

Leg. Finance - Finance Comte Files (1971-72) 8879

HB 640 cont.

124

elementary children into our school system than is the normal increase. Enrollment trends are enclosed.

The extra classroom needed by the Middle School will not have a space to hold class if usage of the Church area is not approved.

We do need additional classrooms in Bethel.

We have 37 Teaching spaces available;

33 regular teachers + 5 special education Teachers, and 8 instructional aides (for reading skills improvement), not to include the spaces needed for the Library facilities and Coordinators, consultants etc.

38  
5  
8  
(5)  
Nancy L. Johnson  
Elementary Principal

The Child Protection Act states 50 sq ft per child aged 5 and below and 1 adult per 15 children. With 20 students per 1/2 day session, we should have 1000 sq ft. per Kindergarten. Only about 780 sq. ft. is available. One Kindergarten will be provided an aide from the Bilingual Program, however, the other class will have 1 Teacher with 20 students per 1/2 day session.

BETHEL STATE SCHOOL ENROLLMENT & STAFF INCREASES

<u>Year</u>	<u>TEACHERS</u>	<u>SP. ED.</u>	<u>K</u>	<u>ELEM.</u>	<u>H.S.</u>	<u>TOTAL</u>	<u>% Increase</u>
1954-55	7			127	15	142	
1955-56	9			148	16	164	15.5
1956-57	11			188	18	206	25.6
1957-58	13			219	25	244	18.4
1958-59	14			228	32	260	6.6
1959-60	16			267	33	300	15.4
1960-61	20(1 Adm)			334	46	380	26.76
1961-62	21(1 Adm)			362	44	406	6.8
1962-63	22(1 Adm)		48	366	53	469	15.5
1963-64	26(2Adm)		45	401	68	514	9.6
1964-65	28(2 Adm)		41	423	72	536	4.3
1965-66	30(2Adm)		67	437	101	605	12.9
1966-67	34(2Adm)	48	66	420	111	645	6.6
1967-68	41(3Adm)	48	60	457	121	686	6.4
1968-69	42(3 Adm)	54	75	406 (K-6)	229 (7-12)	764	11.4
1969-70	45(3 Adm)	54	51	472	297	874	14.4
1970-71	1st. Quarter					916	
1971-72	1st. Quarter					1118	

BETHEL, Alaska  
Bethel, Alaska

1972-73

SPECIAL SERVICES PROGRAM

Caroline Wolf, Coordinator

B. A. Weinberg, Area Administrator  
April 4, 1972

## SPECIAL SERVICES

1972-73

### I. NEEDS ASSESSMENT

#### A. Planning Activities

The development of this Special Services program has been through the combined input of specialists on the staff, the classroom teachers, parents and administration.

Prior needs assessments and evaluations of instructional programs in the Bethel State School reveal that a substantial proportion of the school-age population does not achieve or acquire an understanding of the skills necessary for successful adaptation to the demands of later school learning and to Alaska's rapidly changing socio-economic conditions.

#### B. Population Needs

##### 1. Preschool

The preschool population for the Bethel Area is minimally 85% Eskimo, so the needs are mostly of this majority group. Some needs that were identified at the preschool level were: Parental education, supervision or concern, development of communication skills, school readiness programs, adequate nutrition, health care, and programs for the exceptional child.

##### 2. Primary

The early elementary children in grades 1, 2 and 3 reflect the deficiencies created by their environment through the projection of low self-concepts, negative attitudes toward achievement

experiences and a non-competitive, withdrawn, and passive attitude that tends to shut or block out an instructor. The children are expectedly shy, quiet and refrain from verbal expression unless absolutely imperative. Poor nutrition, fatigue and personal hygiene habits directly affect concentration abilities and effect low nervous irritability coefficients.

### 3. Intermediate

Bothel students in grades 4, 5 and 6 have many problems common to the early elementary. But theirs are complicated even further by peer-social relationships because of the gaps in age within each classroom.

Student goals are often different from the teachers goals, thus creating conflicts. The classroom finds itself with a non-cohesive group of students with few "leaders"; low in listening skills; difficult to involve more than a handful of students in a discussion; and, no study skills. There is a need for the students to find some successful experiences, praise and motivation for learning and achieving.

One other subtle problem to which this age group is reacting is the high faculty turnover every year. This produces a staff and faculty difficult for children to identify with. For any emotionally sensitive child, it is necessary for him to have continual reference points. If his teachers of past years have left and each year the teacher is a complete stranger to him, this is not possible. The children derive no security from

this continually changing environment.

The school itself provides no favorable academic image in the community with this high staff turnover.

4. Secondary

By the time Bethel students reach the secondary level of instruction, the problems of the lower grades have become more complex. The lack of academic communication skills reinforces their negative self-image generating a lack of confidence in themselves. The children cannot locate someone who expects much of them. They reflect the society's indifference towards them. The students are a passive element in the school both physically and mentally and come only if they "feel" like it. Their lack of reading skills prevents them from successful achievement in content areas. This in turn, frustrates the teachers, reinforcing the student's lack of motivation to achieve.

5. Dropouts

This program would be a measure to prevent learning failure from continuing into high school years. Success gained by the students in the academic tasks would give them the academic motivation to complete high school.

6. Handicapped Children

The children served by these Special Services would include emotional problems, slow learners, brain damaged, speech and hearing problems and mentally retarded. These children need

to feel a part of the rest of the school and accepted by their peers.

They are often considered the trouble makers in the classroom thus making integration for even a limited time a threatening situation for the teacher. Parental education, guidance and support with these children is an integral part of these children's needs.

#### 7. Non-English Speaking Students

There are few non-English speaking students in Bethel, although a bilingual kindergarten was instituted last year. However, these children don't really speak English - as we know it - either. They know words in isolation and commands, but often can't communicate a complete sentence or even phrase.

The home lives of these children are quite sterile in communication skills. For instance, "food" is "food", they make few distinctions or classifications between different kinds of food. So, if the teacher thinks she has taught a word and its meaning to her class such as "apple", "tomato", "milk", etc., then she may think she has accomplished her objective and feels quite confident. However, when she reviews these words the next day, she discovers that they haven't retained it. Why do they need to retain it? At home the child would probably only have to point and he could get what he wanted or he might say "food". In the middle-class Caucasian homes these learnings are continually reinforced through use and expansion of the concept.

When a child comes to school who has been given only one-word commands at home and "hears" the teacher give instructions in two or three sentences, it is too much for him. He just can't comprehend, so he tunes her out.

8. Non-Public School Students

There are no non-public school students in Bethel.

9. Institutionalized Children

There are no institutions in Bethel.

Excerpt from Alaska Statutes

Title 47. Welfare and Institutions.

Chapter 20. Exceptional Children.

Sec. 47.20.010. Assistance authorized. The Department of Health and Welfare may provide professional guidance and financial assistance to organized groups of parents according to standards and regulations devised by the department for providing special services, evaluation and special training required by exceptional children who are educable or trainable but physically or mentally retarded. (Sec. 2 ch 118 SLA 1961)

Sec. 47.20.020. Standards for assistance. The department shall assist organized parental groups which have requested assistance and have arranged for the necessary facilities and equipment for training centers for five or more exceptional children. The department shall restrict its assistance to evaluation, professional guidance and recruitment and payment of specialized teachers. (Sec. 5 ch 118 SLA 1961)

Sec. 47.20.030. Appropriations. Appropriations to carry out the purposes of this chapter shall be made to the Department of Health and Welfare. (Sec. 4 ch 118 SLA 1961)

Sec. 47.20.040. Purpose. The purpose of this chapter is to provide assistance to groups of parents organized to accomplish the evaluation and special training for the exceptional children of the state who do not come within laws relating to education or training because of their age or severity of handicap. (Sec. 1 ch 118 SLA 1961)

Sec. 47.20.050. Definitions. In this chapter

- (1) "exceptional children" includes physically handicapped children and mentally retarded educable and trainable children;
- (2) "evaluation" means the physical and mental examinations necessary to determine the extent of the handicap;

- (3) "educable mentally retarded children" includes children who are capable of some academic learning over an extended period of time;
- (4) "special service" means evaluation and special training;
- (5) "special training" means (A) nursery or preschool training to compensate for the special handicaps of exceptional children in order to prepare them, when possible, for admission to special classes in a regular school at the age determined by law, or (B) training in self-help skills, safety, social and simple occupational skills for trainable mentally retarded children of school age who are incapable of academic subjects;
- (6) "trainable mentally retarded children" includes children who are not capable of academic learning but can be taught self-help skills, safety, handicrafts, household tasks and simple occupational skills. (Sec. 5 ch 118 SLA 1961)

C. Prior Special Projects

The Bethel State School has been involved in the following Title I projects:

- 1. Type B Lunch program.
- 2. Special Education program.
- 3. Pre-School Deaf and Hard of Hearing program.
- 4. Alaska Reader Program.
- 5. Alaska Rural Schools Training program.
- 6. Summer Remedial Reading program.

D. Effect of Prior Title I Programs

All of the above programs contributed to enhance and broaden the opportunities and educational growth for the students of the Bethel School.

## B. The Priorities of Needs for Bethel State School Students

1. Adequate nutrition.
2. Health care.
3. Development of reading and communicative skills.
4. Programs for the exceptional child.
5. Vocational Education.
6. Parental education, supervision and concern.

## C. Needs Being Attacked

Need number one has been satisfied to some degree since the Bethel School has instituted a Hot Lunch Program. Need number two has been satisfied in that the school now has a full-time nurse. She handles regular school nurse duties plus immunizations and school based social work. There is also the Public Health Hospital at Bethel. This past school year a Diagnostic and Prescriptive Reading Program has been funded through Title I. Already it has shown significant gains in the areas of Verbalization and Auditory Acuity. Inasmuch as the first three needs are being met the groups involved in creating this proposal decided to attack need number four.

## II. ACTIVITY DESIGN

### A. How is the need being met?

The activity being utilized to meet the above need is a comprehensive Special Services department. The emphasis for the first year will

be setting up criteria for being admitted into the area of these special services and standardizing procedure for movement within the program, better utilization of the specialist employed and rooms available. (See Appendix 1)

A real emphasis on individual and regular evaluations of each student in this program will be mandatory for its success.

Option One: A full day self-contained ungraded room. This program is designed for those children able to function best in a small group situation with one authoritative figure for the full day's work. The daily program would consist of reading and arithmetic especially geared for these children. Language experiences, in particular verbal language work, will be done through motivation projects. These projects will also aid in setting up success patterns within the child. The projects would be in the areas of art work, cooking, needle work, and other crafts. Music, gym and different media will also be incorporated. The children will be constantly re-evaluated and when a child is felt to be able to proceed to option two he will do so at the quarter. There will be no time limit pressure however, for that child who will need this set up for an extended period.

Option Two: This option will be a full afternoon program open to the primary grades. In the morning these students will participate with the other primary students in the leveled reading program. All the students leave their home rooms and go to the reading teacher assigned to their level of reading. Their year in school does not enter into the placement in these morning reading groups.

In the afternoon this option would provide a small group situation with materials geared and presented especially for the child unable to cope with a regular classroom situation. Because this year we have found children frustrated by being placed in an "ungraded" room, we will call this room combined 1-2-3 grade classroom.

Option Three: This option will be offered through the intermediate grades; as in option two these students will participate in the regular morning schedule, 1-3 the leveled reading program, 4-6 departmentalized program. The afternoon schedule for the primary department runs from 12 noon until 3 P.M., thus providing two 90 minute blocks. The intermediate grades with flexible scheduling will also be able to provide 90 minute blocks for the child needing this program. In the primary grades the student needing this type of special service will participate for 90 minutes in the regular classroom. During this time the student can participate with his peers in areas that he feels no threat of failure in and/or non-competitive areas such as music, films, Sesame Street, gym and art. If the child is able to work on grade level in arithmetic, science or social studies this too should be taught during the 90 minutes in the classroom. The other 90 minutes, the student will be put into a small group situation for help in those areas he is not working on grade level in, and motivation activities designed to encourage the student to attend school and set up a success pattern for a more positive self-concept. If the child is receiving help from speech or hearing therapists or the Prescriptive Reading Program he will be pulled out of this 90 minute block rather than the 90 minutes in the classroom.

For the intermediate grade child this 90 minutes could be scheduled as a part of the child's regular routine. The activities offered in the small group situation will be similar to those offered the primary student, again geared for the individual needs.

Option Four: This option is designed for those students having a limited problem area. The primary student will have the following programs available; Prescriptive Reading, Speech Therapy, Hearing Therapy. The speech and hearing therapy program will be available to the middle school and high school also.

Those students participating in the work-study program this year will be re-evaluated by the high school staff. They will then be considered a part of the high school with a special schedule to meet their needs. Upon completion of these specially designed programs the student will be considered finished with his formalized education at Bethel Regional High School.

#### B. Selection of Target Group

Questionnaires were given to all teachers wishing to refer students for any special helps next year. Ninety-six were returned and the results graphed (see Appendix 2). A tentative program was outlined at a teachers meeting and discussed and approved. This then is the program already described. A staffing on each student referred will be held before September. All teachers interested in the case along with the special services staff will review and discuss each referral. The child's cumulative file plus all tests given will be brought forth at this time to aid in making any decision. By the end of the meeting a consensus on placement of the child, at least

for the first quarter, will be arrived at. Whenever possible a follow-up meeting, with the parents to explain the child placement, will be set up.

C. Behavioral Objectives to be Met

1. Student will exhibit an increase in school attendance.
2. Students will exhibit an increase in progress by movement within the program, proceeding from option to option.
3. Student will exhibit a decrease in non-acceptable behavior.
4. Student will exhibit an increase in social interaction with peer group.
5. Student will exhibit a decrease in frustrations within regular classroom.
6. Student will exhibit an increase by achievements forward in grade level in problem areas.
7. Student will exhibit an increase in reading skill.
8. Student will exhibit an increase in comprehension skills.
9. Student will exhibit an increase in accurate speech sounds verbalized.
10. Student will exhibit an increase in auditory acuity.
11. Student will exhibit an increase in language development.
12. Student will exhibit an increase in classroom participation.
13. Student will exhibit an increase by completing more self-initiated tasks.
14. Student will exhibit an increase by following teachers directions more closely.
15. Student will exhibit an increase by extending his attention span.

16. Student will exhibit an increase by expanding his memory skills.

D. Descriptions and Purposes of Materials

1. Cassette Tapes will be utilized for individual and small group instruction, since the children can operate these machines themselves and the tapes are so easily stored and filed for convenient use by teachers and students. These tapes will be both teacher and commercially prepared. All of these tapes will be accompanied by either synchronized filmstrips or worksheets.
2. Filmloops will be a part of a child's prescription if he is in the target group for language development, visual perception or reading skills. Filmloops are highly motivating and present many experiences which these children would never receive in Bethel or even in Alaska. They also provide the advantage of developing only one concept at a time, so that children do not receive unnecessary repetition of ideas.
3. Video Tape Recorder and Monitor will help to develop the self-image of the child who can view himself on TV. He can view himself as others see him, in large and small groups and on the playground. These children need very large amounts of reinforcement in simple concepts and general background experience. The Sesame Street program will be used.
4. A variety of other materials such as puzzles, games, pictures, transparencies, and manipulatives will also be used as practice materials and motivators.

5. Cameras - Polaroid, slide and Super Eight will also be used by the students to take good looks at what is in their environment and at themselves. So few of our students really "look" at things.
6. Arts and Crafts Supplies will also be used for motivation and setting up success patterns within the child.
7. Cooking and Sewing will be used to increase the independence of the older child by making him more aware of what basic foods are needed daily, how to make and care for his clothing and setting up needed good health habits.

#### F. Job Descriptions

1. Coordinator - Full Time Position K-12
  - a. Bringing together the different segments of those special services offered.
  - b. Scheduling staffing on each child receiving help.
  - c. Preparing proposals and requisitions for funding that may become available during the year.
  - d. Planning weekly meeting with the special services staff to discuss progress, problems, and new ideas.

Because of the many and varied special services that are offered to the students of our school, it is necessary to have a person who will be responsible for communication and interaction among the various facets of the programs in order to provide educational options on the basis of priorities of need. This position will also minimize duplication of efforts because of lack of communication among the professional staff. In order to maintain the

the flow of students into our special services and a sequence of steps to progress through the programs with regularly scheduled staffings a student would not miss the opportunity of getting help as soon as possible and will be returned to the regular classroom, when he no longer needs the supportive special training. The role of the coordinator is vital to maintain this flow by providing the scheduling of the staffings on a regular basis.

The preparing of the proposals to explain the needs and the proposed operation of such a special program is a detailed and specialized responsibility. It is necessary to have a person on our staff who is assigned the time adequate to complete the work by the deadlines to receive the funding necessary to continue to perpetuate the services. There are monies available from various sources and this person will be able to investigate all of these offers in order to secure adequate funding to meet our needs.

This coordinator will provide the opportunity for the special services staff to get together on a weekly basis to explain the problems, report progress, exchange new ideas, and bring their combined expertise to play in planning a comprehensive, and cohesive program for each student.

2. Guidance Counselor - Full Time Position K-12

- a. Will attempt to gather information on all children.
  - 1) By use of various general testing devices such as M.A.T., W.A.I.S., etc.

- 2) By general observation of students in and out of classroom situations.
  - 3) By close coordination with the Home School Social Worker.
  - 4) By attempting to gather information from past student records.
  - 5) By means of teacher-counselor conferences.
- b. Will attempt to deal with problems of individual students.
- 1) By means of close coordination with other Special Services personnel.
  - 2) By means of parent-counselor-teacher or parent-counselor conferences in special cases.
  - 3) By means of individual counseling of students.
- c. Will attempt to "educate" all concerned parties to his specific task. (Parents, teachers, and students.)

3. Home-School Social Worker - Full Time Position K-12

- a. This will be for a bilingual, Inupik-English, person.
- 1) The duties will be to translate at all meetings, such as: Parent-teacher conferences, and home visits where needed.
  - 2) Write notes to parents in their native language.
  - 3) Visit families of chronic absentees and do necessary follow-up work.
- b. This person will act as a liaison between the town and the school so as to increase input of the parents in the special services projects.

4. Speech Therapist - Full Time Position K-12

- a. Identify speech articulation problems using Goldman, Fristoe Test of articulation.
- b. Individual or small group therapy (largest group 6-8 children). Recommended therapy time 30-40 minutes.
- c. Consultant for teachers in areas of speech improvement, letter sound recognition, blends, etc.
- d. Language development carried on in classroom (materials - Peabody Language Development kits at present)
- e. Indirect therapy for High School Students structured as a daily class for graduation credit. (Class labeled Public Speaking contains skills in speech improvement, oral reading, group discussion, organization of thoughts to be presented orally, etc.)

Next year: There is a great need for Speech Improvement and Language Development in the Bethel School. Working within the elementary classroom doing this type of work will lighten the individual articulation case load, will reach the majority rather than the minority of students, and will fit into the teacher's schedule easily. Those individuals having severe multiple articulation errors would be identified and pulled for therapy.

Speech improvement should be taught to students first entering High School and will be incorporated into their reading skills laboratory. This will enable the speech therapist to reach a majority of High School students. This class should be structured to include public speaking skills.

5. Hearing Therapist - Full Time Position K-12

- a. Administrating Audiometric tests on all children with suspected hearing loss.
- b. Aiding the nurse in screening, using the state system.
- c. Doing appropriate therapy with those students having problems because of hearing problems, either now or in the past.
- d. Working on follow-up programs in villages having schools. This would consist of hearing aid fitting and education for both the wearer and his family. Aid to the classroom teacher in working with the child with a hearing problem. Setting up an individualized program of therapy for the child until the therapist's next visit using such materials as Language Master, tape recorder, Loop projector and consumable work sheets. Doing necessary speech therapy when possible. Working closely with the Y.K.H.C. Health Aides and the Itinerant Public Health Nurse in the villages to complete their programs on ear care. Since hearing is considered a low priority with these agencies the Public Health Therapist would be working in an area the chiefs have already shown their great concern for, without overlapping with the existing services. Bethel would be considered the headquarters. If the therapist sees a child with undiagnosed learning problems, Bethel will have the expertise to diagnose and prescribe a program that either the village school can carry out or recommend the alternatives available to him. The therapist can act as a follow-up person in this area too.

## 6. Five Special Education Teachers

### a. Qualifications

- 1) Certification in Special Education.
- 2) Knowledge of Diagnostic and Prescriptive teaching techniques.
- 3) A background in teaching students with reading and language problems.
- 4) A background in individualized programs for students.

### b. Duties

- 1) Working closely with other teachers to facilitate movement within and out of the program.
- 2) Setting up schedules that will meet the students' needs and fit into other existing schedules within the school.
- 3) In the morning three of the Special Services teachers will be working in related areas outside the Special classroom. The other two teachers will be running a full day program in the classroom. (Option 1)
  - a) In the morning teacher (A) will be expected to set up a diagnostic and prescriptive program for Special Services students. She will work closely with another diagnostic and prescriptive specialist in the school so as to complete the total program. In the afternoon she will work in the classroom. (Option 2)
  - b) In the morning, teacher (B) will be expected to act as a resource teacher for the other Special Services teachers. She will make her self aware

of resources available within the school and other agencies in Bethel. She will help the other teacher find appropriate materials and equipment. Again she will work closely with the other resource teachers in setting up programs for individualization. In the afternoon she will work in the classroom. (Option 2)

c) Teacher (C) will be expected to participate in the leveled reading program for the primary grades in the morning. During this time she will be placed with students having problems moving through the reading levels. In the afternoon she will work in the classroom. (Option 3)

#### 7. School Nurse

- a. Participates in the development of objectives and formulation of standards, policies and procedures.
- b. Acquaints school personnel with health problems and resources in school, home and community.
- c. Consultant to administrators, teachers and parents in regard to health needs of students.
- d. Develops and maintains pertinent records and reports.
- e. Utilizes records, reports and statistical material in planning school health program.
- f. Coordination of school health program with community health programs.
- g. Assists coordinating activities of advisory groups pertaining to health of school and community.
- h. Recommends facilities, equipment and materials necessary to school health activities.

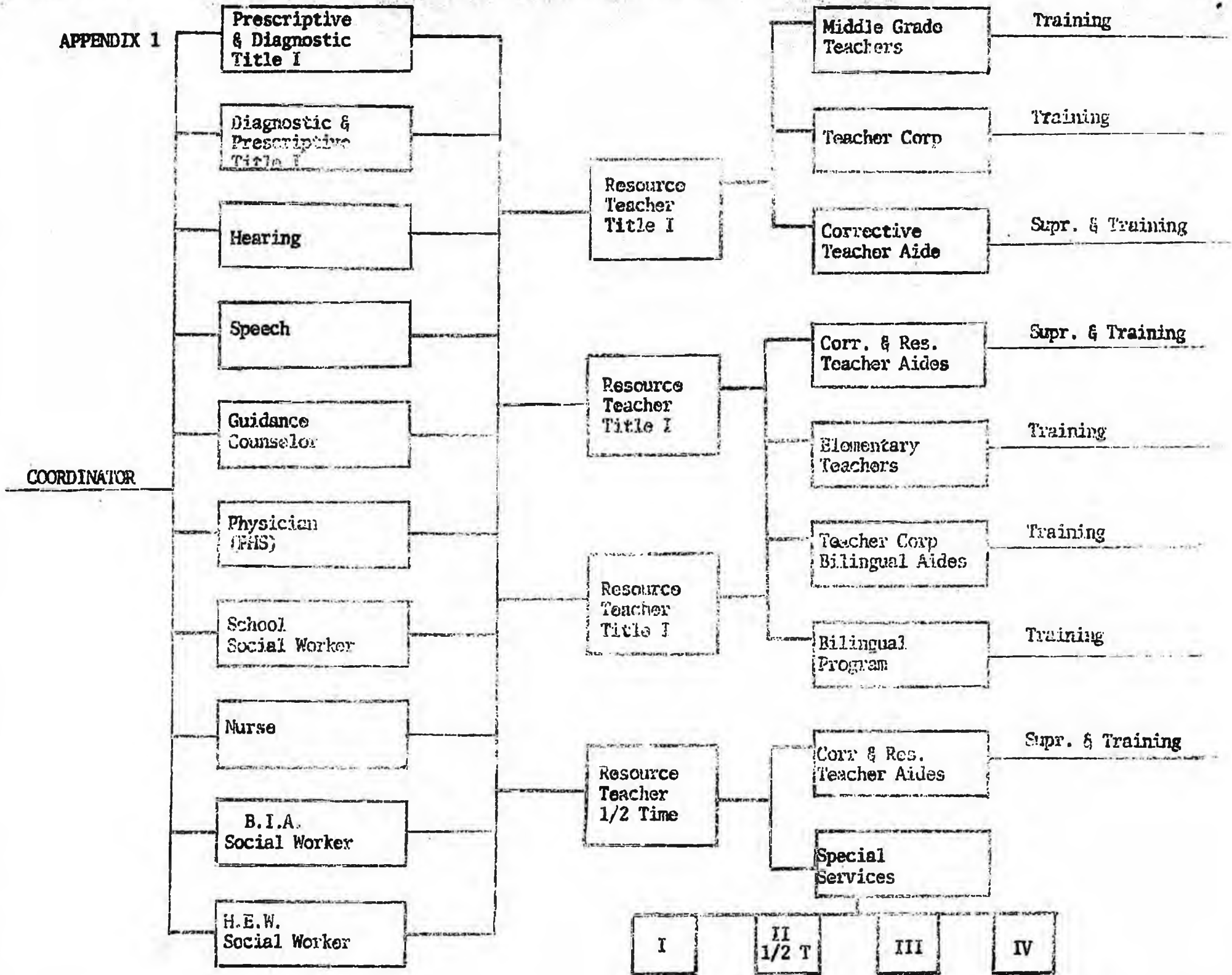
- i. Serves as health consultant to students, parents and teachers.
- j. Provides health counseling and guidance to students.
- k. Contributes to development of sequential health curriculum.
- l. Assumes leadership in planning health education specifically related appraisal procedures, special health problems and community health projects.
- m. Provides consultant services to teachers in planning content, materials and activities related to health instruction.
- n. Provides consultant services to students on individual, committee or classroom basis in health instruction.
- o. Assists teachers periodically in instruction of appropriate health education topics.
- p. Cooperates with local health officials in matters pertaining to community health.
- q. Assures education of students and parents regarding their responsibilities for control of communicable disease.
- r. Works with classroom teachers to insure effective daily health supervision of students.
- s. Participates, when present, in first aid care of serious emergencies.
- t. Participates in planning emergency policies and procedures for emergency care of illness and injury at school.
- u. Assumes responsibility for follow-through with parents and school personnel regarding all school emergencies.
- v. Assumes responsibility for service education for school personnel since and includes explanation of school's responsibility for emergency care, interpretation of policies and procedures for handling emergencies, and instructions for first aid care.

- w. Helps identify presence of factors detrimental to health and safety of pupils and staff.
- x. Assists in development of procedures to assess frequently the total health status of pupils.
- y. Plans all appraisal activities as learning experiences contributing to health education of students.
- z. Encourages families to provide continuous medical and dental supervision for their children by physicians, dentists or community clinics.
- aa. Develops procedures by which health information and professional recommendations are reported to the school.
- bb. Assists physicians with all health examinations conducted in school.
- cc. Assumes responsibility for screening procedures used in health appraisal and aids in development of in-service education for other school personnel who participate in screening.
- cd. Establishes follow-through procedures to interpret pupil health needs to parents.
- ee. Assists parents in evaluating and utilizing appropriate health resources.
- ff. Counsels with students to develop self-reliance in dealing with personal health problems.
- gg. Helps parents, school personnel and students to understand and adjust to physical, mental and social limitations.
- hh. Helps establish channels of communication among staff to assure referral of and follow-through on pupil health problems.

- ii. Interprets health needs of pupils to school personnel and assists in developing plans for necessary modifications of school program.
- jj. Assists in identification of exceptional children and participates in joint planning to meet their health needs and provide for special educational services.
- kk. Participates in development of procedures for referral to school nurse of health factors related to school absenteeism.
- ll. Counsels with parents, students and school staff regarding health aspects of attendance problems.
- mm. Accepts major role for in-service education of school personnel regarding the philosophy and objectives of the school health program and the shared responsibilities of the school staff in the promotion, protection, maintenance and improvement of student health.
- nn. Promotes the development of a cooperative working relationship in the school and between the school and community organizations.
- oo. Confers with personnel and community agencies to interpret health needs of students for which community planning is necessary, assures utilization of existing resources and coordinates follow-through activities of home, school and community.
- pp. Interprets the school health program to families and community through participation in public relations activities of the school and inter-agency activities in the community.
- qq. Utilizes statistical information from school health records and reports to evaluate the program.

- rr. Conducts or participates in studies related to various aspects of the school health program.
- ss. Appraises the school health program in terms of meeting student health needs.

APPENDIX 1





# MEMORANDUM

TO:

Representative George Hohman  
Alaska State Legislature

DATE: June 7, 1972

FROM:

Marshall L. Lind, Commissioner  
Department of Education

SUBJECT: CSHB 640

CS for HB 640 provides for \$16,000,000 for the purpose of acquiring, constructing and equipping State-Operated Schools. It is recommended that the schools be located in the following communities:

Norvik or Kiana	Secondary School
Togiak	" "
St. Lawrence Island	" "
Kipnuk	" "
Kwethluk	" "
Prince of Wales	" "
Alakanuk	" "
Nelson Island	" "
St. Mary's	" "
Nanapitchuk	" "
Sand Point	" "
Bethel	Elementary School

Generally, the proposed bond issue would provide schools of approximately 19,000 to 21,000 square feet, with a degree of standardized design. Costs could be expected to vary at each location depending on the need for utilities, water and sewage treatment, etc.

These schools, if constructed, would permit a substantial number of pupils to attend school locally without the necessity of being in the boarding home or dormitory programs at a significantly higher cost to the State.

Several schools of this size are currently being constructed in various areas of the State, and which each houses 75-100 or more pupils.

Location	Cost	Pupils
Unalaska combined school	\$1,200,000	127
Kake secondary school	1,054,000	78
King Cove combined school	946,000	100
Yakutat combined school	915,000	113
St. Paul elementary school	1,000,000	120

The attached tables will give an indication of the need for more local secondary schools.

Attachments



STATE OF ALASKA  
OFFICE OF THE GOVERNOR  
JUNEAU

May 24, 1972

The Honorable George Hohman  
Chairman, House Finance Committee  
Alaska State Legislature  
Juneau, Alaska 99801

Dear Mr. Chairman:

After discussions with the Commissioner of Education on the subject of rural schools, it is clear to me that additional school construction in rural areas is needed. With this in mind I fully support passage of House Bill 640.

House Bill 640 authorizes the issuance of \$16,000,000 in General Obligation Bonds to be allocated: \$12,000,000 divided \$1,000,000 each for twelve rural schools with the remaining \$4,000,000 to be distributed on a pro-rated basis dependent upon the numbers of students involved, costs unique to specific locations, etc. The twelve schools proposed are to be located at:

Noorvik  
Togiak  
St. Lawrence Island  
Kipnuk  
Kwethluk  
Prince of Wales  
Alakanuk  
Bethel (Elementary School)  
Nelson Island  
St. Mary's  
Nunapitchuk 4,37,10 (90-100)  
Sand Point 7

39

In constructing these facilities we recommend that a high degree of standardization be utilized in the design construction of these schools. However, cost savings should not be achieved at the expense of program needs; design requirements for innovative programs should be accommodated in the internal design of the facilities.

Sincerely,

William A. Egan  
Governor

...providing for the issuance of general obligation bonds in the amount of \$19,500,000 for the purpose of paying the cost of acquiring, constructing and equipping 13 state secondary schools; and providing for an effective date."

**Committee Report**

HOUSE OF REPRESENTATIVES

\_\_\_\_\_ 7 \_\_\_\_\_  
Date

Mr. Speaker

The Committee on FINANCE has had HB 540

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for HP 540 and that CS for \_\_\_\_\_ do pass
- (and) recommends it be referred to the \_\_\_\_\_ committee
- reports it back without recommendation
- (other) reports back a Committee Substitute for HP 540 with individual recommendations.

MEMBERS SIGNING THE MAJORITY REPORT:

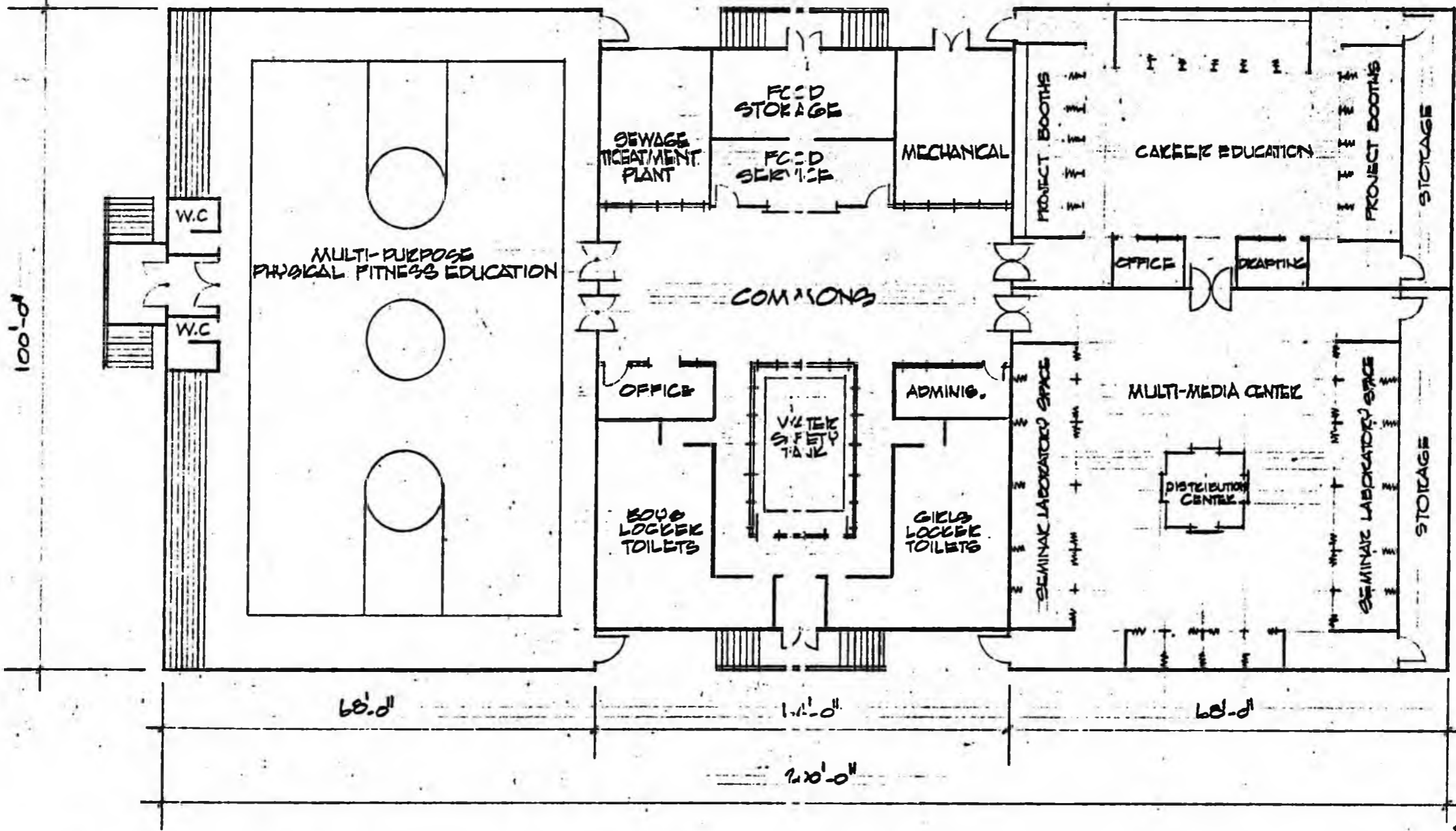
Johnson - Do Pass \_\_\_\_\_  
Winters - Do Pass \_\_\_\_\_  
Logan - Do Pass \_\_\_\_\_  
Phillips - Do Pass \_\_\_\_\_

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

Ward recommends: No Rec  
Haugen recommends: Do not pass  
Tom recommends: Do not pass  
 \_\_\_\_\_ recommends: \_\_\_\_\_  
 \_\_\_\_\_ recommends: \_\_\_\_\_

Chairman  
CHAIRMAN





AREA HIGH SCHOOL

RONALD A. RAASC ARCH.

PUBLIC WORKS ALABAMA

SCALE: 1" = 20'

DATE - FEB 3, 1972

A M E N D M E N T S

IN THE HOUSE

BY HUBER

TO: CS FOR HOUSE BILL NO. 640 (Fin)

Page 1, line 7: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 14: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 25: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 26: Before the period, add the following:

"except that \$1,680,000 of the proceeds shall be used for the following specific schools and purposes:

- (1) \$300,000 - Beaver state school, grades 1 - 8;
- (2) \$300,000 - Northway high school;
- (3) \$280,000 - Fort Yukon school expansion;
- (4) \$250,000 - Tok vocational education shop building;
- (5) \$250,000 - Delta Junction vocational education shop

building;

(6) \$300,000 - <sup>EIA</sup> Barter Island and Kaktovik state schools, grades 1 - 8"

Page 2, line 11: Delete "\$16,000,000" and insert "\$17,680,000"

Page 2, line 13: Delete "\$16,000,000" and insert "\$17,680,000"



Alaska State Legislature  
Senate

JUNEAU ALASKA

TO: Mr. George Hohman, Chairman  
House Finance Committee

FROM: Rich Guthrie  
Senate Fiscal Analyst

SUBJECT: Fiscal Note Request

DATE:

6/16/72

The following House bills are now in the Senate Finance  
Committee for consideration:

<u>Bill No.</u>	<u>Title</u>
-----------------	--------------

HB640

The Senate Finance Committee would appreciate receiving  
eight copies of the fiscal note and other pertinent  
materials that will assist them as they consider these  
bills.

# MEMORANDUM

TO:  Honorable George Hohman  
Pouch V  
Juneau, Alaska 99801

DATE: April 21, 1972

FROM: L. E. Etter  
Principal  
Bethel High School  
Bethel, Alaska 99559

SUBJECT: Need for a new Elementary school

In response to your request for information about the need for additional Elementary School facilities in Bethel, I can provide the following data:

- (1). We are currently at 100% utilization of our existing facilities, utilizing closet space as office space, teacher lounge as classroom for a Hearing Specialist, etc. I do not know of a single useable space that is not in use now.
 

*100% utilization*
- (2). We were forced to put our High School on a seven period day during which students could attend only five periods per day because of space limitation. Some students begin school at 8:30 and get out at 3:15, others begin at 9:30 and go until 4:15, in order to accommodate all the High School students. The current crowded conditions drastically curtail our educational program and provide hardships on both students and teachers in trying to provide for the unscheduled time that students must have to prevent a double session.
 

*7 periods a day instead of 5*
- (3). Next year we will move the High School to the New Regional High School. Approximately 270 students will move up there, but 250 fourth, fifth, and sixth grade students now housed at Braund Building will take their place. This will still leave us in an extremely crowded situation.

*270 → 250  
no change*
- (4). I will be the Middle School Principal (Grades 4-8) and would like to instigate several changes in program and scheduling which I think are necessary before we can meet the needs of our students and community. Modular scheduling for the Middle School and for the High School and some departmentalization at the Middle School level, are three such proposals. We also hope to establish a K-12 continuum in language arts. These programs are difficult to implement under the crowded conditions and need some space to operate efficiently. We wish to utilize existing Art, Shop, Music, and Home Ec facilities left by the High School, in our Middle School Program but must compromise some of those facilities.

*Compromise*
- (5). We were seven classrooms short of having enough classroom for a minimum K-8 program. Ten additional classrooms would provide us with space to sustain a good program and to utilize our facilities and specialist in an efficient manner. In order to compress our program into existing facilities, we will have to do the following on the Middle School level:
 

*7 classrooms short*

  - (A). Utilize the cafeteria, whenever possible for Music and Band.
  - (B). House one 4th grade class or a Social Studies teacher in a small temporary classroom above the Pentacostal Church. We have to lease that room and students have to travel 200 yards roundtrip to come

and go to their classes.

- (C). The present Counselor's Office and an adjacent office will have to be vacated to make room for small group instruction for the Title I Program. The Nurse and Counselor will have to share classrooms #7 and #8 with other teachers. This classroom has a partial room divider.
  - (D). The current Nurse's Office will be vacated to provide space for a Reading Coordinator. *Nurse's office is presently in Janitor's closet. not*
  - (E). The Shop Building will be divided to provide space for an Art room, as the existing Art Room must be utilized as part of a K-8 Library. (Water and drain must be provided in some manner)
  - (F). A Math Room with a part-time teacher must also be utilized as a Resource Center for students assigned to a directed study in that center. The room is not available all day, as it should be.
  - (G). The Library will probably be over-taxed with students because the limitations of space force us to use room that should be left free for students' use in independent study activities and in getting help from teachers.
  - (H). Lack of space prevents spreading students out over a larger area, thus causing congestion in the halls, excessive noise, and a less desirable learning atmosphere.
  - (I). The lack of classroom space and the needs of Middle School students precludes moving part of the Middle School to the Regional High School. It is not educationally sound to put seventh and eighth graders with the High School students.
- (6). I have noticed the growth in Bethel in the short period of time that I have been here. If any additional growth takes place, we will be forced to go to double sessions or to compromise the program at the Regional High School by placing part of the Middle School there. The movement among AVCP and other Native groups to educate their High School students within the region and to oppose "airplaning" students to schools outside the region, should fill that school capacity in a short time.
- (7). I certainly think that failing to provide at least a ten classroom Elementary School in Bethel as soon as possible would be a very unwise and illogical thing to do. As a matter of fact, it might be wise to try to predict what the growth in Bethel will be and to try to make that facility big enough to contain that growth over the next 5-10 years. The ten classrooms would meet our needs now but will not handle growth such as we have experienced this year. (First Quarter enrollment K-12 in 1970-71 = 916; First Quarter enrollment K-12 in 1971-72 = 1118).

# MEMORANDUM

TO: [

Representative George H. Hohman Jr.  
Chairman, House Finance Committee  
House of Representatives  
Juneau, Alaska 99801

DATE : April 20, 1972

FROM:

Nancy L. Hohman *NAL*  
Elementary Principal  
Bethel State School  
Bethel, Alaska

SUBJECT: Need for New Elementary School

At your request, enclosed you will find information and substantiation of the need for a new 10 room Elementary Classroom to be built in Bethel at the earliest possible date.

cc: Freise  
Wright  
Hayes  
Lind  
Weinberg

BETHEL SCHOOLS  
1972-73  
REVISED PROFESSIONAL STAFF NEEDS\*  
April 12, 1972

Area Administrator

B. A. Weinberg

BETHEL PRIMARY SCHOOL  
Grades K-3  
Projected Enrollment 350  
Teacher Allotment 18

Principal

Nancy Hohman

Kindergarten  
Kindergarten, Bilingual  
Grade 1  
Grade 1  
Grade 1  
Grade 1  
Grade 1-2, Bilingual  
Grade 2  
Grade 2  
Grade 2  
Grade 2  
Grade 2  
Grade 3  
Grade 3  
Grade 3  
Grade 3  
Librarian (1/2 time)  
Music (1/2 time)  
Art (1/2 time)  
Physical Education (1/2 time)

Donna Carr  
Margo Zuelow  
Shirley Wallace  
Edith Hildebrand  
Betty Etter

Gladys Savikko  
Leta Brown  
Faye Lundy

Mary Helen Bruce  
Bonnie Winters  
Glenna Lefner  
Ann Schnare  
Margaret McRoberts

BETHEL MIDDLE SCHOOL  
Grades 4-8  
Projected Enrollment 386  
Teacher Allotment 20

Principal

LaVerne Etter

Ungraded, Self-Contained  
Language Arts, Grade 4  
Language Arts, Grade 4-5  
Language Arts, Grade 5  
Language Arts, Grade 5-6  
Language Arts, Grade 6  
Language Arts, Grades 7-8

Ray Youdan  
Rose Marie Rigelhof  
  
George Sparr  
Roselee Tyler  
Gordon Schnare

Math, Grade 4-5	John Wallace
Math, Grade 5-6	Jeff Sanders
Math, Grade 7-8	Mark Hiratsuka
Social Studies, Grade 4-5	Margaret McRoberts
Social Studies, Grade 5-6 (1/2 time)	John Snodgrass
Social Studies, Grade 7-8	Birdella Mundy
Social Studies, Grade 5-8	
Science, Grade 4-5	
Science, Grade 5-6	Jim Mather
Science, Grade 7-8	Mike Stichick
Home Economics	Naomi Honaker
Instrumental Music (1/2 time)	
Physical Education (1/2 time)	
Music (1/2 time)	
Art (1/2 time)	
Industrial Arts (1/2 time)	Kevin Murphy

Instructional Aide

BETHEL REGIONAL HIGH SCHOOL

Grades 9-12

Projected Enrollment 525

Teacher Allotment 26

Principal	Leo St. John
Assistant Principal	
Art	
Librarian	Nelson Brown
Business Education	Pete Danielsen
Business Education	Glenna Druyvestein
Home Economics	Helen Danielsen
Home Economics	Lisa Seifried
Driver Education	Warren Trepp
Instrumental Music (1/2 time)	
Choral Music	John Lucarelli
Physical Education	John Jones
Physical Education	Judy Weinberg
Earth Science/Physics	
Biology/Environmental Science	Ed Carr
Power Mechanics/Metal Work	Don Druyvestein
Carpentry (1/2 time)	Kevin Murphy
Graphic and Video Arts	
Group Counseling	
Career Counseling	Glenn Hildebrand
Language Arts	Elaine Mazurek
Language Arts	Dennis Kline

Social Studies  
Social Studies  
Social Studies  
Social Studies  
Mathematics  
Community Liaison

Ken Walker  
Frank Barthel

Bruce Hummel

Instructional Aide

TITLE I

Prescriptive and Diagnostic Resource Center

Coordinator, Business (1/2 time)  
Coordinator, Instructional (1/2 time)  
Testing Specialist (1/2 time)  
Reading Diagnostician  
Resource Teacher (1/2 time)  
Resource Teacher (1/2 time)  
Resource Teacher  
Instructional Aide  
Instructional Aide  
Instructional Aide  
Instructional Aide  
Instructional Aide  
Instructional Aide  
Instructional Aide  
Instructional Aide (1/2 time)

Kristy Hummel  
Ruby Dunn

Kristy Hummel  
Ruby Dunn

Bertha Underwood  
Diana Bell  
Peter Tuluk  
Janice Douglas

Reading/Language Arts/Mathematics Laboratory

Project Coordinator (1/2 time)  
Reading  
Language Arts  
Mathematics

Pam Jonas  
Hetty Barthel  
Judy Lucarelli

SPECIAL SERVICES

Coordinator  
Counselor  
Home-School Social Worker  
Speech Therapist  
Hearing Therapist  
Special Education, Ungraded  
Special Education, Ungraded  
Special Education, Ungraded

Carolyn Savaria  
Caroline Wolf  
Ellen Rose

Special Education, Ungraded  
Special Education, Ungraded  
Nurse

\*Staff needs are based on the formulas in the "By-Laws" and are consistent with the verbal agreement made April 6, 1972.

Title I and Special Services staff needs are contingent upon approval of pending proposals. If proposals are not approved or are only partially funded, currently employed teachers must be reassigned to positions in the regular staff allotments.

*Bilingual Aides - 3*

FORM 3A 18

# MEMORANDUM

# State of Alaska

TO: ✓

Stanley Friese, Superintendent  
Alaska State-Operated Schools  
Anchorage, Alaska

DATE : November 17, 1971

FROM:

SUBJECT:

B. A. Weinberg, Area Administrator  
Bethel Schools  
Bethel, Alaska

*B. A. Weinberg*

I am writing in reference to the continuing need in Bethel for the elementary school programmed to go under construction in 1972-73. Earlier I responded to a request from Lee Hayes regarding this matter but after a more thorough study I should like to update that information.

In his August 27 memorandum to you, Commissioner Marshal Lind questioned the new school. He indicated that seventh and eighth grade students could be accommodated in the Regional High School and the current facility be used for K-6 and special education.

In reference to the Commissioner's suggestion that seventh and eighth grade students be transferred to the Regional High School, it is my opinion that this is not physically feasible. The Regional High School is designed for a maximum of 600 students. By the time a new elementary school could be ready for occupancy (fall of 1973), the high school should be very near capacity. This projection is based on the following statistics. The current enrollment of Bethel High School (grade 9-12) is 282, including 135 boarding students. There are currently 35 requests from boarding students to transfer to Bethel second semester. In addition Bethel Social Services, Inc., plans to construct group boarding homes in Bethel by next fall. Assuming two homes are built housing 12 students each, 24 students would be added to the high school enrollment. The normal school enrollment increase in Bethel runs nearly 10% a year. By 1973 this should increase the local 9-12 enrollment by approximately 15 students. In addition to the above the dormitory is designed to house 200 students.

A recap of these figures shows the projected grade 9-12 enrollment of the Bethel Regional High School by 1973 to be:

147	-	current local student enrollment
135	-	current boarding student enrollment
35	-	additional boarding students January, 1972
24	-	boarding students in new group homes
15	-	normal increase of local enrollment
200	-	dormitory students
556	Total -	Regional High School enrollment by fall 1973

**MEMORANDUM****State of Alaska**

Page -2-

TO: 

Stanley Friese, Superintendent

November 17, 1971

DATE :

FROM:

SUBJECT:

B. A. Weinberg, Area Administrator

412  
2  
8  
51

Our current seventh and eighth grade enrollment is 113 students, but based on present fifth and sixth grade enrollment there should be 137 junior high students by the fall of 1973. As for the elementary programs at Bethel (K-6 plus special education), the 1971-72 faculty numbers 37. The Phase II portion of the Bethel Title I Diagnostic and Prescriptive Reading program now being written calls for an additional three teachers, and the normal enrollment increases will require at least three more classroom teachers. This makes a total of 43 elementary and special education teachers by fall 1973.

25  
3  
7  
8

The present Bethel School facilities include only 38 teaching stations. There are 25 regular classrooms, 3 special rooms, 2 rooms in the metal building and 8 special education rooms.

It should be evident from the above figures that the critical classroom shortage at Bethel will continue for some time, and will become even more acute if the proposed elementary school is not constructed by September 1973. Any assistance you can provide in expediting the construction of the school programmed for Bethel should be greatly appreciated.

BAW:lmr

STATISTICAL STUDY ON NUMBER OF SECONDARY PUPILS BEING GENERATED  
DURING PERIOD 1971-75 AND ILLUSTRATING NEED FOR ADDITIONAL SECONDARY SCHOOLS

1. Number of potential secondary pupils generated during the period of 1971-75 and currently enrolled in grades 5, 6, 7 and 8:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	773	651	691	644	2,759
BIA	508	512	434	363	1,817
<b>Totals</b>	<b>1,281</b>	<b>1,163</b>	<b>1,125</b>	<b>1,007</b>	<b>4,576</b>

2. \*Number of pupils above who have access to local secondary programs:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	325	293	295	306	1,219
BIA	60	48	61	51	220
<b>Totals</b>	<b>385</b>	<b>341</b>	<b>356</b>	<b>357</b>	<b>1,439</b>

\*Excludes BIA Schools in which the 9th grade is offered.

(#1 Less = 2

3. Number of pupils above (#1) who do not have access to local secondary programs:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	448	358	396	338	1,540
BIA	448	464	373	312	1,597
<b>Totals</b>	<b>896</b>	<b>822</b>	<b>769</b>	<b>650</b>	<b>3,137 (Unhoused Pupils)</b>

4. Number of pupils who can be housed in existing or proposed dormitory schools:

Bethel	200
Beltz	150
Sitka	160
Fairbanks	150
Dillingham	60
Fort Yukon	40
Tok	60
Kodiak	80 (local district utilizes 70 spaces)
Aniak	40
<b>Total - - -</b>	<b>940</b>

## 4. (Continued)

Unhoused Pupils	2,137
Dormitory Program	- 940
Total	<u>2,197</u>

Potential local high schools (Table indicates number of pupils in grades 5-8):

State:	Angoon	53
	Manokotak	33
	New Stuyahok	39
	Nondalton	35
	Noorvik	54
	Northway	46
	Pt. Hope	28
	Selawik	58
	Togiak	51

Subtotal	<u>397</u>
----------	------------

BIA:	Wainwright	41
	Nunapitchuk	41
	Pilot Station	32
	Quinhagak	33
	Savoonga	37
	Tununak	27
	Unalakleet	67
	Akiachak	27
	Alakanuk	38
	Barrow	210
	Chevak	64
	Emmonak	62
	Gambell	40
	Hooper Bay	72
	Kasigluk	39
	Kiana	35
	Kipnuk	45
	Kotlik	26
	Kwethluk	43
	Mekoryuk	26
	Mountain Village	61

Subtotal	<u>1,066</u>
----------	--------------

Total	1,463
-------	-------

(In order to recognize the real potential of the above locations, the enrollment of grades 1 - 4 should be also considered as most schools show very substantial increases in these four grades over grades 5 - 8)

## 5. Recapitulation:

Total number of pupils (Table 1)	4,576
Access to local programs (Table 2)	(1,439)
Dormitory spaces (1975)	( 940)
Proposed local high schools	(1,463)
Unhoused pupils	734
Boarding Home Program	( 500)
Attrition (Dropouts, etc.)	<u>( 234)</u>

- 0 -

EXISTING SMALL SECONDARY SCHOOLS - 100 PUPILS OR LESS

LESS THAN 100 PUPILS:

Ninilchik	85	Fort Yukon	62
Bristol Bay	65	Healy	37
Hoonah	82	McGrath	41
Nenana	97	Thorne Bay	31
Skagway	65	Nulato	21
Valdez	88	Craig	39
Metlakatla	76	Seldovia	39
Tanana	61	Talkeetna	40
Tok	94	Unalaska	38
Galena	24	Yakutat	37

SPECIAL SCHOOLS - 10 PUPILS OR LESS:

Kivalina	7
Gustavus	10
Hydaburg	5
Pelican	6
Cape Pole	7

*Rep. Foster Wright*

FOREWORD

On April 19, 1972 three questions were posed to DOE staff members:

1. Would it be possible for an urban district to submit a proposal for incoming rural secondary students that would not be mere replication of that which exists?
2. Could DOE staff develop an example, in rough outline form, to demonstrate the possibility of such a proposal?
3. Could DOE staff accomplish this task in one day?

Action was initiated with the assumption that all three answers were "yes." Under the ad hoc responsibility of the Office of Research, Planning and Information, a development team was formed of Mr. Jeff Jeffers, Director of Instructional Services; Dr. John Anttonen, Special Services Consultant; and Mr. Paul Hilburn, Secondary School Consultant.

The following pages are the results of the efforts of the team.

Ernest E. Polley, Coordinator  
Office of Research, Planning  
and Information  
Alaska Department of Education

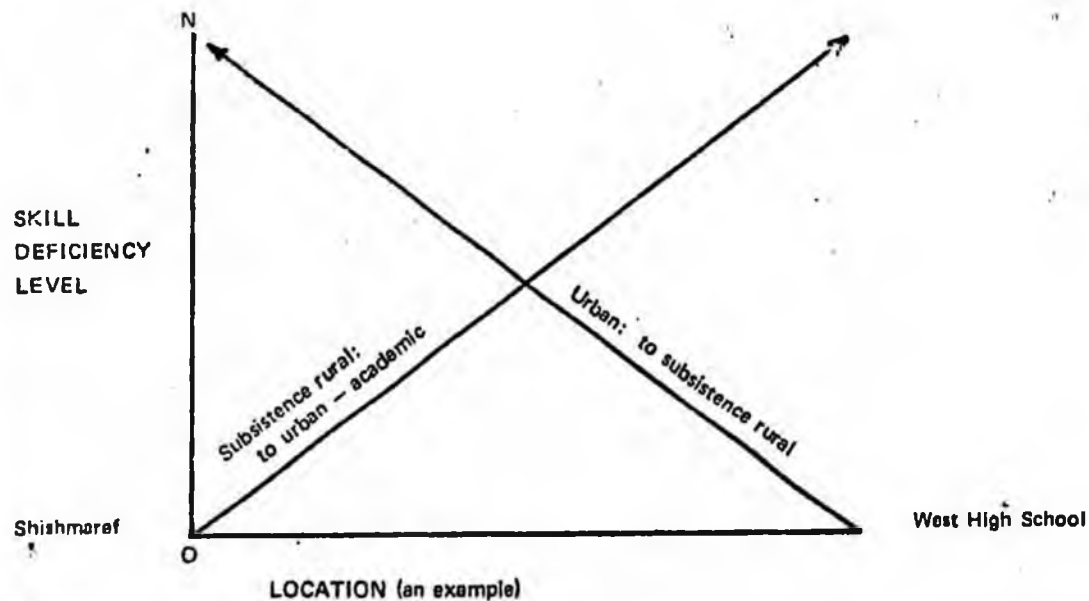
## Rural to Urban: A Student Transition Problem (Model No. 1)

### Problems (Facts)

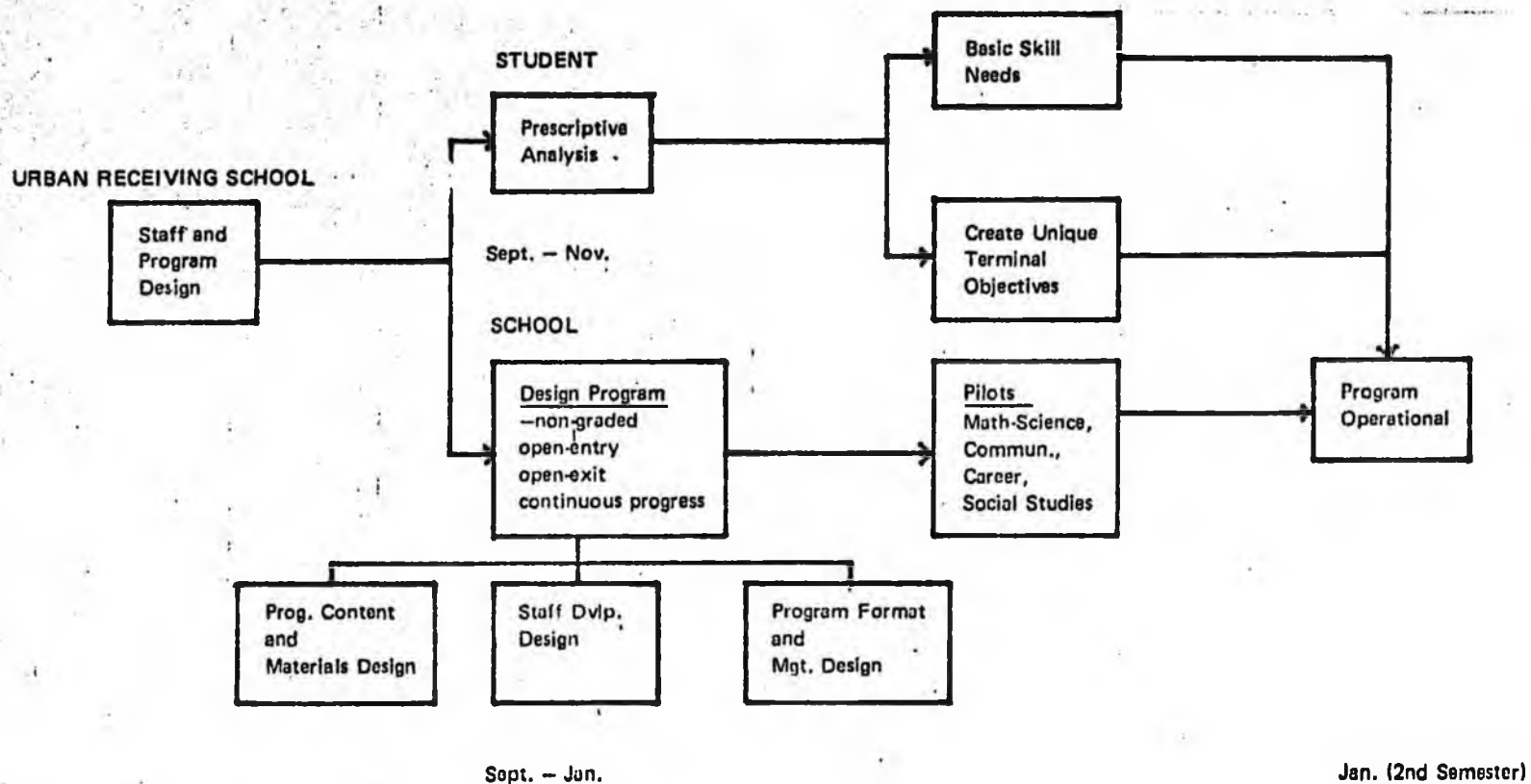
1. Some rural students transferring to urban school settings fail to succeed.
2. That these failures can be operationally defined as (a) social/personal failures, (b) academic failures, or (c) both.
3. One analysis of the problem simply states that skills are relative to the environment, and that skill deficiencies are directly correlated with the degree of difference between the original environment and the new environment.

### Values and Assumptions

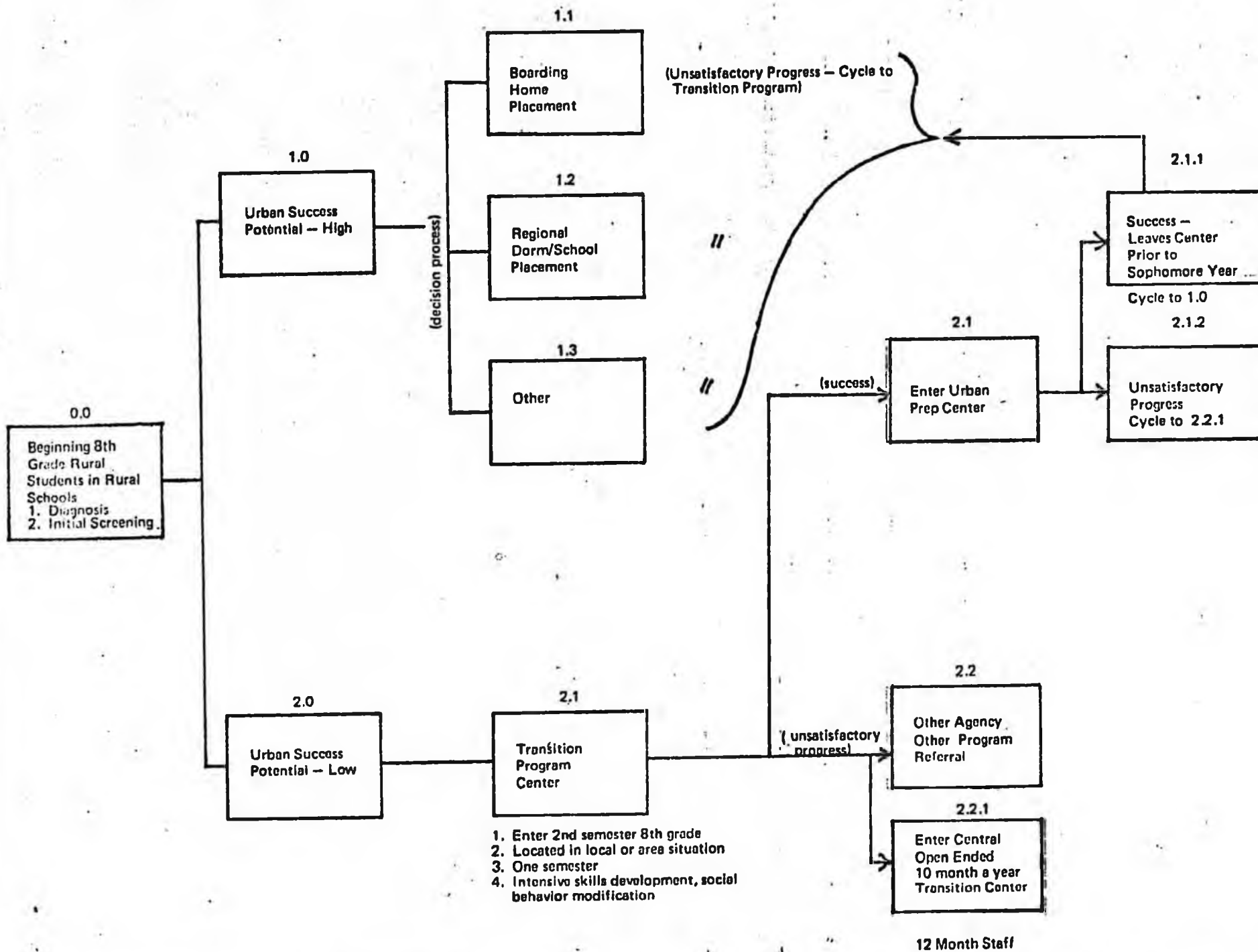
1. A program strategy should attend to success/failure predictor information. Inappropriate (to rural students) programs in urban schools contribute to the failure to succeed.
2. More often than not, a preventative (failure) program needs to focus on both aspects of student performance.
3. If the very existence - or degree - of the problem is the result of differing environments, then the remediation strategy should be based on and in the 3 factors of: (1) original environment activities, (2) transitional activities, (3) new environment activities.



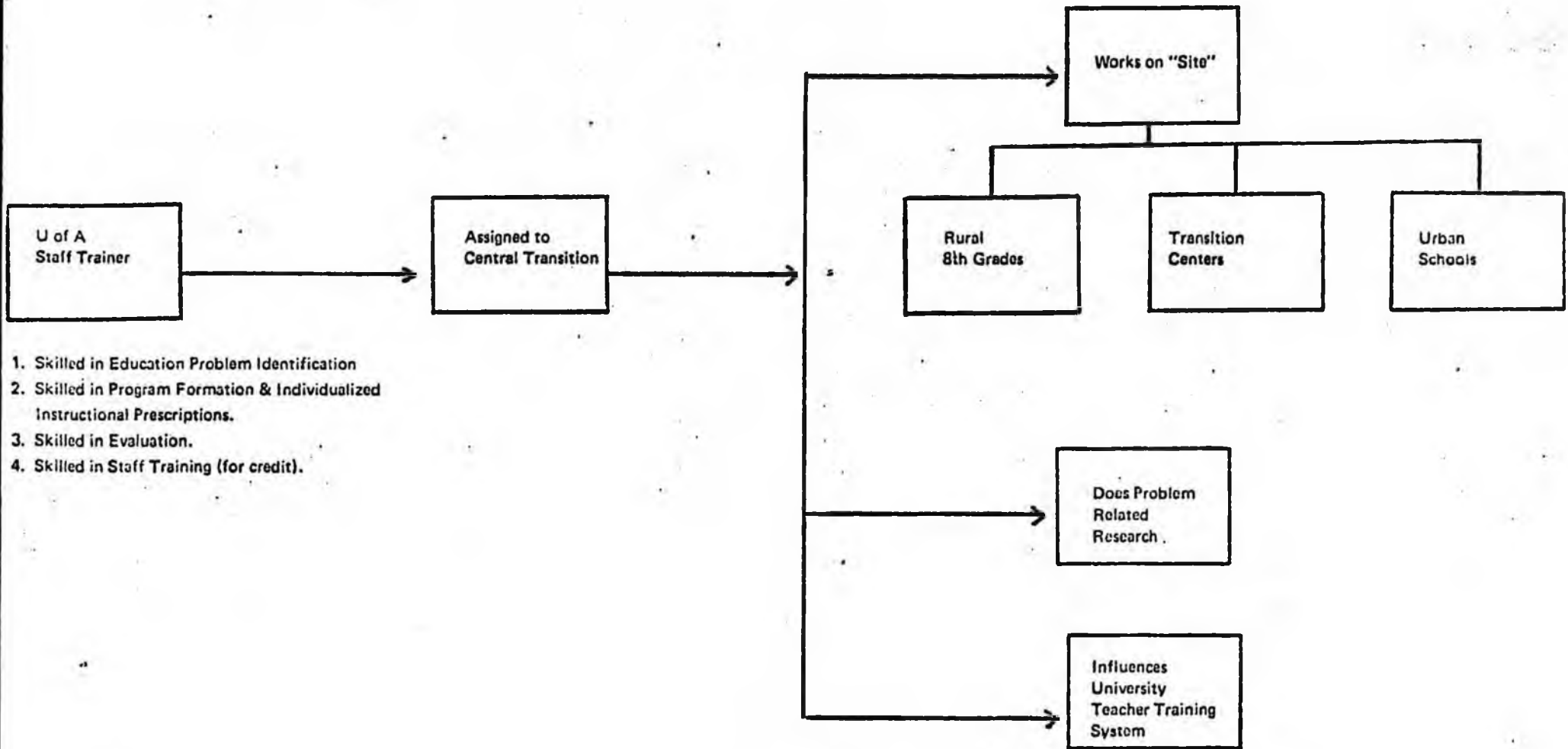
RURAL TO URBAN: (Model No. 1)  
 Implementation Strategy – Urban Receiving School



RURAL TO URBAN: Student Movement (Model No. 1)



**RURAL TO URBAN: Staff Development Strategy  
(Model No. 1)**



1. Skilled in Education Problem Identification
2. Skilled in Program Formation & Individualized Instructional Prescriptions.
3. Skilled in Evaluation.
4. Skilled in Staff Training (for credit).

*Number of Boarding Students  
from each village*

*Names of Boarding House  
Students from other villages.  
(Omission Denoting Absence)*

Akiachek	10
Aniak	3
Anutan	7
Alakanuk	24
Aleknagik	15
Allakaket	17
Ambler	9
Anaktuvuk Pass	1
Angoon	6
Aniak	15
Anvik	7
Arctic Village	1
Atka	5
Atmautluak	(5)
Barrow	28
Barter Island	3
Beaver	4
Belkofski	3
Bethel	3
Birch Creek	1
Brevig Mission	7
Buckland	13
Cantwell	1
Cape Pole	1
Central	2
Chalkyitsik	7
Chefornak	9
Chevak	29
Chignik	19
Chitina	2
Chuloonawick	3
Circle	4
Clark's Point	8
Cold Bay	7
Crooked Creek	4
Deering	2
Dot Lake	4
Eagle	7
Eek	13
Egecik	10
Ekuk	3
Ekwak	3
Elim	17
Emmonak	13
False Pass	5
Fort Yukon	(3)
Fortuna Ledge	5
Galena	9
Gambell	20
Golovin	6
Goodnews Bay	10
Grayling	8
Gregory's Fish Camp	1

Barrow	3
Bolithua	4
Holy Cross	9
Hooper Bay	(46)
Hughes	14
Muslia	21
Hydaburg	(3)
Igiugig	2
Iliamna	1
Ivanoff Bay	3
Jack Lake	1
Kalskag	8
Kaltag	17
Kasigluk	16
Kiana	15
King Cove	(9)
Kipnuk	10
Kivalina	(2)
Kobuk	6
Kokhanok	1
Koliganek	2
Kongiganuk	10
Kotlik	1
Kotzebue	(2)
Koyuk	13
Koyukuk	9
Kvethluk	29
Kwigillingok	8
Levelock	4
Line Village	9
Little Diomedea	2
Little Russian Mission	1
Livengood	1
Lower Kalskag	5
McCarthy	1
Macar's Camp Via Sleetmute	1
Nanokotak	15
May Creek Via Glennallen	2
Nekoryuk	26
Metasta	6
Metlakatla	(1)
Minto	13
Mountain Village	9
Mummy Is. (Cordova)	2
Napakiak	12
Napaskiak	7
Nelson Is.	1
<del>Emmonak</del>	<del>13</del>
New Stuyahok	12
Newhalen	6

46  
29  
7  
84

Newton	10
Nightmute	5
Nikeluk	5
Neotak	10
Nome	2
Nondalton	15
Noorvik	42
Northway	9
Nulato	17
Nunapitchuk	18
Paxson	1
Pedro Bay	4
Perryville	1
Pilot Station	12
Pilot Point	2
Pitka's Point	1
Platinum	2
Point Hope	12
Port Heiden	3
Portage Creek	2
Quinhagak	10
Rampart	1
Red Devil	6
Ruby	7
Russian Mission	5
St. George Is.	5
St. Michael	5
St. Paul Is.	11
Sand Point	7
Savoonga	19
Scarmon Bay	9
Selawik	20
Shageluk	16
Shaktoolik	13
Sheldon's Point	6
Shishmaref	12
Shungnak	11
Slectmute	2
Stbbins	13
Stevens Village	2
Stony River	5
Takotna	9
Tanana	1
Tatitlek	4
Teller	22
Tetlin	2
Togiak	39
Toksook Bay	14
Tuluksak	1
Tununak	5
Tuntutuliak	3
Twin Hills	1
Tyonek	1

Upernivik	5
Uvalalect	10
Vardul	3
Wainwright	12
Wales	18
White Mountain	12

Ketchikan	1
Coffman Cove	4
Cape Pole	1
El Capitan Logging Co.	1
Murphy's Chance	2
Tuxican	1
Port Alice	6
Tyler Logging Co.	1
Tylerville	1
St. John's Harbor	1
Pentilla Logging	2
Whale Pass	1

A M E N D M E N T S

IN THE HOUSE

BY HUBER

TO: CS FOR HOUSE BILL NO. 640 (Fin)

Page 1, line 7: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 14: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 25: Delete "\$16,000,000" and insert "\$17,680,000"

Page 1, line 26: Before the period, add the following:

"except that \$1,680,000 of the proceeds shall be used for the following specific schools and purposes:

- BIA*  
*III*
- (1) \$300,000 - Beaver state school, grades 1 - 8;  
*BIA school, 31 kids,*
  - (2) \$300,000 - Northway high school;  
*BIA plus facilities improvements, 70 kids ±*
  - (3) \$280,000 - Fort Yukon school expansion;  
*possible cost overrun coverage + fund 2 classrooms*
  - (4) \$250,000 - Tok vocational education shop building;  
*delayed from project*  
*Existing appropriation should cover building*
  - (5) \$250,000 - Delta Junction vocational education shop building;  
*have a basic facility only a few years old.*
  - (6) \$300,000 - Barter Island and Kaktovik state schools,  
*BIA schools.*

Page 2, line 11: Delete "\$16,000,000" and insert "\$17,680,000"

Page 2, line 13: Delete "\$16,000,000" and insert "\$17,680,000"



# RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith  
Signature of Camera Operator

4/4/89  
Date



STATE OF ALASKA  
OFFICE OF THE GOVERNOR  
JUNEAU

May 24, 1972

The Honorable George Hohman  
Chairman, House Finance Committee  
Alaska State Legislature  
Juneau, Alaska 99801

Dear Mr. Chairman:

After discussions with the Commissioner of Education on the subject of rural schools, it is clear to me that additional school construction in rural areas is needed. With this in mind I fully support passage of House Bill 640.

House Bill 640 authorizes the issuance of \$16,000,000 in General Obligation Bonds to be allocated: \$12,000,000 divided \$1,000,000 each for twelve rural schools with the remaining \$4,000,000 to be distributed on a pro-rated basis dependent upon the numbers of students involved, costs unique to specific locations, etc. The twelve schools proposed are to be located at:

1972 copy  
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ture  
Abt

- Noorvik
- Togiak
- St. Lawrence Island
- Kipnuk
- Kwethluk
- Prince of Wales
- Alakanuk
- Bethel (Elementary School)
- Nelson Island
- St. Mary's
- Nunapitchuk
- Sand Point

poss  
del.  
to  
of

In constructing these facilities we recommend that a high degree of standardization be utilized in the design construction of these schools. However, cost savings should not be achieved at the expense of program needs; design requirements for innovative programs should be accommodated in the internal design of the facilities.

Sincerely,

William A. Egan  
Governor

STATE  
of ALASKA**MEMORANDUM**TO: Representative George Hohman  
Alaska State LegislatureDATE :  
June 7, 1972

FROM:

Marshall L. Lind, Commissioner  
Department of EducationSUBJECT:  
CSHB 640

CS for HB 640 provides for \$16,000,000 for the purpose of acquiring, constructing and equipping State-Operated Schools. It is recommended that the schools be located in the following communities:

Norvik or Kiana	Secondary School
Togiak	" "
St. Lawrence Island	" "
Kipnuk	" "
Kwethluk	" "
Prince of Wales	" "
Alakanuk	" "
Nelson Island	" "
St. Mary's	" "
Nanapitchuk	" "
Sand Point	" "
Bethel	Elementary School

Generally, the proposed bond issue would provide schools of approximately 19,000 to 21,000 square feet, with a degree of standardized design. Costs could be expected to vary at each location depending on the need for utilities, water and sewage treatment, etc.

These schools, if constructed, would permit a substantial number of pupils to attend school locally without the necessity of being in the boarding home or dormitory programs at a significantly higher cost to the State.

Several schools of this size are currently being constructed in various areas of the State, and which each houses 75-100 or more pupils.

Location	Cost	Pupils
Unalaska combined school	\$1,200,000	127
Kake secondary school	1,054,000	78
King Cove combined school	946,000	100
Yakutat combined school	915,000	113
St. Paul elementary school	1,000,000	120

The attached tables will give an indication of the need for more local secondary schools.

Attachments

STATISTICAL STUDY ON NUMBER OF SECONDARY PUPILS BEING GENERATED  
DURING PERIOD 1971-75 AND ILLUSTRATING NEED FOR ADDITIONAL SECONDARY SCHOOLS

1. Number of potential secondary pupils generated during the period of 1971-75 and currently enrolled in grades 5, 6, 7 and 8:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	773	651	691	644	2,759
BIA	508	512	434	363	1,817
Totals	1,281	1,163	1,125	1,007	4,576

2. \*Number of pupils above who have access to local secondary programs:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	325	293	295	306	1,219
BIA	60	48	61	51	220
Totals	385	341	356	357	1,439

\*Excludes BIA Schools in which the 9th grade is offered.

(#1 Less #2)

3. Number of pupils above (#1) who do not have access to local secondary programs:

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Totals</u>
State	448	358	396	338	1,540
BIA	448	464	373	312	1,597
Totals	896	822	769	650	2,137 (Unhoused Pupils)

4. Number of pupils who can be housed in existing or proposed dormitory schools:

Bethel	200
Beltz	150
Sitka	160
Fairbanks	150
Dillingham	60
Fort Yukon	40
Tok	60
Kodiak	80 (local district utilizes 70 spaces)
Aniak	40
Total - - -	940

## 4. (Continued)

Unhoused Pupils	2,137
Dormitory Program	- 940
Total	<u>2,197</u>

Potential local high schools (Table indicates number of pupils in grades 5-8):

State:	Angoon	53	
	Manokotak	33	
	New Stuyahok	39	
	Nondalton	35	
	Norrvik	54	
	Northway	46	
	Pt. Hope	28	
	Selawik	58	
	Togiak	51	
	Subtotal	<u>397</u>	
BIA:	Wainwright	41	
	Nunapitchuk	41	
	Pilot Station	32	
	Quinhagak	33	
	Savoonga	37	
	Tununak	27	
	Unalakleet	67	
	Akiachak	27	
	Alakanuk	38	
	Barrow	210	
	Chevak	64	
	Emmonak	62	
	Gambell	40	
	Hooper Bay	72	
	Kasigluk	39	
	Kiana	35	
	Kipnuk	45	
	Kotlik	26	
	Kwethluk	43	
	Mekoryuk	26	
	Mountain Village	61	
	Subtotal	<u>1,066</u>	
	Total		1,463

(In order to recognize the real potential of the above locations, the enrollment of grades 1 - 4 should be also considered as most schools show very substantial increases in these four grades over grades 5 - 8)

## 5. Recapitulation:

Total number of pupils (Table 1)	4,576
Access to local programs (Table 2)	(1,439)
Dormitory spaces (1975)	( 940)
Proposed local high schools	(1,463)
Unhoused pupils	734
Boarding Home Program	( 500)
Attrition (Dropouts, etc.)	<u>( 234)</u>

- 0 -

EXISTING SMALL SECONDARY SCHOOLS - 100 PUPILS OR LESS

LESS THAN 100 PUPILS:

Ninilchik	85	Fort Yukon	62
Bristol Bay	65	Healy	37
Hoonah	82	McGrath	41
Nenana	97	Thorne Bay	31
Skagway	65	Nulato	21
Valdez	88	Craig	39
Metlakatla	76	Seldovia	39
Tanana	61	Talkeetna	40
Tok	94	Unalaska	38
Galena	24	Yakutat	37

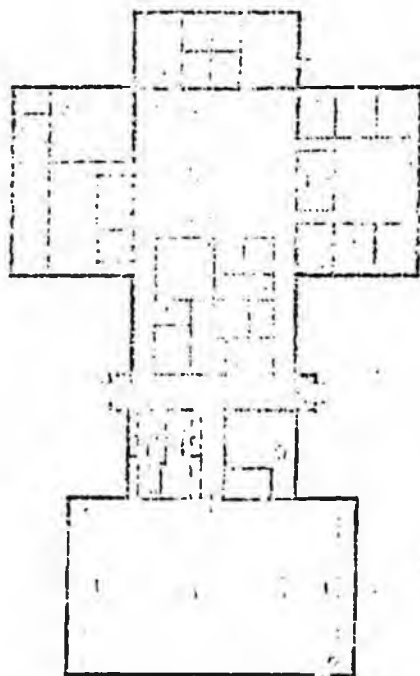
SPECIAL SCHOOLS - 10 PUPILS OR LESS:

Kivalina	7
Gustavus	10
Hydaburg	5
Pelican	6
Cape Pole	7

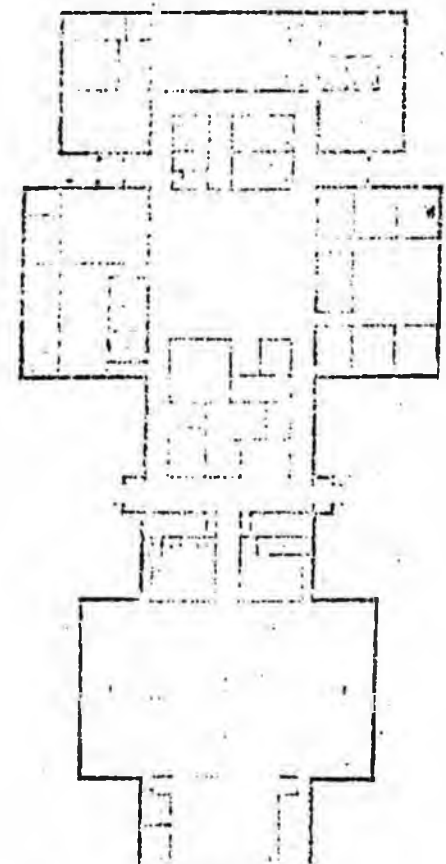
- 1 Science Projects/Experiments
- 2 Storage Room
- 3 In-Office Room
- 4 In-Office
- 5 Science Project Lab
- 6 Science Project Lab
- 7 In-Office and Materials Center
- 8 In-Office
- 9 In-Office Storage
- 10 In-Office
- 11 In-Office Viewing
- 12 Storage/Office
- 13 Work Room
- 14 In-Office
- 15 In-Office
- 16 In-Office
- 17 In-Office/Showers/Locker Room
- 18 In-Office/Showers/Locker Room
- 19 In-Office Lab
- 20 In-Office
- 21 Project Study Center
- 22 In-Office
- 23 In-Office
- 24 In-Office
- 25 In-Office
- 26 In-Office
- 27 Project Room
- 28 Science/History/Social Studies
- 29 English/Languages
- 30 Language
- 31 In-Office Workshop
- 32 In-Office
- 33 In-Office
- 34 In-Office
- 35 In-Office
- 36 In-Office
- 37 In-Office
- 38 In-Office
- 39 In-Office
- 40 In-Office
- 41 In-Office
- 42 In-Office
- 43 In-Office
- 44 In-Office
- 45 In-Office
- 46 Performing Platform Music Room
- 47 General Purpose Classroom



floor plan - phase 1



floor plan - phase 2

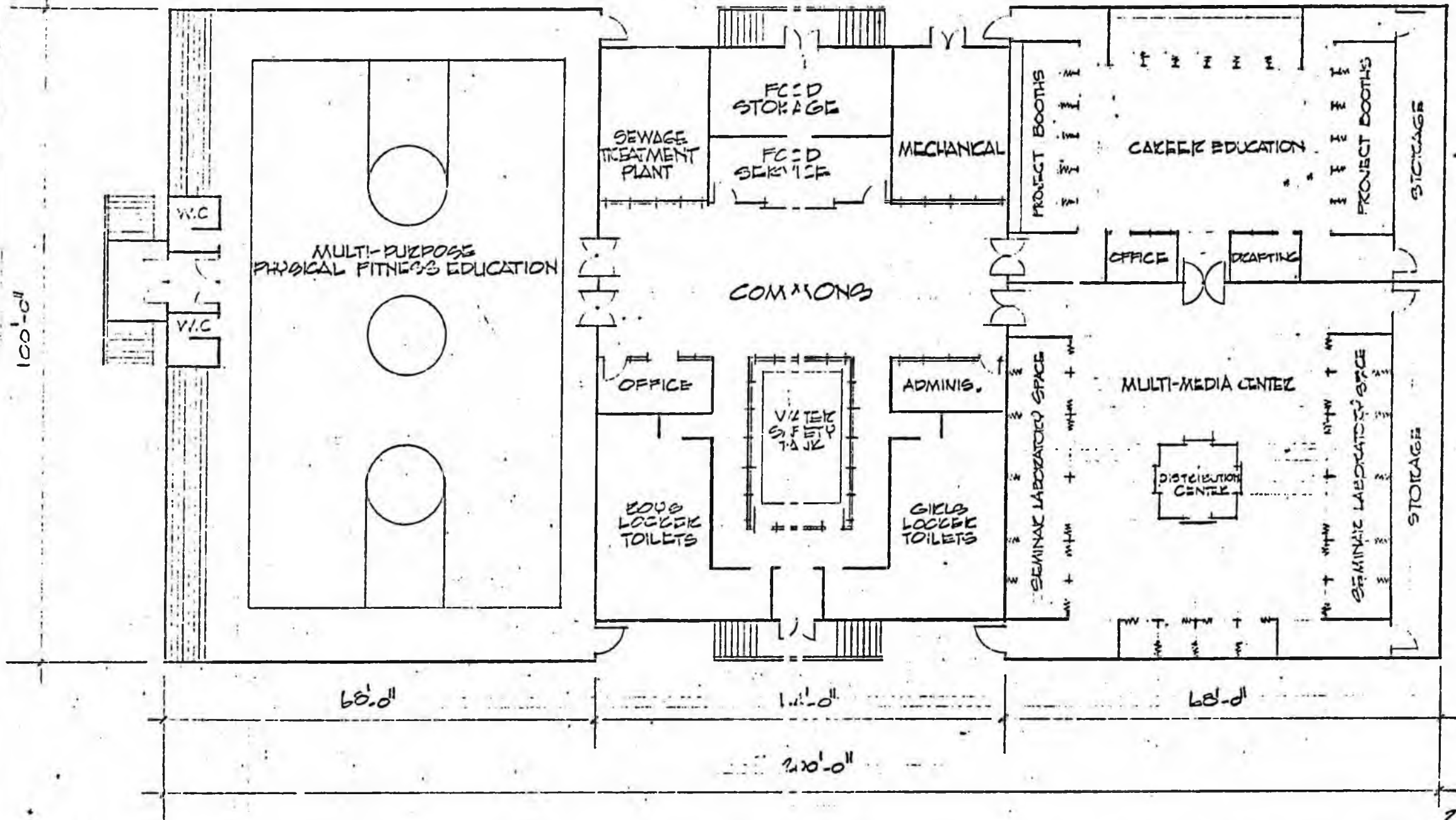


floor plan - phase 3



**scheme b**





20,000 \$

W.A. HIGH SCHOOL RONALD A. RAASC ARCH. PUBLIC WORKS A.D.

SCALE: 1" = 20'

DATE - FEB 3

TO:  Representative George H. Hohman Jr.  
Chairman, House Finance Committee  
House of Representatives  
Juneau, Alaska 99801

DATE : April 20, 1972

FROM: Nancy L. Hohman *NALH*  
Elementary Principal  
Bethel State School  
Bethel, Alaska

SUBJECT: Need for New Elementary School

At your request, enclosed you will find information and substantiation of the need for a new 10 room Elementary Classroom to be built in Bethel at the earliest possible date.

cc: Freise  
Wright  
Hayes  
Lind  
Weinberg

TO: [ Honorable George Hohman  
Pouch V  
Juneau, Alaska 99801

DATE : April 21, 1972

FROM:

L. E. Steer  
Principal  
Bethel High School  
Bethel, Alaska 99559

SUBJECT:

Need for a new Elementary school

In response to your request for information about the need for additional Elementary School facilities in Bethel, I can provide the following data:

- 37  
3/23/72  
W.H.
- 7/2/72  
L.E.S.  
W.H.
- 7/10/72  
250  
W.H.
- Classroom  
W.H.
- classroom  
W.H.
- (1). We are currently at 100% utilization of our existing facilities, utilizing closet space as office space, teacher lounge as classroom for a Hearing Specialist, etc. I do not know of a single useable space that is not in use now.
  - (2). We were forced to put our High School on a seven period day during which students could attend only five periods per day because of space limitation. Some students begin school at 8:30 and get out at 3:15, others begin at 9:30 and go until 4:15, in order to accommodate all the High School students. The current crowded conditions drastically curtail our educational program and provide hardships on both students and teachers in trying to provide for the unscheduled time that students must have to prevent a double session.
  - (3). Next year we will move the High School to the New Regional High School. Approximately 270 students will move up there, but 250 fourth, fifth, and sixth grade students now housed at Braund Building will take their place. This will still leave us in an extremely crowded situation.
  - (4). I will be the Middle School Principal (Grades 4-8) and would like to instigate several changes in program and scheduling which I think are necessary before we can meet the needs of our students and community. Modular scheduling for the Middle School and for the High School and some departmentalization at the Middle School level, are three such proposals. We also hope to establish a K-12 continuum in language arts. These programs are difficult to implement under the crowded conditions and need some space to operate efficiently. We wish to utilize existing Art, Shop, Music, and Home Ec facilities left by the High School, in our Middle School Program but must compromise some of those facilities.
  - (5). We were seven classrooms short of having enough classroom for a minimum K-8 program. Ten additional classrooms would provide us with space to sustain a good program and to utilize our facilities and specialist in an efficient manner. In order to compress our program into existing facilities, we will have to do the following on the Middle School level:
    - (A). Utilize the cafeteria, whenever possible for Music and Band.
    - (B). House one 4th grade class or a Social Studies teacher in a small temporary classroom above the Pentacostal Church. We have to lease that room and students have to travel 200 yards roundtrip to come

and go to their classes.

- (C). The present Counselor's Office and an adjacent office will have to be vacated to make room for small group instruction for the Title I Program. The Nurse and Counselor will have to share classrooms #7 and #8 with other teachers. This classroom has a partial room divider.
  - (D). The current Nurse's Office will be vacated to provide space for a Reading Coordinator. *Nurse's Office is presently in Janitor's closet. 2/10/77*
  - (E). The Shop Building will be divided to provide space for an Art room, as the existing Art Room must be utilized as part of a K-8 Library. (Water and drain must be provided in some manner)
  - (F). A Math Room with a part-time teacher must also be utilized as a Resource Center for students assigned to a directed study in that center. The room is not available all day, as it should be.
  - (G). The Library will probably be over-taxed with students because the limitations of space force us to use room that should be left free for students' use in independent study activities and in getting help from teachers.
  - (H). Lack of space prevents spreading students out over a larger area, thus causing congestion in the halls, excessive noise, and a less desirable learning atmosphere.
  - (I). The lack of classroom space and the needs of Middle School students preclude moving part of the Middle School to the Regional High School. It is not educationally sound to put seventh and eighth graders with the High School students.
- (6). I have noticed the growth in Bethel in the short period of time that I have been here. If any additional growth takes place, we will be forced to go to double sessions or to compromise the program at the Regional High School by placing part of the Middle School there. The movement among AVCP and other Native groups to educate their High School students within the region and to oppose "airplaning" students to schools outside the region, should fill that school capacity in a short time.
- (7). I certainly think that failing to provide at least a ten classroom Elementary School in Bethel as soon as possible would be a very unwise and illogical thing to do. As a matter of fact, it might be wise to try to predict what the growth in Bethel will be and to try to make that facility big enough to contain that growth over the next 5-10 years. The ten classrooms would meet our needs now but will not handle growth such as we have experienced this year. (First Quarter enrollment K-12 in 1970-71 = 916; First Quarter enrollment K-12 in 1971-72 = 1118).

LEE:s11

# MEMORANDUM

State of Alaska

TO:

Stanley Friese, Superintendent  
Alaska State-Operated Schools  
Anchorage, Alaska

DATE : November 17, 1971

FROM:

B. A. Weinberg, Area Administrator  
Bethel Schools  
Bethel, Alaska

SUBJECT:

I am writing in reference to the continuing need in Bethel for the elementary school programmed to go under construction in 1972-73. Earlier I responded to a request from Lee Hayes regarding this matter but after a more thorough study I should like to update that information.

In his August 27 memorandum to you, Commissioner Marshal Lind questioned the new school. He indicated that seventh and eighth grade students could be accommodated in the Regional High School and the current facility be used for K-6 and special education.

In reference to the Commissioner's suggestion that seventh and eighth grade students be transferred to the Regional High School, it is my opinion that this is not physically feasible. The Regional High School is designed for a maximum of 600 students. By the time a new elementary school could be ready for occupancy (fall of 1973), the high school should be very near capacity. This projection is based on the following statistics. The current enrollment of Bethel High School (grade 9-12) is 282, including 135 boarding students. There are currently 35 requests from boarding students to transfer to Bethel second semester. In addition Bethel Social Services, Inc., plans to construct group boarding homes in Bethel by next fall. Assuming two homes are built housing 12 students each, 24 students would be added to the high school enrollment. The normal school enrollment increase in Bethel runs nearly 10% a year. By 1973 this should increase the local 9-12 enrollment by approximately 15 students. In addition to the above the dormitory is designed to house 200 students.

A recap of these figures shows the projected grade 9-12 enrollment of the Bethel Regional High School by 1973 to be:

147	- current local student enrollment
135	- current boarding student enrollment
35	- additional boarding students January, 1972
24	- boarding students in new group homes
15	- normal increase of local enrollment
<u>200</u>	- dormitory students
556	Total - Regional High School enrollment by fall 1973

# MEMORANDUM

State of Alaska

Page -2-

TO: [

Stanley Fricse, Superintendent

November 17, 1971

DATE :

FROM:

SUBJECT:

B. A. Weinberg, Area Administrator

Our current seventh and eighth grade enrollment is 113 students, but based on present fifth and sixth grade enrollment there should be 137 junior high students by the fall of 1973. As for the elementary programs at Bethel (K-6 plus special education), the 1971-72 faculty numbers 37. The Phase II portion of the Bethel Title I Diagnostic and Prescriptive Reading program now being written calls for an additional three teachers, and the normal enrollment increases will require at least three more classroom teachers. This makes a total of 43 elementary and special education teachers by fall 1973.

The present Bethel School facilities include only 38 teaching stations. There are 25 regular classrooms, 3 special rooms, 2 rooms in the metal building and 8 special education rooms.

It should be evident from the above figures that the critical classroom shortage at Bethel will continue for some time, and will become even more acute if the proposed elementary school is not constructed by September 1973. Any assistance you can provide in expediting the construction of the school programmed for Bethel should be greatly appreciated.

BAW:lnr

6/23/72

COMPLETE ORIGINAL  
FILE TAKEN BY  
SENATOR BUTROYICH  
ON 6/15/72

committee report also  
missing. E. Lloyd may  
have it, but have  
checked her office.

640 = 6/15/72

All members voted "do pass"

w/amendments

= pg. 1, line 7, 14, 25

Delete \$17,680,000, insert \$12,000,000

= pg. 1, line 28

Delete \$56,000, insert \$42,000

= pg. 2, line 11, 13

Delete 17,680,000, insert 12,000,000

See if you  
can find Sen  
office file folder  
for HB640. I  
believe Sen Butro  
took it to floor.

Rich

Original sponsors: Moore, Ferguson,  
Degnan, et al

Offered: 6/7/72  
Referred: Rules

1 IN THE HOUSE

BY THE FINANCE COMMITTEE

2 CS FOR HOUSE BILL NO. 640

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act providing for the issuance of general obliga-  
7 tion bonds in the amount of \$17,680,000 for the purpose  
8 of paying the cost of acquiring, constructing and  
9 equipping state-operated schools; and providing for  
10 an effective date."

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

12 \* Section 1. For the purpose of paying the cost of acquiring, construct-  
13 ing and equipping state-operated schools, general obligation bonds of the  
14 state in the principal amount of not more than \$17,680,000 shall be issued  
15 and sold. The full faith, credit and resources of the state are pledged to  
16 the payment of the principal of and interest and redemption premium, if any,  
17 on these bonds. These bonds shall be issued under the provisions of AS 37.-  
18 15 as those provisions read at the time of issuance.

19 \* Sec. 2. If the issuance of these bonds is authorized by the qualified  
20 voters of the state, a special fund of the state to be known as the "1972  
21 State-Operated School Construction Fund" shall be established, to which shall  
22 be credited the proceeds of the sale of the bonds described in sec. 1 of this  
23 Act except for the accrued interest and premiums. There is appropriated from  
24 the "1972 State-Operated School Construction Fund" to the Department of  
25 Education the sum of \$17,680,000 The specific uses of the proceeds of these  
26 bonds shall be determined by the governor.

27 \* Sec. 3. If the issuance of these bonds is authorized by the qualified  
28 voters of the state, the amount of \$56,000 or as much of that amount as is  
29 found necessary is appropriated from the general fund of the state to the

1 state bond committee to carry out the provisions of this Act and to pay  
2 expenses incident to the sale and issuance of the bonds authorized in this  
3 Act. The amounts expended from the appropriation authorized by this section  
4 shall be reimbursed to the general fund from the proceeds of the sale of the  
5 bonds authorized by this Act.

6 \* Sec. 4. The question whether the bonds authorized in this Act are to be  
7 issued shall be submitted to the qualified voters of the state at the next  
8 state general election and shall read substantially as follows:

9 Proposition

10 State General Obligation State-Operated  
11 School Construction Bonds \$17,680,000

12 Shall the State of Alaska issue its general obligation bonds  
13 in the principal amount of not more than \$17,680,000 for the  
14 purpose of paying the cost of acquiring, constructing and  
15 equipping state-operated schools?

16 Bonds Yes [ ]  
17 Bonds No [ ]

18 \* Sec. 5. This Act takes effect on the day after its passage and approv-  
19 al or on the day it becomes law without approval.

20  
21  
22  
23  
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