

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672
2555 SCOM 111: DEFERRED MAINTENANCE TASK FORCE, 1997

NSB G.O. Bond Sale 1996B

Projects Funded

Ordinance Section / Project Description	New Funds	Intent Letters	Total Sale
Section 6 - EDUCATION			
06-119 Pupil Transportation	\$ 100,000 <i>no</i>	\$ -	\$ 100,000
06-131 Miscellaneous Facilities Renovation	✓900,000 <i>yes</i>		900,000
06-127 Distance Delivery System	750,000 <i>no</i>		750,000
06-133 FF&E Replacement, Phase I	✓900,000 <i>yes</i>		900,000
06-145 Ipalook Upgrades, Phase II	✓600,000 <i>yes</i>		600,000
06-146 H.M.S. Upgrades, Phase II	✓300,000 <i>yes</i>		300,000
06-148 Ipalook School Addition	✓1,300,000 <i>yes</i>		1,300,000
06-149 Wainwright School Addition Phase I	✓3,500,000 <i>yes</i>		3,500,000
06-150 BHS Facility Renovation		339,000 <i>no</i>	339,000
06-158 Capital Equipment Purchase	✓337,000 <i>yes</i>		337,000
06-159 Vehicle Replacement	275,000 <i>no</i>		275,000
06-160 Point Lay School Playground		760,000 <i>no</i>	760,000
06-161 H.M.S. Addition, Phase I		2,000,000 <i>no</i>	2,000,000
06-162 Anaktuvuk Pass Major Renovations	✓800,000 <i>yes</i>		800,000
	<u>9,762,000</u>	<u>3,099,000</u>	<u>12,861,000</u>

(4)

NSB G.O. Bond Series 1996A

Detail of Capital Projects Funded

	<u>Location</u>	<u>Total Sale</u>
<u>Section 6 - EDUCATION</u>		
06-130 NSBSD Fire System Upgrades	Areawide	\$ 300,000
Total of Section 06		<u>300,000</u>
<u>Section 7 - PUBLIC ROADS, STREETS</u>		
07-200 Heavy Equipment Phase II	Areawide	3,000,000
Total of Section 07		<u>3,000,000</u>
<u>Section 8 - PUBLIC HOUSING</u>		
08-138 New Housing Units	Areawide	6,000,000
Total of Section 08		<u>6,000,000</u>
<u>Section 9 - WATER FACILITIES</u>		
09-085 - Atqasuk Central Water	Atqasuk	3,255,000
09-087 - Kaktovik Central Water	Kaktovik	16,497,000
09-088 - Nuiqsut Central Water	Nuiqsut	2,910,744
Total of Section 09		<u>22,662,744</u>

NSB G.O. Bond Series 1995A

Detail of Capital Projects Funded

	Ord. 93-10	Ord. 95-10	Total Sale
Section 6 - EDUCATION			
06-131 NSBSD Facility Upgrades	\$ 793,000		\$ 793,000
<i>Point Hope</i> 06-151 PHO School Food/Chem Storage Pac		\$ 1,594,000	1,594,000
06-152 PHO High School/Elementary Renov		1,726,000	1,726,000
06-153 PHO Elementary Playground		500,000	500,000
06-155 KAK School Utilidior Replace Ph. III		1,053,000	1,053,000
<i>KAK DUK</i> 06-156 BRW NSB Housing FF&E		307,000	307,000
Total of Section 06	793,000	5,180,000	5,973,000
Section 7 - PUBLIC ROADS, STREETS			
<i>Barrow</i> 07-203 BRW Gravel Acquisition	1,636,000	50,000	1,686,000
07-212 Atqasuk Snow Fencing Upgrade		220,000	220,000
07-213 KAK Dust Control System		150,000	150,000
07-215 BRW Snow Fencing Ph. I		2,351,000	2,351,000
Total of Section 07	1,636,000	2,771,000	4,407,000
Section 8 - PUBLIC HOUSING			
08-131 Special Housing Needs Program		1,580,000	1,580,000
08-133 NSB Housing Weatherization		1,580,000	1,580,000
08-140 Area-wide FF&E for Village Rentals		981,000	981,000
08-141 Area-wide Rental Unit Renovation		2,235,000	2,235,000
08-142 Area-wide Construction - 25 Homes		7,000,000	7,000,000
Total of Section 08	0	13,376,000	13,376,000

(4)

NSB G.O. Bond Series 1997A

Summary of Capital Projects

CIP ORDINANCE 97-10, Approved by Voters 8/12/97	Total Amount	Intent Amount
Section 6 - PUBLIC SCHOOLS		
06-161 Hopson Middle School Addition	\$ 3,800,000 ✓	\$ 3,800,000
06-163 NSBSD Distance Delivery Network	750,000	
06-164 NSBSD Facility Upgrades, 1998	1,500,000 ✓	
06-165 NSBSD Fire System Upgrade	300,000 ✓	
06-167 Kaveolook School Gym Addition	1,480,000 ✓	200,000
06-168 Nulqsut Trapper School Addition	7,503,000 ✓	800,000
06-169 NSBSD Vehicle Replacement	245,000 ^{pro}	
	<u>15,558,000</u>	<u>4,800,000</u>
Section 7 - PUBLIC ROADS		
07-224 New Rolling Stock for DMS	750,000	
07-226 Beach Nourishment - Barrow	1,846,000	1,846,000
07-227 Gravel Acquisitions - KAK	3,620,000	3,620,000
07-228 Gravel Acquisitions - Point Lay	2,974,000	
07-229 Point Hope Erosion Control - Phase I	2,500,000	2,500,000
07-230 Platting and Survey of Dedicated Right of Ways	154,000	
07-231 Areawide Drainage	1,658,000	
	<u>13,502,000</u>	<u>7,966,000</u>

Date	8/14
From	ELWIN BLACKWELL
To	MADELA - SEN. ADAMS
Co. Dept.	SEN. ADAMS OFF.
Phone #	3707
Fax #	4821
Co. DEPT. OF EDUCATION	Phone # 465-0665
Fax #	463-5279

d charter school organizers
he Juneau Assembly to let
near Community Charter
use the classrooms in the
request is an extension of a
war between neighborhood
ers and Legislative Affairs
trol of the building. Last
the assembly agreed to
building to the Legislature

could be used as a school facility,"
said Kim Matcalfe Helmer, presi-
dent of the Downtown Neighbor-
hood Association, in a letter read
to the assembly Monday night.
The building won't all empty all
year, said Pam Varni, executive
director of Legislative Affairs.
The engineering and architecte-
tural design study will be finished
by the end of July, said legislative

ance crews to begin work on the
building.
That could include demolition
on the first floor where the charter
school wants to be, Varni said. She
said allowing the charter school to
use the first floor classrooms
would hold up renovations.
"We're negotiating with the city
for us to get the building and move
ahead," Varni said. "Not for

Parts of the old school building
might be occupied by Legislative
Affairs by the next legislative ses-
sion, Varni said.
She is renewing the year-long
lease for the building currently oc-
cupied by Legislative Affairs this
July. Then Legislative Affairs can
move out in phases, emptying and
subleasing floors as parts of Cap-
itol School are ready for occupa-

ing the building back over to the
city after school lets out this
spring.
The charter school is a parent-
organized group contracting with
the local and state school boards to
provide an education program for
40 students in kindergarten
through fourth grade. It is also ex-
ploring using the Wickersham
House downtown for its school.

Juneau

plan

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Juneau grand jury
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nt District Attorney

Rural school districts sue state over equity

By CATHY BROWN

THE JUNEAU EMERALD

A group of rural school dis-
tricts has filed a suit claiming the
state discriminated against them
by not adequately funding their
construction needs.

The suit, filed Tuesday in An-
chorage, claims the state has put
very little of the millions spent on
school construction and mainten-
ance in recent years into Regional
Educational Attendance Areas —
those rural schools that have
no ability to pay for projects with
local taxes.

"We're talking about real risks
to life, health and safety of stu-
dents," said Don Evans, superin-
tendent for the Southwest Region
School District. "We have deteri-
orating facilities, we have over-
crowded facilities, just typical
school facility needs that aren't
being addressed."

A new priority ranking system
that was designed to take the poli-
tics out of school construction
funding has received almost no
money, according to the lawsuit.

Meanwhile, a school bond debt
reimbursement program, which
benefits municipal school dis-
tricts, has been receiving 100 per-
cent funding from the Legisla-
ture, the suit alleges.

Shirley Holloway, commission-
er of the state Department of Ed-
ucation, said she couldn't com-
ment on specifics of the lawsuit

“
Certainly we take this
matter very, very seriously.
Commissioner Shirley
Holloway

because she has not seen it.
However, she said, "Certainly
we take this matter very, very se-
riously."

"All the school districts have
been suffering from a lack of re-
sources for major maintenance
and capital projects, particularly
if you look at our REAAs . . . we
have not seen a lot of resources
directed that way as it relates to
this area."

When the REAAs were
formed, she said, "It was under-
stood the Legislature would be
the REAAs' borough. That com-
mitment certainly has not been
upheld over the last few years."

REAAs are school districts
formed in rural areas of the state
that have no municipal govern-
ment. Those communities typical-
ly have little, if any, local tax
base. They depend entirely on the
state and federal governments for
their school needs, as opposed to
urban areas, where local taxpay-
ers pick up part of the tab for edu-

cation and can issue bonds for
construction projects.

Evans said one school in his
district has a foundation that's
sinking into the tundra. "There is
a potential for collapse under the
section of the building that is
sinking," he said. "That is a
classroom."

A basement classroom in the
same building floods every
spring, he said.

Another school in Togiak also
floods and is at 200 percent capac-
ity. It's so crowded that 65 per-
cent of the students are being
housed in portable classrooms, he
said.

In fiscal year 1995, the suit
says, the state spent \$85 million
on school bond debt retirement
and new construction and main-
tenance projects, but only
\$311,000 of that went to REAAs. In
the next year, the suit says, the
state spent \$89.5 million on school
bond debt retirement and new
projects, but only \$342,000 went to

REAAs.

In fiscal year 1997, the state is
spending \$72 million on school
bond debt retirement and new
projects, but only \$5.9 million
went to REAAs.

This funding pattern violates
the state constitution and the fed-
eral Civil Rights Act, the suit
says. The violation of federal Civ-
il Rights law occurs because the
REAAs serve predominantly
Alaska Native children, accord-
ing to the suit.

The plaintiffs in the lawsuit in-
clude three sets of parents with
children in rural schools, six ru-
ral school districts and the group
Citizens for the Educational Ad-
vancement of Alaska's Children.

The Chatham School District,
which includes Angoon, Hobart
Bay and Cuba Cove among other
schools, is a member of the Cit-
izens for Educational Advance-
ment, according to Superintend-
ent Gordon Castanza.

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Rural coalition sues to win money for repairs in villages

The Koliganek school, with 90 students, is sinking into the tundra, one end deeper than the other, he said. That's causing stress on the walls and other parts of the structure. The district has shored it up with wooden blocks, but can't add any more without compromising safety, Evans said.

The project was No. 7 on a list of \$142 million worth of major maintenance requests that districts — rural and urban — have made to the state, Evans said.

"Unfortunately, this year the governor's proposed budget and what the Legislature agreed to fund only took the budget down through No. 6," Evans said, so there's no money to help the village.

Of the money allocated to major maintenance projects this year, 93 percent went to municipal school districts that could have paid for the projects themselves by selling general obligation bonds, the rural districts

contend in their lawsuit. Regional Educational Attendance Areas, set up to run schools in parts of the state without organized local government, cannot sell bonds so they rely almost entirely on state funding.

Another Southwest Region school needs to be replaced, Evans said. The Togiak School is 40 years old, has suffered flood damage, and is becoming increasingly overcrowded as the village's population grows, the superintendent said. Now more than half of the 200 students are taught in temporary classroom buildings, he said.

The Legislature didn't provide money for any of the new construction projects on the Department of Education's list, the lawsuit says. Togiak was No. 4 on the list.

While rural districts have gotten little maintenance and construction money, city districts have benefitted from a separate pro-

gram in recent years in which the state reimbursed school districts for a share of the bonded debt they incurred, the lawsuit notes.

Those bringing the suit say unequal and inadequate state spending on Bush school facilities has resulted in conditions so poor that they violate the equal-protection clause of the state constitution, and the constitution's guarantee of a public school system open to all of the state's children.

The rural districts want a judge to order the state to develop budgets and appropriate money to meet the current maintenance and construction needs.

Virtually every Alaska village has its own school as a result of a landmark 1972 court case. A village student, Molly Hootch, sued the state, arguing that rural students shouldn't have to leave their villages to attend boarding schools or other facilities.



CATCHER: Gear fails to fit gender

Continued from Page A-1

both sexes equally in requiring all catchers to wear a cup, a triangular concave piece of hard plastic that slips into a jock strap and is designed to protect the testicles from a foul ball or wild pitch.

Girls have been playing in the league — with 1 million participants nationwide — since the 1950s.

"It's for her protection," James Stewart, Babe Ruth's commissioner for the South-

SCHOOLS: Rural coalition sues to win money for repairs

Continued from Page A-1

that need to be tackled in rural Alaska.

"The state has ignored them and put our health and safety at risk," he said.

The Lower Yukon is one of six rural districts bringing the lawsuit against the state, along with three sets of parents and a group called Citizens for the Advancement of Alaska's Children.

Gonion and Don Evans, superintendent of the Southwest Regional School District in the Bristol Bay area, are spokesmen for that group. Evans said it was organized last year by educators and others concerned about Bush education. They met at different statewide functions and finally formed the new group, he said.

Evans cited examples of shoddy conditions within his own district, which serves nine communities from Togiak to New Stuyahok.

The Koliganek school, with 90 students, is sinking into the tundra, one end deeper than the other, he said. That's causing stress on the walls and other parts of the structure. The district has shored it up with wooden blocks, but can't add any more without compromising safety, Evans said.

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gram in reimbursed school bonded debt.

Those bring adequate statutes has resists they violate the state constitution of a rule the state's charter.

The rural the state to do money to me construction.

Virtually school as a case. A villa the state, aren't have to boarding school.

VENETIE: 20 states battle ruling

Continued from Page A-1

9th Circuit's decision is consistent with rulings from other federal courts, as well as Congress' intent in passing ANCSA and amending it 29 times since 1971. In any case, they argue, the 9th Circuit's decision directly affects only Venetie and Arctic Village, which present a unique situation since the villages chose not to participate in ANCSA and instead retained title to



WEDNESDAY, MAY 22, 1997

FINAL
EDITION

Bush schools file suit

Educators, parents ask court for repairs

By ROSEMARY SHINOHARA

Daily News reporter

A coalition of rural school districts and parents filed a lawsuit Tuesday charging that school buildings in the Bush are in such bad shape as to violate the state constitution.

The capital budget and appropriations for schools in the state create "gross disparities and inadequacies" for the rural schools, which have little ability to raise local revenues, alleges the suit, filed in Anchorage Superior Court.

State Department of Education spokesman Harry Gamble said he can't comment on the merits of the suit.

"We know there's a lot of unmet needs across the state," Gamble said. The department annually prepares a list of maintenance projects and construction proposals for new schools or additions and remodeling. "For the most recent years, the Legislature has funded only a small portion of those," he said.

That's the general thrust of the lawsuit: that while the state thoroughly assesses needs and sets priorities based on safety and crowded conditions, little gets done.

Ed Gonion, superintendent of the Lower Yukon School District, said in a written statement that the state has a backlog of \$514 million worth of repair and construction projects

Please see Back Page, SCHOOLS

and against Indian country

to establish any claim of Indian country in Alaska.

Alaska last month asked the high court to hear the appeal of the 9th Circuit's decision, which overturned lower court rulings on a tax

mer. If not, the fate of the state's request won't be known until the court's next term begins in October.

Alabama, Arizona, Colorado, Florida, Illinois, Louisiana, Michigan, Mississippi, Mon-

**CITIZENS FOR THE EDUCATIONAL
ADVANCEMENT OF ALASKA'S CHILDREN**

PRESS RELEASE

FOR IMMEDIATE RELEASE

**CITIZENS GROUP FILES SUIT AGAINST STATE;
CLAIMS RURAL FACILITIES MUST BE FIXED**

For more information contact: Edwin Gonion..... (907) 591-2411
or
Don Evans..... (907) 842-5288

In a move to focus the attention of the Governor and the state legislature on critical rural educational facilities needs, members of the Citizens for the Educational Advancement of Alaska's Children (CEAAC) filed suit today in Alaska Superior Court, and demanded that the state meet its obligation to maintain safe and adequate rural school facilities.

"It's just gone on too long" said CEAAC spokesperson Edwin Gonion, "we have buildings that have been on the state's priority lists for years, but the state has ignored them and put our health and safety at risk." Citing over \$514 million in unmet rural repair and capital construction needs, Gonion added that the state has a moral and constitutional obligation to deal with the backlog. "Our state

constitution guarantees an adequate education for all our children. But many of our facilities are in such need of repair that our kids find themselves in an environment where they just can't be expected to learn." Describing schools open to blowing snow, leaking and rotting ceilings, and tiny, overcrowded classrooms, Gonion added: "Its just not fair and it's time it was fixed."

Willie and Sophie Kasayulie, Paul and Maryann Mike, Arthur and Ruth Heckman, parents in the Yupiit and Lower Yukon school districts, filed suit with CEAAC in hopes of solving a problem that the state government has ignored for the past four years. Said Gonion, "in the late Eighties, the legislature indicated that they would fund rural and other area education capital construction to the tune of \$100 million annually, but it just hasn't happened. Over the past four years, less than \$7 million was appropriated for rural school construction and major maintenance and now the backlog is so large we're wondering if they ever planned to get to any of the projects." Added Gonion, "These kids are expected to learn. While their teachers and school boards are doing their best to educate them, it's getting harder every year. What will we do in five years, or ten, if we don't begin to meet our obligations today. These kids don't just live here in rural areas, many move to urban Alaska. This ought to concern all Alaskans."

CEAAC was formed in 1996 by concerned educators and school boards throughout Alaska to address their inability to ensure that they can provide an adequate education to Alaska's children. Because of the immediate importance of the facilities issues, the group felt it had to act. "The Governor's budget doesn't address this problem and the Legislature hasn't either," said Gonion. "These facilities pose a threat to the safety of many of our kids right now. How can we be expected to educate kids when they fear for their own health?"

CEAAC plans to carry their message throughout Alaska and is encouraging citizens in urban and rural Alaska to join their efforts. Added Gonion, "We're hoping others will recognize the importance of this issue to all Alaskans and will help us spread our message. We are going to set up an 800 number to help build support and hope like-minded folks will help us with their hands and their funds so that we can get the message out."

"We know we'll be successful with the lawsuit," said Gonion, "but it's even more important that Alaskans understand why it's important for all of our kids. We just can't let our children down."



Jermain Dunnagan & Owens, P.C.

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May 22, 1997

Charles Bingham
Alaska Newspapers Inc.
336 East Fifth Street
Anchorage, AK 99501

Re: *Willie & Sophie Kasayulie, Paul & Maryann Mike, Arthur & Ruth Heckman, Bering Strait School District, Iditarod Area School District, Kashunamiut School District, Lower Kuskokwim School District, Lower Yukon School District, Yupiit School District, and the Citizens for the Educational Advancement of Alaska's Children v. State of Alaska*
Alaska Superior Court Case No. 3AN 97-3782

Dear Mr. Bingham:

Pursuant to your request, enclosed is a copy of the Complaint which was filed against the State of Alaska on May 20, 1997. If you have any questions or if we can be of further assistance, please feel free to call.

Sincerely,

JERMAIN, DUNNAGAN & OWENS, P.C.

Louise A. Rowley, Secretary to
Howard S. Trickey

HST:lar

Enclosures

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA

AT ANCHORAGE

WILLIE & SOPHIE KASAYULIE,
PAUL & MARYANN MIKE, ARTHUR
& RUTH HECKMAN, BERING ^{Washli}
STRAIT SCHOOL DISTRICT,
IDITAROD ^{Area} AREA SCHOOL ^{Chesh}
DISTRICT, KASHUNAMIUT SCHOOL
DISTRICT, LOWER KUSKOKWIM ^{Bethel}
SCHOOL DISTRICT, LOWER ^{Ma Village}
YUKON SCHOOL DISTRICT, YUPIIT ^{Al}
SCHOOL DISTRICT, AND THE
CITIZENS FOR THE EDUCATIONAL
ADVANCEMENT OF ALASKA'S
CHILDREN,

Plaintiffs,

v.

STATE OF ALASKA,

Defendant.

COPY
Original Receive

MAY 20 1997

Clerk of the Trial C-

Case No. 3AN 97- 3782 CIV

COMPLAINT FOR DECLARATORY RELIEF

Plaintiffs, by and through their attorneys of record, Jermain, Dunnagan & Owens, P.C., bring this action for declaratory relief and allege the following:

I.

NATURE OF THE ACTION

The Alaska Constitution guarantees to the citizens of the state of Alaska and the children of this state a public school system open to all children of the state. This

LAW OFFICES OF
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constitutional mandate requires the state to provide adequate educational facilities. Despite the mandates of the Constitution, the school finance system adopted by statute for capital facilities and major maintenance denies some school districts the funds necessary to provide minimally adequate facilities, while other school districts have more than sufficient resources to meet capital needs. The districts and parents bringing this action allege that the capital budget and appropriations established by the state for each Alaska school district creates gross disparities and inadequacies that violate the equal protection and education provisions of the Alaska Constitution, Art. VII, § 1 and Art. I, § 1.

II.

PARTIES

A. Plaintiffs.

1. Willie and Sophie Kasayulie, husband and wife, are the parents of five children in the village of Akiachak, Alaska, located in the Yupiit School District. Two of these children, Mark (17 years) and Robyn (7 years), are enrolled in the Akiachak village schools.

2. Paul and Maryann Mike, husband and wife, are the parents of six children in the village of Kotlik, Alaska, located in the Lower Yukon School District. Three of these children, Travis (11 years), Calvin (9 years), and Leeandy (7 years) are enrolled in the Kotlik School.

3. Arthur and Ruth Heckman, husband and wife, are the parents of four children in the village of Pilot Station, Alaska, located in the Lower Yukon School District. All four of the children, Arthur, Jr. (17 years), Lloyd (13 years), Candace (11 years) and Suzanne (10 years) are enrolled in the Pilot Station School.

4. The Bering Strait School District ("BSSD") is a Regional Educational Attendance Area ("REAA") created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. BSSD is located in western Alaska, along the Bering Sea. The District is approximately 24,240 square miles in size and serves 1,700 students in the villages of Brevig Mission, Diomedes, Elim, Gambell, Golovin, Koyuk, Savoonga, Shaktoolik, Shishmaref, Stebbins, St. Michael, Teller, Unalakleet, Wales, and White Mountain. Students from three Eskimo language groups, Inupiat, Central Yup'ik, and Siberian Yup'ik, attend district schools, comprising 96.9 percent of the student population. Schools within the BSSD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

5. The Iditarod Area School District ("IASD") is an REAA created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. IASD is located in central western Alaska. It is approximately 44,441 square miles and serves approximately 420 students in the villages of Anvik, Grayling, Holy Cross, Lake Minchumina, Lime Village-McGrath, McGrath,

Nikolai, Shageluk, and Takotna. The student population of the IASD is 76.8 percent Athabascan, Yup'ik Eskimo and Inupiaq. Schools within the IASD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

6. The Kashunamiut School District ("KSD") is an REAA created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. KSD is located approximately 50 miles inland from the Bering Sea in western Alaska. The district serves approximately 230 students in the village of Chevak. The population of the District is overwhelmingly Cup'ik Eskimo, averaging 97.8 percent of the student population. Schools within the KSD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

7. The Lower Kuskokwim School District ("LKSD") is an REAA created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. LKSD is located on the Bering Sea and covers 23,792 square miles. The District serves approximately 3,500 students in the villages of Atmautluak, Bethel, Chefnak, Eek, Goodnews Bay, Kasigluk-Akula, Kasigluk-Akiuk, Kipnuk, Kongiganak, Kwethluk, Kwigillingok, Mekoryuk, Napakiak, Napaskiak, Newtok, Nightmute, Nunapitchuk, Oscarville, Platinum, Quinhagak, Toksook Bay, Tuntutuliak, and Tununak. The population of these villages is predominantly

Yup'ik Eskimo, with Yup'ik and Cup'ik language groups accounting for approximately 92 percent of the student population in the District. Schools within the LKSD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

8. The Lower Yukon School District ("LYSD") is an REAA created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. LYSD is located along the Yukon River in Southwestern Alaska and serves approximately 1,700 students in the villages of Alakanak, Emmonak, Hooper Bay, Kotlik, Marshall, Mountain Village, Pilot Station, Pitkas Point, St. Mary's, Russian Mission, Scammon Bay, and Sheldon Point. The population of these villages is overwhelmingly Yup'ik Eskimo, averaging well over 90 percent in the REAA. Schools within the LYSD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

9. The Yupiit School District ("YSD") is a REAA created pursuant to AS 14.08.031 for the provision of educational services to children within its boundaries in the unorganized borough. YSD is located on the Kuskokwim River in Southwestern Alaska and serves approximately 400 students in the villages of Akiachak, Akiak, and Tuluksak. The population of these villages is overwhelmingly Yup'ik Eskimo, comprising 89.81 percent, 95.43 percent and 93.20 percent of the total village

populations, respectively. Schools within the YSD need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

10. The Citizens for the Educational Advancement of Alaska's Children are proponents of Alaskan Native children of elementary and secondary school age who reside in communities in the unorganized borough. The children attend public school in educational service areas called regional educational attendance areas (REAs). Due to lack of adequate funding, many of plaintiffs' schools need replacement and/or major maintenance to ensure that the children attending these schools receive a minimally adequate education.

B. Defendant.

1. The State of Alaska, through its Legislature, is charged with establishing and maintaining a system of public schools open to all children of the state. (Alaska Const. Art. VII § 1). In the unorganized borough, the state has the direct responsibility to finance, maintain, and manage the school system. (Alaska Const. Art. X § 6; AS 14.12.020(c)). Under the Alaska Constitution, the legislature has the power and authority to appropriate such funds as are necessary to maintain an educational system that is open to all children in the state and affords all children an appropriate education. The legislature also has the obligation to establish and maintain sufficient appropriations

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for rural school districts in the unorganized borough to provide adequate educational facilities.

III.

GENERAL ALLEGATIONS

1. Plaintiff school districts contain schools that exhibit noteworthy deterioration, present physical or other dangers, suffer structural deficiencies, or otherwise require extensive renovations and repairs to conform with nationally recognized building codes, relevant environmental guidelines, and guidelines for handicapped accessibility. The codes, as used throughout this complaint, refer to all construction, health, and safety codes including, but not limited to, the Uniform Building Code, Uniform Plumbing Code, Uniform Mechanical Code, Uniform Sanitation Code, National Electrical Code, and State of Alaska Fire Code.

2. Some or all of the school facilities in plaintiff school districts lack the necessary instructional space to adequately meet curricular and accreditation guidelines, including Alaska DOE space standards.

3. Plaintiff school districts cannot obtain even a noteworthy fraction of the total funds required to repair and renovate older schools to conform with building codes, curricular guidelines, and other objective measures, or to build needed facilities within the current system for funding capital needs.

4. The state does not uniformly or effectively monitor or enforce compliance with existing building codes, applicable environmental standards, and life-safety hazards and standards embodied in the Fire Code. If the state uniformly and effectively monitored and enforced these codes, many of the plaintiff school districts' schools would be closed as being unsafe and unfit to conduct school and learning activities and the students would be deprived of any meaningful opportunity to attend school.

5. Upon information and belief, the money provided by the state of Alaska to school districts statewide for capital purposes is inadequate to even begin a systematic effort to meet all the capital needs of school districts in the state.

6. Plaintiff school districts are property-poor school districts that have neither taxable real property nor legal authority to raise capital funds through a local capital tax levy or bond issue. Even if the state of Alaska were to convene as the assembly for the unorganized borough and pass a capital levy or bond issue for those school districts, there is insufficient taxable real property wealth locally to raise a sufficient amount of funds to meet the capital needs of plaintiff school districts because of the low assessed valuation of property in the unorganized borough and rural boroughs.

7. The inability to raise adequate capital funds through any local resources or federal funds, coupled with the negligible state money that has been made available for the capital needs of plaintiff school districts, prevents or delays indefinitely

essential repairs and renovations at plaintiff schools, promotes further deterioration of each school's physical plant, and precludes the building of necessary new schools or additions.

8. Because of their inability to raise the necessary additional funds locally for capital needs, plaintiff school districts are unable to provide students in their districts with the facilities necessary for adequate provision of the curriculum essential to the students' fundamental right to educational benefits and opportunities.

9. Plaintiff school districts and the students attending its schools are denied fair and adequate educational opportunity because of the widespread disparities between facilities in plaintiff school districts and those in districts with the ability to pass local bond issues to raise the necessary capital for facilities construction, major maintenance, and renovation.

10. In order to minimize inequities that existed in state funding of school construction and major maintenance, a new funding scheme was developed by the Legislature in 1990. To ensure that capital projects were funded on a needs basis rather than on a political basis, the new legislation required the Department of Education to review, evaluate, and recommend projects for approval, assigning each project a priority. A construction grant fund was created to fund, in order of priority, the projects on the Department's priority list.

11. In addition to funding construction on a political rather than needs basis, legislative appropriations for debt reimbursement and bond retirement had created great inequities in the amount spent for construction and major maintenance in the urban and rural districts. Under the new system, the state continued to fund outstanding debt under the reimbursement program. However, for all new construction, all districts, municipalities and REAAs alike, were required to submit a project application. Thus, urban and rural districts would compete on the same basis and priority projects would be fully funded. The ultimate goal was to eventually fund all the state's school construction by this process.

12. In developing this capital funding system, the Legislature created the "school construction grant fund." (AS 14.11.005) The fund is to be used to provide grants to local districts for the costs of school capital construction. The construction grant fund is funded by legislative appropriations for school construction and from the sale of general obligation bonds for the same purpose.

13. In 1993, the Legislature additionally created the "major maintenance grant fund." (AS 14.11.007) This fund was established to provide grants for the costs of major maintenance necessary to protect the structure of existing facilities or to correct building code deficiencies that require major repair in order to continue using the facility. The major maintenance grant fund is funded through legislative appropriations.

14. No school district may apply for a grant without first submitting a six-year capital improvement plan. (AS 14.11.001) This plan must include a description of proposed projects, including a detailed scope of work required for each project, a project budget, and documentation of the conditions justifying the projects. A school district must also submit evidence that the project is appropriately classified as a capital improvement project and not part of preventive maintenance or regular custodial care.

15. In order to be funded through the capital improvement program ("CIP"), the construction project must be necessitated by one of the following criteria:

- (A) avert imminent danger or correct life-threatening situations;
- (B) house students who would otherwise be unhoused;
- (C) protect the structure of existing school facilities;
- (D) correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program;
- (E) achieve an operating cost savings;
- (F) modify or rehabilitate facilities for the purpose of improving the instructional program; [or]
- (G) meet an educational need not specified in (A)--(F) of this paragraph, identified by the department. (AS 14.11.013)

16. The Department of Education annually reviews the six year plans submitted by Alaska's school districts. The Department must develop a six-year capital improvement project grant schedule that "serves the best interests of the state and each district." (AS 14.11.013) The Department is charged with preparing an estimate of the amount of money needed to finance each project and provide to the state Board of

Education, the Governor, and the Legislature the updated six-year capital improvement grant schedule, together with a proposed schedule of appropriations.

17. In preparing the construction grant schedule, the Department establishes priority projects among those districts requesting grants. (AS 14.11.103) In ranking the individual projects, the Department must consider the following factors, without establishing an absolute priority for any one factor:

- (1) emergency requirements;
- (2) priorities assigned by the district to the projects requested;
- (3) new local elementary and secondary programs;
- (4) existing regional, community, and school facilities, and their condition, this paragraph does not include administrative facilities;
- (5) the amount of district operating funds expended for maintenance; and
- (6) other options that would reduce or eliminate the need for the request. (AS 14.11.013(b))

18. Projects receiving top priority from the Department include those construction projects which are necessary to "avert imminent danger or correct life threatening situations." Commonly referred to as the "health and life safety" classification, the Department prioritizes projects which are necessary to remedy unsafe conditions that threaten the physical welfare of the occupants. Examples include a seismic structure that is very inadequate; fire alarm and/or suppressant systems that are nonexistent or inoperative; or structures and materials that are depreciated or damaged seriously. Documentation of the unsafe condition must be made by the state fire marshal

or through a survey report of a registered architect, engineer, or appropriate regulatory agency.

19. In addition, projects necessary to "house students who would otherwise be unhoused" are given high priority. This category has been referred to as "Unhoused Students." A project so classified must have inadequate space to carry out the educational program required for the present and projected student population, or the existing facility must qualify for replacement-in-lieu-of-renewal.

20. Under the statutory scheme, the Legislature is not to make appropriations for individual construction projects but is to provide a general appropriation to the construction grant fund and the major maintenance fund. To the extent that money is then available in the appropriate fund, the Department awards grants in the order of the project's priority. (AS 14.11.013; .015)

21. In addition to funding capital construction and major maintenance through the above-described grant funds, the state of Alaska operates a program of debt and bond reimbursement. Under state statute AS 14.11.100, the state operates a "school construction account" which is funded by annual appropriations of the Legislature. This money is used to reimburse municipalities and boroughs for the retirement of principal and interest on outstanding bonds, notes, or other indebtedness incurred to pay the costs of school construction.

22. The Legislature has committed reimbursement by the state of seventy percent of funds paid by municipalities to retire bonds, notes, or other indebtedness for school construction, addition, and major rehabilitation projects which have been authorized by voters after March 31, 1990.

23. Debt reimbursement for projects approved by voters after March 31, 1990 was capped at \$250,000,000. Until July 1, 1996, these funds were required to be allocated as follows: \$133,000,000 to projects in a municipality with a population of 200,000 or more; \$67,000,000 to projects in a municipality with a population of at least 60,000, but less than 200,000; and \$50,000,000 to projects in a municipality with less than 60,000 people.

24. An REAA has no taxing authority and the Constitution prohibits the Legislature from granting taxing power to an REAA. (Alaska Const. Art. X, § 2). Additionally, unlike municipal school districts, an REAA has no statutory power to bond for capital projects. REAAs are totally dependent upon state grants for their construction and major maintenance needs.

25. Because REAAs may not bond or otherwise borrow for their construction and major maintenance needs, they do not qualify for debt reimbursement from the state. No REAA received any of the funds appropriated by the Legislature for debt reimbursement of school construction and major maintenance.

26. While municipalities have the authority to bond, remote rural municipalities with high Native populations are property poor and there is no effective means to bond. Accordingly, none of these municipalities received any of the funds appropriated by the state of Alaska to reimburse indebtedness for school construction and major maintenance.

27. The sole benefits of the state of Alaska school construction debt reimbursement program run to municipalities and boroughs with both the statutory authority to bond and sufficient property wealth to fund and sell the bonds for school construction.

28. Although establishing a system which was deemed necessary to correct inequities in facilities funding, the Legislature has failed to correct those inequities by failing to adequately fund construction projects through the construction and major maintenance grant funds.

29. Those projects consistently receiving the highest priority rankings after exhaustive Department assessment are projects necessary to correct health and life safety conditions and/or to house unhoused students in remote municipal districts and REAAs. As clearly recognized by the Department in prioritizing school construction projects for the state, the top priority schools are located in areas where needs are the greatest but opportunities for local funding are essentially nonexistent.

Funding Statistics for FY 1995

30. For Fiscal Year 1995 (FY '95), the Department of Education received ninety-eight (98) school construction grant applications from school districts throughout the state. Based on the criteria described above, the Department ranked these projects. The top 10 priority projects for FY '95 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Northwest Arctic Borough Schools - Buckland School Addition	12,310.1
2	Lower Kuskokwim Schools - Newtok Elementary School Addition	10,635.9
3	Bering Strait Schools - White Mountain Elementary Addition	4,952.1
4	Kashunamiut Schools - Replacement School Facility	24,250.6
5	Bering Strait Schools - Koyuk School Addition/Renovation	9,600.7
6	Unalaska City Schools - Unalaska Elementary	1,752.4
7	Southeast Island Schools - Edna Bay School Construction	1,264.7
8	Southeast Island Schools - Port Protections School	1,176.0
9	Southeast Island Schools - Hollis School Project	1,799.3
10	Northwest Arctic Borough Schools - Noorvik Elementary School Replacement	13,723.0

31. The aggregate amount of the state appropriation requested for those top ten priority projects was \$81,464,800. The state of Alaska funded none of its top ten priority construction projects in FY '95.

32. The state received fifty-eight (58) applications from school districts requesting major maintenance grants. The Department ranked these projects. The top ten major maintenance priorities for FY '95 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Northwest Arctic Borough Schools- Bulk Fuel Systems Upgrade	7,800.0
2	Ketchikan Gateway Borough Schools - White Cliff Elementary Code Upgrade	731.5
3	Galena City Schools - Galena High School Repair	913.5
4	Lower Kuskokwim Schools - Bulk Fuel Storage	3,790.6
5	Lake and Peninsula Borough Schools - Water & Sewer Systems Upgrade	450.0
6	Fairbanks North Star Borough Schools - Hunter Elementary Renovation	432.5
7	Nome City Schools - Nome-Beltz Complex Roof Replacement	855.0
8	Annette Island Schools - High School Critical Needs	735.0
9	Juneau Borough Schools - Juneau/Douglas High School Roof Repair	669.9
10	Lower Kuskokwim Schools - Districtwide Water Treatment	5,470.4

33. The aggregate amount of the state appropriation requested for those top ten priority projects was \$21,848,400. The state of Alaska funded none of its top ten priority major maintenance projects for FY '95.

34. For FY '95, the state of Alaska paid \$93,800,645 in debt retirement for school construction and major maintenance projects. This was one hundred percent of debt retirement entitlement for municipal districts. Of the \$103,313,200 required to fund

the Department's top 10 school construction and major maintenance priorities, the state funded zero percent.

35. Despite failing to fund the state's priority construction and major maintenance projects, the state provided \$2,854,700 in direct grants for school construction and major maintenance projects. Of this amount, eighty-nine percent (\$2,543,600) was appropriated to municipal school districts which had the capacity to fund capital construction through voter approved bonds and corresponding state debt reimbursement. The projects funded through these direct appropriations had either low DOE priority ranking or had no priority ranking at all.

36. While over \$95,000,000 was provided by the state in FY '95 to fund, through direct appropriations and debt retirement, school construction and major maintenance projects, only \$211,100 was provided to REAAs to fund their school construction and major maintenance needs.

Funding Statistics for FY 96

37. For Fiscal Year 1996 (FY '96), seventy-eight (78) districts submitted school construction grant requests. The Department prioritized these applications. The top ten projects for FY '96 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Unalaska - New Elementary Phase II	1,913.5
2	Lower Kuskokwim Schools - Newtok Elementary Addition	9,800.0
3	Kashunamiut - Chevak-12 School Replacement	25,066.8

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
4	Northwest Arctic Schools - Buckland Phase II Addition	14,792.7
5	Yupit - Akiachak Replacement	525.6 (planning)
6	Bering Strait - Golovin High School/Elementary Addition	592.2 (planning)
7	Craig - New High School	14,432.0
8	Craig - Elementary Addition	3,082.5
9	Southeast Island Schools - Port Protection Construction	162.8
10	Lower Yukon Schools - Pilot Station Addition	18,448.0

38. The aggregate amount of the state appropriation requested for those top ten priority projects was \$88,816,000. The state of Alaska funded a portion of one of the top-ten priority facilities projects for FY '96. Southeast Island's project request of \$162,800 was funded at the amount of \$100,000. None of the remaining top ten projects were funded.

39. For FY '96, the state received ninety-one (91) applications from school districts requesting major maintenance grants. The Department ranked these projects. The top ten major maintenance priorities for FY '96 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Bering Strait School District - Golovin High School Renovation	1,870.1
2	Bering Strait School District - White Mountain High School Renovation	2,748.3
3	Bering Strait School District - Elim High School Renovation	2,571.1
4	North Slope Borough School District - Districtwide Fuel Tank Upgrade	7,800.0

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
5	Bering Strait School District - Teller High School Renovation	3,675.1
6	Klawock Schools - Elementary/Middle/High School Code Upgrade	1,844.6
7	Fairbanks North Star Borough Schools - Hunter Elementary Renovation	449.7 (planning)
8	Anchorage School District - Wendler Junior High Renovation	2,144.3
9	Yukon Flats School Districts - Arctic Village Tank Farm	358.7
10	Northwest Arctic Borough Schools - Kiana Renovation	4,396.2

40. The aggregate amount of the state appropriations requested for those top ten priority projects was \$27,831,000. The state of Alaska funded none of its top ten major maintenance projects for FY '96.

41. For FY '96, the state of Alaska paid \$77,900,199 in debt retirement for school construction and major maintenance projects. This was one hundred percent of debt reimbursement entitlement for municipal school districts. Of the \$116,647,000 required to fund the Department's top ten school construction and major maintenance priorities, the state funded \$100,000.

42. Despite failing to appropriate money to fund the Department's priority lists, the Legislature appropriated direct grants for school construction and major maintenance projects in the amount of \$11,629,300 for FY '96. Of this amount, ninety-three percent was appropriated to municipal school districts which had the capacity to

fund capital construction through voter approved bonds and corresponding state debt reimbursement. The projects funded through these direct appropriations had either low DOE priority ranking or had no priority ranking at all.

43. While \$89,529,499 was provided by the state in FY '96 to fund, through direct appropriations and debt retirement, school construction and major maintenance projects, only \$842,000 was provided to rural districts to fund their school construction and major maintenance needs.

Funding Statistics for FY 1997

44. For Fiscal Year 1997 (FY '97), sixty-four (64) districts submitted school construction grant requests. The Department prioritized these applications. The top ten projects for FY '97 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Lower Kuskokwim School District - Newtok Elementary School Addition	7,223.7
2	Kashunamiut School District - Chevak School Replacement	21,708.0
3	Northwest Arctic School District - Buckland School Remediation Project - Phase II	10,099.3
4	Bering Strait School District - Golovin School	817.3
5	Bering Strait School District - Elim School	911.4
6	Bering Strait School District - Teller Elementary	1,058.4
7	Lower Yukon School District - Pilot Station K- 12 Expansion	1,042.2
8	Yupit School District - Akiachak Elementary Replacement and Renovation	403.7
9	Craig City School District - New Secondary School	15,669.7

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
10	Southwest Region School District - Replacement of Togiak School	852.9

45. The aggregate amount of the state appropriation requested for those top ten priority projects was \$59,786,600. The state of Alaska funded a portion of one of the top ten priority facilities projects for FY '97. Lower Kuskokwim School District's *Newish* project request for the state's share of \$7,223,701 was funded at the amount of \$5,000,000. None of the remaining top ten projects were funded.

46. For FY '97, the state received eighty-one (81) applications from school districts requesting major maintenance grants. The Department ranked these projects. The top ten major maintenance priorities for FY '97 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Juneau School District - High School Roof Repair	646.9
2	Northwest Arctic School District - Noorvik Emergency Major Maintenance - Sewer and Foundation Repairs	803.1
3	Juneau School District - Mendenhal River Community School Roof Replacement	1,365.2
4	Fairbanks School District - Hunter Elementary School - Planning, Design, and Renovation	2,236.2
5	Iditarod Area Schools - Lake Minchumina Asbestos Abatement	161.7
6	Pribilof Island School District - St. Paul School Recovery of Funds - Asbestos Removal	160.6
7	North Slope Borough School District - Bulk Fuel Systems Life Safety Upgrades - Districtwide	7,800.0

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
8	Juneau School District - Marie Drake Roof Replacement	666.4
9	Fairbanks School District - Eielson High School Planning, Design, and Renovation	369.6
10	Juneau School District - Auke Bay Elementary Roof Replacement	458.7

47. The aggregate amount of the state appropriation requested for those top ten priority projects was \$14,668,400. The state of Alaska funded \$1,996,000 of that amount.

48. For FY '97, the state of Alaska paid \$64,510,000 in debt retirement for school construction and major maintenance projects. This was one hundred percent of debt reimbursement entitlement for municipal school districts. Of the \$74,455,000 required to fund the Department's top ten school construction and major maintenance priorities, the state funded \$6,996,000.

49. Despite failing to appropriate money to fund the Department's priority lists, the legislature appropriated direct grants for school construction and major maintenance projects in the amount of \$645,600 for FY '97. Of this amount, approximately 50 percent was appropriated to municipal school districts which had the capacity to fund capital construction through voter-approved bonds and corresponding state debt reimbursement. The projects funded through these direct appropriations were either low DOE priority ranking or had no priority ranking at all.

50. While \$72,151,600 was provided by the state in FY '97 to fund, through direct appropriations and debt retirement, school construction and major maintenance projects, only \$5,324,600 was provided to REAAs to fund their school construction and major maintenance needs.

Funding Statistics for FY 1998

51. For FY '98, the Department of Education received sixty-nine (69) school construction grant applications from school districts throughout the state. Based on the criteria described above, the Department ranked these projects. The top ten priority projects for FY '98 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Kashunamiut School District - Chevak School Replacement	23,746.0
2	Lower Yukon School District - Pilot Station K-12 Expansion	869.9 (planning)
3	Lower Yukon School District - Kotlik K-12 Expansion	886.9 (planning)
4	Southwest Region School District - Togiak School Replacement	690.8 (planning)
5	Chatham School District - Recovery of Funds/Hobart Bay	58.1
6	Northwest Arctic Borough School District - Buckland Remediation Phase II	227.3 (planning)
7	Lower Kuskokwim School District - Newtok	3,357.5
8	Yukon Flats School District - Arctic Village K-12 School Addition/Renovation	2,706.2
9	Mat/Su Borough School District - Talkeetna Addition and Renovation	376.9 (planning)
10	Iditarod School District - Takotna Training Center	1,100.1

52. The aggregate amount of the state appropriations requested for those top ten priority projects is \$34,019,700. The State of Alaska funded none of its top ten priority construction projects for FY '98.

53. For FY '98, the state received eighty-eight (88) applications from school districts requesting major maintenance grants. The Department ranked these projects. The top ten major maintenance priorities for FY '98 were as follows:

<u>Rank</u>	<u>District/Project</u>	<u>Requested State Appropriation (in thousands)</u>
1	Juneau School District - Mendenhal River School Roof Replacement	1,561.4
2	Fairbanks North Star Borough School District - Hunter: Planning, Design, and Renovation/Addition	2,012.9
3	North Slope Borough School District - Bulk Fuel Systems Upgrade	3,907.8
4	Bering Strait School District - Diomedes Structural Remediation Phase II and III	336.7
5	Fairbanks School District - Denali Planning, Design, and Renovation/Addition	261.5
6	Northwest Arctic Borough School District - Kiana High School Renovation	2,296.4
7	Southwest Region School District - Koliganek Foundation and Basement Repair	1,340.4
8	Sitka School District - High School Renovation	306.1 (planning)
9	Delta/Greely School District - Delta Roof Repair and Fire Alarm Replacement	1,052.5
10	Anchorage School District - Romig Junior High Roof	1,256.5

54. The aggregate amount of the state appropriation requested for those top ten priority major maintenance projects is \$17,032,200. The state of Alaska funded

\$4,672,584 of this amount, which included full funding for the projects ranked Nos. 1, 2, 4, and 5, and partial funding for the No. 3 ranked project. Of these funds, 93 percent was appropriated to municipal school districts which have the capacity to fund capital construction through voter-approved bonds and corresponding State debt reimbursement.

IV.

FIRST CAUSE OF ACTION **ALASKA CONSTITUTION ARTICLE VII, SECTION 1**

55. Plaintiffs reaffirm all previous allegations in paragraphs 1 through 54 of the Complaint and incorporate them herein by reference.

56. Provision for education of Alaskan children is governed by the state Constitution, Art. VII, § 1, which directs the Legislature to "establish and maintain a system of public schools open to all children of the state." This is a constitutional mandate for pervasive state authority in the field of education and correlates to a duty of the Legislature to affirmatively act to support a comprehensive system of public education.

57. Article VII, § 1 guarantees to all children of the state of Alaska a constitutional right to public education without regard to race, place of residence, wealth, or other economic circumstance.

58. At a minimum, Art. VII, § 1 requires that the Legislature establish a system of education which makes available to all students adequate educational opportunities, including adequate facilities. Public education must be a reflection of

educational needs and the state's obligation to meet those needs, not a reflection of political whim or a community's bonding capacity.

59. Within its current system of providing for capital construction and major maintenance, the state of Alaska is not meeting its facilities needs.

60. Until adequacy of funding for facilities is achieved to address health and life safety conditions and overcrowding, there is no practicable method for achieving adequacy of education. Adequacy of education extends to the financing of physical facilities with which to carry on the process of education.

61. The state of Alaska has failed to live up to its constitutional obligation to provide an adequate education to children of this state. Capital construction financing is unavailable for many. Safe and efficient facilities with which to carry on the process of education are a necessary element of the total educational process. State funds must be readily available for those needs and the Legislature has failed to satisfy its obligations by failing to fund through an equitable process which will ensure adequate facilities for all students.

62. Deficient physical facilities deprive students of an adequate educational opportunity and the state's financing system which allows such deficient facilities to exist is unconstitutional.

V.

SECOND CAUSE OF ACTION
ALASKA CONSTITUTION ARTICLE 1, SECTION 1

63. Plaintiffs reaffirm all previous allegations in paragraphs 1 through 62 of the Complaint and incorporate them herein by reference.

64. All persons within the state of Alaska, including Alaska's school children, are equal and are entitled to equal rights, opportunities, and protections under the law. (Alaska Const. Art. 1, § 1)

65. The legislative appropriations practice described in the allegations stated above violates Art. I, § 1 of the Alaska Constitution by arbitrarily, invidiously, and irrationally restricting the plaintiff school districts' capital budget to an amount woefully insufficient to permit correction of severe deficiencies as measured by building codes, applicable environmental guidelines, guidelines for handicapped accessibility, curricular standards and other objective measures of adequate educational facilities.

66. As applied, implemented, funded, and enforced by the state of Alaska under the conditions and circumstances prevailing in plaintiff school districts, the statutory scheme for funding capital needs violates Art. I, § 1.

67. The constitutional right to an education is a substantive right of eminent importance. The practice of funding construction and major maintenance needs throughout the state establishes and perpetuates a classification unrelated to the safety, health, and educational space needs of Alaska's school children which clearly affects the

fundamental interest of education. The widely disparate effect of the state's method of accomplishing this important substantive right fails to bear a close correspondence to the achievement of the constitutional mandate of adequate educational opportunity.

68. The current practice for funding school facilities' needs fails the students in those districts without actual or effective bonding capacity. It ensures that the education they receive is not uniform to that of other students and, more importantly, is not correlated to their needs. The funding practice which provides construction funds to those districts with bonding capacity and political clout results in disparities in school facilities. The dependency of the adequacy of educational facilities upon the ability to incur local indebtedness must be declared invalid.

69. The practice of funding state school construction has no fair and substantial relation to a legitimate government interest. The state's practice of funding is unrelated to facilities needs of the state, local districts, and students. Funding disparities have resulted in continuing and exacerbating facilities deficiencies, jeopardizing the adequacy of education provided to rural students.

70. The state of Alaska has failed to comply with its constitutional duty by structuring school construction financing in a manner and at a level that creates unconstitutional disparities between urban and rural districts and results in the education of rural students in facilities that are inadequate and that pose danger to health and life.

71. The lack of equitable availability to construction and major maintenance funding has created serious adverse educational consequences. Relative differences in funding, leading to unsafe and overcrowded facilities, significantly interferes with the rights of rural Alaskan children to an adequacy of educational opportunity.

72. There is a fundamental right to adequate educational opportunities. The state violates equal protection because under its practice of funding facilities construction and major maintenance, the educational opportunities received by students in the REAAs are substantially inferior to those offered to students in districts with bonding authority and capacity. The practice of funding facilities construction and major maintenance outside the capital construction grant program to provide funds for low priority or no-priority projects irrationally discriminates against school districts with priority facilities needs. The result is that students in these districts who are irrationally discriminated against are denied their constitutional right to an adequate education.

73. The state's practice of inequitable funding for facilities unjustifiably treats students who reside in rural districts differently than those students who reside in the urban districts by allowing a disparity to exist in the funding of the education facilities.

74. Public school education is a fundamental right in the state of Alaska. It is unconstitutional for the state of Alaska to deny the fundamental right to education by unequal funding for school facilities.

75. The legislative practice of funding for school construction and major maintenance operates to deny many school districts and school children the equal protection of the laws. The funding practice discriminates against rural schools and rural children by basing funding decisions on a community's bonding authority and capacity and on political clout. To the extent that school districts are denied, and thus children are denied, resources to provide adequate and safe facilities made available to others as a result of the funding practices, the state's practice of financing for school construction is constitutionally invalid.

76. Through its exercise of power to provide and maintain a system of public schools, the state of Alaska has provided school construction and major maintenance funding wholly unrelated to the needs of Alaskan students. This has resulted in unconstitutional disparities in the educational opportunity available to students within local districts.

VI.

THIRD CAUSE OF ACTION **TITLE VI AND IMPLEMENTING REGULATIONS**

77. Plaintiffs reaffirm all previous allegations in paragraphs 1 through 76 of the Complaint and incorporate them herein by reference.

78. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or national origin in programs receiving federal financial assistance. (42 U.S.C. § 2000d *et seq.*) The implementing regulations of Title VI provide that recipients of federal funding may not utilize methods of administration which have the effect of subjecting individuals to discrimination because of their race, color, or national origin. (34 C.F.R. 100.3)

79. The state of Alaska is the recipient of federal funds for education. The plaintiff school districts and families are the intended beneficiaries of these funds.

80. The practice of funding facilities construction and major maintenance has a sufficiently adverse racial impact because it falls significantly more harshly on Alaskan Natives. The manner in which the state allocates facilities funds has a disparate impact on the state's Native population, the vast majority of whom attend rural schools in the state.

81. The practice of failing to fund facilities construction and major maintenance in rural districts has no adequate justification and violates Title VI.

VII.

PRAYER FOR RELIEF

WHEREFORE, the plaintiffs respectfully request that this Court enter judgment against the defendant as follows:

A. Enter a judgment declaring that the practice for funding capital projects is void under the Alaska Constitution, Art. VII, § 1, and Art. I, § 1, and violates Title VI.

B. Issue an order directing the defendant, the Governor of the state of Alaska, and the Legislature of the state of Alaska to immediately comply with the mandates of Art. VII, § 1, and Art. I, § 1 of the Alaska Constitution and Title VI by developing capital budgets and corresponding capital appropriations for state educational facilities which meet the current capital needs of the plaintiff school districts and funds the current capital projects on a priority basis as ranked by the Department of Education.

C. Grant plaintiffs all supplemental relief that is necessary or proper to effectuate the Court's declaratory judgment.

D. Retain jurisdiction of this lawsuit until defendant has redressed the other constitutional violations alleged herein.

E. Grant plaintiffs costs and reasonable attorneys' fees.

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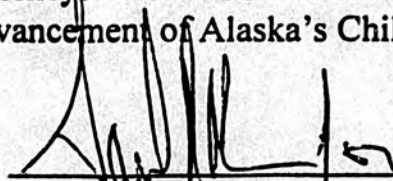
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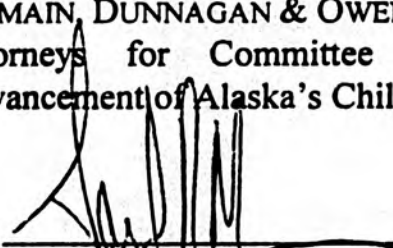
F. Grant plaintiffs such other and further relief as the court may deem proper and appropriate.

DATED this 20th day of May, 1997 at Anchorage, Alaska.

JERMAIN, DUNNAGAN & OWENS, P.C.
Attorneys for Committee for the Educational
Advancement of Alaska's Children

By: 
Howard S. Trickey, Esq.

JERMAIN, DUNNAGAN & OWENS, P.C.
Attorneys for Committee for the Educational
Advancement of Alaska's Children

By: 
Saul R. Friedman, Esq.

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(907) 563-8844
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KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT

DEFERRED MAINTENANCE TASK FORCE

White Cliff Elementary School is a 71-year-old facility. Lack of funding for maintenance has contributed to the current condition of the building. Problems include architectural, mechanical and electrical deficiencies, some contributing to life and safety issues.

The White Cliff Elementary School Facility Condition Survey prepared in 1993 addressed the condition of this facility. At the least, code upgrade is imperative to correct life/safety deficiencies, according to the report. However, these upgrades only satisfy a student's right to be housed in a safe, warm and dry school facility while White Cliff's outdated and obsolete systems continue to deteriorate.



**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
FACILITY COST DATA: JANUARY - DECEMBER 1995**

SCHOOL:	HOUGHTALING ELEM	REVILLA HIGH	SCHOENBAR MIDDLE SCH	VALLEY PARK ELEM	WHITE CLIFF ELEM
	55,000 SQ FT	10,000 SQ FT	65,000 SQ FT	38,000 SQ FT	38,000 SQ FT
	555 STUDENTS	75 STUDENTS	442 STUDENTS	300 STUDENTS	343 STUDENTS
	BUILT 1960	BUILT 1984	BUILT 1964	BUILT 1972	BUILT 1924
	REMODELED 1971,1977,1986		REMODELED 1972,1984		REMODELED 1952,1978,1979
UTILITY COST:	78,359.00	22,304.00	89,917.00	114,123.00	52,003.00
UTILITY COST					
PER SQUARE FT:	1.42	2.23	2.37	3.00	1.37
UTILITY COST					
PER STUDENT:	141.19	297.39	203.43	380.41	151.61
MAINT. COST:	60,221.00	13,409.00	79,727.00	90,974.00	35,921.00
MAINT. COST					
PER STUDENT:	108.51	178.79	180.38	303.25	104.73
MAINT. COST					
PER SQUARE FT:	1.09	1.34	1.23	2.39	0.95
CUSTODIAL COST:	57,466.00	25,565.00	105,666.00	71,770.00	58,956.00
CUSTODIAL COST					
PER STUDENT:	103.54	340.87	239.06	239.23	171.88
CUSTODIAL COST					
PER SQUARE FT:	1.04	2.56	1.63	1.89	1.55

The Association of Physical Plant Administrators (APPA) educational institution national average for maintenance departments is approximately one skilled employee for each thirty-eight thousand square feet of building space. Carpenters, plumbers, electricians, HVAC engineers, etc., are recognized as skilled employees.

Factors such as grounds area, climate and age of facilities increases that figure. **The Ketchikan School District has one skilled employee for each seventy-one thousand four hundred square feet (71,400) of building space, or 53% of the staffing required.** If you factor in the amount of grounds which are maintained the District has one skilled employee for each one hundred and sixty thousand square feet (160,000) of buildings and grounds maintained.

Insufficient staffing continues to have an adverse impact upon the overall condition of District facilities. Maintenance projects are continually deferred due to a lack of personnel, materials and funding. **The maintenance department has had to reduce staff by 21% over the past five (5) years which equals a loss of 22,880 available man-hours of work being done in the District.**

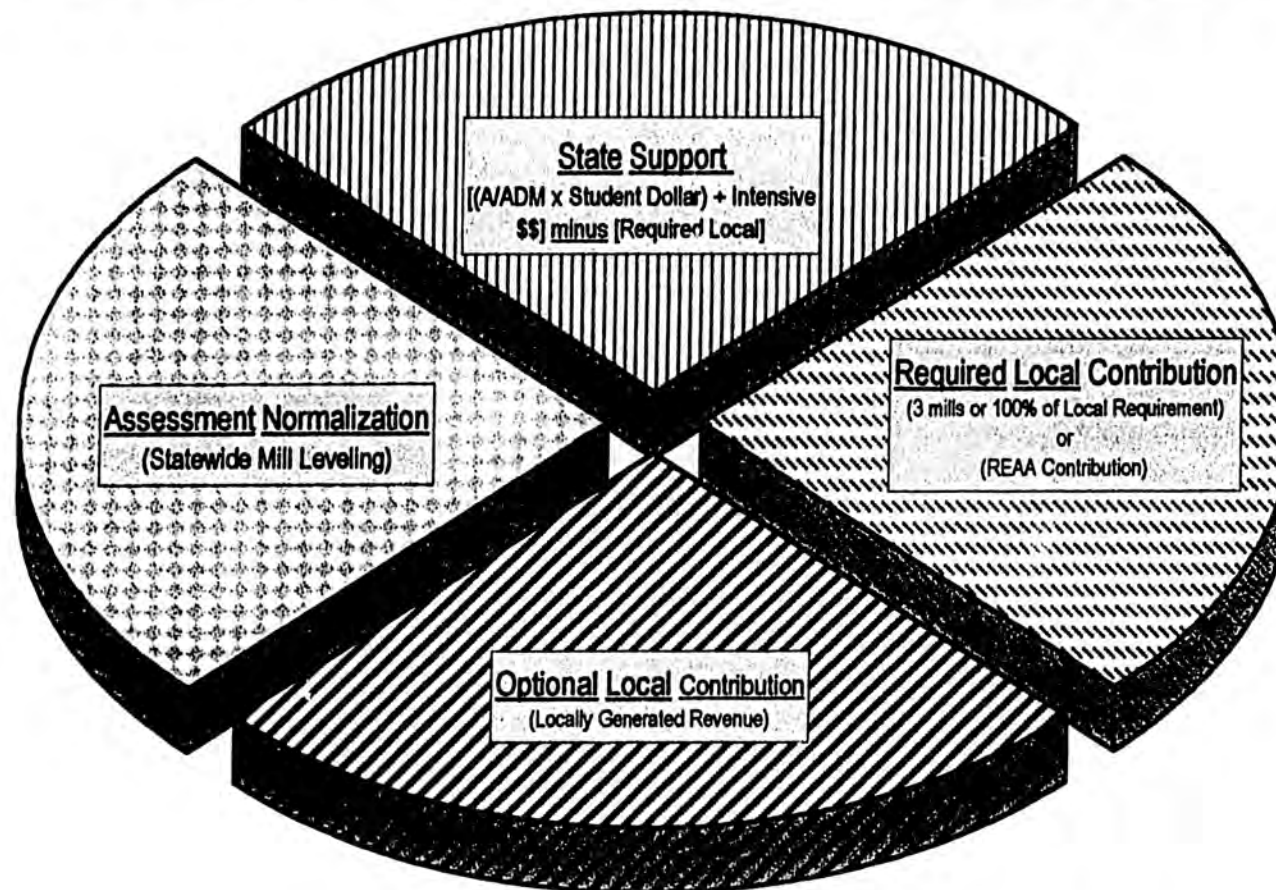
While the "seen" things such as grounds condition, paint, etc., are showing some signs of neglect, the unseen things such as mechanical, plumbing and electrical equipment is in a worse condition. **When you reduce maintenance, you increase the cost of repairs.**

The Encyclopedia of Architecture indicates:

"The cost of preventative maintenance ranges according to the intent of the plans developed. To set a budget for this type of work, one may estimate 5% of the present value of the building for preventative maintenance activity."

The value of Ketchikan Gateway Borough School District facilities as of June 1997 is \$71,712,857. Based on the information from the Encyclopedia of Architecture, KGBSD budget for preventative maintenance should be in the range of \$3.5 million. Our total maintenance budget is approximately \$2.8 million with preventative maintenance being one third of the total.

COMPONENTS of PUBLIC SCHOOL FUNDING



Senate Bill 146

Alaska School Map

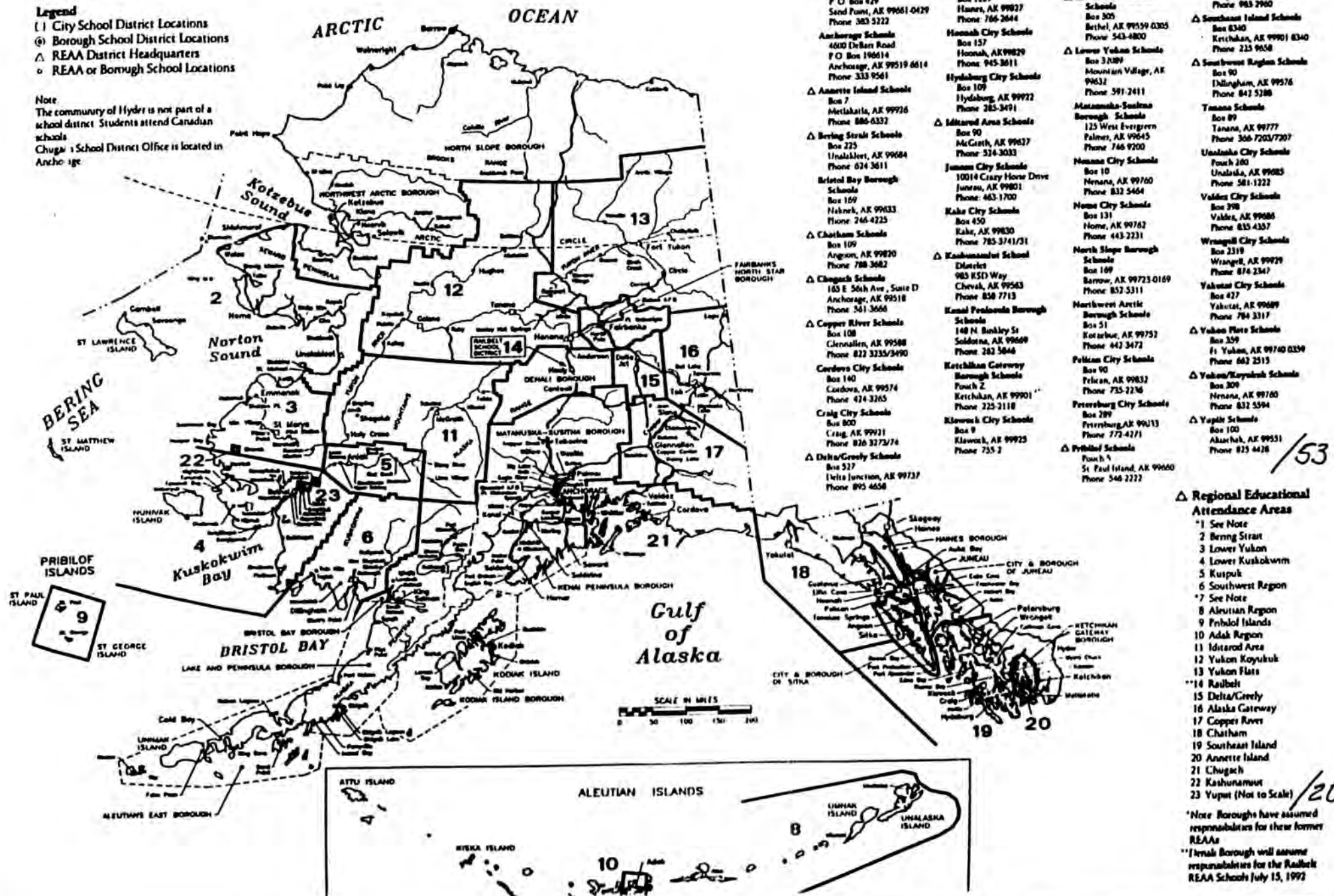
including
City School Districts
Borough School Districts
Regional Educational Attendance Areas
revised July 1991

Legend

- (1) City School District Locations
- (6) Borough School District Locations
- (Δ) REAA District Headquarters
- (o) REAA or Borough School Locations

Note

The community of Hyder is not part of a school district. Students attend Canadian schools.
Chugach School District Office is located in Anchorage.



Alaska Public School Districts

- | | | | |
|--|--|--|---|
| <p>Δ Adak Region Schools
PSC 488, Box 1234
FPO AF 99506-1234
Phone: 997-3188</p> <p>Δ Alaska Gateway Schools
Box 226
Tok, AK 99780
Phone: 883-3151</p> <p>Δ Aleutian Region Schools
Pouch 790
Unalaska, AK 99685
Phone: 581-1222</p> <p>Aleutians East Borough School District
P.O. Box 429
Sand Point, AK 99681-0429
Phone: 383-5222</p> <p>Anchorage Schools
4000 DeBar Road
P.O. Box 196614
Anchorage, AK 99519-6614
Phone: 333-9561</p> <p>Δ Annette Island Schools
Box 7
Metlakatla, AK 99926
Phone: 886-0332</p> <p>Δ Barrow Strake Schools
Box 225
Unalakleet, AK 99684
Phone: 624-3611</p> <p>Bristol Bay Borough Schools
Box 159
Niknek, AK 99633
Phone: 246-4225</p> <p>Δ Chatham Schools
Box 109
Angoon, AK 99820
Phone: 788-3682</p> <p>Δ Chugach Schools
165 E 56th Ave., Suite D
Anchorage, AK 99518
Phone: 561-3666</p> <p>Δ Copper River Schools
Box 108
Clennallen, AK 99588
Phone: 822-3235/3490</p> <p>Cordova City Schools
Box 140
Cordova, AK 99574
Phone: 474-3265</p> <p>Craig City Schools
Box 800
Craig, AK 99921
Phone: 826-3273/74</p> <p>Δ Delta/Gravelly Schools
Box 527
Delta Junction, AK 99737
Phone: 895-4658</p> | <p>Dillingham City Schools
P.O. Box 178
Dillingham, AK 99576
Phone: 842-3223/25</p> <p>Fairbanks North Star Borough Schools
Box 71250
Fairbanks, AK 99707
Phone: 453-2000</p> <p>Galena City Schools
Box 299
Galena, AK 99741
Phone: 656-1205</p> <p>Haines Borough Schools
Box 1289
Haines, AK 99827
Phone: 766-2644</p> <p>Hoonah City Schools
Box 157
Hoonah, AK 99829
Phone: 945-3611</p> <p>Hydaburg City Schools
Box 109
Hydaburg, AK 99922
Phone: 285-3491</p> <p>Δ Iditarod Area Schools
Box 90
McGrath, AK 99627
Phone: 524-3033</p> <p>Juneau City Schools
10014 Crazy Horse Drive
Juneau, AK 99801
Phone: 463-1700</p> <p>Kake City Schools
Box 450
Kake, AK 99830
Phone: 785-3741/31</p> <p>Δ Kashunamiut School District
985 KSD Way
Chevick, AK 99563
Phone: 858-7713</p> <p>Kamela Peninsula Borough Schools
148 N. Binkley St.
Soldona, AK 99609
Phone: 262-5848</p> <p>Ketchikan Gateway Borough Schools
Pouch 2
Ketchikan, AK 99901
Phone: 225-2118</p> <p>Klawock City Schools
Box 9
Klawock, AK 99925
Phone: 755-2</p> | <p>Kodiak Island Borough Schools
722 Mall Bay Road
Kodiak, AK 99615
Phone: 486-3131</p> <p>Δ Koyuk Schools
Box 49
Aniak, AK 99557
Phone: 675-4250</p> <p>Lake and Peninsula Borough Schools
Box 498
King Salmon, AK 99613
Phone: 248-4280</p> <p>Δ Lower Kachikwim Schools
Box 305
Bethel, AK 99559-0305
Phone: 543-4800</p> <p>Δ Lower Yukon Schools
Box 32089
Mountain Village, AK 99632
Phone: 591-2411</p> <p>Matanuska-Susitna Borough Schools
125 West Evergreen
Palmer, AK 99645
Phone: 766-9200</p> <p>Nome City Schools
Box 10
Nome, AK 99760
Phone: 832-5464</p> <p>Nome City Schools
Box 131
Nome, AK 99762
Phone: 443-2231</p> <p>North Slope Borough Schools
Box 169
Barrow, AK 99723-0169
Phone: 852-5311</p> <p>Northwest Arctic Borough Schools
Box 51
Kotzebue, AK 99752
Phone: 442-3472</p> <p>Pelican City Schools
Box 90
Pelican, AK 99632
Phone: 735-2236</p> <p>Petersburg City Schools
Box 289
Petersburg, AK 99833
Phone: 772-4771</p> <p>Δ Pribilof Schools
Pouch 5
St. Paul Island, AK 99600
Phone: 546-2222</p> | <p>Δ Railbelt School District
Drawer 280
Healy, AK 99743
Phone: 683-2278</p> <p>Sr. Mary's School District
Box 171
St. Mary's, AK 99658
Phone: 438-3311</p> <p>Sitka Borough Schools
Box 179
Sitka, AK 99835
Phone: 747-8672</p> <p>Skagway City Schools
Box 497
Skagway, AK 99840
Phone: 983-2900</p> <p>Δ Southeast Island Schools
Box 8340
Ketchikan, AK 99801-8340
Phone: 225-9658</p> <p>Δ Southwest Region Schools
Box 90
Dillingham, AK 99576
Phone: 842-5286</p> <p>Tanana Schools
Box 89
Tanana, AK 99777
Phone: 366-7203/7207</p> <p>Unalakleet City Schools
Pouch 200
Unalakleet, AK 99685
Phone: 581-1222</p> <p>Valdez City Schools
Box 398
Valdez, AK 99686
Phone: 835-4357</p> <p>Wrangell City Schools
Box 2319
Wrangell, AK 99929
Phone: 874-2347</p> <p>Yakutat City Schools
Box 427
Yakutat, AK 99689
Phone: 784-3317</p> <p>Δ Yukon Flats Schools
Box 359
Ft. Yukon, AK 99740-0359
Phone: 662-2515</p> <p>Δ Yukon/Koyukuk Schools
Box 309
Hemena, AK 99760
Phone: 832-5594</p> <p>Δ Yupik Schools
Box 100
Alatash, AK 99531
Phone: 825-4428</p> |
|--|--|--|---|

Regional Educational Attendance Areas

- *1 See Note
- 2 Barrow Strait
- 3 Lower Yukon
- 4 Lower Kuskokwim
- 5 Kuskokwim
- 6 Southwest Region
- *7 See Note
- 8 Aleutian Region
- 9 Pribilof Islands
- 10 Adak Region
- 11 Iditarod Area
- 12 Yukon Koyukuk
- 13 Yukon Flats
- *14 Railbelt
- 15 Delta/Gravelly
- 16 Alaska Gateway
- 17 Copper River
- 18 Chatham
- 19 Southeast Island
- 20 Annette Island
- 21 Chugach
- 22 Kashunamiut
- 23 Yupik (Not to Scale)

*Note: Boroughs have assumed responsibilities for these former REAAs

**Iñupiat Borough will assume responsibilities for the Railbelt REAA Schools July 15, 1992

153

120

Students

488

Schools

53

School Districts

20

80%

of our

Students

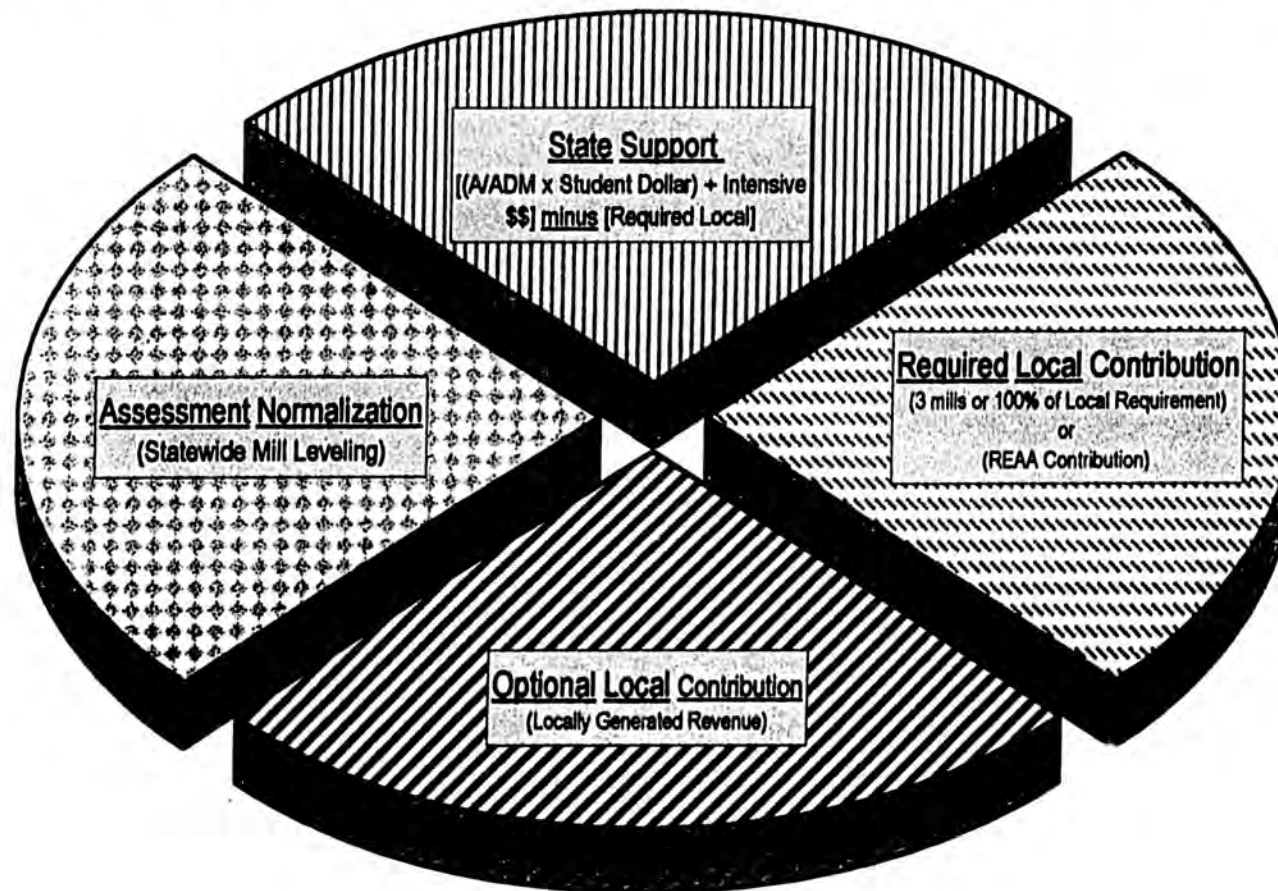
are in

30%

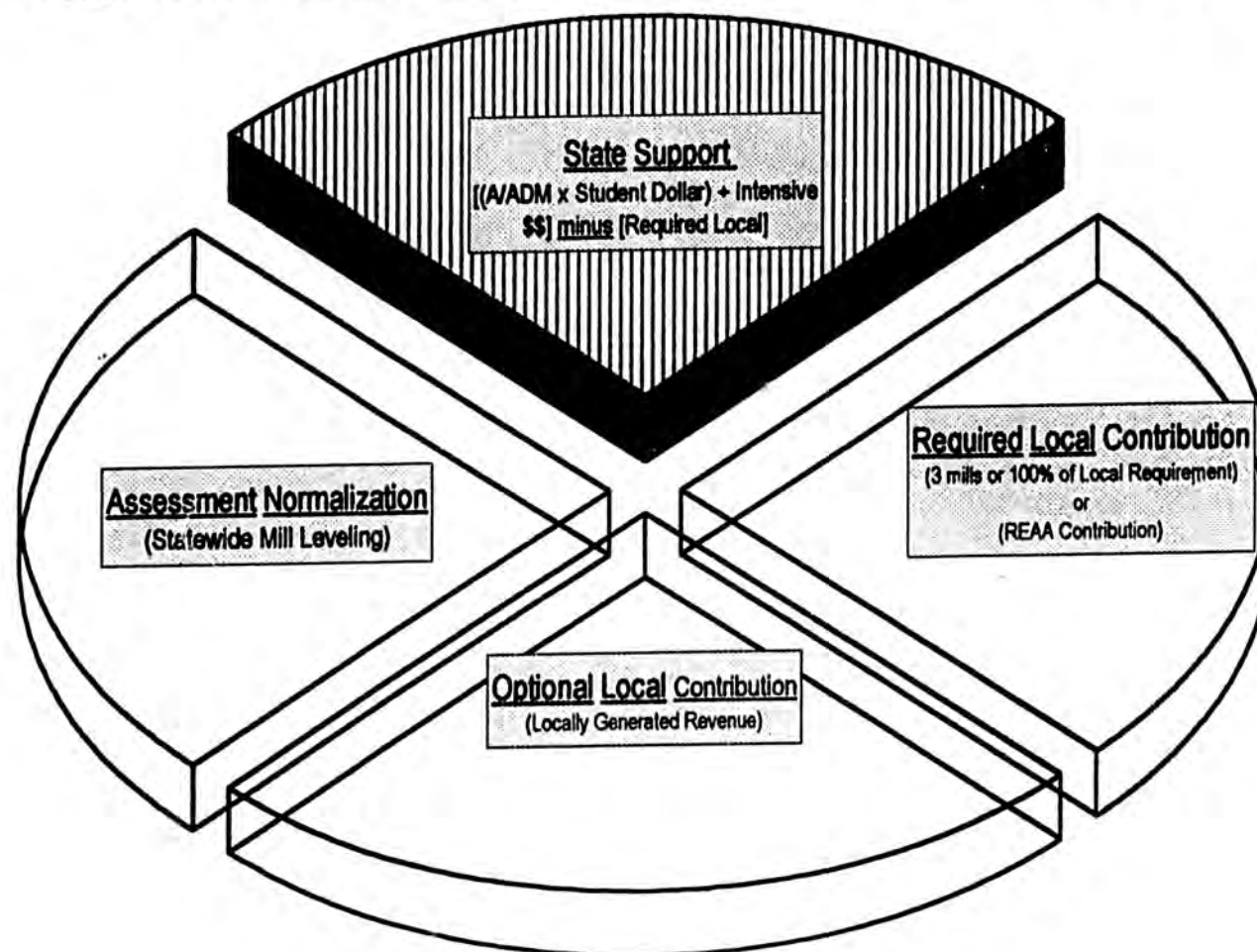
of our

School Districts

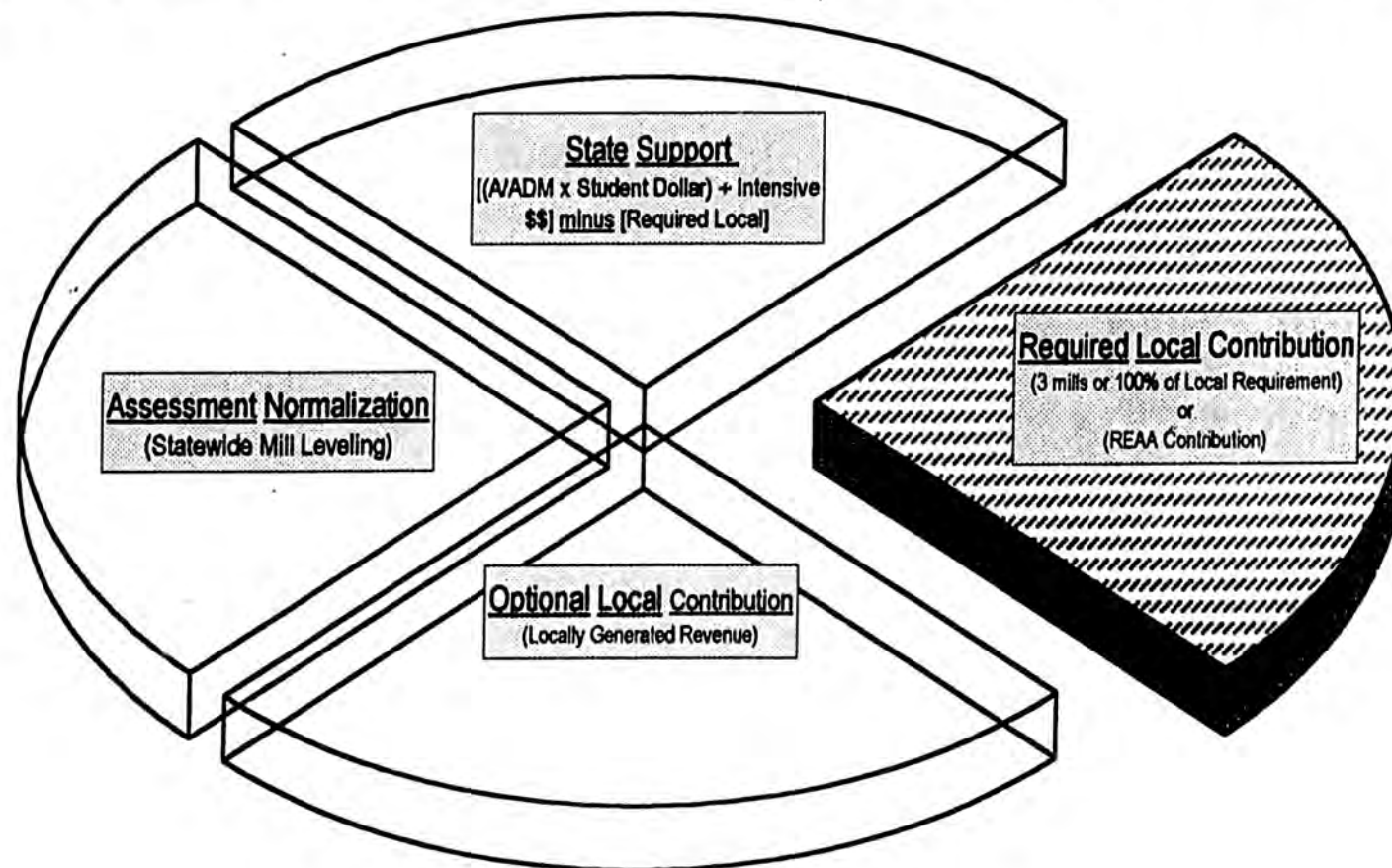
COMPONENTS of PUBLIC SCHOOL FUNDING



STATE SUPPORT

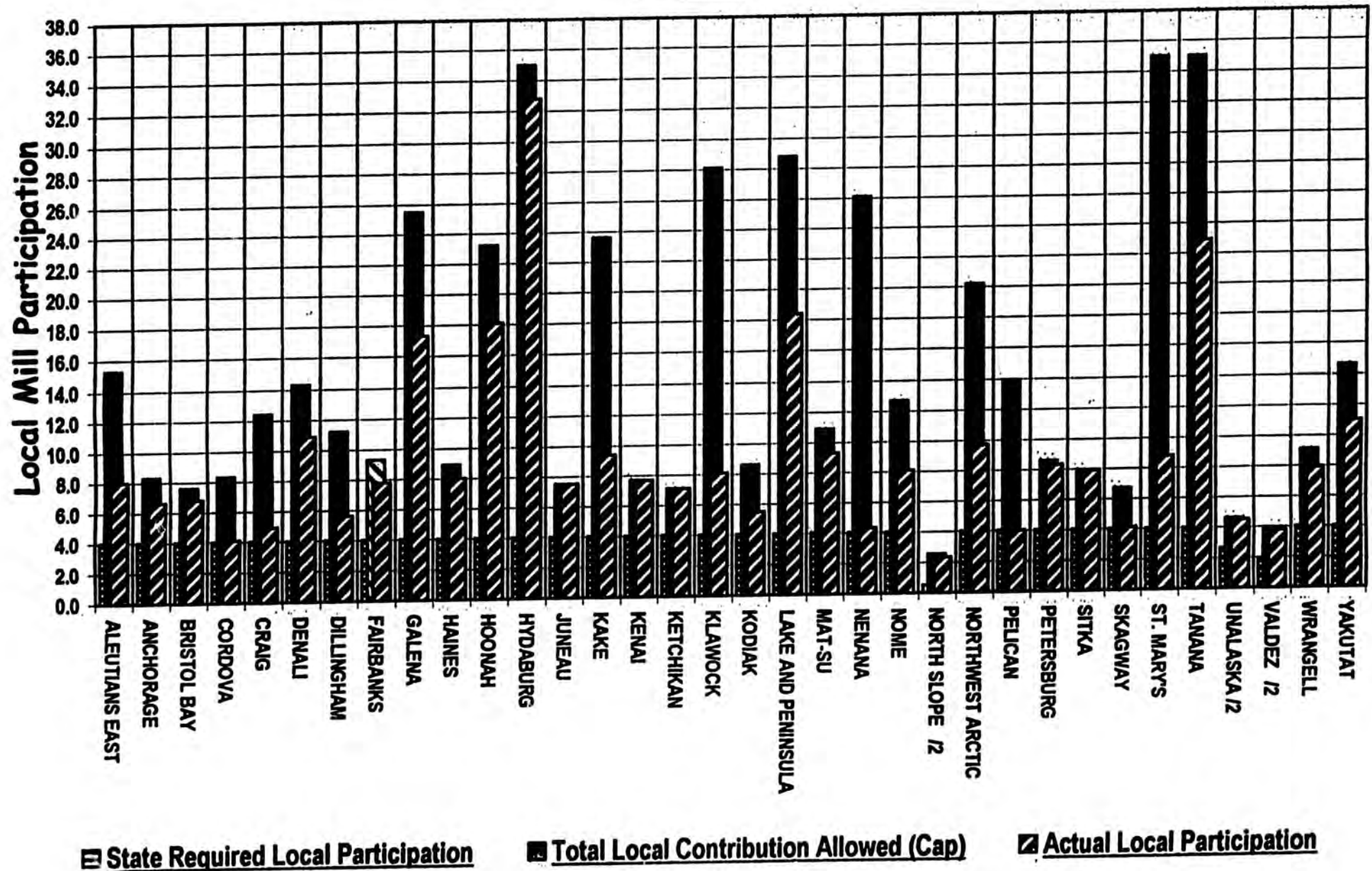


REQUIRED LOCAL PARTICIPATION



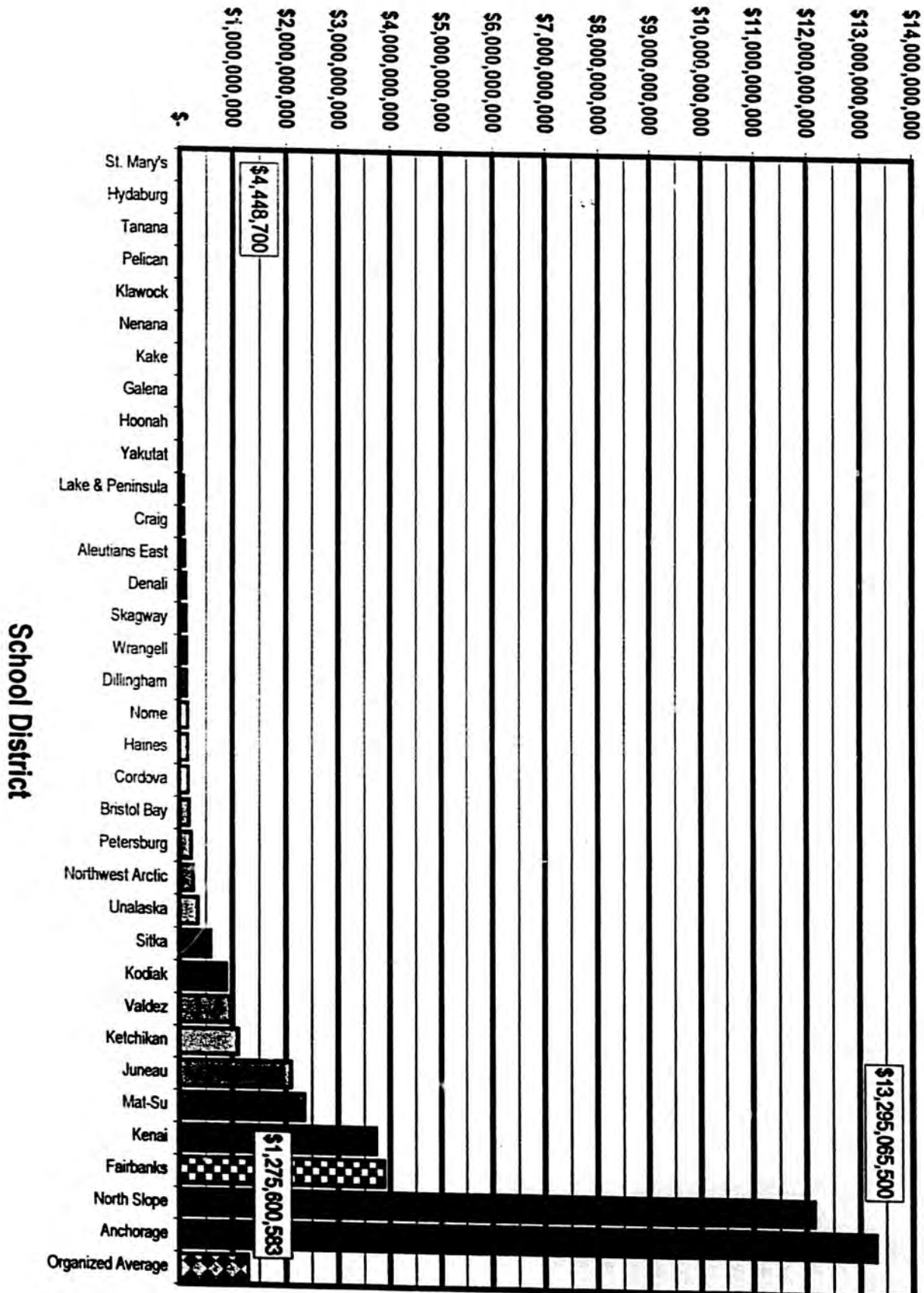
Local Funding Participation by School District

1996

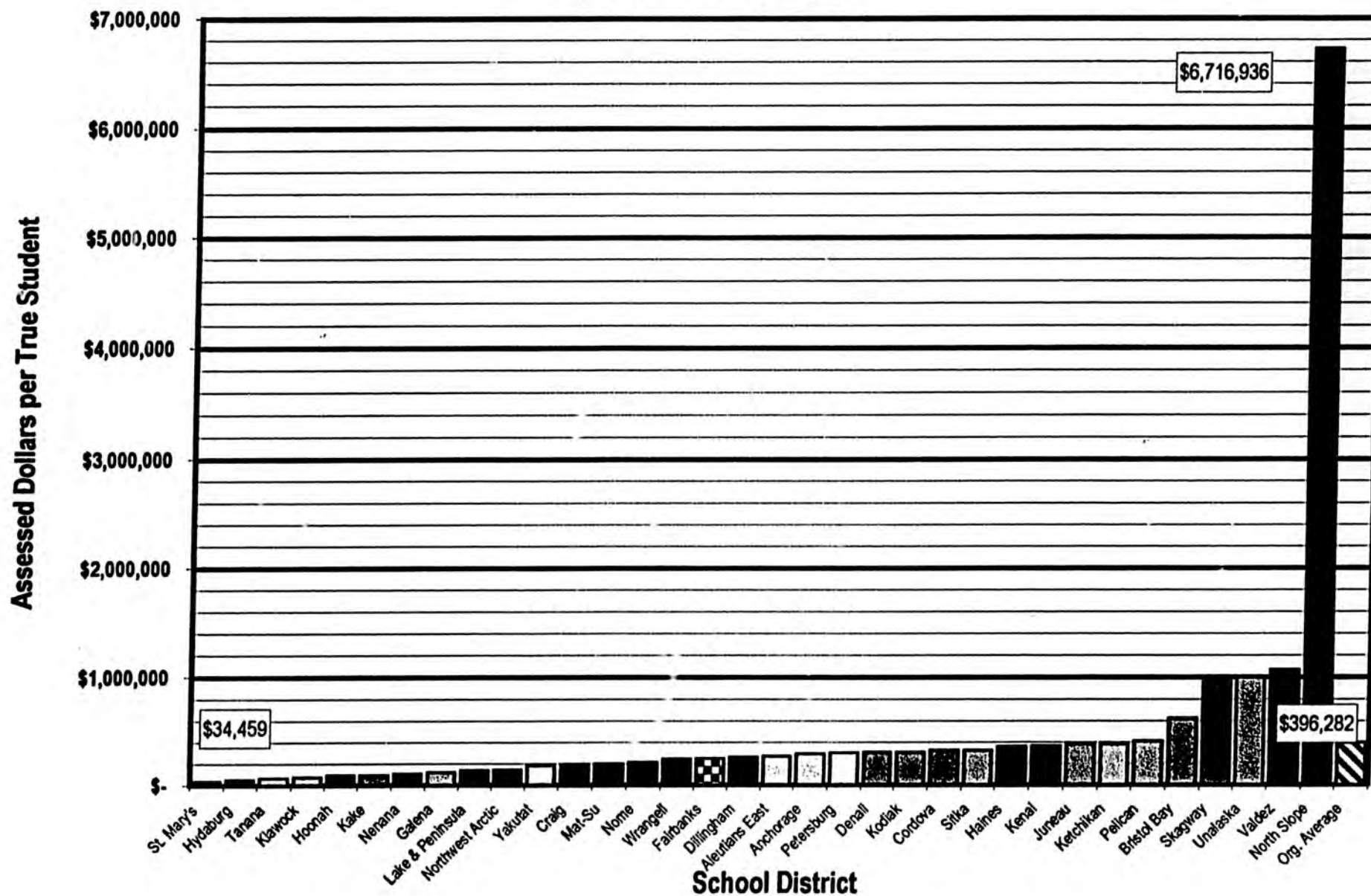


Full Assessed Value of Organized Area

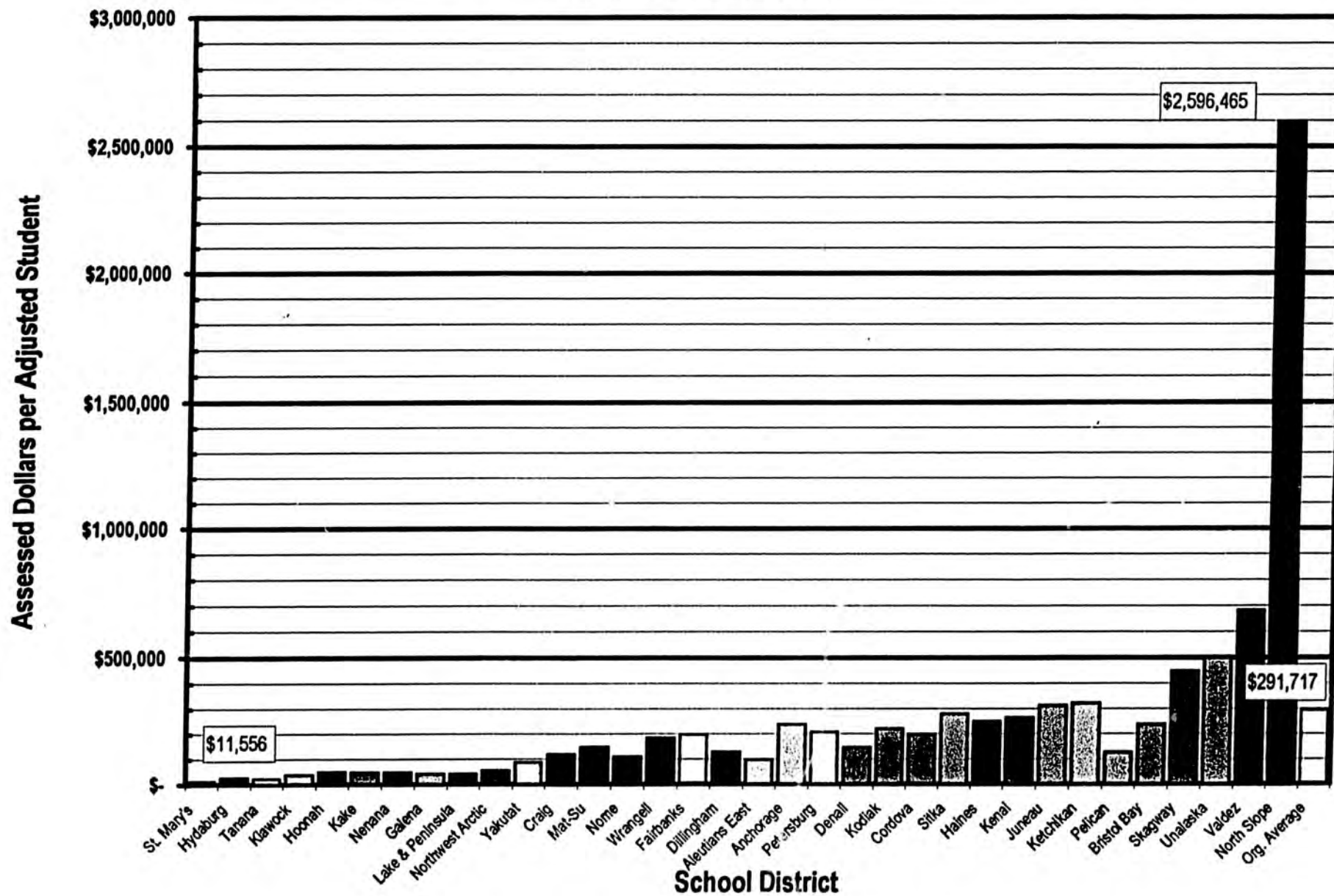
Full Assessed Value
1996



Assessed Value per True Student (ADM)
by Assessed Dollar of School District
Organized Governments only



**Assessed Value per Adjusted Student (A/ADM)
by Assessed Dollars of School District
Organized Governments only**

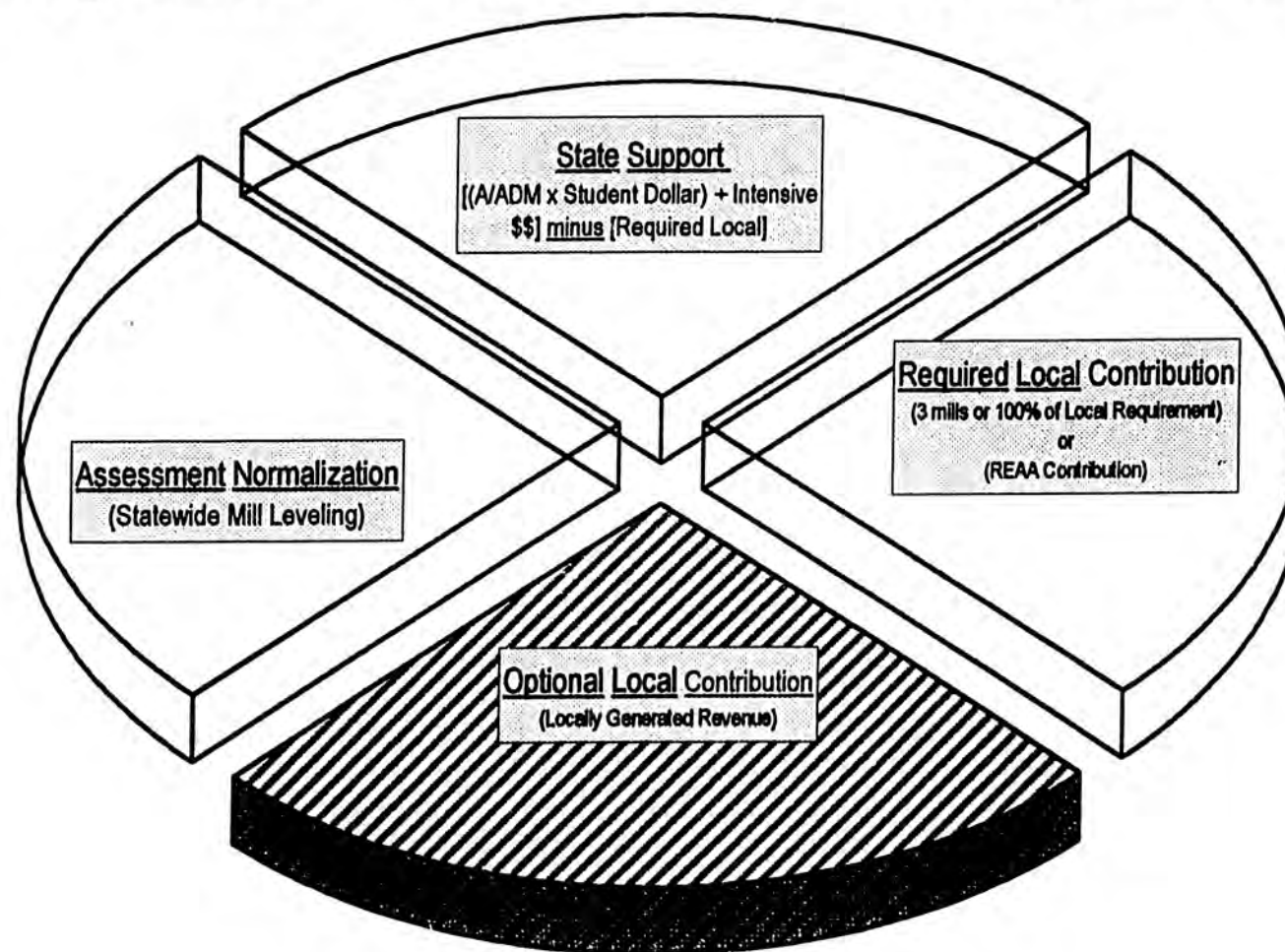


REAA WAGES AND EMPLOYMENT - 1996 (Source: Alaska Dept. of Labor)						
	WAGE TYPE			NUMBER EMPLOYED		
	GOVERNMENT	PRIVATE	TOTAL	GOVERNMENT	PRIVATE	TOTAL
LOWER KUSKO.	\$ 56,831,456	\$ 65,328,184	\$ 122,159,640	2,006	2,930	4,936
S.W. REGION	16,373,320	38,838,089	\$ 55,211,409	534	1,482	2,016
S.E. ISLANDS	11,322,779	29,252,980	\$ 40,575,759	451	1,092	1,543
LOWER YUKON	22,242,490	9,829,649	\$ 32,072,139	1,089	669	1,758
CHATHAM	9,024,224	19,682,839	\$ 28,707,063	358	646	1,004
DELTA-GREELEY	11,997,750	11,581,855	\$ 23,579,605	460	445	905
COPPER RIVER	9,268,686	13,233,987	\$ 22,502,673	283	596	879
ALEUTIAN REGION	326,146	18,775,462	\$ 19,101,608	15	479	494
YUKON FLATS	6,944,361	11,657,499	\$ 18,601,860	239	278	517
AK GATEWAY	8,685,353	9,170,488	\$ 17,855,841	255	454	709
ANNETTE ISLAND	10,596,318	5,136,734	\$ 15,733,052	381	186	567
PRIBILOF IS.	5,206,387	8,384,196	\$ 13,590,583	168	456	624
BERING STRAIT	4,225,098	8,144,761	\$ 12,369,859	348	652	1,000
CHUGACH	1,989,053	8,542,651	\$ 10,531,704	61	276	337
YUKON-KOYUKUK	3,879,926	6,014,779	\$ 9,894,705	226	136	362
KUSPUK	6,522,797	2,727,825	\$ 9,250,622	196	131	327
IDITAROD	7,311,887	1,527,993	\$ 8,839,880	264	93	357
ADAK REGION	3,052,313	481,025	\$ 3,533,338	194	12	206
TOTALS	\$ 195,800,344	\$ 268,310,996	\$ 464,111,340	7,528	11,013	18,541

NOTES

1) REAA Estimated population - 1996 - > 19 yrs. of age = 31,155
2) 3% School Tax on Gross Earnings = \$13.93 million (remitted quarterly on current ESD report)
3) \$13.93 million divided by 18,127 wage earners = \$751.31/yr "head tax"
4) \$13.93 million divided by 31,155 citizens > 19 yrs. of age = \$447.12

OPTIONAL LOCAL CONTRIBUTION



REGIONAL EDUCATION ATTENDANCE AREA

(REAA)

PUBLIC SCHOOL FUNDING
OPTIONS

Property tax

Sales tax

Fish tax

Payroll tax

Forest receipts

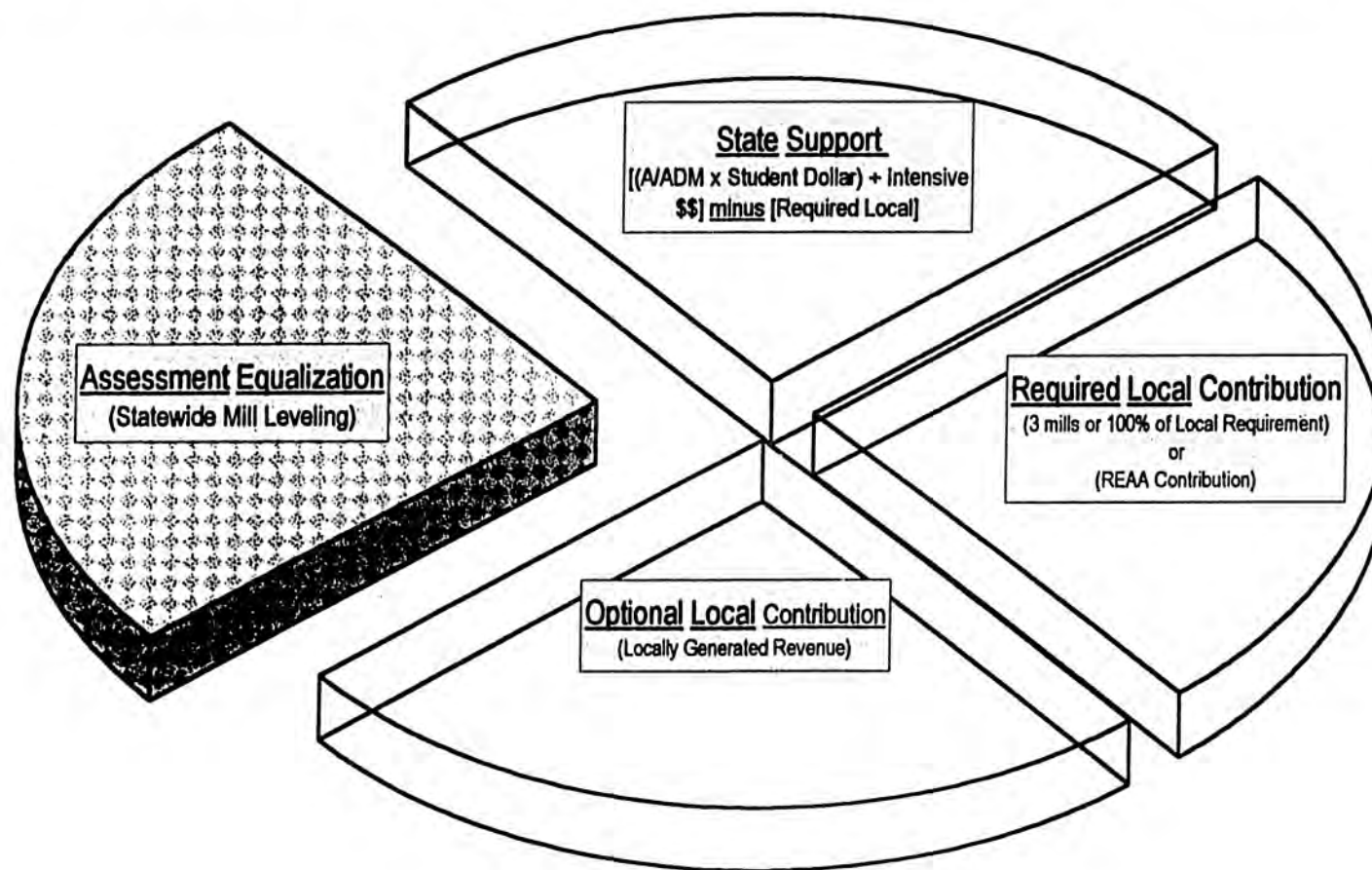
Bed tax

"Head" tax

Income tax

Other?

ASSESSMENT EQUALIZATION



Components of Local School Funding

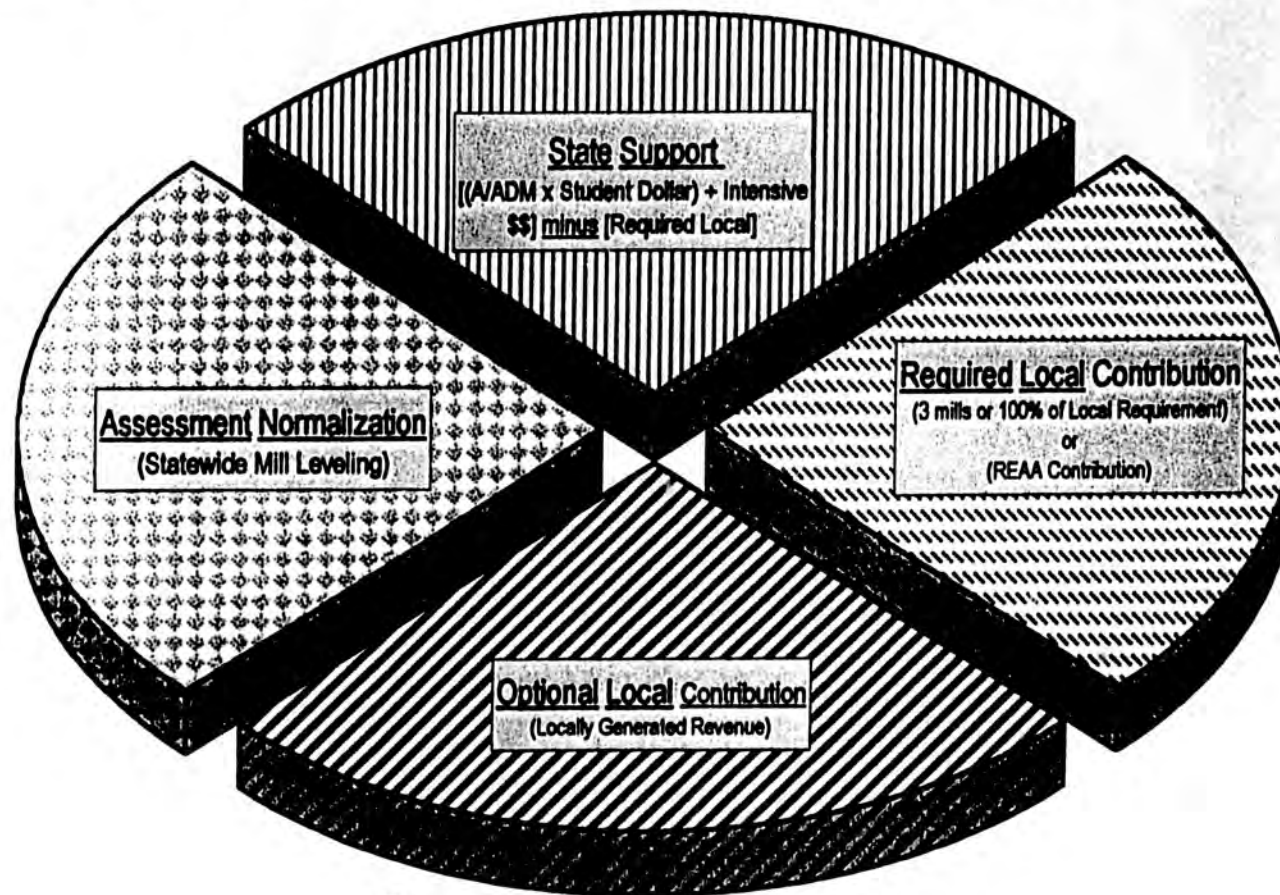
- A) State Participation
- B) Local Required Participation
- C) Local Option Participation
- D) **Assessment Equalization**

Assessment Equalization

School districts will receive an adjustment to their respective state support dollar amount based on the respective school district's A/ADM in relation to the total statewide A/ADM.

The amount of funding granted to each district is based on the district's respective wealth in relation to the state's assessed wealth.

COMPONENTS of PUBLIC SCHOOL FUNDING

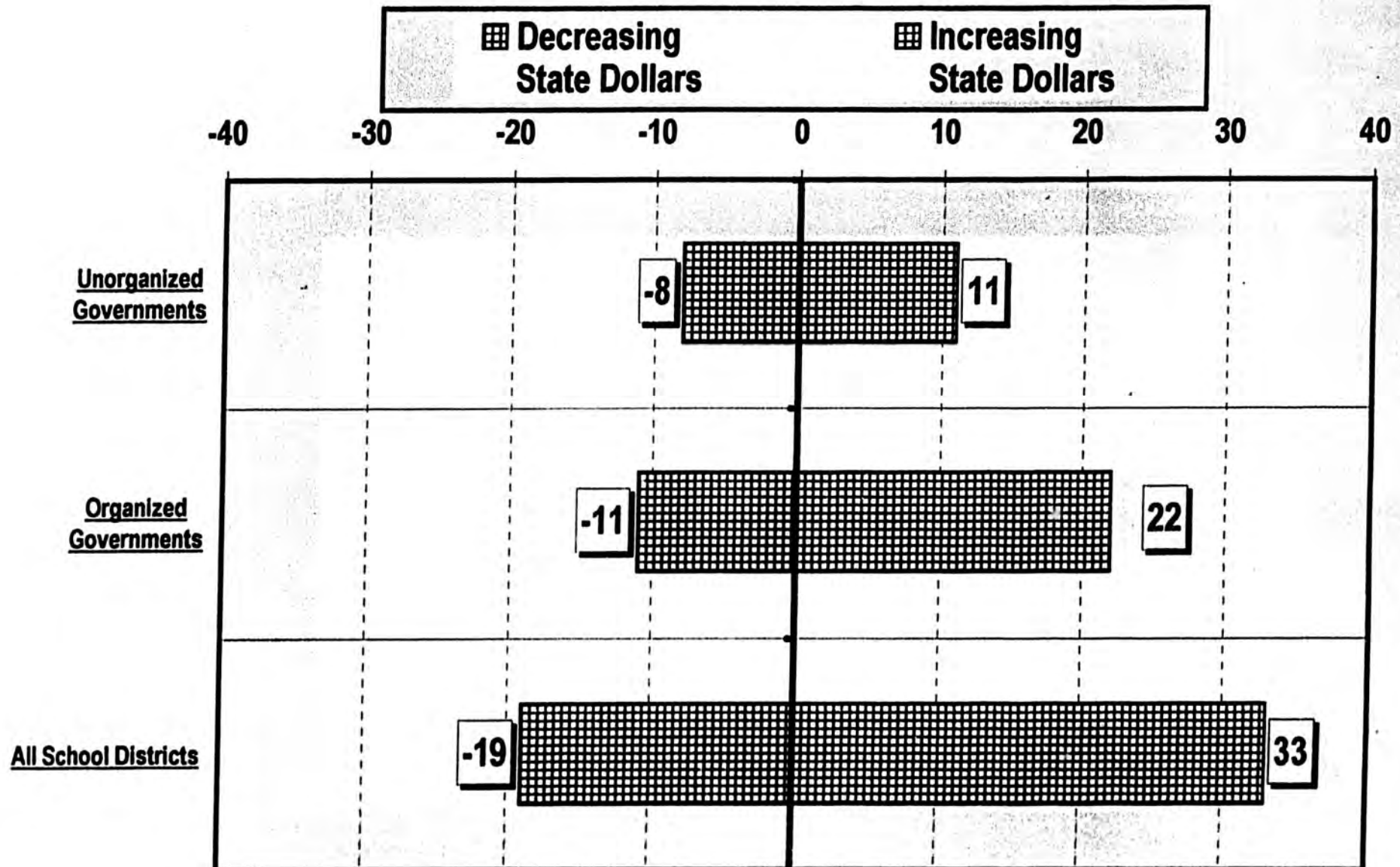


conclusion

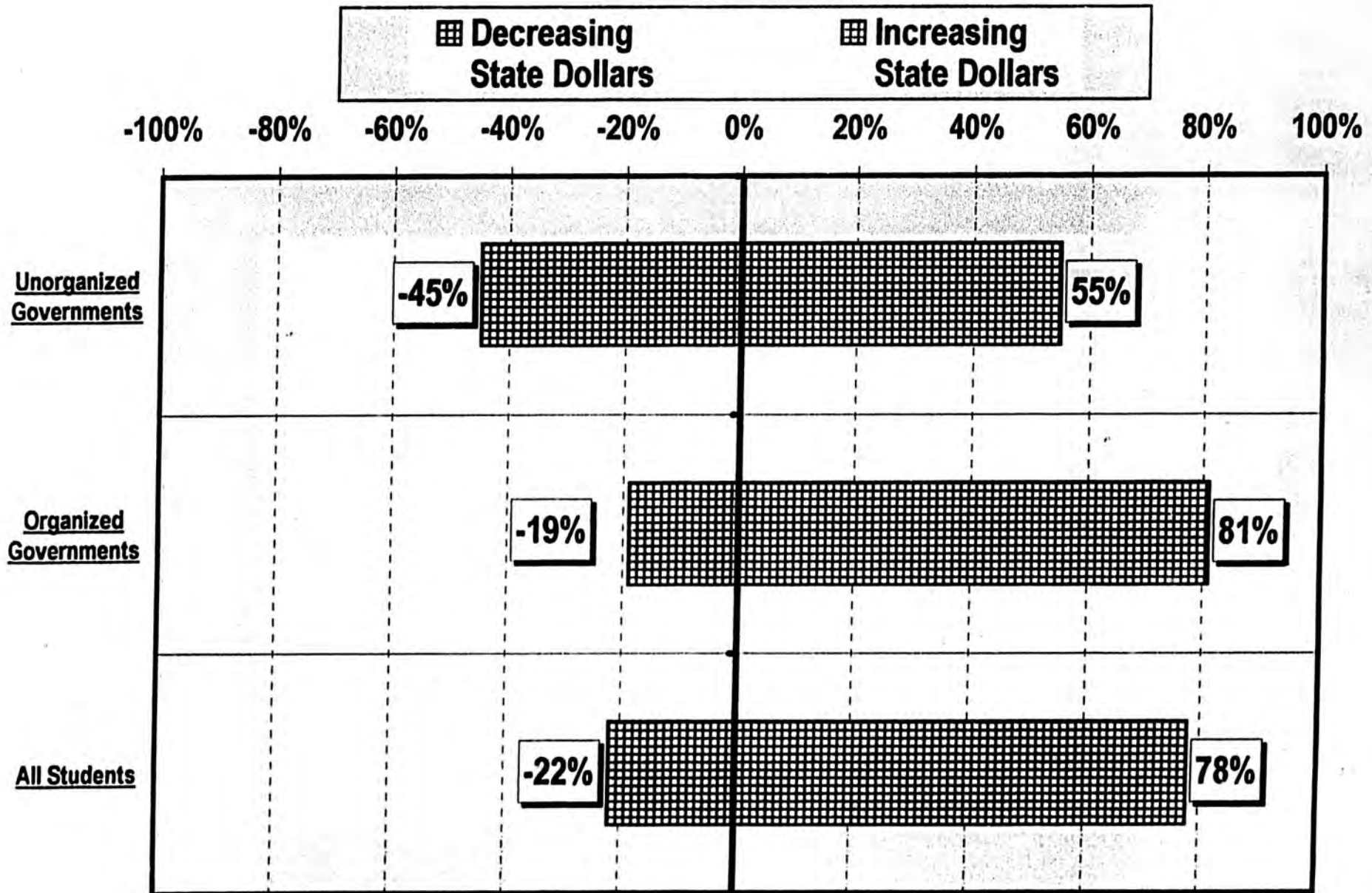
Number of School Districts Receiving Increasing or Decreasing State Dollars

From FY 1998 to FY 2002

Senate Bill 146



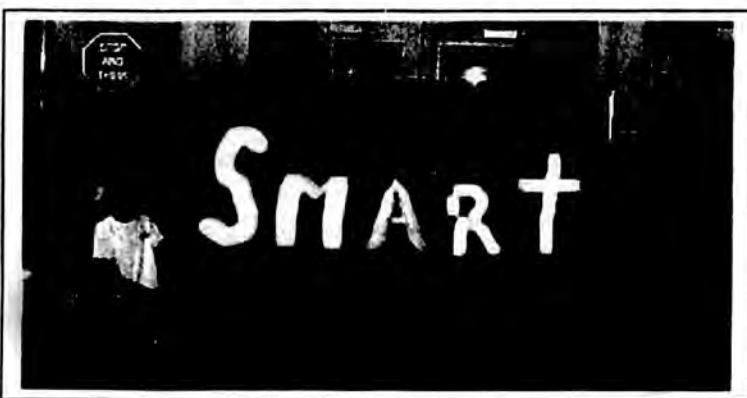
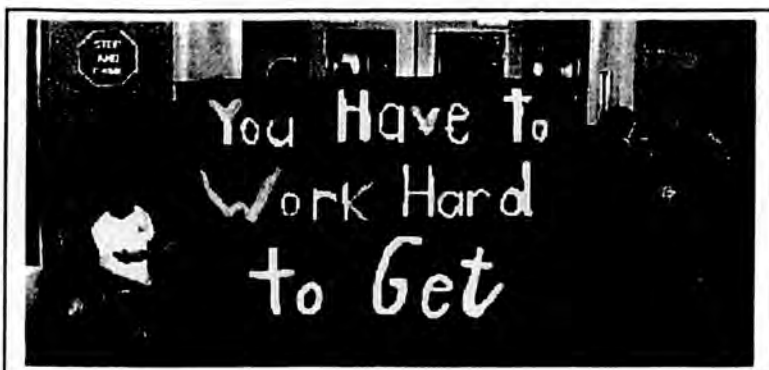
PerCent of Increasing or Decreasing State Dollars per Student
From FY 1998 to FY 2002
Senate Bill 146



ARCTIC FOX

Volume 10, Issue 4

December 1997



Mr. McCarthy's 5th graders show Mr. Olson how to do well.

Merry Christmas!

Kai West's Third Grade Book Club

The Third Grade Book Club in Mrs. West's room studied riddles and came up with a few. Can you guess? See 'Answers' on page 8.

WHO AM I?

I am the Boss.
I love to give birthday cards. I am a wiz at the yo-yo.
Who am I?

I have short, dark hair.
My daughter is in fifth grade.
My husband is a principal.
Who am I?

I am the young, pretty boss.
I love phonics.
I dress in colorful clothes.
Who am I?

I am very tall and strong.
I like to help people find books.
I like to stroll and hunt.
Who am I?

See West on page 3

INSIDE THIS ISSUE

- 1 Kai West's 3rd Graders
- 1 Work Hard to Get Smart!
- 2 Mrs. Renoux's 3rd Grader's
- 2 December Events Calendar
- 3 Foxtales
- 4 Mrs. Holmaquist's 3rd Graders
- 6 Mrs. Keil's 3rd Graders
- 9 December Birthdays
- 9 ECE Hooked on Books
- 10 Historical graph: distance of ice from Barrow

Mrs. Renoux's 3rd Graders Write

Santa's Workshop

By Britt'Nee Brower and Ashley Lausten

Santa's Workshop will be coming to Ipalook School for the third grade classrooms. It is part of our Read-at-home program. We have to bring back 5 reading records. Each time we bring one back, we can put an ornament on our classroom tree. Our parents have to sign the reading records. You have to read for 15 minutes [or more] each night. December 15th is when we can go to the workshop. It will be after school.

Mrs. Renoux's BOOK CLUB

By Genele Romero, Chilsea Rexford and Forrest Neokok

In Mrs. Renoux's Book Club, we do reading and writing in composition books. We do spelling and sounds. We read Battle Books. We have snacks. We are going to do poetry. We also practice spelling bees. We have spelling tests on Mondays.

The Read-In

By Kaelee Reddel and Tennessee Judkins

A read-in is when you bring sleeping bags and stuff and you read with a friend. We had a read-in from 9:30 until lunchtime. Everybody read books like "I Spy" and books about reptiles. It was fun reading books. Some kids just like to read books. There were all kinds of books to read in the classrooms. All the third grades had the read-in. Some of us got to use bean bags.

Brad's Creature Feature

By Jake Voss, Sean Gueco and Nick Abraham

Brad's Creature Feature was a hit! It was to show kids about reptiles and amphibians. Brad brought one crocodile, 2 lizards, 2 frogs, one turtle and 5 kinds of snakes. Everyone wanted to see the snakes but some didn't. We got to pet them and look at all the cool stuff Brad had. Brad came from Oregon. We had an assembly. The ECE-ers loved it! They held the reptiles, too. Brad told us the rattlesnakes have a fat head and others have a head that matches with their bodies. He told us we are scientists and we should say, "A-a-a-ah, very interesting!"

Roller Skating

By Alice Glen and Margaret Alice Edwards

What is a roller skating party? Roller-skating was a reward for bringing back your reading records. [The reading records are from our read-at-home program in third grade.] When did we go? We went roller-skating in October. Where did we go? We went to the roller rink on the Barrow side. Who went? All the third graders who brought back their reading records got to go. What happened? People roller bladed until we had to leave. People brought snacks and some people brought money to buy soda.

How many continents? Each time we brought back one reading record we went to a continent. We started in Barrow [in North America] and then we went to South America and then to Antarctica and Africa and Australia and Asia and our last continent was Europe. We had to read and get to 6 or 7 continents in order to go roller-skating.



An Interview with Mr. Williams

By Taylor Wood and Christina Aiken

Student: How did you think of this program?

Mr. Williams: I got together with a committee and we decided on two plays.

Student: Who gets to be in the plays?

Mr. Williams: In grades 1, 2 and 3, everyone has a part in it. In grades 4 and 5 everyone at least gets to sing.

See Renoux on page 3

December Events

Early release/ 12/1/97

Teaming day 12/1/97

No PM ECE 12/1/97

ILT/Immersion 12/1-2/97

Staff Development 12/1-2/97

School Board Meeting 12/4/97

Classroom Door Decorating Contest! Theme:

Winter Wonderland 12/8-12/97

Last Day 1st Semester Extended Day
12/11/97

Extended Day Program 5:30-6:30 12/11/97

Judge Classroom Door Decorating 12/12/97

Craft Fair 10am-2pm 12/13/97

Early Release/12/15/97

Teaming Day 12/15/97

No PM ECE 12/15/97

Lunch in classrooms 12/15-19/97

Student Council Gives Christmas Presents to
Teachers/Staff 12/16/97

2nd Semester Enrollment for Extended
Day 12/16/97

Holiday Program K-1st-2nd-3rd 6:00
PM 12/17/97

Santa Visits ECE classrooms 12/17/97

Holiday Program ECE a.m. ECE p.m. 4th-5th
6:00 12/18/97

Santa visits Kindergarten-1st 12/18/97

Early Dismissal 12/19/97

No PM ECE 12/19/97

Vacation 12/22-1/3/97

Christmas Day 12/25/97

Happy New Year 1/1/98

School Begins 1/5/98

I love Buddy.
I have really curly hair.
I will miss the kids in B114.
Who am I?

I love frogs!
I like to help people do math.
I took over another Bigler's class.
Who am I?

I have very dark skin.
I have a great big dog.
I like to play piano and my Book
Clubs meets in B113.
Who am I?

I am very tall.
I married a man from France.
My students like candy and
Commander Mark.
Who am I?

*Mrs. West's Book Club thought up some
gifts that they would like to see under the
Christmas Tree.*

Top Ten Wish List

1. a football
2. walky-talky
3. stuffed teddy bear
4. books to read
5. markers & pencil crayons
6. a puppy
7. a basketball
8. Toy Story dolls
9. roller blades
10. drawing pad

Fox Tales

by Glenn Olson, Principal

Readers Are Winners

Families who read together stay together. Children whose parents read are children who learn to read. Homes in which everyone reads are homes that foster reading in children. Though these are adages, they are also true and supported by tremendous amounts of educational research.

Believe it or not, schools alone cannot teach all children to love to read, to read fluently and to understand what they read. We need the help of parents, older brothers and sisters, grandparents, aunts, uncles, cousins and any other person in the home who can read. By reading to young children, by having children see older

See Foxtales page 8

Student: When is the program going to be?

Mr. Williams: K, 1, 2, and 3 will perform on Dec. 17 at 6:00 p.m. ECE, 4th and 5th will do their concert on Dec. 18th at 6:00

Student: Where will it be?

Mr. Williams: It will be in the school auditorium.

Student: Do you think it will be a success?

Mr. Williams: I think it will be if everybody makes it work.

Student: Do kids like the idea of the play?

Mr. Williams: Yes, I think they will because it is new to them.

Student: Where did the play come from?

Mr. Williams: It's an American play.

Student: Do you like the idea?

Mr. Williams: Yes because it will be cute and pretty and musical.

Student: How many parts were there?

Mr. Williams: There are 12 speaking parts.

Student: How many characters in the plays?

Mr. Williams: There are 21 characters in the plays.

Student: Do you like being a music teacher?

Mr. Williams: Yes because it is something I have done all my life.

Student: Where did you start being a music teacher?

Mr. Williams: I started in Unalakleet, Alaska.

Student: When did you become a music teacher?

Mr. Williams: 1988. I went to college in Alaska, California and Europe.

Student: Why did you want to become a music teacher?

Mr. Williams: I have always loved music. I have sung all my life.

Student: How do you use your high voice?

Mr. Williams: I do exercises with my face, jaws and neck.

Student: How many years have you taught music?

Mr. Williams: I've been teaching for 12 years.

Student: Do you like playing instruments?

Mr. Williams: Yes I do.

Student: Do you like putting plays together?

Mr. Williams: I enjoy it. I like it.

Student: Have you ever written and published a song?

Mr. Williams: I have written a song but I have never published one.

Student: How did you learn to sing well?

Mr. Williams: I do vocal exercises.

Student: Thank you, Mr. Williams, for the interview.



Becoming An Astronaut

by Christina Aiken

I would be an astronaut because it would be cool going to outer space. And I am not scared of heights. I'd ask my mom and dad if I can go to any planet that I want to go. The planet I would go to is Mars. If I went to Mars in a buggy I would be famous. I'd see stars and every planet. I'd probably love to see aliens then we would not be alone. My family and friends would be proud of me. I'd pick up rocks on every planet. I would even see the sun. I'd stay on Mars all my life. I would not eat any food up in space. I would write letters and other astronauts would go back to Earth and put the letters in their mailbox. I'd count all the rocks I've taken from the planets. I'd stay there and astronauts would bring me food every month. I'd make my own house up in space. There would be

Mrs. Holmquist's 3rd Graders

Santa's Top 10 Questions

How little are your elves?
Do you have any kids?
How big are you?
How old are your reindeer?
Where do you get your toy making supplies?
How do you get your reindeer to fly?
Do you drink lots of milk?
Can you bring me a special toy?
How heavy are you?
How big are your reindeer?
How big is your bedroom?
How big are your elves?
How big is your house?
Do you know your ABC's?
How do you fit down the chimney?
How old is your wife?
Does your wife make cookies for you?
How old are your elves?
Do you have birthday parties?
How many elves do you have?
How many reindeer do you have?
Do you ever lie?
How many toys can you make in 12 days?
How many toys can you make in 1 day?
Is it cold at the North Pole?

Christmas Survey



By Jim Allen Okpeaha and Fredrick Steven Ahgeak

If you could give the world one Christmas gift what would it be?
Michelle Hopson - Teddy Bear
Mrs. Norton - That every one would like and respect each other.
Mr. Shaw - I would give the world more time so we could all slow down and enjoy life more fully.
Caleb Adair - That everyone would be happy.
Quuaq Okpeaha - Bike.
Shari Dietzel - peace.
Shevic Johnson - A Green delicious apple.
June Aiken - Love
Jonaenan Aiken - Remote Control

Madeline Maple - Candy
Wanda Grace - I would give everyone a red Corvette.
Tupaarnqq Brower - Toy

Christmas Play!

By Avaiyak Aamodi

We are going to have the Christmas play on Christmas week. The 3rd graders like the songs. It is called "The Gingerbread Christmas." The 1st, 2nd and 3rd graders are doing the play together. Come to the play it'll be ne!!

A Poem

By

Klarena Leavitt-Hopson

The taste of it

Reminds me of camping up inland.

I feel the cool air and wind

I see rivers, lakes, and snow

I hear the wind, the rivers and my steps on the snow.

Horoscopes



By Robert Tookak, Jordan Jeffery, Tiffany Hines

*****...You will have a Terrific day!!

*****... Positive

*****... Average

Capricorn (Dec. 22- Jan. 19) :

***** You will meet someone special at A.C.! Tonight Watch T.V!!!

Aquarius (Jan. 20- Feb. 18) :

**** Today you are going to have a slumber party!!! Tonight have pizza!!!

Pisces (Feb. 19- March 20):

***** Today read a good book.

Tonight you are going to have fun!!!

Aries (March 21-April 19):

***** On your birthday you will have a special toy. Today when you go hunting you will find a seal.

Taurus (April 20- May 20):

**** Today you will have a great day. Tonight you will go to A.C.

Gemini (May 21- June 20):

***** Today you will go to Gifts "R" Us and have fun. Today you will go hunting for an arctic fox.

Cancer (June 21- July 22):

***** You will get lucky sometime today.

Tonight go watch movies.

Leo (July 23- Aug. 22):

**** Today go fishing! Tonight go roller-blading!!

Virgo (Aug. 23- Sept. 22):

***** Call your house. Tonight have a carnival.

Libra (Sept. 23-Oct. 22):

*** Today stay home and watch T.V. Tonight go out to eat.

Scorpio (Oct. 23- Nov. 21):

***** Go shopping with a friend. Get clothing. Tonight go to Bingo.

Sagittarius (Nov. 22- Dec. 21):

***** Go hunting with your special father. Tonight go home early.

Chanting Stick



By Kelli McNeal

Our class was going to the beach and Ben and Jordan found a big stick. We took the stick to our classroom. Ben had the idea to paint it. So we painted it with lot of colors. It turned out to be really nice. The length is 143cm. and the width is 7cm.

Try Your Math Skills



By Megan Bowen

Estimating is fun to do in math. Try these estimating problems. Look on page 8 for the answers.

1. How many light bulbs are there in Ipalook? (Not counting the new addition)

See Estimating on page 5

Hello!!! I am of observer of patterns. When I started multiplication my teacher (Mrs. Holmquist) asked us to look for patterns. Right away I saw one when I counted by threes. I saw when there is a one in the ten's digit (the teens) there are three numbers. In the twenties there are three numbers, too. But in the thirties there are four numbers.

My teacher told me to see if this pattern would keep on going. So I tried it and it turned out that when you count by 3's there will be four numbers in the 30's, 60's, 90's, 120's, 150's, and 180's. Each of these is like counting by 30's.

Oh and just to let you know I counted up to two hundred and one. Try it! Threes are cool!!!!

Mrs. Keil's 3rd Graders Share Their



Writing

Jokes

How many sides does a basketball have? -Two, the inside and the outside!

What color does a cheerleader like best? -Yeller

By Dennis Fischer and Robert Brower

What did Benjamin Franklin say when he discovered electricity?

-Not a thing, he was too shocked!

By Joshua York

Teacher: Sally be quiet, the people next to you can't read.

Student: Then they should go back to 1st grade!

What did the coach say to the baker?

-I want my quarterback!

By Brandon Sakeagak

What is Santa's favorite state?

Ida ho ho ho!

What has four eyes and goes south?

See Jokes on page 8

Becoming An Astronaut

by Amelia Stankiewicz

I would not like to be an astronaut because I might get lost. I will have to be a good listener. My boss would tell me what to do on the long journey. I think I might forget. And besides, I can crash, die, spaceship damage or get sick. My mom and dad would miss me. My friends would worry about me maybe. If I did I would have to take hard tests, get used to it and listen really good. If I didn't listen I would be in trouble. And get lost. I would have to eat unusual food and unusual drinks. I think it would be dangerous and fun to float [in the spaceship].

Becoming An Astronaut

by Taylor D. Wood

I would not like to be an astronaut because they go up too high. They also land on the moon and look down at Earth. They float round too much. They run into craters and then fall down to Earth and kill someone. It would not be fun for me at all. But maybe I would see the stars. That would be cool. I would not like to see planets like Saturn or Pluto. You would have to have a different kind of degree. You might run out of gas and fall down to Earth. It would be loud taking off to outer space. Your friends and family would be scared about you. If you have kids they would be scared. You could not eat or drink stuff that you could on Earth. Your food would float around. You would be gone a long time and be nervous. You would miss Earth.

Becoming An Astronaut

by Jake Voss

I don't want to be an astronaut because your rocket ship could have an electrical problem and explode. I wish I could be the first man on the moon. I know who the first man on the moon was. It was Neil Armstrong. I think I would not like the food they eat. I think astronauts have to sit in a chair and the chair can go around really fast. I think in the year 3010 we are going to live like George Jetson. I think scientists are making oxygen and are going to give it to the astronauts. The astronauts are going to put it into outer space and it will go to the planet so we don't have to wear oxygen tanks on our backs. They are going to make space vehicles and space

houses for us.



Becoming An Astronaut

by Tennessee Judkins

I would not like to be an astronaut because you will float in the air and your food will too. You will get too hot in the space suit and how will you get to take a bath or a shower? See? That's why I don't want to be an astronaut and maybe the water will float up in the air when you take a bath. When you are fixing something the tools will float up in the air. Oh, and my parents would miss me very much but they wouldn't if they followed me and if I land on Mars and I get out of my rocket I think I would die. Oh, yes, Pluto is the coldest planet. I would not go there. It's too cold to go there and plus blue is my favorite color so I like the planets Pluto and Uranus because they're blue. I like Saturn and Uranus' rings because they're made out of ice, water and dirt. I like the planet Earth because it's my home.

Becoming An Astronaut

by Chelsea M. Rexford

I want to be an astronaut because it is fun to see what's happening up there and to see what the stars look like and the moon. If you want to be a real astronaut you have to feel tough and not scared of heights. If I told my mom and dad they would be glad about it. If I told my friends they would say, "Get me that job, too!" I would say, "Nope." I'd explore the universe and the moon, too and discover the stars and feel what they feel like. I wish I could be the first girl on the moon.

Becoming An Astronaut

by Forrest T. Neakok

I would like to be an astronaut when I grow up because I want to see how it would feel to float in the air and see how light the giant rocks are. I will see how high I could jump. I will go upside down and when I walk on the moon I will walk like jumping. I wish I could be the first man on the moon.

Becoming An Astronaut

by Casey Leann Elkins

I would not like to be an astronaut because I do not like to go on rockets out of the world and go on different kinds of planets. If I was an astronaut my family would miss me and worry about me a lot and I would have to get out of the rocket and I would get to eat and same food and drink the same stuff.

See Astronauts on page 7

2. What is the length of the B wing hallway in meters?
3. How many locks are in the building?
4. If all the third graders at Ipalook stood on each other's shoulders what would be their total height? (in yards)
5. How many girls are in third grade?
6. How many third graders are only children?
7. How many third graders are left-handed?

We have been studying about *time* in math. Have you ever thought of how many different ways you use the word *time*? Read this story and find out how many *times* I used the word *time*. Ben Landis



Time Story

By Ben Landis

Once upon a *time* there was a boy named Ben Landis. He had piano lessons in *wintertime*, not *summertime* nor *springtime*. His mother's name was Kate Landis. One *time* on Thursday he had his piano lesson. His teacher was Mr. Saar.

"But I had no *time* to"..... Ben said as his mother interrupted him.

"You had plenty of *time*. We are not going to get there in *time* if you keep mumbling." Ben's mom said.

Ben got his bag and left.

"The *time* is 4:30," said Ben's mom.

"We aren't going to make it," said Ben.

"We have plenty of *time* to get there," replied Ben's mother.

At the end of Ben's piano lesson Mr. Saar ran out of *time* and said, "Didn't have much *time* to practice I see. Next *time* take your *time* when you practice and don't waste *time* staring into space." "Okay," Ben said. "I'll try not to kill *time*."

The next *time* Ben was walking with his friend Jordan he said, "*Time* after *time* I don't have a good piano lesson."

"I have enough *time* to practice piano," said Jordan. "The only *time* that's hard for me is when my sisters tap the keys on the lower part of the piano and make noise that distracts me."

The next *time* Ben's next piano lesson was GREAT. "Next *time* I am taking piano lesson in the *summertime* so I have enough *time* to practice," said Ben. Mr. Saar laughed. "Only *time* will tell," he said.

"Ben" said Kate, as they got into the car, "Did you have a good *time*."

"I had the *time* of my life!" Ben exclaimed.

Plane Crash

Rebekah Diane Gueco

It was very horrible about the plane crash. Thomas Knight was the person that was flying the Hageland plane. Now lots of people do not like going on those little planes. The whole Itta family was in that plane to go to a funeral. The plane fell maybe 16 feet into the ocean water. There was 7 people that were in the Itta family and 1 driver. It is very bad about that. We are thinking about Thomas and the Itta's. November 19, 1997

Polar Reading



By Ramie Amelia Carlson

The Polar Reading Club is something to get kids to read more. You get a sheet of paper and write the title of the book that you're reading, how long you read, and get your parents to write their signature.

Everybody loves to read! Just grab your favorite book and lay down on the couch and you can read for hours. You might also want to get a stuffed animal and read to it! I do that sometimes. Or you might want to read to your pet. Or of course you could read to your mom and dad. Do whichever one is your favorite.

My favorite is reading to my pet. I have a kitten. I also like reading by my self. Sometimes the best people to read to are your best friends.

Do you have any other suggestions of whom you could read with or where you could read? I bet you do.

When you read you don't have to read your favorite book you can read any single book you want. Now I have to go and read so why don't you too.

Patterns Of Counting By Threes

By Jordan Jeffery the Mathematician

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144, 147, 150, 153, 156, 159, 162, 165, 168, 171, 174, 177, 180, 183, 186, 189, 192, 195, 198, 201....

See Holmquist page 6

cool animals in Mars. There would be no water. I'd drink pop. I'd eat all by myself.

Becoming An Astronaut

by Britt'Nee Brower

If I were an astronaut I would like to see planets because I want to see what colors they are. I would like to float in the space ship because I want to see how it would feel. If you want to be an astronaut you have to be honest and you can't touch anything in the space ship. You have to take a test in this really big place like they would put you on a mailtaxes [multi-axis] chair and other things. You always have to wear a space suit on another planet and you have to wear a rope around your hips.

Becoming An Astronaut

by Sasha Stojic

I would not like to be an astronaut because it is dangerous. If I were to be an astronaut I would be scared because I could get hurt from aliens. And if we stay on Mercury I would get struck by lightning. I would not like to go to outer space. If my mom and dad forced me I would try and study Mars. I am not going because I am afraid of heights. My family is not afraid of heights. My whole family, counting my sister would go to Mars, Mercury and all those. But me, no way! I'm so afraid of heights I could puke. I'm even afraid of my steps in my house. My family would like me to be an astronaut but I am afraid of aliens and of not getting enough air. I do not want to suffocate. If I were to go I would pack clothes and food. I don't think any girl has gone to outer space. If a girl had gone to outer space I would be she was scared of aliens. If I went to outer space I would miss my family and friends. But I am not going to outer space. No matter what my family and friends say I 'm not going to outer space. You know why? 1. I'm scared. 2. I can't keep control of myself. 3. I would miss my family.

See Astronaut page 6

But I would have to put on different clothes and I would have to put on a helmet.

Becoming An Astronaut

by Quin Carroll

I don't know if I would want to be an astronaut. The first thing I would do is dump a jug of juice and see what would happen. I want to see what they sleep in. I think it would be fun to go into the space ship. I wonder how heavy the space suits are. I wonder what it would be like in outer space. It would be scary if we ran out of gas. I don't know what my family would think. I don't know what I would eat and drink. I would like to see how they train the astronauts. I would want to see Mars. I wonder how long you would stay in space. I would like to see a space ship take off. I wonder what the other astronauts would be like. I would like to see the big volcano on Mars.

Becoming An Astronaut

by Ashley Lausten

If I were an astronaut I would be the first kid on the moon and I would study Mars. I would see if there is life on Mars. I would go see the sun. I would tell my sister that the sun is not a planet. It is a star. And that it would be very different in space because you would have to eat peas in a different way. And you would have to eat pudding in a bag. And before you go to space you would have to study and practice before you go to space. You couldn't have a picnic on the moon.

Becoming An Astronaut

by Alice Glenn

I don't think I would like to be an astronaut because I can run out of food and the rocket can run out of gas. But it can be fun because you can jump high. In a bad way you can throw up on the way there. I don't think I'd like that. You can get lost cause it's so dark in outer space. An asteroid or a comet can hit you. That might hurt and it can kill you. It might get hot because of the sun. But why is it so dark even though the sun is shining on Earth it is blue and nice? Don't people die in space? Would people know on Earth why there is so much gravity on the moon?

Becoming An Astronaut

by Nick Abraham

I would love to be an astronaut because an astronaut gets to go to the planets and the moons. And feel how it feels to be on a planet or a moon. And to see a

crater on the moon. And be in a crater and identify it. And to see Mars. And to find out if there are two moons. And to find another planet. I don't think my mom would be very worried and my dad would be happy for me. I think Earth would be a cool thing to look at.

Becoming An Astronaut

by Jay Levesque

I would not like to be an astronaut because you could get stuck in space or get stuck on the moon or your rocket could break down.

I would like to be an astronaut because you could become very big like Neil Armstrong or go to Mars or different moons. You could live in space and see a lot of different planets and see the stars closer. If I were an astronaut I would try to go to Mars. I would see if I could go out very far on a rocket. I would bring my own food up to space. I would try to build a little spaceship that I could drive by myself. I would name it The Mini-Sports Ship. Then I would build a bigger ship. I would call it The Sports Ship. I would try to make a little mini one like a jet ski. I would call it a jet ski. It would look just like a jet ski but it would have glass on top.

Reptiles

Genele Romero

Alligator and crocodiles are reptiles. snakes are reptiles to. A Boa constrictor is also a reptile it has to heads on both ends. Some reptiles like lizards have no eyelids one of the small lizards are geckos they are really good climbers. Reptiles are snakes some of them are really long some bite and some are friendly the snakes breathe with there tongue they can taste air. Some lizards have long tongue so they lick there eyeballs so they can see better. Female reptiles give birth to little reptiles they hatch from eggs the mother reptile protects there young by laying on them till they hatch when there about three months old they can swim and discover there new world but were ever they are the mother is their with them. Dinosaurs are reptiles too. Some reptiles have scales.

REPTILES

by Galen Baumgartner

Tyrannosaurus Rex has sharp teeth. Parosarolophus lived here in the eastern Brooks Range. Alligators digest with rocks. In the dinosaur time, the continents were together, so they can go wherever they want. Also they can go to valleys to eat plants. Also during the last minute of the Cretaceous Period, an asteroid changed the climate.



Water

by Nick Abraham

Clear bubbly water.
Blue and green liquid bubbling.
Crushing waves on land.

Water

by Sean Gueco

Water can be fresh.
Sometimes water is blue green.
Water is liquid.

Water

by Jake Voss

Water can get cold.
Water crashes in the sea.
Water is liquid.

Water

by Margaret Alice Edwards

Water can be calm.
An otter lives in water.
An otter swims by.

Water

by Alice Glenn

Water can be fresh.
Can I be clean with water?
Water cleans me well.

Water

by Amelia Stankiewicz

Very calm water.
Little wavy clear water.
Sparkling clear water.

Water

by Sasha Stojic

Bluish green water.
Bubbling water in lakes.
Calm foamy water.

Water

by Kaelee Reddel

Some water is fresh.
Blue sparkling foamy water.
Crashing warm water.

Water

See Water on page 8

by Quin Carroll

Can't drink salt water.
Rivers are smaller than lakes.
Oceans are so big.

Water

by Taylor Wood

Wavy calm water.
Sun reflexes on the water.

Water

by Uinniq Ahgeak

Calm liquid blue warm.
Sparkling salty foamy calm.
Bubbly rough cold fresh.

Water

by Chilsea Rexford

Oceans are salty.
Oceans are bluish color.
Oceans have fish, too.

Water

by Tennessee Judkins

Green liquid water.
Sparkling, foamy, blue water.
Cold, wavy water.

Water

by Jay Levesque

Cold, wavy water.
Splashed against



The Mississippi!

Which people are like the end of book?
The Finnish!

By Marilyn Booth and Alice Ahtuanguaruk

Why did it take the monster three hours to
finish a 20-page book? He wasn't very
hungry!

How can you tell if there is a monster in
your sandwich? It's too heavy to lift!

What is the difference between a dinosaur
and a dragon? Dinosaurs don't smoke!

By Joseph Solomon and Herbert Adams

What do cats say on New Year's Eve?
Happy Mew Year!

By Jeremiah Lambrecht and Brandon Kanayurak

Which reindeer is a ball of fire? -Comet!

What is fast, red and goes oh, oh, oh?
Santa Claus flying backwards!

By Bernadette Neakok and Nova Mongoyok

What does Tarzan sing at Christmas?
-Jungle Bells!

By Anonymous

What did the Martian cook in his skillet?
-Unidentified frying objects!

How do you stop an alien baby from
crying? -You rocket!

How does a lamb get to the moon? By
rocket sheep!

What dance does the a cow do don the
moon? The Mooooon Walk!

What sign is seen at Cape Kennedy at
noon? Out to Launch!

By Jackie Owens

*The students in Mrs. Keil's Book Club had
the pleasure of interviewing the one and
only - Santa Claus! Read on to find out
what was said in this magical interview!*

Q. Do you have birthday parties? Santa:
Yes, I have birthday parties at my house.

Q. Do you have any kids? Santa: My elves
are my kids!

Q. How big is your house? Santa: It is 12
hundred feet tall. It is 11 feet wide.

Q. How heavy are you? Santa: I am very
heavy!

Q. How tall are you? Santa: I am 5 feet

family members read, by listening to
children read and by providing a time and
place for children to read, families can
ensure that all children will learn to not
only to read, but also to love reading.

You may ask, isn't it the school's job to
teach reading? The answer is of course;
however, we have your children for only a
small part of each day for 180 days a year.
For children to learn to read at a level
comparable to children elsewhere in the
United States, they must read during
school and during the time they are away
from school. Schools do teach students to
read; however, like learning anything else
in life, it takes practice to master
reading.

The unfortunate fact in today's America,
children spend far more time in front of
the television set than they do reading.
There is a direct correlation between the
hours children spend watching television
and their reading ability: children who
read well do not watch a lot of television.
Conversely, children who do not read well
often spend too much time in front of the
TV.

For young children who are not yet
ready to read, it is important that they be
read to by a parent, grandparent, older
brother or sister and/or any other person in
the home. For beginning readers, it is
important that family members listen to
them read and ask questions about their
reading. For independent readers, it is
important that they have a quiet time to
read on their own. And, for all children, it

See Foftales page 9

tall.

Q. How do you fit down the chimney of
all those houses? Santa: I squeeze in the
chimney or get as skinny as I can get. I
like it when people have fat chimneys!

Q. How many toys can you make in 1
day? Santa: You can make toys in one
day?

Q. Okay, how many toys can you make in
12 days? Santa: I can make 20,222 toys in
12 days and 30,333 toys in 13 days.

Q. Do you drink lots of milk? Santa: Yes,
every house I go to where there are milk
and cookies!

Q. How many elves do you have? Santa: I
have LOTS of elves in my house!

Q. How old are your elves? Santa: Many,
many years old, too many to count!

Q. How tall are your elves? Santa: My
elves are 3 feet tall and some are 4 feet
tall.

Q. How many reindeer do you have?

Santa: I have thirteen, 8 for all the time
and 5 extra in case some get sick.

Q. How old are your reindeer? Santa:

See Interview page 9

Answers to Math page 4

1. 3,953 light bulbs
2. 53 meters
3. 224 locks
4. 110 yards
5. 50 girls
6. 8 third graders
7. 14 lefties

Answers from page 1

1. Mr. Olson
2. Mrs. Holmquist
3. Mrs. Norton
4. Darby Shaw
5. Rhoda Davis
6. Melissa Keil
7. Mrs. West
8. Barbara Renoux

BIRTHDAYS

Partial listing

Lisa Spencer 12/01
Daniel Kingosak 12/06
Joseph III Levesque 12/15
Milchaela Mercier 12/13
Emma Kilapsuk -Richards 12/26
Hazel Igtanloc 12/15
Bruce Panigeo 12/15
Luke George 12/25
Drey Longsdorff 12/20
Cynthia Simmonds 12/23
Flora Ahsok 12/10
Clare Mc Carthy 12/20
Charles Edwardsen 12/06
Floyd II Sovalik 12/18
Gilbert Heavitt 12/26
Marie Melik 12/18
Brian Baart 12/24
Page Mello 12/26
Woodrow Oyagak 12/5
Fredrick Ahgeak 12/12
Doreen Anashugak 12/13
Seven Reichel 12/28
Tiffany Johnson 12/5
Larry Okomailak 12/5
David Santos 12/8
Forrest Solomon 12/21
Nordel Rexford 12/25
Stephanie Brower 1/12
Anthony Aming 12/18
Timothy MC Coy 12/30
Martha Anderson 12/23
Carol Suvlu 12/18
Daniel Leavitt 12/9
Kristy Solmon 12/4
Jasmina Stojic 12/13
Otto Okpealuk
William Leavitt 12/8
Daisy Aguvluk 12/19
Charlie Tukle 12/2
Tehodore Leavitt 12/25
Jessa Salamat 12/24
Silhoetta Gregory 12/10
Naomi Carlson 12/12
Jonh Hopson 12/19
Michaela Mercier 12/13
Bruce Panigeo 12/15
Luke George 12/25
Drew Longsdorff 12/20
Adrienne Thatcher 12/29
Hazel Igtanloc 12/15
Cynthia Simmonds 12/23
Flora Ahsok 12/10
Clare MC Carthy 12/20
Gilbert Leavitt 12/26
Foyd2 Sovalik 12/18
Charles Edwardsen 12/6
Kristina Decker 12/15
Ella Brower 12/28
Marie Melik 12/16
Abel Suvlu 12/13
Harold Mitchell 12/22
Isaac Kailiwai 12/26
James Aiken 12/24
Adam Okaokok 12/22
Lisa Spencer 12/1
Daniel Kingosak 12/6
Joseph III Levesque 12/15

We're Hooked on Books!



Connor and Debraly Gamache really know how to "get into" books!

The ECE team has developed an Early Literacy Family/Involvement Program which facilitates getting kids ready for school success. One aspect of the program features five Back-to-School Nights for ECE families. On October 28th families were engaged in a read-aloud workshop presented by the ECE team.

Afterwards families had an opportunity to practice and reinforce various ways of exploring books with children. On the evening of November 18th families were treated to storytelling by community members. This component and stories through dance were emphasized. The ECE team will publish these stories in print, both in Inupiaq and English, and add them to their classroom Lending Libraries for students to check out and share with their families. ♦



Sam, Evelyn, and Harry Hopson make reading a family affair!

Foxtales from page 8

is critical that adults read themselves in the home.

Ipalook Elementary School's Polar Readers Program is designed to support family reading so our students and your children will learn

Interview from page 8

Most are about nineteen years old.

Q. How do you get your reindeer to fly? Santa: I feed them special food and tree branches.

Q. Is it cold at the North Pole? Santa: Yes, it is cold at the North Pole!

Q. Do you ever lie? Santa: No, I do not lie.

Q. Do you know your ABC's? Santa: Yes, I know my ABC's.

Q. Where do you get your toy making supplies? Santa: In the toy room where we make lots of toys, and lots of elves work hard so that I can deliver toys when all the people are sleeping in their beds.

Q. How do you go into people's houses without their knowing? Santa: I magical reindeer land quietly on the roofs of houses. I go down the chimney very slowly and quietly so I don't wake the people up when I am delivering the toys and stuff. Then I go back to the North Pole and when the people wake up and open their presents, they can have a Merry Christmas!

Q. Can you bring me a special toy? Santa: Sure! How many do you want?

Interview questions were asked by: Kristine Smith, Zack Sanders, Alice Ahtuangeruk, Joseph Solomon, Rose Okpeaha, Joshua York, Marilyn Booth, Dennis Fischer, Kristina Decker, Jeremiah Lambrecht, Jackie Owens, Robert Brower, Tommy Upicksoun, Nova Mongoyak, Edith Okpeaha, Herbert Adams, Brandon Sakeagak and Bernadette Neakak. ♦

Publishing Information

Fred Ipalook Elementary publishes the Arctic Fox throughout the year. In 1997-8 Mr. Ryan Miller's 5th grade class is responsible for content and layout. Please mail, fax, or email submissions and comments to Arctic Fox Newspaper, P.O. box 450, Barrow, Alaska 99723. Phone/Fax 907-852-4711/4713 Email: rmiller@arctic.nsbds.k12.ak.us

to love reading and to become good readers. Students will be recognized for out of school reading at the end of each month. Polar Reader prizes will include Polar Reader pencils, tee shirts, and yo-yo's. Our motto is: Readers are Winners!

The 1997-98 Polar Reader Program will culminate with grand prize drawings for more significant awards (bicycles, boom boxes, trips to Hawaii J?). In addition, your school librarian, Mr. Shaw, and your principal have volunteered to have their hair colored by the top ten readers if our Polar Reader goals are met.

Obviously, the Polar Reader Program will need funding. If you would like to support our effort to promote the learning of reading, we would appreciate and are accepting donations and sponsorships. All contributions will be welcomed! Please make your check out to the Ipalook Elementary School.

We hope to make this a fun and rewarding experience for all students and families. Thank you for your help in ensuring all Ipalook Elementary students learn to read.



Readers are Winners in School and in Life!

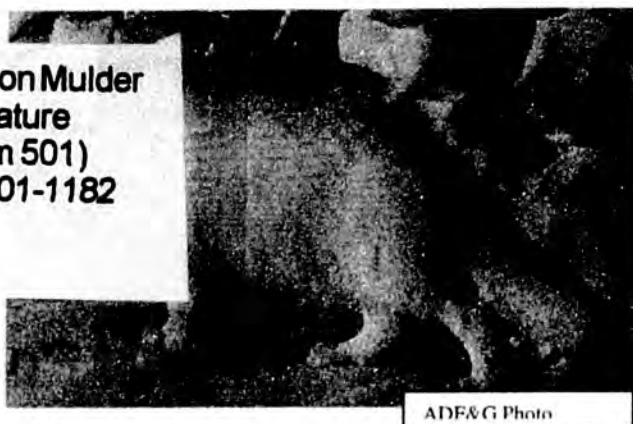
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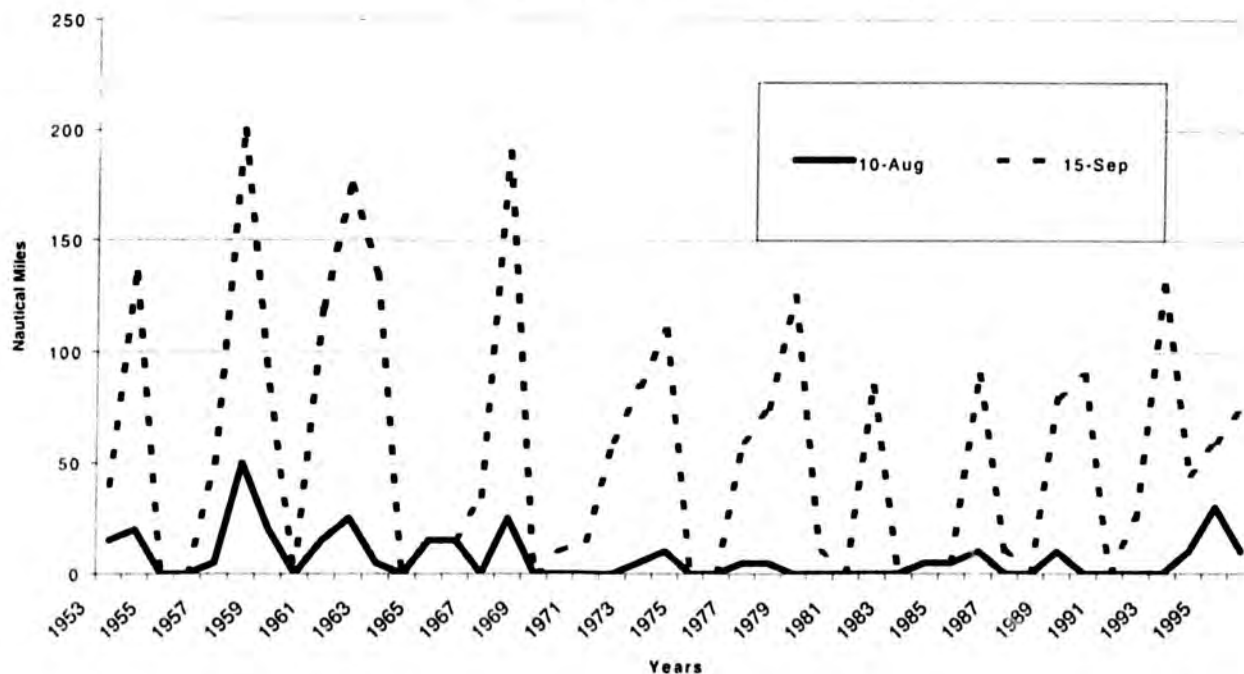
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Representative Eldon Mulder
Alaska State Legislature
State Capitol (Room 501)
Juneau, Alaska 99801-1182



ADE&G Photo

Distance of Sea Ice from Barrow (nm)



Information provided by Donovan Price of the National Weather Service, Barrow, AK



MONEY WATCH

Common Sense For Alaska

EDUCATION FUNDING TIME FOR A CHANGE?

Ten years ago, legislators addressed education funding and rewrote the formula that dispenses dollars to Alaska's school districts.

School districts receive state funding based on several factors including: enrollment, number of special education children, cost-of-living, local tax effort, and federal funding eligibility.

At the beginning of each school year, each district undertakes an enrollment count. Students are identified by grade level and profiled into numerous categories. These categories are funded at different levels depending on the students' educational needs. In February, schools are eligible to obtain additional funding if enrollment has increased. The school is under no obligation, however, to report a loss of students and risk reduced funding.

The cost-of-living adjustments or area cost differential ranges from 1.00 to a high of 1.46 in the Yukon Flats school district, adjusting for costs associated with geographic conditions, sparse population, and remoteness of a district.

Local support of schools comes

from either a four mill tax levy based on the full value of all taxable real and personal property in the district, or 35 percent of the school district's "basic need" as set by the formula, at least the lesser of the two. Both of these calculations are based on prior year's numbers.

Assistance under federal law 81-874 serves two purposes for Alaska schools: "impact aid" and "disparity test" funding. Impact aid is federal funding that school districts receive for children of parents living and/or working on federal property. For Alaska to receive federal "disparity" funding, the total revenues of all 53 of Alaska's school districts' may not vary more than 20 percent from each other.

Although a school district may have declining enrollment, current law protects districts from losing more than 10 percent of the prior year's funding by phasing in the reduction over four years.

The current formula, as well as four bills that are under legislative review, are compared in the chart on pages two and three.

Two Educational Reforms in Alaska

Charter Schools: Alaska passed a charter school law in 1995. It contained few of the components for flexibility or autonomy which normally characterize the charter concept. Three charter schools opened in the fall of 1996, and Alaskans for Educational Choice and other charter proponents are working for changes in the law. Charter proponents hope to lift the cap on charters, create a board for charter schools, and guarantee equal funding for charters.

Legislative Initiatives: In 1996, Governor Knowles signed a bill that reformed tenure guidelines for the state's teachers

and administrators. This law allows local boards to create their own performance standards and evaluations in accordance with certain state guidelines. If a teacher or administrator fails a regular review, he or she must follow an improvement plan for a set number of months. If poor performance does not improve in the allotted time, employment may be terminated. In addition, a tenured employee may be laid off in a time of financial crisis. Finally, the time served before tenure is granted was upped from two to three years.

Source: The Center for Education Reform
(800)521-2118

Proposed Changes	Current Formula	SB 36 Senator Phillips
Funds are made available to school districts.	Instructional units and weighed factors.	Instructional units and weighed factors.
Categories of funding.	Four categories for Special Education, three categories for Bilingual Education, and one category for Vocational Education.	Gifted and talented students allocation based on 4.5% of total students funded (separate from Special Education), consolidates Bilingual to one level, all other categories remain the same.
Number of students needed to receive a funding community size factor.	One student.	Ten students.
State required local contribution in organized areas.	At least the lesser of a 4 mill tax on real and personal property, or 35% of basic need.	A 4.5 mill tax on real and personal property. Revenue generated above the basic need of a district are re-allocated to other districts on a per student basis.
Limits on local contributions in excess of state required local contributions.	Capped at 23% of basic need.	Capped at 23% of basic need.
Local contribution required in unorganized areas.	None required.	None required.



Education Terms

Area Cost Differential

A multiplier that adjusts a school district's instructional units for cost differentials between school districts. Factors vary between 1.0 and 1.46, depending on the remoteness of the district.

Average Daily Membership (ADM)

The average of the number of students enrolled over a twenty-day period on a full-time basis.

Funding Communities

Each school district is divided into funding communities by attendance centers (schools).

Instructional Unit Value

\$61,000

NEA

National Education Association

Public School Foundation Account

An account created for use in financing education in public elementary and secondary schools.

Region Educational Attendance Areas (REAA)

The area outside organized boroughs, home rule and first class cities is divided into regional educational attendance

areas. REAA's currently make no local contribution to education funding. In 1998, the schools in REAA's are projected to cost the state \$137,529,126.

School District

Alaska is divided in 53 school districts. Each school district has a local governing body and administrative staff.

Single Site Schools

School districts that have one funding community. For example, the Galena school district with one K-12 school, is a single site school district.

SB 85 / HB 126 Governor Knowles	SB 146 Senate HESS	HB 148 House HESS
Per student basis and weighted factors.	Per student basis, weighted factors and relative assessed wealth of the district per student.	Per student basis and weighted factors.
Abolished. 20% percent of total students enrolled are classified as special needs. Funds can be spent as each local district deems appropriate.	Abolished. 20% of total students enrolled are classified as special needs. Funds can be spent as each local district deems appropriate.	Same as SB146
Same as SB36.	Same as SB36.	Same as SB36.
A three mill tax on real and personal property that would increase .25 mills a year, capped at four mills. Not to exceed 35% of the districts basic need.	A three mill tax on real and personal property. Not to exceed 100% of the districts basic need.	A three mill tax on real and personal property that would increased .25 mills a year, capped at four mills. Not to exceed 35% of the districts basic need.
No cap.	No cap.	No cap.
None required.	School or employment tax equal to 3 mills of the real and/or personal property value. Legislative intent would spend the tax revenue collected on education in regions of collection.	None required.



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Presents

How Alaska Funds Schools

Is it time for a change?

a panel discussion with

REPRESENTATIVE CON BUNDE

SENATOR RANDY PHILLIPS

SENATOR GARY WILKEN

What's wrong with the current funding formula? What is the best approach for improving it? The proponents of three different approaches will share their views at this luncheon.

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460 West 4th Avenue -- Doors open at 11:30 -- Program starts at noon -- \$15.00

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