

SCOMM

125:33

FISCAL NOTE

**STATE OF ALASKA
2001 LEGISLATIVE SESSION**

Fiscal Note Number: _____
Bill Version: HB 171
() Publish Date: _____

Revision Date/Time (Note if correction): _____
Title: An Act relating to a curriculum for Alaska history
Sponsor: Rep. Kapsner
Requester: House Special Committee on Education

Dept. Affected: Education & Early Development
BRU: Teaching & Learning Support
Component: Quality Schools
Component Number: 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	52.0					
Travel	4.5	0.0	0.0	0.0	0.0	0.0
Contractual	163.0	30.0	30.0	30.0	30.0	30.0
Supplies	3.5					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	223.0	30.0	30.0	30.0	30.0	30.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	223.0	30.0	30.0	30.0	30.0	30.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	223.0	30.0	30.0	30.0	30.0	30.0

Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Please see attached analysis page.

Prepared by: Barbara Thompson, Deputy Director
Division: Teaching & Learning Support
Approved by: Bruce Johnson, Deputy Commissioner of Education
Agency: Department of Education & Early Development

Phone 465-8727
Date/Time 4/16/01 12:00 AM
Date 4/16/01

For distribution information, call the Governor's Legislative Office

Alaska Department of Education & Early Development
HB 171 Fiscal Note Analysis

Section 3 of HB 171 directs the Alaska Department of Education & Early Development to develop a standards-based Alaska history education curriculum within grades 9 through 12. The curriculum must include a Native studies component. Completion of this curriculum is required for a student to graduate from high school.

The department will develop this curriculum using educational experts from across the state through a committee approach. The curriculum will be pilot tested in a district or districts beginning in January of 2002. Full implementation and availability of the curriculum will begin in the 2002-2003 school year.

Districts will be able to use the curriculum in a stand-alone course or integrate it into existing courses. Training for proper implementation of this curriculum (either as a stand-alone course or integrated) will be provided for teachers across the state, to ensure that teachers know how to teach this standards-based course and that students benefit from completing it. Initial training will occur at 2-day regional training sessions (Anchorage, Fairbanks, Juneau) with at least one representative from each district in attendance. The district may send additional representatives at its own expense.

Continued annual training on the use of the curriculum will occur through a distance delivered, web-based course. The course will be developed and offered for credit.

The budget for this fiscal note follows.

Personal Services

.5 FTE Education Specialist	\$ 36,000 (in year 1)
.5 FTE Administrative Clerk	<u>\$ 16,000</u> (in year 1)
Sub total	\$ 52,000

Travel

Staff travel to conduct curriculum development	
Meetings and regional training sessions (6 total	
Meetings and training trips at 2 days each)	<u>\$ 4,500</u> (in year 1)
Sub total	\$ 4,500

***Alaska Department of Education & Early Development
HB 171 Fiscal Note Analysis***

Contractual

Postage, phone, copier, fax charges	\$ 5,000 (in year 1)
Professional Services Contracts for curriculum developers/trainers	\$ 50,000 (in year 1)
Staff Development Contracts with 53 districts, 1 Representative each for regional trainings (53 Staff, 3 days each, including substitute fees)	\$ 53,000 (in year 1)
Contract to develop distance delivered course with Credit option, administered annually	\$ 25,000 (in year 1)
Printing costs for completed curriculum	<u>\$ 30,000</u> (in year 1)
Sub total	\$163,000

Supplies

General office supplies for staff	<u>\$ 3,500</u> (in year 1)
Sub total	\$ 3,500

Total	\$223,000
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**House Bill 171
Alaska History Curriculum**

- Section 1.** Findings and Intent.
- Section 2.** Amends 14.03.255 related to charter school operations to include charter schools.
- Section 3.** Adds a new section AS 14.30 related to Alaska History Education.
- Requires the department to develop a standards-based Alaska history education curriculum for grades 9-12.
- Requires each school board to implement and require passage of Alaska history for graduation.
- Defines curriculum to allow flexibility of offering Alaska history as a stand alone class or integrated into existing curriculum by requiring the course of study to be cumulatively the equivalent of one semester.
- Section 4.** Applicability begins with students beginning ninth grade on or after July 1, 2002.
- Section 5.** Effective date of legislation is July 1, 2001.

22-LS0506\C
Ford
4/20/01

Wilson - no
Stevens - yes
Jude - no
Greene - no
Dorner - yes
Green - yes
Brunde - yes

adopted

CS FOR HOUSE BILL NO. 105()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES STEVENS, Harris, Hayes, Davies, Lancaster, Halcro, Scalzi, Murkowski, Chenault

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to the base student allocation used in the formula for state funding of
2 public education; and providing for an effective date."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** AS 14.17.470 is amended to read:

5 **Sec. 14.17.470. Base student allocation.** The base student allocation is
6 **\$4,041** [\$3,940].

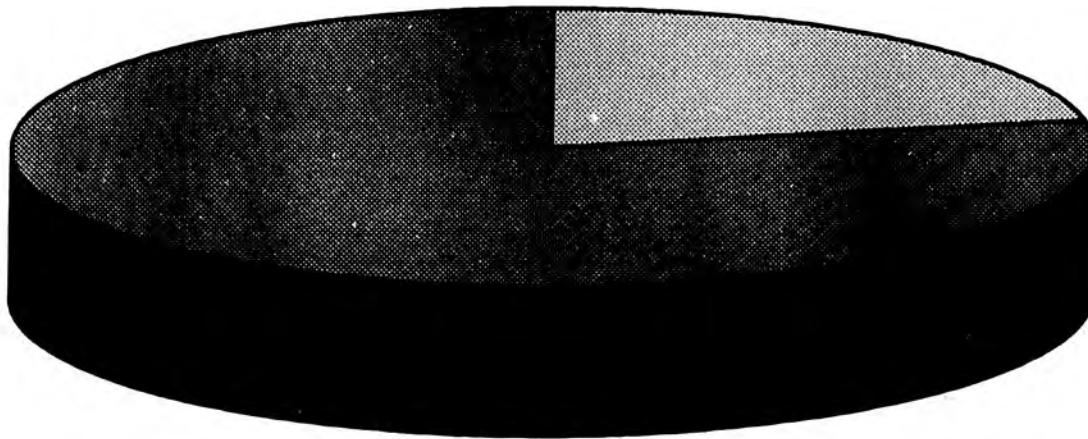
7 * **Sec. 2.** This Act takes effect July 1, 2001.

Alaska School District	
Number of Alaska School Districts	55.00
Require in District	46.00
Require in High School	32.00
Districts that do not require at HS, but offer as elective	7
Districts that do require at HS, and offer as elective	2
Districts that do not offer at any level	2
Districts that do not offer at HS level	4

Require in District	46.00
Districts that do not require at HS, but offer as elective	7
Districts that do not offer at any level	2

State & Territorial Findings	
Number of States	50
States that require HS students to take State History	11
States that do not require HS students to take State History	39
Number of Territories	8
Territories that require HS students to take Territory History	5
Territories that did not respond	3

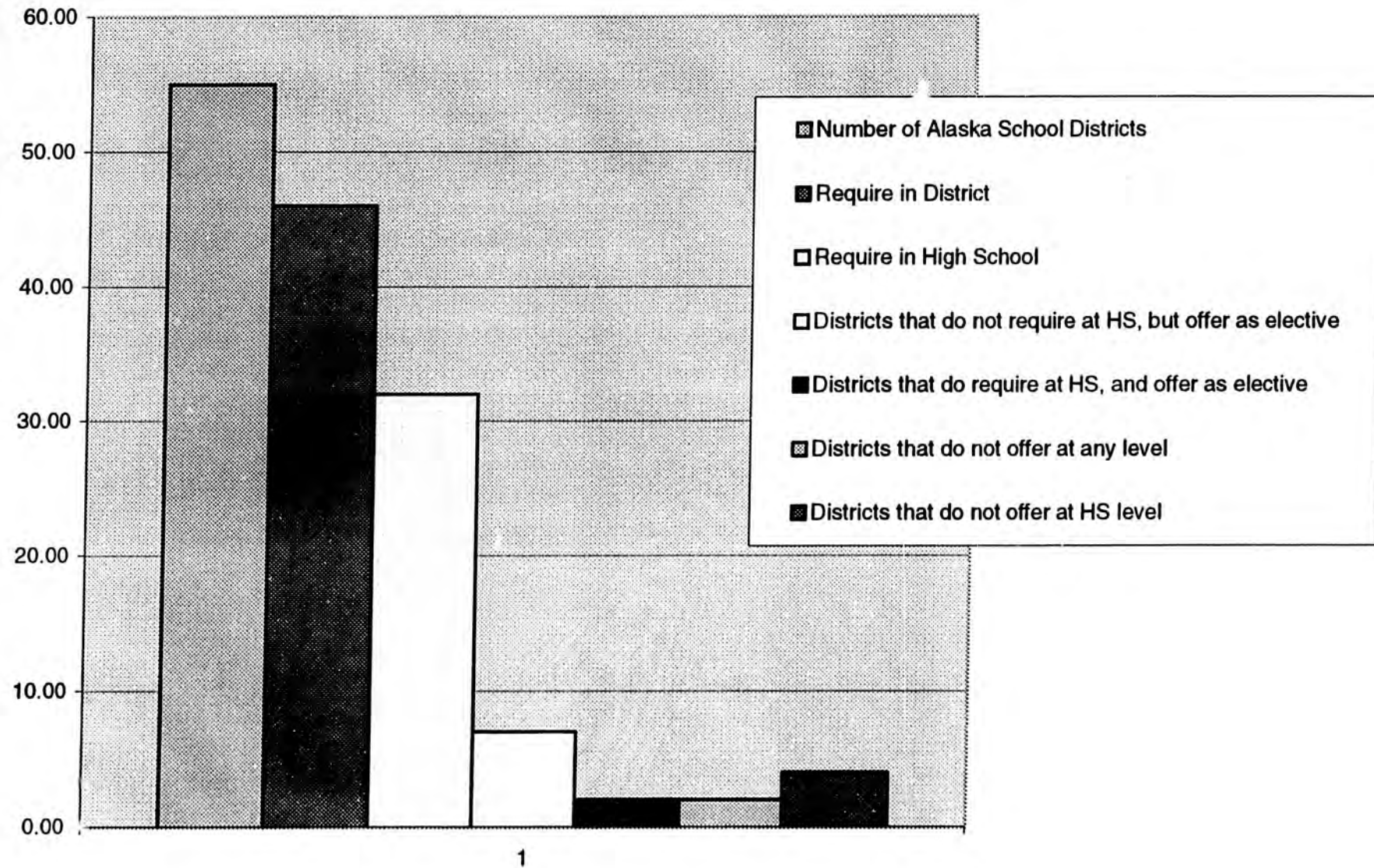
State & Territory Findings



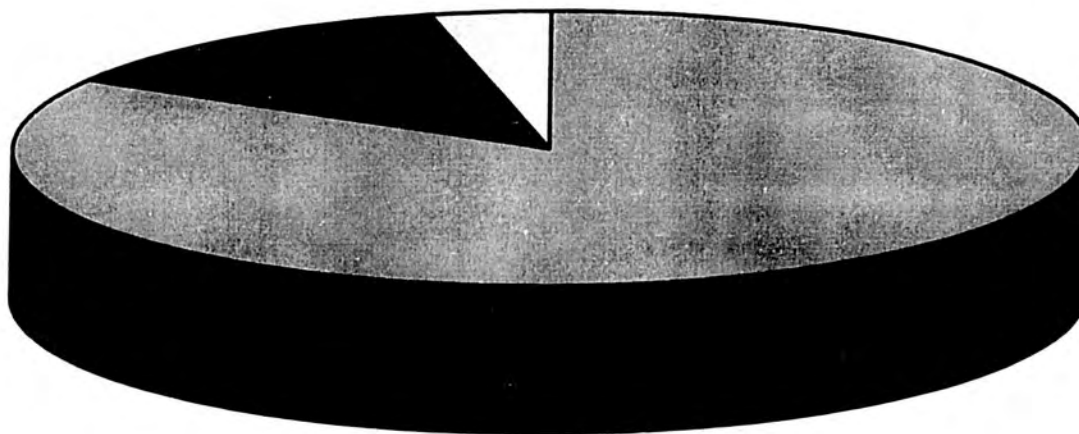
■ States that require HS students to take State History

■ States that do not require HS students to take State History

Alaska School Districts



Alaska School Districts

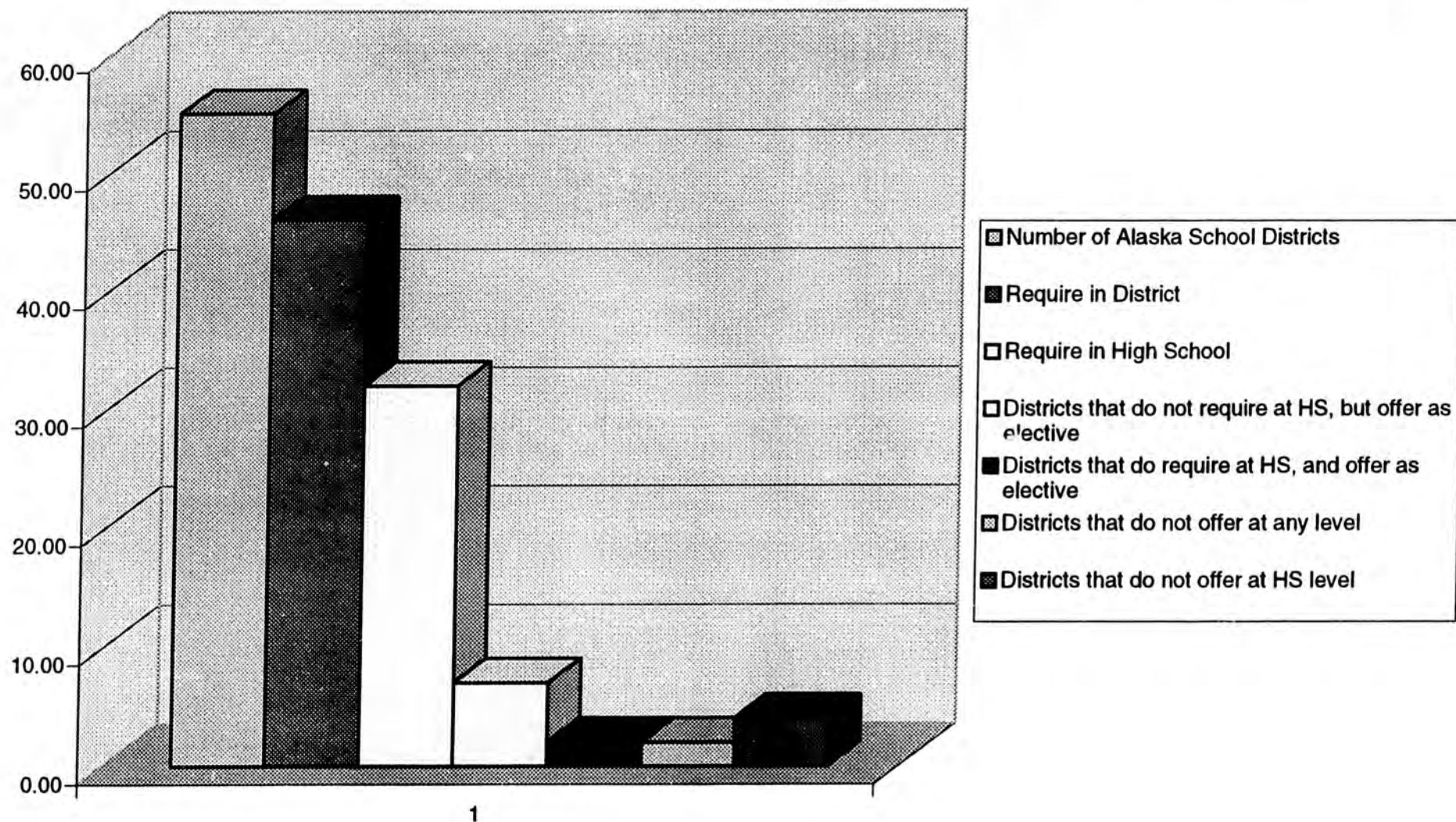


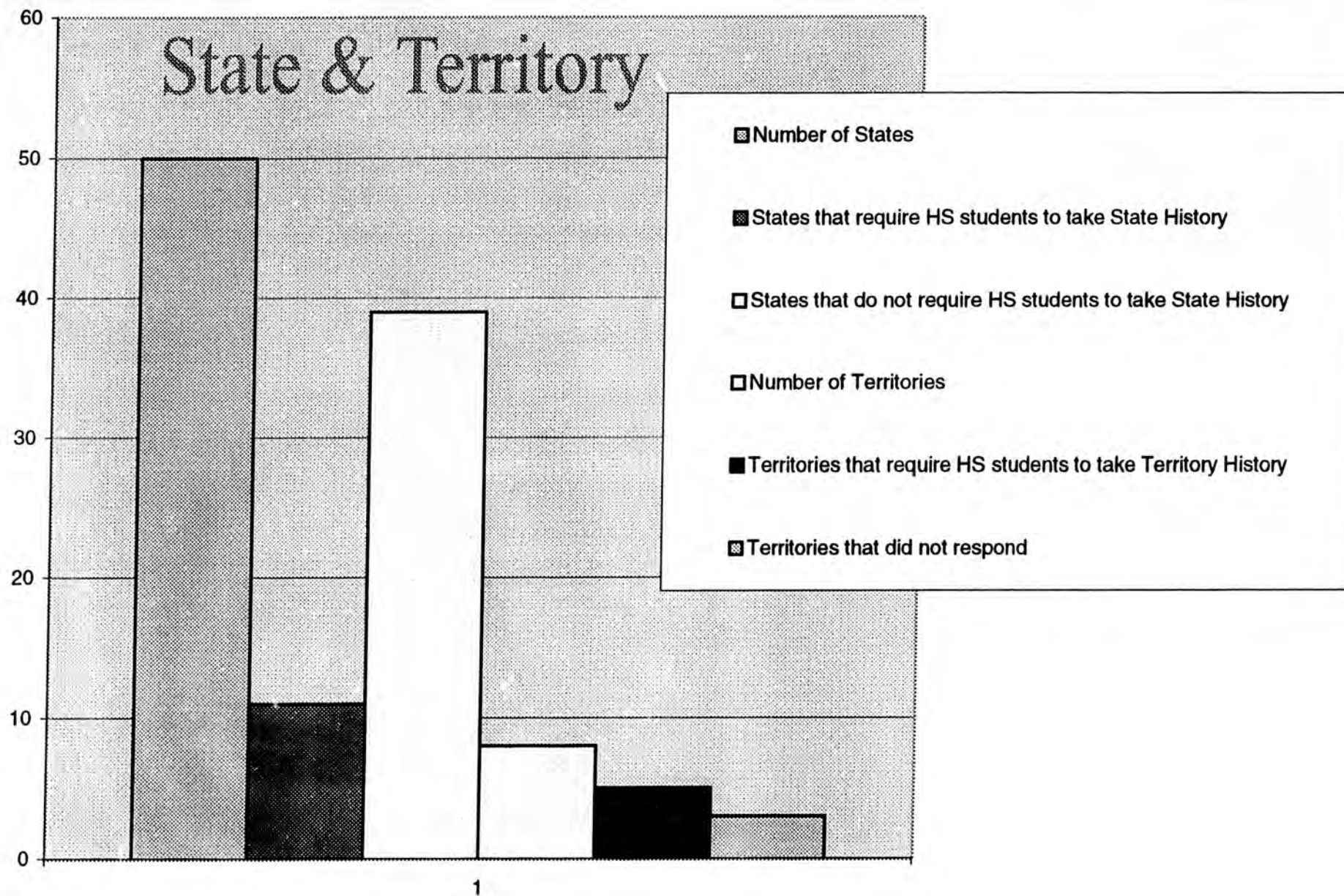
■ Require in District

■ Districts that do not require at HS, but offer as elective

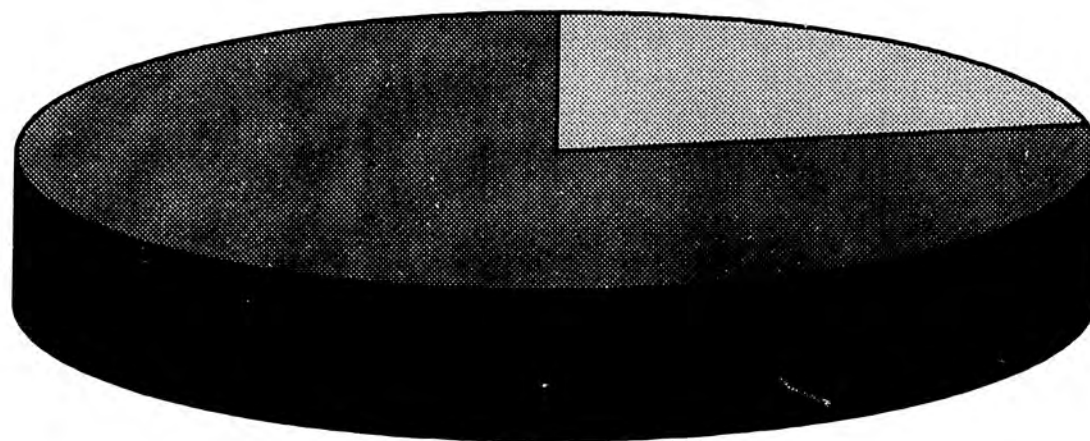
□ Districts that do not offer at any level

Alaska School Districts





State & Territory Findings



■ States that require HS students to take State History

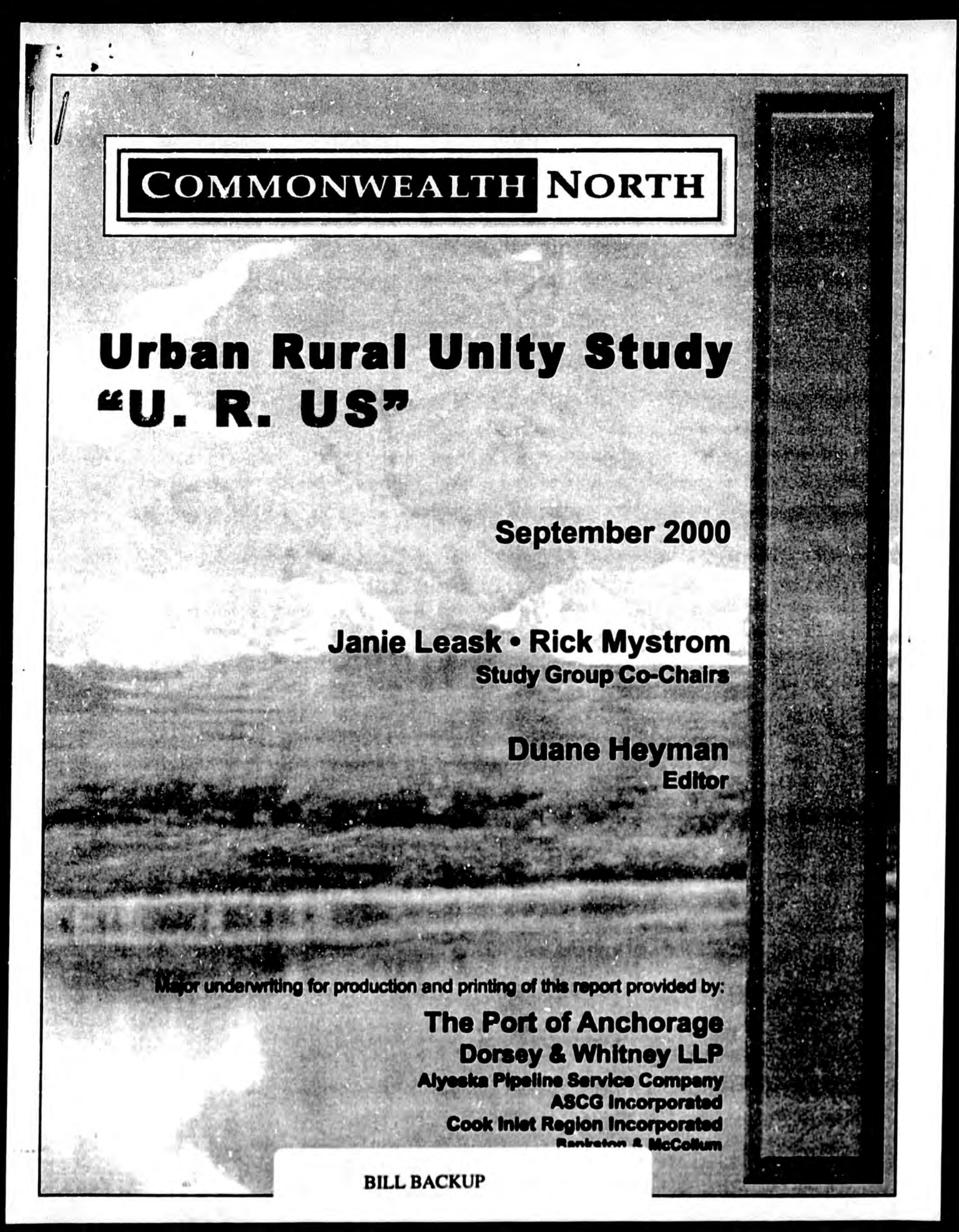
■ States that do not require HS students to take State History

States & Territories DOE

State/Terr.	Answer	Respondent	Position	Contact
Alabama	No	Judy Cooper	Social Studies Curr. Dir.	jcooper@alsde.edu
Arizona	Yes	Kavemuii Murangi	Educ. Program Specialist	kmurang@mail1.ade.state.az.us
Arkansas	Yes	Gayle Potter	Assoc. Dir. Academic Stds.	gpotter@arkedu.k12.ar.us
California	No	Thomas Adams	Dir. Curriculum	tadams@cde.ca.gov
Colorado	No	Gary H. Sibigroth	Regional Manger CDE	sibigroth_g@cde.state.co.us
Connecticut	No	Daniel W Gregg	Social Studies Consultant	Dan.Gregg@po.state.ct.us
Delaware	No	Lewis E. Huffman	Educ. Assoc. Social Stu.	lhuffman@state.de.us
District of Columbia	Yes	Roceal N. Duke	Content Specialist	roceal.duke@k12.dc.us
Florida	No	Robert Lumsden	Program Dir. Curr. Support	lumsdeb@mail.doe.state.fl.us
Georgia	No	Eddie Bennett	Prog. Spec. for Soc. Studies	(404) 651-7271
Hawaii	Yes	Donna Mills	Res. Teach. For Soc. Stud.	donna_mills@notes.k12.hi.us
Idaho	No	Dan Prinzing	Coordinator: Curr. Material	dprinzing@sde.state.id.us
Illinois	No	Donald R. Full	Contact	dfull@isbe.net
Indiana	No	Mary Fortney	Social Studies Coordinator	mfortney@doe.state.in.us
Iowa	No	Nina Carran	Contact	nina.carran@ed.state.ia.us
Kansas	Yes	Steve Adams	Team Leader for Sch. Imprv.	sadams@ksde.org
Kentucky	No	Robin Chandler	Social Studies Consultant	rchandle@kde.state.ky.us
Louisiana	No	Nicki Clark	Social Studies Prog. Dir.	nclark@mail.doe.state.la.us
Maine	Yes	Connie Mantor	Social Studies Coordinator	(207) 624-6600
Maryland	No	Elene Oickle	Chief Mid/High Sch. Learn.	(410) 767-0345
Massachusetts	No	Susan Whelittle	Office for the Humanities	swhelittle@doe.mass.edu
Michigan	No	Michael R. Williamson	Deputy Superintendent	willimr@state.mi.us
Minnesota	No	Charlie Skemp	Social Studies Specialist	charles.skemp@state.mn.us
Mississippi	Yes	Brian Baughman	Contact	bbaughman@mde.k12.ms.us
Missouri	No	Warren Soloman	Social Studies Consultant	Wsoloman@mail.dese.state.mo.us
Montana	No	Cheri Bergeron	Contact	cbergeron@state.mt.us
Nebraska	No	Dawn Lynn Rice	Administrator Dept. of Educ.	drice@nde.state.ne.us
Nevada	No	Cindy Sharp	Curriculum Consultant	csharp@nsn.k12.nv.us
New Hampshire	No	Ed Hendry	Dir. of State Assmt. Prog.	ehendry@ed.state.nh.us
New Jersey	No	John Dougherty	Social Studies Coordinator	john.dougherty@doe.state.nj.us
New Mexico	No	Pat Concannon	Curr, Instr, Learn, Tech Unit	pconcannon@sde.state.nm.us
New York	No	emsc Comm. Unit	Contact	acampbell@mail.nysed.gov
North Carolina	No	Mike Frye	Sect. Chief Lang. Arts & SS	mfrye@dpi.state.nc.us
North Dakota	No	Tari LaLonde	Exec. Asst.	tlalonde@mail.dpi.state.nd.us
Ohio	No	Donna Nesbitt	Social Studies Consultant	donna.nesbit@ode.state.oh.us

Oklahoma	Yes	R. Eugene Earsom	Dir. Social Studies Curr.	eugene_earsom@mail.sde.state.ok.us
Oregon	No	Andrea Morgan	Education Specialist	andrea.morgan@state.or.us
Pennsylvania	No	Jim Wetzler	Social Studies Advisor	jwetzler@state.pa.us
Rhode Island	No	Faith Fogle	Social Studies Curr. Dir.	ffogle@ride.ri.net
South Carolina	No	James Bryan	Contact	jbryan@sde.state.sc.us
South Dakota	No	Bruce Slama	Program Administrator	bruce.slama@state.sd.us
Tennessee	No	Michelle Walker	Social Studies Educ. Spec.	mwalker@mail.state.tn.us
Texas	No	Cheryl Wright	Director of Social Studies	teaifo@tea.state.tx.us
Utah	Yes	Carol E. Coleman	Social Studies Spec.	ccoleman@usoe.k12.ut.us
Vermont	No	Jill L. Peck	Consultant Stds. & Curr.	jpeck@doe.state.vt.us
Virginia	Yes	Joan Spence	Social Studies Consultant	jspence@mail.vak12ed.edu
Washington	Yes	Larry Strickland	Social Studies Coordinator	larrys@ospi.wednet.edu
West Virginia	No	Sharon Flack	Contact	sflack@access.k12.wv.us
Wisconsin	No	Sue Grady	Dir. Content & Learn. Team	sue.grady@dpi.state.wi.us
Wyoming	No	Annette Bohling	NCA State Dir & Dir of Stds	abohli@educ.state.wy.us
American Samoa	Yes	Teresa Stanley	Social Studies Consultant	teresastanleydci@yahoo.com
Commonwealth of N.M.I.	Yes	Ms. Rita A. Sablan	Assoc. Comm. For Sec. Ed	rasablan@saipan.com
Federated States of Micronesia	Yes	Whens Billen	State Dir. Of Adult Educ.	wbillen@mail.fm
Guam	Yes	Eloise Sanchez	Superintendent	esanchez@doe.edu.gu
Puerto Rico				
Republic of Palau	Yes	Raynold Mechol	Principal/Palau High School	raymechol@hotmail.com
Republic of Marshall Islands				
Virgin Islands				

Question: Do you require high school students (grades 9-12) to take at least a semester course on your state's history (or related studies course) to graduate?



COMMONWEALTH NORTH

Urban Rural Unity Study

“U. R. US”

September 2000

Janie Leask • Rick Mystrom
Study Group Co-Chairs

Duane Heyman
Editor

Major underwriting for production and printing of this report provided by:

The Port of Anchorage
Dorsey & Whitney LLP

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ASCG Incorporated
Cook Inlet Region Incorporated
Rankin & McCollum

BILL BACKUP

Executive Summary

opportunities
sell as our

What are the most significant issues?

To achieve a unified vision for Alaska's future, we believe the main issues that must be addressed are: (1) economic survival and development, (2) quality, delivery and control of local services, and (3) access to fish and game. The body of this report discusses each of these issues in detail, using the next decade as our basic frame of reference. Each section of the report includes descriptions of some specific real world "success stories" as illustrations that some communities already are making progress toward a resolution of these issues.

In examination of these issues, certain broad needs emerged that must be dealt with in order to develop a full partnership between "urban" and "rural" Alaska:

- The need for cross-cultural understanding through enhanced personal contact and education of both urban and rural viewpoints.
 - The need for cross-cultural understanding of how essential subsistence hunting and fishing is to rural Alaskans, and yet how important hunting and fishing is to urban Alaskans.
 - The need for recognition that local decisions are best made by local people at the community level and may be influenced or implemented by municipal and tribal governments.
 - The need to encourage communities in their efforts to promote meaningful economic development and career opportunities for their citizens.
 - The need for statesmanship and leadership with a statewide (not just regional) perspective, in both the public and private sectors.
 - The need for state and local funding mechanisms to be equitable and sustainable.
 - The absolutely essential need to create and maintain an effective education system for its economic as well as social benefits.
- ✓ [• The need to require meaningful instruction in Alaska history for every student.]
- The need to make access to utilities, transportation, justice, health care and modern high-speed telecommunications available throughout the state.

What would the ideal look like?

Utopia is not achievable, but it is possible to achieve a more harmonious Alaska that honors and respects the diversity of its people and recognizes the many areas where urban and rural interests coincide. Many assume that our cultures in Alaska are exactly alike and expect Natives to behave like urban Alaskans. There are two components to the perception gap. Many do not realize what we have in common. At the same time many are not aware of the real differences between Native and urban cultures. Alaska has an

SUCCESS STORIES

Education

The Chugach School District has established a community based "Crib to Crypt" approach to education that recognizes support needed for an individual's entire life cycle. It surveyed businesses on skills students need then established an "outcome based" curricula. The district sets clear expectations of students, teachers and parents with measurable goals.

White Mountain High School sent a high school team to the National Ocean Sciences Bowl held the past three years in Seward, one of the few small schools competing with large high schools from Anchorage, Juneau, and the Kenai Peninsula. This year, a team of young women placed first in their research on salmon management and second overall behind a Juneau High School team.

paid better-educated work force. Well-educated workers can help ensure continued strong military presence.

Alaskans will be better prepared for a changing world, more well rounded and self-sufficient. More job opportunities will be available for all residents once they are qualified. Self-sufficiency will reduce the need for state or federal subsidies, and gives people mobility – they can choose where they want to work.

Learning Alaska history will give us a better understanding of each other and build a better sense of community. Education will allow diversity to thrive in a modern world and avoid creating an underclass that is shut out of economic, social and political opportunities.

C. Health services

Alaska's population will be healthier. Healthier people will improve economic development and attract businesses. Less administrative dollars spent will give us better value. People will have a more positive outlook as a rural and urban health safety net will cover the essentials of people's physical and psychiatric needs.

D. Public safety

Intervention will occur before people harm themselves and society. With adequate safety officers spread around the state, people will be responded to quicker. The public will understand that intervention and prevention saves money. Long-term savings will result from healthier people with reduced FAS/FAE. Suicide rates will be reduced.

With a reduced prison population prisoners will be closer to the support structure of their family and community. Larger cities will run and control their own jails. In rural areas, where appropriate, tribal councils might have a direct role in certain local correctional and court services. Citizens will understand the provisions of and the protections provided all citizens by the U.S. and State constitutions.

Local communities will be able to make and enforce alcohol ban decisions. The state can partner and share with local tribes for public safety services. Elder counseling can provide for better diversion of children and keep them out of trouble.

ALASKA FEDERATION OF NATIVES

2000 ANNUAL CONVENTION

RESOLUTION 00-11

TITLE: REQUIRING THAT ALASKA AND ALASKA NATIVE HISTORIES BE TAUGHT IN THE SCHOOLS OF ALASKA

WHEREAS: AFN fully supports its member villages' endeavors in all aspects of their self-determination, health and well-being; and,

WHEREAS: Alaska history and Alaska Native History is not a required course in the state's elementary and high school curriculum; and

WHEREAS: For generations, graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities; and

WHEREAS: Most states of the Union require a minimum level of instruction in the history of their state; and

WHEREAS: The history of Alaska and Alaska Native History are fascinating subjects covering North Americas most ancient records of human habitation; and

WHEREAS: The study of Alaska's and Alaska Natives' history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution; and

NOW THEREFORE BE IT RESOLVED by the Delegates to the 2000 Annual Convention of the Alaska Federation of Natives, Inc. directs AFN to work with the Alaska State Legislature and help it to recognize that Alaska history and Alaska Native History should be made a requirement in the curriculum in Alaska's schools; and

BE IT FURTHER RESOLVED that AFN work with the State Board of Education to mandate that Alaska's Department of Education develop a comprehensive Alaska history and Alaska Native History curriculum that will be taught in all of Alaska's elementary and secondary schools.

SUBMITTED BY: AVCP, INC.

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: AMENDED/PASSED

ALASKA FEDERATION OF NATIVES, INC.

1999 ANNUAL CONVENTION

RESOLUTION 99-85

TITLE: **REQUIRING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA.**

WHEREAS: Alaska history is not a required course in the in the states' elementary and high school curriculum; and,

WHEREAS: For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities; and,

WHEREAS: Most states of the Union require a minimum level of instruction in the history of their state; and,

WHEREAS: The history of Alaska is a fascinating subject covering North Americas most ancient records of human habitation; and,

WHEREAS: The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution.

NOW THEREFORE BE IT RESOLVED that the State Legislature recognize that Alaska history should be made a requirement in the curriculum in Alaska's schools.

BE IT FURTHER RESOLVED that the State Board of Education be mandated to development a comprehensive Alaska history curriculum that will be taught in all of Alaska's Elementary and Secondary Schools.

SUBMITTED BY: Willie Hensley

COMMITTEE ACTION: Passed



FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907) 586-1325, Fax (907) 483-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

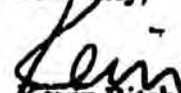
This is the statement adopted by the AML/ACoM membership in November, 2000:

Civic Education:

The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-1299
PHONE (907) 276-1596

March 6, 2001

The Honorable Mary Kapsner
House of Representatives
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

Last week, the Alaska Historical Society's Board of Directors unanimously voted to support your bill calling for high school students to take a semester of Alaska History to graduate. They recommend that bill call for "Alaska History" and not "Alaska Studies." If taught correctly, a course in Alaska history would, as the bill presently states, include geography, Native history, government, economics, anthropology, resource development, art, and other cultural relationships. Our concern with the term "Alaska Studies" is that it might focus too much on the state's current events, leaving out any historical perspective.

The Society appreciates your efforts to encourage the study of Alaska's history and the exchange of ideas and information concerning our heritage.

Thank you for keeping me advised of the bill. Please let me know how the Alaska Historical Society can help get the bill considered and passed.

Sincerely,

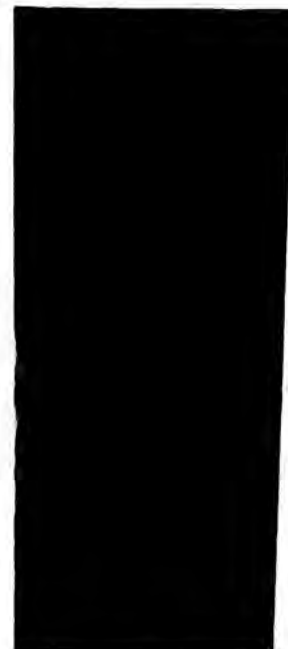
R. Bruce Parham
Vice President

ks Chicago

Polish-Americans "to con-
sours of greatest need,"

the city's Polish-Ameri-
Walesa said in a recorded
go's annual Polish Day

r of the Polish American
ply grateful for your in-
I am very pleased to in-
s of lifesaving drugs have
lives. Your shipments of
sion well."



d

ids and relatives of the
are invited to the wed-
id the reception.

bride and groom are
aduates of the Juneau-
High School.

plan to make their
Juneau.

Bristol forecast may up pressure

ANCHORAGE (AP) — A University of Washington prediction of an early peak in the Bristol Bay red salmon run is expected to create more intense pressure on fishermen and processors in that region.

"That means people are going to have to start scrambling to get there sooner," said Rodger Painter, executive director of United Fishermen of Alaska. "It may cause some logistical problems."

The early-peak estimate also could affect price negotiations between the fishermen and processors, he said.

"It probably means that efforts to hold out are going to have a

much harder time this year," Painter said.

Robert Burgner, a biologist with the Fisheries Research Institute at the University of Washington, said his data — based on correlations between salmon runs, air and water temperatures — indicates the run could peak about June 30 or July 1, four or five days earlier than usual.

His estimate also could put more pressure on lawmakers in Juneau to act on a pack loan appropriation needed to help processors meet operating costs this year.

Juneau Empire 6-15-81

History course eyed for schools

By Empire Staff

Alaska high school students will be required to learn something about their state's history and government if a proposal by the state Board of Education is adopted this week.

The proposal, which would add one year of Alaska History and Government as a graduation requirement, has been recommended by the board after it received comments from parents that schools should give students an understanding of Alaska's political system, according to a state official.

If adopted, the requirement will raise the number of graduation units specified by the state to six, said Harry Gamble, public information director for the state Department of Education.

The board meets today and Tuesday in Anchorage.

High school students must have 19 units to graduate, but the state only specifies five of those units, in areas such as English and Math, Gamble said.

The other 14 units are left to the school districts, he said.

Some districts are offering courses in Alaska History or on aspects of state government, he said, but the board would want to see it become part of the curriculum in all high schools by 1984.

Another regulation change before the board at this week's meeting has been initiated by Juneau high school science teacher Chuck Jurasz.

Jurasz is seeking an exception to the requirement that teachers obtain certification by earning university credits. He has asked that his certificate be renewed on the basis of journal articles he has co-authored.

In a letter to Vincent Casey, chairman of the state education board, Jurasz said "please ex-

pand the mechanism via which you address recertification and its intent to include demonstrations of excellence such as inventions, patents, discoveries, research and publications in juried and popular journals and periodicals."

Board policy stipulates that teachers must gain certification every five years as a guarantee they are keeping up-to-date on developments in their fields. Teachers can earn six college credits for recertification, or they can earn three academic credits and three through non-classroom activities, such as writing papers or attending workshops.

Jurasz is asking for an allowance that all six credits

can be earned outside a college classroom.

He says classroom work is professionally limiting.

"Grades and credit have as their upper limit that which those of us as professionals recognize as a peer examination several levels of excellence or credibility below that to which they themselves as academic personnel are subject." The board can vote to grant Jurasz an exception, change the certification requirements for all teachers, or reject the proposal.

employee to watch as
got into a car matching the descrip-
was found abandoned in a shoppi-
day.

The teller said there were two or
Troopers speculated earlier that
Hopkins was arrested Monday n
charge stemming from a house brea
which several handguns and a shotg

All the guns were discovered in a
by Hopkins, police said, except for
showed Mrs. Walatka had been sh
times with a pair of 9mm pistols.

Two other men, Scott M. Walker,
22, also have been charged with secc
with the Wasilla burglary.

NOTICE OF INVITAT

SPACE ALTERATIONS, Fed. Bldg.,
Juneau, Alaska, Project Number AAK
July 28, 1981.

Completion Time: Sixty Calendar Day
Bidding Range: \$25,000-\$50,000.

Small Business Set-Aside
Bidding material will be available for

DESCRIPTION OF WORK:

ALTER EXISTING METAL STUD PART
STUD PARTITIONS; CLOSE DOORW.
HARDWARE AND FRAMES; NEW CO
SPECIAL SHELVING; AND RELATED PA
BING FIXTURES; ADD NEW ELECTR
OUTLETS; AND LIGHTING REVISIONS.

Applications for General Contractor
sets of drawings and specifications sho
the Issuing Office.

Public Buildings Service—Region 10.

GENERAL SE



Design & Con
GSA Con
Phone: (2

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Anchorage Daily News

Civic literacy

Another basic subject for Alaska students to learn

(Published February 17, 2001)

Alaska's exit exam has stimulated an important debate about what graduating high school students should know. So far the discussion has focused on math, reading and writing. But there's another basic subject students should master: civic literacy.

Civic literacy means that students have the knowledge and skills needed to participate effectively in our democracy. They become informed citizens who know about and exercise their rights and responsibilities as members of the community. Civic literacy is right up there with the fabled "three R's" on the list of reasons to maintain a public education system at all.

To ensure civic literacy, students need a basic command of how the American and Alaska political systems work. They need an overview of the important historical milestones and themes that have shaped our country. They need to know what kind of decisions each branch and each level of government makes and why our political system is structured the way it is.

Civic literacy also involves a basic knowledge of the history, peoples and cultures of Alaska -- a human history that goes back more than 10,000 years, and a set of political and economic institutions that is unique to Alaska. This, too, is core knowledge for students we hope to turn into productive citizens of our state.

Discussion of establishing a statewide Alaska history and cultures graduation requirement has been gathering steam in recent months. Commonwealth North, the Alaska Federation of Natives and the National Education Association-Alaska -- disparate groups reaching broadly across the spectrum in Alaska public life -- each has endorsed the concept in recent months. Interested civic leaders are studying options for how best to achieve that goal. Those discussions are on the right track.

Beyond a knowledge of Alaska history and cultures, students should know what rights we have as citizens and how we came to have them. On a more practical level, students should leave Alaska schools knowing how to register to vote, when elections are held and how to identify and contact elected officials.

Alaska's educational system has already set goals covering some aspects of civic literacy. They are included in two of the state's current content standards for government and citizenship. But the list of standards is long and civic literacy easily gets lost. The list has 59 goals in 13 major subject areas -- all told, 351 different elements describing what students should know and be able to do.

Three hundred fifty-one elements is more than any educational system anywhere can guarantee its students, so we need priorities. Along with the three R's, civic literacy belongs at the top of the list. Preparing the next generation of citizens to uphold our democracy is too important a job to leave to happenstance.

[Close Window](#)

Anchorage Daily News

Sunday, March 4, 2001 F-3

Adding a Native education course could help teach youths tolerance

With the recent media coverage of the hate crimes against Alaskan Natives, I have discovered within myself and within the community a lack of communication and basically a lack of interest between cultures. A seemingly peaceful society has been divided with the national news coverage of the latest hate crime. The fact that juveniles committed this crime emphasizes the fact that our education of different cultures is missing during the most crucial time in a person's life.

During adolescence, predilections and prejudices become set in stone. It's hard to change their way of thinking after they become an adult. I propose an idea that could benefit the city as a whole. We must work together to teach tolerance and acceptance.

I think that, especially in Alaska, Native education should be a requirement. Just one semester during high school could provide students with the knowledge to help understand the close-knit, inspiring culture that is native to this great land.

— Alyssa Adamcik, senior
Dimond High School
Anchorage

3240 Fritz Cove Road

Juneau Ak 99301

March 13, 2001

Representative Mary Kapsner

Alaska State Legislature

State Capitol

Juneau Ak 99801-1182

Dear Representative Kapsner:

I applaud your effort to enact legislation to require a course in Alaska history as a requisite for high school graduation. As a 40-plus-year Alaska resident I am dismayed by the ignorance and lack of appreciation of many Alaska young folks for the rich historical legacy of the State. The extent of their knowledge often extends back only twenty years or so. A short course on Alaska's history would give them a perspective which would serve them, and the State, well.

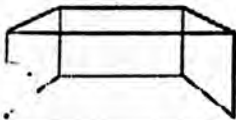
Sincerely,

A handwritten signature in black ink, appearing to read "Ted Merrell". The signature is fluid and cursive, with the first name "Ted" and last name "Merrell" clearly distinguishable.

Ted Merrell

cc: Hudson, Elton, Kerttula

Kay Shelton- President, Alaska Historical Society



**MUSEUMS
ALASKA**

The statewide
Museum Association

PRESIDENT:

Cynthia Jones,
Sheldon Museum,
Haines

VICE PRESIDENT:

Aron Crowell,
Arctic Studies Center
of the Smithsonian
Institution,
Alaska Office

SECRETARY:

M. Joseph Leahy,
Huna Heritage Foundation
Juneau

TREASURER:

ail Hollinger,
Heritage Library &
Museum, Anchorage

DIRECTORS:

Diane Brenner,
Anchorage Museum
of History & Art

Michael Hawfield,
Pratt Museum,
Homer

Rick Knecht,
Museum of the Aleutians,
Unalaska

Michael Naab,
Ketchikan Museums

Bea Shepard,
Friends of the Alaska
State Museum, Juneau

March 10, 2001

Representative Mary Kapsner
State Capital
Juneau AK 99801-1182

Dear Representative Mary Kapsner

Volunteers, supporters, board members and staff of the more than seventy-five museums in Alaska thank you for your hard work during this legislative session. As the session began, you received a packet from the Alaska Historical Society detailing concerns for funding state programs that preserve the history of our state. You may have spoken with Clark Gruening or Bea Shepard from Museums Alaska over the past couple of months about these concerns. I would like to review Museums Alaska's—the association for all Alaska's museums—priorities during this legislative session. The preservation of our history can only be accomplished through adequate funding.

Two very important ways you can support museums across the state are to fund (1) the Alaska State Museum, Alaska State Library and Historical collections, Alaska State Archives and The Alaska Office of History and Archaeology, and (2) the Alaska State Museum Grants-In-Aid program.

The Alaska State Museum provides services and expertise that we can get nowhere else in the state. The Grants-In-Aid program provides funding for projects that otherwise would not be completed. Both are essential for the well being of **ALL** our museums. On a personal level, my institution would NOT be accredited now if these services were not available. The Alaska State Museum staff provides professional ideas and leadership and Grants-In-Aid funds accomplish them.

Also essential to the well-being of the state's historical preservation are:

(3) Funding for property acquisition and design of the Alaska State Museum and Archives Building expansion. The Museum is exploding from lack of internal space and the archives imploding from the encroaching hillside.

(4) Funding the expansion of the University of Alaska Museum. This is our teaching and research museum and the repository for artifacts and specimens found on state and federal lands. They have been diligently and successfully seeking funds from a variety of sources for several years and will, with the state's appropriation, be able to reach their goal.

(5) Requiring high school students to study Alaska history will give our children a better sense of place and a platform for making good decisions for our state.

In making your decisions, ask, "When our children's children are running this state, will the tools be in place for them to learn about what we accomplished?" **WE** are making **THEIR** history. Again, thank you for all your hard work.

Sincerely,

Cynthia L. Jones, President
Museums Alaska

PO BOX 242323

ANCHORAGE AK 99524

Phone: (907) 243-4714

Fax: (907) 243-4714

Email: info@museumsalaska.org

FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907) 586-1325, Fax (907) 463-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

This is the statement adopted by the AML/ACoM membership in November, 2000:

Civic Education:

* The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

February 6, 2000

Representative Mary Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

I am writing this letter to inform you that I support your bill that requires Alaska History to be taught in public schools in Alaska. I have personally taken Alaska History as an elective and was lucky enough to have a teacher that offered the class. I learned many interesting and educational things in the course including:

- the first settlement of Alaska by the Russians
- the abundance of fur animals and over killing of them in Alaska
- the exploration of Alaska by the Europeans
- the adoption of Alaska into the United States
- the native rights issues that were discussed including ANCSA
- the three branches of government
- the current state of our legislature and the state of Alaska

We also learned about many other major historical events that helped Alaska reach its current state. I feel that all students should be required to take Alaska History because it will increase their knowledge of our own history, and will start their thinking of getting more involved in local and even state government.

I thank you for putting forth this bill into the legislature and giving all students the opportunity to learn about their rich history.

Sincerely,



Peter Evon

Note: Peter Evon is a high school student from Akiachak. He spent two weeks in Juneau earlier this session as a Close-Up Intern.

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

January 27, 2001

The Honorable Mary Kapsner
House
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

The 500 members of the Alaska Historical Society are concerned about the state programs that help preserve the buildings, artifacts, archival records, and printed materials of our state's history, and work to educate our children and visitors about Alaska's history.

We hope that, at a minimum, you support retaining the existing levels of funding for the **State Library, Archives, and Museums** in the Department of Education and Early Development and the **Alaska Office of History and Archaeology** in the Department of Natural Resources. The deep budget and staff cuts for these programs over a twenty-five year period (1976-2001) have led to an erosion of program responsibilities and increased difficulty in meeting Alaska and federal statutory obligations. The State Library, Archives, and Museums helps you, the citizens, and others obtain information as well as preserve the permanently valuable records of territorial and state government, printed materials, photographs, artifacts, and other evidence of our history. The "permanently valuable" records are preserved and made available because they are judged to have continual practical use in the necessary processes of government, to provide protection of public and private rights, and to contain useful information for the general public, students, and scholars. The Alaska State Museums in Juneau and Sitka collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans. With less money than was appropriated in 1986, the Alaska State Museums in Juneau and Sitka are required to care for and administer a collection of over 32,000 objects valued at more than \$27 million dollars.

 We strongly urge you to support forthcoming legislation, sponsored by Representative Mary Kapsner, to require high school students to study Alaska history, which is not frequently offered at this level. According to a rural-urban study by Commonwealth North this past year, a better understanding of Alaska's history would help bridge the misunderstandings between rural and urban Alaskans. In 1999, the Alaska Federation of Natives passed a resolution (99-85) to request that the Alaska State Legislature require Alaska history to be taught in Alaska's schools.

We also urge you to support long overdue crucial \$550,000 in major renovations and repairs, including asbestos abatement, for the Alaska State Museum at Juneau (EED - Capital Budget, \$550,000). Until the State Museum at Juneau is expanded in the future, these repairs will help safeguard people and over 26,000 objects valued at \$15 million dollars at this facility. For the long-term, we also hope that funds for design of a new Alaska State Museum and Archives Building at Juneau will approved. This will help address two serious problems: limited storage capacity and building deterioration (EED—Capital Budget, \$500,000). The Alaska State Museums collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans.

We also support increased funding in the Museums Grant-in-aid Program (EED \$126,000) to restore funding to the 1983 level. This program funds nuts-and-bolts basics that keep community museums open and for which no other grant funds are available. We also support funding to continue the Gold Rush Centennial Task Force Projects Program (DNR-Capital Budget, \$50,000) to aid community-wide efforts in Fairbanks to prepare for celebrations between 2002 and 2004 and to enhance tourism.

Thank you very much for your consideration.

Sincerely,



R. Bruce Parham
Advocate Coordinator

Attachments:

1. Fact Sheet: Alaska's Cultural Resource Agencies: Guardians of Our Heritage;
2. State of Alaska General Fund Support for State Historical and Cultural Agencies: The Historical Perspective, 1976-2001; and
3. Alaska Historical Society: Advocacy Priorities for 2001 (Summary Sheet).

Alaska Historical Society Advocacy Priorities for 2001

1. Retain existing staffing, as a minimum, at the four state historical and cultural agencies and support their programs and services:

- Alaska State Museums (Education and Early Development)
- Alaska State Library and Historical Collections (Education and Early Development)
This includes continued funding for SLED
- Alaska State Archives (Education and Early Development)
- Alaska Office of History and Archaeology (Natural Resources)
This includes a \$50,000 General Fund Match (GFM) request to make 6 positions fully funded and to meet the 40% match required of the federal Historic Preservation Fund grant.

 2. Support efforts to require high school students to study Alaska history.
Representative Mary Kapsner (D-Bethel) is working on legislation relating to a curriculum for Alaska history and will soon be introducing a bill.

- 3. Alaska State Museum (Juneau) Facility Upgrade (EED – Capital Budget, \$550,000).**
- 4. Property acquisition for Alaska State Museum (Juneau) expansion.**
- 5. Design Alaska State Museum and Archives Building (Juneau) expansion (EED – Capital Budget, \$500,000).**
- 6. Increase Museums Grants-in-aid Program (EED) \$126,000.**
- 7. Continue Gold Rush Task Force Projects Program (DNR – Capital Budget) [\$50,000/year, FY 2002-FY2004].**
-

See the Alaska Historical Society's Web Page (www.alaska.net/~ahs)
for more detailed information



Bristol Bay Native Corporation Education Foundation

800 Cordova Street, Suite 200, Anchorage, Alaska 99501-6299 / (907) 278-3602 / fax (907) 276-3925

November 7, 2000

Representative Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

This is in response to your letter regarding the draft conceptual bills calling for Alaska History to be taught in Alaska's schools. As a professional with over 20 years of educational experience in public schools in Alaska, I would wholeheartedly support such bills, both for K-12 and as a graduation requirement. I remember when attending East Anchorage High School in the mid 60's, Alaska History was at least an elective course. I'm not sure when that course was dropped from curriculum in the Anchorage School District, but it has not been available, to my knowledge, for the last 20 years.

I believe there are some states outside that require an "Indian Studies" course as a graduation requirement. The State of Hawaii has a "Hawaiian Studies" curriculum formally in grades 4, 7 and '11. In grade 11 there is a Hawaiian History elective as well. The Hawaiian State Constitution provides for a Hawaiian Education Program... "Article X section 4 reads... The State shall promote the study of Hawaiian culture, history and language. The state shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." A great resource person at the Office of Hawaiian Affairs would be Ms. Rona Rodenhurst. Her email address is rodenhurst@oha.org.

A resource person regarding the incorporation of "Native Studies" curriculum in elementary and middle schools currently in the Anchorage School District, would be Ms. Edna Lamebull, Indian Education Program Supervisor. Her office number is (907) 787-3001.

As you probably already know, another resolution (#00-11) calling for a mandate to the State Board of Education to develop a comprehensive Alaska History curriculum was introduced at the AFN Convention in October and did pass.

Thank you for your work in leading the effort to ensure that the teaching of our rich history, including a strong emphasis on Alaska Native history, would finally become a state high school graduation requirement.

Sincerely,

Luanne Pelagio
Executive Director

From the Desk of
Brad T Angasan
Bristol Bay Native Association
PO BOX 310
Bellingham, AK 99570
(907)842-5257 brad@bbaa.com

REP Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Re: Curriculum for Alaska History

Dear Mary:

Quyana for your thoughtful inquiry in regard to our State's educational curriculum, specifically the proposed language for "Alaska's History". Mary, it has always a firm belief of mine, that our current State educational standard and curriculum neglect to address major components for our educational needs. Specifically the significance between the first people's culture and their many ways' of life. It has always been absolutely amazing to me that this recklessness has been allowed to happen.

At any rate, I endorse your model of allowing Alaska's History to be a requirement of various school districts' curriculum. Like many native students, my family and I relocated to Anchorage due to the development of ANCSA Corporations. As a result, my family sacrificed a significant portion of our indigenous culture: the Sugpiaq language; and general well being of the native way of life. It will undoubtedly take a lifetime to recover this loss. This is not, by far an isolated case. There is a major population of displaced Alaska Natives that reside in the urban areas of Alaska. Unfortunately, the will to recapture the identity of their culture may have yet to be found.

The proposed action will truly serve to not only benefit those that maintain a similar position, but to actually open the doorway between the void of divisiveness between rural and urban Alaska, an issue of an unparalleled degree. Your efforts are appreciated, and I hope to discuss this and other factors affecting the regions we serve.

Sincerely,



Brad T Angasan
VPSO Program Manager

Introduced by: City Manager
Date: October 24, 2000
Action: Adopted
Vote: Unanimous

CITY OF BETHEL, ALASKA

RESOLUTION #00-33

A RESOLUTION SUPPORTING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA

WHEREAS, Alaska history is not a required course in the state's elementary and high school curricula and;

WHEREAS, For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities, and;

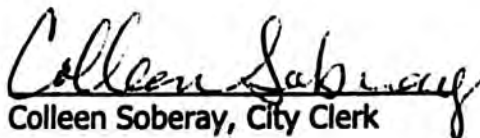
WHEREAS, Most states of the Union require a minimum level of instruction in the history of their state and the history of Alaska is a fascinating subject covering North America's most ancient records of human habitation, and;

WHEREAS, The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution;

NOW, THEREFORE, BE IT RESOLVED that the City Council of Bethel, Alaska, supports efforts to require Alaska history be included in Alaska elementary and high school curricula.

PASSED AND APPROVED THIS 24th DAY OF OCTOBER 2000, by unanimous voice vote.

ATTEST:


Colleen Soberay, City Clerk


Stanley "Tundy" Rodgers, Mayor

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkim and Upper Bristol Bay

Akiachak

Akiak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekwok

Ekwok

Goodnews Bay

Kasigluk

Kipnuk

Koltiganek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiaak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togalak

Tuntutuliak

Twin Hills

MEMORANDUM

TO: Representative Con Bunde, Chair
House Special Committee on Education

FROM: Representative Mary Kapsner

DATE: March 13, 2001

RE: HB 171 – Alaska History Curriculum

I would appreciate your consideration of scheduling House Bill 171 for hearing. I have attached a copy of my Sponsor Statement, a Sectional Analysis, and a sampling of supportive documents.

In the course of preparing this bill for introduction I have worked with an extremely active Alaska History committee, organized as a part of the 2000 Commonwealth North Urban Rural Study, the Alaska Municipal League, the Association of Alaska School Boards, NEA, and Commissioner Holloway. Commissioner Holloway has suggested that a standards based Alaska History requirement would dovetail with the work that has been done over the last decade on social studies standards.

When I have talked with other Alaskans about this bill the response I most frequently get is one of surprise. Most of those who were educated in the Lower 48 are surprised because they had been required to take their home state's history and assumed Alaska students would be educated in our state's history also. In 1981 the State Board of Education talked about requiring Alaska History and Government as a graduation requirement. In 1988 Senator Willie Hensley tried again to address the lack of Alaska History education through a resolution asking the State School Board to act through regulation. I have become convinced that the only way we are going to make sure Alaska students are given the opportunity to enrich their lives in the many ways an Alaska history and government education will do, is to require it by statute. I look forward to discussion through the public hearing process.

Thank you for your consideration.

Subject: Alaska History requirement

Date: Tue, 17 Apr 2001 20:27:58 -0800

From: "Jim Ducker" <ahs@alaska.net>

To: <Representative_Con_Bunde@Legis.state.ak.us>

Con,

I write to voice my support for requiring Alaskan high school students to take an Alaskan history course. Students should understand the land in which they live--the lives and history of its Native peoples, the difficulties faced by those Americans and people from around the world who came to settle and develop the land in the last couple hundred years, the role of the federal government that has at times helped and at times hindered the lives of people here.

Please keep me informed with the progress of legislation that would help our youth better understand Alaska and their people.

Jim Ducker

Subject: Re: HB 171

Date: Tue, 17 Apr 2001 08:46:46 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: afswh1@webmail.uaa.alaska.edu

Mr. Haycox:

Thank you for contacting me about testifying regarding HB 171. Testimony will be taken via teleconference from the Anchorage Legislative Information Office, located at 716 W. 4th. I ask that all those who testify limit their remarks to 3 minutes or less. If you read from prepared remarks, please ask the LIO teleconference person to fax a copy to me so the recording secretary may enter them correctly into the record.

Sincerely,
Representative Con Bunde

Stephen Haycox wrote:

> Is there a possibility I could testify at the hearing on Mary Kaspner's
> Alaska history requirement bill on Wednesday morning? I would need to
> make remarks from Anchorage, by phone or however you are arranging to
> take testimony.
>
> Many thanks
>
> Steve Haycox
> Prof. of History
> UAA

Bill Analysis
HB 171
Hearing April 18, 2001

Bill Title: "An Act relating to a curriculum for Alaska history; and providing for an effective date."

Sponsor: Representative Mary Kapsner

This bill adds new sections to AS 14.30, which is related to Alaska History. It requires the department to develop a standards based Alaska history education curriculum in grades 9-12. It also requires schools to implement and require passage of Alaska history for graduation. The bill defines a curriculum to allow flexibility of offering Alaska history as a stand-alone course or integrated into existing curriculum by requiring the course of study to be cumulatively equivalent of one semester. This would begin with students at the 9th grade level starting July 1, 2001.

Information and Possible Questions:

- 1) Many states currently have requirements for state history classes (New York, Illinois, California). Is this something that those states have benefited from in the manner that you have noted this particular bill would do for our state? (Informing and making students effective participants in state and local affairs.)
- 2) Currently there is an Alaska History class offered as a social studies elective at the high school. It is a .5 credit class, and while there is a social studies credit requirement to graduate, that particular social studies class is not a requirement.
- 3) Is it possible to mainstream Alaska history into current curriculum, without having to create a completely separate class? Include it as part of the history programs currently established at the high school level.

Available to Testify:

Representative Mary Kapsner

John Kumin, Commonwealth North, from Anchorage LIO

Duane Heyman, Commonwealth North, from Anchorage LIO

Fiscal Note: This bill impacts the Department of Education and Early Development with a fiscal note of \$223,000.00. With money for personal services, travel contractual services, and supplies.

amendment inside

passed.

22-LS0070\P.1
Ford
4/21/01

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 171

W - yes

B - no

S - yes

J - yes

G - yes

P - absent (Gov mtg)

G - no

1 Page 3, line 19:

2 Delete "school board"

3 Insert "governing body"

5 Page 3, following line 22:

6 Insert a new subsection to read:

7 "(b) Notwithstanding (a) of this section, a governing body may waive
8 completion of the curriculum described under (a) of this section as a requirement
9 for graduation for a student who transfers into the district after completion of the
10 student's junior year or for a student who receives special education services."

12 Reletter the following subsection accordingly.

14 Page 3, line 26:

15 Delete "."

16 Insert ";

17 (3) "special education" has the meaning given in AS 14.30.350."

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 171

1 Page 3, line 19:

2 Delete "school board"

3 Insert "governing body"

4

5 Page 3, following line 22:

6 Insert a new subsection to read:

7 "(b) Notwithstanding (a) of this section, a governing body may waive
8 completion of the curriculum described under (a) of this section as a requirement
9 for graduation for a student who transfers into the district after completion of the
10 student's junior year or for a student who receives special education services."

11

12 Reletter the following subsection accordingly.

13

14 Page 3, line 26:

15 Delete "."

16 Insert ";

17

(3) "special education" has the meaning given in AS 14.30.350."

*who exclude
these people?*

Subject: Alaska History requirement

Date: Tue, 17 Apr 2001 20:27:58 -0800

From: "Jim Ducker" <ahs@alaska.net>

To: <Representative_Con_Bunde@Legis.state.ak.us>

Con,

I write to voice my support for requiring Alaskan high school students to take an Alaskan history course. Students should understand the land in which they live--the lives and history of its Native peoples, the difficulties faced by those Americans and people from around the world who came to settle and develop the land in the last couple hundred years, the role of the federal government that has at times helped and at times hindered the lives of people here.

Please keep me informed with the progress of legislation that would help our youth better understand Alaska and their people.

Jim Ducker



Anchorage School District

4600 DeBarr Road
P.O. Box 198614
Anchorage, Alaska 99519-6614
(907) 742-4000

SCHOOL BOARD

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Dubbie Ossiander

ACTING SUPERINTENDENT

Carol Comeau

April 17, 2001

Dear Representative Kapsner:

Thank you for your letter of April 17, 2001, regarding HB 171, An Act relating to a curriculum for Alaska history, in which you clarify that the bill allows for the Alaska history course to be either a "one semester stand-alone course or integrated into existing curriculum." We very much appreciate the flexibility and your recognition that each school district can best decide how to meet this requirement.

Like you, the Anchorage School District believes that it is in the best interest of the state that Alaska's young people learn something about who we are as a state and how we got here through the teaching of Alaska history in our school system.

Our school board, however, favors integrating Alaska history into the curriculum rather than through a semester stand-alone course.

Thank you for your effort in this area. We look forward to working with you in support of this bill as it moves through the legislative process.

Sincerely,

Larry Wiget
Executive Director, Public Affairs

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkim and Upper Bristol Bay

Akiachak

Aktak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Ekwok

Goodnews Bay

Kasigluk

Kipnuk

Koliganek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togiak

Tuntutuliak

Twin Hills

House Bill 171 – Alaska History Curriculum Sponsor Statement

Although we are a very young state, we are a land with a rich history. Today's Alaska Natives are descendants of people who have made their homes in Alaska for over 10,000 years. They welcomed newcomers to the land and taught them skills to survive and flourish. Other Alaskans immigrated from European, American and Asian cultures, bringing with them ideas and values that, along with the foundational beliefs of the Native people, have helped shape the society we have today.

Understanding our state's history is important to providing the context of where Alaskans came from and what we as Alaskans value about the diversity and richness of our state. It is fundamental to being an informed and effective participant in state and local affairs. An understanding of how Alaskan's economy and form of government developed is crucial to understanding how to deal with today's issues.

Last September Commonwealth North released a study which focused on the issue of the urban/rural divide in Alaska. Among their findings was the assertion that if we do nothing to address the critical issues that divide Alaskans, the result will be an increasingly fragmented state, with discouraging economic growth and increasing social and cultural clashes. The group put forth a set of recommendations and action items, including the teaching of Alaska history at the high school level, and backed up the recommendation with an active working committee.

Support has grown. Resolutions were passed at the AFN Convention for the past two years calling for Alaska history education. The Alaska Municipal League issued a policy statement in support of civic education for Alaska's students, noting that teaching children how to understand and influence their government is critical to the well being of Alaska. The Department of Education and the Association of School Boards have worked with us as well, helping craft and fine tune language for House Bill 171.

We share an important goal: that every student graduating from an Alaska secondary school will do so with a demonstrable understanding of Alaska's rich and unique history. Recent events in Anchorage are a reminder that understanding who we are and how we got here is fundamental in addressing issues that divide us and building bridges to a prosperous future for all Alaskans.

SPONSOR STATEMENT

COMMONWEALTH NORTH

Urban Rural Unity Study "U. R. US"

September 2000

Janie Leask • Rick Mystrom
Study Group Co-Chairs

Duane Heyman
Editor

Major underwriting for production and printing of this report provided by:

The Port of Anchorage
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BILL BACKUP

Executive Summary

Portun
rell as of

What are the most significant issues?

To achieve a unified vision for Alaska's future, we believe the main issues that must be addressed are: (1) economic survival and development, (2) quality, delivery and control of local services, and (3) access to fish and game. The body of this report discusses each of these issues in detail, using the next decade as our basic frame of reference. Each section of the report includes descriptions of some specific real world "success stories" as illustrations that some communities already are making progress toward a resolution of these issues.

In examination of these issues, certain broad needs emerged that must be dealt with in order to develop a full partnership between "urban" and "rural" Alaska:

- The need for cross-cultural understanding through enhanced personal contact and education of both urban and rural viewpoints.
- The need for cross-cultural understanding of how essential subsistence hunting and fishing is to rural Alaskans, and yet how important hunting and fishing is to urban Alaskans.
- The need for recognition that local decisions are best made by local people at the community level and may be influenced or implemented by municipal and tribal governments.
- The need to encourage communities in their efforts to promote meaningful economic development and career opportunities for their citizens.
- The need for statesmanship and leadership with a statewide (not just regional) perspective in both the public and private sectors.
- The need for state and local funding mechanisms to be equitable and sustainable.
- The absolutely essential need to create and maintain an effective education system for its economic as well as social benefits.
- ✓ [• The need to require meaningful instruction in Alaska history for every student.]
- The need to make access to utilities, transportation, justice, health care and modern high-speed telecommunications available throughout the state.

What would the ideal look like?

Utopia is not achievable, but it is possible to achieve a more harmonious Alaska that honors and respects the diversity of its people and recognizes the many areas where urban and rural interests coincide. Many assume that our cultures in Alaska are exactly alike and expect Natives to behave like urban Alaskans. There are two components to the perception gap. Many do not realize what we have in common. At the same time many are not aware of the real differences between Native and urban cultures. Alaska has an

SUCCESS STORIES

Education

The Chugach School District has established a community based "Crib to Crypt" approach to education that recognizes support needed for an individual's entire life cycle. It surveyed businesses on skills students need then established an "outcome based" curricula. The district sets clear expectations of students, teachers and parents with measurable goals.

White Mountain High School sent a high school team to the National Ocean Sciences Bowl held the past three years in Seward, one of the few small schools competing with large high schools from Anchorage, Juneau, and the Kenai Peninsula. This year, a team of young women placed first in their research on salmon management and second overall behind a Juneau High School team.

paid better-educated work force. Well-educated workers can help ensure continued strong military presence.

Alaskans will be better prepared for a changing world, more well rounded and self-sufficient. More job opportunities will be available for all residents once they are qualified. Self-sufficiency will reduce the need for state or federal subsidies, and gives people mobility – they can choose where they want to work.

Learning Alaska history will give us a better understanding of each other and build a better sense of community. Education will allow diversity to thrive in a modern world and avoid creating an underclass that is shut out of economic, social and political opportunities.

C. Health services

Alaska's population will be healthier. Healthier people will improve economic development and attract businesses. Less administrative dollars spent will give us better value. People will have a more positive outlook as a rural and urban health safety net will cover the essentials of people's physical and psychiatric needs.

D. Public safety

Intervention will occur before people harm themselves and society. With adequate safety officers spread around the state, people will be responded to quicker. The public will understand that intervention and prevention saves money. Long-term savings will result from healthier people with reduced FAS/FAE. Suicide rates will be reduced.

With a reduced prison population prisoners will be closer to the support structure of their family and community. Larger cities will run and control their own jails. In rural areas, where appropriate, tribal councils might have a direct role in certain local correctional and court services. Citizens will understand the provisions of and the protections provided all citizens by the U.S. and State constitutions.

Local communities will be able to make and enforce alcohol ban decisions. The state can partner and share with local tribes for public safety services. Elder counseling can provide for better diversion of children and keep them out of trouble.

ALASKA FEDERATION OF NATIVES

2000 ANNUAL CONVENTION

RESOLUTION 00-11

**TITLE: REQUIRING THAT ALASKA AND ALASKA NATIVE HISTORIES BE
 TAUGHT IN THE SCHOOLS OF ALASKA**

**WHEREAS: AFN fully supports its member villages' endeavors in all aspects of their self-
 determination, health and well-being; and,**

**WHEREAS: Alaska history and Alaska Native History is not a required course in the state's
 elementary and high school curriculum; and**

**WHEREAS: For generations, graduating students of Alaska's schools have been deprived of
 the knowledge of their territory, state, tribes, and communities; and**

**WHEREAS: Most states of the Union require a minimum level of instruction in the history of
 their state; and**

**WHEREAS: The history of Alaska and Alaska Native History are fascinating subjects covering
 North Americas most ancient records of human habitation; and**

**WHEREAS: The study of Alaska's and Alaska Natives' history will enable Alaskans to
 understand the source of some of today's conflicts and assist in their resolution;
 and**

**NOW THEREFORE BE IT RESOLVED by the Delegates to the 2000 Annual Convention of the
 Alaska Federation of Natives, Inc. directs AFN to work with the Alaska State
 Legislature and help it to recognize that Alaska history and Alaska Native History
 should be made a requirement in the curriculum in Alaska's schools; and**

**BE IT FURTHER RESOLVED that AFN work with the State Board of Education to mandate
 that Alaska's Department of Education develop a comprehensive Alaska history
 and Alaska Native History curriculum that will be taught in all of Alaska's
 elementary and secondary schools.**

SUBMITTED BY: AVCP, INC.

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: AMENDED/PASSED

ALASKA FEDERATION OF NATIVES, INC.

1999 ANNUAL CONVENTION

RESOLUTION 99-85

TITLE: REQUIRING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA.

WHEREAS: Alaska history is not a required course in the in the states' elementary and high school curriculum; and,

WHEREAS: For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities; and,

WHEREAS: Most states of the Union require a minimum level of instruction in the history of their state; and,

WHEREAS: The history of Alaska is a fascinating subject covering North Americas most ancient records of human habitation; and,

WHEREAS: The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution.

NOW THEREFORE BE IT RESOLVED that the State Legislature recognize that Alaska history should be made a requirement in the curriculum in Alaska's schools.

BE IT FURTHER RESOLVED that the State Board of Education be mandated to development a comprehensive Alaska history curriculum that will be taught in all of Alaska's Elementary and Secondary Schools.

SUBMITTED BY: Willie Hensley

COMMITTEE ACTION: Passed



FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907)586-1325, Fax (907)-483-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

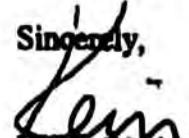
This is the statement adopted by the AML/ACoM membership in November, 2000:

Civic Education:

The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

March 6, 2001

The Honorable Mary Kapsner
House of Representatives
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

Last week, the Alaska Historical Society's Board of Directors unanimously voted to support your bill calling for high school students to take a semester of Alaska History to graduate. They recommend that bill call for "Alaska History" and not "Alaska Studies." If taught correctly, a course in Alaska history would, as the bill presently states, include geography, Native history, government, economics, anthropology, resource development, art, and other cultural relationships. Our concern with the term "Alaska Studies" is that it might focus too much on the state's current events, leaving out any historical perspective.

The Society appreciates your efforts to encourage the study of Alaska's history and the exchange of ideas and information concerning our heritage.

Thank you for keeping me advised of the bill. Please let me know how the Alaska Historical Society can help get the bill considered and passed.

Sincerely,

R. Bruce Parham
Vice President

MS Chicago
Polish-Americans "to con-
siders of greatest need,"

the city's Polish-Ameri-
Walesa said in a recorded
go's annual Polish Day

r of the Polish American
ply grateful for your in-
I am very pleased to in-
s of lifesaving drugs have
lives. Your shipments of
sion well."

Bristol forecast may up pressure

ANCHORAGE (AP) — A University of Washington prediction of an early peak in the Bristol Bay red salmon run is expected to create more intense pressure on fishermen and processors in that region.

"That means people are going to have to start scrambling to get there sooner," said Rodger Painter, executive director of United Fishermen of Alaska. "It may cause some logistical problems."

The early-peak estimate also could affect price negotiations between the fishermen and processors, he said.

"It probably means that efforts to hold out are going to have a

much harder time this year," Painter said.

Robert Burgner, a biologist with the Fisheries Research Institute at the University of Washington, said his data — based on correlations between salmon runs, air and water temperatures — indicates the run could peak about June 30 or July 1, four or five days earlier than usual.

His estimate also could put more pressure on lawmakers in Juneau to act on a pack loan appropriation needed to help processors meet operating costs this year.

Juneau Empire 6-15-81

History course eyed for schools

By Empire Staff

Alaska high school students will be required to learn something about their state's history and government if a proposal by the state Board of Education is adopted this week.

The proposal, which would add one year of Alaska History and Government as a graduation requirement, has been recommended by the board after it received comments from parents that schools should give students an understanding of Alaska's political system, according to a state official.

If adopted, the requirement will raise the number of graduation units specified by the state to six, said Harry Gamble, public information director for the state Department of Education.

The board meets today and Tuesday in Anchorage.

High school students must have 19 units to graduate, but the state only specifies five of those units, in areas such as English and Math, Gamble said.

The other 14 units are left to the school districts, he said.

Some districts are offering courses in Alaska History or on aspects of state government, he said, but the board would want to see it become part of the curriculum in all high schools by 1984.

Another regulation change before the board at this week's meeting has been initiated by Juneau high school/science teacher Chuck Jurasz.

Jurasz is seeking an exception to the requirement that teachers obtain certification by earning university credits. He has asked that his certificate be renewed on the basis of journal articles he has co-authored.

In a letter to Vincent Casey, chairman of the state education board, Jurasz said "please ex-

pand the mechanism via which you address recertification and its intent to include demonstrations of excellence such as inventions, patents, discoveries, research and publications in juried and popular journals and periodicals."

Board policy stipulates that teachers must gain certification every five years as a guarantee they are keeping up-to-date on developments in their fields. Teachers can earn six college credits for recertification, or they can earn three academic credits and three through non-classroom activities, such as writing papers or attending workshops.

Jurasz is asking for an allowance that all six credits

can be earned outside a college classroom.

He says classroom work is professionally limiting.

"Grades and credit have as their upper limit that which those of us as professionals recognize as a peer examination several levels of excellence or credibility below that to which they themselves as academic personnel are subject." The board can vote to grant Jurasz an exception, change the certification requirements for all teachers, or reject the proposal.

got into a car matching the description was found abandoned in a shopping day.

The teller said there were two or Troopers speculated earlier that or Hopkins was arrested Monday on charge stemming from a house break which several handguns and a shotgun.

All the guns were discovered in a by Hopkins, police said, except for showed Mrs. Walatka had been shot times with a pair of 9mm pistols.

Two other men, Scott M. Walker, 22, also have been charged with sex with the Wasilla burglary.

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bride and groom are graduates of the Juneau-High School.

plan to make their Juneau.

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Anchorage Daily News

Civic literacy

Another basic subject for Alaska students to learn

(Published February 17, 2001)

Alaska's exit exam has stimulated an important debate about what graduating high school students should know. So far the discussion has focused on math, reading and writing. But there's another basic subject students should master: civic literacy.

Civic literacy means that students have the knowledge and skills needed to participate effectively in our democracy. They become informed citizens who know about and exercise their rights and responsibilities as members of the community. Civic literacy is right up there with the fabled "three R's" on the list of reasons to maintain a public education system at all.

To ensure civic literacy, students need a basic command of how the American and Alaska political systems work. They need an overview of the important historical milestones and themes that have shaped our country. They need to know what kind of decisions each branch and each level of government makes and why our political system is structured the way it is.

Civic literacy also involves a basic knowledge of the history, peoples and cultures of Alaska -- a human history that goes back more than 10,000 years, and a set of political and economic institutions that is unique to Alaska. This, too, is core knowledge for students we hope to turn into productive citizens of our state.

Discussion of establishing a statewide Alaska history and cultures graduation requirement has been gathering steam in recent months. Commonwealth North, the Alaska Federation of Natives and the National Education Association-Alaska -- disparate groups reaching broadly across the spectrum in Alaska public life -- each has endorsed the concept in recent months. Interested civic leaders are studying options for how best to achieve that goal. Those discussions are on the right track.

Beyond a knowledge of Alaska history and cultures, students should know what rights we have as citizens and how we came to have them. On a more practical level, students should leave Alaska schools knowing how to register to vote, when elections are held and how to identify and contact elected officials.

Alaska's educational system has already set goals covering some aspects of civic literacy. They are included in two of the state's current content standards for government and citizenship. But the list of standards is long and civic literacy easily gets lost. The list has 59 goals in 13 major subject areas -- all told, 351 different elements describing what students should know and be able to do.

Three hundred fifty-one elements is more than any educational system anywhere can guarantee its students, so we need priorities. Along with the three R's, civic literacy belongs at the top of the list. Preparing the next generation of citizens to uphold our democracy is too important a job to leave to happenstance.

Close Window

Anchorage Daily News

Sunday, March 4, 2001 F-3

Adding a Native education course could help teach youths tolerance

With the recent media coverage of the hate crimes against Alaskan Natives, I have discovered within myself and within the community a lack of communication and basically a lack of interest between cultures. A seemingly peaceful society has been divided with the national news coverage of the latest hate crime. The fact that juveniles committed this crime emphasizes the fact that our education of different cultures is missing during the most crucial time in a person's life.

During adolescence, predilections and prejudices become set in stone. It's hard to change their way of thinking after they become an adult. I propose an idea that could benefit the city as a whole. We must work together to teach tolerance and acceptance.

I think that, especially in Alaska, Native education should be a requirement. Just one semester during high school could provide students with the knowledge to help understand the close-knit, inspiring culture that is native to this great land.

— Alyssa Adamcik, senior
Dimond High School
Anchorage

3240 Fritz Cove Road

Juneau Ak 99301

March 13, 2001

Representative Mary Kapsner

Alaska State Legislature

State Capitol

Juneau Ak 99801-1182

Dear Representative Kapsner:

I applaud your effort to enact legislation to require a course in Alaska history as a requisite for high school graduation. As a 40-plus-year Alaska resident I am dismayed by the ignorance and lack of appreciation of many Alaska young folks for the rich historical legacy of the State. The extent of their knowledge often extends back only twenty years or so. A short course on Alaska's history would give them a perspective which would serve them, and the State, well.

Sincerely,

A handwritten signature in cursive script that reads "Ted Merrell".

Ted Merrell

cc: Hudson, Elton, Kerttula

Kay Shelton- President, Alaska Historical Society



March 10, 2001

Representative Mary Kapsner
State Capital
Juneau AK 99801-1182

Dear Representative Mary Kapsner

Volunteers, supporters, board members and staff of the more than seventy-five museums in Alaska thank you for your hard work during this legislative session. As the session began, you received a packet from the Alaska Historical Society detailing concerns for funding state programs that preserve the history of our state. You may have spoken with Clark Gruening or Bea Shepard from Museums Alaska over the past couple of months about these concerns. I would like to review Museums Alaska's—the association for all Alaska's museums—priorities during this legislative session. The preservation of our history can only be accomplished through adequate funding.

Two very important ways you can support museums across the state are to fund (1) the Alaska State Museum, Alaska State Library and Historical collections, Alaska State Archives and The Alaska Office of History and Archaeology, and (2) the Alaska State Museum Grants-In-Aid program.

The Alaska State Museum provides services and expertise that we can get nowhere else in the state. The Grants-In-Aid program provides funding for projects that otherwise would not be completed. Both are essential for the well being of ALL our museums. On a personal level, my institution would NOT be accredited now if these services were not available. The Alaska State Museum staff provides professional ideas and leadership and Grants-In-Aid funds accomplish them.

Also essential to the well-being of the state's historical preservation are:

(3) Funding for property acquisition and design of the Alaska State Museum and Archives Building expansion. The Museum is exploding from lack of internal space and the archives imploding from the encroaching hillside.

(4) Funding the expansion of the University of Alaska Museum. This is our teaching and research museum and the repository for artifacts and specimens found on state and federal lands. They have been diligently and successfully seeking funds from a variety of sources for several years and will, with the state's appropriation, be able to reach their goal.

(5) Requiring high school students to study Alaska history will give our children a better sense of place and a platform for making good decisions for our state.

In making your decisions, ask, "When our children's children are running this state, will the tools be in place for them to learn about what we accomplished?" WE are making THEIR history. Again, thank you for all your hard work.

Sincerely,

Cynthia L. Jones, President
Museums Alaska

PRESIDENT:

Cynthia Jones,
Sheldon Museum,
Haines

VICE PRESIDENT:

Aron Crowell,
Arctic Studies Center
of the Smithsonian
Institution,
Alaska Office

SECRETARY:

M. Joseph Leahy,
Huna Heritage Foundation
Juneau

TREASURER:

ail Hollinger,
Heritage Library &
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DIRECTORS:

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Anchorage Museum
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Michael Hawfield,
Pratt Museum,
Homer

Rick Knecht,
Museum of the Aleutians,
Unalaska

Michael Naab,
Ketchikan Museums

Bea Shepard,
Friends of the Alaska
State Museum, Juneau

PO BOX 242323

ANCHORAGE AK 99524

Phone: (907) 243-4714

Fax: (907) 243-4714

Email: info@museumsalaska.org

FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907)586-1325, Fax (907)-483-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

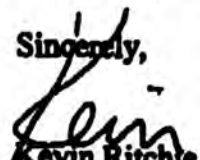
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As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

February 6, 2000

Representative Mary Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

I am writing this letter to inform you that I support your bill that requires Alaska History to be taught in public schools in Alaska. I have personally taken Alaska History as an elective and was lucky enough to have a teacher that offered the class. I learned many interesting and educational things in the course including:

- the first settlement of Alaska by the Russians
- the abundance of fur animals and over killing of them in Alaska
- the exploration of Alaska by the Europeans
- the adoption of Alaska into the United States
- the native rights issues that were discussed including ANCSA
- the three branches of government
- the current state of our legislature and the state of Alaska

We also learned about many other major historical events that helped Alaska reach its current state. I feel that all students should be required to take Alaska History because it will increase their knowledge of our own history, and will start their thinking of getting more involved in local and even state government.

I thank you for putting forth this bill into the legislature and giving all students the opportunity to learn about their rich history.

Sincerely,



Peter Evon

Note: Peter Evon is a high school student from Akiachak. He spent two weeks in Juneau earlier this session as a Close-Up Intern.

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

January 27, 2001

The Honorable Mary Kapsner
House
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

The 500 members of the Alaska Historical Society are concerned about the state programs that help preserve the buildings, artifacts, archival records, and printed materials of our state's history, and work to educate our children and visitors about Alaska's history.

We hope that, at a minimum, you support retaining the existing levels of funding for the **State Library, Archives, and Museums** in the Department of Education and Early Development and the **Alaska Office of History and Archaeology** in the Department of Natural Resources. The deep budget and staff cuts for these programs over a twenty-five year period (1976-2001) have led to an erosion of program responsibilities and increased difficulty in meeting Alaska and federal statutory obligations. The State Library, Archives, and Museums helps you, the citizens, and others obtain information as well as preserve the permanently valuable records of territorial and state government, printed materials, photographs, artifacts, and other evidence of our history. The "permanently valuable" records are preserved and made available because they are judged to have continual practical use in the necessary processes of government, to provide protection of public and private rights, and to contain useful information for the general public, students, and scholars. The Alaska State Museums in Juneau and Sitka collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans. With less money than was appropriated in 1986, the Alaska State Museums in Juneau and Sitka are required to care for and administer a collection of over 32,000 objects valued at more than \$27 million dollars.

* We strongly urge you to support forthcoming legislation, sponsored by Representative Mary Kapsner, to require high school students to study Alaska history, which is not frequently offered at this level. According to a rural-urban study by Commonwealth North this past year, a better understanding of Alaska's history would help bridge the misunderstandings between rural and urban Alaskans. In 1999, the Alaska Federation of Natives passed a resolution (99-85) to request that the Alaska State Legislature require Alaska history to be taught in Alaska's schools.

We also urge you to support long overdue crucial \$550,000 in major renovations and repairs, including asbestos abatement, for the Alaska State Museum at Juneau (EED – Capital Budget, \$550,000). Until the State Museum at Juneau is expanded in the future, these repairs will help safeguard people and over 26,000 objects valued at \$15 million dollars at this facility. For the long-term, we also hope that funds for design of a new Alaska State Museum and Archives Building at Juneau will approved. This will help address two serious problems: limited storage capacity and building deterioration (EED—Capital Budget, \$500,000). The Alaska State Museums collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans.

We also support increased funding in the Museums Grant-in-aid Program (EED \$126,000) to restore funding to the 1983 level. This program funds nuts-and-bolts basics that keep community museums open and for which no other grant funds are available. We also support funding to continue the Gold Rush Centennial Task Force Projects Program (DNR-Capital Budget, \$50,000) to aid community-wide efforts in Fairbanks to prepare for celebrations between 2002 and 2004 and to enhance tourism.

Thank you very much for your consideration.

Sincerely,



R. Bruce Parham
Advocate Coordinator

Attachments:

1. Fact Sheet: Alaska's Cultural Resource Agencies: Guardians of Our Heritage;
2. State of Alaska General Fund Support for State Historical and Cultural Agencies: The Historical Perspective, 1976-2001; and
3. Alaska Historical Society: Advocacy Priorities for 2001 (Summary Sheet).

Alaska Historical Society Advocacy Priorities for 2001

1. Retain existing staffing, as a minimum, at the four state historical and cultural agencies and support their programs and services:

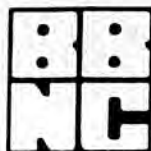
- Alaska State Museums (Education and Early Development)
- Alaska State Library and Historical Collections (Education and Early Development)
This includes continued funding for SLED
- Alaska State Archives (Education and Early Development)
- Alaska Office of History and Archaeology (Natural Resources)
This includes a \$50,000 General Fund Match (GFM) request to make 6 positions fully funded and to meet the 40% match required of the federal Historic Preservation Fund grant.

 2. Support efforts to require high school students to study Alaska history.

Representative Mary Kapsner (D-Bethel) is working on legislation relating to a curriculum for Alaska history and will soon be introducing a bill.

- 3. Alaska State Museum (Juneau) Facility Upgrade (EED – Capital Budget, \$550,000).**
 - 4. Property acquisition for Alaska State Museum (Juneau) expansion.**
 - 5. Design Alaska State Museum and Archives Building (Juneau) expansion (EED – Capital Budget, \$500,000).**
 - 6. Increase Museums Grants-in-aid Program (EED) \$126,000.**
 - 7. Continue Gold Rush Task Force Projects Program (DNR – Capital Budget) [\$50,000/year, FY 2002-FY2004].**
-

See the Alaska Historical Society's Web Page (www.alaska.net/~ahs)
for more detailed information



Bristol Bay Native Corporation Education Foundation

800 Cordova Street, Suite 200, Anchorage, Alaska 99501-6299 / (907) 278-3602 / fax (907) 276-3925

November 7, 2000

Representative Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

This is in response to your letter regarding the draft conceptual bills calling for Alaska History to be taught in Alaska's schools. As a professional with over 20 years of educational experience in public schools in Alaska, I would wholeheartedly support such bills, both for K-12 and as a graduation requirement. I remember when attending East Anchorage High School in the mid 60's, Alaska History was at least an elective course. I'm not sure when that course was dropped from curriculum in the Anchorage School District, but it has not been available, to my knowledge, for the last 20 years.

I believe there are some states outside that require an "Indian Studies" course as a graduation requirement. The State of Hawaii has a "Hawaiian Studies" curriculum formally in grades 4, 7 and '11. In grade 11 there is a Hawaiian History elective as well. The Hawaiian State Constitution provides for a Hawaiian Education Program..."Article X section 4 reads...The State shall promote the study of Hawaiian culture, history and language. The state shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." A great resource person at the Office of Hawaiian Affairs would be Ms. Rona Rodenhurst. Her email address is rodenhurst@oha.org.

A resource person regarding the incorporation of "Native Studies" curriculum in elementary and middle schools currently in the Anchorage School District, would be Ms. Edna Lamebull, Indian Education Program Supervisor. Her office number is (907) 787-3001.

As you probably already know, another resolution (#00-11) calling for a mandate to the State Board of Education to develop a comprehensive Alaska History curriculum was introduced at the AFN Convention in October and did pass.

Thank you for your work in leading the effort to ensure that the teaching of our rich history, including a strong emphasis on Alaska Native history, would finally become a state high school graduation requirement.

Sincerely,

Luanne Pelagio
Executive Director

From the Desk of
Brad T Angasan
Bristol Bay Native Association
PO BOX 310
Billingham, AK 99578
(907) 542-5257 brada@bbna.com

REP Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Re: Curriculum for Alaska History

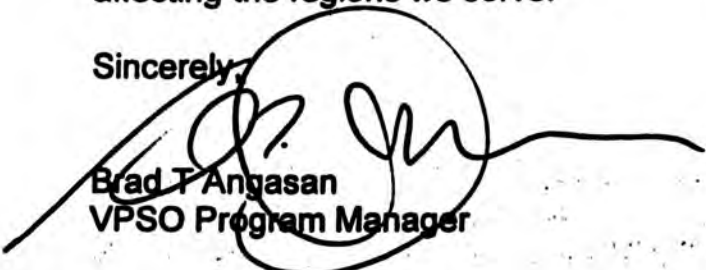
Dear Mary:

Quyana for your thoughtful inquiry in regard to our State's educational curriculum, specifically the proposed language for "Alaska's History". Mary, it has always a firm belief of mine, that our current State educational standard and curriculum neglect to address major components for our educational needs. Specifically the significance between the first people's culture and their many ways' of life. It has always been absolutely amazing to me that this recklessness has been allowed to happen.

At any rate, I endorse your model of allowing Alaska's History to be a requirement of various school districts' curriculum. Like many native students, my family and I relocated to Anchorage due to the development of ANCSA Corporations. As a result, my family sacrificed a significant portion of our indigenous culture: the Sugpiaq language; and general well being of the native way of life. It will undoubtedly take a lifetime to recover this loss. This is not, by far an isolated case. There is a major population of displaced Alaska Natives that reside in the urban areas of Alaska. Unfortunately, the will to recapture the identity of their culture may have yet to be found.

The proposed action will truly serve to not only benefit those that maintain a similar position, but to actually open the doorway between the void of divisiveness between rural and urban Alaska, an issue of an unparalleled degree. Your efforts are appreciated, and I hope to discuss this and other factors affecting the regions we serve.

Sincerely,



Brad T Angasan
VPSO Program Manager

Introduced by: City Manager
Date: October 24, 2000
Action: Adopted
Vote: Unanimous

CITY OF BETHEL, ALASKA

RESOLUTION #00-33

A RESOLUTION SUPPORTING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA

WHEREAS, Alaska history is not a required course in the state's elementary and high school curricula and;

WHEREAS, For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities, and;

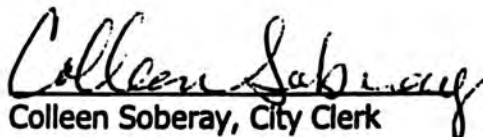
WHEREAS, Most states of the Union require a minimum level of instruction in the history of their state and the history of Alaska is a fascinating subject covering North America's most ancient records of human habitation, and;

WHEREAS, The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution;

NOW, THEREFORE, BE IT RESOLVED that the City Council of Bethel, Alaska, supports efforts to require Alaska history be included in Alaska elementary and high school curricula.

PASSED AND APPROVED THIS 24th DAY OF OCTOBER 2000, by unanimous voice vote.

ATTEST:


Colleen Soberay, City Clerk


Stanley "Fundy" Rodgers, Mayor


NORTH

810.N Street, Suite 202
Anchorage, AK 99501
duane@commonwealthnorth.org
907-276-1414
Fax 907-276-6350

Founding Co-Chairmen
Former Governor
Walter J. Hickel
and the late Governor
William A. Egan

April 17, 2001

House Special Committee on Education
Alaska State Capitol Building
Juneau, Alaska 99801

Dear Representative Bunde:

Commonwealth North is a statewide public policy organization whose mission is to educate its members and other Alaskans on issues of importance. To accomplish this mission, the organization sponsors study groups to investigate and analyze these issues.

You may be familiar with our recent report, the Urban Rural Unity Study, "U.R. US," co-chaired by Janie Leask and Rick Mystrom. One of its key findings was a widespread regret that Alaskans are not sufficiently well informed about their own history. House Bill 171 and its companion, SB 144, address this need in a fashion consistent with our recommendations.

Specifically, the "U.R. US" report recommends that we "seek mandated Alaska history at the high school level as a state graduation requirement for all Alaska students. This does not necessarily imply a one-size-fits-all approach, but does require meaningful history education as determined by local authorities."

Commonwealth North urges the Legislature to continue supporting steps in this direction.

Sincerely,



Duane Heyman
Executive Director

cc: Representative Mary Kapsner,
Jon Kumin and Janie Leask (CWN Implementation co-chairs)

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William J. Tobin

James Yarnon

Executive Director

Duane Heyman





217 Second Street, Suite 200 ■ Juneau, Alaska 99801 ■ Tel (907)586-1325, Fax (907)-463-5480

April 17, 2001

Representative Mary Kapsner
State Capitol
Juneau, AK 99811

Dear Representative Kapsner

On behalf of the members of the Alaska Municipal League (AML) and Alaska Conference of Mayors (ACoM), I am writing in support of HB 171, Alaska History Curriculum.

The AML/ACoM strongly supports teaching Alaska history, with a civic component, in the schools. Alaska's history, including our economy and how Alaska's government was developed, is crucial to understanding how to deal with today's issues.

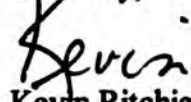
This is the statement adopted by the AML/ACoM membership in November 2000:

Civic Education:

The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

If you have any questions about this or any other municipal issue, please do not hesitate to call me.

Sincerely,


Kevin Ritchie
Executive Director

States & Territories DOE

State/Terr.	Answer	Respondent	Position	Contact
Alabama	No	Judy Cooper	Social Studies Curr. Dir.	jcooper@alsde.edu
Arizona	Yes	Kavemuii Murangi	Educ. Program Specialist	kmurang@mail1.ade.state.az.us
Arkansas	Yes	Gayle Potter	Assoc. Dir. Academic Stds.	gpotter@arkedu.k12.ar.us
California	No	Thomas Adams	Dir. Curriculum	tadams@cde.ca.gov
Colorado	No	Gary H. Sibigroth	Regional Manger CDE	sibigroth_g@cde.state.co.us
Connecticut	No	Daniel W Gregg	Social Studies Consultant	Dan.Gregg@po.state.ct.us
Delaware	No	Lewis E. Huffman	Educ. Assoc. Social Stu.	lhuffman@state.de.us
District of Columbia	Yes	Rocael N. Duke	Content Specialist	roceal.duke@k12.dc.us
Florida	No	Robert Lumsden	Program Dir. Curr. Support	lumsdeb@mail.doe.state.fl.us
Georgia	No	Eddie Bennett	Prog. Spec. for Soc. Studies	(404) 651-7271
Hawaii	Yes	Donna Mills	Res. Teach. For Soc. Stud.	donna_mills@notes.k12.hi.us
Idaho	No	Dan Prinzing	Coordinator: Curr. Material	dprinzing@sde.state.id.us
Illinois	No	Donald R. Full	Contact	dfull@isbe.net
Indiana	No	Mary Fortney	Social Studies Coordinator	mfortney@doe.state.in.us
Iowa	No	Nina Carran	Contact	nina.carran@ed.state.ia.us
Kansas	Yes	Steve Adams	Team Leader for Sch. Imprv.	sadams@ksde.org
Kentucky	No	Robin Chandler	Social Studies Consultant	rchandle@kde.state.ky.us
Louisiana	No	Nicki Clark	Social Studies Prog. Dir.	nclark@mail.doe.state.la.us
Maine	Yes	Connie Mantor	Social Studies Coordinator	(207) 624-6600
Maryland	No	Elene Oickle	Chief Mid/High Sch. Learn.	(410) 767-0345
Massachusetts	No	Susan Whelittle	Office for the Humanities	swhelittle@doe.mass.edu
Michigan	No	Michael R. Williamson	Deputy Superintendent	willimr@state.mi.us
Minnesota	No	Charlie Skemp	Social Studies Specialist	charles.skemp@state.mn.us
Mississippi	Yes	Brian Baughman	Contact	bbaughman@mde.k12.ms.us
Missouri	No	Warren Soloman	Social Studies Consultant	Wsoloman@mail.dese.state.mo.us
Montana	No	Cheri Bergeron	Contact	cbergeron@state.mt.us
Nebraska	No	Dawn Lynn Rice	Administrator Dept. of Educ.	drice@nde.state.ne.us
Nevada	No	Cindy Sharp	Curriculum Consultant	csharp@nsn.k12.nv.us
New Hampshire	No	Ed Hendry	Dir. of State Assmt. Prog.	ehendry@ed.state.nh.us
New Jersey	No	John Dougherty	Social Studies Coordinator	john.dougherty@doe.state.nj.us
New Mexico	No	Pat Concannon	Curr. Instr. Learn. Tech Unit	pconcannon@sde.state.nm.us
New York	No	emsc Comm. Unit	Contact	acampbell@mail.nysed.gov
North Carolina	No	Mike Frye	Sect. Chief Lang. Arts & SS	mfrye@dpi.state.nc.us
North Dakota	No	Tari LaLonde	Exec. Asst.	tlalonde@mail.dpi.state.nd.us
Ohio	No	Donna Nesbitt	Social Studies Consultant	donna.nesbit@ode.state.oh.us

Oklahoma	Yes	R. Eugene Earsom	Dir. Social Studies Curr.	eugene_earsom@mail.sde.state.ok.us
Oregon	No	Andrea Morgan	Education Specialist	andrea.morgan@state.or.us
Pennsylvania	No	Jim Wetzler	Social Studies Advisor	jwetzler@state.pa.us
Rhode Island	No	Faith Fogle	Social Studies Curr. Dir.	ffogle@ride.ri.net
South Carolina	No	James Bryan	Contact	jbryan@sde.state.sc.us
South Dakota	No	Bruce Slama	Program Administrator	bruce.slama@state.sd.us
Tennessee	No	Michelle Walker	Social Studies Educ. Spec.	mwalker@mail.state.tn.us
Texas	No	Cheryl Wright	Director of Social Studies	teainfo@tea.state.tx.us
Utah	Yes	Carol E. Coleman	Social Studies Spec.	ccoleman@usoe.k12.ut.us
Vermont	No	Jill L. Peck	Consultant Stds. & Curr.	jpeck@doe.state.vt.us
Virginia	Yes	Joan Spence	Social Studies Consultant	jspence@mail.vak12ed.edu
Washington	Yes	Larry Strickland	Social Studies Coordinator	larrys@ospi.wednet.edu
West Virginia	No	Sharon Flack	Contact	sflack@access.k12.wv.us
Wisconsin	No	Sue Grady	Dir. Content & Learn. Team	sue.grady@dpi.state.wi.us
Wyoming	No	Annette Bohling	NCA State Dir & Dir of Stds	abohli@educ.state.wy.us
American Samoa	Yes	Teresa Stanley	Social Studies Consultant	teresastanleydci@yahoo.com
Commonwealth of N.M.I.	Yes	Ms. Rita A. Sablan	Assoc. Comm. For Sec. Ed	rasablan@saipan.com
Federated States of Micronesia	Yes	Whens Billen	State Dir. Of Adult Educ.	wbillen@mail.fm
Guam	Yes	Eloise Sanchez	Superintendent	esanchez@doe.edu.gu
Puerto Rico				
Republic of Palau	Yes	Raynold Mechol	Principal/Palau High School	raymechol@hotmail.com
Republic of Marshall Islands				
Virgin Islands				

Question: Do you require high school students (grades 9-12) to take at least a semester course on your state's history (or related studies course) to graduate?