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COMMITTEE REPORT
HOUSE

(7)

FURTHER: FINANCE

4/11/85

Date: 30 April 1985

The Committee on HEALTH, EDUCATION
SOCIAL SERVICES has had HB 365

"An Act relating to the formation of regional educational attendance areas in certain villages; and providing for an effective date."

under consideration and recommends:

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

Walter G. Gumbert ^{NO}
Barry W. Shambaugh ^{NO REC}
Robin L. Taylor ^{NO REC}
Steve Swartz ^{NO REC}

Walter G. Gumbert
CHAIRMAN
Steve Swartz

POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE

~~Senate Bill 208~~ HB 365

April 1, 1985

The State Board of Education is opposed to this bill. Predicated upon the assumption that one or more of the five communities will exercise the option to become an REAA, the three overriding reasons for the Board's position are:

- 1) the cost involved in establishing five new school districts;
- 2) the adverse effects of fragmentation of our existing delivery system in a manner not contemplated by existing municipal or education law; and
- 3) the potentially dangerous precedent the bill would create respecting relationships between the REAAs and their respective communities.

The cost of the legislation, while bearing a zero fiscal note, will in fact be substantial. Because the present foundation program pays on a per-student basis, the cost to the state in FY 86 would be the same for the five new districts as it would if the communities were absorbed by the surrounding REAAs. However, there will be five new superintendents, five new school boards, and five new delivery systems for special and bilingual education. These personnel, functions and services are all required by law and cost money. The amounts-per-student the new REAAs would receive are based upon much larger district operations, with the costs of administration spread over literally hundreds of students. While the new foundation program, when it is written, will presumably accommodate the small sizes of the five new REAAs and their individual administrative needs, until that happens the five REAAs created by this Act may not have sufficient revenues under the existing system to operate adequate programs. To the extent that there will be an increased cost to the state as a result of this bill, it will occur after the new foundation program goes into effect.

The present delivery system for public elementary and secondary education in the Unorganized Borough is based upon the factors set out at AS 14.08.031, most notably the boundaries and sub-boundaries of the regional corporations, and the socio-economic, linguistic and cultural characteristics of the area. It was within the context of considerations such as these that the 21 REAAs were formed, with the understanding that the interests of the region would prevail in education policy decision making. That system seems to have worked as well as any other democratic entity in Alaska, and it is the view of the Department that the five communities can fit into that system, particularly since the social, cultural, economic and linguistic characteristics of the communities appear to be harmonious with those of the respective REAAs.

The precedent set by this Act could have alarming consequences for the balance of the Unorganized Borough. Rather than encourage conciliatory methods of conflict resolution and problem solving, communities would be encouraged to seek legislative solutions to their problems. What is to keep every community in the Unorganized Borough from attempting to form its own REAA?

The rationale for the Bill includes the statement that the five communities successfully operated their school systems under federal contract. This consideration alone does not seem sufficient to warrant the establishment of five new administrative units any more than it justified the continuation of municipal school districts which became parts of borough governments.

There are several technical problems inherent in the bill. For instance, what happens between July 1, 1985, when the federal support for the existing contracts is withdrawn, and the local option election is conducted. Who, if anyone, maintains the physical plants, pays the staff, and carries out the day-to-day operations of the schools?

The very nature of the bill, i.e., it appears to be local or special legislation, may give rise to constitutional issues. A general act, ch 142, SLA 1975, would seem to apply to the communities involved.



Harold Reynolds, Jr.
Commissioner

STATE OF ALASKA

MEMBER
FINANCE COMMITTEE
SPECIAL COMMITTEE ON FISHERIES



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REPRESENTATIVE JOHNE BINKLEY

April 29, 1985

MEMORANDUM

To: House Health, Education and Social Services Committee

From: Johne Binkley, Representative

A handwritten signature in black ink, appearing to read "John Binkley".

RE: HB 365

This legislation provides for elections to be held in the communities of Akiachak, Akiak, Chefnak, Chevak and Tuluksak for the formation of regional education attendance areas. This is based upon a request by residents in those communities who wish to continue with the operation and maintenance of their own schools. This would provide for maximum local control of the schools in these communities. The bill provides for a date of no later than August 13, 1985 for elections to be held.

These communities have found that they can successfully operate the schools on their own through contracts with the Bureau of Indian Affairs. Ownership of the schools has created an incentive for them to develop successful programs for their operation. Local control has and continues to be a primary issue for these communities. Maximum participation through local control is a primary goal.

Local control provides for more direct responsibility for quality education by the parents and the administrators of the schools. The parents are given an opportunity to directly effect the education of their children. Such direct responsibility also provides for good role models for the students and for more open communication between the teachers, administrators, students, parents and the local school board.

Formal opportunity to determine whether or not to accept the present FEAA school district was not offered to all of the communities in the region. This bill will allow for that opportunity to be provided to these communities.

Through the election, people in these communities would be allowed to weigh the advantages of the alternatives and determine themselves which is best for them. The issue of local education is very sensitive to the residents of the affected communities. The impacts upon their lives and the education of their children is so significant that the decision to transfer to the present school district should be theirs and theirs alone. This is the main reason I had included the community of Chefornak in the legislation despite the fact that a certain number of its residents requested specifically for its exclusion from the bill. The opportunity for them to formally decide the issue should be made available to them.

The foundation funding for the present school district has been calculated to include the number of students enrolled in the existing contract schools. The funding to the contract schools should they decide to establish their own REAAs would be calculated from the funded amount from the foundation formula for each community. No additional costs to the state should occur based upon current foundation formulas.

The State Board of Education has maintained their opposition to a similar piece of legislation in the Senate. Three main objections were raised by the board:

- 1) the cost involved in establishing five new school districts;
- 2) the adverse effects of fragmentation of our existing delivery system in a manner not contemplated by existing municipal or education law; and
- 3) the potentially dangerous precedent the bill would create respecting relationships between the REAA's and their respective communities."

There would be no additional cost to the state unless the proposed funding formula was implemented with an administrative element in addition to per student funding. Such an addition would be applied over all areas of the state and not to just these five communities. Fragmentation of the present education system already exists in these communities. With the exception of Chevak, there is a contract school and an REAA school in each of these communities. The communities affected apparently suffered no adverse affects and conversely feel that for the most part the quality of education has improved.

The communities have demonstrated that there are problems with working effectively with the existing system. The lack of local control over the education system in the affected communities has resulted in parents hoping to take matters in their own hands to change the situation.

This bill does not attempt to establish a precedent for other areas of the state. This legislation considers only those BIA contract schools in these five communities. BIA schools in other communities have already been absorbed into existing REAAs. No other schools that are part of existing REAAs are or will be considered in the future for similar action. The BIA contract schools in these communities have enjoyed self determination over the level and quality of operation of their schools. This legislation provides these communities a conciliatory method of conflict resolution as basic as the right to vote to determine for themselves whether to continue. I respectfully submit this legislation to you and request that you recommend its passage.

I have attached to this memorandum some additional back-up information for you to consider:

- a) a research summary on the subject of local control by G. Williamson McDiarmid, Ass't Professor, U of A Fairbanks;
- b) policy statement of the a coalition of members from the affected communities;
- c) position paper from the Lower Kuskokwim School District;
- d) resolutions, letters and petitions related to the issue;
- e) narrative justification draft from Chevak;
- f) description of Akiachak contract school;
- g) FY86 budget summaries for the contract schools.
- h) copy of a memorandum by my assistant, Bob Charles relating to a trip made to Cheforak recently.



UNIVERSITY OF ALASKA, FAIRBANKS
Fairbanks, Alaska 99701

CENTER FOR CROSS CULTURAL STUDIES
COLLEGE OF HUMAN AND RURAL DEVELOPMENT

April 17, 1985

Johne Binkley
Pouch V
Juneau, AK 99811

Dear Representative Binkley:

Please find enclosed a brief summary of research that supports HB 365.

As I note in the conclusion, local control is not a panacea but for these five villages it certainly seems the best solution. Research, both from Alaska and from Outside, supports local control. My own experience as a teacher in the Chevak contract schools some years ago demonstrated to me the value of having educational policy formed by the people it would affect.

If you have any questions concerning the attached, please call me at 474-7434.

Sincerely,

A handwritten signature in cursive script that reads "Bill McDiarmid".

G. Williamson McDiarmid
Asst. Professor of Education
Center for Cross-Cultural Studies
University of Alaska
Fairbanks, AK 99701

GWM:pt
Enclosure

RESEARCH EVIDENCE ON LOCAL CONTROL AND ITS EFFECTS

Submitted to the House Committee
on Health, Education and Social Services
and the Senate Committee
on Health, Education and Social Services

In support of HB 365 and SB 208

by

G. Williamson McDiarmid
Assistant Professor of Education
Center for Cross-Cultural Studies
University of Alaska
Fairbanks, Alaska

April, 1985

Research Shows that Local Control Can Contribute to School Effectiveness and Community Competency

Five villages in the Kuskokwim Delta that have operated their own schools during the past five years are attempting to establish themselves as independent districts with state funding.

Research conducted both nationally and in Alaska offers evidence that these villages would benefit more from remaining independent and operating their own schools than from becoming part of larger REAA districts. This is not to say that the REAAs cannot — or do not — provide excellent public education. Rather, these villages may be able to realize greater benefits — both educational and non-educational — by running their own independent school districts.

Below we present evidence to demonstrate the following:

1. Structuring school districts so that parents feel more ownership and, consequently, more responsibility encourages greater parent involvement in their children's education.
2. Higher levels of parent involvement in their children's education is associated with higher achievement in reading, more positive self-concepts for both students and parents, better community-school relations, and better student work habits.
3. Teacher-community partnerships, a prime ingredient for effective schools in rural Alaska, is more likely to occur when teachers work directly for the community rather than for a distant central office.
4. Curriculum that teaches local values, that transmits skills needed in the community, and that takes advantage of local educational resources is more likely to be implemented in communities where residents have a strong voice in school matters.
5. The experience of operating their own schools contributes to a community's sense of competency. Greater community competency may enhance community mental health.

6. Because educational decisions are made locally, issues of great moment to parents, school board members, teachers or students can be dealt with expeditiously and with maximum input from the parties involved.

1. The greater parents' sense of ownership of their schools, the greater their sense of responsibility for their children's education.

McDiarmid's (1984) study of school governance in rural Alaska provides abundant evidence to show that in communities where people feel the school is "theirs," parents are more likely to feel they are instrumental in their children's education.

In their study of rural high schools, Kleinfeld and McDiarmid (1985) presented several case studies of actual rural schools. In the course of their study, the researchers surveyed all rural high schools and did fieldwork in some 32 villages. Typical of rural schools that aren't working well are fatalistic parent attitudes about their children's education. That is, they know their children are not receiving a good education yet they feel helpless to change the situation. Poor schooling is something being done to them, not by them. In these villages, the teachers typically believe that their first loyalty is not to the local community but to the distant central office.

One the other hand, in communities that have schools that are working well, Kleinfeld and McDiarmid found that parents believe their support and involvement is critical to the success of the school. These parents know what is happening in the school and derive pride and satisfaction from the performance of their children.

2. The more that parents participate in their children's education, the higher their children's achievement levels in basic skills.

The Northwest Regional Educational Laboratory reviewed some fifty research reports in 1980 and concluded that parent participation in their children's education has a positive influence on student achievement. In addition, parental

participation improves self-concepts of both children and parents, school community relations, and student work habits (Northwest Regional Education Laboratory, 1980).

A study conducted by the New York Department of Education (Heisler and Crowley 1979) showed that the positive influence of parent involvement is greatest for children who scored lowest on a pretest of verbal concepts. Given the predominance of the Yupik language in the Kuskokwim Delta region, we could expect to see similar results in the five villages seeking independent status.

Also of interest is a study that Gillum conducted in Michigan and involved some 1800 elementary students. Gillum found that parent involvement in deciding what was taught and in working directly with teachers and students resulted in the greatest reading achievement gains (Gillum 1979).

Finally, Roland Barth at Harvard reviewed 24 studies of home-reinforcement of school behaviors. He found that the most successful programs involved direct person-to-person communication between parent and teacher (Barth 1979).

Parent involvement can and does occur in all types of school districts — REAAs, city, and borough. Yet, as we argued in number 1 above, parents are more likely to feel responsible for their children's education if they are directly involved in running their schools. Independent status conveys to parents that they are in charge. More than in any other type of district organization, in locally controlled schools parents and other community members perceive themselves as directly and immediately responsible for the quality of their children's education.

3. Teacher-community partnerships in education, which have been found to be a critical element in effective rural schools, develop naturally when administrators and teachers work directly for the community.

Kleinfeld and McDiarmid (1985) found in their large-scale study of rural Alaskan high schools that good schools are created on a partnership between the community and the school. Teachers

consult with the community in organizing the academic, vocational, and cultural aspects of the school program. In return, parents and community members support the academic goals of the school.

In schools that aren't working well, teachers are often caught between their loyalty to the local community and their loyalty to the central office. On the one hand, the central office expects the teachers to carry out its orders and implement the district school board's policies. On the other hand, the local community and the community school committee expect the teachers to conform to local values and to act in the best interest of their children. When conflicts arise between district policy and local preferences, teachers must choose one side or the other. Either way, teachers -- and, therefore, students -- lose.

Certainly, this situation does not arise in all REAAs. Some district school boards have granted wide latitude to local teachers and community school committees. Yet, if the local school committee is the only educational authority that teachers are responsible to, they will not experience such divided loyalties. This would eliminate one of the major sources of friction that undercuts quality education in rural Alaska.

4. Curriculum that meets local needs and exploits locally available resources is more likely to be implemented in communities in which the local board has a strong voice in school matters.

McDiarmid (1984) found that rural schools offering instruction in Native languages or locally useful skills are more likely to be found in communities with local boards that exercise strong influence on school matters. At the same time, a major source of dissatisfaction for school committee members in villages that have little say about their children's education is the absence of courses that deal with local skills and language.

As noted above, Gillum's study of 1800 students demonstrated that involving parents in deciding what should be taught results in reading achievement gains. The reason is obvious: When parents are directly involved, they feel a much higher sense of ownership of the curriculum and a

greater sense of responsibility for assuring that it is implemented than when they are not involved.

Fieldwork in both the McDiarmid study (1984) and the Kleinfeld and McDiarmid study (1985) suggests that community involvement in developing courses on local skills and values increases the chance that these courses will be seen as important and valuable by students and parents alike. Moreover, greater community support for courses dealing with local skills and language translates into greater general support for the academic curriculum and for high standards.

5. Experience in running its own schools increases a community's sense of competency. Greater community competency may enhance community mental health.

In a study of the Chevak Village Youth Association (CVYA), McDiarmid (1983) argues that the most important purpose served by indigenous youth organizations may be increasing the sense that community members have of their competency to organize and carry out critical social tasks. As he writes, "CVYA is one of a complex of organizations — which includes the autonomous school board, the village corporation, the city council and others — which serves to enhance the community's sense of control over its own destiny and to increase the number of villagers who learn to locate, marshal, and use resources" (McDiarmid 1983, 74).

By increasing the community sense of competency, such organizations may serve to enhance the community's self-image and its belief in its ability to control the institutions that affect its future. As McDiarmid writes of locally controlled organizations, they serve "to increase community self-esteem through the successful completion of planned activities" (Ibid., 73).

Other researchers (Manson, Tatum, and Dinges 1982; Mohatt and Blue 1982) argue that this sense of competency may be the most potent weapon Native communities have in combatting debilitating mental health diseases such as depression, suicide, and alcoholism.

All of these communities have already demonstrated their ability to run their own schools. To lose that control over such a vital social institution would be to decrease the opportunities these communities have to demonstrate to themselves that they can competently run social institutions not indigenous to their societies but rather thrust upon them by history.

6. When educational decisions are made locally, issues of great moment to parents, board members, teachers or students can be dealt with expeditiously and with maximum input from the people affected.

McDiarmid (1982) found in his case study of a rural school that local school board members perceived the major impediment to better education to be their inability to get the regional school board to decide on issues that the local board considered critical.

Rogers' study (1981) of the decentralization of schools in New York City mentions similar findings. Specifically, Rogers found that the "community school district system...has provided for enough social peace, local level flexibility, and openness to allow schools to respond more effectively to the needs of their local constituencies" (Educational Priorities Panel 1981). Community schools can respond more effectively because decisions can be made on the spot. Unlike large district boards that are responsible for a number of schools, local school boards must deal with the needs, concerns, and problems of only one school.

Conclusion

While local control of schools is not the magical cure-all that some of its proponents claim, research findings suggest that in some circumstances local control offers both educational and non-educational advantages. In rural Alaskan villages that have already had experience with running their own schools, local control offers definite advantages. Some of these advantages included increased parental involvement and, consequently, higher achievement; better teacher-community partnerships that are critical to successful rural schools; a curriculum tailored to local needs and resources; the opportunity for

communities to enhance their sense of competency;
and greater assurance that issue of great local
importance will be dealt with quickly and fairly.

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Policy Statement: In Support of SB 208

:An Act relating to the formation of Federal transfer regional educational attendance areas in certain village and providing for an effective date.

Submitted by:

The Coalition of Locally Control School of:
Akiachak, Akiak, Tuluksak, Chevak, and Chefornak.

Date: March 21, 1985

Cost

Under the current funding formula there would be no additional cost to the State of Alaska for the five proposed school districts. Each school district is funded on a per student basis. The state would be spending the same amount on each student regardless of what district these students were in.

If the proposed funding formula was implemented with an administrative element in addition to the per student funding, the funding would still remain the same (and again there would be no additional cost to the state for the five districts), provided that the admin. element was still based on a per student basis.

Any future funding plan that the State might develop that leads to additional cost must be the fault of the state and developers of that funding formula, not the fault of the five school districts.

As a measure of good faith, we will work with the State on a new funding formula that would be equitable for all districts in the State. Since each of our schools currently is funded at a much lower amount per student than state schools, we have experienced with working with less funds in the delivery of quality education in rural Alaska.

The addition of five school districts would not lead to fragmentation in the delivery of educational services in the five communities. Currently, there are school districts with as few as 50 students in them. Each of the five schools are much larger. Nevertheless, the delivery of quality education does not necessary correlate with the size of the delivery system.

The delivery of good educational services is in a great part dependent on the commitment and professionalism of those individuals charged with the management and teaching in the respective communities and schools. It is a known educational fact that there is no direct correlation between the size or number of students in a given classroom and the achievement levels of the students in that classroom. This same premise would also hold true for the size of the school district.

Each of the five schools have demonstrated their ability to deliver good educational services over the past 4 to 5 years. One of the schools, Chevak, had an accredited K-12 school. Working together under a cooperative agreement, each of the other schools plan to seek full accreditation of their programs starting in fall of 1985.

Because of the similarities in philosophy of the five, they have planned out the development of a consortium that would maximize the services in each district. This cooperative agreement will include the following:

1. Curriculum and Program Development
2. Consolidation of orders
3. Usage of plant management personnel and equipment

We will work with all state districts towards the development of a state curriculum.

Each of the schools have hired qualified teachers and administrators as required by state law. Because of the direct involvement of parents and their desire to obtain the best education for their children, each of the school districts will have fully accredited K-12 schools, starting during the fall of 1985.

We have worked together to plan the best possible educational programs for our students. We know that we will have the best educational systems in Alaska because of our total commitment to our schools.

POSITION PAPER RD
LOWER KUSKOKWIM SCHOOL DISTRICT

SB 208 basically provides for three things. First, it establishes the potential for the creation of federal transfer regional attendance areas in the villages of Akiachak, Akiak, Tuluksak, Chevak and Chefornak. Presently, each of those villages operates local schools under contract from BIA. In the cases of Akiachak, Tuluksak, and Chefornak, the villages operate elementary schools only. In Akiak, the village operates an elementary program separate and distinct from an elementary/secondary program provided by the state. In Chevak, the village operates both elementary and secondary programs.

Secondly, the bill establishes the requirement of a local election in each of the five villages to determine whether the village wishes to establish a federal transfer REAA. Failure to have that election or a vote in opposition to that establishment would result in the schools becoming part of the REAA in which the villages are geographically located. Thirdly, the bill establishes a deadline for those local elections of October 10, 1985.

Because four of the affected villages lie within the boundaries of the Lower Kuskokwim School District and because the outcome of this legislation would have a profound effect on the operation of that REAA, this position paper has been prepared for the benefit of the sponsors, Senators Ferguson and Sackett, and other legislators considering this legislation.

The principal issue involved is how to address the apparent desire of these five villages to operate their own schools. The policy issue of whether to allow the establishment of these small REAA's is strictly legislative prerogative. From a cost perspective, it is obviously more expensive to have a large number of separate school districts. From a local control perspective, if every city and village in the state operated its own schools, we would indeed maximize local control. It has been the policy of the LKSD board in the past to encourage local input through local advisory boards.

From a purely administrative standpoint, the proposed legislation presents a number of problems. It is unclear at this time as to the applicability of this bill to schools already operated by LKSD. It seems that the bill is only addressing those schools that have not yet been transferred to the state. If that is the case, would these new REAA's include only the elementary schools in most cases? If secondary schools would also be included in the new REAA's, there are some real administrative problems. Teachers contracts are up for renewal by the end of March, 1985 for the 1985-86 school year. Unless those contracts are terminated by the end of March, they are binding for the next year. However, this bill would potentially move these schools out of LKSD. The problem there is obvious.

If LKSD is to operate the elementary schools next year, it is vital that both contract negotiations and facility upgrade begin immediately. Substantial work will be necessary in all locations this summer in order to comply with state life/safety codes.

A potential solution to these problems would be to provide interim funding for the operation of the elementary schools to either the villages or the LKSD. A local election in February of 1986 could allow for a smoother transition of school operations and still recognize local will.

In any case, it is imperative that either the legislature or the administration make a decision on this matter immediately. To delay that decision will only reduce the ability of whichever entity is deemed appropriate for operating those schools to adequately prepare for the next school year.

AKIACHAK NATIVE COMMUNITY

AKIACHAK IRA COUNCIL
AKIACHAK, ALASKA 99551 - (907) 825-4320

April 11, 1985

Representative Ben Grussendorf
Speaker of the House
Pouch V
Juneau, AK 99811

HB 365

Dear Representative Grussendorf:

The Akiachak IRA Council (hereinafter Council) and the residents of the Akiachak Native Community (ANC), would like to request your support on the passage of Senate Bill 208 and a similar bill to be introduced in the House.

For your information, Senate Bill 208 will enable the five communities of Akiachak, Akiak, Tuluksak, Cheforak, and Chevak to establish separate school districts. These communities during the last five years have administered their schools under contract with the Department of the Interior, Bureau of Indian Affairs, under the authority granted by the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638). Due to federal monetary cutbacks, the five communities proposed to the State Department of Education to contract for all of the educational programs in each community (see attached policy statement). For your future documentation, enclosed is our narrative justification for our schools submitted along with the budgets for each school district to be established.

It is the position of these communities to advocate for the creation of Federal Transfer Regional Educational Attendance Areas as mandated under Senate Bill 35 which governs the present existing REAA's. Furthermore, we strongly believe that these school districts will not in any way cause fragmentation as pointed out by the Department of Education since these communities were administering their schools under the auspices of the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638). The P.L. 93-638 is still intact as a Federal Law which enable the tribes, as defined by Federal Indian Laws, to have the right to contract for the services directed to their people traditionally administered by the Bureau of Indian Affairs. In our case, the BIA was directed by congress to defund the existing Bureau funded schools effective June 30, 1985. As a result, the five communities at this time are proposing to the Alaska State Legislature to create five new school districts. The creation of these school districts will not cost the state any more money since the school foundation formula will be utilized. The school foundation formula funds the present REAA's on per-capita basis in which all of the direct education and other relevant operating costs are derived from so, therefore, based on this premise it will not cost the state any more money even if it funnels the money to the existing school districts that would inherit the five existing elementary and secondary schools in these communities if this does not pass.

If these five school districts are created aside from the area-wide school districts, the State of Alaska, Department of Education, including the University of Alaska, will be able to initiate a study which can be used to improve the present REAA's that were established when Senate Bill 35 was enacted in 1978. The establishment of these five school districts will have positive impacts

Representative Ben Grussendorf
April 11, 1985

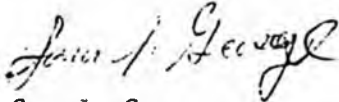
Page 2

to the states educational institutions in the long-run as pointed out by,
"Research Evidence on Local Control and its Effects," by G. Williamson McDiarmid.
A copy is enclosed for your reference.

I hope that this correspondence conveys the issues of concern over the establish-
ment of the Federal Transfer REAA's. If you or your aids have any questions,
I can be reached at 825-4320, or by writing to our address as shown on our
letterhead.

On behalf of the ANC and the four communities of Akiak, Tuluksak, Cheforak,
and Chevak, I respectfully plea for your support on the immediate passage of
Senate Bill 208.

In Determination,



Sam J. George
Administrator

cc: Senator John Sackett	(No enclosures)
Senator Frank Ferguson	(" ")
Representative John Binkley	(" ")
Representative Kay Wallace	(" ")
Julie Kitka, Alaska Federation of Natives	(" ")
RurAL-CAP	(" ")
Kashunamiut School District, Chevak	(" ")

MAR 4 1985

February 14, 1985

Mr. Willie Kasayulie
Akiachak IRA Council
General Delivery
Akiachak, AK 99551

Dear Mr. Kasayulie:

The purpose of this letter is to affirm our support for the IRA Councils efforts to secure funding, on a contract basis, from the State of Alaska for the operation of the communities school programs.

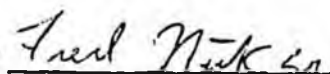
By contracting from the State for educational services, the citizens of Akiachak will be able to maintain local control of the schools. This translates into more effective use of state money for the education of the children of Akiachak.


We realize the importance of education and the critical role it plays in the effective evolution of the village and its people. For this reason we are confident you will look favorably upon our request to secure funding on a contract basis from the State of Alaska.

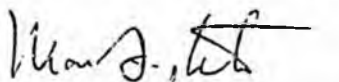
Thank you for your careful consideration and support for the future of Akiachak and its people.

Sincerely,
Members of the School Board


Alvin Ivanoff


Fred Nick


Roland Nose


Moses Peter


Louie Wassilie

cc: Senator John Sackett
Senator Frank Ferguson
Representative Albert Adams
Representative John Binkley
Representative John G. Fuller
Representative Kay Wallace
File

P E T I T I O N

This Petition relates to support of Senate Bill Number 208 introduced on March 4, 1985 by Senators Frank Ferguson and John Sackett which is An Act relating to the formation of federal transfer regional educational attendance areas in certain villages; and provides for an effective date.

The proposed legislation states that Federal transfer schools formerly funded through the Bureau of Indian Affairs, namely Akiachak, Akiak, Tuluksak, Chevak and Cheforok will no longer receive federal funding after Fiscal Year 1985. The legislature finds that Cheforok has successfully operated schools on their own through a contract with the Bureau of Indian Affairs and that the proposed legislation will give Cheforok, along with four other Villages, the opportunity to continue to operate these schools on their own by forming federal transfer regional educational attendance areas. It further proposes that Cheforok will be allowed to hold an election to determine if the Village shall form its own regional educational attendance area for the purpose of operating federal transfer schools.

I understand that this proposed legislation will allow qualified voters to have the opportunity to vote on whether or not they would like to form a regional educational attendance area and that a majority of qualified voters must vote to do so before such an attendance area is established.

I hereby certify that I am a qualified voter of the State of Alaska and affix my signature hereto in support of Senate Bill Number 208 which will allow voters of Cheforok to determine whether or not they are in support of the establishment of a Federal Transfer Regional Educational Attendance Area through a duly called election to be held by October 10, 1985.

Name

Name

Joseph Kairaiak
James Jimmy
George Biligi
X Albert Tunuchuk C.A.K. E.W.S.R.
Dan Wassilii
Benjamin Pausak
Arif Alvin
David Erik
Anna Jimmy
Thomas Erik
David Laurie

Bob Paul
Ever Wiseman Sr
Joe Kairaiak
Charlie Kairaiak I
Hector L. Kairaiak 3/15/85
Pocilia Bussitt
David Pausak Sr.
X Martin Wouli O.D. 3/14/85
Nikolay Kairaiak
Paula Kairaiak
John Jimmy

PETITION SUPPORTING SENATE BILL #208 (Con't)

Name/Address

Date

Name/Address

Date

Josephine Williamson
 John Abrahamson
 Frances Alexis
 Eliza Panruk
 Theresa Abrahamson
 X Joseph Edmundson
 Mary P Mathew
 Peter Mathew, M.
 Thomas Edmundson
 John Kussak
 Pauline Johnson
 Nancy Lintick
 Lily Johnson
 James C. Wainwright
 Pauline K. Wainwright
 Julia Linnichuk
 Bob R. Linnichuk
 Elizabeth Kussak
 X^{his} Mark Tom Wasile
 X^{her} Mark Agnes Mathew
 Agnes Mathew
 Joe Mucklitz
 Nestora Wassilie
 George Wassilie
 Jane Wiseman
 James Wiseman
 Nestora Wiseman
 James Wiseman

Elizabeth Linnichuk
 Josephine Kussak
 Maggie Flynn
 Ben Flynn
 Steven Kelly
 Margaret Arnyal
 Rita Wasile
 Veronica Kelly
 James Robert Mathew

PETITION

We, residents and registered voters of Chefnak, are opposed to the inclusion of Chefnak in SB 208. SB 208 would provide for a local election to determine whether local schools would be operated by a new, local REAA or the existing Lower Kuskokwim REAA. We understand that in being omitted from SB 208, that the operation of our schools will be assumed by LKSD.

PRINT NAME	DATE	SIGNATURE
Andrew Kilanak	4/2/85	Andrew Kilanak
✓ Louise Jimmy	4/2/85	Louise Jimmy
✓ Donald Jimmy	4/2/85	Donald Jimmy
Robert Jimmy	4/2/85	Robert Jimmy
✓ Louise Jimmy Louise Mikh	4-2-85	Louise Mikh
✓ Joe Mukluk	4-2-85	Joe Mukluk
✓ Agnes Mukluk	4-2-85	Agnes Mukluk
Joseph Kairaiak	4-2-85	Joseph Kairaiak
✓ John E Jimmy	4/2/85	John E Jimmy Sr.
RITA WASILI	4/2/85	Rita Wasili
near Mark ✓ Martina Wasili	4/2/85	Martina Wasili
✓ Pauline R. Wasili	4/2/85	Pauline R. Wasili
✓ Elizabeth Kusaiak	4/2/85	Elizabeth Kusaiak
⊙ ✓ Tommy Kusaiak	4-2-85	Tommy Kusaiak
✓ Cyril Alexi	4/2/85	
Ben Matthew	4/2/85	Ben Matthew
VICTOR C. WISEMAN	4/2/85	Victor C. Wiseman
✓ RODY KAIRAIK SR.	4/2/85	Rody Kairiak Sr.
John Flynn	4/2/85	John Flynn
John Flynn	4/2/85	John Flynn
David Lewis Jr.	4/2/85	David Lewis Jr.
✓ David Parruk	4/2/85	David Parruk
✓ Cecilia Burdick	4-2-85	Cecilia Burdick
✓ John Erik	4-2-85	John Erik
✓ Loretta Jimmy	4-2-85	Loretta Jimmy
✓ Noel & Erik	4-2-85	Noel & Erik
✓ Paul Abraham	4-2-85	Paul Abraham

PETITION

We, residents and registered voters of Chefnak, are opposed to the inclusion of Chefnak in SB 208. SB 208 would provide for a local election to determine whether local schools would be operated by a new, local REAA or the existing Lower Kuskokwim REAA. We understand that in being omitted from SB 208, that the operation of our schools will be assumed by LKSD.

PRINT NAME	DATE	SIGNATURE
<u>Gregory Mathew</u>	<u>4/1/85</u>	<u>Gregory Mathew</u>
<u>Robert Pannell</u>	<u>4/1/85</u>	<u>Robert Pannell</u>
<u>FELIX N. MATHEW</u>	<u>4/1/85</u>	<u>Felix Mathew</u>
<u>James W. Bossillie</u>	<u>4/1/85</u>	<u>James W. Bossillie</u>
<u>Mary Tunachuk</u>	<u>4/1/85</u>	<u>Mary Tunachuk</u>
<u>Paul Tunachuk</u>	<u>4/1/85</u>	<u>Paul Tunachuk</u>
<u>Pete Tom</u>	<u>4/1/85</u>	<u>Pete Tom</u>
<u>MAGGIE</u>	<u>4/1/85</u>	<u>Maggie Tom</u>
<u>Veronica</u>	<u>4/1/85</u>	<u>Veronica Billy</u>
<u>Steven</u>	<u>4/1/85</u>	<u>Steven Billy</u>
<u>Ben Flynn</u>	<u>4/1/85</u>	<u>Ben Flynn</u>
<u>GEORGE WASSILLIE</u>	<u>4/1/85</u>	<u>George Wassillie</u>
<u>Maggie Wiseman</u>	<u>4/2/85</u>	<u>Maggie Wiseman</u>
<u>Bob Tunachuk</u>	<u>4/2/85</u>	<u>Bob Tunachuk</u>
<u>Nellie L. Abraham</u>	<u>4/2/85</u>	<u>Nellie L. Abraham</u>
<u>John Abraham</u>	<u>4/2/85</u>	<u>John Abraham</u>
<u>Theresa Abraham</u>	<u>4/2/85</u>	<u>Theresa Abraham</u>
<u>+ Agnes Matthew</u>	<u>4/2/85</u>	<u>+</u>
<u>Martha Lewis</u>	<u>4/2/85</u>	<u>Martha Lewis</u>
<u>Walter Tirchick</u>	<u>4/2/85</u>	<u>Walter Tirchick</u>
<u>JIMMIE LARSEN</u>	<u>4/2/85</u>	<u>Jimmie Larsen</u>
<u>Lucy Pannick</u>	<u>4/2/85</u>	<u>Lucy Pannick</u>
<u>X Joseph Kilanuk</u>	<u>4/2/85</u>	<u>+ Joseph Kilanuk</u>
<u>+ Maria Kilanuk</u>	<u>4/2/85</u>	<u>X Maria Kilanuk</u>
<u>Anna Jimmy</u>	<u>4/2/85</u>	<u>Anna Jimmy</u>
<u>Tom Jimmy</u>	<u>4/2/85</u>	<u>Tom Jimmy</u>

PETITION

We, residents and registered voters of Chefornak, are opposed to the inclusion of Chefornak in SB 208. SB 208 would provide for a local election to determine whether local schools would be operated by a new, local REAA or the existing Lower Kuskokwim PEAA. We understand that in being omitted from SB 208, that the operation of our schools will be assumed by LKSD.

PRINT NAME	DATE	SIGNATURE
✓ Sarah Buckles	3/29/85	Sarah Buckles
✓ Col. Dale Morgan	3/29/85	Dale Morgan
✓ Theresa Matthew	3/29/85	Theresa Matthew
Francis Matthew		
Agnes L. Matthew	3/29/85	Agnes L. Matthew
✓ James C. Wasili	4/1/85	James C. Wasili
✓ Pauline Jimmy	4/1/85	Pauline Jimmy
✓ Esija Fairsonuk	4/1/85	Esija Fairsonuk
Lilly Jimmy	4/2/85	Lilly Jimmy
Richard Matthew	4/2/85	Richard Matthew
David Wiseman	4/1/85	David Wiseman
✓ Margaret Panuk	4/1/85	Margaret Panuk
✓ Dennis Panuk	4/1/85	Dennis Panuk
* Peter F Tirchick	4/1/85	Peter F Tirchick
Jack Tunuchuk	4/1/85	Jack Tunuchuk
PETER WASSILITE	4-1-85	Peter Wassillie
✓ Evan Wiseman Sr	4-1-85	Evan Wiseman Sr
✓ Jane Wiseman	4-1-85	Jane Wiseman
MOVICA WISEMAN	4-1-85	Movica Wiseman
Jacinta Wiseman	4-1-85	Jacinta Wiseman
✓ Josephine Wiseman	4-1-85	Josephine Wiseman
✓ Martina Wiseman	4-1-85	Martina Wiseman
Bernadette Erik	4-1-85	Bernadette Erik
✓ Marcie Chachuk	4-1-85	Marcie Chachuk
✓ David Erik	4/1/85	David Erik
✓ maria erik	4/1/85	maria Erik
✓ James Tirchick	4/1/84	James Tirchick

PETITION

Petition in Support of the Proposal to Contract for Educational Services

We, the members of the Akiachak Native Community, and the Registered Voters residing in the Village of Akiachak, Hereby affix our signatures in support of the Proposal of the Akiachak IRA Council to contract for all Educational Services to include maintenance, from the State Department of Education.

PRINTED NAME	SIGNATURE	ADDRESS
1. WILLIE KASAYULIE	Willie Kasayulie	AKIACHAK, AK
2. MURDED EVAN	MURDED EVAN	✓
3. LOUIE W. WASSILIE	Louie W. Wassilio	AKIACHAK AK
4. KIM RUTHERFORD	Kim Rutherford	AKIACHAK AK
5. BOB PETER	Bob Peter	AKIACHAK AK
6. PHILIP K PETER	Philip K Peter	AKIACHAK AK
7. CARL C TRISLETT	Carl C. Trislett	AKIACHAK AK
8. GEORGE BILLY	George Billy	AKIACHAK AK
9. LINCOLN PETER	Lincoln Peter	AKIACHAK AK
10. NELSON KASAYULIE	Nelson Kasayulie	AKIACHAK AK
11. ALAN RUTHERFORD	Alan Rutherford	AKIACHAK AK
12. CHARLES K. JAMES	Charles K James	AKIACHAK AK
13. ROY KINEGAK	Roy Kinegak	AKIACHAK AK
14. PATRICK PETER	Patrick Peter	AKIACHAK AK
15. KEVIN A. SAM	Kevin A Sam	AKIACHAK AK
16. JOSEPH M MOSES	Joseph M Moses	AKIACHAK AK
17. RICHARD JORDAN	Richard Jordan	AKIACHAK AK
18. IDA D. WASSILIE	Ida D. Wassilie	AKIACHAK AK
19. ANNA MAE MOSES	Anna Mae Moses	AKIACHAK AK
20. MADRONA PAINE	Madrona M. Paine	AKIACHAK AK
21. TOM KASAYULIE	Tom Kasayulie	"
22. ANNE G. KINEGAK ↔	ANNIE E. KINEGAK	AKIACHAK AK
23. BERTHA L. PHILLIP	Bertha L. Phillip	AKIACHAK AK
24. ELIZABETH POSITNAK	Elizabeth Positnak	AKIACHAK AK
25. FRED NICK	Fred Nick	AKIACHAK AK
26. LILLIAN ALEXIE	Lillian Alexis	AKIACHAK AK
27. MARY M. GEORGE	Mary M George	AKIACHAK AK
28. JOHN M. STALLEY	JOHN M. STALLEY	AKIACHAK AK
29. LYNDA KERR	Lynnda Kerr	AKIACHAK AK
30. NASTASIA WASSILIE	Nastasie WASSILIE	"

PRINTED NAME	SIGNATURE	ADDRESS
31. <u>James A. George</u>	<u>James A. George</u>	<u>Gen Del Akiaachak AK 99551</u>
32. <u>Evan A. Wassilie</u>	<u>Evan Wassilie</u>	<u>Akiachak AK 99551</u>
33. <u>Joseph Lomack</u>	<u>Joseph Lomack</u>	<u>Akiachak AK 99551</u>
34. <u>WILLIAM LOMACK</u>	<u>William Lomack</u>	<u>"</u>
35. <u>Edith Minutoli</u>	<u>Edith Minutoli</u>	<u>"</u>
36. <u>WITZ GEORGE</u>	<u>Witz George</u>	<u>Akiachak AK 99551</u>
37. <u>PETER A LOMACK</u>	<u>Peter A Lomack</u>	<u>Akiachak AK 99551</u>
38. <u>MARY MOSES</u>	<u>Mary M. Moses</u>	<u>Akiachak AK 99551</u>
39. <u>Barbara Pasittrak</u>	<u>Barbara Pasittrak</u>	<u>Akiachak AK 99551</u>
40. <u>Elena Peterofsky</u>	<u>Elena Peterofsky</u>	<u>Akiachak AK 99551</u>
41. <u>Sophie N Kasimulie</u>	<u>Sophie N. Kasimulie</u>	<u>"</u>
42. <u>Katie George</u>	<u>Katie George</u>	<u>"</u>
43. <u>James Minutoli</u>	<u>JAMES MINUTOLI</u>	<u>"</u>
44. <u>LOTT GEORGE</u>	<u>Lott George</u>	<u>"</u>
45. <u>Olinka George</u>	<u>Olinka George</u>	<u>"</u>
46. <u>Moses Henry</u>	<u>Moses Henry</u>	<u>"</u>
47. <u>Marie P. Frederick</u>	<u>Marie P. Frederick</u>	<u>Gen Del Akiaachak AK 99551</u>
48. <u>Lucy Wassilie</u>	<u>Lucy Wassilie</u>	<u>Akiachak AK 99551</u>
49. <u>Roli George</u>	<u>Roli George</u>	<u>"</u>
50. <u>Thomas Noatak</u>	<u>Thomas Noatak</u>	<u>"</u>
51. <u>David A Alexis</u>	<u>David Alexis</u>	<u>"</u>
52. <u>George Pasittrak</u>	<u>George Pasittrak</u>	<u>Akiachak AK 99551</u>
53. <u>MOSES F. PETER</u>	<u>Moses F. Peter</u>	<u>Gen Delivery Akiaachak AK 99551</u>
54. <u>WASSILIE GEORGE SR</u>	<u>Wassilie George Sr</u>	<u>Akiachak AK 99551</u>
55. <u>MARVIN EVAN</u>	<u>Marvin Evan</u>	<u>"</u>
56. <u>IRI H GEORGE</u>	<u>Iri H. George</u>	<u>"</u>
57. <u>Margaret Ekamrak</u>	<u>Margaret E. Kamrak</u>	<u>"</u>
58. <u>MARY EKAMRAK</u>	<u>Mary Ekamrak</u>	<u>"</u>
59. <u>Grace H. Sam</u>	<u>Grace H. Sam</u>	<u>"</u>
60. <u>Ruth Lomack</u>	<u>Ruth Lomack</u>	<u>Akiachak AK 99551</u>

PRINTED NAME	SIGNATURE	ADDRESS
61. WASSILIE GEORGE SR	Wassilie George Sr	Akiachuk
62. HELENA GEORGE	Helena George	Akiachuk
63. Elizabeth Peter	ELIZABETH PETER	Akiachuk
64. Mary S. Frederick	Mary S. Frederick	Akiachuk 9951
65. Pauline Frederick	PALINE FREDERICK	
66. Marie Frederick	Marie Frederick	Akiachuk. AK 9951
67. Eleanor Charles	Eleanor Charles	Akiachuk
68. Mary J. Peter	Mary J. Peter	Akiachuk. AK 9951
69. Maggie A. Moses	Maggie A. Moses	"
70. Nellie Moses	Nellie Moses	"
71. John Ekamrak	John Ekamrak	"
72. David Henry	DAVID HENRY	"
73. Liza J. Henry	LIZA J. HENRY	"
74. Robert M. Charles	Robert M. Charles	"
75. Joe Charles Sr	Joe Charles Sr	"
76. Agnes Charles	Agnes Charles	"
77. Katie P. CHARLES	Katie P. Charles	"
78. ABRAHAM GEORGE	Abraham George	"
79. Elizabeth M. Moses	Elizabeth M. Moses	"
80. Lottie Kingak	Lottie Kingak	
81. John Moses Sr.	John Moses SR.	"
82. ALVIN S. IVANOFF	Alvin Ivanoff	Akiachuk, AK
83. Daniel George	Daniel George	"
84. Ira M. George	Ira M. George	" "
85. Frederick T. George	Frederick T. George	AK 9951
86. June Swape	June Swape	" "
87. Robert E. Pasitnuk	Robert E. Pasitnuk	" "
88. Fannie Pastnuk	Fannie Pastnuk	" "
89. Alice Sam	Alice Sam	
90. Andrew Jordan	Andrew Jordan	

PRINTED NAME	SIGNATURE	ADDRESS
91. Esther S. Massillie	Esther S. Massillie	Akiachak
92. Henry Pasitnak	Henry Pasitnak	Akiachak
93. Michael Moses	Michael Moses	Akiachak
94. Eddie Pasitnak Sr	Eddie Pasitnak Sr.	Akiachak
95. Ruth Liskey	Ruth Liskey	Akiachak
96. Donald Liskey	Donald Liskey	Akiachak
97. Mary Pasitnak	Mary Pasitnak	
98. Larry George	Larry George	Akiachak
99. ANNIE JACKSON	Annie Jackson	Akiachak
100. Annie Noah	Annie Noah	Akiachak
101. Joseph Noah	Joseph Noah	AKIACHAK
102. Marie Phillips	Marie Phillips	Akiachak
103. George Moses Sr.	George Moses Sr.	Akiachak
104. Nellie Moses	Nellie Moses	Akiachak
105. ANNA MAE Moses	Anna Mae Moses	Akiachak
106. LORNA Henry	Lorna Henry	Akiachak
107. Maggie A. Moses	Maggie A. Moses	Akiachak
108. Carl Moses	Carl Moses	KIT
109. " " "	" " "	" " "
110. Robert Clark	Robert Clark	KIT
111. James Peter Sr	James Peter Sr	Akiachak
112. John W. Peter	John W. Peter	"
113. James Peter Jr	James Peter Jr	"
114. Sarah Ann Peter	Sarah Ann Peter	"
115. Moses Nick Sr.	Moses Nick Sr	Akiachak
116. Anna Nick	Anna Nick	"
117. Dorothy Nick	Dorothy Nick	Akiachak
118. Cecelia Nick	Cecelia Nick	Akiachak
119. ISAAC NICK	Isaac Nick	Akiachak
120. Carrie A LOTT	Carrie Lott	Akiachak

PRINTED NAME	SIGNATURE	ADDRESS
121 Lydia Wassilie	Lydia Wassilie	Akiachak
122 George Wassilie	George Wassilie	" "
123 Joel H Kasayulie	Joel H Kasayulie	" "
124 Elsie Kasayulie	Elsie Kasayulie	" "
125		
126 Anna Ekamrak	Anna Ekamrak	" "
127 Edward Kinegak	Edward Kinegak	" "
128 William Lomack	William Lomack	" "
129 Henry Lomack	Nancy Lomack	Akiachak
130 FANCY N. LOMACK	Fancy N. Lomack	General Delivery Akiachak, Ak 99551
131 JACOB Henry Jr	Jacob Henry Jr	AKF
132 Margaret Ekamrak	Margaret Ekamrak	Akiachak, Ak
133 Elena Petersofsky	Elena Petersofsky	Akiachak, Ak 99551
134 Ida D. Wassilie	Ida D. Wassilie	Akiachak, Ak. 99551
135X Thomas NOATAK	Thomas Noatak	
136 Nellie J NOATAK	Nellie J. Noatak	
137 Eddie NOATAK	Eddie Noatak	
138 CAROL Noatak	Carol Noatak	
139 Fred Niles	Fred Niles	
140 John Wassilie	John Wassilie	Akiachak
141 Vera Kasayulie	Vera Kasayulie	Akiachak
142 Nelson Kasayulie	Nelson Kasayulie	AKI 79551
143 Brian W Latham	Brian W. Latham	Akiachak, Ak.
144 Carrie N. Latham	Carrie N. Latham	Akiachak, Ak.
145 Olinca Evon	Olinca Evon	Akiachak
146 Anesia Nick	<small>witness Sam A. King Olinca Evon</small> X	Akiachak
147 ROBERT NOSE	Robert Nose	Akiachak
148 Willie Nose	Willie Nose	Akiachak
149 Joe Evon Jr	Joe Evon Jr	Akiachak
150 Martin Nose	Martin Nose	Akiachak

PRINTED
NAME

SIGNATURE

ADDRESS

- | | | |
|------------------------|-------------------|-----------------|
| 151. Carrie Lomack | Carrie Lomack | Akiachak Alaska |
| 152. Sharrn Lomack | Sharrn Lomack | Akiachak Alaska |
| 153. Mary Jankin | Mary Jankin | Akiachak, AK |
| 154. Robert Ziegler | Robert Ziegler | Akiachak, AK |
| 155. David C. Schrier | David C. Schrier | Akiachak, AK |
| 156. Linasa Hernandez | Linasa Hernandez | Akiachak, AK |
| 157. Lena George | Lena George | Akiachak, AK |
| 158. BAIN ROBINSON | Bain Robinson | Akiachak, AK |
| 159. Vickie Robinson | Vickie Robinson | Akiachak, AK |
| 160. Rose Charleston | Rose Charleston | Akiachak AK |
| 161. Grace H. Soren | Grace H. Soren | Akiachak |
| 162. HELEN M. JACKSON | Helen M. Jackson | Akiachak |
| 163. Daniel Frank | Daniel Frank | Akiachak |
| 164. David Henry | David Henry | Akiachak |
| 165. Patrick & Charles | Patrick & Charles | Akiachak |
| 166. | | |

Contract Schools Meeting
March 13, 1985

Resolution 85-83-01
(In support of Senate Bill 208)

WHEREAS, Akiachak, Cheforak, Akiak, Chevak and Tuluksak have operated their schools under PL #93-63 Indian Self Determination Act as Contract Schools.

WHEREAS, the Bureau Indian Affairs will cease to operate educational programs in Alaska after July 1, 1985.

WHEREAS, Akiachak, Cheforak, Akiak, Chevak and Tuluksak desire to continue to have local control of their educational programs for the betterment of their children.

WHEREAS, Senate Bill 208, by Senators Frank Ferguson and John Sackett provide the means for us to continue to have local control of our schools.

THEREFORE BE IT RESOLVED, that Akiachak, Cheforak, Akiak, Chevak and Tuluksak fully endorse and support Senate Bill #208 and respectfully request the State Senate and State House of Representatives pass this bill for continued local control of education in Akiachak, Cheforak, Akiak, Chevak and Tuluksak.

Willie Karsayuk 130 STUDENTS CHAIRMAN, IRA COUNCIL
Akiachak

Quinn A. Deane 70 STUDENTS CHAIRMAN - IRA Council
Akiak

Joe Singiak 90 STUDENTS MEMBER - TRAD. Council
Cheforak

Xavier Arter 185 STUDENTS President, Traditional Council
Chevak

Clinton B. Allen 115 STUDENTS CHAIRMAN, IRA COUNCIL
Tuluksak



Tulkisarmute Yup'ik Day School
General Delivery
Tuluksak, Alaska 99679
Telephone (907) 695-6313

March 14, 1985

WE, THE LOCAL GOVERNING BODIES OF THE VILLAGE OF TULUKSAK,
HEREBY, SUPPORT OUR REASONS AND EFFORTS TO LOCALLY CONTROL
AND RUN THE HIGH SCHOOL, ELEMENTARY SCHOOL AND APPROVED
PRE-SCHOOL PROGRAMS.

WE ACKNOWLEDGE AND SUPPORT THE BILL INTRODUCED BY THE
HONORABLE SENATORS FRANK FERGUSON AND JOHN SACKETT
SPECIFICALLY, SENATE BILL NO. 208.

TULUKSAK CITY COUNCIL

JOSEPH DEMANTLE SR., MAYOR

JOHN PETER, VICE MAYOR

SAMMY PETER, SECRETARY

JOSHUA PHILLIP, TREASURER

JOHN M. ALEXIE, MEMBER

NOAH ANDREW, MEMBER

CARL NAPOKA, MEMBER

TULUKSAK ADVISORY SCHOOL BOARD

NICHOLAI ALEXIE, SR.

PAUL ALEXIE, CHAIRMAN

JAMES LOTT, VICE CHAIRMAN

NICHOLAI PETER, SEC/TREASURER

Joseph Demantle Sr.

John Peter

Sammy Peter

Joshua Phillip

John M Alexie

Noah Andrew

Carl M Napoka

Nicholai Alexie Sr.

Paul Alexie

James Lott

Nicholai Peter



Tulkisarmute Yup'ik Day School
General Delivery
Tuluksak, Alaska 99679
Telephone (907) 695-6313

March 14, 1985

page 2 (cont.)

TULUKSAK NATIVE COMMUNITY COUNCIL

JOHN NAPOKA JR. PRESIDENT

ANDREW B. ALEXIE, VICE PRESIDENT

ANNA PHILLIP, SECRETARY

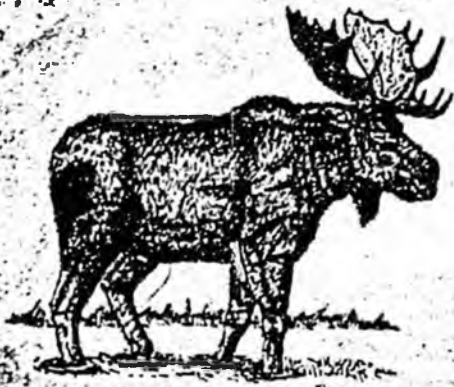
FRED NAPOKA, MEMBER

JOE DEMANTLE JR., MEMBER

PETER WASKIE, MEMBER

JACK KINEGAK, TREASURER

John Napoka Jr.
Andrew B. Alexie
Anna Phillip
Fred Napoka
Joe Demantle Jr.
Peter Waskie
Jack M. Kingak



Tulkisarmute Yup'ik Day School
General Delivery
Tuluksak, Alaska 99679
Telephone (907) 695-6313

March 5, 1985

To: Persons Concerned
From: Citizens of Tulkisarmute Native Community
Re: Continuation of School Contract for SY 85/86

We, the undersigned, being residents in good standing in the community of Tuluksak, Alaska, would like to acknowledge our support of the continuation of our contract school under the State of Alaska funding formula for SY 85/86.

We, furthermore, would like you to understand our sincere wishes to be able, through our elected school board, to make decisions that will directly effect our childrens education. We understand that decisions and programs must conform to State of Alaska, Department of Education codes.

Please support our wishes as parents, teachers, and future leaders of the Native Community of Tuluksak.

1 Andrew B. Aleric

2 Fred Napoka

3 Sara Rivers

4 Neil Alapok

5 Howard Jimm

6 Orna Phillip



Tulkisarmute Yup'ik Day School
General Delivery
Tuluksak, Alaska 99679
Telephone (907) 695-6313
March 5, 1985

1 John Napaka

7 Noel Owens

8 Peter Wasikis

9 Frank C. Alexie

10 Elena D. Grigory

11 Joseph Sallaffi

12 Maria M. Alexie

13 Dennis R. Phillips

14 ~~John Andrew~~

15 Freda Alexie

16 Mary Ann Andrew

17 Mary Napaka

18 Peter Moses K.

19 ~~John Andrew~~

20 John J. T.

21 Peter J. Andrew

22 Jacob A. Napaka

23 Peter J. Andrew

24 Tom Owen

25 Molly Napaka

26 Joseph Alexie

27 Isaac Wasilie

28 Nantasia M. Wasilie

29 Hattie Napaka

30 Martha Lisley

31 Larry Lisley

32 Frank Fly

33 Lydia Fly

34 Hermon Hank

35 Robert Hank

36 Paul Hank



Tulkisarmute Yup'ik Day School
 General Delivery
 Tuluksak, Alaska 99679
 Telephone (907) 695-6317

March 5, 1985

- | | | | |
|----|---------------------------|----|-------------------------------|
| 37 | <u>C. J. Alexie</u> | 52 | <u>Eleanor A. E. George</u> |
| 38 | <u>Martester Hawk</u> | 53 | <u>Hannah D. Alexie</u> |
| 39 | <u>Margaret K. Alexie</u> | 54 | <u>Ben Mochin</u> |
| 40 | <u>Margaret J. Alexie</u> | 55 | <u>Joseph & Paivle</u> |
| 41 | <u>Muriel M. Alexie</u> | 56 | <u>Inui Nechelai</u> |
| 42 | <u>Carrie Alexie</u> | 57 | <u>Nelson Rodney Nisholai</u> |
| 43 | <u>David T. Alexie</u> | 58 | <u>Abraham C. Lott</u> |
| 44 | <u>Francess M. Alexio</u> | 59 | <u>Emma Lott</u> |
| 45 | <u>Lucy Napoka</u> | 60 | <u>Alice Noah</u> |
| 46 | <u>Peter Napoka Sr</u> | 61 | <u>Catherine Lott</u> |
| 47 | <u>Tom George</u> | 62 | <u>James Lott Sr.</u> |
| 48 | <u>Carole S. George</u> | 63 | <u>Maggie Allain</u> |
| 49 | <u>John M. King</u> | 64 | <u>Annes Allain SR</u> |
| 50 | <u>Ellen E. Alexie</u> | 65 | <u>Peter A. Gregory</u> |
| 51 | <u>X Joshua Philly</u> | 66 | <u>Alexie Andrew Sr</u> |



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March 5, 1985

67 Nicholas Peter

68 Jimmy J. Peter

69 Lydia Peter

70 Eddie Peter

71 Johnny Owens

72 Nickoli Jasket

73 Galga Napoka

74 Anna J. Napoka

75 Charles Alexis

76 Marie Napoka

77 Bobby J. Peter

78 Wally Herberson

79 Ruth Napoka

80 Elizabeth Andrew

81 Sarah Andrew

82 Nollie Andrew

83 Alexie Andrew Jr.

84 Kueyd. Evan

85 Minnie M. Alexie

86 Edith Napoka

87 Elioloxayel

88 Peter P. Peter

89 Hannah A. Alexie

90 Maria Napoka

91 John Lee Napoka

92 Carl Peter

93 Joseph J. Peter

94 Sharon J. Semante

95 MITWimble

96 Eda Napoka

97 James Napoka

98 Dennis Tom Lat

99 D. Del Mae Lat

100 John Lat

101 John Lat



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March 5, 1985

- | | | | |
|-----|--------------------------|-----|-------|
| 102 | <u>Dan's family</u> | 119 | _____ |
| 103 | <u>Carl m. ...</u> | 120 | _____ |
| 104 | <u>Petes Lett</u> | 121 | _____ |
| 105 | <u>Joe Shilly</u> | 122 | _____ |
| 106 | <u>Priscilla Alexis</u> | 123 | _____ |
| 107 | <u>Lena Andrew</u> | 124 | _____ |
| 108 | <u>Natalia Samont</u> | 125 | _____ |
| 109 | <u>Brenda Alexis</u> | 126 | _____ |
| 110 | <u>Mary Dago Gregory</u> | 127 | _____ |
| 111 | <u>Norman Allain</u> | 128 | _____ |
| 112 | <u>Carlie Alexis</u> | 129 | _____ |
| 113 | <u>Agatha Peter</u> | 130 | _____ |
| 114 | _____ | 131 | _____ |
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| 118 | _____ | 135 | _____ |

Kashunamiut School District

Chevak, Alaska 99563

February 22, 1985

The Honorable John Sackett
Alaska State Senate
Juneau, Alaska 99811

re:CONTRACT SCHOOLS

Dear Senator Sackett:

After our meeting with you and your staff, the five contract schools had several meetings and developed the enclosed narrative justification draft. The first part gives what we all feel are justifiable reasons for being able to contract with the State for educational services in the five villages. The second part includes ten points that we have developed. These points tend to sum up what we see as the most important reasons for being able to continue our local control. The third part is a general time frame that we felt would be needed in order to implement the opening of school on time for the 1985-86 school year.

We will continue to be in touch with your office during the next few weeks, pending the introduction of legislation for our villages to continue to have local control of our schools.

It is hoped by all of us that the narrative justification draft is adequate. If more detail is needed, we will be happy to provide it. We have made plans for another meeting during the week of March 11, to farther develop our school programs and reasons for their continuation. The results of that meeting will be forwarded to your office.

Any suggestion or comments that your office might be able to make would be greatly appreciated by all of us. We sincerely thank you for taking the time to listen to our concerns and for your understanding assistance in our attempt to provide locally controlled education to our students.

Sincerely,



Alex P. Tatum
Superintendent

APT/at

cc:contract schools

pkp

Time Frame

April first: Tentative contracts set with teachers (returning staff etc.)

April 15: School board approval of tentative budget.

April 20: Supplies ordered for the 1985-86 school year.

April 20: Fuel oil ordered for the 1985-86 school year.

April 20-25: Complete inspection of all school facilities to determine maintenance required for the summer months in preparation for school opening.

April 20-may 5. PROGRAMS: Write Special Education program w/ state guidelines; write Vocational Education program with State guidelines; write Bilingual Education program with State guidelines; Write Chapter I program; organize cursory audit for Special Education by State to meet BIA/State differences.

July 1: Disbursement of first funds for the implementation and establishment of the district office.

July 1: Superintendent on duty for current school year.

July 15: Start of BIA close-out and fiscal procedures and audit of grants and programs.

August 19. All teachers and other staff members on duty.

August 22-24 In-service for all teachers and staff members.

August 26. First day of school.(This is only tentative- each school would choose their own opening dates).

Narrative Justification

Keeping local control maintains and develops the local cultural values.

For years schools were controlled from afar. There was no real local control. The only local input was in the form of an advisory board at best.

The contract schools currently have local control. To be forced to join a REAA would be a step backwards.

Local control establishes role models for the students from a positive prospective.

Local control gives students an opportunity to function in dual cultures without sacrificing one for the other.

Local control gives parents the opportunity to directly effect the education of their children. (REAA are so large...)

The administration is directly responsible to the people that it serves. An added point is the use of more funds for the educational program. (no central office to take 18-25%)

With local control teachers and staff loyalty is to the village versus being to the central office personnel department.

Local control promotes community wide education programs.

Local control provides for more open communications for all concerned: staff, students etc.

Kashunamiut School District

Chevak, Alaska 99563

NARRATIVE JUSTIFICATION

the concept of local control has had a steady up hill climb from the days of The Nelson Act. Senator Knute Nelson came to Alaska in 1903 as a Member of a Congressional investigating committee. Upon his return he introduced legislation which still has an effect on the educational system in Alaska. In a report to the Secretary of Interior it was noted that there were 177 villages without schools (Gruening 1975). Supporters of the Nelson Act did not plan for the Alaskan government being responsible for the education of the native children. They supported a dual system.

The Bureau of Education operated the schools for Alaskan Natives. The Bureau tended to take a paternalistic approach to education of the natives. They weren't interested in assimilation. They saw teachers as social worker and schools as social centers. (Dafoe 1978).

Alaska officially became a Territory of the United States with the passage of the Second Organic act. This allowed Alaska in general a greater degree of local control. However, the dual system of education continued.

From about 1917 -1959, when Alaska became a state, there existed a dual system of education for the peoples of Alaska. The federal System was primarily for the Alaskan natives children while the territorial system was primarily for the non-native peoples of Alaska. As the years went by the Territorial system gradually discontinued the distinction of bloodlines and looked more at the geographical and financial considerations of the people. "Entering statehood the dual system of education was still operating with more similarities than there were differences. A philosophy that the dual system was not appropriate and should be unified had been declared by both Federal and Territorial-State officials, but a mutually satisfactory method for accomplishing that had not yet emerged" (Dafoe 1978).

Between 1958 and 1962 there were no schools transferred from the BIA to the state of Alaska. In 1964 seven schools were

transferred to the state under the control of newly created Borough School Districts. Around 1966, the Commissioner of Education and BIA officials issued a statement concerning transfer of schools from the BIA to the state:

Mutual readiness is the principle being followed in the school transfer process. There are three parties to most transfers: the BIA, the State of Alaska, and the local community.

The principle of mutual readiness insures that no damage or disruption will result to the education program as a result of the changes in administration (Darnell, 1974).

Based on the above premise, the five contract schools, that are currently funded under P.L. 93-638 seek to have their programs continue to be funded at their current status. It was mutually agreed that if they were forced to abandon their local control it would "damage or disrupt" the educational program in each of the five effected villages. Secondly, none of these communities have agreed to this transfer without maintaining their current status as independent school districts. Although there will be "changes in administration" from the BIA to the State of Alaska, as far as the funding of these schools, we maintain that this change in funding sources should not make a difference as far as the programs are concerned in each of these schools.

It is the contention of each of these villages that, 'the principle of status quo', should be upheld. Currently the status of each of these schools is that of an independent school or district. Given this distinction, as it exists between the BIA and each of these villages, the state of Alaska should honor the current status of these schools.

The history of federal and state involvement in education in Alaska has been a consistent trend toward true local control. Each change in the structure or funding source has been a progressive move toward local control. If our villages were forced to abandon their local control, for the first time in the history of education in Alaska there would be a step away from local control in favor of regional control.

Each of the involved villages see this request as being reasonable and prudent. For these villages to maintain their current status would not cost the state of Alaska any additional funds since they would be funded under the same funding formula as all other school districts. It is even possible that the state could save funds as a result of funding these five schools as independent schools.

It has been suggested by some that if these five schools or districts were allowed to have a state contract for the purpose of running their school programs a Pandora's box would be opened for any number of villages or communities to make the same

request of the state. We maintain that this isn't the case. All other villages or communities had the opportunity to choose what status they would have for their education programs, based on the options that were available to them at the time of their choice. The legal, generally accepted principle of, 'grandfather rights' support our belief. There aren't any other schools in the state that could currently consider themselves as independent schools or districts in the same situation as the five of our villages. We represent the only public schools in the state that could have this argument. Any other school that is currently a part of one of the 21 REAA's is there because they made that choice. In each case public meetings were held and the community voted to become apart of the local REAA. To the best of our knowledge none of these villages protested their becoming a part of the REAA. No where in the history of education in this state has a school district with local control been forced to abandon that status in favor of regional control. There has always been a steady progressive move toward local control. "Creation of the Alaska State operated School System provided in effect an unorthodox district-- state in reality but quasi-local--which did have its own board but was without ability to raise local funds and, therefore, dependent on State support and under considerable State control. Although at the time the legislation was conceived of as creating a permanent district for school operations, it became obvious quite early that the anticipated "local control" could not be accomplished through a seven-member board representing such a large and diverse area...Within two years of creation of the State Operated School System, pressure for more local control brought the system to the point where it acceded to working toward local control." (Dafoe page 37-The Governness, Organization and Financing of Education for Alaska Natives 1978)

"Local control through a board elected from a large area does not necessarily conform with "local control" as viewed by a community school committee."(Anchorage Times, Sand Point High School Board, August 25, 1977.) The passage of the Indian Self Determination and Education Assistance Act of 1975 made it possible for the first time, at the federal level, for Alaskan Native communities to take over the actual operation of certain services that the government had been providing before. Paramount among these services for the five communities was the control (local control) and operation of the school programs in their communities.

Together the five contract schools have developed a philosophy and statement of purposes that are similar: It is our philosophy that the parents are directly responsible for the upbringing and education of their children and therefor have the right to directly control the formal schooling which their children receive; we expect education for our children which will make it possible for them to succeed in their village society, in the national society and in the world society of the varied cultures; we expect our children's education to provide them with skills and attitudes which prepare them to pursue livelihoods of their choice, whether they choose to be laborers, tradesmen, home makers, fishermen,

hunters or professionals; we want our children to learn well the concepts and skills of language arts, mathematics, social studies, physical education, art, music and others things that are valued in the American society and are required by law; We expect those who teach in our schools to teach in ways which will make our children feel confident, eager to learn, and not afraid to seek their dreams; It is our belief that the best way to obtain these things is for the parents in each of our respective communities to directly operate the school programs.

A philosophy or belief is based upon an agreed upon set of criteria that a given group accepts as a consensus. The larger the size of the group the more general in nature the philosophy must be. Considering this fact we feel that our goals and philosophy were developed for our villages to specifically fit each of our needs. For us to be asked at this point to "water down" our defined and on-going programs would be to abridge our rights on this issue of local control.

To the best of our knowledge and understanding it has steadfastly been the goal of the state of Alaska, when taking over former BIA schools, to do so with the least amount of disruption and changes to those communities. The idea was to have; educational programs, "equal to or better than" those the federal government had provided. Our interpretation of this would lead us to believe that because our current status permits us to have local control, that it is within our rights, to expect the same "equal to or better than" status in terms of our programs and community participation is education. For us to have our current local control be reduced to the status of advisory, is in our opinion not keeping with the spirit of the law or the letter of the law, that brought about the situation that created the current status as independent school districts in our respective communities.

Carrying our belief a step farther, we feel that our asking the state of Alaska to recognize us and fund us as school districts is not in and of it's self asking for a special privilege. For our communities it's really only asking for the status quo to be maintained; we have local control and we desire to keep it. Any other conclusion that the state of Alaska or the Department of Education might come to, would not be in keeping with the progressive goals of the State and therefore a move backward for all concerned.

AKIACHAK IRA ELEMENTARY SCHOOL

Akiachak IRA Elementary School is a K-8 school with a current enrollment of 97 students. Seven certified and five classified staff members are employed by the Native Village of Akiachak to provide educational services for the students. Indirect administrative services for Business Management and Accounting are operated by the IRA Council.

The fundamental objectives of the Akiachak IRA School which form the basis for the curriculum include:

- (1) providing opportunities for the students to develop listening and speaking skills in Yupik and English;
- (2) providing opportunities for development of an awareness and appreciation of their cultural heritage;
- (3) providing experiences designed to foster cognitive growth in a variety of ways; and
- (4) providing opportunities for children to develop a positive self-image.

Kindergarten

The primary focus of the kindergarten curriculum is to provide readiness skills in the areas of reading, math, language, social studies, health and thinking skills. The program also provides an emphasis on spacial and body awareness which promotes total growth of the individual.

Reading readiness is taught using a variety of sources and is designed to develop phonetic as well as sight-word recognition skills. Students progress from recognition of letters and their respective ending and beginning sounds to initial blends, rebus reading and recognizing and reading simple sentences.

Math readiness in the kindergarten includes lessons in spatial concepts, comparing likes and differences, smaller and larger, and more and less. From these basic concrete methematic ideas, students progress to recognizing and writing numbers from one to ten, counting, and matching. Students are introduced to shapes and patterns and the concepts of first and last. Before the end of their kindergarten experience students are briefly exposed to lessons designed to develop readiness for adding and subtracting. They are also introduced to money and work with coins from one to five cents.

Language at the kindergarten level is introduced to the students using a Beginning Language series. Students receive readiness instruction in the areas of composition; oral and nonverbal expression, including listening; language, including grammar and usage; and literature, including thinking skills and study skills.

Social studies at the kindergarten level is designed to provide the student with a variety of socialization skills. Students learn about and discuss such things as values, family, nature and other concepts important to child development.

Health instruction is an important part of our kindergarten curriculum since it forms the foundation of the K-8 health program. Basic ideas of personal development and good health practices are initiated in the kindergarten class.

Learning to think is an extremely important aspect in the development of an effective student. Thinking skills are, therefore, incorporated into the curriculum at the kindergarten level.

Students receive instruction in physical education, art, ESL, and Yupik to complete a well rounded successful kindergarten program.

First Grade

The first grade reading curriculum is a continuation of the kindergarten readiness program where students progress through a series of primers to a basal reader. Supplementing the basal text are duplicating masters and card sets designed to promote continued development in phonics and sight-word understanding. Reading is stressed and used throughout the remainder of the first grade program.

Mathematics at the first grade level reviews the basic lessons learned in kindergarten while maintaining a significant emphasis on concrete and manipulative math skills. Students discover more information about adding and subtracting and progress to adding three numbers while mastering the addition and subtraction facts to 18. Students continue their exploration into the number system as they learn to recognize and count with the numbers to 99. New concepts introduced at this level include; telling time, the calendar, word problems and problem solving. Students review money and add the idea of nickels, dimes and quarters. Fractions are also reviewed and students learn about halves, thirds, and fourths.

Language Arts receives its first serious consideration at first grade. Students are introduced to the major skill areas of handwriting, composition, listening and speaking, grammar and usage, vocabulary, spelling and thinking skills.

Science at the first grade level is introduced as an exploration of the world around us. Students learn about scientific ideas and explore science by using their senses.

The idea of personal development and good health practices are continued in the first grade health curriculum. Students expand their knowledge of individual development and begin to understand how being healthy is an advantage for them.

Social Studies includes a variety of presentations designed to deal with topics students find familiar. The lessons incorporate simple values which need to be emphasized. Current events are also included at the students reading and comprehension levels.

First grade students also receive instruction in physical education, art, ESL, Yupik, and music. This provides for a well rounded effective first grade program.

Second-Third Grades

Second and third graders are grouped together for reading. This provides for a more effective use of materials and teacher time. Students are placed in one of three reading levels through the use of pre-testing. The reading program emphasizes vocabulary development and sentence structure. Students are encouraged to use clues in the reading to develop a larger working vocabulary and greater understanding of the world of reading. Oral reading is also emphasized and students are provided with substantial practice. Skill packs and study books are used to encourage development of comprehension and other important learning skills.

Second grade math reviews many of the concepts presented in the first grade and builds on them. Students continue their development in adding, subtracting and use of the number system. Reading and problem solving are emphasized as students begin to familiarize themselves with the vocabulary of mathematics. Students continue to learn about money, time, math relationships, and comparisons.

Language Arts instruction in grade two works to provide students with a well rounded look at language development. Speaking, listening and writing are developed using a language text supplemented by a workbook. Group instruction and group activities are followed up with individual activities.

Second and third grade social studies is a combination of reading, discussing and sharing experiences. A textbook provides basic information related to topics deemed relevant to the local student. Socialization and values remain major priorities for students at this level.

Health in the second and third grade provides the students with the basics of health care. Students use a textbook to stimulate reading and discussions. They also answer questions in writing and keep a vocabulary notebook. Personal experiences are also a valuable part of the students classroom experience.

The second, third grade curriculum also provides for development of student skills in physical education, art, ESL, Yupik, and music. This provides for a valuable second, third grade experience.

The third grade math curriculum reviews skills previously introduced. Students continue to progress in addition and subtraction skills and their knowledge of the number system. Students work with money and writing values of dollars and coins. The curriculum introduces multiplication at this point and students are busy learning the facts from zero to ten. Problem solving continues and students are introduced to division. A brief introduction on fractions and decimals is included in the text. Finally, students are introduced to measurement.

Fourth Grade

The fourth grade reading curriculum is a continuation of what has been established in the primary grades. Students are grouped to provide a more effective instruction atmosphere. They work through levels of the basal reading series by completing skill pack materials and workbook pages. Students are working at the learning to read process.

Math for fourth graders reviews the skills taught previously in the curriculum. New skills are added to each area to expand the students knowledge base. New areas of emphasis in grade four include measurement, temperature, area and volume. Students work with addition and subtraction of mixed numbers and unlike fractions. Fourth grade is a transition year and students are encouraged to develop individual study habits which will be necessary for continued educational success.

Language Arts in the fourth grade is a combination of a variety of subjects. Students are working to develop writing skills by writing sentences and identifying parts of speech. Handwriting, spelling, vocabulary and thinking skills are also part of the curriculum.

Social studies is an exploration of the globe and discovering a variety of information about different parts of the world. Students read and discuss current events which affect their lives in Alaska.

Health is a part of curriculum which provides the students with important information about themselves and their development. Promoting good health habits is an important aspect of village life.

To complete the fourth grade program, students also receive instruction in physical education, art, ESL, and Yupik.

Fifth Grade

Reading in the fifth grade follows a format similar to fourth grade reading. Students are grouped homogeneously in five groups through the reading program. Students work in a basal reader supported by skill packs and workbooks. Students are encouraged to use their reading skills to learn at this point. Students are encouraged to read independently and literature is becoming a greater aspect in the curriculum.

Math for fifth grade reviews and expands upon ideas presented previously in the curriculum. Students polish their adding, subtracting, multiplying and dividing skills before moving on to new concepts. Fifth grade finds the students mastering the new skills of rounding, finding squares, measuring and naming angles, reading map scales and using graphs to develop mathematical information. Probability is also introduced at this level.

Language at grade five reviews and expands on the verbal and written skills of the students. The children develop a more specific understanding of sentence structure and use that knowledge to begin writing in paragraph form. Topic sentences, report writing and letter writing are subjects introduced to fifth graders. Students also work on spelling, handwriting, vocabulary and thinking skills as part of the language arts program.

Social studies is a study of the globe and maps. Students are encouraged to develop an understanding of their culture and how it is similar to and different from other cultures.

Health reviews basic information at the fifth grade level. Students learn about the body, its various systems and how they function together to make healthy happy human beings.

Students at the fifth grade level are also encouraged to work in the areas of physical education, art, ESL, and Yupik to complete their educational experience.

Sixth Grade

The emphasis of the reading program begins to change at the sixth grade level. At this point, students are encouraged to use their reading skills to learn about the world around them. Less emphasis is placed on the skills necessary to read and more on reading to discover important facts in all subject areas. Students read more on an individual basis. The basal reading series is supplemented at this point with SRA and Readers Digest skill builders. The importance of reading is stressed and students are encouraged to read on a daily basis.

Math at the sixth grade level expands on the skills of addition, subtraction, multiplication and division. Students learn about multiplication and division of fractions. The concept of percent and decimals receives a major focus at this point in the curriculum.

Language Arts at the sixth grade level is an extension of the first five grades. Students review major concepts and expand on them. Grammar instruction becomes more of a focus and students are encouraged to share ideas through writing. Literature remains important and students are expected to expand their knowledge by using reading skills. Lessons in spelling, handwriting, vocabulary and thinking skills remain an important part of the curriculum.

Social studies looks at a variety of subjects but stresses cultural differences. Students learn about their own culture and some of the problems facing the Eskimo people.

Health education focuses on functions of the body and the development of a healthy individual. Students attempt to discover ways people care for themselves with proper diet, exercise, rest and cleanliness.

Sixth grade students also receive instruction in the areas of physical education, art, ESL and Yupik. This provides for the development of the total individual.

Seventh Grade

Reading in the seventh grade is based on the same structure as in sixth grade. Students are encouraged to learn from their reading as they work in basal readers, SRA and Readers Digest skill builders.

Math at the seventh grade deals with all of the previously taught skills. Students expand their knowledge of the basic math operations from the previous six grades. Positive and negative integers, scientific notation, prime and composite numbers and algebra are introduced at seventh grade.

Language Arts is primarily a review of the sixth grade program. New concepts introduced include using reference aids, library materials and test taking. Spelling, handwriting, vocabulary and thinking skills remain part of the language arts program.

Social studies is a continuation of the sixth grade program. Students are encouraged to use many of their language skills to write reports and give oral presentations.

Health is taught in conjunction with the sixth graders so the same curriculum is followed. Students learn about the bodies systems and how they work together.

Seventh graders also receive instruction in physical education, art and thinking skills. This provides the students with a well rounded education.

Eighth Grade

Eighth grade reading is taught using a basal series, skill packs, and workbooks. The emphasis of the program is on vocabulary development. Students also have a 25 minute block of time set aside for silent reading. Comprehension is stressed when students answer questions about reading material in all subjects.

Math in the eighth grade is taught using a basal series. This series stresses the basics of mathematics and the ability to solve problems. The text is supplemented by workbooks, organizer activities, drill sheets and at-home activities. Math is stressed and integrated into all areas of the eighth grade curriculum.

Language Arts in the eighth grade includes the areas of spelling, handwriting, vocabulary and thinking skills. A basal English series is used for basic language instruction. The language program is designed to supplement the reading program by stressing basic language skills. Language experience is also an important part of the language arts program.

Social studies in the eighth grade uses a publication titled, "Alaska Natives and the Law," a publication of Alaska Legal Services. Students read about and discuss current legal and consumer education. Students are also exposed to microcomputers during this time period.

The health curriculum stresses vocabulary and provides time for work on self-study questions.

The eighth grade program is made complete by the students involvement in physical education, art, ESL and Yupik.

Additional Programs

Students in the Akiachak IRA School are also served by three special education programs. Chapter 1 is a program designed to provide added assistance to students with learning problems. Children are identified for the program using CTBS test scores and teacher recommendations. Children are placed in small groups for help with math and reading skills.

Special Education is a program designed to assist students with more severe learning problems. Students are identified for the program through testing and teacher recommendation. Each student has an IEP which prescribes the exact course his or her education will take during the year. Children are taught on a one to one basis following the specific guidelines of the IEP.

Akiachak IRA School is also teaching ESL and Yupik to the students with money from a Title VII grant. Each student receives 40 minutes instruction daily in this important bilingual area.

Students are graded using an E for excellent, S for satisfactory and an NS for not satisfactory. Parents are kept informed about student progress through an Open House program once each nine week period.

Extra-curricular activities are an important part of any well rounded school program. Akiachak IRA School offers these types of activities to its students on a regular basis. Children are encouraged to participate in such activities as basketball, wrestling and cheerleading.

In conclusion, the Akiachak IRA Contract School is a place where students are able to learn effectively. A well rounded curriculum provides opportunities for students to gain an education that will enable them to be successful in the future. Children experience a wide variety of educational programs which help them grow mentally and physically. The students of Akiachak IRA School are provided with a solid foundation from which they may select any career or lifestyle.

AKIACHAK NATIVE COMMUNITY

AKIACHAK IRA COUNCIL
AKIACHAK, ALASKA 99551 - (907) 825-4320

DISTRICT BUDGET PROPOSAL REPORT
School Operating Fund
Expenditure Compliance Recapitulation
AS 14.17.081(b) - Instruction
FY 1986

		<u>Reference</u>
1.	<u>1,478,422</u> Total-Expenditures	1 of 15
2.	<u>841,273</u> Expenditures for Instruction	
	<u>491,386</u> Regular Instruction	3 of 15
	<u>55,167</u> Vocational Instruction	4 of 15
	<u>91,467</u> Special Instruction	6 of 15
	<u>79,938</u> Bilingual-Bicultural Instruction	7 of 15
	<u>34,641</u> Supporting Services - Pupils Instructional Related	8 of 15
	<u>88,674</u> Supporting Services - Instruction	10 of 15
3.	<u>57</u> % Percentage of Expenditures for Instruction - (line 2 divided by line 1) round to nearest tenth	
4.	<u>55</u> % Statutory Compliance Requirement	
5.	<u> </u> % Deficiency in Statutory Compliance Requirement (enter only if line 3 is less than the percentage in line 4)	

AKIAK IRA CONTRACT SCHOOL
 AKIAK, ALASKA 99552

DISTRICT BUDGET PROPOSAL REPORT
 School Operating Fund
 Expenditure Compliance Recapitulation
 AS 14.17.081(b) - Instruction
 FY 1986

Reference

1.	<u>772,310.00</u>	Total-Expenditures	1 of 15
2.	<u>549,024.00</u>	Expenditures for Instruction	
	<u>397,836.00</u>	Regular Instruction	3 of 15
	<u>16,015.00</u>	Vocational Instruction	4 of 15
		Correspondence Instruction	5 of 15
	<u>59,538.00</u>	Special Instruction	6 of 15
	<u>59,340.00</u>	Bilingual-Bicultural Instruction	7 of 15
	<u>16,295.00</u>	Supporting Services - Pupils Instructional Related	8 of 15
		Supporting Services-Instruction	10 of 15
3.	<u>61</u>	% Percentage of Expenditures for Instruction - (line 2 divided by line 1) round to nearest tenth	
4.	<u>55.0</u>	% Statutory Compliance Requirement	
5.	<u></u>	% Deficiency in Statutory Compliance Requirement (enter only if line 3 is less than the percentage in line 4)	

CHEFORNAK AMAKIGCHIK ELEMENTARY SCHOOL
CHEFORNAK, ALASKA 99561

DISTRICT BUDGET PROPOSAL REPORT
School Operating Fund
Expenditure Compliance Recapitulation
AS 14.17.081(b) - Instruction
FY 1986

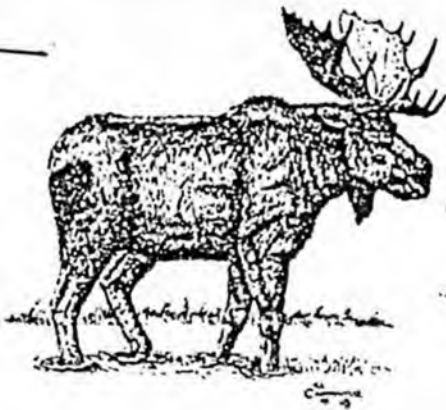
		<u>Reference</u>
1.	<u>\$628,881.00</u> Total-Expenditures	1 of 15
2.	<u>490,302.53</u> Expenditures for Instruction	
	<u>293,289.27</u> Regular Instruction	3 of 15
	<u> </u> Vocational Instruction	4 of 15
	<u> </u> Correspondence Instruction	5 of 15
	<u>63,445.50</u> Special Instruction	6 of 15
	<u>24,667.60</u> Bilingual-Bicultural Instruction	7 of 15
	<u>49,035.20</u> Supporting Services - Pupils Instructional Related	8 of 15
	<u>59,864.96</u> Supporting Services-Instruction	10 of 15
3.	<u>78</u> % Percentage of Expenditures for Instruction - (line 2 divided by line 1) round to nearest tenth	
4.	<u>55.0</u> % Statutory Compliance Requirement	
5.	<u> </u> % Deficiency in Statutory Compliance Requirement (enter only if line 3 is less than the percentage in line 4)	

KASHUNAMIUT SCHOOL DISTRICT
CHEVAK, ALASKA 99563

DISTRICT BUDGET PROPOSAL REPORT
School Operating Fund
Expenditure Compliance Recapitulation
AS 14.17.081(b) - Instruction
FY 1986

			<u>Reference</u>
1.	<u>1,917,283</u>	Total-Expenditures	1 of 15
2.	<u>1,160,989</u>	Expenditures for Instruction	
	<u>579,890</u>	Regular Instruction	3 of 15
	<u>65,310</u>	Vocational Instruction	4 of 15
		Correspondence Instruction	5 of 15
	<u>126,670</u>	Special Instruction	6 of 15
	<u>136,059</u>	Bilingual-Bicultural Instruction	7 of 15
	<u>131,640</u>	Supporting Services - Pupils Instructional Related	8 of 15
	<u>121,420</u>	Supporting Services-Instruction	10 of 15
3.	<u>61</u>	% Percentage of Expenditures for Instruction - (line 2 divided by line 1) round to nearest tenth	
4.	<u>55.0</u>	% Statutory Compliance Requirement	
5.	<u></u>	% Deficiency in Statutory Compliance Requirement (enter only if line 3 is less than the percentage in line 4)	

BASED ON \$11,300 per person. - HKSD.



Tulkisarmute Yup'ik Day School
General Delivery
Tuluksak, Alaska 99679
Telephone (907) 695-6313

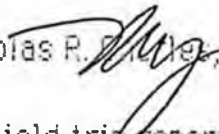
DISTRICT BUDGET PROPOSAL REPORT
SCHOOL OPERATING FUND
Expenditure Compliance Recapitulation
AS 14.17.081(b) - Instruction
FY 1986

		<u>Reference</u>
1. <u>1,136,400</u>	Total-Expenditures for Instruction	1 of 15
2. <u>590,928</u>	Expenditures for Instruction	
	<u>281,828</u> Regular Instruction	3 of 15
	<u>55,167</u> Vocational Instruction	4 of 15
	<u>103,465</u> Special Education	6 of 15
	<u>39,919</u> Bilingual-Bicultural Instruction	7 of 15
	<u>34,641</u> Supporting Services-Pupils Instruction Related	8 of 15
	<u>75,908</u> Supporting-Services-Instruction	10 of 15
3. <u>55%</u>	% Percentage of Expenditures for Instruction- (line 2 divided by line 1) round to nearest tenth.	
4. <u>55%</u>	% Statutory Compliance Requirement	
5. _____	%Deficiency inStatutory Compliance Requirement (enter only if line 3 is less than the percentage in line 4)	

April 10, 1985

INTRA-OFFICE
MEMORANDUM

To: Representative John Binkley

From: Nicholas R.  Jr., Administrative Assistant

Re: Chefnak field trip report; SB 208 - formation of REAAs.

I went to Chefnak at your request to determine local consensus on the issue of formation of another REAA. This was done in response to a request made to us by representatives of the Chefnak LKSD Advisory School Board and the City Council.

The meeting in Chefnak was attended by Dr. Goodwin of the Department of Education, Sue Hare, LKSD Superintendant, Robert Nick, LKSD Board Chairman, myself and about 57 local residents. I provided a description of the bill, how it would be implemented and the reasons behind the recent deletion of Chefnak in the CS for SB 208.

Some discussion centered around the petitions circulated recently. The most recent petition shows 61 signatures for the exclusion of Chefnak. 1 person signed twice and there are 6 who are not registered to vote. That leaves 72 registered signatures. This represents about 54% of the voting population of 134 in Chefnak. 50 of the 60 people on the petition are parents. 59 signatures (somewhere around 44% of the voting population) were on a previously submitted petition to include Chefnak in the bill. There is some duplication of signatures in both petitions. A copy of the recent petition is attached.

Dr. Goodwin, Sue Hare and Robert Nick presented their respective agencies position on the bill as well as information concerning how the LKSD determines the cost of operation and maintenance, and allocation of program costs. People in the audience discussed amongst themselves the problems they felt they were having with the two schools and with the people running the programs. There were also a small number of people that thought the schools would remain separate and want them to stay that way. At the end of the meeting the people in the audience decided to conduct an informal poll to see how people felt about the issue. Of the 52 residents who participated, 31 (60%) wanted to exclude Chefnak from the legislation, and 21 (40%) wanted to include Chefnak in the bill.

Representative John Binkley

SB 208

April 10, 1985

Page Two

I feel that a companion bill to SB208 should be introduced tomorrow that would include Cheformak. I feel that the issue is so significant and sensitive that it should be decided in an official local election. They were not provided an opportunity in the past to formally accept LKSD. Through the election, people will be allowed to weigh the advantages of both alternatives and determine which is best for them. On our way back, Robert Nick, Chairman of the LKSD School Board indicated to me that he felt that Cheformak should be put back into SB208.

cc: Senator John Sackett
Senator Frank Ferguson