REGION — STUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

REGION	30+		21-29		11-20		0-10
Bering Straits	Stebbins (35)	$1,050,000	Elim (21)	$ 630,000	Koyuk (15) Teller (18) Brevig Mission (17) Diomede (15) Golovin (12) St. Michael (18) Shaktoolik (13)	$3,150,000	Council (4) Wales (9) White Mountain (10)
Sub-totals	(35)	$1,050,000	(21)	$ 630,000	(108)	$3,150,000	(23)
Total by Region:	$4,830,000 (164)						
Lower Yukon	Pilot Station (35) Kotlik (41)	$1,050,000 1,230,000	Fortuna Ledge (24) $ 720,000 Scammon Bay (27) $ 810,000		Russian Mission (15) Sheldon's Point (15) Pitka's Point (15)		
Sub-totals	(76)	$2,280,000	(51)	$1,530,000	(45)	$1,350,000	
Total by Region:	$5,160,000 (172)						
Yukon-Kuskokwim					Anvik (12) Nikolai (11) Grayling (17) Shageluk (16)		Takotna (12) Telida (0)
Sub-totals					(56)	$1,800,000	(12)
Total by Region:	$1,800,000 (56)						

STUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

REGION	30+	21-29		11-20		0-10
Middle Yukon		Allakaket (23)		Huslia (20) Koyukuk (16) Minto (17) Ruby (16)		Bettles (5) Hughes (9) Manley (5)
Sub-totals		(23)	$ 690,000	(69)	$1,800,000	(19)
Total by Region: $2,490,000 (92)						
Upper Yukon				Arctic Village (17) Eagle (16)		Birch Creek (4) Chalkyitsik (10) Circle (6) Rampart (6) Stevens Village (7) Beaver (8) Venetie (10)
Sub-totals				(33)	$ 900,000	(51)
Total by Region: $ 900,000 (33)						
Upper Tanana				Dot Lake (11) Tetlin (13)		
Sub-totals				(24)	$ 900,000	
Total by Region: $ 900,000 (24)						

August 1975

REGION

STUDENT POPULATION AND ESTIMATED CONSTRUCTION COSTS

REGION	30+		21-29		11-20		0-10
Copper River					Mentasta (12) Whittier (12)		Tatitlek (8) Paxson (Ø)
Sub-totals					(24)	$ 900,000	(8)
Total by Region:	$ 900,000 (24)						
Southeastern	Angoon (40) (to complete)	$ 500,000			Cape Pole (15) Coffman (18) Whale Pass (13)		El Capitan (5) Elfin Cove (4) Gildersleeve (7) Gustavus (7) Kasaan (4) Naukati (6) Port Alice (8) Roosevelt Harbor (7) Rowan Bay (7) St. Johns (5) Shakan Bay (1) Thorne Bay (Ø) Tuxecan (6) Klukwan (7) Metlakatla (Ø) Annette (Ø)
Sub-totals	(40)	$ 500,000			(46)	$1,350,000	(74)
Total by Region:	$1,850,000 (86)						
GRAND TOTAL BY REGION:	$ 18,940,000		$12,180,000			$18,450,000	
GRAND TOTAL:	$49,570,000						

Column 1 + 2 = $29,830,000
Assume 16 students as minimum number for which facilities will be constructed; grand total reduced by 24 sites @ $450,000/site = $11,250,000

Rural schools

STATE OPERATED SCHOOLS

DISTRICT ONE EDUCATION ASSOCIATION

Charlie- For your Info-
we have some serious
concerns which I believe
are very reasonable-
will

NEWS FLASH

February 11, 1976

I met with Mr. White on February 4 to exchange our "Proposed Items for Negotiations". At that time Mr. White refused to accept our package. Mr. Cooper came into the office and advised me I had slightly misinterpreted what he had told me on the phone the previous Saturday night.

After consultations with our lawyer, Collin Middleton, and two conference calls with the DOEA Executive Board, we decided that the issue was of serious enough concern to us and our members that we must persue the most effective avenue to seek resolution of this direct violation of Statute and our Master Contract. We carefully examined the possibility of negotiating with ourselves and declaring impasse and then seeking advisory arbitration set up by the Governor (called for in the new SB 135 enclosed). That approach had curious implications, but did not seem realistic. We also investigated the possibility of filing a grievance and seeking arbitration of the grievance. Informally, the AUBSD Board advised that they would not honor an arbitrator's decision on this issue. That seemed a rather blatant misuse of power and another direct violation of good faith bargaining and statutory and contract provisions. It therefore became apparent that the Courts were the only avenue that afforded the kind of decision that could force a solution. A complaint was filed by Mr. Middleton on February 16 in the Superior Court for the State of Alaska. We expect the AUBSD to file a motion for dismissal within 20 days. A hearing on the main complaint and an initial decision is possible by mid-March.

Our complaint asks for any of three alternatives:

1. That the AUBSD be enjoined to negotiate as the Contract and the laws of the State of Alaska command.
2. That the Court reform the Contrat to include those items contained in the "Proposed Items for Negotiation."
3. That the State of Alaska, empower the AUBSD to negotiate the above mentioned items, or to provide immediately some alternative organization with such power so as not to interfere with our contractual rights.

We deeply regret having to take this action. Mr. White has accused the DOEA of attempting to violate the "rights of the people to local control." This is a "red herring", and completely ignores the fact that the AUBSD continues to flaunt the law. We as teachers have consistently supported the concept of local people (including local teachers) having input into the control and management of schools, but we will not be pawns in this political game. A rose by any

other name is still a rose. We are still dealing with educating the children of the State. The State still has the ultimate responsibility for the educational process. We are delegating authority from the AUBSD to the REAA's, but prior to spinoff the AUBSD has "the powers of, and is subject to the duties imposed upon, a regional school board under this Act."(SB 35) One of those duties as called for in AS 12.20.550 is to negotiate.

My friends and colleagues, our requests are reasonable. The action of the AUBSD Board and Mr. White is not only unreasonable but illegal in the opinion of the DOEA Board. Our goal is not to make long term commitments to the new REAA's. They may call for negotiations at any time, just as we can. Our goal is to protect your rights by maintaining our contractual terms and conditions of employment during the transition. Your continued support is essential. Discuss this issue with YOUR colleagues. Call me or your DOEA Board Representative prior to our March 6 Board meeting. We continue to support you and will fight to secure at least minimal standards for you.

Will

Wilfred C. Files, Jr.
President DOEA
116 1/2 E. Manor Ave.
Anchorage, Alaska 99501
274-1645 (day)
277-6389 (eve)

cc: DOEA Board
21 Regional Leaders

Rural Schools

DEC

TITLE 18. ENVIRONMENTAL CONSERVATION

18 AAC 80.010
18 AAC 80.020

CHAPTER 80. DRINKING WATER

SECTION

DRAFT
OCT. 28, 1975

18 AAC 80.010. ALASKA DRINKING WATER STANDARDS (a) No person may make available, permit, allow, or cause the use of any water from the distribution system of a public water system which contains contaminants in excess of the "Maximum Contaminant Concentrations" in section 120 of this chapter. The department may waive a requirement for public water systems if such waiver does not affect the health of the consumers.

(b) No person may make available, permit, allow, or cause the use of any water from the distribution system of a public water system which contains fecal contamination, fiberglass, asbestos, metal bits, or other deleterious or foreign material.

(Eff. __/__/__, Register __)

AUTHORITY: AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)
AS 46.03.050
AS 46.03.070

18 AAC 80.020. SOURCE AND SOURCE PROTECTION. No person may permit, allow, or cause pollution or contamination to enter a public water system.

(a) Requirements for water wells are as follows:

(1) A well exposed to flooding shall be constructed with provisions for sealing the well or vents when flood waters threaten to contaminate the well.

(2) The surface, ten feet in all directions around the well, shall be sloped to drain away from the well. The department may require an impervious surface, extending at least two feet in all directions from the well.

(3) A well pit is prohibited.

(4) Newly constructed or reworked wells shall be flushed of sediment and disinfected by techniques approved by the department before use.

(5) Drain pipes from a well house to a sewerage system are prohibited.

(6) All well piping, pumps or other equipment exposed to vehicular traffic shall be protected with curbs, posts, or other barriers.

(7) Requirements for cased water wells are as follows:

(A) All well casings shall have a sanitary seal.

(B) A well shall have its casing terminate at least 12 inches above ground level or level of the well house floor.

(C) The annular open space outside the well casing shall be filled with a watertight cement grout, sealing clay, bentonite, or equivalent to a minimum depth of ten feet below the ground surface.

(D) The well casing shall be sealed off from aquifers containing water of undesirable quality.

(8) For driven wells, the department may require the annular open space outside the suction line to be filled with a watertight cement grout, sealing clay, bentonite or equivalent to a minimum depth of ten feet below the ground surface.

(b) No person may, in the watershed of a surface or subsurface water supply, engage in any activity which may pollute or contaminate that water supply. Prohibited activities may include the discharge of wastewater, either treated or untreated, and the deposition of solid waste.

(c) Upon written notice from the department, a person who owns or is responsible for any well abandoned or not in use, any hole, either drilled, augered, or jetted, for the purpose of subsurface exploration or sampling, any cathodic protection well, or any form of excavation which may allow or cause contamination of the groundwater, may be required to seal, protect, or fill up the well, hole, or excavation as directed.

(d) No person may construct, install, maintain or operate a surface or subsurface water source unless the separations in Table A, measured horizontally in feet, are maintained. Where the department determines that soil conditions do not provide adequate protection against contamination of the source, greater separation may be required. If the water systems are adequately protected by techniques approved by the department, these distances may be reduced.

TABLE A - SEPARATIONS
(Measured horizontally in feet)

Water System	Wastewater Treatment and Disposal Systems Sewage Pump Stations Sewer Line Manholes and Cleanouts	Community Sewer Lines Other Potential or Actual Source of Pollution or Contamination	Private Sewer Lines
Public, serving more than 25 persons	200	200	200
Public, serving 25 or less persons	150	100	75
Private	100	75	25

(In effect before 7/28/59)

AUTHORITY AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)
AS 46.03.020 (10)(D)
AS 46.03.050
AS 46.03.070
AS 46.03.800
AS 46.03.810

18 AAC 80.030. GENERAL PRACTICES REQUIRED. (a) No person may construct, install, maintain, permit, cause, or allow a cross connection in a public water system.

(b) The department may require a person to install, maintain and test an approved backflow prevention device on the service line to, or at other locations in, a sewage treatment works, hospital, mortuary, laboratory, food processing facility, irrigation or fire protection system, or other facility determined by the department to have a high potential for cross connections.

(c) The department may require the owner, operator, or other persons responsible for the operation or maintenance of a public water system serving 100 or more persons to be examined and certified by the department to be competent to operate or maintain that system.

(d) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved comprehensive plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program to meet projected needs for future population growth, a schedule for conducting sanitary surveys, an inventory of any existing deficiencies, and a schedule to correct deficiencies.

(e) The department may require a person who owns or operates a public water system serving 100 or more persons to have an approved emergency plan, developed in accordance with guidelines issued by the department. This plan shall contain, but not be limited to, a program for supplying safe drinking water in the event of earthquake, fire, flood, avalanche, landslide, freeze-up, power or equipment outage, pressure loss, source failure, or other disaster which may disrupt water service.

(f) The department may require a person who owns or operates a public water system serving 100 or more persons to submit a system master plan. This plan shall be at a suitable scale and shall show, at least, the correct location, size and type of all pipe, valves, and fire hydrants, and the location of all sources of water, treatment works and pumping facilities.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)

18 AAC 80.040. WATER TREATMENT AND DISINFECTION. (a) No person may operate, maintain, make available, permit, cause or allow the use of sub-surface water in a public water system without continuous disinfection by techniques approved by the department. The department may waive this requirement for a public water system serving less than 300 persons.

(b) No person may operate, maintain, make available, permit, cause or allow the use of surface water in a public water system without continuous filtration and disinfection by techniques approved by the department.

(c) If chlorination is used for disinfection in a public water system, no person may operate, maintain, make available, permit, cause or allow the use of any water that does not maintain a total chlorine residual of at least 0.1 mg/l throughout the distribution system.

(d) If a public water system is fluoridated, the owner or operator of that water system shall provide fluoride concentrations in the range of 0.9 mg/l to 2.4 mg/l, and as far as practicable, maintain an optimum concentration of 1.2 mg/l.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)
AS 46.03.070

18 AAC 80.050. SAMPLING AND ANALYSIS. A person who owns or operates a public water system shall make, or cause to be made, sampling and analysis of the water at representative points, approved by the department, for water quality parameters at frequencies listed below. The frequencies listed are the minimum required; the department may require an increased frequency or additional monitoring for a contaminant listed in section 120 of this chapter if such contaminant is likely to be present.

(a) Initial sampling and analysis for public water systems shall be performed no later than the dates specified in Table B.

(b) Routine sampling and analysis shall be performed at the frequencies specified in Table C upon completion of the initial sampling and analysis required by Table B.

(c) Daily coliform sampling, in addition to the routine sampling, shall be required if coliform contaminants are present in a single standard sample. Daily samples shall be collected from the same sampling point and examined until no coliforms are present in two consecutive samples.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.060. EXAMINATION OF WATER. For the purposes of determining compliance with the requirements of this chapter, the analytical results of water samples shall be considered only if the analyses have been performed by a person, laboratory, or procedures certified by the commissioner.

(In effect before 7/28/59)

AUTHORITY: AS 46.030.020 (10)(C)
AS 46.030.070

ALASKA
STATE-OPERATED SCHOOLS SYSTEM

DR. DICK H. BOWER
DIRECTOR, RESEARCH AND DEVELOPMENT

650 INTERNATIONAL AIRPORT RD
ANCHORAGE, ALASKA 99502 907/274 1645

TABLE B - INITIAL SAMPLING AND ANALYSIS

Analyses	Systems serving 1000 or more residents.		Systems serving more than 25 and less than 1000 residents.		Systems serving less than 25 residents or non-resident populations.	
	Surface Source	Subsurface Source	Surface Source	Subsurface Source	Surface Source	Subsurface Source
Inorganic Chemicals (listed in section 120)	12/31/77	12/31/77	12/31/78	12/31/78	12/31/79	12/31/79
Organic Chemicals (listed in section 120)	12/31/77	Not Required	Not Required	Not Required	Not Required	Not Required
Coliform Bacteria	6/30/76	6/30/76	6/30/76	6/30/76	12/31/76	12/31/76
Color	6/30/76	Not Required	Not Required	Not Required	Not Required	Not Required
Turbidity	6/30/76	Not Required	6/30/76	Not Required	Not Required	Not Required
Gross Alpha Radioactivity	12/31/77	12/31/77	Not Required	Not Required	Not Required	Not Required
Chlorine Residual	6/30/76	6/30/76	6/30/76	6/30/76 (if added)	12/31/76	12/31/76 (if added)
Fluoride (if added)	6/30/76	6/30/76	6/30/76	6/30/76	12/31/76	12/31/76

TABLE C - ROUTINE SAMPLING AND ANALYSIS

Analyses	Systems serving 1000 or more residents.		Systems serving more than 25 and less than 1000 residents.		Systems serving less than 25 residents or non-resident populations.	
	Surface Source	Subsurface Source	Surface Source	Subsurface Source	Surface Source	Subsurface Source
Inorganic Chemicals (listed in section 120)	1 per 3 years	1 per 5 years	1 per 10 years	1 per 10 years	Not Required	Not Required
Organic Chemicals (listed in section 120)	1 per 10 years	Not Required	Not Required	Not Required	Not Required	Not Required
Coliform Bacteria	1 per mth. per 1000 persons 2 per mth. min.	1 per mth. per 1000 persons 2 per mth. min.	1 per month	1 per month	1 per month	1 per month
Color	1 per week	Not Required	Not Required	Not Required	Not Required	Not Required
Turbidity	1 per day	Not Required	1 per week	Not Required	Not Required	Not Required
Gross Alpha Radioactivity	1 per 10 years	1 per 10 years	Not Required	Not Required	Not Required	Not Required
Chlorine Residual	2 per day	1 per day	1 per day	1 per day (if added)	1 per day	1 per day (if added)
Fluoride (if added)	1 per day	1 per day	1 per day	1 per day	1 per day	1 per day

18 AAC 80.070. REPORTS AND RECORDS. (a) A person who owns or operates a public water system shall retain the following records, and make reports to the department with the following frequencies on forms and in accordance with instructions furnished by the department. Upon request, the department may waive all or part of this requirement.

(1) Records of inorganic chemical, organic chemical, and radioactivity analyses shall be submitted within one month after each analysis is completed, and shall be permanently retained.

(2) Records of coliform bacteria, turbidity, color. chlorine and fluoride analyses for public water systems serving 1000 or more persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the pre eding five year period.

(3) Records of coliform bacteria and turbidity analyses for public water systems serving less than 1000 persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the preceding five year period. Records of chlorine and fluoride analyses for public water systems serving less than 1000 persons shall be retained for the preceding five year period.

(4) Records of daily water consumption, daily treatment chemical quantities used, equipment failures, chemical spills, any system malfunction and corrective action, and any written consumer complaint for public water systems serving 1000 or more persons shall be submitted by the tenth of each month for the month previous, and shall be retained for the preceding 10 year period.

(5) Records of well logs, as-built plans and specifications, engineering reports, and any public notice of noncompliance shall be submitted within thirty days after completion of construction, the report, or action, and shall be permanently retained.

(b) A person who owns or operates a public water system shall immediately notify the department if coliform contaminants are present in a single standard sample, and shall continue notification daily until no coliforms are present in two consecutive samples.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.080. COMPLIANCE. A person who owns or operates a public water system shall be required, upon written notification from the department that the water system does not meet a provision of this chapter, to furnish the department with a written plan of proposed compliance. The plan of proposed compliance shall be submitted within 15 days from receipt of the notice and shall be subject to department approval. The compliance plan shall include but not be limited to, a complete definition and analysis of all factors causing the system to be in noncompliance, a program to bring the system into compliance, and a time schedule for the proposed program.

(In effect before /59)

AUTHORITY: AS 46.03.020 (10)(C)
AS 46.03.130

18. AAC 80.090. PUBLIC NOTICE OF NONCOMPLIANCE. Upon notification by the department, a person who owns or operates a public water system shall give public notice to consumers served by the system if the system is in noncompliance with any requirement of this chapter.

(a) The public notice shall state, at least, what is in noncompliance and if a quantitative limit has been exceeded, what the limit is and at what level the water system has been operating, and an explanation of the public health significance of the items in noncompliance.

(b) The public notice shall be disseminated by publication in newspapers, by radio or television broadcast, by inclusion in water bills, or by other methods, and at frequencies approved by the department.

(c) If there is an imminent or present hazard to the health of persons consuming the water, the owner or operator shall give immediate public notice of the specific hazard, and of protective measures to be taken by the consumer.

(Eff. __/__/__, Register__)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.100. PLAN REVIEW. No person may construct, install, alter, modify, renovate, improve or enter into a contract to construct, install, alter, modify, or improve a public water system or any part thereof without prior written approval from the department. Upon request, the department may waive all or part of this requirement for public water systems serving less than 100 persons.

(a) Approval shall be based on, but not limited to, complete engineering reports, plans and specifications prepared, signed and sealed by a professional civil engineer registered in the State of Alaska. If construction has not commenced within two years from date of department approval, the plans and specifications shall be resubmitted. The engineering reports and plans shall include but not be limited to the following:

(1) Results of analyses required by section 050(a) of this chapter, when developing new sources of water.

(2) Data showing the capability of a water supply source to meet water consumption needs.

(3) Location of each proposed or existing wastewater treatment and disposal system, sewage pump station, sewer line manhole and cleanout, sewer line, fuel oil or gasoline storage tank, or any other potential or actual source of pollution or contamination within 500 feet of a proposed water source.

(4) The name, address and statement of responsibilities of the water system's owner, operator or other persons responsible for operation and maintenance.

(5) Evidence of having applied to the Department f Natural Resources for a right to appropriate water as required by AS 46.15.040.

(6) Evidence of having applied to the Department of Commerce, Alaska Public Utilities Commission for a certificate of public convenience and necessity as required by AS 42.05.221.

(b) The department shall adopt guidelines by which engineering reports, plans and specifications are to be reviewed and approved.

(In effect before 7/28/59)

AUTHORITY: AS 46.03.020 (10)(C)

18 AAC 80.110. PENALTIES. A person who violates any provision of this chapter is punishable by the appropriate penalties contained in AS 46.03.760(a) and AS 46.03.790. These penalties include the possibility of a maximum punishment by fine of not more than $25,000 or by imprisonment for not more than one year or both. Each unlawful act or each day of violation may constitute a separate offense.

(Eff. __/__/__, Register__)

AUTHORITY: AS 46.03.760 (a)
AS 46.03.790

18 AAC 80.120. MAXIMUM CONTAMINANT CONCENTRATIONS. No person may make available, permit, allow or cause the use of any water from the distribution system of a public water system which contains contaminants with concentrations in excess of those listed below. The department may waive a requirement if such waiver does not affect the health of the consumers.

(a) Inorganic chemical contaminants.

Contaminant	Maximum Contaminant Concentration (mg/l)
Arsenic	0.05
Barium	1.
Cadmium	0.010
Chromium	0.05
Cyanide	0.2
Fluoride	2.4
Iron	0.3
Lead	0.05
Manganese	0.05
Mercury	0.002
Nitrate (as Nitrogen)	10.
Selenium	0.01
Silver	0.05
Sodium	250.
Zinc	5.

(b) Organic chemical contaminants.

Contaminant	Maximum Contaminant Concentration (mg/l)
Phenols	0.001
Chlordane	0.003
Endrin	0.0002
Heptachlor	0.0001
Heptachlor Epoxide	0.0001
Lindane	0.004
Methoxychlor	0.1
Toxaphene	0.005
Aldrin	0.001
DDT	0.05
Dieldrin	0.001
2,4-D	0.1
2,4,5-TP Silvex	0.01

(c) Physical contaminants.

Contaminant	Maximum Contaminant Concentration
Color	15 units
Turbidity	1 unit

(d) Radioactive contaminants.

Contaminant	Maximum Contaminant Concentration (pCi/l)
Gross Alpha	15.
Gross Beta	50.
Strontium-90	2.
Combined Radium-226 & 228	5.
Tritium	20,000.

(e) Coliform bacteria contaminants.

Test Method	Maximum Contaminant
(1) Membrane Filter Technique with less than 20 samples per month	The coliform densities shall not exceed one per 100 milliliters as the arithmetic mean of all samples examined per month and four per 100 milliliters in more than one standard sample per month.
(2) Membrane Filter Technique with 20 or more samples per month	The coliform densities shall not exceed one per 100 milliliters as the arithmetic mean of all samples examined per month and four per 100 milliliters in more than five percent of the standard samples per month.

(3)	Fermentation Tube Method with 10 ml portions with less than 20 samples per month	Coliforms shall not be present in more than 10% of the portions in any month and in three or more portions in more than one sample per month.
(4)	Fermentation Tube Method with 10 ml portions with 20 or more samples per month	Coliforms shall not be present in more than 10% of the portions in any month and in three or more portions in more than five percent of the samples per month.
(5)	Fermentation Tube Method with 100 ml portions with less than 5 samples per month	Coliforms shall not be present in more than 60% of the portions in any month and in all five portions in more than one sample per month
(6)	Fermentation Tube Method with 100 ml portions with 5 or more samples per month	Coliforms shall not be present in more than 60% of the portions in any month and in all five portions in more than 20% of the samples per month.

(Eff. __/__/__, Register__)

AUTHORITY: AS 46.03.020 (10)(A)
AS 46.03.020 (10)(C)
AS 46.03.050
AS 46.03.070

18 AAC 80.130. DEFINITIONS. Unless the context indicates otherwise, in this chapter

(1) "as-built plans and specifications" mean the original plans and specifications prepared for construction and approved by the department, corrected to reflect how the facility was actually constructed or installed.

(2) "backflow" means the flow of any foreign liquids, gases, or substances into the collection or distribution system of a public water system.

(3) "cathodic protection well" means any artificial excavation, constructed by any method, for the purpose of installing equipment or facilities for the protection electrically of metallic equipment in contact with the ground.

(4) "cesspool" means a subsurface pit which receives untreated sewage. New cesspools are prohibited.

(5) "coliform bacteria" means all of the aerobic and facultative anaerobic, gram-negative, nonspore-forming, rod-shaped bacteria which ferment lactose with gas production within 48 hours at 35° C. Coliform bacteria also means all organisms which produce a colony with a golden green metallic sheen within 24 hours of incubation in a nutrient enriched medium.

(6) "commissioner" means the Commissioner of the Department of Environmental Conservation.

(7) "community sewer lines" means the pipelines or conduits which carry sewage, industrial liquid waste, or other wastewater from two or more residences or business establishments to a wastewater treatment and disposal system.

(8) "contaminant" means any physical, chemical, biological, or radiological substance or matter in water.

(9) "cross connection" means any physical arrangement whereby a public water system is connected, directly or indirectly, with any non-potable water system, sewer, drain, conduit, pool, storage reservoir, plumbing fixture, or other device which contains, or may contain, contaminated water, liquid, gases, sewage, or other waste, of unknown or unsafe quality which may be capable of imparting contamination to the water supply as a result of backflow. Bypass arrangements, jumper connections, removable sections, swivel or change over devices, and other temporary, permanent or potential connections through which, or because of which, backflow could occur, are considered to be cross connections.

(10) "department" means the Department of Environmental Conservation.

(11) "disinfection" means the controlled use of chemicals, heat, ultraviolet light, irradiation, or ionizing radiation in a sufficient concentration and followed by an adequate contact time so as to destroy all pathogenic organisms.

(12) "distribution system" means post treatment storage facilities, conduits, mains, lines and appurtenances, pumping stations or other devices used to transport water from the treatment works to the property line of the consumer.

(13) "fecal contamination" means contamination from excrement of human or animal origin as shown by analytical testing for fecal coliform or fecal streptococci bacteria.

(14) "filtration" means an operation in which water and suspended matter are separated by passing the water through a porous material such as sand, anthracite, diatomaceous earth, or similar material.

(15) "person" means any individual, public or private corporation, political subdivision, government agency, municipality, industry, co-partnership, association, firm, trust, estate or any other entity whatsoever.

(16) "private sewer lines" means the pipelines or conduits which carry sewage, industrial liquid waste, or other wastewater from a single residence or business establishment to a community sewer line or to a wastewater treatment and disposal system.

(17) "private water system" means any source of water, intake works, collection system, treatment works, storage facility, and distribution system, serving a single family residence, or a system not providing water to the public.

(18) "public water system" means any source of water, intake works, collection system, treatment works, storage facility, and distribution system from which water is available for public consumption. The term includes, but is not limited to, systems providing water to residences, factories, office buildings, restaurants, schools, and other similar facilities, but excludes systems serving only a single family residence.

(19) "resident" means a person occupying a dwelling unit on a year-round basis.

(20) "sanitary seal" means a watertight seal at the top of a well casing or pipesleeve which prevents water or other liquids from entering the well.

(21) "sanitary survey" means an on-site review of the water source, facilities, equipment, operation and maintenance of a public water system for purposes of evaluating compliance with the requirements of this chapter.

(22) "septic tank" means a settling tank in which solid and scum materials may be removed from sewage.

(23) "service connection" means a connection between the distribution system of a public water system and the customer's system. The customer's system shall be considered part of the distribution system when it consists of a circulating loop or when it serves more than one single family residence.

(24) "soil absorption system" means a subsurface system, including lateral perforated discharge pipes, gravel trenches, and crushed rock, that uses soil for the percolation of septic tank effluents, treated sewage, or wastewater. This definition includes filtering fields, leaching fields, seepage beds or seepage pits, but not cesspools.

(25) "solid waste" means all unwanted or discarded solid or semi-solid material whether putrescible or nonputrescible, originating from any source, including but not limited to garbage, paper, wood, metal, glass, plastic, rubber, cloth, ashes, litter, street sweepings, dewatered sewage sludge, dead animals, junked vehicles and equipment, material and debris resulting from construction or demolition projects, hazardous wastes, gravel pit and quarry spoils, and overburden except that originating from the construction of single buildings.

(26) "storage facility" means any tank or reservoir, whether above or below ground, pond, holding basin, or other container used to hold water before or after treatment.

(27) "subsurface water" means water occupying a permeable saturated zone of soil 30 feet or more below ground surface whether perched above impermeable strata, confined between impermeable strata, or unconfined.

(28) "surface water" means water from streams, ponds, lakes, creeks, reservoirs, the oceans, and water collected from a depth less than 30 feet below ground surface.

(29) "treatment works" means the structure and appurtenances including chemical feeders, coagulation and sedimentation tanks, filtration devices, ion exchange apparatus, aeration tanks, or other works used to condition, purify, or refine water for human consumption.

(30) "wastewater" means sewage, waterborne industrial wastes, laundry liquid effluent, shower or sink water, or other wastes which are waterborne.

(31) "wastewater treatment and disposal system" means soil absorption systems, septic tanks, cesspools, and sewage treatment works.

(32) "well" means an excavation, opening, shaft, or hole from which water can be extracted from the ground.

(33) "well log" means a written report containing but not limited to a description and classification of soil and ice strata and the depths at which encountered, the depth to ground water, depth of well, length, diameter, wall thickness, and type of casing, location of perforations in casing, geographic location of well, yield, and name of owner and well driller.

(34) abbreviations used in this chapter are defined as follows

mg/l - milligrams per liter
pCi/l - picocuries per liter
ml - milliliter
mth - month
min - minimum

(In effect before 7/28/59)

Alaska State-Operated School System
Commodities and Equipment Guidelines
Military Schools
Basic Instruction Program

Commodities (assumes only existing programs) - $40./student plus the following freight differentials:

Location	Differential
Adak	25%
Eielson	10%
Elmendorf	-0-%
Fort Greely	15%
Fort Richardson	-0-%
Fort Wainwright	10%

Equipment (assumes only existing programs) - schedule below plus the above freight differentials:

Amount	Students/School
$2,000.	50-149
3,000.	150-349
4,000.	350-749
5,000.	750+

ALASKA STATE-OPERATED SCHOOL SYSTEM
Staffing Pattern
Military Schools
Basic Instruction Program

ON-BASE CLASSROOM TEACHERS

Level	Minimum Number of Teachers (1975-76)
Kindergarten	At least one teacher for each 40 students
Elementary (Grades 1-6)	At least one teacher for each 25 students
Secondary (Grades 7-12)	At least one teacher for each 20 students

ON-BASE SPECIAL TEACHERS

Special teachers include counselors, librarians, nurses, and teachers of music, vocational education, distributive education, business, home economics, industrial arts, and other courses not considered as required core-curriculum.

Level	Enrollment	Minimum Number of Teachers
Elementary (Grades K-6)	250-450	1
	451-600	2
	601-900	3
	901-1200	4
	1201-1500	5
	1501+	6+ One additional teacher for each additional 250 students
Secondary (Grades 7-12)	150-299	1
	300-449	2
	450-599	3
	600-749	4
	750-899	5
	900+	6+ One additional teacher for each additional 200 students

PRINCIPALS

Number of Teachers Per School	Type of Administrator
1-7	Principal Teacher
8-15	Principal - required to teach a minimum of one class per day
16-30	Principal

NOTE: An assistant principal may be added for each school with 31 or more teachers, with a school being defined for budgetary purposes as Elementary (Grades K-6) or Secondary (7-12) These two basic categories will then be further subdivided into primary and intermediate and junior high and senior high when justified by increases in enrollment.

CLERICAL SUPPORT

Teachers Per School Location	Clerical Support
0-6	None
6-7	1 Clerk - 4 hours/day
8+	1 Clerk - 7½ hours/day

NOTE: Additional clerical support will be added to individual school locations in increments of one full time clerk per each additional principal or assistant principal

TEACHER AIDES

Aides will be allocated to administrative regions. A region will be allocated one 7½ hour per day teacher aide for every 10 teachers allocated to the region. The on-base superintendent will evaluate the individual school location needs and make assignments to the individual schools.

BUILDING OPERATIONS PROGRAM

14,000 Square Feet - 1 - 7.5 Hour Day

Add 1 hour for each 1,866 Square Feet

Building Custodian not included in standard and must be justified for security and supervisory purposes.

BUILDING MAINTENANCE PROGRAM

0-48,000 Square Feet. ....1 Maintenance Mechanic
Each additional 48,000 Square Feet.....1 Maintenance Mechanic

Supervisory Requirements:
1-3 Maintenance Men.....1 Maintenance Mechanic
4 and above Maintenance Men..... .....1 Building Maintenance Foreman

FOOD SERVICE PROGRAM

Type A Lunch Program

ADP	Staff Level	Hours Required	Weekly
1-29	Cook I	4	20
30-49	Cook I	5	25
50-69	Cook I	6	30
	Food Service Worker	2	10
70-99	Cook I	7.5	37.5
	Food Service Worker	3	15
100-149	Cook I	7.5	37.5
	Food Service Worker	4.5	20-25
150-249	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	4	20
250-349	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	5	25
	Food Service Worker	4	20
350+	Cook III plus supporting staff		

Add one worker for each additional 100 students served, up to 500 (based on an 8 hour day). Estimate 13 lunches per hour of labor.

Type B Lunch Program

ADP	Staff Level	Hours Required	Weekly
1-49	Food Service Worker	2	10
50-99	Food Service Worker	3	15
100+	Food Service Worker	4+	20

Breakfast Program

ADP	Staff Level	Hours Required	Weekly
1-50	Food Service Worker	2	10
50+	Food Service Worker	3	15

NOON DUTY ATTENDANTS

ADP	Positions Per Location	Hours Required	Weekly
50-99	1	1.5	7.5
100-299	2	1.5	15.
300+	3	1.5	22.5

Alaska State-Operated School System
Commodities and Equipment Guidelines
Rural Schools
Basic Instruction Program

Existing Programs:

(A) Commodities - $40./student plus 25% freight differential.
(B) Equipment -

Amount	Students/School
$1,000. (+25% freight)	8-49
2,000. " "	50-149
3,000. " "	150-349
4,000. " "	350-749
5,000. " "	750+

New Programs (proceeded by "turnkey" capital construction):

(A) Commodities - same as "existing programs" plus $2,000. per school location and 25% freight differential
(B) Equipment - same as "existing programs" plus $2,000. per school location and 25% freight differential.

Expanded Programs (in existing facilities):

(A) Commodities - same as "existing programs" plus $1,000. per school location and 25% freight differential.
(B) Equipment - same as "existing programs" plus $10,000. per school location and 25% freight differential.

ALASKA STATE-OPERATED SCHOOL SYSTEM
Staffing Pattern
Rural Schools
Basic Instruction Program

CLASSROOM TEACHERS

Level	Enrollment	Minimum No. of Teachers	Number Enrolled When Additional Staff Required**
Elementary	8-19	1	
(Grades K-6)*	20-44	2	Second by 20
	45-69	3	Third by 45
	70-89	4	Fourth by 70
	90-111	5	Fifth by 90
	112+	6+	One for each 22 students
Secondary	12-15	1	
(Grades 7-12)	16-39	2	Second by 16
	40-59	3	Third by 40
	60-79	4	Fourth by 60
	80-99	5	Fifth by 80
	100+	6+	One for each 20 students

* This schedule is also applicable to combined elementary and secondary enrollments when the enrollment is less than 12 secondary students.

** Except where teacher housing is determined to be unavailable by the Association and the District.

SPECIAL TEACHERS

Special teachers include counselors, librarians, nurses, and teachers of music, vocational education, distributive education, business, home economics, industrial arts, and other courses not considered as required core-curriculum.

Level	Enrollment	Minimum Number of Teachers	
Elementary	125-200	1	
(Grades K-6)***	201-350	2	
	351-500	3	
	501-650	4	
	651-800	5	
	801+	6+	One additional teacher for each additional 250 students
Secondary	30-59	1	
(Grades 7-12)	60-89	2	
	90-119	3	
	120-149	4	
	150-179	5	
	180+	6+	One additional teacher for each additional 50 students

*** This schedule is also applicable to combined elementary and secondary enrollments when the secondary enrollment is less than 30.

PRINCIPALS

Number of Teachers Per School	Type of Administrator
1-7	Principal Teacher
8-15	Principal - required to teach a minimum of one class per day
16-30	Principal

NOTE: An assistant principal may be added for each school with 31 or more teachers, with a school being defined for budgetary purposes as Elementary (Grades K-6) or Secondary (7-12). These two basic categories will then be further subdivided into primary and intermediate and junior high and senior high when justified by increases in enrollment.

CLERICAL SUPPORT

Teachers Per School Location	Clerical Support
0-6	None
6-7	1 Clerk - 4 hours/day
8+	1 Clerk - 7½ hours/day

NOTE: Additional clerical support will be added to individual school locations in increments of one full time clerk per each additional principal or assistant principal.

TEACHER AIDES

Aides will be allocated to administrative regions. A region will be allocated one 7½ hour per day teacher aide for every 10 teachers allocated to the region. The regional superintendent will evaluate the individual school location needs and make assignments to the individual schools.

BUILDING MAINTENANCE PROGRAM

1-5 School Locations	1 Maintenance Mechanic
6-10 School Locations	2 Maintenance Mechanics
11-15 School Locations	3 Maintenance Mechanics
16-20 School Locations	4 Maintenance Mechanics
21+ School Locations	5 Maintenance Mechanics
Total Square Feet Over 100,000 and Each 25,000 Above	1 Maintenance Mechanic
Complex Mechanical or Structual Variances	1 Maintenance Mechanic
Supervisory Requirements and/or Special Skills	1 Building Maintenance Foreman

FOOD SERVICE PROGRAM

Type A Lunch Program

ADP	Staff Level	Hours Required	Weekly
1-29	Cook I	4	20
30-49	Cook I	5	25
50-69	Cook I	6	30
	Food Service Worker	2	10
70-99	Cook I	7.5	37.5
	Food Service Worker	3	15
100-149	Cook I	7.5	37.5
	Food Service Worker	4.5	20-25
150-249	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	4	20
250-349	Cook II	7.5	37.5
	Senior Food Service Worker	7.5	37.5
	Food Service Worker	5	25
	Food Service Worker	4	20
350+	Cook III plus supporting staff		

Add one worker for each additional 100 students served, up to 500 (based on an 8 hour day). Estimate 13 lunches per hour of labor.

Type B Lunch Program

ADP	Staff Level	Hours Required	Weekly
1-49	Food Service Worker	2	10
50-99	Food Service Worker	3	15
100+	Food Service Worker	4+	20

Breakfast Program

ADP	Staff Level	Hours Required	Weekly
1-50	Food Service Worker	2	10
50+	Food Service Worker	3	15

NOON DUTY ATTENDANTS

ADP	Positions Per Location	Hours Required	Weekly
50-99	1	1 5	7.5
100-299	2	1.5	15.0
300+	3	1.5	22 5

BUILDING OPERATIONS PROGRAM

12,000 Square Feet = 1 - 7.5 Hour Day
Assign 3 5 Hours up to 6,000 Square Feet
Over 6,000 Square Feet add 1 Hour for each 1600 Square Foot
Extra - Generator Care/Surveillance - 1 Hour
Extra - Fuel Transfer, Water/Freight Haul - 1 Hour

ALASKA STATE-OPERATED SCHOOL SYSTEM

Guidelines for Planning Rural Schools

I. SPACE

A. GENERAL PURPOSE SPACE (Instruction halls, Media Centers, Health Rooms, General Offices)

ELEM ENROLL.	INCREMENT	SEC. ENROLL.	INCREMENT	SQ. FT.	INCREMENT
MIN. Thru 24	24	MIN. Thru 15	15	1000	1000
26-39	15	16-35	20	1900	900
40-59	20	36-55	20	2800	900
60-79	20	56-75	20	3700	900
80-99	20	76-95	20	4600	900
100-124	25	96-115	20	5500	900
125-149	25	116-135	20	6400	900
150-174	25	136-145	20	7300	900
175-199	25	146-165	20	8100	800
200-224	25	166-185	20	8900	800
225-249	25	186-205	20	9700	800
250-274	25	206-225	20	10,500	800

B. MULTI PURPOSE SPACE (Gyms, Bleachers, Seating, Showers, Locker Rooms, Stages, etc.

1. GYM/STAGE SPACE - OPEN FLOOR SPACE

ELEM. ENROLL.	SEC. ENROLL.	SIZE
Thru 80	Thru 35	None
81-175	36-75	45' x 80'
176 and Larger	76-135	52' x 95'
	136 and Larger	60' x 104'

For combined enrollment, use the following rules:

a. If $\frac{\text{Elem. Enroll.}}{81} + \frac{\text{Sec. Enroll.}}{36}$ is less than 1, no PE Space

b. If $\frac{\text{Elem. Enroll.}}{81} + \frac{\text{Sec. Enroll.}}{36}$ is more than 1, "1/2 Gym"

c. If $\frac{\text{Elem. Enroll.}}{176} + \frac{\text{Sec. Enroll.}}{76}$ is more than 1, "3/4 Gym"

d. If $\frac{\text{Elem. Enroll.}}{177} + \frac{\text{Sec. Enroll.}}{136}$ is more than 1, "Full Gym"

2. SEATING SPACE

12 SQ. FT. x Enrollment (4 SF), FT./Seat

3. STAGE

Space included in Open Floor Space. 60' x 104' Size has permanent stages; smaller sizes have portable stages.

4. STORAGE SPACE FOR MULTI-PURPOSE SPACE

200 SQ. FT. for 45' x 80' Size
250 SQ. FT. for 52' x 95' Size
300 SQ. FT. for 60' x 104' Size

5. OFFICE SPACE FOR MULTI-PURPOSE SPACE

100 SQ. FT. Per Multi-Purpose Facility

6. DRESSING SPACE

25% of enrollment x 10 sq. ft., with a minimum of 150 sq. ft. and a maximum of 300 sq. ft. for boys; same for girls. (10 sq. ft. per person space allowance.) Schools over 150 enrollment handled on an individual basis.

7. SHOWER SPACE

Minimum 60 sq. ft. (3 heads) each for boys and for girls.
Maximum 160 sq. ft. (8 heads) each for boys and for girls.
3 Minimum fixtures each for boys and for girls.
9 Maximum fixtures each for boys and for girls.

8. TOILETS FOR SPECTATORS - Included under utility space.

C. BUSINESS EDUCATION PROGRAM - VOCATIONAL EDUCATION

At the secondary enrollment level of 96-115, the Division of Vocational Education-ASBOS recommends the following program guidelines for Vocational Education occupational skills training courses and programs:

1. Types of courses which comprise a Business Education Program:

Office Simulation	Bookkeeping
Office Machines	Business Law
Typing I	Typing II
Gen. Business Education	Record Keeping
Clerical Occupations	Shorthand
Secretarial Occupations	Business Principles & Management
Accounting Occupations	Business Math
Business English	Cooperative Work Experience Training
Distributive Occupations	Specialty Area - Keypunch, etc.

2. Sq. Ft. Per Student - 33
No Less Than 2,500 Minimum Sq. Ft. Per Business Education Prog.
No More Than 3,500 Minimum Sq. Ft. Per Business Education Prog.

3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accomodate a school's Business Education Program. Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

D. CONSUMER AND HOME ECONOMICS EDUCATION PROGRAM

At the secondary enrollment level of 96-115, the Division of Vocational Education-ASOSS recommends the following program guidelines for planning Vocational Education occupational skills training courses and programs:

1. Types of courses which comprise a Consumer and Home Economics Education Program:

Food & Nutrition	Creative Arts
Clothing Construction	Housing and Interior Decorating
Child Care & Development	Home Management
Environmental Planning	Family Life Education
Consumer Education	Tailoring
Cosmetology	Food Service
Culinary Arts	Food Preservation
Health Occupations	

2. Sq. Ft. Per Student - 60
No Less Than 1,500 Minimum Sq. Ft. Per Consumer and Home Economics Education Program.
No More Than 3,000 Maximum Sq. Ft. Per Consumer and Home Economics Education Program.

3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accomodate a School's Consumer and Home Economics Education Program.
Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

E. TRADES AND INDUSTRIAL ARTS EDUCATION PROGRAM

At the secondary enrollment level of 96-115, the Division of Vocational Education-ASOSS recommends the following program guidelines for planning Vocational Education occupational skills training courses and programs.

1. Types of Courses which comprise a Trades and Industrial Arts Education Program:

Power Mechanics	Welding
Electricity-Electronics	Appliance Repair
General Metals	Fishery
Drafting	I.C.T.
Graphic Arts	Refrigeration

1. Plastics
   Woods
   Auto Body
   Machine Tool
   Business Machine Repair
   Cabin Building
   Auto Mechanics
   Boat Building
   Cabinet & Carpentry
   Printing
   Radio, TV Repair

2. Sq. Ft. Per Student - 100
   No Less Than 2,500 Minimum Sq. Ft. Per Trades and Industrial Education Program.
   No More Than 5,000 Maximum Sq. Ft. Per Trades and Industrial Education Program.

3. For each secondary enrollment increment above 115 students, 25% of the Sq. Ft. increment is recommended for additions to construction to accomodate a school's Trades and Industrial Arts Education Program.
   Allow 10 percent of the total Sq. Ft. of the program for additional storage of equipment and supplies.

F. UTILITY SPACE (Restrooms, storage for General Purpose, Custodian's Closet)

1. RESTROOMS

   Meet Labor Department (HSS) Standards (Restract sinks included in Gen. Purp. to extent allowable)

2. STORAGE FOR GEN. PURP.

   15% to 20% of Gen. Purp. space

3. CUSTODIAN'S CLOSET (Excluding storage)

   30 SQ. FT. Per FTE Custodian

G. FOOD SERVICE (Hot lunch preparation space, eating space included in Gen. Purp., and Multi-Purp.)

ENROLLMENT	SQ. FT. PREPARATION	SQ. FT. DRY STORAGE	SQ. FT. EATING
Min. - 29	200	200	0 (Classroom) *
30 - 59	300	300	0 (Classroom) *
60 - 99	400	400	400 *
100 - 149	600	600	Multi-Purpose Room
150 - 199	700	700	Multi-Purpose Room
200 - 249	800	800	Multi-Purpose Room
250 - 349	900	1000	2500 Separate Eating Area
350 +	1000	1200	2700 Separate Eating Area

Add 100 Sq. ft. per 100 students for preparation, storage, eating area.

* Elementary programs only.

H. EMPLOYEE HOUSING

It is the policy of Alaska State-Operated School System to discontinue all housing units for all employees.

I. LAND

1. Amount

Enrollment	Elem. (acres)	Sec. (acres)
Under 700	10	20
201 - 300	15	30
Over 300	20	40

2. Ownership

State should have title to all school sites.

II. WATER SUPPLY

A. Quality - meets public health standards

B. Quanity - 25 gal/student/day
250 gal/unit/day

III. SEWAGE DISPOSAL

Meet secondary treatment standards (Public Health)
Use lagoon if possible; sewage treatment plant if necessary.

IV. HEAT

A. Furnace - sustain 70° indefinitely at local minimum temperature. Use only hot air type. Simplify, standardize, use bank of small furnaces instead of a single large one, etc.

B. Fuel Storage - sufficient to store 120% of average annual consumption; storage facilities meet environmental conservation standards.

C. Heat Retention - insulated such that long-run discounted total cost is minimized (generally, 6" of fiberglass or equivalent insulation in walls and floors and 8" in ceiling).

V. POWER

A. Where available from local sources, standby generators sufficient to maintain basic plant operations, i.e. furnace, water pumps, heat tapes, refrigerators, and emergency lights, but not regular lights, kitchen stoves, etc. Minimum 10 KW generator - larger as needed. Fuel storage included under IV Heat.

B. Where own power must be supplied, 50 KW generator minimum; larger as needed for plant.

VI. MAINTENANCE SPACE

Provide work space only in small schools; work and storage space in larger schools.

Minimum - 60 sq. ft. (6 x 10)
Over 100 Students - 120 sq. ft. (10 x 12)
Over 150 Students - 225 sq. ft. (15 x 15)
Over 300 Students - 375 sq. ft. (15 x 25)
(No differentiation between Elementary and Secondary Students.)

Assumptions

1. Kindergarten enrollments count as 1/2.
2. Seventh and Eighth grade enrollments are counted as Elementary if there is no separate, distinguishable, secondary-type program for them, and as Secondary if there is.

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502
Division of
RESEARCH & DEVELOPMENT

TO: ALL CONCERNED WITH COMPREHENSIVE PLANNING

FROM: DICK H. BOWER, DIRECTOR
RESEARCH & DEVELOPMENT

The Alaska State-Operated School System has recently received additional responsibility in regard to planning for school facilities to be constructed within the District. High school facilities are now under design or construction which will nearly double the number of rural secondary programs, for which we are responsible, within the next year.

We are going to implement a planning procedure by which our programs and facilities will best reflect a cooperative and coordinated approach to meeting a community's educational, cultural and recreational needs. Facilities should consider optimum multiple or joint use. The conservation of energy and other resources, as well as obtaining maximum return from the construction, operation and maintenance dollar should be a central theme of the plan.

Because community involvement, understanding and commitment is the most critical element of this process, it is reflected within every planning element. OUR OBJECTIVE IS TO PLAN WITH, RATHER THAN FOR, PEOPLE.

The Bering Straits/Northwest Region has been selected for pilot development and application of the process. Within this vast geographical region are found five of the new facilities now underway. Several of these projects place us for the first time in Bureau of Indian Affairs areas. These high schools will serve elementary schools still operated by the Bureau so that well-coordinated curriculum is mandated.

The pages which follow represent DRAFT WORK COPIES of materials which will provide the framework for the project. Your comments, criticism and recommendations will be appreciated.

PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT)[1]

The Program Evaluation and Review Technique (PERT) is a methodology for planning diverse activities or tasks. It is easily adaptable to the nature and size of a project. Since one of the purposes of this project is the actual development and testing of a model system for planning, no attempt is made in this proposal to fully outline a PERT network.

As a part of the model system construction and testing, a PERT outline will be developed in cooperation with the planning team to be made up of consortium members, regional staff, cooperating agencies, and individuals from the community. Such factors as: work breakdown structure, network development, activity time estimation, network time calculations, scheduling, probability aspects of PERT, replanning the project, and an introduction to PERT/COST will be given initial attention.

The PERT system of organization will both permit and encourage systematic feedback of reactions and evaluations. In conjunction with the Charrettes, this data will then be used for modification of the approach being used and its application to subsequent projects.

A UNIQUE PLANNING ELEMENT -- THE CHARRETTE

An important and somewhat unique element of the work plan proposed for this project is a planning charrette. The charrette is described by the U.S. Office of Education as "a technique for studying and resolving educational facilities development problems within the context of total community planning needs. The technique requires a multi-disciplinary group -- educators, planners, architects, engineers, economists, psychologists, local public officials, citizen participants, and students -- intensely studying community problems." "The charrette is kept practical and viable through local commitment of (1) the direct participation of key public officials and local citizens; and (2) demographic data, maps, existing planning documents, studies of the area and other materials essential to problem analysis. These commitments of local resources lead to a high probability of implementation of charrette solutions."

This technique is believed particularly appropriate for this project for two reasons: (1) the restricted time frame within which initial testing of the planning system model is to be accomplished and (2) the high degree of broad involvement that is afforded by a charrette.

Numerous charrettes are viewed as integral parts of the project, first helping to outline, then utilizing and augmenting the data base established in the earlier stages. The charrette may be the method used to both establish and evaluate the technique of data collection and the appropriateness of data available to support necessary projections of need and priority decisions.

---

[1] U.S. Office of Education, Program Evaluation and Review Technique, Applications in Education, U.S. Government Printing

BERING STRAITS, NORTHWESTERN REGION

LONG RANGE PLANNING

A number of interrelated elements or concurrent phases are seen as integral parts of this process:

I. Overall Project Outline

II. Administration, Organization, Data Analysis Element

III. Educational Program Development and Review Element

IV. Staff Requirement Element

V. Facility Requirement Element

VI. Site Requirement Element

VII. Financial Element

VIII. Demographic Element

IX. Architect Selection Element

X. Governmental Agency Liaison Element

XI. Local/Community Involvement Phase

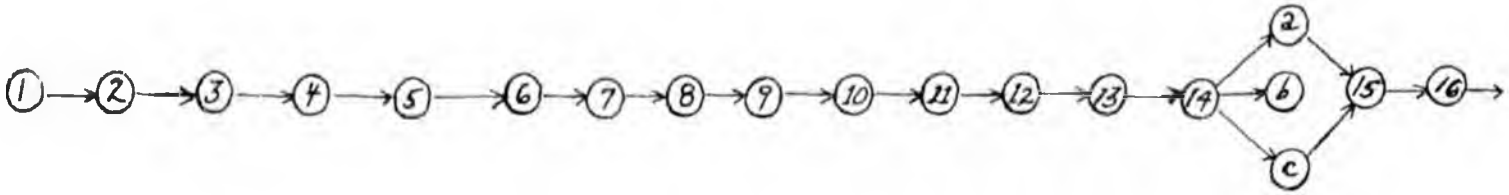
XII. Research, Development and Evaluation Element

On the following pages are found draft outlines of each of these activities. Using Program Evaluation and Review Techniques (PERT), complete activity-events networks will be worked out for the whole project. In this way critical time and task factors can be accommodated and responsibilities assigned in keeping with the project schedule. An overall chart would show the interrelationship of many of the activities and their elements or events.

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502
Division of
RESEARCH & DEVELOPMENT

I. PROJECT OUTLINE

This element outlines that portion of the project under which the planning process is developed and implemented. Directed involvement of the staff and public will generate sufficient relevant data, and an understanding of it.

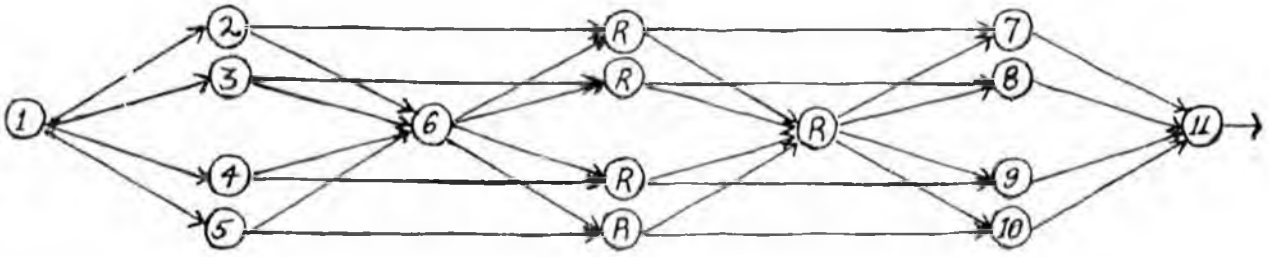


1. Project Start
2. Discussion of Project With Regional Superintendent
3. Draft of Comprehensive Planning Process Outline Completed
4. Draft Reviewed With Regional Superintendent
5. Draft Submitted to Appropriate Central Office Staff for Comment and Recommendations
6. Comments and Recommendations Received from Central Office Staff
7. Draft Submitted to Local/Regional Advisory School Boards and Administrators for Comments and Recommendations
8. Comments and Recommendations Received from Local/Regional Advisory School Boards and Administrators
9. Summary of Comments and Recommendations Discussed with Regional Superintendent
10. Revised Plan Outline Prepared
11. Revised Plan Outline Distributed to Central Office Staff
12. Revised Plan Outline Distributed
13. Orientation and Operational Procedures Established
14. Meetings Held with Appropriate Organizations and Groups
    a. Advisory School Boards
    b. Parent, Teacher, Community Groups
    c. Other
15. Full Report Given to Board of Directors
16. Process Implemented

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502
Division of
RESEARCH & DEVELOPMENT

II. ADMINISTRATION, ORGANIZATION, DATA ANALYSIS ELEMENT

The effective development and implementation of the long range planning process requires careful administration and organization of the people and data involved. Data must be organized and analyzed by those familiar with the systems objectives. A monitoring of all aspects of the program occurs within this element.



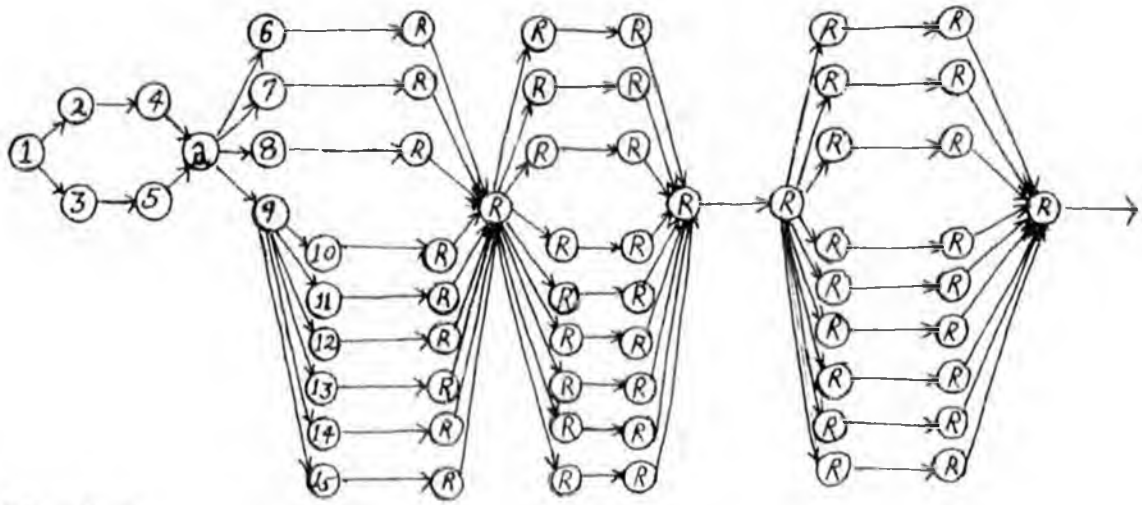
1. Project Start
2. Review Begun of Local and Board Policies and Philosophy
3. Review Begun of Local Program and Curriculum
4. Review Begun of Present and Projected Grade Organization Patterns
5. Review Begun of Staffing Requirements for Various Organization Patterns
6. Interim Analysis of Findings
7. Local and Board Policy and Philosophy Review Complete
8. Program and Curriculum Review Complete
9. Present and Projected Grade Organization Patterns Review Completed
10. Staffing Requirements Determination Made
11. Summary of This Phase Complete

(R) Repeat of Preceding Event (As data for any element is compiled, interim analysis and review may occur (R) as many times as necessary to effect review completion. (7) (8) (9) (10)

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502
Division of
RESEARCH & DEVELOPMENT

III. EDUCATIONAL PROGRAM DEVELOPMENT AND REVIEW ELEMENT

At the core of the educational system is the program of studies and activities which includes the materials, supplies and equipment necessary for student and teacher use. Instructional techniques, media and other forms of staff and resource utilization are integral parts of the program included in this element.



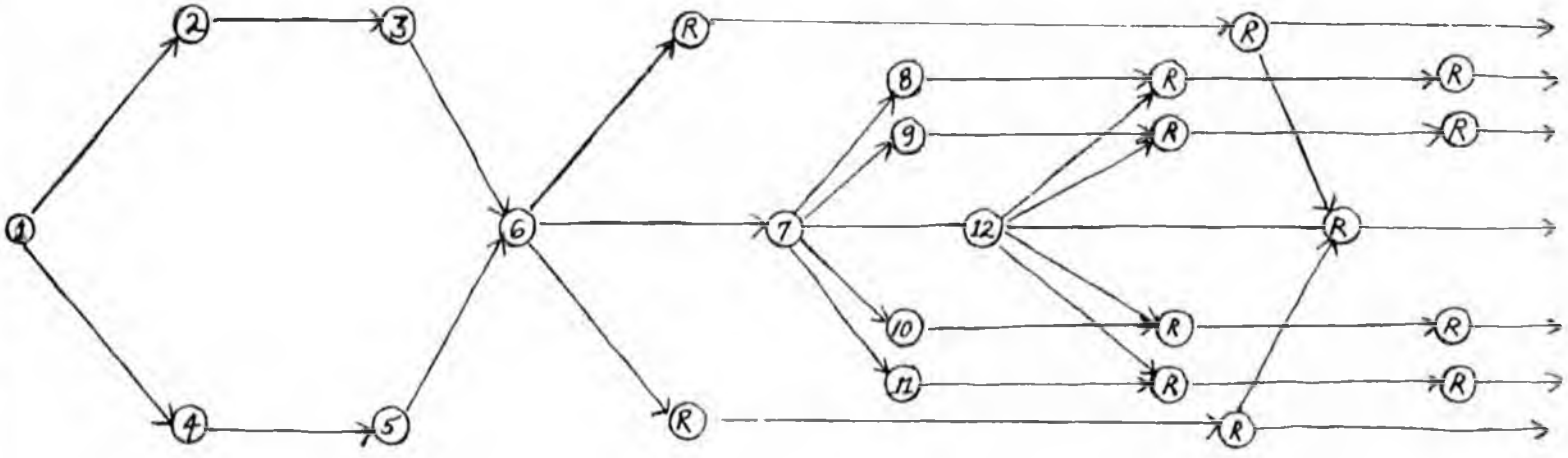
1. Project Start
2. Review Begun of General Curriculum Requirements
3. Review Begun of Special Curriculum Requirements
4. General Curriculum Requirements Review Complete
5. Special Curriculum Requirements Review Complete
6. Begin Analysis of Instructional Techniques
7. Begin Determination of Media and Materials Production Needs
8. Begin Review of Special Support Area Requirements -- Transportation, Food Service, Special Education, Occupational/Vocational Education
9. Begin District Program Specification Development
10. Elementary
11. Intermediate
12. Secondary
13. Community Programs
14. Special Programs
15. Sites

(R) Periodic Review or Repeat Preceding Event

(a) Synthesis of General and Specific Curriculum Requirements

IV. STAFF REQUIREMENT ELEMENT

Persons to be involved in the educational program are included in this element. Based upon program requirements, types and duration of interpersonal contact are determined. Existing staff competencies are assessed, training, recruitment and utilization are studied, and other human resources available to the student and teacher are identified.

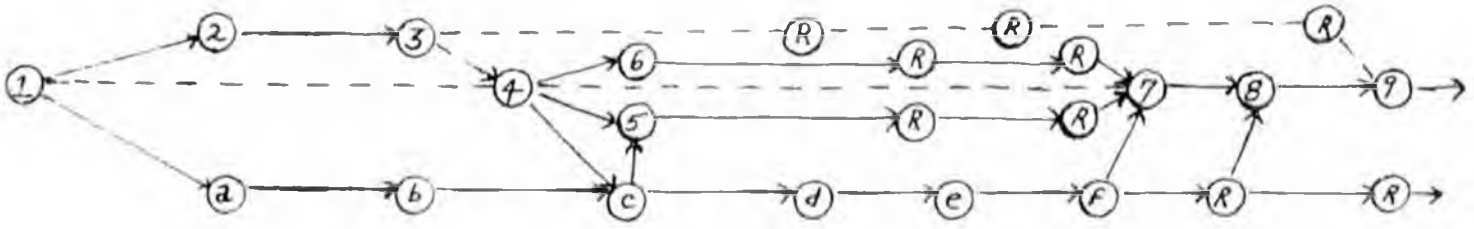


1. Project Start
2. Begin Inventory/Analysis of Local/Regional Staff
3. Preliminary Staff Inventory/Analysis Complete
4. Analysis of Program Data to Determine Staff Requirements Begun
5. Analysis of Program Data to Determine Staff Requirements Complete
6. Begin Comparison Between Program/Staff Needs and Availability
7. Staff Needs/Requirements Determined
8. Inservice Education Program Established
9. Staff Utilization Procedure Study Begun
10. Recruitment Program Initiated
11. Resource Person Inventory and Utilization Program Established
12. Staff Needs Reassessed

(R) Periodic Review or Repeat Preceding Event

V. FACILITY REQUIREMENT ELEMENT

The School Building, though viewed as the core facility, is but one part of the school/community facility given consideration in this element. An initial effort does involve, however, an inventory of existing "school buildings" which will permit a qualitative evaluation of school-owned facilities. Additional needs, related to the educational program and community expectations, will become the basis for determining a priorization by which modernization or new construction can be placed in proper perspective. Such perspective must include maintenance and operation requirements and procedures.



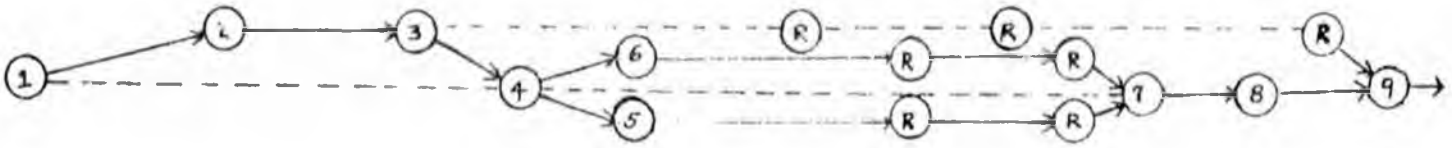
1. Project Start
2. Facility Inventory Sheet Prepared
3. Facility Inventory Completed
4. Facility Inventory Recapitulation Prepared
5. Program Specifications and Demographic Data Received
6. Facility Adequacy Study Begun
7. Facility Needs Determined
8. Facility Cost Estimates Determined
9. Incremental or Phased Facility Development Plan Completed

(R) Periodic Review or Repeat of Preceeding Event

a. Maintenance and Operation Program Planning Begun
b. Required Level of Maintenance Established
c. Preventive Maintenance Schedule Completed
d. Maintenance Personnel Requirements Determined
e. Maintenance Personnel Training Program Established
f. Operation and Maintenance Monitoring System Implemented

VI. SITE REQUIREMENT ELEMENT

The school site, besides serving as the location for the building, should also meet expectations of the community for a wide range of cultural and recreational as well as educational activities. When selected and developed in the right manner, this community-owned property can contribute in a positive manner to the overall atmosphere of the community.

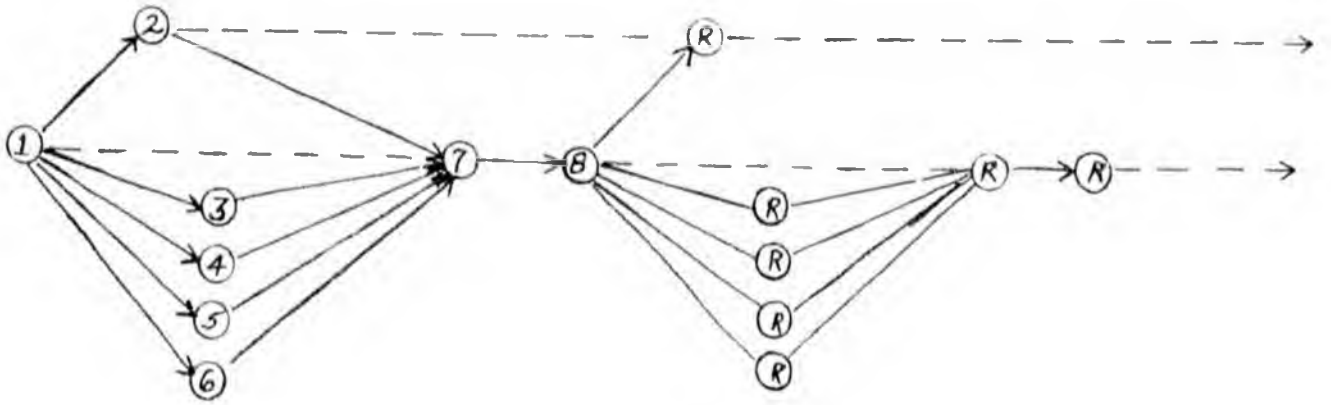


1. Project Start
2. Site Inventory Sheet Prepared
3. Site Inventory Completed
4. Site Inventory Recapitulation Prepared
5. Program Specifications and Demographic Data Received
6. Site Adequacy Study Begun
7. Site Needs Determined
8. Site Cost Estimates Completed
9. Incremental or Phased Site Acquisition or Development Plan Complete

(R) Periodic Review or Repeat of Preceeding Event

VII. FINANCIAL ELEMENT

There are many sources of financial support for school/community programs. This element identifies and attempts to quantify these resources based upon general availability and determination of special or categorical sources directly related to non-typical programs.

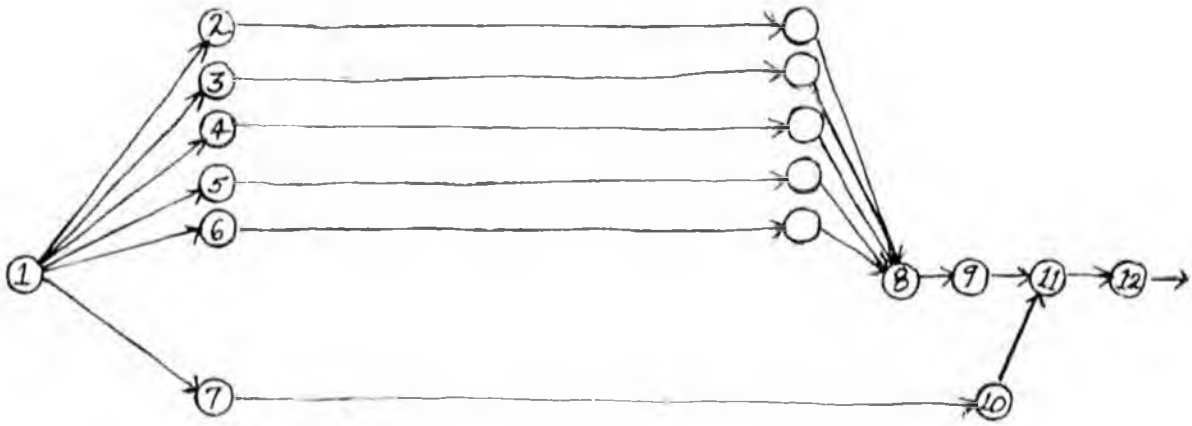


1. Project Start
2. Assessed Valuation Determined (When Appropriate)
3. Local Funding Ability Established (When Appropriate)
4. State Sources of Funds Established
5. Federal Sources of Funds Established
6. Foundations, Endowments, Special Sources Determined
7. Total of All Funding Sources Determined
8. Funds Available Compared to Needs -- Priorities Determined

(R) Periodic Review or Repeat of Preceeding Event

VIII. DEMOGRAPHIC ELEMENT

Of critical importance to long and short range decision-making is adequate and continually updated information in regard to population, land use, and a wide range of social, economic and political factors. This element embraces a cooperative effort by which both the public and private sectors share data regarding the community.



1. Project Start
2. Contact Established with Relevant Sources of Data
3. State of Alaska Agencies
4. Federal Agencies
5. Local Agencies, Organizations
6. Other Appropriate Sources
7. Development of Detailed Regional/Local Maps Begun
    a. Major Land Ownership
        (1) Federal
        (2) State
        (3) County
        (4) Municipal
        (5) Private (in large blocks)
    b. Major Transportation Routes
    c. Present/Future School Sites
        (1) Location
        (2) Type and Size
        (3) Enrollment (where applicable)
8. Begin Analysis of All Available Demographic Data
9. Analysis of Demographic Data Complete
10. Detailed Maps Complete
11. Begin Preparation of Slides to Visually Present Demographic Data
12. Slide Set Complete

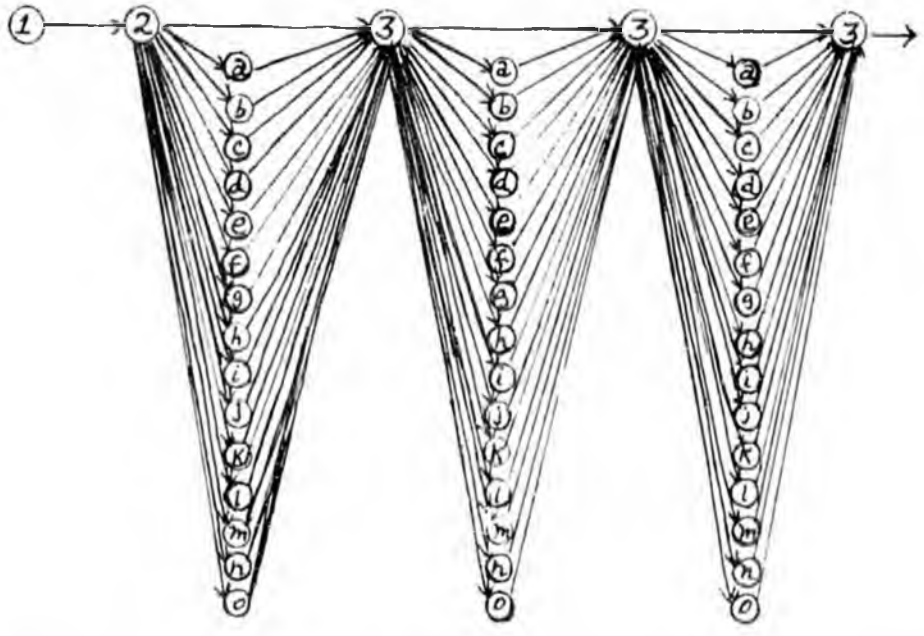
IX. ARCHITECT SELECTION ELEMENT

Capital improvements, new or of a remodeling nature, require skilled consultants possessing a strong but balanced potential for creative, yet practical, design. The selection of such individuals is a thougntful process represented by this element. It must be implemented initially in sufficient time to assure the development of concepts by which to define and communicate phase one capital construction needs.

1. Project Start (Division of Buildings, State of Alaska, Lead Agency)
2. Architect Proposal Invitation List Compiled
3. Letter Mailed Inviting Proposal
4. Architect Proposal Receipt Deadline
5. Initial Proposal Analysis Complete
6. Preliminary Group of Architects Identified
7. Visitation of Preliminary Group by Superintendent and Staff Completed
8. Final Group of Architects to be Interviewed Identified
9. Visitation of Finalists by Superintendent and Staff Completed
10. Visitation of Representative Facilities by Superintendent and Staff Completed
11. Finalists Make Formal Presentation to Board
12. Architect Selection Made

X. GOVERNMENTAL AGENCY LIAISON ELEMENT

The many regulatory responsibilities of various governmental agencies can be positively met by early involvement. Some governmental agencies have either primary or shared responsibility for educational, cultural or recreational service to the community. If the school facilities are to be planned to meet some of these needs, it is critical that the appropriate agencies be involved in the planning.

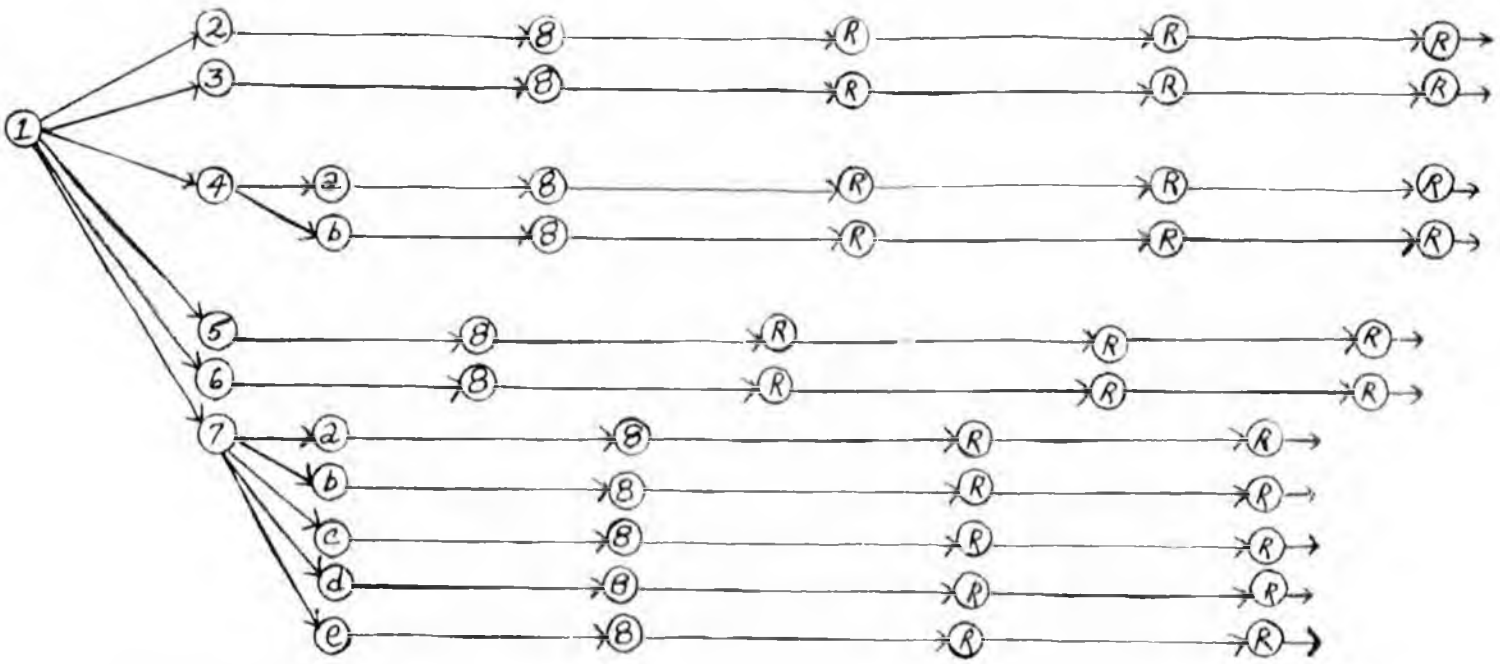


1. Project Start
2. System Established for Contact and Review of Data with Appropriate Governmental Agencies
    a. Local Governmental Agencies
    b. Other Educational Agencies
    c. Bureau of Indian Affairs
    d. Bureau of Land Management
    e. Public Health Service
    f. Agricultural Extension Agent
    g. Department of Public Works
    h. Department of Environmental Conservation
    i. Department of Education
    j. Department of Regional and Community Affairs
    k. Office of the Governor
    l. University of Alaska
    m. Military Bases (where appropriate)
    n. U.S. Office of Education, Regional Office
    o. Soil Conservation Service (Soil Conservation District)
3. Liaison Continuation

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502
Division of
RESEARCH & DEVELOPMENT

XI. LOCAL/COMMUNITY INVOLVEMENT PHASE

The schools of the community, and the programs with which they are charged, should directly reflect the needs of its individuals and its organizations. To achieve initial and continuing support, the community must view its schools with pride and share a feeling of responsibility for the direction of programs and the resources necessary for their support. This phase is, therefore, the mainstream of the planning process envisioned by this project.

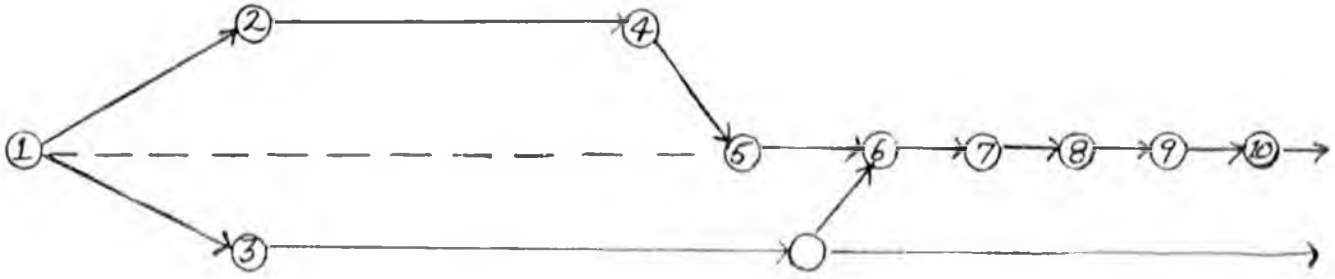


1. Project Start
2. School Board of Directors Element
3. Standing Advisory Committees Element
4. Special Ad-hoc Advisory Committees or Task Forces Element
    a. Program Requirements
    b. Facility Requirements
5. P.T.A. Element
6. Chamber of Commerce, Service Clubs, Other Community Organizations Element
7. Dissemination Element
    a. Printed Materials
    b. Visual Materials
    c. Press
    d. Speakers Bureau
    e. Radio
8. Meeting or Interrelated Data Exchange

(R) Repeat of Preceeding Event

XII. RESEARCH, DEVELOPMENT AND EVALUATION ELEMENT

The continued growth in the quality and direction of the educational system requires sound data on past and present practices as well as developed alternatives for the future. The decision makers in the school system are assured this information through practices developed, carried out, or coordinated by this element.



1. Project Start
2. Present Program Review Begun
3. Begin Identification of Other Program Alternatives
4. Present Program Review Complete
5. Unmet Needs Identified
6. Begin Comparison Between Unmet Needs and Alternatives
7. Viable Alternatives Identified
8. Begin Development of Plan for Improvement/Expansion of Program Plan Completed
9. Plan Completed
10. Plan Reviewed, Progress Evaluated, Direction Affirmed

ALASKA STATE-OPERATED SCHOOL SYSTEM

650 International Airport Road
Anchorage, Alaska 99502

Division of
RESEARCH & DEVELOPMENT

SCHOOL FACILITY INVENTORY

Name of Building _____
Address _____
Name of Principal _____
Date This Form Completed _____
Telephone Number _____

Capacity _____
Present Enrollment _____
Grades Housed _____
Site Size in Acres _____

TEACHING STATIONS

Classrooms	Total
1. General Purpose	
2. Commercial/Business	
3. Dramatics/Speech	
4. Science	
5. Shop	
6. Mechanical Drawing	
7. Music	
8. Kindergarten	
9. Handicapped	
_____	
_____	
Laboratories	
10. Biology	
11. Chemistry	
12. Physics	
13. General Science	
14. Arts & Crafts	
15. Home Economics	
_____	
_____	
Shops	
16. General Purpose	
17. Wood	
18. Metal	
19. Electric	
20. Welding	
21. Auto	
22. Farm	
_____	
_____	
Special	
23. Physical Education (Gyms)	
a. Pools	
b. Wrestling/Apparatus/etc.	
24. Small Room/Reading	
25. Small Room/Speech	
26. Portable/Relocatable Unit	
_____	
_____	

TOTAL TEACHING STATIONS ____

SUPPORT & SERVICE FACILITIES

	Total
1. Library	
a. Work/Storage	
2. Audio-Visual Room	
a. Work/Storage	
3. Multipurpose Rooms (Specify combinations)	
4. Covered Play Area	
5. Cafeteria	
6. Auditorium	
7. Music Practice Rooms	
8. Journalism Workrooms	
9. Dark Room	
10. Student Projects Laboratory	
11. Radio Station	
12. Student Store	
13. Student Commons	
14. Shower Rooms	
a. Boys	
b. Girls	
c. Staff	
15. Locker Rooms	
a. Boys	
b. Girls	
c. Staff	
16. Kitchen	
17. Teachers' Room	
a. Teachers' Lavatories	
18. Student Lavatories	
a. Boys	
b. Girls	
c. Classroom/Kindergarten	
d. Classroom/Handicapped	
19. Conference Rooms	
20. Teachers' Workroom	
21. Health Room	
22. Offices	
a. Administrator	
b. Counselor	
c. Nurse	
d. Teacher	
23. Storage Rooms	
24. Hearing/Mechanical	
_____	
_____	
_____	
_____	

Rural schools

STATE OF ALASKA

DEPARTMENT OF EDUCATION

JAY S. HAMMOND, GOVERNOR

DIVISION OF ADMINISTRATIVE SERVICES / POUCH F — STATE OFFICE BUILDING
JUNEAU 99811

20 January 1976

Implementation of Senate Bill 35 Authorizing the
Decentralization of the Alaska Unorganized Borough School District

Efforts to implement the free conference version of Senate Bill 35 began quickly after its signature into law on June 4, 1975. Numerous informal hearings were held by teams from the Department of Community and Regional Affairs and the Department of Education. These public information meetings, held in over 120 rural communities, were designed to elicit preliminary public opinion about the proposed boundaries for the new regional educational attendance areas as well as to answer the many questions about the decentralization process. Following the informal hearings in July, August and September, a series of formal hearings were held in 21 Alaskan communities during September and October. At this time formal testimony on boundaries was taken, and again the hearings served as a forum for providing information to the public.

On November 1, 1975, the Department of Community and Regional Affairs drew up boundaries which ultimately resulted in the formation of 21 new REAAs. The boundaries were created on the basis of extensive public input, taking into consideration socio-economic, linguistic and cultural ties as well as transportation and communication networks and natural geographic features. Announcement of the boundaries was followed shortly by the announcement of the number of school board seats and the designation of sections within each REAA on November 17. Again the decisions were made largely on the basis of collected public input.

The next step in the decentralization process is the election of school board members for the REAAs; the filing deadline for nominating petitions was yesterday, January 19, and a list of candidates will be available tomorrow. Preliminary information suggests that around 300 candidates have filed for the available seats. The elections will be held February 24, 1976, for all the REAAs except the Southern Panhandle REAA (Region 19) in which the election will be held sometime in April. (This REAA contains mostly logging camps whose residents are not present at this time).

300 filings 140 seats

b. Local hire act by Mar 15 on non-tenured
Tenured tch have job no loss pay

c. AVEC paid for out of school budget (FCC decision)
safe water out of school budget

4. Dist must have policies fwd to Dept for review. Expect all in by June 30

5. Regs due next few weeks

The Department of Education's Rural Education Task Force has identified four major areas in which the new school boards will probably be requiring some assistance: staff negotiations, fiscal management, staffing and policy development. Plans are to provide this assistance through the employment of identified resource people around the state. Potential school board trainers (people from existing school districts, administrators, business managers, teachers, and members of the communities) will be participating in a training workshop in February. The identified resource people, using a talent bank concept, will be available to aid the emerging school districts upon request from those districts. The Department will act as a facilitator or clearing house for those requests. The other major area in which the Department will function as a clearing house is that of superintendents' applications. The emergence of several new school districts means numerous openings for administrators. Because of the short timeline with which districts must cope, the Department is easing the search for administrators by initiating the recruiting process through advertisements. The applications thus gathered will be sent directly, without review or screening, to those REAAs requesting hiring assistance.

Rural schools

DAN G. TURNER
SUPERINTENDENT

DILLINGHAM CITY SCHOOL DISTRICT

POST OFFICE BOX 202
DILLINGHAM, ALASKA 99576

PHONE OFFICE
842-3181

January 31, 1975

The Honorable Charles Parr
Alaska State House
Pouch "V", State Capitol Bldg.
Juneau, Alaska 99801

Dear Representative Parr:

By this letter I want to call attention to a rather critical need which is imminent in the Dillingham City Schools. Over the past year our facilities have been crowded and we have had to use several inadequate structures outside of our school buildings. With a 50 student increase this one year alone it is evident that such temporary provisions are completely inadequate. The projected growth for this area make it imminent that a new facility must be constructed no later than a year from the coming summer. Last year Representative Joe McGill tried to have a new facility included in the state bond issue, however long-standing requests from other districts and higher priority. Now we can wait no longer to yell loud and clear about our increasingly difficult situation.

As a member of the House Health, Education and Social Services Committee, you will no doubt have opportunity to provide considerable assistance on behalf of education and this part of the State. We urge your careful consideration. We appreciate your attention to this need. Perhaps I can call on you personally when I am in Juneau during late February.

Respectfully yours,

Charles R. White

Charles R. White, Ed.D.
Superintendent of Schools

CRW:lan

HIGHER AND ADULT EDUCATION NEEDS IN RURAL ALASKA

A Report
by the
ALASKA NATIVE FOUNDATION
to the
Policy Council
of
The Alaska Native Human Resource Development Program

(The cover for this report was drawn by Benjamin Nayamin, Peter Atchak and Mary Abruska of the Cultural Heritage Program of Yupiktak Bista in Bethel. We thank them and also all of the persons throughout Alaska who generously gave their time and thoughts to us during our interviews with them.)

December 1974

PREFACE

The Alaska Native Claims Settlement Act, which was signed into law by the President of the United States on December 18, 1971, thrust the Native people of Alaska into a new world. About 73,000 Alaska Natives, most of whom live in rural areas of the state and maintain a lifestyle which depends largely on subsistence hunting, became eligible to share in payments from the federal and state governments of 962.5 million dollars and to share in the selection and ownership of forty million acres of land in Alaska. The Act was the result of an intense lobbying effort by Alaska Natives to obtain compensation for Alaska lands already taken from them by United States government withdrawals, state selections or private development, and to prevent further losses of land.

Twelve regional Native corporations and over 200 Native village corporations were established to receive and administer the benefits of the Act for the Native people. Most Natives eligible to receive the benefits are enrolled as shareholders in a regional corporation and a village corporation. The boards of directors of the corporations are elected by the shareholders.

Whereas most previous settlements between Native American groups and the federal government have contained some arrangement whereby money and land is held in trust and managed for Natives by the government, settlements with Alaska Natives have granted outright ownership of money and land to the Natives. This provision was written into the Tlingit-Haida settlement of 1967, wherein the Tlingit and Haida Indians received 7.5 million dollars in compensation for lands taken in southeastern Alaska. The principle of outright ownership thus established also became part of the Settlement Act of 1971.

The Natives of Alaska fought for outright ownership of their land and money not only because they had never agreed that they did not already own the land, but also because they had witnessed the ways in which the government carried out its trust responsibilities in education and health care for Alaska Natives and were frustrated by not being able to control or have any meaningful influence on matters of both physical and spiritual life and death. They had learned that Native American groups outside of Alaska whose land and money were held in trust by the federal government suffered from the same frustrations. Therefore the Natives insisted that provision be made in the settlement for outright ownership of the land and money granted.

Outright ownership of 962.5 million dollars and forty million acres would present a tremendous challenge to any group of people, but the challenge to Alaska Natives is especially great. It is estimated that by 1978 between 170 and 270 professional administrative personnel will be needed to successfully administer the Settlement Act.[1/] Although there are about 73,000 Natives enrolled to receive the benefits of the Act, very few of them have training or experience in business administration or land management. Between 1967 and 1972 an average of 22 Alaska Natives per year graduated from college in Alaska. Of these, only 6 majored in business administration and one majored in economics. Three majored in office administration and one majored in wildlife management. The rest of the graduates majored in fields not directly related to the administration of the Settlement Act, such as education, sociology and the humanities.[2/] There was a slight increase in the number of Native graduates per year in 1973 and 1974 (insert statistics when available) and of course there are a few Natives who graduated from college before 1967 and established themselves in professions. Many Native college graduates have been attracted to work for the Native corporations. However, although no study has been made of the educational attainments of the leaders of the Alaska Native corporations, it is safe to say that most of those holding leadership

positions today have not graduated from college and of those who have, practically none majored in fields related to business administration or land management.

Therefore both the immediate and long-range needs for trained personnel to implement the Settlement Act are great. Most of the corporations are presently using a great deal of non-Native talent in administering the Settlement. This practice will certainly continue even as more trained Native manpower becomes available, but everything from the physical isolation (in non-Native terms) of many corporation headquarters to the desire of regional people to be involved with decisions determining their destiny points to the need for training Native people in management skills at once.

The twelve regional corporations which have been formed to implement the Settlement Act are, by the terms of the Act, profit-making corporations. Their first responsibility is to profitably invest the money they are receiving and to select lands the ownership of which will protect their present interests and allow profitable natural resource development. In order to carry out these responsibilities and in order to raise the level of awareness of the terms and probable impact of the Act in the regions the corporations have planned

a number of training sessions for corporation personnel and shareholders. These sessions have often been offered under the auspices of the nonprofit corporation which has been established in each region in recognition of the profit-making corporations' inability to become involved in badly needed social service areas such as education, employment assistance, health, and housing.

The twelve non-profit corporations, using grants from the federal and state governments, have become very active in the social services, including offering training programs at the request of the profit-making corporations. Training programs offered so far have drawn heavily on federal and state agency personnel and profit-making corporation consultants as teachers. The success of the programs has been mixed. Some really useful sessions have been held. Others were to a large degree unsuccessful. One of the reasons for the uneveness of the sessions seems to be that there is no central agency which can supply reliable teachers and materials to the corporations and which can offer and get feedback on programs several different times in order to perfect them. So far, most of the training sessions have been one-shot affairs, with very little opportunity for evaluation and no follow-up. Nonetheless, through the training sessions which they have put on and through their other social service activities, the nonprofit corporations have developed

considerable knowledge of the overall education needs in their regions and thev are developing the expertise needed to administer programs to meet those needs. 3/

INTRODUCTION

This study was carried out by the Alaska Native Human Resource Development Program which is funded by a grant from the Kellogg Foundation. The grant is jointly administered by the University of Alaska and the Alaska Native Foundation. The purpose of the grant is to provide higher and adult education and training programs to Alaska Natives. The purpose of this study was to determine what fields of study are important to Native people today, and how higher or adult education programs might be structured so as to be of maximum use to Native people.

Fifty-one leaders of Native corporations were interviewed to determine Native education and training needs. The procedure for the interviews was as follows: Questionnaires were mailed out to the chairman of the board and manager of each of the twelve profit corporations and the manager of each of the non-profit corporations. The cover letter which accompanied the questionnaires explained that a representative of the Alaska Native Human Resources Development Program would visit each person to whom the questionnaire had been mailed in order that the desired information could be gathered in a personal interview. Personal interviews were important for two reasons: First,

all of the people to whom the questionnaires were mailed are extremely busy, and we knew that we could not count on them to take the time to respond to the questionnaires in writing. In addition, it was desirable that we get a "feel" for the interviewees' thinking in the process of carrying out a personal interview and become familiar at first hand with the problems, physical properties and "flavor" of each of the twelve regions.

The questionnaires were developed with the assistance of many people, including Dr. Lou Jacquot, Executive Director of the Alaska Native Human Resources Development Program, members of the Alaska Native Human Resources Development Program Policy Council, Dr. James Matthews, Director of the University of Alaska Cooperative Extension Service, and Irene Rowan of the Rowan Group polling firm. It was decided to make the questions as open ended as possible in order to find out how extensively and deeply the corporation leaders have thought about education concerns in their regions. We tried not to suggest any possible "answers" to the questions by the manner or form of the questions themselves. Also, extreme care was taken during the interviews not to suggest any "answers" to the questions in the course of conversation. The benefit of the open-ended approach was that we feel we have gained an accurate reading on the level and depth of

concern for higher education by Alaska Native leaders. The open-ended approach also led us away from some cherished assumptions of our own, and made us aware of some issues that are of concern to Alaska Natives that we did not previously perceive. On the other hand, the problem with the open-ended approach was that it evoked a tremendous variety of responses. Also, it often happened that different questions were answered in response to one question from the interviewer. These factors made it difficult to tabulate, analyze, and eliminate repetitions from the data gathered. The reader will note that in most cases the total number of responses to a question far exceeds the total number of people interviewed. This is because most people mentioned several factors in answer to each question.

Although the questionnaires were mailed to the chairman of the board and manager of each corporation, sometimes these people were either not available when we arrived at their office for the interview (even though, in most cases, we had made advance arrangements for the interview), or they asked us to talk to another corporation employee who was directly concerned with the development of education and training programs for people in that region. Therefore, the list of people to whom interviews were originally sent is very different from the list of people who were actually interviewed. However, we feel that we did achieve an accurate sampling of the thinking of the leaders

of the Native corporations.

Another deviation from the planned procedure was that in several cases the interviewer and the respondent were joined by several other corporation employees during the course of the interview. Sometimes this happened at the instigation of the respondent, who wanted someone who was more knowledgable in a certain subject to answer a question or two. Sometimes others just happened by and stayed to help answer questions. In these cases we were very careful to keep clear records of each person's response to questions. The "group interviews" (no group was larger than three) were all very informal, with people coming and going, but the original interviewee remained throughout and we kept the discussion pointed to the questionnaires. In several cases we felt that the "group interview" contributed substantially to serious thought and articulation of the issues.

Fred Bigjim, an instructor at the Alaska Methodist University and member of the Alaska Native Human Resources Development Policy Council, did the interviews in the Doyon and the Arctic Slope regions. Lisa Rudd of the Alaska Native Human Resources Development Program, carried out the

interviews in the remaining ten regions and wrote this report. In addition to interviewing the regional corporation leaders, Paul Gaskin of the Native Foundation and Lisa Rudd interviewed five representatives from Venetie, Arctic Village, Savoonga, and Elim, which are four of the six villages which decided to take their land under the Indian Reorganization Act of 1934 rather than to participate in the Land Claims Settlement. We thought it would be valuable to obtain some reading on the situation of these villages, not only because they have a special status outside the terms of the Settlement Act, but also because their leaders tend to be less urbanized and probably more representative of village Natives than the regional corporation leaders.

Since this study is an attempt to assess the overall higher and adult education and training needs of Alaska Natives, no attempt has been made to appraise the differences between the educational needs of each Native region in the state. Such differences do exist, though not, we believe, so much in general areas of concern as in specific course subjects needed. For instance, some regions are looking more towards petroleum development than towards the timber business. Both of these interests, however, fall into the general category of concern with natural resource

development, and it is such broad areas that this study was designed to identify.

Awareness of higher and adult education and training needs and concerns varies widely among the leaders of Alaska Native corporations. Some have thought very deeply about what is needed and how it can be obtained. The Arctic Slope and Doyon Regions have, in fact, established their own higher education programs this year. The Calista and Koniag Regions have developed working relationships with the community colleges in their regions. Others are aware of the need for further education and training for their own employees but have given very little thought to the development of higher or adult education programs in their region. It is our belief that this latter group has been so concerned with trying to improve and gain control of elementary and secondary education in their regions that higher education programs are simply a low-priority item for them at this time. We believe that this study has already served a useful purpose by causing these Native leaders to begin to think seriously about the need for higher and adult education and training programs and how they can be structured and developed so as to make them really useful to the Native people.

SECTION I

Education and Training Needs

A glance at Table 1 and Table 1a will show the frequency with which certain areas of study were mentioned by the persons interviewed as needed by Alaska Native people. Most frequently mentioned was training in various vocational skills.[4/]

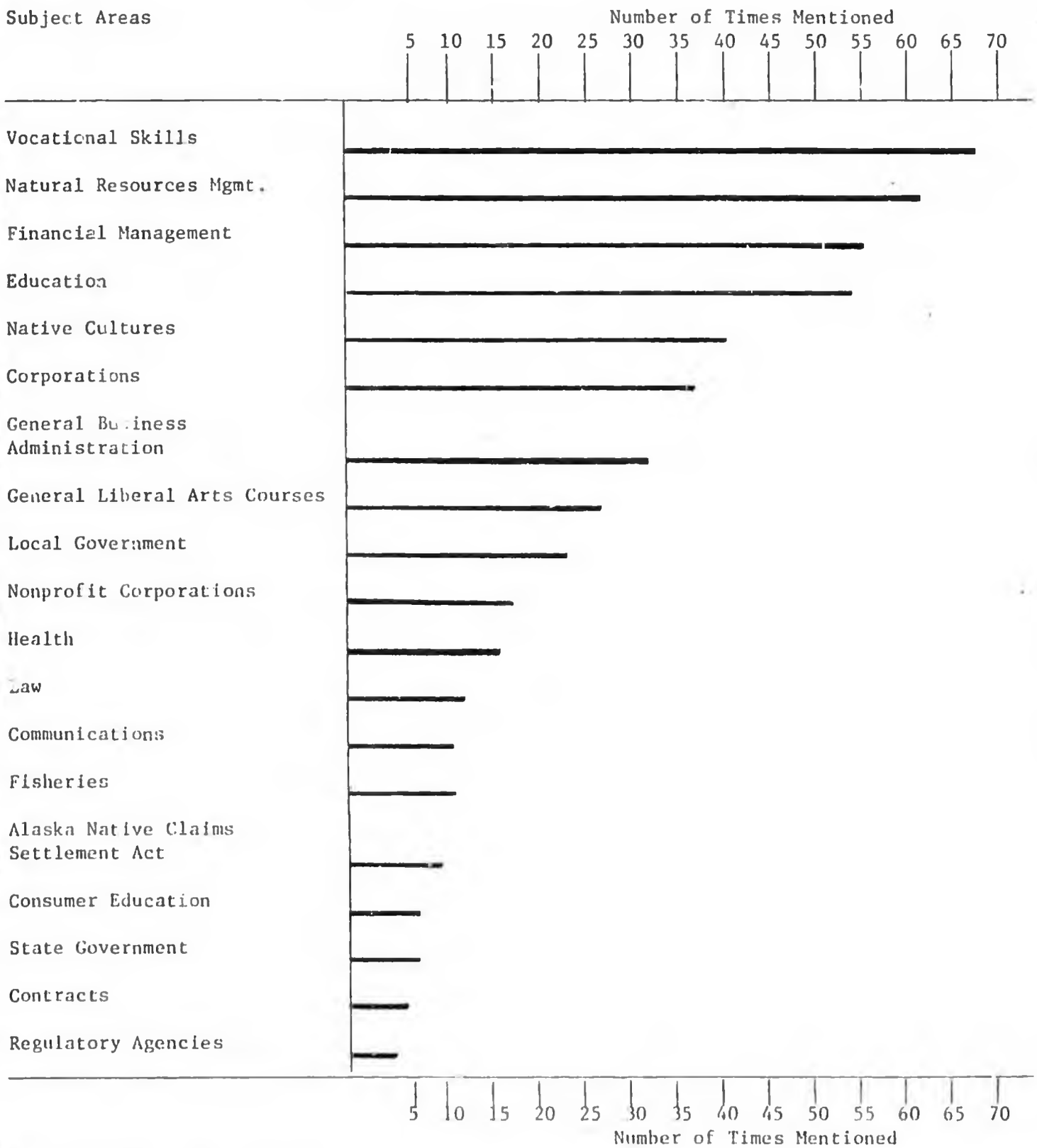
The interest in vocational skills is not primarily a response to the new demands of the Settlement Act but rather reflects the necessity of earning money. Even in small villages there are now certain necessities of life such as rifles, outboard motors, and fuel for the engines and snow machines which cannot be obtained from a subsistence lifestyle, but which enhance the ability to maintain a subsistence lifestyle. These items, and others less necessary to life, must be bought with money. Therefore, there is a strong interest in training which will lead to a paying job. This interest was reflected also in the fact that "the possibility of a job on completion of the course" and "the possibility of better pay or promotion on completion of the course" were ranked second and third out of ten suggested factors that might motivate people to take courses. (See Table 6.)

Two caveats cropped up often in discussions of

Table 1

COURSES NEEDED

Frequency of Mention



(See Appendix I for listing of areas of study mentioned under each subject.)

Table 1a

COUI ; NEEDED

General Areas of Study Mentioned
(derived from Table 1)

Total Course Requests: 458

Study Area	No. of Requests	% of Total
General Administration (Financial Management, Business Administration, Natural Resources Management, Contracts, Regulatory Agencies)	146	31.9
Professional/Paraprofessional (Education, Health, Law, Communications)	86	18.8
Institutional Administration (Corporations, Local Government, Alaska Native Claims Settlement Act, Nonprofit Corporations)	80	17.5
General Education (Consumer Education, Native Cultures, General Liberal Arts)	73	15.9
Vocational Skills	67	14.7

skill training. One was that skill training be directed at known job openings, and the other was that Native people, in general, want to be trained in skills which they can exercise in their home areas While this dichotomy of wanting a job and wanting to remain close to home used to present a real dilemma for Native people, it seems that today this dilemma may be easing. In many areas of the state there is a lack of skilled craftsmen. With housing and construction and electrical power and communications projects in many villages, and with the constant need to maintain and repair these installations, the need for locally available skills is growing.

The next two most frequently mentioned needed areas of study were natural resource management and financial management, both of which are obvious responses to the demands of the Settlement Act. Two thoughts seemed to lie just below the surface of many of the comments received on education needs in these fields. One was that it will be necessary that the courses first address themselves to the question of why the information that is about to be imparted is needed. That is, the students will have to know not only the terms of the Settlement Act and that they are going to have to manage large amounts of land and money, but they are also going to have to understand the basic principles of

resource management and economics. A course on record keeping, for instance, must teach not only the techniques but also the rationale for and legal requirements of keeping accurate records.

The second idea, closely tied to the need for understanding the underlying value systems of the subjects to be taught is the distinct feeling gained in the interviews that Alaska Natives are desperately trying to keep ahead of developments in their world. Mention has already been made of the lack of trained Native brainpower available to the Native corporations. The Settlement Act has presented such a staggering series of tasks and deadlines to the corporations that one often gets the feeling that they are struggling just to keep their heads above water. There have been a number of courses developed and offered by the corporations to prepare regional and village corporation personnel to do the tasks and meet the deadlines. (See Appendix II for a compilation of training sessions offered by each region in the past year.) However, with the filing of village land selections of December 18th of this year the deadline crunch will ease a bit and there will perhaps be time for the corporations to contribute to the planning of long-range higher and adult education and training programs in their regions and time for Native people (whether corporation

employees or not) to enroll in less hurried programs to provide them with the background they need to successfully continue implementation of the Act.

Education was the fourth most frequently mentioned area of need. In this category are included the need, often expressed, for the training of Native elementary and secondary school counselors and teachers and the need for adult basic education programs in the villages. In response to a specific question about adult basic education programs every corporation leader said they were needed and many echoed the statement of Vera Skaflestad of the Aleut League, who said that ABE programs are a "big basic need" in her region. Discussion of adult basic education programs centered around the need to provide older village people with the communications skills they will need to understand and contribute to the implementation of the Settlement Act. A number of comments were made to the effect that adult basic education teachers must be people who speak the language of the village and who have established a trusting relationship with the older people of the village. Often the comment was made that adults would be embarrassed to enroll in adult basic education programs unless the teacher is someone they trust,

i.e. someone who had made a fairly substantial commitment to the life of the community. The same desire for trusted and committed teachers was expressed in discussing other courses as well. (See Table 7.)

There were a number of themes which ran through conversations with the respondents on the subjects in which Natives feel they must be educated.

The first concern was that higher education programs must be available to people in the villages of Alaska. It is understandable that such a concern should be prominent in the minds of regional corporation leaders, as the regional corporations and village corporations have, under the terms of the Settlement Act, a symbiotic relationship which neither can ignore. The regional corporations, in order to operate successfully (that is, at a profit), must have the support of the village corporations, and they also have obligations under the Act to work for the success of the village corporations. In order for the village corporations and shareholders to support the efforts of the regional corporations, they must be aware of the basic concepts of business administration and the options that are available at any given time to both the regional and village corporations. The respondents

to the questionnaire also were concerned that while many individuals from native villages have been trained in the terms of the Settlement Act and in the knowledge that they need to implement the Act, this knowledge has not settled into the consciousness of the mass of Natives living in villages. Instead of helping a community to deal with the decisions facing it, the present practice of educating only one or two members of each community in a certain aspect of implementing the Act tends to isolate the "educated" persons from their community and makes the process of community decision-making and management even more difficult. This concern with education for more than a few "elite" village community members was reflected in very strong recommendations that higher education programs be delivered locally, which will be discussed further in Sections II and III.

The other great concern frequently expressed was that higher education programs be fitted into the present day physical realities of life in Native villages. That is, the subsistence lifestyle must not be interrupted by rigid or lengthy course time frames or study demands. This concern was based both on a desire that large numbers of village people be able to enroll in courses and on the desire to affirm the fundamental value of the present lifestyle.

Courses which take hunters away from their hunting--especially courses which teach the subsistence systems of an entirely different culture--not only take food from the table, but also tend to plant doubt in the mind of the student that hunting is an acceptable way of obtaining the food for the table. There is great concern that by the accumulation of such seeminly small and unimportant events as a class held during a peak hunting period the fabric of the Native life-style and culture will be destroyed.

This concern was perhaps best expressed by John Schaeffer, the executive director of the NANA Corporation, who explained that the object of all of the corporation's activities is to prepare the people of the region to enter the cash economy if they wish, but at the same time they are trying to preserve the possibility of maintaining the present lifestyle for those who wish it. They are trying to keep all of the options open for the people of the region. The desire for the affirmation of the value of the Native life-style was also expressed by Harold Napoleon, executive director of Yupiktak Bista, the non-profit corporation in the Calista Region, when he said that there should not be such emphasis on the Settlement Act that Native people are encouraged to abandon their present lifestyle in favor of another. Napoleon went on to say that the

present village lifestyle is as good as any and education for village people should reinforce that point.

The ideas expressed by Schaeffer and Napoleon were echoed by many of the respondents and confirmed by the number of times some aspect of Native culture was included in course requests. (See table 1.) It is especially noteworthy that these courses were so often requested in view of the emphasis in the questionnaire on finding out what education programs are needed to aid in the implementation of the Settlement Act. Presumably, courses having to do with the culture of Alaska Natives are not needed to help Natives become better business managers, and yet they were frequently mentioned. It should be noted also that other studies of the education needs of Alaska Natives have shown the same strong concern.[5/]

The desire to involve large numbers of village people in higher or adult education and training and the desire to retain (or at least maintain the option of retaining) the village lifestyle present challenges to the University of Alaska not only in the development of a course delivery system but also in the development of a philosophy of higher education for Alaska Natives which will encourage cultural pluralism at the same time that it gives instruction in some very specific techniques of American economic development and vocational skills.

SECTION II

Attitudes Towards the University of Alaska

When this study was designed it was decided to try to discover what attitudes Natives have towards the University of Alaska in order that the University, in designing programs to meet their needs, can build on the positive things that Natives see in the University and can eliminate or modify elements of the University system which present problems to Native students. Therefore, the question "What is your general impression of the University of Alaska?" was asked. It was surprising that many of those interviewed said that they had no impression of the University. (See Table 2.) In several cases these respondents gave the definite impression that they felt negatively about the University but did not wish to express those feelings to someone who is connected with the university. Therefore, they simply said they had "no impression" of the university. However, the "no impression" answers, when viewed in relationship to the answers to the question "Are there any college courses being offered in your region?" (no table given) did seem to indicate that the University of Alaska has not touched the lives of many Alaska Natives. The leaders of the Aleut, Ahtna,