

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.8 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90

SCOMM

71:6

10/3

It looks like student council / youth council

about 300 people 11th grade - most in gym, just skt signed
Staphan's Williams - problem of m/fund

nothing for kids to do, no sports

not in foreign language

no physics

and get advice you need to get into college

and then feedback, no sewing

Ver 3d Center not being used since 1980s

down

no basketball gym is abstract, but we said it's not the gym
asking for 20,000 for it in 1980s

tenure - but several teachers want good

not effective, saying

no general ~~idea~~ about in the way of transfer
teachers need to be notified about

teacher exchange program

10/3

It Yukon Reading 11/3

After opening by WH, JB

list of student needs identified

Paul Schenfeld - head of LSAC (local school)

as justice saw things but would go unnoticed
perspective / but lunch program ended, no one
said a word / frustrated gov. agents

"We have the power and control"

people in position / in resp to question
make adv. led in change / make adv. led heads
as members of school

→ * reg. as conditions of grant

not many people know of timings, like budget
more training

Ronnie Stair - pastor + admin of par. sch. school, one of
35 sch using Amer Christian Education program
described program, goals, no advancement w/o learning

Mary Solomon

had already taken math grade courses - 6th & 2nd
enjoyed tech, found herself welcome, but things are changing
daughter doing poorly, can't speak proper sentence
cannot do math

terribly important; communication skills

learning math is too hard

kids no pride in themselves, in school

"if some body tell you you're dumb, you're going to be dumb"

same course, the same no matter what grade level
we make in school before graduation; and then
just tell kids what to do
need things they really care
just want to return to feel good, without
need to say anything when you're not in, to feel by the
administration person's

Virginia Alexander

problem of families - principal
7th-8th grade curriculum - should take them in 1 and 2
(still need, in, and) one yr of accounting
consumer math, Latin 1 and II (to help in English, Science)
(want to say lot of for reading something more).

Asian studies, Yr + the Law, Consumer studies
emergency trauma training, physiology. ^{most are paying 16}
2- dimensional art and another 3-dimensional art
expectations - they can do, if you accept low
standards, that's all they'll do.

* Sub Bd requires take to return more over finding,
but takes don't do it

Jonathan Solomon - 4 yrs BIA sd, power sand report and
learned to read, write, then budget people + read a book
505 after then trying, PT by them, SA
5th 35, not not local content tied, most have
content + ed, not be toward by compiled sub laws
~~that~~ can't ^{take}
BIA sd - +. should form, history.

if sch hd members send their children to priv sch
no kids in school.

den. alc. curv / mit'l dis appeared.

Bi Ling programs

more

tych/adm in get raise but no hot lunch, sports

Daisy Steward, Tanna Chief, former resident

Knew, moved away became good educ not poss

moved back 3 yrs ago, called conference

on progress, then taught at prev. grade level

DOE P^{rin} - - thought doing right thing

pay raises for administration; need ingo, now, not later

grad around PTMukon. cannot handle basic math, English

why is it that can not being taught?

employees children are going away from FY.

Marcelo Solomon head of Ethers Group

one of first graduates of MT Edgecombe

children in primary school from better

standards in school are lower

a lot of blame falls on parents

Bylin tchy needs to be brought back

asked to tell stories, are funny in Comatchin, but not in English

kids don't learn to ~~write~~ speak English well

more bilingual studies in sch system - 12 more a year
all day

Virginia Peter + PT 4

close review
of notes

superior criticized her for English

with instructions at TVCC

shattered hand; good adjustment.

earned A+ and B

nice thing at 20k for children who were behind

the son doesn't like teacher. - 12 yr old.

feel - cool teacher

has to persuade son to go to school

June Talbot, Ry/

lot of work in school, kids are leaving home for Sitka, ^{Chambers} Oregon
need change

Betty Fleenor

son is at private school, other out of city

Voc Ed bldg

Sch Bd - we need good members, work

" members send their children away also

complaining for years

ltr from Clarence Alexander

recently elected to FYB

Good educ moved enable us to complete

maintain good culture

pursuing legal audit on quality of educ

Delmarz Behn parent

you have to fight for what you want
voc ed center should be used for adult, kids education

Pat Stanley

worked briefly for sch district, now works for
Council of 5th Tribal Govt / looks toward L.S. students
for future - tourism, for industry, land mgmt
Voc Ed Center was expected to be for region

Judith Sanchez

very serious common problem, as a result
nothing will be having now nothing

we should be recognizing making improvement in services
our programs, in-service
regional sch ed
good building program / for you in several villages
want in FY, today position finally filled
spec ed, excellent staff, admin Ed.

emphasis
educ process?
hampers lack of social services,

if just one thing: fully fund pre school 3-5
staff with program, need certified professionals

Debra van Borkula

agree with most everything / trying to make
change every 2nd -
parents, please to LSAE meeting
adult night (5) sewing night (3) -

2 heard more today
~~2 need to~~

What Springer - 11th

Kate John

some sch are worthless; problems methods

but some students don't care, some students have drug problem

if parents will come, become involved

maybe students need to communicate more

drugs and alcohol one of worst problems, lack of sports
don't want to disagree with elders, but there is more than
Native culture - a world out there

2 ^{think} ~~think~~ ~~you~~ should be taught, but students
don't really care

but should the school do?

Communicatory with elders not too great

K.) -

some techs have too many subjects to teach

RS some techs

Steven English

just an effie gang home ec, p.e. institution

but they were phased out

they need to be brought back

bracket program very needed

THE COMMITTEE'S GOAL

In broadest terms, the goal of the committee is to identify steps that the State should take to help assure that all students benefit more fully from schooling, especially (but not only) in learning of basic skills.

There are real kids behind the school statistics

By SEN. WILLIE HENSLEY

For one of my constituents, the quality of a school's performance — as she told me in a letter — may be estimated by the fact that her two brothers graduated from the local high school, but "they don't know 8 x 7 56 or how 'mature' is spelled."

Even though creation of the Senate's Special Committee on School Performance was triggered by composite test score results, I think the perspective my constituent brings to the issue is more helpful to the work of the committee than composites and averages of test scores.

What is different about the two ways of looking at school performance is that my constituent is pointing to two real persons left behind by the schools, not, as readily happens with reports of composite scores, allowing them to be overshadowed by reports of school success based on average scores.

I think the most urgent goal of our committee ought to be to discover how schools might assure that those now in the shadow of our statistical reports become beneficiaries of the schooling process, instead of simply passing through it.

Are these students less able to learn than others? Except for small numbers of severely handicapped, they're not.

They are likely to come from families whose incomes and educational levels are low, and in which encouragement of achievement in school is seen as the job of the schools. In Alaska as elsewhere, they may be members of cultural or racial minorities as well.

Too much of the time, these students and their parents are blamed for not accepting the educational opportunities afforded them.

I recognize that it is easier to teach students who are motivated and whose families are actively supportive, but motivating students and reaching out to parents are central tasks of the school, and some seem to do it better than others.

It seems to me that the school that merits our applause is the one that makes a real difference in the lives of those students who come to them less well prepared or motivated than others.

One of the districts that deserves applause for making a real difference is the Yukon-Koyukuk, west and north of Fairbanks. In this 65,000-square-mile district are 10 communities enrolling from 11 to 164 students. By any measure, it would be consid-

ered educationally disadvantaged. But its test scores show its students, who enter very poorly prepared, make annual progress and leave with averages resembling those of Alaskans generally. There are very few drop-outs and there are many high achievers. Both the district and its students have won many awards, and deservedly so.

A high performing school should have as its goal graduates who succeed in their next levels of education or in their work, succeed in shaping satisfying and worthwhile lives for themselves, manifest the best values of our society, and are effective in influencing the kind of society we live in.

There is much agreement that these are the kinds of goals a school should have for its graduates. There's less agreement on how these goals may be realized and how progress toward them may be measured.

Although I said earlier that I think our most urgent concern ought to be those students who appear to be barely benefiting from schooling, it certainly should not be an exclusive concern. To the extent we can infer from national data, and some data gathered in Alaska, our schools aren't serving high achievers and those in the middle range of achievement all that well either.

I recognize that the number of factors affecting school outcomes is very large and that our legislative committee will not be able to address them all in our six-month life. I recognize, too, that some factors are beyond the ability of schools to influence. But for

our hearings, I think we need to be open to advice and information from Alaskans on the entire range of issues.

The constituent I referred to earlier told me in her letter that her father gets very angry thinking about the education her brothers received, "yet doesn't know what to do."

Nor do we, yet. I am confident that students, parents, and teachers and other education professionals will help us find out.

Senate Special Committee on School Performance

BACKGROUND

Disclosure of statewide test scores (the subject of Dr. Kleinfeld's column below) led the Senate to unanimously adopt a resolution establishing the Special Senate Committee on School Performance. Early this summer, Senate President Jan Faiks named Senator Willie Hensley to chair the committee, and Senators John Binkley, Jim Duncan, Ken Fanning, and herself as its members.

Test scores put Alaska's students near middle of the pack

You squeeze into a child-size chair, squirm around, and glance nervously at the manila folder.

"Johnny is doing just FINE!" the teacher says, a shade too brightly.

She opens the manila folder and over the test scores. You try to make the page full of small printed numbers.

"Johnny scored at the 57th percentile in reading comprehension," the teacher says, "and he's at the 58th percentile in mathematics."

"Is that good or bad?" you ask.

"It's pretty good," she says, looking at the page. "In reading he scored better than 57 percent of students nationwide, and he's above average."

Are you pleased?

Most parents would be disappointed. Test results mean that their child did not do as well in the national competition as he has done better than 57 children in his class, but all the others have outscored him, only in the middle of the pack.

That's the message of the new "Basic Skills Performance of Students."

Commissioner of Education and Project Director Bob Silver congratulates for the report, considerable political and technical.

For many years, we have known how Alaska students are doing. Each school district did its own testing, and districts reported the test scores to the state. Some communities while others hid them in their cabinets.

At the request of the Legislature, the Department of Education has compiled test scores from every school district in Alaska. The report gives profiles for each district, and the state average.

Although these results seem to show we are better than average, we actually have no reason to congratulate ourselves. First, an important new study has revealed a curious fact: Most school districts across the country report test scores "above average." This result is impossible.

Second, Alaska should have test scores well above average because we have an especially well-educated population. The most powerful influence on children's test scores is their parents' level of education. Alaska ranks first among all states in the proportion of adults who have graduated from high school.

Alaska does have a sizable number of Native students who are bilingual and come from families without much formal education. These students tend to have low test scores. Nonetheless, many other states also have large numbers of minority students who do not speak standard English. Our minority population is not unusual.

Alaska spends an enormous amount of money on schools — more than twice the national average in spending per student. No other state even comes close to us.

So why aren't our test scores higher? Alaska's large class sizes may be part of the explanation. Most people are surprised to learn that Alaska's class sizes are quite high compared to other states. We rank 22nd in pupil/teacher ratio. The situation is actually worse because of the disparity between rural and urban schools. In many rural schools, class size is very low because of the small number of students in each grade. In urban Alaska, class size is extremely high.

Also important is our political culture. Educational excellence is not an issue in Alaska as it is in so many other states. Whenever I read a national report listing educational reforms in each state, Alaska is distinguished by its absence of effort.

The results are not exact. All districts do not use the same standardized test. Some districts use recent test norms while others do not. Test scores across the country have been rising up so districts which use the recent measure themselves against a higher level. The report provides a good how Alaska students compare to the nation. Our performance is not as good as the reading comprehension scores at the 55th to the 61st percentile. Mathematics test scores are at the 55th to the 61st percentile.

"I have too much of test scores. I go to the high school student literature to the university. I walk into class, I do not raise test scores. I think the miracle with each child, be upset to learn that my national tests were only average."

Dr. Judith Kleinfeld teaches psychology at the University of Alaska Fairbanks.

Senate Committee on School Performance

HOW THE COMMITTEE IS PROCEEDING

* Reviewing relevant data and other materials

These include test scores, materials submitted by superintendents, research articles, books, surveys, Alaska statutes.

* Submitting 12-issue questionnaire to superintendents

The questions invite superintendents to enlarge upon the performance suggested by test scores, to comment on schooling practices they have found effective, to identify any laws or regulations which handicap them in improving school performance, and to offer any advice to the committee they wish.

* Disseminating information to the Alaska Coalition for Education

Information and data summaries prepared for the committee are furnished to the Alaska Council of School Administrators, the Alaska PTA, NEA-Alaska, the school board association, and the State Board of Education, and they are invited to comment on the content of the summaries.

* Holding public hearings

Two public hearings have been held, and three more are scheduled. They are:

November 2	Fairbanks (evening)
November 3	Fort Yukon (afternoon)
November 12	Anchorage (afternoon)

The committee urges students, parents, and education professionals to participate in these hearings. Those who cannot may write to Senator Hensley, Box V, Juneau, Alaska 99811.

* Preparing to report conclusions and recommendations

The committee will complete its report by the end of this year for delivery to the 16th Legislature upon its convening in January, 1989.

Senate Special Committee on School Performance

PURPOSE OF SCHOOLING?

Underlying issues of school performance is the question of what schools are for.

Since neither purpose nor goals of schooling are defined in Alaska statutes or regulations, how is school performance to be measured? Schools do more than teach basic skills, and most educators argue that standardized tests are insufficient as sole measures of what they do.

Since the committee is reviewing school performance on a statewide basis, it has reviewed purposes, goals, and mission statements of districts, and other materials on the subject. It is now considering a draft definition of purpose proposed by its project director, Bob Arnold. It is:

The purpose of schooling in Alaska is to ^{help} assure
that all learners will:

- succeed in their next level of work or education;
- shape worthwhile and satisfying lives for themselves;
- manifest the best values of our society; and
- be effective in influencing the quality and character of our society.

He holds that a purpose of schooling should embrace the whole range of goals identified by boards of education, but specific enough to have real meaning; that it should express our noblest and highest aspirations for the whole universe of students, and convey a sense of resolution that the stated intentions will be realized. Further, that a well-stated purpose can contribute to the success of a school program by providing a context into which all of the right things happening in a school fit, integrating the meaning of the school experience.

What are your views? Is the foregoing statement of purpose what schools aspire to do? Should something like it become law or regulation? Should the state define goals of education for Alaskans?

The committee welcomes your comments on these questions, as well on other issues facing the committee. You may write to the chairman, Senator Willie Hensley, or other members of the committee at Box V, Juneau 99811.

this is the
only change I've
made so far

Tanana Chiefs Conference, Inc.

201 First Ave.
Fairbanks, Alaska 99701
(907) 452-8251

TO: Senate Committee on School Performance

FROM: Susan Peter, Subregional Director *SP*

SUBJECT: Issues and Concerns of Yukon Flats

DATE: October 31, 1988

The Theme of Tanana Chiefs Conference for 1988 is "Tribal Strength Through Education." With this in mind I would like to bring to you some ideas which have been expressed to me through various leaders in our Yukon Flats.

Each school in each village includes a comprehensive drug prevention to their curriculum and actively implement preventive education at every grade level.

Elders are a valuable teaching resource and should be included in schools throughout the year, cultural teaching is valuable to our children

The Johnson O'Malley Program has helped to preserve our cultural values and traditions and this program should be continued to be funded without any cuts.

Alaska History should be a required course in all highschools before completion of graduation, along with a course in the Alaska Native Claims Settlement Act.

A high rate of students are not graduating because of personal or family problems, it is recommended that Native Counselors be available to all schools to work with and through Alaska Native Education on solving family problems.

The state should form a Rural Youth Training and Employment Initiative - (RYTEI) to provide opportunities for the youth to develop to their full potential through training and employment which could lead to job placement and counseling for career development.

Parent participation with school activities should be looked at by the administration as a vital part of childrens education.

We realize that the formulation of the individual school districts came about so that self-determination of the people could better govern their schools, however in some instances when complaints are not addressed by the local advisory committee or by the regional school boards there should be a way for parents to express their grievances.

Locally we do not have a hot lunch program, no sports activities, or so little that it could be called non-existent. Hardly any office training or home economics or vocational shop classes.

Senate Committee on School Performance (con't)

Several Years ago a Vocational Training Facility was built in Fort Yukon. It was thought that this would serve those people who were no longer in high-school to achieve vocational training. The Yukon Flats School District took over the facility to use as a regional training center for the school district, they subsequently built a dormitory on the site. The school district then closed down the shop, business education, and home economics portions of the Fort Yukon School. While this might have been beneficial to the villages surrounding Fort Yukon, for Fort Yukon students themselves this was disadvantageous. The building now is run by a superintendent, a secretary, a janitor and very little if any students, the dorm is empty and as far as regional use, it has never been fully utilized for this purpose.

A lot of money for our childrens education is going to administration and very little trickles down to the classroom. Students going on to college or vocational training, find themselves taking non-credited courses in order to come up to entry level because of the poor quality of education received in the district.

I myself, along with a lot of other parents and school board members do not allow my child to attend the Yukon Flats School District because of the many problems within the system and the poor quality of education.

Teachers do not take part in community programs in the villages such as Easter, Christmas, Halloween, Thanksgiving, etc, unless they are paid. This is because of their unions and their demands for overtime pay for such village functions which we in the past looked on as participation of community members not paid teachers.

Because of tenure of some teachers, we as community members cannot get rid of poor teachers, I think that in rural Alaska this tenure clause should be eliminated.

Thank you for this opportunity to express my feelings on these issues.

Enclosures:

Resolutions No. 88-1	88-73
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SUPPORTING NATIVE ELDERS IN THEIR FIGHT AGAINST ALCOHOL AND DRUGS

- WHEREAS, there are many problems which threaten our survival as a Native people, but none have such a devastating impact on our villages and families as does the problem of alcohol and drug abuse; and
- WHEREAS, the use of alcohol and drugs offers nothing to our Native villages but broken spirits, broken families, pain, grief, suffering and death; and
- WHEREAS, the use of alcohol and drugs never has been and never will be of any value to our Native culture and Native people; and
- WHEREAS, since its introduction from other cultures, Native elders have warned their villages that alcohol and drugs are the greatest threat to health, life and cultural values; and
- WHEREAS, as the keepers and teachers of Native culture, the elders of today speak stronger than ever against alcohol and drugs and have committed themselves to bring their message against alcohol and drugs to their villages; and
- NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors request that Governor Steve Cowper and every Alaska State legislature and member of Alaska's delegation in Congress support the efforts of the Interior villages in their fight against alcohol and drug abuse; and
- BE IT FURTHER RESOLVED that the Tanana Chiefs Conference Board of Directors direct TCC to pursue state, federal, local, and private sector funding to institute comprehensive region wide alcohol and drug prevention programs utilizing elders, concerned village volunteers, village councils and youth in each village and that these concerned village teams be afforded training and ongoing support; and
- BE IT FURTHER RESOLVED that the Village Councils and village courts pass ordinances against alcohol and drugs and strictly enforce these ordinances through their village courts; and
- BE IT FURTHER RESOLVED to protect our children and families, Village Councils and courts strongly consider the use of traditional Native justice mechanisms and banish bootleggers and drug pushers from our village; and
- BE IT FURTHER RESOLVED each school in each village includes a comprehensive drug prevention to their curriculum and actively implement preventive education at every grade level; and
- BE IT FURTHER RESOLVED as an example to our children and to each other, no alcohol to be served at any TCC function from this day forward; and

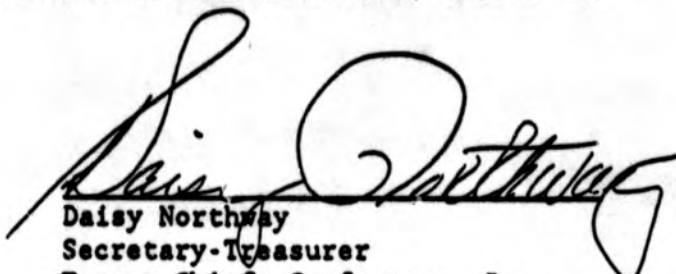
BE IT FURTHER RESOLVED any TCC employee determined to have a drug or alcohol problem be given the option to receive treatment or be immediately terminated from employment; and

BE IT FURTHER RESOLVED each Native person of strong body and mind lend their hand to help their elders and village leaders in this, their most serious task; and

BE IT FURTHER RESOLVED for the spiritual well being of our children and families and for the survival and strengthening of our villages, from this day forward, let it be known that the elders of the Athabascan Nation have declared war on all those who are associated with alcohol and drug abuse.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: TCC Executive Board

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-7

HEADSTART PROGRAM - Grayling

WHEREAS, the Grayling IRA Council is the governing body for the Community of Grayling; and

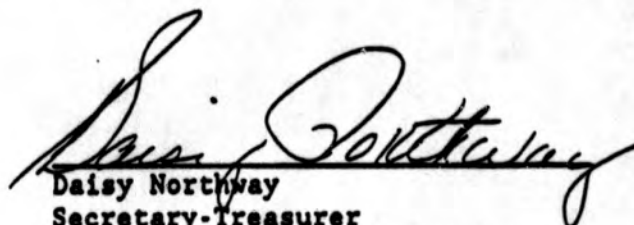
WHEREAS, the Grayling IRA Council is requesting a Headstart Program; and

WHEREAS, the IRA Council is interested in Educational Program for the children of Grayling.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports a Headstart Program for the Community of Grayling.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.



Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Henry Deacon, Chief
Grayling IRA Council

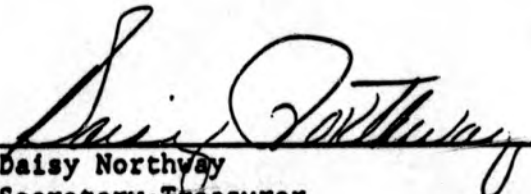
TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-11

YOUTH-TEEN COORDINATOR POSITION

- WHEREAS, the Village Council of McGrath represents the members of the Native Community in McGrath; and,
- WHEREAS, the McGrath Native Village Council has supported the youth in the village by contracting with the State of Alaska Department of Community and Regional Affairs and Tanana Chiefs Conference for youth training programs; and,
- WHEREAS, the McGrath Native Village Council has a Teen Center facility; and,
- WHEREAS, the McGrath Native Village Council is working with the Tanana Chiefs Conference-McGrath Subregional staff and the Parent Action Committee on Youth Programs;
- NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors support the McGrath Village Council in obtaining funding for a Youth-Teen Coordinator position.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: McGrath Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-12

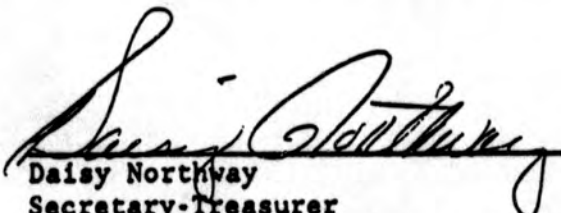
ALASKA NATIONAL GUARD TRAINING FACILITY SITE

- WHEREAS, the State of Alaska has finalized a land use plan in the Kuskokwim Area; and,
- WHEREAS, the Kuskokwim Area Plan has designated three sites to be considered for establishing a military training facility; and,
- WHEREAS, the National Guard has set the Dishna site as its highest priority; and,
- WHEREAS, the Takotna Native Village Council supports the Takotna Mountain area as the most logical site that has the least conflict with land use and resource patterns;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors requests the State of Alaska drop the Dishna area site and choose the Tatatina area as its primary site for the construction of an Alaska National Guard training facility.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: McGrath Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-42

SUPPORT FAIRBANKS CULTURAL ARTS PROGRAM

WHEREAS, parents shy away from their children's education today not because of the courses of study offered, but because of the systematic procedure by which the task of teaching is accomplished; and

WHEREAS, Elders are a valuable teaching resource and should be included in schools throughout the year; and

WHEREAS, cultural teaching is only able to be a part of the schools for 18 weeks out of the school year; and

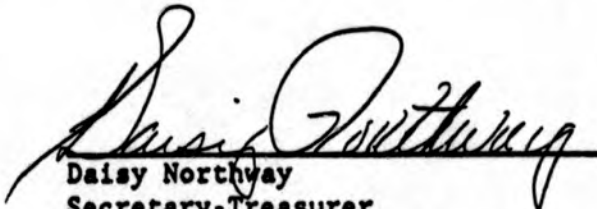
WHEREAS, previous years evaluations by students and teachers of the Cultural Arts Program have had excellent ratings.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports the Cultural Arts Program of the Fairbanks North Star Borough School District so that it can be made available throughout the year; and

BE IT FURTHER RESOLVED that Native Leaders and Statewide Native Conferences are urged to implement parent programs with positive perception of their roles in society.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway

Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Fairbanks Native Assoc.
and Yukon-Tanana
Subregional Board

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-43

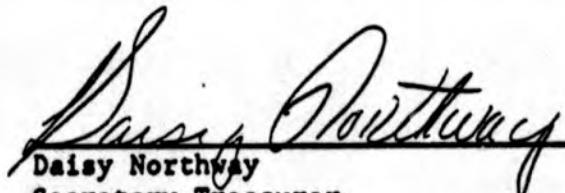
FORMATION OF A NATIVE STUDENT COUNCIL
WITHIN THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

- WHEREAS, the formation of a Native Student Council could clearly identify problems Native students face within the Fairbanks School District; and the students could work together to find ways to resolve these problems; and,
- WHEREAS, a Native Student Council would greatly boost students' self esteem because they would have an important voice on what was being discussed, they would be the most important component to the function of their own student government; and,
- WHEREAS, a Native Student Council would create a more vivid cultural awareness within the Fairbanks School District and give the Native students a sense of pride and unity; and,
- WHEREAS, a Native Student Council would allow students from all over Fairbanks to gain knowledge in areas of student government and public speaking, both of which could later be used; and,
- WHEREAS, a Native Student Council will bring together Native students, unifying them at the time which is most critical to further cultural development;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports the formation of a Native Student Council that would positively affect the Native students of Fairbanks and also provide clear cultural awareness among both Natives and non-Natives.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth Delegation

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-45

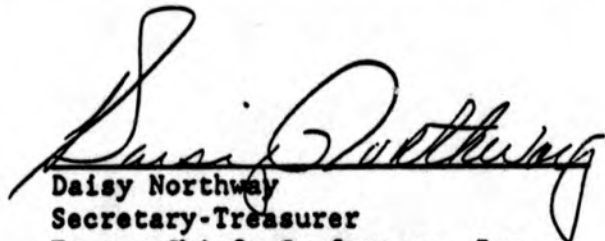
STEVENS VILLAGE JOHNSON O'MALLEY PROGRAM

- WHEREAS, the Stevens Village IRA is the legal governing body of the Native Village of Stevens Village, Alaska; and,
- WHEREAS, the Native children residing in Stevens Village qualify under the Johnson O'Malley program for Stevens Village; and,
- WHEREAS, Stevens Village IRA Council is in a position to contract and administer their own JOM program and has met on March 9, 1988 and decided to contract for their own JOM program for fiscal year 1989;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors direct Tanana Chiefs Conference, Inc. to work with Stevens Village IRA and local parent committee on the JOM application process, as well as the plan of service which will enable Stevens Village to contract and administer their own JOM program, beginning FY1989.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Stevens Village &
Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-51

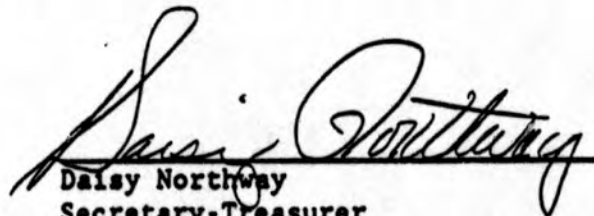
HEADSTART

- WHEREAS, our children are our future; and,
- WHEREAS, the education of our children is of eminent concern; and,
- WHEREAS, Headstart is a quality, comprehensive, interdisciplinary Early Childhood program model providing services to children and families in the areas of health, nutrition, parenting, education, social services, "special needs", and career development; and,
- WHEREAS, the Tanana Chiefs Conference, Inc. Headstart program currently provides Headstart services to all of the families with children three years of age to compulsory school age, in four rural villages; and,
- WHEREAS, it is through involvement and unity by the parents and communities in these four villages that the Tanana Chiefs Conference, Inc. Headstart program has been successful in providing quality services;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports current Headstart programming.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.



Daisy Northway
Secretary-Treasurer

Submitted by: Galena Subregion

Tanana Chiefs Conference, Inc.

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-57

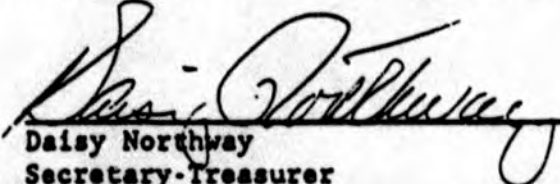
HAZARDOUS PAINTING CERTIFICATION

- WHEREAS, the TANANA CHIEFS CONFERENCE has funded private training in the painting and decorating trade for shareholders in partnership with the International Brotherhood of Painters and Allied Trades, and a result of that partnership is the creation of a federally approved Apprentice Program through which to perpetuate training and careers in professional painting; and
- WHEREAS, further as a result of this partnership there have been construction jobs created for the TANANA CHIEFS CONFERENCE people in villages and urban areas, and positions within the union which serves as a working example to our youth who seek construction careers; and
- WHEREAS, it is commonly known there exists many dangerous chemicals in the painting and decorating industry, and those harmful agents can cause injury, occupational disease, death, and those chemicals create hazards not only for painters but co-workers, the public and families of the painters; and
- WHEREAS, for that reason health and safety training is greatly emphasized in the TANANA CHIEFS CONFERENCE PAINTERS APPRENTICE program in order to prevent injury, disease or death to painters, co-workers, the public and their families, and this knowledge should be updated continually to take into consideration the new chemicals that enter the painting industry daily; and
- WHEREAS, representatives of the Alaska painting and decorating industry have created legislation to promote these goals for apprentices and professional painters through education and mandatory licensing of painters who apply hazardous chemicals, and that such legislation will protect the health and safety and job opportunities for all Alaskan painters who are trained and licensed.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference strongly endorses the passage of SENATE BILL #141, "Hazardous Painting Certification" now before the legislature.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Nenana

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution 88-58

J.O.M. FUNDING CUTS

WHEREAS, the J.O.M. Program may suffer 30% cuts in funding; and

WHEREAS, the Johnson O'Malley education program has benefited our children in the past; and

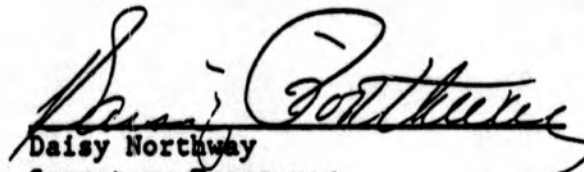
WHEREAS, part of that education includes cultural values and traditions; and

WHEREAS, we as concerned parents believe in the preservation of our cultural values and traditions.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors direct TCC, Inc. to pursue every means possible to maintain the present formula used in deciding funding levels for the Johnson O'Malley Program.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-59

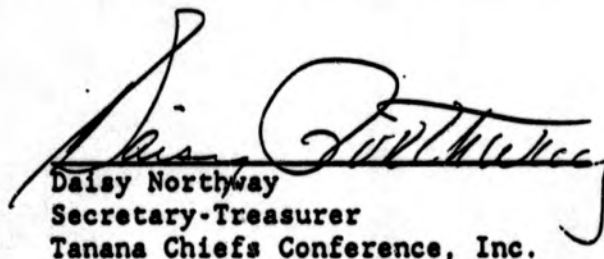
ALASKA HISTORY AS REQUIRED SECONDARY CURRICULUM

- WHEREAS, the Native people are an integral part of Alaska History; and
- WHEREAS, Alaska Native students need support in the form of education in their struggle to come to terms with U.S. Federal and State Legislation affecting their lifestyles; and
- WHEREAS, History of Alaska would promote a better understanding between Native and non-Native cultures; and
- WHEREAS, History of Alaska would produce more informed youth today for the future.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors approves and supports efforts to require an Alaska History course at the senior high school level as a requirement for graduation.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-60

NATIVE EDUCATION COUNSELORS

WHEREAS, recent phone surveys show a high rate of students are not graduating because of personal/family problems; and

WHEREAS, students are not motivated in school; and

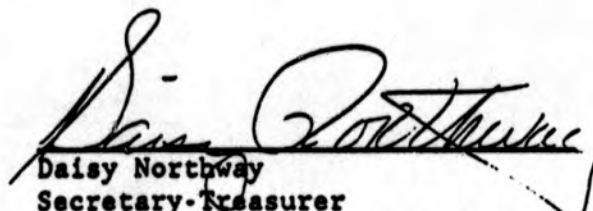
WHEREAS, Native role models in school have shown through surveys to be an integral part of students success.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors recommends that Native counselors be available to all schools to work with and/or through Alaska Native Education on solving family problems; and

BE IT FURTHER RESOLVED that parents through training programs volunteer more in schools as tutors for our children.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Fairbanks Native Assoc.

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-61

YOUTH EMPLOYMENT AND TRAINING

WHEREAS, the Youth of Tanana Chiefs Region represent the future leaders, managers and workers of our region; and

WHEREAS, there is a need to provide both classroom and job training opportunities for these youth to ensure the development of their full potential; and

WHEREAS, such opportunities should be available in rural Alaska and appropriate for rural villages; and

WHEREAS, the need for both employment and training opportunities exists among all rural Native youth regardless of income; and,

WHEREAS, that education and training does not always lead to employment;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors support the establishment of a Rural Youth Training and Employment Initiative (RYTEI) which provides a comprehensive plan and implementation schedule for ensuring such opportunities; and

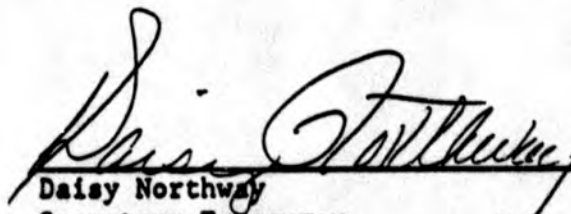
AND BE IT FURTHER RESOLVED that the TCC recommend that the State of Alaska, SYEP and other Youth Programs set aside adequate funds to plan for and implement the RYTEI; and,

AND BE IT FURTHER RESOLVED that TCC recommend that the State incorporate an RYTEI in its annual State Plan to the Federal Government to ensure the provision of such opportunities;

AND BE IT FURTHER RESOLVED that RYTEI include in its provisions a plan that provides counseling and job placements.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-62

ANCSA IN SCHOOLS

WHEREAS, the Youth of TCC are the future leaders of our ANCSA Corporations; and

WHEREAS, the Youth would like to start learning as early as possible; and

WHEREAS, the best place to accomplish this is in school.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors directs TCC to discuss with the school districts within our region the possibility of setting up ANCSA classes as part of their regular curriculum.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-63

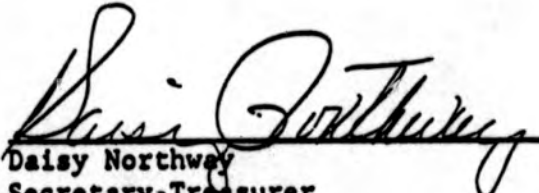
SUPPORTIVE PROGRAMS TO FAMILIARIZE PARENTS
WITH SCHOOL ACTIVITIES/ADMINISTRATION

- WHEREAS, parent participation with school activities are next to nonexistent; and
- WHEREAS, parents can become more involved with their children's education if they were given greater opportunities of volunteer work in schools; and
- WHEREAS, the Home School Liaison can be used as a communicator through which the parent can establish a more positive relationship with the school; and
- WHEREAS, Commissioner Demmert prioritized strengthening families through Alaska Native Leadership and their representative organizations.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors encourage school districts to implement a Parent "Inservice Day" at the beginning of the year and second half of the year to enhance parent participation.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by:

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution 88-73

ALCOHOL EDUCATION AND REHABILITATION
FOR YOUTH

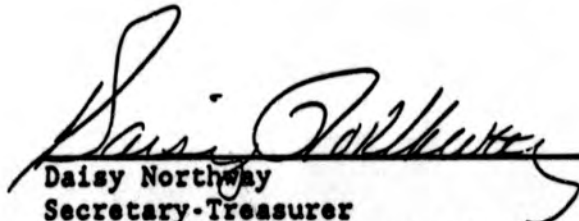
- WHEREAS, the Native Elders have declared a war against alcohol and drug abuse; and
- WHEREAS, an alarming number of minors use alcohol and drugs; and
- WHEREAS, problems related to alcohol and drug abuse such as suicide and motor vehicle accidents have become the major health problems in teenagers; and
- WHEREAS, education on alcohol and drug abuse needs to begin before the teenage years.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference, Inc. Board of Directors recommends that the Alaska State legislature direct the court system to order a drug and alcohol screening and evaluation be administered to minors convicted of alcohol and drug offenses by a program approved by the Office of Alcoholism and Drug Abuse and that the program include community service; and

BE IT FURTHER RESOLVED that the Alaska State Legislature should request the 55 school districts to develop alcohol and drug education programs for their students in elementary schools that are tailored to meet the particular problems of the area.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: TCC Executive Board

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-80

DRUG AND ALCOHOL COUNSELORS

WHEREAS, TCC has declared war on drug and alcohol abuse among its youth;
and

WHEREAS, the State of Alaska and the Federal Government supports this
declaration by awarding Mental Health grants in the region; and

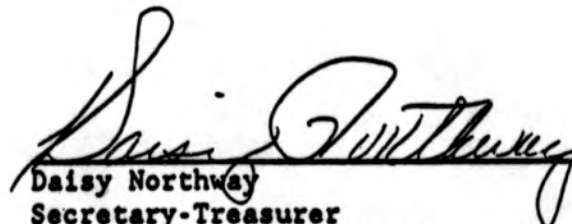
WHEREAS, there is a shortage of Native trained counselors for Mental
Health programs and rural school districts.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of
Directors recommends that the State of Alaska and Federal
Government make special appropriations to train Native alcohol
and drug counselors for its mental health programs and schools;
and

BE IT FURTHER RESOLVED that TCC recommends that the University of Alaska
initiate a two year Associate Degree program for rural drug and
alcohol counselors.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs
Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and
a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth Delegates

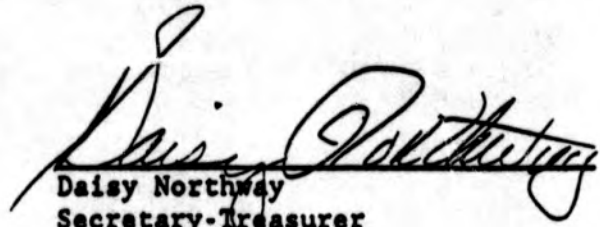
**TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-112**

ALASKA NATIVE EDUCATION COUNCIL (ANEC) SUPPORT

**WHEREAS, the ANEC works toward improving Native education; and,
WHEREAS, the ANEC works toward getting more funds for Native education;
NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of
Directors strongly supports the goals and efforts of the ANEC
toward the improvement of Native education.**

CERTIFICATION

**I hereby certify that this resolution was duly passed by the Tanana Chiefs
Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and
a quorum was duly established.**



**Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.**

Submitted by: Fairbanks Native Assoc.

TCC Presentation
Senate Committee on School
Performance

November 3, 1988

Good Afternoon!

My name is Daisy Stevens.

I am originally from Fort Yukon but am now residing in Fairbanks.

I came over from Fairbanks to testify at this hearing because I am concerned about the education of my children and the children of Fort Yukon.

After my oldest son had started school, I looked at the education system in Fort Yukon and knew that my son would not get the education that I felt he would need here in Fort Yukon. That was my MAIN reason for moving to Fairbanks.

Three years ago, my son started his 5th year in school. I decided to move back to Fort Yukon because I wanted him to learn to also live off the land. When I enrolled him into school, I called a conference between his teacher and the principal. At that time I stated that if I did not see my son's school work results, I would pull him out of school in two weeks. After watching his school papers for two weeks, it seemed to me like my son was going backwards instead of forwards. In this I mean he was doing long division and fractions in the Fairbanks school but in the Fort Yukon School he was doing addition, subtraction and multiplication. I called another conference between my son's teacher and the Fort Yukon School principal, I explained to them that I am going to be pulling my son out of school and had already contacted Juneau to put him through correspondence. They both agreed with me and to my surprise said "I think you're doing the right thing." That to me means they are admitting not doing their jobs?

After that winter I had no choice but to move my family back to Fairbanks.

During the past years, I have seen the pay raises the administration have received. But our children's education seems to be going backwards. Why?

I have seen our Basket ball team go from #2 in the State Regional to where there is not even a gym for our children to play. So there they sit in the school playing cards, such as: Rummy, Poker, etc.

I can remember when President Reagan stated in his speech to make physical education a priority in the school system. What happened to the physical education in our school system?

Now our children do not even have a hot lunch program. They have to run home in the cold, rain, sun or snow or bring their lunch. But I know there are students who cannot afford to bring their lunch every day.

As my children have found out, education has always been important to me. To practice what I preach on education, I returned to school two (2) years ago and received my Secretary/Paralegal certificate during May of this year. Although I wanted to return to Fort Yukon and make this our permanent home for myself and my sons, I cannot and will not return to live in Fort Yukon until I feel satisfied that the school system has improved greatly. We need an improvement NOW, not later. With that I would like to present you with the statistics of how many teachers and students are in the Fort Yukon School.

Why can't our children here in Fort Yukon get the same education that the children in the City are getting? We are only 180 miles north of them

Why are our graduates laying around in Fort Yukon doing nothing after graduation? I think I know the answer to that! Simply because we cannot handle basic Math and English when we return to school. I know this because I had to hire a tutor when I returned to school from my own personal funds. I have seen cases around town where graduates cannot handle multiplication, but they can figure out how much gas it would take to get back and forth to their traplines and fish camps. They can also figure out how much a gallon of gas cost.

Why are they teaching German in the Fort Yukon School? How many Germans do we have in the Village? Or who plans to live in Germany after graduation? Why is athabascan not being taught? I have seen two books: "Teaching Gwitchin: A CURRICULUM GUIDEBOOK FOR NATIVE LANGUAGE INSTRUCTORS Volumes I & II.

Why can't they use these books in both High School and Elementary?

Why are the employees of the Yukon Flats School District sending their children off to different schools while we are paying them to work for us.

In closing, I would like to thank you for the opportunity to testify and to thank you for the time you have put into this hearing.

STATISTICS

Elementary 79

Junior 17

Senior 23

One (1) Teacher for every grade from K - 6

One (1) Special Ed. Teacher

One (1) Jr. High School Teacher:

10th grade English

Alaska History on Land Claims to 11th & 12th graders

One (1) High School Teacher:

7th grade P.E. and Health

World History

Accounting

Home Economics

High School English

Elementary, Junior & Senior High School Music

One (1) High School Teacher:

General Science

Biology

Math for 9th - 12th grades

Health and General Science

Chemistry

American History

Junior High Science

One (1) P.E Teacher:

Career Guidance

Art Appreciation to 11th & 12th graders

English to 9th grade

Health to High School

Health & P.E. to 8th & 9th graders

Principal:

German

Creative Writing and Computer Skills to 12th grade

Computer Skills to 7th grade

11th & 12th - Entrepreneur, for Upper Crust Pizza

Company



YUKON FLATS SCHOOL DISTRICT

P.O. Box 359
Fort Yukon, Alaska 99740
Phone: (907) 662-2515

November 8, 1988

ARCTIC VILLAGE
99722

BEAVER
99724

BIRCH CREEK VILLAGE
99740

CENTRAL
99730

CHALKYITSIK
99788

CIRCLE
99733

FORT YUKON
99740

NORTHERN LIGHTS
99701

RAMPART
99787

STEVENS VILLAGE
99774

VENETIE
99781

Bob Arnold
P.O. Box V
Juneau, Alaska 99811

Dear Bob,

It was a pleasure meeting you in Fort Yukon and hope that your work is going well. Enclosed please find:

- . My comments to the Senate committee
- . The Yukon Flats School District's negotiated agreement
- . Teacher evaluation procedures and instrument for evaluation
- . Handbook for the Local School Advisory Committee
- . The district's Professional Development Plan

You did not ask for the last item, but we are very proud of the success we have had. At this time, six local individuals have received their education through our PDP and all are currently certificated employees.

Sincerely,

Juana

Juana Sanchez, Ph.D
Administrative Assistant to
Special Programs & Services

cc: To the file

JS/abp

Senate Special Committee on School Performance
Fort Yukon, Alaska
November 3, 1988

We appreciate the time and effort that you are putting into finding out what is wrong and what is right with education in our state. We are especially appreciative of your sensitivity to the differences in school populations.

The Yukon Flats School District is one of several bush districts identified as having low achievement scores, but I hope that it is also recognized as one of the districts where those scores are beginning to increase.

This increase, however slight, is due in large part to the continuity of leadership in the district for the past 4 years. Because we have had the same superintendent we have been able to begin new programs, provide inservice and support to our staff, and evaluate what works and what doesn't. Our Regional School Board has been very supportive of our efforts to improve programming in the district. We have a good bilingual program in place to provide extra tutoring, and where possible we have Gwichin speakers teaching the language either as a maintenance program such as in Arctic and Venetie, or as a second language in Chalkyitsik and Fort Yukon. This depends on the availability of native speakers willing to teach. We have a special education program that I am especially proud of. Our district is in compliance with DOE, we have no parental complaints, children are not overly identified, and our teachers would be superior anywhere they teach.

Our students also receive special help through Indian Ed and Chapter I. Our emphasis in each and everyone of these programs is oral language development, writing to read, and reading to learn.

You asked what hampers the educational process in our district and we would have to say that it is the lack of social services to a population where substance abuse is a major problem.

We can have the best facilities, the best materials, up-to-date technology, the most dedicated and best qualified and caring teachers that we can gather together, but without supportive social services our students will continue to be at risk. This is an area that we urge you to support.

However, if there were just one thing that you could do immediately to help our students be more successful in school, it would be to fully fund preschools for youngsters from 3 to 5 years of age. We presently have preschool for only 60 days. We should have it for 180. We staff our pre-schools with non-certificated instructors. They should be early childhood specialists. We say that these are the most important, formative years of a child's life, but we ignore their education.

-Page 2-

We believe that what you learn from this hearing will be very similar to what you have heard in Anchorage, Fairbanks, and in responses to the questionnaires. Thank you again for the opportunity to meet with you and we hope that we can continue to work with you to meet the many needs of our students.

Juana Sanchez
Administrative Assistant

COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS
ANNUAL SEPTEMBER CELEBRATION
SEPTEMBER 2-4, 1987

E D U C A T I O N

SEPTEMBER 4, 1987

TRANSCRIPTION OF CLARENCE L. ALEXANDER, CHAIRMAN OF THE CATG:

You know, you can talk about this all day and still get back to where we started. We have representatives here from each village. We talked about Higher Ed at our last meeting. The full board was there and there were two representatives from each village and that is where they brought up the concerns about education. Education got on the table even though it wasn't even on the agenda. As far as how the management of the university building works down here, is something that I'm not aware of. How the relationship is with the chairman, I'm not aware of. I gave up. OK? Let's just put it simply. I gave up giving my input to the University of Alaska simply because they don't listen to the curriculum that we want established and those things have not been established. Then, when they weren't being listened to, we asked them, "Hey, maybe you can do some in-house plumbing. You can do some commercial wiring and residential wiring." Now, let's leave it there and go somewhere else. Let's go to our secondary education. OK?

Our education system, in the Yukon Flats - if all the persons that are in this building knew how to read a student assesment, then you would, maybe, feel pretty sad about it - maybe there might be tears in your eyes. There is no direction for our communities and, it looks to me like the system is holding down the Native community - that is what it looks like to me. I've been in a leadership roll here for at least twenty years now and, within that time, I'm telling you the truth, that we have only one graduate that I'm aware of from the university - not from this university - from elsewhere. We might have graduates through the XCED program but, that, in itself, is it good or bad? We don't know that. But we definitely need some sort of a communication established here.

Our communities - we do have people out here who are interested in Higher Ed if the scope is set in motion. But, that - setting it in motion - utilizing the people here from the communities - I consider a PAC as maybe something else that they just dreamed up because, what they see is available in front of them - they choose from what is available - I don't look at that as envisioning what is down the road for us.

We are at a stand still. We have been in a transition stage for some time. I heard that mentioned here. Now, how long are we going to be in a transition stage? Is it because we're missing out? I know that, in the White man's world, they have gone through the agricultural type of thing. They have gone through the industrial area - where they're at today - in modernization - the industrial world. That is the sense of clones that they're dishing out! Now we're asking to be - saying - in order to be successful, in our endeavor, we need to envision some of the things that are

going to be happening to us and, we are aware of the things that are going to be happening to us.

There is a movement and, for you to realize there's a movement, you have to be a Native. You have to be an Indian out here. There's a movement toward us that is constantly putting pressure on us and regulations and rules on what have you - whether it be University of Alaska - whether it be BLM - statutes - federal regulations - whatever it may be - but we are constantly under pressure and we don't have that educational background to even tread water. We are right at the surface now.

There's issues that we're facing. Do you think that we understand 1991 issues? Do we understand what's written on them? We are ignorant at certain levels - ignorant of knowledge that we don't have - the knowledge that we're seeking in order for us to be able to make our community self sufficient - and enhancing that education is the only way.

I don't know how the system works from that level. I might have to go to the University of Alaska and sit down with all the doctors you have over there. They're overflowing over there with doctors at the University of Alaska - in fact, they're tripping over each other figuring out which way they're going to go tomorrow. I'm not over there but I know this.

We'd like to get them on some of those fields - the field that we're interested in is administration - being able to manage our own systems. Our system is a little bit different than the Western system but the cross over is not that hard - they're parallel - and this is what the discussion is about.

We can talk about it in our Native language. I consider them doctors, OK? They are in the leadership role. Over there they give you a piece of paper that says you're a doctor - you worked for it. We work for our development in our areas. I'm not a doctor - I'm not anything, OK? My limit of High School Education is tenth grade. Now, what I received is what I have today. And, when I'm going back to secondary, our secondary educational system is not even - that is where the break down is and we can't - we cannot take those students - we take those students over to the University of Alaska under some kind of program - they go over each year - when they get over there, they find out that, hey, they're back here - where they should be up front with the rest of the students from the Western mainstream.

Now we have to look at a system - we're trying to look at a system where it'll even include developing a better system where High School education is incorporated into the university building - is what we asked for before - that while they're working on that, they can be working on some other administrative fields.

But, as far as our communication with the University, it is very nil. We mentioned this before - Mardow Solomon is a direct representative of the Native Village of Fort Yukon - he was chosen to be the direct representative. But, how can he know what goes on in this building when he doesn't even attend our meeting here when we're talking about education? Or what the needs of the people are? We also have the same representative on that board. What we need is to sit down - utilizing all the leadership in the Flats - establishing a brain storming effort - to find out exactly where do they want to go. And then, from there, maybe the advisory committee or PAC member could have a good idea where these people want to go instead of taking it out of thin air and saying, hey, this might be good.

We're bucking all different issues here - education seems to be the top one to us because we're getting into health, we're getting into economic development. Economic development, we've been working on for the last three years. You think we knew what it meant when we first started? No, none of us knew what it meant. But, we had a sense in our mind that tells us that it does have a parallel - our system does have a parallel. And, that is where we said, OK, if we establish a fur co-op, that, in itself, will give us a sense of knowing what skills we have. By incorporating those skills, we can start reaching out into other investment worlds - marketing worlds - whatever world we can on the other side.

I call it other side because, when you came in here it took you probably back a hundred and fifty years. I think there's nothing wrong with your expertise. I like it - because you come from where I'm coming from where they were down in the lower '48 where they had an Indian community college. Now, if you can establish something like that right here for this area, next time I see you, I might shake your hand!

Gerald Mohatt, Dean, College of Rural and Human Development:

I'd like to respond, as well as I can, to what you said. I'd like to be honest in terms of what you're requesting - not really requesting - but, I mean, you're telling me - but what I hear in relation to the University and the Rural College.

All I can say is that, at least, while I'm the acting Dean of the Rural College, that we're going to try to insure that we have in place a way to hear what you want to say and that we start a little bit further back than where this whole process started in the beginning permanently within the University. How much local, not only input, but control - how much of a sense of ownership that you can have of this organization - I don't know. And, I won't try to be glib or I won't try to "snow" you. The reason we had Indian Colleges in the lower '48 - a lot of it - is because of the sense of the people that, whether it was secondary, elementary, or post-secondary education, it wasn't that they wanted the control, for the power, they wanted

the results and, the only way to get the results was to have control. Now, how we can insure that sense of ownership - that sense of control - in that responsiveness - we're really going to work towards that.

I think one thing right away, just practically - I don't know how we do that - I have an idea of how we do that just in this working group process - there are any number of us who feel that we have to start a little bit back rather than starting with a working group that is supposed to be representing other people - they've got to insure that those people who are their representatives have spoken to them so they are really representing what their areas are and there are ways that we can do that. I'll carry that back. I hope we can shake hands in the future.

Clarence: With the first graduates.

Gerald: Right. With the first graduates. Well, I was up here - in terms of your points about XCED - I've been in Fort Yukon before - but the two other times I remember most when I was in Fort Yukon was when I was at the graduation of three XCED graduates we had here. I guess I personally feel proud of those individuals. I don't think that's the only opportunity that Yukon Flats students should have to graduate. It's a bad deal when the University of Alaska, Fairbanks, in their campus program doesn't graduate students from the Flats. I guess, Clarence, what I'm saying is that I don't have any things to promise.

Clarence: No, we don't need any.

Gerald: No, I know that's not what you're asking.

Clarence: Like I said, I already been waiting 15 years - I don't need to wait. I think I just need to tell you we are going to be requesting it - in the form of a letter and I think that might be a way of going about it. Because, we do have Representatives - John Binkley - we have Kay Wallis - and I think if we give them a copy of our letter regarding the educational system in our area, maybe they might look at the funding part of it too. You know, it's time we started lobbying for the efforts.

Gerald: That's right.

Clarence: But when you talk about a sense of ownership, I wish you would delete that from your mind. A sense of ownership doesn't exist, I think, as far as I know in the Native world, OK? If we were to say we had a sense of ownership then we'd be in bad trouble with everybody. But I think there is other ways of looking at it.

ON EDUCATION IN THE YUKON FLATS SCHOOL DISTRICT, ALASKA

REGIONAL SCHOOL BOARD MEETING
AUGUST 12, 1987, FORT YUKON

TRANSCRIPTION OF CLARENCE L. ALEXANDER, CHAIRMAN OF THE COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS:

My name is Clarence Alexander. The reason we had a meeting down in Beaver is because of the Council of Athabaskan Tribal Governments, a new organization that we established. This new organization is primarily dealing with land issues - also the economic development of our area - but one of the main concerns that was brought out was education. Each leader, dealing with education, seems to find a lot of discrepancies in their own communities - like the curriculum that has been established. But, I think that the representation here, from the message that I've gathered, is leaning too much toward the administration. The administration is controlling the efforts of the educational processes that are supposed to be enhanced in the Yukon Flats. With that in mind, I think that the direction that they want me to tell you is that they do have the vote in each village now, pretty much to the issues that they would like to see addressed.

Number one is that all the kids should have a curriculum in place and that each school's parents should be aware of this curriculum and exactly what it entails. And, if the kids are not achieving in their assessment, then, there must be something wrong. Those definitely need to be analyzed and find out where your teachers are not fulfilling their obligations as a teacher. That's part of the message.

I think that it's time that we take full control of this board - the board take full control for the destiny of the people that are coming behind them. That's not being met. There are a lot of things happening in this community and all the other communities in our region. For the last seventeen years that I've been aware of, we have no graduates. We've monkey-dinked around with education for about seventeen years now. You can see the results of it in our communities. We don't have an accountant - we don't have any kind of administrative or managerial type of position that I can think of that the students have graduated from. You are producing nothing. Just be aware of that. Nothing! And, the message is, it's time you do something.

I see a lot of people getting high salaries. Are they worth it? I think it's time you analyze all these people. I mean, I'm talking to the Board of Directors here. You see the end result in our communities right now. I'd like to see this in the form of a letter that will be addressed to you later on so that you can respond to it. I appreciate being here - at least being able to say this - because - the frustration is out there and it's not being met. You know damn well that it's not being met either but you sit on it. I wonder how long you're going to sit on it - another seventeen years?

Richard Carroll, Sr., Chairman of the Yukon Flats School Board:

Any response to Clarence? I have one question in response for clarification. I agree with part of what you say and the other half, I

disagree on account of the state laws that are binding the school - you tenure - used to be you get a tenure at three years. Now, it's one day after the second year. Sometimes I've seen where this is a problem and a great problem in removing a teacher when they're not doing their job.

Clarence L. Alexander:

I can deal with tenureship. It's the evaluation of the whole organization that is not being recognized here. You don't evaluate your teachers. I don't see you evaluating your teachers ... There are assessments - student assessments that are right upstairs - or wherever they may be - that deal with the individual student and the process they are going through. If those students show that they are on a sixth grade level when they're in tenth or eleventh, that tells me that there's something damned wrong. That's the evaluation that should be placed on the teachers. If they are not fulfilling their obligation, as a teacher, fulfilling those obligations to the curriculum, then I think they ought to do it. That is the evaluation process that I would like to see done because, as long as this tenureship process is there, you know damn well that we got a bunch of yahoos over there that don't do a damn thing except put in two or three hours during the day of active academic skills. The rest of the time, they're probably monkey dinking around. And, it's not as if I don't know about it because I worked for the organization for seven years - and I know that I teach for five of those and three of them in an administrative position. And I'm aware of a lot of things there and, one of the things that I'm aware of is that the teachers are not looking at the assessment - the assessment of the students that are not achieving. Base your evaluation on some of those assessments that are being placed because, every Fall, they take a test - every Spring they take a test. During that time, the test shows that those kids haven't learned from the first test to the next test, there's definitely something wrong. That's an evaluation process for me. I think that's a just cause for booting them out. As far as internship goes, I don't need to be told about internship and the hardship we have with a state contract with our teachers association or whatever. If I had my way of saying things - not publically - but, I think it's communist.

Richard Carroll, Sr.:

Thank you for your reply. Any questions to Clarence? Thank you Clarence.

REGIONAL SCHOOL BOARD MEETING
MAY 13, 1987, FORT YUKON

TRANSCRIPTION OF LARRY WILLIAMS, VENETIE :

First, let me tell you how we came to be down here. The other day, on Sunday, May 10th, we had a tribal meeting in order to have an election to have a tribal chief and three new members and we discussed a lot of different things - pertaining to our land - our future of our children - and, one of the main topics of discussion that came up - and it was a very heated discussion - that was the quality of education that Susan (Susan James, 2nd Chief, Birch Creek) just mentioned. We were saying that the Yukon Flats School District Administration - not particularly the teachers - maybe just the system - but the quality of education is not there. We're not graduating students that are qualified to graduate. And I came before this board one time addressing essentially the same things - I think October of 1985 - and I have not received one answer back since then. What I'm trying to say is, the parents of these graduates and the judge of these students that are in school now are asking why - why are we living with this deplorable situation? And, the people who sent me down are expecting an answer from the Board, from Administration - whoever addresses these problems. And, I also want to discuss the needs of the Special Ed students. And, I have some letters here from concerned citizens and from the parents of these Special Ed students and I'll go about reading them right now so nobody can say they didn't hear about it.

Richard Carroll, Sr., Chairman of the Yukon Flats School Board:

May I interject just one thing Larry? Are you going to use the names or your going to use John Doe?

Larry Williams:

They've written their names down - they don't care if it's known. At any time, if anybody wants to interrupt, feel welcome to - if any comments - questions - send it to them or what have you.

OK, this first one here is from MacArthur Tritt - he's the 1st Chief of the Venetie Village Council and it goes like this:

Board of Directors, Yukon Flats School District, Fort Yukon, Alaska. Dear Board Members: At a recent joint meeting of the Venetie Village Council and the Local School Advisory Committee, we discovered that the Special Education needs of our children are far from being met. Venetie, as you are well aware, is the second largest community served by the Yukon Flats School District and our children represent at least 20% of your total student population. We understand that your current Special Education Program is provided to Venetie and two other villages with an itinerant teacher who travels between these three villages staying a week here and a week there trying to meet the needs of the

Special Education students in these villages. We feel like this is inadequate. Piece meal efforts by the current program cannot and will not solve the problems of the disadvantaged children. We feel that the LSAC feels that a full time Special Education Specialist teacher is needed to begin to address the Special Education needs of our children. We also understand that a child find testing program was recently conducted to identify children in need of Special Ed at our school. Was this testing done just to comply with state funding requirements or was it done for the benefit of our children? The responsibility of meeting the educational needs of our children lies in the hand of the Yukon Flats School District and Special Education is an important part of the whole education picture. We support the efforts of the LSAC and recommend you consider a full time Special Education position for Venetie when you discuss staffing plans for next year. We also want you to understand that we want and need this position in addition to whatever teachers you have allocated to us for next year. Our student/teacher ratio is already unbalanced as it is. In closing, we would like to say that we know that you are realizing some carry over funds. This is not confirmed but it was \$450,000 that I heard mentioned from carry over funds from last year. Why not make good use of these funds and give our children education they deserve? We cannot continue to ignore the fact that Special Education has become an important part of the educational system and whatever effort you put into this program greatly enhances the success of our overall goals. We would request that this letter be written into the minutes of your May 13, 1987 meeting because, from the looks of your tentative agenda, staffing for next year is included. We appreciate you taking the time to hear our comments. Sincerely, MacArthur Tritt, 1st Chief, Venetie Village Council.

And, if the Board so desires, they can take this up and include it into the minutes and let everybody have a copy. And, I have another from the Tribal Chief and also directed to the Board of Directors, Yukon Flats School District.

Dear Board Members: It has been brought to our attention that the Special Education needs of the students at John Fredson High School are not being adequately addressed. From what we understand, the itinerant teacher that serves Venetie, also has the burden of serving two other villages. Venetie, as you know, has some 75 students which accounts for about 20% of the total student count. The percentage of students in Venetie needing some sort of special help is high. The part of this high percentage of disadvantaged students refers back to the old system - the BIA system. These standards have always tended to be lower than most schools in the United States. When the Yukon Flats School District assumed the responsibility of providing educational programs to our children in Venetie, we were under the impression that our children would be receiving the best. Now we hear that one of the most important parts of the educational program is not doing its job in Venetie - not enough individual teaching time. We are not saying that the itinerant teacher is not doing the job.

We are saying that the time spent in Venetie is not adequate. The need is far greater than the effort and this places an extra burden on the existing teaching staff. This extra burden on the teaching staff should not be there because it, in turn, affects their performance and attention to our regular students. We feel that is a responsibility of the Yukon Flats School District to make good for this deficiency to stop depriving our children the benefit of a good Special Ed. We support the recommendation of the LSAC to take a full time Special Education teacher in Venetie. PL94-142 carries details of the responsibility so you should feel some obligation to honor their request. Sincerely, Ernest D. Eric, Chief, Venetie Tribal Government.

This is from the Chairman of the LSAC, Mr. Eddie Frank.

The Board of Directors, Yukon Flats School District. Dear Board Members: Special Education and the need for an adequate Special Education Program here at John Fredson School was a topic of discussion at a joint meeting of the Venetie Council and the Venetie LSAC. The children of Venetie, as you know, are served by highly different educational systems prior to switching over to the Yukon Flats School District. For some reason or another, this system deprived children of some of the basic learning tools such as reading and language arts. This has not only affected the learning abilities of our students but has placed an extra burden on the teaching staff as a whole. We have found that, having to give a student extra and special attention, means taking a child away from regular classroom teaching activities. This deprives our regular students of the time needed to conduct regular classroom activities. This, in the long run, affects the whole student body in terms of receiving an adequate education. The current itinerant Special Education Program offered by the Yukon Flats School District does not adequately meet the needs here at John Fredson School. We have one itinerant teacher who we share with two other villages and our Special Education students are not getting the Special Education they need. We cannot afford to take the valuable teaching time away from our regular teachers because, then, our regular students will be deprived of something. In light of this problem, we are requesting that you strongly consider the idea of putting a full time Special Education teacher here at John Fredson School. This will not only benefit our disadvantaged students but will insure that our regular students receive the teaching time they deserve. We know that public concerns of school districts are making headlines today but we also know that you will be realizing a substantial carry over of unexpended funds. The Yukon Flats School District had the responsibility of providing adequate educational programs to its students and to adequately address the Special Education needs of the John Fredson School. A full time Special Education teacher needs to be placed on site. We hope that when you discuss next years staffing plan that you will give our request areaa consideration. The need is there - you cannot continue to ignore it - it will only compound the problems further down the road. We appreciate your time and consideration in this matter and hope

that you will honor our request. Sincerely, Eddie Frank, LSAC
Chairperson.

I also have some letters here from the parents and the guardians of our Special Education students and, if we have the time. OK, the first one is from Mary R. Roberts, Venetie to the School Board.

Dear School Board Members: I'm writing this letter on behalf of Ala A. Roberts. Ala is five years old. He is a handicapped student attending John Fredson School for two years. After struggling and with frustration I almost got what I want for Ala. I am pretty well satisfied with Ala's aid but, I want a certified Special Education teacher who is qualified in helping kids to work along with the aid. Since Ala is five years old, I will have him in school full time which is required for his age. Because of the long school hours for him, I think a certified Special Ed teacher will work great for him and his aid. I know that John Fredson School got seven Special Ed students besides Ala two of whom belong in full time Special Ed classes. I think they are being cheated out of their education. I will not send Ala anywhere for his education except for summer school so I expect Yukon Flats to provide education he needs according to the state law. Thank you very much. Mary R. Roberts.

And there's another one from Julia Tritt and Paul Tritt, Sr. to the School Board Members.

We are grandparents. We'd really like to have a full time Special Ed teacher for next year. We have a grandson that has special needs. He's been in one track for three years and he's going to be nine years old this December. He really needs to be taught by a Special Ed teacher. I really hope you members do something about this matter. Thank you very much.

Read one more.

The regional School Board. My name is Barbara Christian. I'm the postmistress here in Venetie. My son, Gary Christian, is going to John Fredson School and he's going to be in second grade and he's getting Special Education for three years. And, next year it's going to be four years. He's not going anyplace for three years. Gary is taking out If he had a certified teacher, he'd be out of Special Ed in about a year because I know my son very well. There's about seven students in Special Ed back here in Venetie. After the experience of my child, it is very important to have a full time Special Ed teacher. Thank you. Barbara Christian.

All these letters say, more or less, the same thing - supporting a full time position for a Special Ed teacher in Venetie. And that's what we got to discussing. I think that the people who sent us down expect some sort of answer from the Board members or the Administration. Like I said, I addressed this board sometime in October - 21st I believe - or sometime around there - 1985 -and I haven't gotten any answer and I expect an answer this time -and my

people expect an answer. Thank you.

Richard Carroll, Sr.:

Thank you Larry. And, Larry, will you make sure that the letters that you have are given to the secretary and we'll enter them into the minutes as part of the reporting documents of this meeting. I very well understand and was present when you came down before with your delegation and I'm very sad to hear that you have not had a reply from the school district in two years. I don't know why. I'd like to apologize to you. I really don't know why the school district has not answered you. I'm at somewhat of a loss for an answer as to why you didn't get an answer when you first came down.

Larry Williams:

Sometime or another, when funding is available, the Yukon Flats School District - the Board and Administration - should have a meeting in Arctic and Venetie Village to address these problems specifically. You have a meeting to discuss only this problem - why are we graduating students that are not qualified. The students are being graduated from High School - being shoved through the system - that can't even - that have poor reading - can't do math. The parents are asking why the school district and the Board of Directors allow this to happen and they would really like an answer - and I would too because I have three kids in school and, if they're going to graduate from that kind of school, no use to graduate at all.

Richard Carroll, Sr.:

Larry, one of my questions I was going to ask you is if its possible for the board to go to Venetie and meet with answers to the sort of questions that you ask? It might do this board good, eventhough we're short of money, that we do go to Venetie and meet with the village.

Larry Williams:

Speaking on behalf of the Council, we're willing to expend a certain amount of money to make this come about if you can't find adequate money. That's how concerned about it people are up there. That's how strongly they feel about this education or lack of education.

COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS

p. o. box 126 * fort yukon, alaska 99740 * (907)662-2587 or (907)662-2581

October 24, 1988

Senator John Binkley
1100 W. Barnette, Suite 203
Fairbanks, AK 99701

ATTN: Tina Long

SUBJECT: NOVEMBER 3, 1988 HEARING IN FORT YUKON ON EDUCATION

Dear John:

The Council of Athabascan Tribal Governments discussed the upcoming hearings in Fort Yukon at its Fourth Annual September Meeting as reconvened in Fort Yukon, Alaska October 13, 1988. We have advertised the hearings as per the enclosed announcement which was distributed to the villages and in the Native Village of Fort Yukon Newsletter last week.

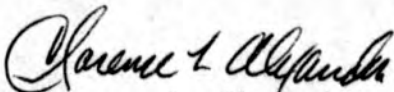
We appreciate the opportunity that the Task Force on Education is providing to the villages of the Yukon Flats to express their concerns. As our district Senator, you have spoken with us several times over the past few years and offered appropriate advice but, as the test scores show, we have yet to achieve the potential we know that all our students have to begin with. What future do we face without a skilled and educated younger generation prepared to take on all the roles that are necessary for a healthy productive community?

Enclosed are transcripts of remarks which have already expressed a few of the educational concerns in the Yukon Flats. The current school district budget is also enclosed for your information.

People from other villages will be attending this hearing and we feel certain that many from Fort Yukon will also want to participate.

Thank you for your concern and willingness to hear us. Please forward this information to the rest of the task force.

Sincerely,



Clarence L. Alexander, Chairman CATG

SCOMM

71:7

SENATE SPECIAL COMMITTEE ON SCHOOL PERFORMANCE

Senator Willie Hensley, chairman
Senators John Binkley, Jim Duncan,
Jan Faiks, and Ken Fanning

PUBLIC HEARING

1 - 5:00 p.m.
November 12, 1988
Sheraton Hotel, Anchorage

1. Call to order/opening comments Senator Willie Hensley

2. Scheduled witnesses:

Dr. Marianne Inman, Alaska Association for
Bilingual Education

Alaska Pacific University
Dr. Duncan Ferguson, Dr. M. Inman
Eric Morrison, Alaska Native Institute

Brad Raphel, Yupiit REAA, with
Rob Lapham of Educational Systems Corporation

Marilyn Buckley, University of Alaska Anchorage

Becky Dahlager, Alaska Association of School
Librarians

Dona Helmer, Anchorage Municipal Libraries

Captain Billy Asterik, Alaska National Guard

Linda Ronan, Dram-edu

3. Other persons to be heard.

4. Adjournment

8.3

[illegible]

#1

[illegible]

②

[illegible]

4

[illegible]

Anchorage 11/12

110 pm.

(1)

Tom Robinson - 1st local schools rarely reflect values of local area
reluctant auth to parents + residents to decide sch matters
right of parents to decide
20 yr tech - we haven't done a very good job
purpose for fall 1990 approx prog for
local people to become aff to master tech
on 3 yr period, only courses those directly needed
will be as good.
a better system to program tech for rural tech the
people best learn by observation.
village council
those of us prog turned have generally failed despite best efforts
could things be inferior in outcomes
right of vill govern, resp as well.
to continue to tell

Dr Marianne Roman, Asst for Bill Edue
~~advisory~~ Can elem in prog is good / back g. of staff
favor efforts continuing educ. need further support
need not only conf for inserv but delivery of educ on-site
and need use of tele tech to do / need opp to
use tele conferencing
tech who have long. fault look very desirable

Dr Dumas

tech try
staff dev.

(2)

Dr Duncan Ferguson - apth. chair.

~~esp. important~~ ^{emphasized} cooperation among educators, profound needs and limited resources — not basic task: to educ. well just see inst. : time for legis to work it ways pattern and priority can cooperate / consortium etc / student life. cross enrollment & ~~desirability~~ allowed in part for, activities lang. and fine arts : make legally possible. also inst. to. coop. w/ public schools.

for instance w/ Mt St. George Japanese lang students imp. for rural students to be enabled to become successful at post sec level

Eric Morrison — APU carries out programs to assist nations looking at potential, not problems; need for cultural sensitivity on part of techs, this need to be actions landed MTE case with acad. excellence. / peer student partnerships "buddy" with fresh/soph / old like to see in turn this summer. 22 to 30 juniors from tech to try acad. spell, learn skills let them set more out of senior year

partnerships with schools - w/ techs / comm / is support

Madame Z — specific areas - tech tech in rural areas when possible / technology / connecting them down for persons who teach at diff levels

model UN spons. by APU for students from around state govt. admitting ^{with support} — retention rate now reaches 60%

Morrison (cont'd) - problems in some students from rural areas to do college work - third to half require

60-65

athletic dept reaches out to assist

Rob Lapham - rep of ESC - heard test many that
~~Brad Raphael~~ ^{attitudinal changes needed such as}
 inc. expectations

the prof. educator best to take lead role / some needs tools
 want inc. ach in reading, e.g. and maths, want
 them to feel confident and find success.

1800 lessons in cd. - K-8 builds self-esteem

helps tech acc. rate of learning

not a panacea, but best answer to raise skills and do so soon
 check the record but educators

review information

150 K for capital school as pilot

less than 5% of annual budget, maint. less

don't overlook role of technology

Brad Raphael - syst. Mijit / conglomerate of ~~different~~ ^{helps and no partitions} forms

BIA contract schools and from LCSD / sought to standardize
 carried out research a programs that work

strong visual, kinesthetic learners but techs turned by
 univ - wanted to lecture

trying to figure out where to begin / carried out
 standardized tests / after first.

Went to Read - very good progress among these students
 approached grade level, searched for successor program

learned about ESC, set up two labs., not gone a
 year but the enthusiasm, acceptance overwhelming.

S.S. students who had supposed

want to use labs

had.

rec. investing of computer app.

hard in hand with computers is

had been
 appalled
 at work

amazed at the results already
is dev. progress being produced
reading gaps based on cultural heritage.
to produce reading gaps 3 to 9
no sacrifice

Tom now going into 4th yr. has ideas to share
with other supts, univ.

supt - 3 wk mini course to help univ. states become oriented
state among rural districts - share things we
know will work

ESC est. was \$50,000 per site
Yupik reading project less than \$50,000.

Marilyn Buckley - after 25 yrs of work in sch. &
come to some conclusions -

- 1) need to realize ~~sch~~ created sch, we can change
- 2 "we can have any kind of sch we want!"

only limitat. we impose, or if we think must continue as is
hope you'll be bold enough to not be satisfied with
small changes

- 3) adopt res. + dev. model / answers arise in
don't know the best ways to bring out genuine need change

- 4) trial and error

- 5) got to stop doing what's not working

- 6) each sch should have ^{typ} signature of sch, parents, students
same appalling sch as Koty and June etc
standardized but none work well

three groups

need to empower those who have the most at stake
license to imagine and construct new forms
~~take~~ of schooling

teachers, students, parents
must go hand in hand

Why are schools so boring? / they disempower students

quality + well being of sch depend on your
commitments are shared and mutual

we need to ask commitment from them all
have none not a child who wanted to fail

to tolerate failure is immoral
schools must reject

nothing to substantiate why boys eds shld know imposed / imposed

4-12 - ^{dev. yrs for} reading -

you don't keep pulling up a plant to see if it is growing
when new sch is created, there must be educ of human spirit
just as imp. as educ of human mind.

tell the student his self love should make him resp. for his learning

our schools put me against another

human beings love to help each other

teach language through literature, oral traditions
not basal readers, worksheets, textbooks

factum 7

2 have great things not yet spoken

Becky Dahlage - ^{OK} asst of Sch Librarian

librarian highest correl betw test sc + library support

good librarian; good collection of mat, challenging material.
practice is battle of books / distance learning support needed
~~for active learning~~ not passive

Dona Helmer - Ancho former head of youth services Ancho libraries

but 8 yrs rural experience

information is power, access to info is power, ability to use info
continued support is essential is power

ck
sp.

Paul Waargand - 285 students ^{Shut Loop} in Christian school.

~~1st~~ one in home sch. org. tuition about 2500 per yr.
test scores have been high top salary is 28,000

ratio 17 to 1

ages receives support from Haley Center

state film library until costs rose
no state support ~~that~~ as such.

want no more regulation - have health, safety reg.

want to avoid corp. punish reg.

Jim Sietz - Teacher, ABSD pres AK Com Tchrs 1 Math

Test results imp, how do they test what is important
nat'l organ. will be above use of calc. on tests
children using calc. have better attitudes toward math
Tool needs to be used

new test will need to be open to use of calc.

Chris gave 200,000 cal for gr 4 thru 8
^{too many} tech in math who are not math teachers / Math Consortium
need DOE specialists

7
Betty Breck — SK is number one in its attitude toward
christian daughter — moved from 8th grade
in state funds spent
now in 4 yr h.s. career course
step should consider paying bills for educ by
tuition vouchers for instance
to reg. schooling only in public schools & not
resistance must come from teachers
13% of students at that time in alt

406 tot. com / 77 st. courses / 274 in private / 300 home sch

Dr. Janet Dignan (Hartwick) — past EdCom, some in lower 48
ev 4r 2 grad class with ^{certified} Alaska. but districts
continue to hire outside.

haven't gotten support from anyone

Human Rights Commission can decide against leaving

John Antonen — Sept 8th — sev. locations

Alaska VLEP however modest testing — elem 30' - 40' percent

middle / high 30th percent -
h.s. 20th - 30th percent.

not acceptably level of
performance

should establish comp. mastery based currie in each district

① w/ strong language learning expectations
kids can decode, but not comprehend
also ciphering and problem solving

② look at bil / bi educ / about \$10 million
goal should be learning lang / look to see if we're doing.

③ Social issues - 17 youth die in 11 regions & 11 years.
accid, self-inflicted.
villages need power, mill, dollars to address the problem

④ dev. early childhood education in language dev.
working closely with parents

⑤ Look at small h.s. - 3 to 10 or 12 kids
hard to do good program
considers regional high school

⑥ ^{need} Tchrs who are skilled in theory and practice, held
themselves accountable

Norstep prog in Canada has exc. track prog.

Nature tchrs want basic skill

need to fully fund education
eval programs should be ~~based~~ ^{used to} hold Tchrs accountable

(Kirk)

Margaret Green - ^{national} prog. of pr. sch. - 350 students
no more reg. for private schools then grade 6

DOE used to cover 5 yrs, now over 3 yrs

vouchers would be good, but would be accompanied by
interference

testing children, if they're ready let them in school

Ann: — — — — — some schools, publ. of newsletters
parents need to become engaged in schooling.
need choice: tuition vouchers.

let parents make decisions.

don't take children out of home at an early change

kids need to learn how to learn

tch center. doesn't assume / ask kids, take them seriously.

*

Daniel
Edkins

9

certif tech comm leader

John Degnam, Unskilled. degrees in psych, educ, pub. educ.
applied energy for job in Ber St REAA, others
J.D., masters arrogant, paternalistic
asking for audit of Ber St district.
racism and desecration prevalent.
until Gov + Comm listen

Jim Zuelow, expt of man; . 23 yrs exper

- 1) sch not perf, but don't have freedom to chg, laboratory school
serv w / students, parents, today.
- 2) Mt Edge can select
less than Mt E / consider kids from
- 3) Mt Edg in "brain drain" / we need some
selection of students to be joint with sch district
- 4) help us with our efforts to help all kids
social workers, state nurses
make partially resp to sch bds.

Bill Miller, Det Lake Sch Bd

- advisory bd members play substantial roles on currie
- 2 pub sch not serving, sk has made exit easy (priv, career, etc.)
- students should attend or parents paid
- still don't have accountability from teachers
- tenure is problems / some
- 2 wish you could fire quite a few
- students need safety factor and fear that failure would take.
- teachers need the same

Christine Scally - tech in Arch. - spec ed.

8 yrs Art View

sharp diff between verbal IQ and perf IQ.

lang. skills for little kids is a critical need

^{SP}
Cheryl Kidon - 1st member Cooper Center SD 5 yrs

some kids have highest scores w/ AK

we try to be student centered -

two factors in our success: high expectations for students

i.e. for expectations

K-6 computer currie

work in to win accreditation w/in one year

volunteers supporting activities prog - for children

check on
fun

SCOMM

71:8

SENATE SPECIAL COMMITTEE ON SCHOOL PERFORMANCE

Senator Willie Hensley, Chairman
Senators John Binkley, Jim Duncan,
Jan Faiks, and Ken Fanning

PUBLIC HEARING ON EDUCATION

December 9, 1988

Nagozruk Room, Nome, AK

1. Call to Order/Opening Comments, Senator Willie Hensley

2. Scheduled Witnesses:

Perry Mendenhall, X-CEED Program, NWCC

Bernadette Alvanna, Bilingual Teacher

Don Evans, Assistant Superintendent, BSSD (call-in)

Eileen Norbert - Bilingual Program

Dave Newton, Principal, Nome Elementary

Richard Miller, Johnson O'Malley Program

Gladys Bibb, Teacher, NEA

Participating audioconference sites.

3. Other persons to be heard

4. Adjournment

Nmy

Nome

Tom Briscoe -
Wales - concern over coordination between DPUS and school
to help kids / funding to go to schools for children at risk
need pre-school programs
in Nome there is program (Kandak?)

Golson - Dora Smith! critical ^{need} for new, better school
take turns with classes, health beyond too by 1992-93 faculty will be
rec: homework, 3 nights per week diff subjects
need coordination / preschools every village / head start
to be administered by
school district

Larry Dunn -

P.T. Teller

Betsy Kakagank

students being passed when they
are lower levels of best grades, they
shouldn't do that

1-4

Gerald ~~James~~ ^{Gerald} ~~James~~, GIRY -

need throughout villages - at risk students is problem
helping network within a village - para-professionals
(full-time counselor probably can't be afforded
more)

(Sam Towarak

Don Evans - Uinalakleet

Asst Superintendent B.S.S.D.

talk of growth of district over 12 yrs

350 empl
1250 students

titles / health coordinators, recognized experts

strong vocational, work studies, 2 hrs instruction in Uval

model prog in g. + t., preparation for college

careful recruitment, work activities, and academic comp

87 33 of 70 now in G.S.

88 26 - 77 (42 grants, scholarships)

heads are low, but showing growth

(87) 26 percent (87) 30% (88) 34

grad follow up study. drop out rate is 6%

like to have cter recognize strengths across district

Shirley ~~Atogami~~ ^{Atogami} need for local support like counselor

Gambell district should receive reimbursement for students going to unrelated
need that there would be no responsibilities during work study
at end of year - should be community input on teacher
give a mile away - handling kids

Savanna Selly Seglin

attempts join in Sav. kindergarten run / talking

recognizing teens and 15-18 years.

XCEED students should be given part-time jobs at schools

Diomedes Eva Mendelsohn - ^{why so many programs - but only one} student-teacher ratio is 5 to 1 in high school
psychologist for district -
too much to do

classrooms are too small, too few teachers

sch principal _____: yrs of exp in all systems

agreed with Evans that districts doing good as expected only 12 yrs

Shishmaref

rich (Suzanne) teacher and parent conc that people are concerned
have been involved in 13 yrs

state should do more service drawing upon Alaska
experienced rural teachers and aides

students learn by interacting, need more travel acad. rel.

for lib. travel

parent involvement 8 am. program for early

more needs to be done early in schooling to help kids prepare for SAT
these are graded already by principals, boards
all parents get list of homework
maybe time to have state policy on homework etc

Elvin - Joe Murray, Jr. agree with need for committees like Walter said
new ^{SB} board elected and in priority dropped
lack of classroom space, treatment is for lunch area, part of classroom
gym is used for classroom, no place for a special
maybe BSSD should take care of pre-school

Keith Nagorick - ~~population~~ need for classroom space, growth
lack of representation in BSSD, village should be represented

Elvin never has

Frank Savak - city council, have lost things firefighters had
nowhere central meeting place (Khasgi) ^{SP}

! for educ. of young by elders, younger generations does not meet
where it hurts: the children are in streets, causing problems
not unique to Elvin: if village owned gym
cannot state provide funds for gymnasium.

in
summer sym

Tom Gonet - sch princ. many goals for students, can be
achieved if funds applied right manner
more aides, techs. needed. more resources may be required

Derry Henderson - "Xceed instructor, and students visit classrooms
concluded to "teachers need to ask ^{more} of learners
^{attitude} needs to be improved"

career ladders good idea, but need to be speeded up
maybe yearlong lev. for water to go to computer
suppl. programs need to assist in acad programs
hard to find persons for maint. most management personnel

Kathy
sentiment

alvanna
Bernadette - bidding tech

concern 2 to 3 yrs behind

high schoolers 3 to 4 yrs behind
many materials irrelevant (Frags)

State should produce
readers

Sileen Norbert - coord Natgong Nam sch.

most concerned that grads may be at 5th 6th gr. reading level

Natgong students: 28% below grade level, 40-45%.

causes: ~~lack of resources~~ some do very well two grade levels below
not many in between
higher standards are needed

33 kids alt. prog. - some 2, 5, at 3rd grade level
(or have 1st/2nd year program) attendance, may be not motivated to attend
problems in family life too

Darwin Newton - Non-Asian princ.

impr. - suggest gov. endorse, start funding
a to subject reform - many not answer / reform needs to be local based
what can Armed state do - instantaneous leadership academies

Kelly Tinker more than anything else

~~ideas, thoughts~~ "methodology is not there" - regional training
model for quality schools need to be defined

imp to sch, businesses,
work

BBB - Admin - Univ. NFA

Richard Muller - ^{com} concern over qual of pros relating to rest of world
need more acad based travel

Gladys Biber - ^{name} tech spec ed - techs do not have long exper

to read matl's around, (Bernie is right)

districts could allow tests, standardized tests not desirable

plan individually for each child

need consistent and timely funding, peer-fund for educ
improvement

^{4th} ^{sch}
Richard Burmeister - alt H.S. - don't give tests too much meaning

K - 2 most important years - you can decide who'll be dropped out
should learn w/o reading on lower, spec prog. are only tested on 2-yr behind
trying new

state may need dual diploma / survival skills

elders at Sacoonga working with boy on survival skills

use of audiotapes by inmates kids listen

mandatory attendance law - courts don't want to enforce
we need for other university system

^{pre, 1983}
Janet Tobruk - if state wants better it will get it

kindergarten shall be mandatory for children

stricter certification of teachers teach in areas of specialization

Sys not an end F.

DOE needs training in-service

dropouts can be noted earlier / summer programs based on soft money

extended sch yr, not sch day perhaps

kids need help to believe in themselves

Craig Olson - parent of children at 3 levels

vast diff between sch district, en with phases/moments

NW Coll allows h.s. students to take coll courses, good
financial funding.

Dan Johnson - NW College

allow student to dev. read. / use media to learn

using existing L/A stations

cultural norms are like Calif many ways

no way for Ben to judge what television tells

using VCR at transmitter

use elders + students to document village life

Camcorders are out there

Shirley Daniels - dir of Vill Health services

comm health aide training progr. 15 all of practitioners

some are certified, EFP - are earning college credits

cred passed to AA or BS - crisis. Emphasize alcoholism.

Notion Sars - comm health aide training center needs support

training program
more studies:
need to know what
going into program

James Elmore - parent - ^{teacher} - arrived 4 yrs ago, is not there
because of reductions in funding, squeeze in classroom

Jeanette 2 yrs - Sarawaga

^{the 1985} ^{to the place} ^{report} - ⁱⁿ ⁱⁿ ⁱⁿ
not see credit for life experience, and
so that classified aide, experience 8 or more yrs to
university getting better / each new village exp cost shock
when person comes into village
becomes a stumbling block

Ken Christensen - voc ed tch, parent

state admin. as tchrs, resource, info exchange
abolished w 1985

need in student voc. program

teachers can become apathetic
when students and parents are lackadaisical

advisory ctee for every school

prep. of non-call board for job mkt or
training to do something
for environment

absentees owing to athletes travel

strengthen home ec, family life comm-

work study program - employability rate that is the issue

support for RSVP

"Content Reading" Darby A. was girl, needs to be welcomed
NW many tech program

Tom Mizzona - drugs, alcohol ^{educ} problem 11 or 12 yrs old

parents neglect / tutored them

formation of groups

to help with home

sch even
less

start fast
yr in school

state needs to
make comm when
long overdue

"my mind (lost) in Yupik" (can't read)

June Wardell - Ch 1 reading tech

test at ~~4th~~ grade. to get out of 3rd grade
then add on fact to five
don't science, soc. studies

Vera Metcalf - O.W.

St. Adm. Council bil. high school w/ general

Adm. why students - increased awareness of
innovative tech methods for tech / too many interdisciplinary
college survival skills

teaching practices of sd - this yr of cult, not
conc about gen, blue fix, tenure

80-90% of kids still in village

unless we can help them program, then will be alcohol, etc

language policy needed
criteria of bilingual instructors

encourage records

Feb 89

Alaska
Exchange

DISTRICT OFFICE

BERING STRAIT SCHOOL DISTRICT

P.O. BOX 225

UNALAKLEET, ALASKA 99684

(907) 624-3611

UNALAKLEET SCHOOLS
UNALAKLEET ELEMENTARY/F.A. DEANAN HIGH SCHOOL
P.O. BOX 130
UNALAKLEET, ALASKA 99684
907-624-3446

December 12, 1988

BREVIG MISSION

COUNCIL Alaska State Senate
DIOMEDE William L. Hensley
ELIM P.O. Box V
Juneau, AK 99811

GAMBELL Dear Mr. Hensley:

GOLOVIN We had received your letter on audioconference
KOYUK of the performance of State schools at a late date.
SAINT MICHAEL We hope that writing this letter will insure our
input on our schools.

SAVOONGA The Unalakleet Elementary program has a very
SHAKTOOLIK strong and good educational curriculum for our
SHISHMAREF children. We now have a beautiful new elementary
STEBBINS building which will be in operation after the new
TELLER year holiday. Be assured that both teachers and
students are looking forward to moving into these
new classrooms.

UNALAKLEET We can always add more good to the program by:

WALES

WHITE MOUNTAIN

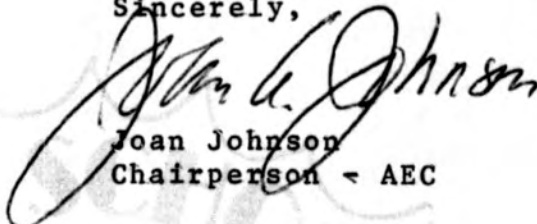
1. Possible funds for swimming pool, not only for students but for the community. Unalakleet is surrounded by three sides of water. So the importance of learning how to swim is important.
2. Day Care - We have a large number of infants in our community.
3. AEC and parent involvement in teacher evaluation and curriculum at the end of school year.
4. Workstudy program - It does not benefit the students in Unalakleet.
5. Increase the number of native teachers and substitute teachers.

Page 2

W. Hensley - 12-12-88

The interest of parent involvement in our schools is there. Thank you for your continued interest in Education throughout the State particularly in Rural areas.

Sincerely,


Joan Johnson
Chairperson - AEC

