation.

The villages of Chandalar and Kachick no longer existed by 1971. The village corporations for Venetie and Arctic Village voted to exercise their section 19 option to receive surface and subsurface title to 1,799,927 acres instead of surface title to 69,120 acres each. In anticipation of receiving title to the 1,799,927 acres, the two village corporations conveyed it by warranty deed to the Native Village of Venetie IRA Council on September 1, 1979. A little over 3 months later on December 17, 1979, the two village corporations received patent to the acreage and title passed to the IRA Council under the deed. Less than a year later, both village corporations dissolved themselves by shareholder vote.

At least as early as 1976, the residents of the former Venetie reserve were attempting to find a means of returning the former reserve lands to trust status instead of the fee simple land ownership mandated by ANCSA. Their attempts were . ffd several times by the Department

of the Interior, culminating in a September 15, 1978 Solicitor's Opinion by Associate Solicitor for Indian Affairs, Thomas W. Fredericks, that the terms of ANCSA precluded such a reversion. The opinion held that the Secretary of Interior could not legally accept title to the Venetie lands in trust for the IRA Council. The federal government's land ownership in trust for Indian-reservation tribes in the lower 48 states is a nearly universal corollary to the sovereignty of those tribes. After ANCSA, that land-based trust relationship apparently does not exist in Alaska except with respect to the Annette Island Reserve, although many argue that a different sort of welfare-related trust relationship remains.

Nonetheless, the IRA Council for the Native village of Venetie is pursuing its sovereignty claim as a "state within a state" in the words of spokesman and consultant Don Wright.² To this end, they have denied the authority of State Department of Environmental Conservation staff to inspect, supervise, or regulate water and sewer projects within the acreage of the former reserve.³ They also met with the governor on April 24, 1981 to discuss jurisdiction over law and order matters, resource development and economic cooperation within the former reserve.⁴ They offered various "Proposed Joint Resolutions" including:

- a disclaimer by the State of title to land and water included in the unresolved claims of 1950 and 1957 for additional reserve acreage;
- a cooperative agreement for development of hydroelectric projects on or near former reserve land;
- a cooperative agreement for development of a transportation and utility corridor over former reserve land;
- an agreement by the State to recognize "banishment" from former reserve land of non-tribal members who violate "tribal law";
- an agreement by the State to fund tribal fish hatcheries and facilitate the return of fish to the hatcheries.

² Anchorage Daily News, 12/18/79

³ 5/1/80 memorandum from Commissioner Mueller to Deputy Attorney General Condon.

⁴ 4/22/81 letter from Chief Williams to Governor Hammond.

On April 29, 1981, the Venetie IRA Council also offered a "license" to the State for the continued use and occupancy of the two high schools and a grade school within the former reserve. The proposed license includes provisions which would impose a tribal gross receipts tax on businesses and which would restrict the activities of the licensee and of all non-tribal members. The Venetie IRA Council would be entitled to revoke the license upon violation of any of its provisions. A copy of the proposed license is attached to this memorandum as Appendix B. It has been rejected by the State in favor of a much less restrictive 100 year license on the basis that the Venetie version did not provide the State with a sufficient interest in the school sites as required by AS 35.10.110.⁵

The validity of the Venetie IRA Council claims to full tribal sovereignty continues to be denied by the State. It is likely that there will be no final resolution of the issue without years of litigation or extensive negotiation. Meanwhile, the IRA Council for the Native village of Venetie continues to be one of the largest private landowners in the state, and other Alaska Native villages, groups, corporations and councils, particularly in the Tanana 'Chiefs' area, are beginning to consider claims similar to those of Venetie. For example, the IRA Council for the village of Tanacross has proposed negotiations with the State on a tribal-State compact to apportion allegedly "concurrent" State and tribal law making, law enforcing, regulatory and judicial powers.⁶

In order to understand the issues raised by the Venetie situation and their current context, a brief review of the history of the legal status of Alaska Natives is helpful.

HISTORY AND BACKGROUND BEFORE 1971

David Case discusses the early development of governments among the various groups of Alaska Natives throughout the state in The Special Relationship of Alaska Natives to the Federal Government.⁷ It was not until the 1930's and 1940's that western-style self-governing institutions were employed among Alaska Natives, and these were "tribal" governments, not formal local governments. In 1934, Congress passed the Wheeler-Howard Act or Indian Reorganization Act (IRA) to authorize Indian tribes on reservations to organize, adopt constitutions and

⁵ 5/22/81 memorandum from Assistant Attorney General Cummings to Cowles, DOT/PF.

⁶ 4/4/80 letter from Michael Walleri (TCC) to Attorney General Gross.

⁷ Alaska Native Foundation, 1978, pp 119-134.

form federally chartered incorporated governing councils. Because there were no tribes and only one reservation (Metlakatla) in Alaska, the IRA had only very limited relevance and application to Alaska Natives. It was therefore amended in 1936 to include Alaska Native villages. The IRA is codified at 25 USC 461 et seq.

Between 1891, when Congress created the Metlakatla reservation, and 1936 when Congress extended the IRA to Alaska, a number of Executive Order reserves were established in Alaska. The Executive Order reserves were not true Indian or Native reservations because they were not permanent withdrawals which created or recognized a permanent and compensable trust interest in land on the part of the Natives. The number of these reserves is the subject of some controversy. According to Alaska Natives and The Land, 12 such reserves were created before 1936.⁸

However, David Case writes that before 1919, about 150 of these reserves were created.⁹ The year 1919 is significant because in that year Congress prohibited the creation of Native reserves without specific Congressional authorization (43 USC 150). Therefore, none of the five reserves created in Alaska between 1919 and 1936 can be considered Native reserves. They are instead public purpose reserves established for purposes such as vocational education. Moreover, as explained by David Case, all Executive Order reserves in Alaska were created to indirectly benefit all members of the general public to preclude future dependency of Alaskan Natives on government assistance.¹⁰

In any event, the extension of the IRA to Alaska in 1936 finally made it possible for Alaska Native communities to establish a form of "tribal" or community government and a land-based relationship with the federal government, and also made it possible to identify Native groups with defined parcels of land. IRA reserves were also temporary rather than permanent land withdrawals, but they were closer to being reservations comparable to those created by treaty or statute in the "Lower 48" than were previous Executive Order reserves in Alaska.

⁸ Federal Field Committee for Development Planning in Alaska (1968), page 443, but a list on page 445 shows 13 Executive Order reserves.

⁹ David Case, The Special Relationship of Alaska Natives to the Federal Government, 1978, page 32.

¹⁰ Ibid, page 32.

Six IRA reserves were created and accepted by Native groups between 1941 (Unalakleet) and 1946 (Diomede). These varied in area from 870 acres (Unalakleet) to 1,408,000 acres (Venetie). Another reserve was formed at Hydaburg in 1949, but was judicially invalidated three years later in U.S. v. Libby, McNeil, and Libby, 107 F. Supp. 697 (1952). At least four other IRA reserves were rejected by a vote of the Natives involved.

For several years the federal Bureau of Indian Affairs (BIA) actively pursued a policy encouraging formation of IRA councils and the establishment of IRA reserves. In the late 1940's, petitions and proposals were filed for the formation of 23 IRA reserves, and in 1950, 90 additional petitions were filed. No action was ever taken on any of these petitions.¹¹

In 1953, Congress enacted Public Law 83-280 (P.L. 280) to delegate civil and criminal jurisdiction over Indian reservations to specified states. In 1957, a federal district court decision, In re McCord, 151 F Supp. 132 (AK 1957), found that the Tyonek Executive Order reserve was "Indian country in which the territory of Alaska had no criminal jurisdiction." In 1958, Congress quickly responded and added "all Indian country within the territory of Alaska" to P.L. 280.¹² (Emphasis added)

There has been considerable disagreement about the extent and existence of "Indian country" in Alaska. Those seeking to create governmental sovereignty and authority in Alaska Native villages argue in favor of a broad definition.¹³ Others, including the State of Alaska, argue a narrow definition encompassing, after ANCSA, only the Metlakatla reservation.¹⁴

11. Alaska Natives and the Land, Federal Field Committee for Development Planning in Alaska (1968), p. 443.

12 P.L. 280 is codified at 18 U.S.C. 1152 (criminal jurisdiction) and 28 U.S.C. 1360 (civil jurisdiction).

13 Tribal State Relations: A Paradigm for Local Government in Alaska, Walleri, 1980, pp 23-30.

14 Attachment to 5/20/81 letter from Attorney General Condon to Senator DeConcino, pp 5-6; 5/6/80 Attorney General's Opinion pp 3-7.

No court has yet found there to be any "Indian country" in Alaska since statehood. On the contrary, a State superior court in Anchorage has found that "Alaska has never become Indian country".¹⁵ Appeal from this decision is pending in the Alaska Supreme Court. An October 1, 1980, Department of Interior Solicitor's Opinion stated that it is possible for "Indian country" to exist in Alaska, even after ANCSA, depending on specific circumstances. This opinion held that the village of Allakaket was Indian country because it is a "dependent Indian community". "Indian country" is defined for criminal jurisdiction purposes by 18 USC 1151 as including federal Indian reservations, dependent Indian communities and Indian allotments. There is no definition for civil jurisdiction purposes.

One reason that the determination of the existence of Indian country in Alaska is significant is the provision of P.L. 280 (28 USC 1360 (c)) which provides that authorized tribal ordinances and customs which are not inconsistent with State law must be given full force and effect in all civil cases which arise in Indian country. It is theoretically possible that Alaska Natives, if they prevail in their arguments that they are tribes, and that their land is Indian country, could superimpose a legal system of ordinances and courts upon the State of Alaska system, as in some of the "Lower 48" states.

ANCSA

The passage of ANCSA in 1971 is considered by most to be a critical turning point in the relationship of Alaska Natives to both the State and federal governments. It is considered to be a step towards assimilation of Alaska Natives into the economic and governmental systems of the state and an end to any development of Alaska Native groups into entities independent of State government and dependent upon the federal government. However, some Native groups are taking the position that assimilation is damaging to their interests. Like the IRA Council of the Native village of Venetie, they are claiming full tribal sovereignty as states within a state, or even nations within a nation.

In the declaration of policy at the beginning of ANCSA, Congress stated at Section 2(b) that:

The settlement should be accomplished rapidly, with certainty, in conformity with real economic and social needs of Natives, without litigation, with maximum participation by Natives in decisions affecting their rights and property,

¹⁵ Paug Vik, Inc., Ltd. v. Le Resche, No. 77-17158, 9/12/79 Decision, p. 16.

without establishing any permanent racially defined institution, rights, privileges, or obligations, without creating a reservation system, without wardship or trusteeship, and without adding to the categories of property and institutions enjoying special tax privileges or to the legislation establishing special relationships between the United States government and the State of Alaska; [Emphasis supplied]

The establishment of full sovereign tribal status for Alaska Native villages could violate this expressed Congressional intent by establishing "racially defined institutions, rights, privileges, and obligations" and by "adding to the categories of property and institutions enjoying special tax privileges."

Other sections of ANCSA indicate that Alaska Native villages and groups must incorporate as profit or non-profit corporations under Alaska law (Sections 3(j), 8(a)-(c) and 14 (h)(2)). Section 14 (c) requires each village corporation to convey at least 1280 acres of land to the State in trust for a future municipal corporation where there is no village corporation already in existence. Finally, Section 21(d) provides that land conveyed to Native Corporations under ANCSA was to be immune from State and local taxation only for 20 years, not forever, as would be the case for Indian country controlled by sovereign tribes.

No part of ANCSA recognized Alaska Native villages as tribes nor granted to or recognized in them or in IRA councils any governmental power even over the land conveyed to them.

Section 19(a) of ANCSA clearly revoked all Native reserves in Alaska except for Metlakatla. The revocation included the statutory Klukwan reserve, the six IRA reserves, including Venetie and all of the other Executive Order and administrative reserves.

Section 19(b) gave village corporations within revoked reserves the option of acquiring surface and subsurface title to the entire acreage of the reserve instead of surface title to from 69,120 to 161,280 of selected acreage (depending on village population) plus money distributions.

Several such village corporations, including those for the villages of Venetie and of Arctic Village in the Venetie reserve, chose the first option of receiving surface and subsurface title to the revoked Venetie reserve. In 1974, Congress granted \$100,000 to six of these village corporations, including Venetie and Arctic Village. The others were Elim, in a former Executive Order reserve of 316,000 acres, Tetlin in a former Executive Order reserve of 768,000 acres and Gambell and Savoonga in a former Executive Order "reindeer station" reserve of 1,205,000 acres.

The Klukwan village corporation elected under Section 19(b) of ANCSA, to take title to the former 894 acre statutory Klukwan reservation, even though by doing so they waived their entitlement to the 23,040 acres and fund distributions to which Southeast Alaska villages were entitled. However, in 1976, Congress amended Section 16 of ANCSA twice to allow Klukwan village corporation to participate in the benefits of the Act to the same extent as other Southeast villages and to select 23,040 acres in addition to the 894 acre former reserve. To regain these benefits, the village corporation was required to convey "free of trust" the former reserve acreage to the Chilkat Indian Village IRA Council.

This was the only mention of any IRA Council in ANCSA. The failure of the Act to deal specifically and conclusively with the other IRA Councils is unfortunate. The role of these councils has been left undetermined, and has been the subject of continuing controversy. Even though the original intent of the IRA seemed to be that the councils it authorized would have a trust land-based jurisdiction, only a few councils in Alaska ever achieved any land reserve. ANCSA revoked all those reserves except Metlakatla. This left all of the other Alaska IRA Councils in the uncertain and confusing situation of possessing some theoretical authority without any geographic reservation in which to exercise that authority. It is the State's position that the few IRA Councils which own land, like those in Venetie and Klukwan, have no more governmental authority on that land than does any other landowner. Attempts to gain governmental authority represent a departure from the status quo and from established legal authorities and, if pursued, will probably require a judicial or legislative resolution. Nonetheless, despite ANCSA, these attempts have continued.

AFTER ANCSA

Federal Legislation

Federal legislative developments after passage of ANCSA indicate a steady effort on the part of some Alaska Natives to establish the status of Alaska Native villages as sovereign tribes. Most federal legislation which seems to confer or recognize tribal status in Alaska Native villages is related to social or welfare type programs rather than to governmental powers. Nonetheless, these statutes can be and are being used to argue a pattern of Congressional intent that Alaska Native villages be considered to have the same governmental powers as do Indian tribes in the lower 48 states, or at least a pattern of Congressional recognition of villages as tribes.

Some examples of the language used by Congress are contained in Appendix C.

According to Tribal-State Relations: A New Paradigm for Local Government in Alaska,¹⁶ the federal government has also dealt administratively with Alaska Native villages as tribal governments. An example cited is the recognition by the Secretary of the Interior of several villages as exercising law and order functions such as tribal criminal ordinances, tribal police, tribal courts, and tribal penal institutions. This recognition was accorded under the Omnibus Crimes Control and Safe Streets Act, P.L. 90-351, Section 601(b).

An Assistant Solicitor, Department of the Interior, from Washington, D.C. stated at a recent conference¹⁷ that Congress has passed 14 separate pieces of legislation since ANCSA which treat Alaska Native villages as tribes.¹⁸ Apparently, the State of Alaska was unaware of consideration of these pieces of Congressional legislation or at least of their inclusion of language recognizing or treating Alaska Native villages as tribes. Beginning in 1978, the State began expressing its position that villages were not and could not be tribes. In that year, the Attorney General's office wrote to Don Young in opposition to S. 2502, one of the early versions of the proposed Tribal-State Compact Act.¹⁹ In 1979 the Attorney General's office also opposed the definition of "tribe" in the food stamp regulations at 7 CFR 2712 (quoted in Appendix C). The Attorney General's office also opposed the definition of "tribe" in another 1979 bill which would have amended the Indian Self-Determination Act to include only regional corporations as tribes in Alaska rather than village corporations and councils.

The proposed Tribal-State Compact Act, although not yet enacted, has been reintroduced twice since 1978 (S. 1181 in 96th Congress; S. 563 in 97th Congress). The Attorney General's office has continued to oppose the definition of "tribe" and of "Indian country" in these bills to include any Alaska Native group or land except the Metlakatla Indian Community and their reservation.²⁰

¹⁶ By Michael Walleri (1980) at page 16.

¹⁷ Conference on Intergovernmental Relations Involving Unincorporated Communities in Alaska (March 23-24, 1981, in Fairbanks).

¹⁸ See Executive Summary of conference, page 6.

¹⁹ 9/12/78 letter from Assistant Attorney General Froehlich to Representative Don Young.

²⁰ 5/6/80 letter from Assistant Attorney General Meacham to Michael Walleri and 5/20/81 letter from Assistant Attorney General Meacham to Senator DeConcini.

The proposed Tribal-State Compact Act would enable tribes, as defined in the Act, to enter treaties or compacts with state government, apportioning law making and law enforcement authority between them. The State's opposition to inclusion of Alaska Native villages other than Metlakatla in the proposed act has been based on its position that no other Native government exists in Alaska with any authority which could be apportioned in a compact with the State. The proposed act is apparently intended primarily to deal with problems and conflicts between reservation Indian tribes and states in the "Lower 48". It seems that some Alaska Natives view inclusion of Alaska Native villages in the scope of the proposed act as a step toward establishing sovereign tribes with local governmental powers as an alternative to incorporation as municipalities.

The last hearing on S. 563 was held on May 11, 1981, and the Attorney General's office is in the process of obtaining a transcript of the proceedings.

State Legislation

As in the federal realm, there also have been State legislative developments which may further the attempts of some Alaska Natives to gain recognition as sovereign tribes with governmental powers. A list and brief description of these statutes, with the year in which they were enacted or last amended, follows:

- AS 04.21.040 (1980) - Defines "local governing body" as used in Title 4: Alcoholic Beverages, as including traditional village councils, but specifically excluding village corporations. It also excludes IRA village councils by omission.
- AS 18.75.040 (1966) - Grants village councils authority to adopt dog control ordinances, destroy loose dogs, and otherwise control dogs in a 20-mile radius around a village.
- AS 29.89.090 - Grants "revenue sharing" state aid to Native village governments, defined as IRA or traditional village councils, paramount chiefs or village corporations.
- AS 35.30.010(a)(2) (1977) Requires plan review and comment of public projects by village councils.
- AS 41.20.480(b) (1978) - Allows village councils to submit nominations to the governor for appointment to the Wood-Tikchik State Park Management Council.

- AS 44.47.150 (1975) - Requires approval of appropriate village entity, including traditional village council, of transfers of land received by the State in trust for future municipalities under Section 14 (c)(3) of ANCSA. IRA Councils are excluded by omission.
- AS 44.74.070 (1962) - Allows transfer of State automotive and construction equipment to a political subdivision of the State including IRA village councils, but excluding traditional councils by omission.
- AS 44.83.170(b)(2) (1980) - Allows the Alaska Power Authority to make loans for power projects for which a village council is responsible.
- AS 46.40.130(a)(2) (1977) - Allows organization of a coastal resource service area to be initiated by resolution of traditional village councils. IRA councils are excluded by omission.
- AS 46.40.180(a) - Requires review and approval of a district coastal management program by traditional village councils. IRA councils are excluded by omission.
- AS 46.07 - (Village Safe Water Act) Refers to "village governing body" without defining it.

In addition to these existing Alaska statutes, several bills now pending in the Alaska legislature also refer to Native village councils directly or indirectly. A list of these bills with their status and brief description follows:

- HCSSB 126 (C&RA) - Supplemental appropriation for State revenue sharing to Native village governments as defined in AS 29.89.050.
became law on 4/6/81
6 SLA 1981
- CSSB 168 (Fin) am - State assistance for capital projects could be granted only to incorporated or federally-chartered entities that do not possess sovereign immunity in unincorporated communities. This would exclude Section 16 IRA councils and traditional councils, but not section 17 IRA councils.
In House Finance
since 6/6/81
- CSHB 190 (C&RA) - Would amend AS 29.89.050 to increase state aid to Native village governments to \$50,000 and add reference to 1936 IRA amendments.
In House Finance
since 3/18/81

SB 341
In Senate C&RA since
3/27/81

- Would add a new AS 29.70 to recognize IRA (but not traditional) Councils and village corporations as Native village governments.

Another bill, SB 350 (in Senate C&RA since 3/31/81), would add a new AS 18.53 to create regional service authorities for each Native non-profit regional corporation in the unorganized borough similar to the regional housing authorities created in AS 18.55.966(a).

In addition, there is a Village Public Safety Officer program administered without specific statutory authorization by the Department of Public Safety. The department contracts with Native regional corporations to provide state-trained public safety officers in villages. The program was first created with funding from the 1980 legislature. In FY 1981, only 6 of the 52 village public safety officers (VPSOs) were in unincorporated villages. The program is expected to nearly double in FY 1982 and the increase in the number of VPSOs will probably mean that many more will be in unincorporated villages.²¹ This could increase the likelihood that some IRA and traditional councils will attempt to use the VPSO as "tribal police" to enforce council ordinances.

Sovereign Immunity

Sovereign immunity from suit is a less controversial attribute of Alaska Native village IRA Councils than is full tribal governmental sovereignty. The Alaska Supreme Court has held that the IRA Council for the Metlakatla Indian Community was immune from suit even though it had purchased insurance, Atkinson v. Maldane, 569 p2d 151 (Ak 1977). The Federal District Court has agreed that the Metlakatla IRA Council possess sovereign immunity, Parker Drilling Co. v. Metlakatla Indian Community, 451 F. Supp. 1127 (D. Ak 1978). The Federal District Court has also recognized sovereign immunity for the Chilkat Indian Village (Klukwan) IRA Council, Johnson v. Chilkat Indian Village, 457 F Supp 394 (D. Ak 1978).

Both the Metlakatla and Klukwan IRA Councils are organized under Section 16 of the IRA (25 USC 476) rather than Section 17 (25 USC 477) which authorized the organization of Native business entities. Likewise, both have had jurisdiction over Congressionally created reservations, although the Klukwan IRA council now holds fee title to its

²¹ Colonel Anderson, Alaska State Trooper Director, at Conference on Intergovernmental Relations Involving Unincorporated Communities in Alaska, 3/23-3/24, Fairbanks, p.3 Executive Summary

Representative Pappy Moss
June 24, 1981
Page 15

former reservation under Section 16(d) of ANCSA. A recent informal Attorney General's opinion has given significance to the first but not the second common factor.²² The opinion states that Section 16 IRA Councils are immune from suit and that therefore the State cannot judicially enforce any contracts with the councils. However, it specifically states that Section 17 IRA Councils are not immune from suit. The opinion seems to apply to all IRA Councils, not just those with present or former statutory reserves. It describes all IRA Councils as tribal governments but distinguishes them from local governments which, under Article X, Section 2 of the Alaska Constitution, can only be cities and boroughs.

CONCLUSION

The informal opinion mentioned above partially illustrates the core of the current controversy between the State and those Alaska Natives who claim tribal sovereignty. First, the distinction between tribal governmental powers and local governmental powers is often blurred. Second, the Alaska Constitution imposes two critical prohibitions against State recognition, funding and authorization of tribal governments as local governments. These are the prohibition against the establishment of racially defined institutions (Article I, Section 1) and the prohibition against use of public funds for private purposes (Article IX, Section 6).

On the other hand, some Alaska Native villages are reluctant to incorporate as local governments (e.g., second class cities) because they fear that opening voting and office holding to non-Natives will result in non-Native control of the political process and, in turn, the incorporated village.²³ Also, some of the smaller Alaska Native villages simply cannot financially support a municipal government of the scale currently required for second class cities.

The solution to this dilemma is not likely to be found in the near future. It very likely may require extensive litigation and/or both State and federal legislation. The distinctions between Alaska Native villages and "Lower 48" Indian tribes have not been recognized as clearly as they could be by Congress or the courts.

²² 4/27/81 memorandum from Assistant Attorney General Pegues to Com'r McAnerney.

²³ The Special Relationship of Alaska Natives to the Federal Government, David Case, 1978, page 149.

APPENDIX A

REFERENCE DOCUMENTS

STATE CORRESPONDENCE

- 5/22/81 - 1 p Memorandum from Assistant Attorney General Cummings to Cowles (DOTPF)
- 1 p memorandum (5/19/81) from Assistant Attorney General Cummings to Cowles (DOTPF)
 - 4 pp draft license for Venetie school sites
- 5/20/81 - 2 pp Letter from Attorney General Condon to Senator DeConcino objecting to S. 563 (Tribal-State Compact Bill of 1981) definitions of "tribe" and "Indian country".
- 7 pp analysis of bill enclosed.
- 5/18/81 - 2 pp Letter from Assistant Attorney General Mezham to Peter Taylor, Counsel to Senate Select Committee on Indian Affairs, regarding S. 563, asking for transcript of 5/11/81 hearing, sending 9/15/78 Solicitor's Opinion and mentioning 5/20/81 Condon letter.
- 5/8/81 - 1 pp Memorandum from Assistant Attorney General Cummings to Assistant Attorney General Koester regarding proposed Venetie school license.
- 5/6/81 - 5 pp Letter from Assistant Attorney General Koester to Regional Solicitor Jack Allen regarding 4/23/81 Solicitor's Opinion on conveyances from municipalities to US to IRA Council to tribe members. (Objection - municipal disposal not for public purpose.)
- 4/27/81 - 5 pp Memorandum from Assistant Attorney General Pegues to Com'r McAnerney regarding revenue sharing with IRA and traditional council which states that Section 16 IRA Councils have sovereign immunity, but cites only Metlakatla cases.

Reference Documents
Page 2

- 6/3/80 - 1 pp Memorandum from Dep. Com'r Cowles to Assistant Attorney General Meacham. Thanks for 5/20/80 letter to Mueller and 5/6/80 letter to Walleri.
- 5/21/80 - 6 pp Letter from Assistant Attorney General Meacham to Senator Stevens regarding S. 1181 (Tribal St Compact bill of 1980) regarding state objections to definitions of "tribe" and "Indian country."
- 5/20/81 - 3 pp Letter from Assistant Attorney General Meacham to Com'r Mueller regarding state's jurisdiction in former Venetie Reserve.
- Enclosed:
- 2 pp 4/4/80 letter from Walleri to Attorney General Gross regarding negotiating a tribal state compact.
 - 8 pp 5/6/80 letter from Assistant Attorney General Meacham to Walleri responding to 4/4/80 letter and giving state's position that IRA councils have no governmental power after ANCSA.
- 5/8/80 - 2 pp Letter from Assistant Attorney General Meacham to Solicitor Leshy regarding Indian country. IRA councils in Alaska, and ANCSB. (Expresses some doubt as to federal position.)
- 5/6/80 - 12 pp Opinion letter from Assistant Attorney General Meacham to Michael Walleri (TCC) - same as attached to 5/20/80 letter to Com'r Mueller, but double spaced.
- 5/5/80 - 1 p Memorandum from Assistant Attorney General Mertz to Assistant Attorney General Meacham relaying DEC opinion request.
- 5/1/80 - 1 p Memorandum from Com'r Mueller to Deputy Attorney General Condon - opinion request regarding DEC jurisdiction in Venetie Chandalar reserve.
- 3/21/80 - 10 pp Memorandum from Legislative Counsel Guthrie to TCC proposed amendments to HB 533 concerning municipal civil penalties.

Reference Documents
Page 3

- 9/12/78 - 3 pp Letter from Assistant Attorney General Froehlich to Representative Young regarding State's objections to tribe definition in S 2502 (Tribal-State Compact bill of 1978).
- 4/4/78 - 33 pp Letter from Assistant Attorney General Donohue to Com'r Gallagher giving State's position that Section 16 IRA businesses are subject to state taxes when doing business anywhere but on a reservation and that Metlakatla is the only reservation in the state.

VENETIE AND TANANA CHIEFS' CONFERENCE CORRESPONDENCE

- 4/29/81 - 4 pp License from Venetie to Department of Transportation and Public Facilities proposed for Venetie and Arctic Village high schools.
- 4/23/81 - 1 pp Letter from Chief Williams to Governor Hammond regarding 4/24/81 meeting.

Enclosed:

- 4/17/81 letter from Chief Williams to BIA Director Zuni complaining that BIA personnel told Assistant Attorney General Froehlich in 9/78 that Metlakatla is the only IRA in Alaska with true law making and enforcement powers.
- 9/12/78 Froehlich "polemic" v. S.2502 5/21/80 Meacham "diatribe" v. S 1181)
- 1/25/40 Venetie IRA Constitution and Bylaws
- 6/18/34 IRA Act
5/1/36 Alaska amendment
- 12/18/79 Anchorage Daily News clipping regarding patent of Venetie and Arctic Village land.

Reference Documents
Page 4

- 4/22/81 - 5 pp Letter from Chief Williams to Governor Hammond regarding tribal position on sovereignty and proposing joint resolutions:
- Enclosed:
- Proposed State resolutions:
 - A - claims for more land and water with BIA petitions and correspondence since 1951.
 - B - hydro cooperative agreement.
 - C - transportation and utility corridor with 43 USC 1761.
 - D - Removal of non-tribal people.
 - E - Tribal fish hatcheries paid for and protected by state.
 - 1/25/40 Venetie IRA Constitution and Bylaws
 - 12/17/79 patent of 1.8 M acres to Neets Ai Corporation and Venetie Indian Corporation
 - 9/1/79 deeds of 1.8 M acres from both corporations to Venetie IRA
 - 4/26/79 Neets Ai and Venetie Indian Corporation resolutions delegating Venetie IRA to act for it
 - 10/23/80 resolutions of dissolution by both corporations.
- 6/11/80 - 4 pp Memorandum from Walleri (TCC) to Irwin (Nenana) rejecting 9/15/78 Solicitor's Opinion refusing to take village corporation land in trust.
- 4/4/80 - 2 pp Letter from Walleri (TCC) to Attorney General Gross proposing tribal state compact.

U.S. DEPARTMENT OF INTERIOR SOLICITOR'S OPINIONS

- 4/23/80 - 8 pp From Regional Solicitor Jack Allen to Juneau Area Director of BIA regarding validity of conveyance of municipally owned land to BIA to Regional Housing Authorities to individual (rebutted by Assistant Attorney General Coester 5/6/81 and distinguished from 9/15/78 Solicitor's Opinion
- 9/15/78 - 4 pp From Associate Solicitor (DC) for Indian Affairs Fredericks to Assistant Secretary of Interior for Indian Affairs. BIA may not accept Venetie Village Corporation land in trust for IRA council (rebutted by Walleri (TCC) 6/11/80)
- 2/24/32 - 13 pp From Solicitor Finney to Secretary of the Interior Wilbur. Indians and natives of Alaska have not been recognized as independent tribes, but are wards of US and in same position as other Indians.

OTHER MATERIAL

A. Alaska Bills - 1981

HCSSB 125 (C&RA) -- Supplemental Revenue Sharing. Authorizes grants to Native village governments "as defined in AS 29.89.050.

Law since 4/16/81

CSSB 168 (Fin) am -- Capital projects. Authorizes grants to incorporated or federally chartered entities in unincorporated communities.

In House Finance since 6/6/81

CSHB 190 (C&RA) -- State aid to Native village governments. Amends AS 29.89.050 to increase grants to \$50,000 and to add reference to 5/1/36 amendment to Indian Reorganization Act.

In House Finance since 3/18/81

SB 341 -- Native village governments. Amends AS 29 by adding a new Chapter 70 recognizing IRA councils or village corporations as equal to second class cities.

In Senate C&RA since 3/27/81

SB 350 -- Authorizing Regional Service Authorities. Amends AS 18 by adding a new Chapter 53 authorizing regional service authorities for same groups as AS 18.55.996; authorizes regional housing authorities.

In Senate C&RA since 3/31/81

B. Federal Laws

1934-1936	Indian Reorganization Act (IRA) 25 USC 461 et seq.
1953-1958	PL 280 - 18 USC 1162 Crim 28 USC 1360 Civ
1971	Alaska Native Claims Settlement Act (ANCSA) 43 USE 1601 et seq.
1973	State and Local Fiscal Assistance Act 48 USC 353(a)
1974	Housing & Community development Act 42 USC 1437(a)(7) and 5302(a)(1)
1974	Comprehensive Employment Training Act 29 USC 872
1975	Indian Self-Determination Act 25 USC 450 et seq.
1978	Indian Child Welfare Act 25 USC 1901 et seq.
1978	Food Stamp Act of 1978 7 USC 2001 et seq. Regs. 7 CFR 272

C. Reports

3/81	Summary of Conference on Intergovernmental Relations Involving Unincorporated Communities in Alaska Tanana Chiefs' Conference
3/81	State Studies on State-Tribal Relations comm on State-Tribal Relations (NCSL and AILC)

- 1980 Tribal-State Relations: A New Paradigm for Local
Government in Alaska
Walleri/TCC
- 1978 The Special Relationship of Alaska Natives to the
Federal Government
Case/ANF
- 10/68 Alaska Natives and the Land Federal Field Comm. for
Development Planning in Alaska.

APPENDIX B

~~License~~
(PROPOSED) L I C E N S E

This agreement made this 29th day of April, 1981, between the NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT, a sovereign entity and the governing body and owner/trustee of the ancestral lands and waters of the Neets'AI Gwich'In Athapaskan Tribe by authority of Congress (48 Stat. 984), including the Venetie Indian Reservation, herein called "Licensor", and
State of Alaska, Department of Transportation and
Public Facilities

(name)

P. O. Box 1467

(address)

Juneau, Alaska 99802

herein called "Licensee".

In consideration of the mutual promises herein contained the parties agree as follows:

1. GRANT OF LICENSE

Licensor hereby grants to Licensee a License to occupy and use, subject to all of the terms and conditions hereof, the following described premises (geographic location and local name of area of requested entry): High school, storage and generator building, teacher living quarters and grade school located at Arctic Village on the Venetie Indian Reservation; high school located at Venetie on the Venetie Indian Reservation.

2. LIMITATION TO DESCRIBED PURPOSE

The premises may be occupied and used by Licensee solely for the following purposes, subject to all of the terms and conditions hereof: Maintenance and operation of the existing school facilities for the benefit of students residing on the Venetie Indian Reservation at a fully funded level consistent with the criteria set forth by the local Indian School Boards on the Venetie Indian Reservation. In furtherance of these purposes, all State of Alaska agents and employees will abide by the terms of this License.

- A. All structures and additions to initial structures to be approved by NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT.
- B. All structures to be maintained in good condition at all times.
- C. All structures to become the property of the NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT at the termination of this License.

3. TIME LIMITATION

This License shall be in effect for the period beginning _____, 1981 and continuing until December 31st, 2080, unless this Agreement is terminated as provided herein.

4. FEE ARRANGEMENT

The Licensee shall pay the Licensor an annual fee of \$10.00 per year, payable on January 1st of each year.

- A. If Licensee is a business, Ordinance Number 78-1 will be applicable,
- 1) Any and all business (person[s], partnership, or corporation engaged in commerce, manufacturing or service[s]; profit-seeking enterprise or concern) conducted within the exterior boundaries of the ancestral lands and waters of the Neets'AI Gwich'In Athapaskan Tribe, including the Venetie Indian Reservation by non-Tribal person[s] or by Tribal Member[s] residing elsewhere will be subject to a five percent (5%) Gross Receipts Tax; 2) said Tax is payable the first day of each month; 3) ten percent (10%) penalty will be added for late payment per month; 4) payments sixty (60) days in arrears without the written permission of the Tribal Government Council will be cause to terminate this Agreement; 5) a copy of Licensee's annual federal income tax statement will be furnished to Licensor by May 1 of the following year, failure to do so will be cause to terminate this Agreement.

5. REGULATIONS

The Licensee agrees to abide by the Constitution and By-Laws of the NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT and the following regulations:

1. The non-Tribal Licensee will be in the company of an enrolled Tribal member at all times when outside the immediate vicinity of Arctic Village or Venetie and shall carry his/her properly executed License with him/her at all times for presentation upon demand.
2. Under no circumstances whatsoever will intoxicating liquors, marijuana or any other mind altering narcotic substance be transported onto or used by Licensee while on the lands or waters of the Tribe.
3. There will be no removal of petrified wood, rocks, valuable minerals, substances or artifacts from the lands or waters of the Tribe.
4. There will be no overnight camping, campfires, garbage or debris disposal upon the lands or waters of the Tribe, except in designated areas with the proper approval.
5. Entering upon the lands and waters of the Tribe by any type of aircraft or helicopter or watercraft is expressly forbidden except in designated areas with proper approval.
6. There will be no fishing, hunting, trapping, berry picking or other subsistence privileges whatsoever.
7. Firearms, off-road vehicles and motorcycles are prohibited.

6. TERMINATION

This Agreement shall terminate at the end of the period stated in paragraph three (3). If the Licensee has violated any regulation enumerated in paragraph five (5) or violated any other term or condition of this License, the NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT may revoke this License and subject the Licensee to prosecution under any applicable Tribal or Federal law.

7. CONDITION OF PREMISES

Licensor does not warrant or represent that the premises are safe, healthful, or suitable for the purposes for which they are permitted to be used under the terms of this license.

8. PERSONAL LICENSE ONLY

This License is personal to the Licensee and shall not inure to the successor or assigns of the Licensee.

9. CONSENT REQUIRED FOR ASSIGNMENT OR SUB-LICENSE

No assignment of this License or any interest therein and no Sub-License for any purpose shall be made or granted by Licensee without the prior written consent of the Licensor.

10. INDEMNIFICATION

Licensee agrees that entry by this License and the exercise of his/her/their privileges hereunder are at his/her/their own risk. Licensee shall indemnify Licensor for any and all liability for personal injuries, property damages, loss of life or property, and any other cost or expense resulting from, arising out of, or in any way connected with, the occupation or use of the premises by Licensee or the failure on the part of the Licensee to perform fully the Licensee's promises herein.

11. LICENSEE HAS NO INTEREST OR ESTATE

Licensee agrees that he/she/they do not have and shall not claim at any time any interest or estate of any kind or extent whatsoever in the premises by virtue of this License or his/her/their occupancy or use hereunder.

12. AUTHORIZATION

LICENSEE MUST SUBMIT AFFIDAVIT OF AUTHORIZATION TO SIGN THIS LICENSE WHICH CITES THE FEDERAL OR STATE OR ORGANIZATION STATUTES AND ANY APPLICABLE REGULATIONS WHICH IMPLEMENT SAME OR LICENSE WILL BE DENIED.

Licensee

By: _____

Its: _____

Date: _____

CERTIFICATION

We, the undersigned, NATIVE VILLAGE OF VENETIE TRIBAL GOVERNMENT Council hereby certify that said Council is composed of nine Members (9), of whom _____ were present at a meeting held this 29th day of April, 1981, and that the foregoing License is hereby issued by the affirmative vote of _____ Council Members.

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

APPENDIX C

SOME FEDERAL STATUTES WHICH REFER TO ALASKA NATIVE VILLAGES AS "TRIBES"

State and Local Fiscal Assistance Act of 1973
31 USC 1227:

(4) Indian tribes and Alaskan native villages. If within a county area there is an Indian tribe or Alaskan native village which has a recognized governing body which performs substantial governmental functions, then before applying paragraph (1) there shall be allocated to such tribe or village a portion of the amount allocated to the county area for the entitlement period which bears the same ratio to such amount as the population of that tribe or village within that county area bears to the population of that county area.... (emphasis added)

Housing and Community Development Act of 1974
42 USC 5302:

(a) As used in this chapter--

(1) The term "unit of general local government" means any city, county, town, township, parish, village, or other general purpose or political subdivision of a State; Guam, the Virgin Islands, and American Samoa, or a general purpose political subdivision thereof; a combination of such political subdivisions recognized by the Secretary; the District of Columbia; the Trust Territory of the Pacific Islands; and Indian tribes, bands, groups, and nations, including Alaska Indians, Aleuts, and Eskimos, of the United States....(emphasis added)

42 USC 1437a:

(7) The term "State" includes the several States, the District of Columbia, the Commonwealth of Puerto Rico, the territories and possessions of the United States, the Trust Territory of the Pacific Islands, and Indian tribes, bands, groups, and Nations, including Alaska Indians, Aleuts, and Eskimos, of the United States. (Emphasis added)

Comprehensive Employment Training Act (CETA) of 1974
29 USC 871:

(c)(1) In carrying out his responsibilities under this section, the Secretary shall, wherever possible, utilize Indian tribes, bands or groups (including Alaska Native villages or groups as defined in the Alaska Native Claims Settlement Act of December 18, 1971) having a governing body, for the provision of manpower services under this subchapter.... (Emphasis added)

Indian Self Determination Act of 1975
25 USC 450b:

For the purposes of this Act, the term---

(a) "Indian" means a person who is a member of an Indian tribe:

(b) "Indian tribe" means any Indian tribe, band, nation, or other organized group or community including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians; (Emphasis added)

Indian Child Welfare Act of 1978
25 USC 1903:

(8) "Indian tribe" means any Indian tribe, band, nation, or other organized group or community of Indians recognized as eligible for the services provided to Indians by the Secretary because of their status as Indian, including any Alaska Native village as defined in section 1602(c) of Title 43; (emphasis added)

Food Stamp Act of 1978
7 USC 2012:

(p) "Tribal organization" means the recognized governing body of an Indian tribe (including the tribally recognized intertribal organization of such tribes), as the term "Indian tribe" is defined in the Indian Self-Determination Act, as well as any Indian tribe, band, or community holding a treaty with a State government.

The regulations adopted in 1979 under the Food Stamp Act of 1978 include the following definition:

7 CFR 271.2:

"Indian tribe" means (1) any Indian tribe, Band, Nation, or other organized Indian group on a reservation for example, a Rancheria, Pueblo or Colony, and including any Alaska Native Village or regional or village corporation established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688), that is on a reservation and is recognized as eligible for federal programs and services provided to Indians because of their status as Indians; (Emphasis added)

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

Legal opinion offered the committee suggests
that the school should be limited to only
local students, although non-native children
would already reside in the State. Committee.

James Kleinfeld, 1901 to 1902
Secretary of UAF

The Board of Education is hereby
approved with the following resolution at
its meeting. The committee on the
utility of the service allows it to
be paid for by all citizens. Although
all services of the school furnished at
the expense of the State, the local
community should be made
responsible for the maintenance of the
same. The Board of Education is
authorized to take such steps as
may be necessary to carry out the
above resolution. The Board of
Education is hereby authorized to
take such steps as may be necessary
to carry out the above resolution.

THE PRECEDING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

JAY S. HAMMOND
GOVERNOR

NEWS RELEASE



FOR INFORMATION CONTACT:
Chuck Keeschulte
Press Secretary
Office of the Governor
Pouch 2, Juneau, Alaska 99811

Bus. Phone: (907) 465-3500
Res. Phone: (907) 586-1089

HAMMOND DISMISSES BIA SCHOOL TRANSFER PLAN
3-26-82
#45

FOR IMMEDIATE RELEASE

JUNEAU--Alaska Governor Jay Hammond today, expressing disappointment with the "responsiveness of the Bureau of Indian Affairs," said the state will be turning to Congress to work out a reasonable transfer schedule for the assumption of Bureau of Indian Affairs day schools in the state.

Hammond is a March 25 letter to Ken Smith, the assistant secretary of Indian Affairs in the U.S. Department of Interior, said Alaska for several reasons can not enter into either of two agreements proposed by the BIA for state takeover of 37 BIA day schools in rural Alaska.

Hammond said the BIA proposal, presented to the state on March 10, called for Alaska either to take over the operation of 16 day schools this coming school year (1982-83), or under option II take over the operation of all 37 schools this coming year with the state receiving approximately \$5.9 million to help defray the operating costs. Under both options the federal government would pay for the operation of the Mt. Edgecumbe boarding school in 1982-83.

MORE

Hammond thanked Smith for agreeing to operate Mt. Edgumbe for the coming year but said the BIA proposals for operation of the day schools fail because they do not address the policy issue of Native involvement in the transfer of the schools, and because the proposals don't give enough time to work out an orderly transfer or provide reasonable resources to accomplish a transfer.

Hammond said it is an absolute necessity to prevent the disruption of the education of 2,500 Native students in the BIA schools that more time be given to plan the transfer of the schools and upgrade the facilities to state health and safety code standards.

Hammond said that given current revenue estimates, that either of the two options would have an "enormous impact" on the state's "strained" budget. He said given the operating costs for the schools, either \$8.9 million or \$18.5 million under options I and II respectively; plus the upgrade safety costs, that it would cost the state approximately \$24.5 million or \$52.9 million to accept either option I or II.

Hammond said either course was unrealistic given that the BIA position on the transfer came so late in the state's budget cycle. Hammond also said the state can't enter into an agreement with the BIA until there is a resolution of the issue of Native village concurrence with the transfer of schools.

Hammond said that under former BIA interpretations Public Law 93-638 (the Indian Selfdetermination and Education Assistance Act) required the consent of villages before schools could be transferred. So far only about 10 of the 37 have done so. MORE

Hammond said the state is committed to establishing a single educational system in the state and has spent more than \$80 million in construction and maintenance of the 46 BIA schools which have already been transferred to the state's system since statehood.

"I had hoped that transfer of the remaining 37 schools could be worked out in the same cooperative fashion as in the past. I cannot, however, agree to a proposal that addresses only budget concerns and does not seriously address the larger policy issue affecting our Native citizens, nor does it propose a method whereby educational programs can be transferred without severe disruption of educational services statewide," Hammond wrote Smith.

"Frankly, I am most disappointed in the apparent lack of responsiveness within the policy making levels of your agency to the legitimate concerns raised by the state and our Native citizens in this matter.

"I am, therefore, left with little choice but to lay our case before Congress, and with the aid of our Congressional delegation, ask that body's help in fashioning a more equitable approach to resolution of this issue," Hammond said.

BIA sets school deadline

BETHEL (AP) — The Bureau of Indian Affairs is giving the state until the end of the month to decide which option it wants to pursue in the transfer of 37 day schools from federal to state control.

According to the BIA officials, the state can either:

—Accept the transfer of 16 schools at the end of the current school year.

—Accept transfer of all the schools at the end of the current school year.

If the state chooses to do the latter, the federal government will turn over all of the money it has earmarked for operating the schools, less whatever personnel costs are involved in relocating the BIA staff now working in the schools.

Under the first option, Shaw said, no federal money would be transferred to the state.

Mount Edgumbe boarding school at Sitka, also operated by the BIA, is to remain open for at least another year.

LKSD prepares for transfer of 20 BIA schools

by Richard Goldstein

*Tunulka
Duumas*

The protestations of the state's government notwithstanding, it appears that the Bureau of Indian Affairs has washed its hands of its 37 elementary day schools in Alaska and will turn over their operation to Juneau, effective this spring.

That, at least, is the view from the Delta, where Lower Kuskokwim School District Superintendent Carl Peterson and his staff have been preparing for the past few months for the following scenario: the absorption by the LKSD of all 20 of the BIA schools located within the district's boundaries.

When the Bureau initially indicated its intentions last fall, it was hoped that its departure from the education business in Alaska might be strung out over several years.

That would have given the State Department of Education, the LKSD, and the several other impacted REAAs ample time to plan for the transition.

But as the winter progressed, it became clear that neither the Bureau nor its parent body, the Dept. of Interior, had any real interest in prolonging the changeover beyond the end of the school year, this spring.

The state, however, has adamantly refused to read the handwriting on the wall and has continued to try to negotiate a multi-year phase out of the BIA schools. This, despite assurances given on February 23, to Governor Hammond by Interior Secretary James Watt that it was his very definite intent to transfer all of the 37 day schools, and Mt. Edgecumbe boarding high school in Sitka, this year.

Mr. Watt also reportedly offered the state \$10 million as a final settlement to be used in the running of the 38 schools.

The federal government's determination not to yield to the state's phase out approach has been underscored by two recent events: a published report by the BIA in the February 26 Federal Register of its plan to divest itself this spring of all 38 schools, and the news that a directive was delivered last month to BIA Alaskan education workers that their 1982-83 contracts will not be renewed.

Locally the problems posed by the mass transfer of 20 schools will be severe, but not insurmountable, according to Superintendent Peterson. Already the largest REAA in the state with 26 schools spread over an area the size of the state of Ohio, the district

has so far received notice from eight of those 20 BIA schools that they want to join the LKSD. The schools are located in the villages of Nightmute, Kwigillingok, Kweinatuk, Goodnews Bay, Quinhagak, Oscarville, and Napaskiak.

Mr. Peterson said that IRA councils in three other villages — Kipnuk, Tununak and Mekoryuk are in the process of making similar notifications to the district.

That would bring to 11 the number of BIA schools who will be transferring to the district, come what may. Of the remaining nine BIA schools in our area, a few have indicated their distinct unwillingness to join the district.

According to LKSD administrative assistant Susan Murphy, Chefornak, Tuluskak and Akiachak want to remain within the Bureau's framework. If they want to continue in that regard, their future may become legally cloudy. Their BIA funding will end in May and they may not receive funding from the state unless their IRA councils request to join the state system as in the case of the eight BIA schools named above.

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BIA from page 1

There have been unconfirmed rumors of lawsuits by some villages against the federal government's unilateral withdrawal from its educational commitment and its abandonment of the 'special trust relationship' between Washington and the federally recognized tribal councils.

The legal situation may be especially acute regarding three villages — Akiak and Akiachak in the area served by the LKSD and Chevak, served by the Lower Yukon School District.

The IRA councils in those three villages have invoked Public Law 93-638, the Indian Education and Self Determination Act, and have contracted directly with the federal government to run their own schools, apart from the usual BIA operation.

But their unique position was not noted by the Bureau last month when notification was given of non-renewal of BIA worker contracts. Their contract workers were also given the pink slips.

Of the eight schools that will join the LKSD, seven have been visited by the district's transition team, led by Joe Calderera.

Mr. Calderera, normally the director of the district's special education department was temporarily reassigned this year to coordinate the absorption of the BIA schools.

During his visits to the villages, he has been accompanied by other LKSD personnel, including plan and facilities staff who have inspected the BIA school sites.

4/19/82 // Mt. Erechmike

- + study group on Nat achievements
- Louise Kuska
- Pass Nat 2. Kuban,
- + John Dapsevich, Sitka

Day schools - ~~\$~~ 18, 750

Mt. Edgemoor - \$ 28,000 million

Superintendent has survey

- Costs in sewer & water are
Charge. Pub Health Services
holds title to property.

Carol Burger -

Have we had in the past very large
members of working party. AFDC?

AFDC

FOOD STAMPS

FUEL AID

earned income tax credit

Asst. ^{Sec of} ~~Education~~ ^{Education} Ken Sm

Bob Davis

Total #1
Buckey #1
TO GO - two options
operate Edgemont state takes all 37 schools &
state gets \$4 million difference
Edgemont dept. transfer to state
to difference in costs \$10,800,000
state gets whatever left from
Mt. Edgemont.

#2 Immediate closure of 16
schools operate rest of day schools
and Mt. Edgemont for 1 yr.

certain funds for completion of 3 schools.

substantial cost for 1979 estimate

\$109 million including Edgemont

1981 DOE estimate

16 schools \$15,663 million

only classrooms & funds.

Questions about Mt Edgecumbe - Information

1. ~~Total~~ Budget (all sources) for ^{each of} ~~the~~ ^{three} past ~~3~~ years.
2. Number of administrators, certificated staff, and other employees for each of ~~the~~ past three years.
3. Student enrollment, ^{by grade,} average daily attendance, number of graduates, ⁱⁿ each of ^{the} past three years.
4. Communities from which students ^{are enrolled} ~~come~~, each of last three years.
5. Rules governing students, disciplinary measures.
6. Statistics on medical care for students for each of last three years.
7. If school is liable ^{to suit} for injuries to students, how ~~is~~ insurance ^{is} handled.
8. List of items (other than shelter, food, ~~and~~ medical care, ~~and~~ and classroom needs) furnished students. Which costs, if any, are not borne by the Federal government? (E.g. travel, pocket money, clothing)
9. Results of any longitudinal studies showing success rates of graduates in college.

Pony Mallott - Comm. Study Group on Native Achievement
support keeping Mt. Edgecumbe as an
alternative High School.
broader curriculum
less teacher burn-over.

Susan Murphy - AA Lower Kuskokwim Sch. District.
opposes continuance of Mt. Edgecumbe.

Pam Deal - conflict w/ state prog. - local high school,
correspondence, boarding home programs.

Dr. Pincator - Dep. Comm. H+S - haven't viewed
facility; need more max. security than min. Sec.

John Dapewitch - mayor Sitka.

Vince Casey - Pres. State Bd. of Ed.

single educational delivery system is
the greatest need. An alternative school
should add to what is already available
both in urban & in rural areas.
would divert local resources!

public schools
money through DHS
remove subsection (c) 3.00/child

Joellen Hankoian - Internal Audit.

John O'Meara

Pat Monroe

John Fugh

Dick Luther - 2900

SB 800

Public Safety
Dept. of Law

normal retirement 55 yrs of age 30 yrs. service
based on top 3 yrs.

Indians have preference for all positions
~~for Indian~~ including raises/transfers etc.
since 1972 2 1/2% for non-native

of Mt. Edgecumbe Class -

- 25 yrs service at any age
but lose 2% for each year
under 55.

little opportunity for any employees
to get another job.

fed. employees can buy into 15 yrs.
of retirement for education people only

FHS has title to all facilities - will go back
to AHS who will declare them surplus
and ~~dispose~~ dispose of them.

B.L.M. will gain title to houses & they
will be lost.

Don Anderson - facility manager. - 3 volumes, 1979

Engineering Survey 3 yrs ago ~~to~~

\$20-30 million in code upgrade (all codes)
including operations facility & housing.
Morton / PHS ~~part~~ cost of operating &

maintenance. some cuts should be passed to PHS.

Sen. Furgueson - Bill to upgrade BIA school
Bill to make Edgemulle REAA
\$2.8 funding for Mt. Edgemulle.

Charlie - Intro.

FBKS

Extra

Federal

Cash.

Charlie - Wrap up / transition to audio

Gary Craun - Rep. Dir State Fire Marshall
3 men in field currently evaluating
BIA schools.

1 in Bethel

2 in Nome / Kutzhue

will do 37 day schools.

~~supports~~ lot 16 are priority - reports
should start to come to Juneau by April 1
will do Mt. E. at request of DOE.
have been there on request before.

^{first 5 yrs} 30 yr $1\frac{1}{2}\%$ / ^{2nd 5 yrs} 2% / ^{3rd 5 yrs} $2\frac{1}{2}\%$ highest 3 yrs 48/18
 5 yrs

lose 8/10% of seniors

18 kids from Barrow
 most of all from Kuvethluk (28-30)
 Arch 3d
 None increase

since 1976 - written justification

ans: ① broader range of courses

② discipline, attendance, alcohol/drugs

maintain all swcs (except for CG) on island

\$1 million reimbursed

410 dorm capacity

PL 95-561 formula for trans - Xmas-trip, too

1979 - Fire & safety insp.

- some deficiencies structural

CH 2 m. Hill

17.5 \$ in 1979 dollars to bring to code under consol. plan

1981
 323 | 6,300,000
 323
 3070
 2807
 2630

Ca

The Federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-83 school year. A number of persons have suggested that the state should take ~~it~~ over the school. ~~In order to learn more of the~~ To inform its members and ~~to report to~~ the senate at large, the

As a preparatory step the school has been told not to enroll any ~~new~~ first-year students in that year.

Prepare a report (Governor) on state plans
- no reference to Leg. hearing.
statewide teleconference

The Senate HESS Committee visited the Mt. Edgumbe High School on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. A meeting was held with administrators, staff members, & counselors preceding a question and answer session with students from the school.

FACILITY

The Boarding facility is a large complex of buildings, including several classroom buildings, two dormitories and two hangars converted to a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics). ^{In add. to identified Ed. Programs like the school offers music, art, ~~foreign~~ ^{foreign} language, psychology, audio visual, aviation, etc.}

Although the structures are dated, they appear to be attractively maintained. Mt. Edgumbe has been deleted from funding for structural upgrading for several years in the BIT budget. An evaluation of the facility was done in 1979 by the BIT, and recommends over \$23 million in necessary improvements. (1982 dollars)

BUDGET

FY 82
EDUCATION \$ 2,795,451
facility management \$ 3,520,300

The requested budget for FY 83 is 3,565,400 reflecting a lowered enrollment caused by exclusion of the ¹⁹⁸³ freshman class. Included in this budget is transportation money for students

What will become of the Mt. Edgecumbe property should the school be discontinued is uncertain. Ownership is with the Indian Health Service but disposal would occur through the Bureau of Land Management. Presumably following a method giving Fed. agencies first priority, then native organizations.

Although considerable negotiation ^{for} turning the 37 BIA day schools over to the Dept of Ed. has occurred in the last several months, no such discussions over the future of Mt. Edgecumbe have been included. Uncertainty over the schools' continuance has been blamed for decreasing enrollments.

TOTAL ENROLLMENT	
75/76	569
76/77	382
77/78	462
78/79	461
79/80	461 (38)
80/81	431 (32)
81/82	323

At this time, no freshmen will be admitted for the 82/83 school year with final classes in May of 83.

Senator Stevens had scheduled a ~~hearing~~ ^{hearing} on March 19 before the

Senate Appropriations Committee "to determine ^{are} plans for an orderly transition and for upgrading and repair of the facilities". Due to the Senator's illness, the hearing was cancelled and has not been rescheduled at this writing. What the

provided on a yearly basis for travel to and from school and for emergencies.

All staff have decreased since 1980, there are currently 135 total employees for education and facility management.

Because the campus is so large and includes operation of utilities for the whole island (including the PHS hospital) there are significant demands on human & financial resources. Road & housing maintenance have been discontinued.

A comprehensive consolidation plan was drafted ^{by BIA} in 1980 to reduce the ~~area~~ physical size of land, buildings and utilities to a core area. This plan significantly reduced operating costs by eliminating ^{costs} housing and road maintenance.

The Dept. of Interior's 1983 budget will propose \$9 million dollars to fund Mt. Edgecumbe and the day schools remaining open.

Two options have been offered to the state relating to operation of the day schools, both of ~~them~~ which terminate Mt. Edgecumbe following 8/2/83 school year.

The BIA predicts that the massive program cut back will allow for few federal job opportunities, however some staff can carry over 15 yrs of state retirement if hired.

Students.

The population at Mt. Edgecumbe represents statewide participation, with students from a variety of urban and rural areas enrolling from northern and S.C. Alaska. Nearly half of the population from the Bethel area.

Parents and students have indicated their criteria for attendance as: isolation at home, socialization, more ^{curriculum} opportunities, and academic achievements. Also noted was a perception of better access to alcohol and drugs combined with discrimination in public schools. Many students come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

According to Federal policy, the Dept. of the Interior must ~~know~~ that Alaska Native entities exercise self-control ~~in~~ ⁱⁿ planning, priority, all aspects of the education process.

Alaska natives have the right to elect to leave Mt. Edgecumbe or contract ~~for~~ ^{for} BIA services. However the decision to close Mt. Edgecumbe, ^{and ~~the~~ 37 day schools} was made in the absence of Native participation and has been viewed by some to indicate a termination of the Federal-Native relationship. Some tribes and entities have already agreed to this termination through notification that 10 day schools will be turned over to the state in May of 1982.

The BIA has indicated that the State educational high school boarding program is their ~~best~~ option for Mt. Edgecumbe students, ~~even though~~ while acknowledging that some enrollees are drop outs from the state program and that the Al. Nat. Assoc. conducted a study showing a 66% drop out rate for native students in public schools. In addition, ^{native} transfers from Anch. schools are not graduating from other high schools in the state.

A 1980 survey indicated that half of the students at M.E.H.S. come from villages with no schools, or partial high schools that do not include their grade level. Significant transition time to create placements in the ^{state} boarding program will be needed. The students indicating inability to cope with public school systems ~~and~~ ^{so accommodate these young people} ~~and~~ ^{and} ~~social~~ ^{and} ~~readers~~ ^{attending M.E.S.}, there

35 CFR
Part 31a.4,
"the Assist."

remains the same option. The small increase
of students in village schools would
not generate sufficient revenue to
provide variation, ^{curriculum} expansion of local
schools.