

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

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*School of Medicine and University Hospital  
Department of Radiation Oncology*

*Divisions*

CLINICAL RADIATION ONCOLOGY  
MEDICAL RADIATION PHYSICS  
EXPERIMENTAL BIOLOGY

January 27, 1981

The Honorable Terry Martin  
Alaska House of Representatives  
District 8  
Pouch 5, State Capitol  
Juneau, Alaska 99811

Dear Mr. Martin:

The purpose of this letter is to propose the establishment of a new cancer research organization to be funded by the State of Alaska, the Alaska Cancer Research Institute. The purpose of this organization would be to develop new technologies and carry out both laboratory and clinical cancer research in areas which can be directly applied to the treatment and care of cancer patients in Alaska and the rest of the country (as opposed to the mission of the Hutchinson Cancer Research Center, which is to investigate the basic underlying biology and physiology of tumor cells).

As you are well aware, our department has been involved in the field of cancer research for some time. We have pioneered the treatment of cancer with high energy neutrons in this country, and I presented our work in the area of breast cancer to you when you visited us here last month. The dramatic results obtained in our feasibility studies with high energy neutrons (in some cases doubling the tumor clearance rates in cancers of the head and neck region and lungs) led the National Cancer Institute to award us a contract to design and construct a precision cyclotron to be located in our department for the purpose of high energy neutron cancer treatment. This machine is currently under development, will be completed and installed in mid 1982, and should dramatically increase our precision with high energy neutron cancer treatments. Unfortunately, due to federal budgetary constraints the associated laboratory and equipment necessary to fully investigate the potential of this new form of treatment cannot be constructed in association with the rest of this project. The proposed Alaska Cancer Research Institute would provide us with the laboratory space and equipment to further explore this and other promising new areas of cancer treatment.

The following are some specific proposals for this new institute:

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1. Construction of new cancer research laboratories in an area adjacent to our new cyclotron. These laboratories would serve as the core of the Alaska Cancer Research Institute and would be the major expense in setting up the whole project. Without these new laboratories, the rest of the projects could not be done. Excavation and construction of the new cyclotron will begin in approximately 6 months. The ideal time to construct this new laboratory facility would be at the same time the excavation is being done for the cyclotron project. A total of 20,000 square feet would be available for construction of the Alaska Cancer Research Institute. Total cost of this construction, including laboratory equipment, would be approximately \$3.5 million.
2. Laboratory studies to optimize high energy neutron cancer treatment. If the Alaska Cancer Research Institute is constructed, studies to determine the best way to treat human cancers with high energy neutrons could be carried out. This is an area of research which has a potentially tremendous payoff in terms of relieving the suffering of cancer patients in our region. It looks especially promising for cancers of the head and neck region, a tumor that is quite common in Native Alaskans. No additional money would be required to support this line of research if the laboratory space is built.
3. Clinical hyperthermia. It has been known for some time that tumors are more sensitive to heat than normal tissues. This project would investigate the use of localized high temperatures in the treatment of various human cancers. It seems likely that the best use of this new form of treatment is in conjunction with conventional radiation therapy and chemotherapy. Research into this area would involve the development of precision hyperthermia devices (primarily ultrasound and microwave generators), and then determining the best way to apply this new treatment in conjunction with other conventional forms of cancer therapy. Dr. Kenneth Luk, a recognized international expert in the field of cancer hyperthermia, would like to join our faculty if we can provide the means for him to continue his research in this area. This is a technology which could be rapidly transferred to routine use in cancer clinics in Alaska and the rest of the country. The total additional cost of this program would be approximately \$350,000.
4. Studies in the diagnosis of cancer with Positron Emission Tomography. Positron emission tomography (PET) is a major scientific advance which has ushered in a new era in cancer diagnosis. This technology makes

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it possible to measure biochemical and physiologic characteristics of organs, tissues and tumors which lie deep within the body cavity without resorting to invasive diagnostic methods such as surgery. This technology holds the promise of completely revolutionizing the field of cancer diagnosis and depends on the production of positron-emitting isotopes which must be made in a high energy cyclotron. The cyclotron that will be used for the production of high energy neutrons for neutron cancer therapy could be adapted to produce positron-emitting isotopes as well as neutrons, and makes us one of the few places in the world where research into this new technology could be carried out. This particular line of research is extremely technical and extremely expensive. The startup costs for this project, including modification of the cyclotron and a "PET" imaging device, would be on the order of \$2,680,000. Even after that large initial investment, it is possible additional money would be required in three or four years to complete the research. The application of "PET" technology should make possible:

- A. The detection and staging of malignant human tumors which can not be detected with current X-ray and laboratory diagnostic methods;
- B. The prediction of tumor responsiveness to any tumor therapy based on the characteristic physiology of individual tumors;
- C. The monitoring of response to tumor therapy including the early detection of recurrences, the identification of anti-tumor drug concentrations in tumors and normal tissues, and
- D. The response of normal tissues to the effects of antitumor treatment, thus predicting the onset of serious side effects before they manifest themselves clinically.

This is a very exciting area of research but, as I have already pointed out, it is also very expensive. If it lives up to its potential, it could be as important in the area of cancer diagnosis as high energy neutron therapy is in the area of cancer treatment.

5. Studies in the treatment of breast cancer. Investigations in this area would follow along the lines of the presentation I gave to you when you were in Seattle. Major efforts are aimed at identifying methods which will obviate the need for mutilating breast surgery. We have already gone a long way towards realizing that goal and it is probable that further research in this area would make radical and modified radical breast cancer surgery an endangered species. This is obviously an

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area of research that can be rapidly transferred to cancer treatment clinics around the country. No additional resources beyond construction of the laboratory facilities would be required to carry on this area of investigation.

6. The establishment of a regional cooperative clinical research group. As part of the Alaska Cancer Research Institute, I would like to establish a multispecialty cooperative clinical cancer research program throughout the Pacific Northwest and Alaska. This program would consist of a network of institutions in Alaska, British Columbia, Washington, Montana, Idaho and northern Oregon cooperating in the investigations of new types of cancer treatment. The advantages of such a group are that new drugs and new types of therapy can be looked at in a coordinated manner and answers to clinical research questions can be obtained in a short period of time. Cancer treatment protocols would be devised at the Alaska Cancer Research Institute and distributed to the various participating treatment centers. Data managers (nurses with some training in computer work) would be paid by the Research Institute and would be located in the various participating institutions. As new cancer treatments are tried, data could be rapidly accumulated, results tabulated and the outcome of these new treatment protocols reported. It would be a way of involving regional cancer treatment facilities such as the one in Anchorage in the front line of clinical cancer research. The cost of this type of program would be approximately \$500,000 to set up (most of this cost goes towards setting up computer services and paying data managers at the participating institutions). There would be an ongoing cost of \$300,000-\$400,000 per year to maintain the program. This cost would be variable depending upon the number of cooperating institutions and the salaries of the nurse data managers in these various locales.

Obviously, the size and scope of the Alaska Cancer Research Institute would depend a great deal on what is practical from your end. Administratively, the best mechanism to set up a project like this would be to appropriate funds specifically to establish the Alaska Cancer Research Institute under the direction of our department. This, hopefully, would circumvent some of the high costs of administration and local bureaucracies that frequently burden this type of endeavor.

I am very excited about the prospects for this institute. We are one of the only places in the country able to do the research which has been outlined. The Alaska Cancer Research Institute would serve as a major resource for the region. It would act as a magnet to collect bright scientists from around the country to work on some of the practical problems of cancer diagnosis and treatment. Certainly it has the potential of dramatically influencing the outcome of many patients suffering with cancer in our region of the country.

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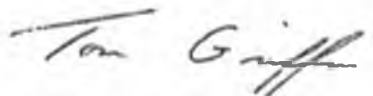
January 27, 1981

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If I can give you any further information concerning the concept as a whole or any of the projects in particular, please don't hesitate to give me a call. I would be happy to travel to Alaska to assist you in any way I can if you feel that that would be helpful or appropriate. I have enclosed a copy of my curriculum vitae for your information.

Thank you again for your efforts.

Sincerely,

A handwritten signature in cursive script that reads "Tom Griffin".

Thomas W. Griffin, M.D.  
Chairman  
Department of Radiation Oncology

TWG:ars  
Enc.

CURRICULUM VITAE

Thomas W. Griffin, M.D.

Date of Birth: February 16, 1945

Place of Birth: Omaha, Nebraska

Marital Status: Married; 1 child

Education: Iowa State University, Ames, Iowa  
1963-64

Nebraska University, Lincoln, Nebraska  
1964-66, B.S.

University of Nebraska, Omaha, Nebraska  
1966-70, M.D.

Postgraduate Training: Internship -- Medicine  
Good Samaritan Hospital, Phoenix, Arizona  
1970-71

Residency -- Radiation Oncology  
University of Washington Hospital  
Seattle, Washington  
1973-76

Military Service: USAMEDC  
1971-73

Licensure: Nebraska, 1970  
Washington, 1973

Membership: King County Medical Society  
Pacific Northwest Radiological Society  
Washington State Radiological Society  
Washington State Medical Society  
American Society of Therapeutic Radiologists  
American College of Radiology  
American Radium Society  
Society of Chairmen of Academic Radiation  
Oncology Programs

Board Certification: American Board of Radiology  
June 1976

Academic Appointments:

Chairman  
Radiation Oncology  
University of Washington  
Seattle, Washington  
September 1979-

Associate Professor  
Radiation Oncology  
University of Washington  
Seattle, Washington  
September 1979-

Acting Director  
Radiation Oncology  
University of Washington  
Seattle, Washington  
July 1977-August 1979

Assistant Professor  
Radiation Oncology  
University of Washington  
Seattle, Washington  
July 1977-August 1979

Instructor  
Radiation Oncology  
University of Washington  
Seattle, Washington  
July 1976-June 1977

Hospital Appointments:

Consultant to:

Children's Orthopedic Hospital & Medical Center  
Seattle, Washington

U.S. Public Health Service Hospital  
Seattle, Washington

Northwest Hospital  
Seattle, Washington

Stevens Memorial Hospital  
Edmonds, Washington

Overlake Hospital  
Bellevue, Washington

Valley General Hospital  
Renton, Washington

United General Hospital  
Sedro Woolley, Washington

Other Responsibilities:

Reviewer --  
American Journal of Roentgenology  
Radiation Safety Committee  
University of Washington, Seattle  
Member, University of Washington  
Clinical Cancer Committee  
Member, ACS-UW Institutional Cancer Grant  
Committee  
Member, University Hospital Clinical  
Cancer Committee  
Member, Joint Harborview Medical Center-  
University Hospital Clinical Cancer Committee  
Member, Cancer Committee, Children's  
Orthopedic Hospital & Medical Center  
Member, Children's Orthopedic Hospital &  
Medical Center C-T Scanner Advisory Committee  
Chairman, Committee for Regional Radiation  
Therapy Health Planning  
Radiation Oncology Branch  
Washington State Radiological Society  
Chairman, Cancer Education Committee  
Radiation Oncology Branch  
Washington State Radiological Society  
Cancer Control Program  
Regional Coordinator for Radiation Therapy  
Principal Investigator --  
Radiation Therapy Oncology Group project  
Fast Neutron Beam Radiotherapy project  
Study Chairman, Radiation Therapy Oncology  
Group High LET Glioblastoma Study  
Member, Radiation Therapy Oncology Group  
Member, Radiation Therapy Oncology Group  
Protocol Design Committee  
Member, Radiation Therapy Oncology Group  
Head and Neck Committee  
Member, High LET Studies Group  
Member, Radiation Therapy Technology  
Advisory Committee  
Member, National Patterns of Care Steering  
Committee  
Member, RTOG Neutron Committee on Dose  
Reporting

Other Responsibilities:  
(continued)

Children's Cancer Study Group member  
Member, CCSG Radiotherapy Committee  
Member, CCSG Relapsing Leukemia Committee  
Member, CCSG Histiocytosis-X Committee  
Member, CCSG Neuroblastoma Committee  
Member, CCSG Osteosarcoma Committee  
Chairman, Radiation Therapy Oncology Group  
High LET Complication Scoring Subcommittee  
Member Medical School Executive Committee  
Member Medical School Clinical Heads Committee  
Study Chairman, RTOG High LET Lung Cancer Study  
Study Chairman, RTOG High LET Melanoma Study  
Chairman Young Investigators Committee of  
the RTOG  
Co-Chairman RTOG Publications Committee  
Member RTOG High LET Committee  
Member RTOG Protocol Design Committee  
Chairman RTOG Brain Studies Group  
Member RTOG Modality Committee  
Vice Chairman -- Radiation Therapy Oncology Group  
Member State Board of Pharmacy Patient Qualifica-  
tion Review Committee 1978-1980  
Member -- Committee for Radiation Oncology  
Studies -- College of Physicians & Surgeons  
Member -- Subcommittee for Particle Radiation  
Therapy, CROS  
Chairman, University Hospital Clinical  
Cancer Group  
Member, Medical Staff Administrative  
Committee, University of Washington  
Associate Editor, International Journal of  
Radiation Oncology, Biology, Physics  
Member, Society of Chairmen of Academic  
Radiation Oncology Programs

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Role of primary radiation therapy in the treatment of breast cancer. Valley General Hospital Grand Rounds, Renton, Wash., May 1979

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**Presentations (Regional):**

**An evaluation of procedures used in staging carcinoma of the cervix. Pacific Northwest Radiological Society, Portland, Oregon, May 1976**

**Peroral irradiation for limited carcinoma of the oral cavity. Washington State Medical Association, September 1976**

**The combined effects of radiation and chemotherapeutic agents on normal body tissues. Pacific Northwest Radiological Society, Seattle, Wash., May 1977**

**The role of radiation therapy in the treatment of optic nerve gliomas. Pacific Northwest Radiological Society, Seattle, Wash., May 1977**

**A preliminary evaluation of the fast neutron beam teletherapy project at the University of Washington. Pacific Northwest Radiological Society, May 1978**

**Esophageal carcinoma as a model for High LET treatment of gastro-intestinal malignancies. Pacific Northwest Radiological Society, May 1980.**

Presentations (National):

The effect of photon irradiation on blood-brain barrier permeability to methotrexate in mice. Radiation Research Society, San Francisco, Calif., June 1976

Glomus jugulare tumors: the indications for and the effects of radiation therapy. American Society of Therapeutic Radiologists annual meeting, Denver, Colo., November 1977

The role of pelvic irradiation and laparotomy staging in clinically staged IA & IIA Hodgkin's disease. American Society of Therapeutic Radiologists annual meeting, Denver, Colo., November 1977

Craniopharyngioma: the role of radiation therapy. American Society of Therapeutic Radiologists annual meeting, Denver, Colo., November 1977

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Sequential hemibody radiation in treatment of Stage IV neuroblastoma. Children's Cancer Study Group meeting, New Orleans, La., October 1977

An evaluation of fast neutron beam teletherapy of metastatic cervical adenopathy from squamous cell carcinomas of the head and neck region. Radiation Therapy Oncology group meeting, Monterey, Calif., January 1978

Results of fast neutron beam irradiation of advanced squamous cell carcinomas of the head and neck. Radiation Therapy Oncology Group meeting, Monterey, Calif., January 1978

The treatment of systemic histiocytosis-X with ionizing radiation. American Society of Therapeutic Radiologists annual meeting, Los Angeles, November 1978

Fast neutron teletherapy for advanced carcinomas of the oropharynx. American Society of Therapeutic Radiologists annual meeting, Los Angeles, November 1978

Evaluation of fast neutron teletherapy for advanced carcinomas of the major salivary glands. American Society of Therapeutic Radiologists annual meeting, Los Angeles, November 1978

Tumors of the central nervous system and eye: modern radiotherapy in multidisciplinary management. Columbia University College of Physicians and Surgeons, New York, May 1979

**Presentations (National):**

**Radiation therapy of carcinoma of the tongue. Conference on Controversies in Otolaryngology, Seattle, August 1979**

**Radiation therapy of carcinoma of the larynx. Conference on Controversies in Otolaryngology, Seattle, August 1979**

**The treatment of childhood medulloblastomas with or without adjuvant chemotherapy. Radiation Therapy Oncology Group meeting, Albuquerque, New Mexico, January 1980**

**The treatment of grades II & IV astrocytomas with fast neutrons. Radiation Therapy Oncology Group meeting, Albuquerque, New Mexico, January 1980**

**Fast neutron beam radiation therapy at the University of Washington. National workshop on High LET radiations, Bethesda, Maryland, May 1980**

**Fast neutron irradiation of glioblastomas. American Society of Therapeutic Radiologists, Dallas, Texas, October 1980**

**Neutron therapy in pediatric tumors. American Society of Therapeutic Radiologists, Dallas, Texas, October 1980**

**Presentations (International):**

**Chemotherapeutic agents as radiosensitizers. L.H. Gray Conference, Cambridge, England, September 1977**

**Results of fast neutron beam radiotherapy pilot studies at the University of Washington. Presented at the 3rd meeting on "Fundamental and Practical Aspects of the Application of Fast Neutrons and other High LET Particles in Clinical Radiotherapy", The Hague (Netherlands), September 1978**

**Role of neutron therapy in head and neck cancer. Presented at the IV Asian Cancer Conference, Bombay, India, December 1979**

**The treatment of grades III & IV astrocytomas with fast neutrons. High LET workshop, Washington, D.C., March 1980**

**The results of fast neutron beam radiation therapy for inoperable squamous cell carcinomas of the head and neck. International Head and Neck Oncology Research Conference, Washington, D.C., September 1980**

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TO: REPRESENTATIVES CLOCKSIN, DEIRNE, MARTIN

FROM: NANCY THISTLETHWAITE, 2841 W 29TH, 2A, ANC 99503; 243-5020

I AM ADAMANTLY OPPOSED TO HR 417 AND HR 410, IN THE HESS COMMITTEE.

*Cancer Research Institute -  
for leaving Monday*

## Cancer research

Dear Editor:

On March 27, Reps. Martin, Beirne and Fuller introduced House Bill 417, an act authorizing contributions to the School of Medicine of the University of Washington for the construction and support of a regional cancer research institute, etc. In addition, House Bill 418 appropriated to the governor \$7,050,000 to be used for payment as a contribution to the School of Medicine of the University of Washington for construction of a cancer research institute and for acquisition of the latest equipment.

Alaskans will benefit from these bills indirectly. In the first place, Alaska is a party to an agreement by which the costs of medical education are shared among the residents of our state and Washington, Idaho and Montana. Moreover, high-energy neutron cancer research and treatment is especially promising for patients suffering from a particular type of cancer which appears to be more common in Alaska than for the nation as a whole. Moreover, there appears to be a desire on the part of the University of Washington to use the money to develop devices uniquely applicable to field treatment clinics and facilities in small

urban centers.

Nevertheless, one is inclined to wonder if the same or greater benefits could not be secured to the residents of this state by giving more thought to the allocation of our resources. The Alaska Cancer Society has been active for years in our community.

The type of spirited public debate which should be fostered when taxpayers' money is donated to out of state institutions would perhaps provide the answers to some questions that arise in my mind: isn't it true that Providence Hospital has excellent cancer care facilities that they are developing rapidly? Would not local facilities be able to benefit from the huge infusion of capital that is envisioned by these donations?

Without further debate, I am left with my initial opinion, which is that this money could be spent much more wisely within our own state, facilitating and encouraging the growth of research centers within Alaska. If there is to be such a debate, it must be at the prompting of the local press.

Mitchel J. Schapira  
1016 W. Sixth Ave.  
Suite 300

POSITION PAPER

ON  
HOUSE BILL 417  
HOUSE BIL: 418

HB 417: For an Act entitled: "An act authorizing contributions to the School of Medicine the University of Washington for the construction and support of a regional cancer research institute; and providing for an effective date."

HB 418: For an Act entitled: "An act making a special appropriation to the Office of the Governor for a contribution to meet costs of construction of a cancer research institute at the University of Washington; and providing for an effective date."

House Bill 417 briefly outlines the focus for the proposed cancer research institute. The states of Montana and Idaho are noted in the proposal for this regional center; it would be useful to know of the proposed level of support from each of these states.

House Bill 418 proposes the appropriation of \$7,050,000 from the general fund to the Office of the Governor for payment as initial contribution to the School of Medicine of the University of Washington for construction of a cancer research institute. Thereafter the commissioner of health and social services would be authorized and directed to pay to the School of Medicine, University of Washington an amount annually appropriated by the legislature for support of the operation of this institute.

Cancer is a dreaded disease that causes many deaths and impacts many people. It is the third leading cause of death in Alaska, following accidents and heart diseases, according to 1977 data incorporated within the 1981 State Health Plan.

The death rate among Alaska residents from malignant neoplasms is 66 percent lower than the death rate from malignant neoplasms in the remainder of the U.S. The State Health Plan notes that the cancer death rate has shown a general increase in Alaska as it has for the nation at large. Patients with chronic, debilitating disease often leave the state in the course of their illness. To the extent that individuals change their permanent and legal place of residence, the mortality data cited may not adequately reflect the pattern of this illness. We do not have data available on the number or percentage of Alaskans with cancer who seek treatment in the state of Washington, the proposed site for the regional cancer research institute. We did not find readily available data that demonstrate cancer patterns of morbidity and mortality in the northwest which differ from such patterns for the remainder of the United States; presumably the proposed research center would address this issue.

Efforts to improve the health status and therefore the quality of life of Alaskans are of interest to the department and of importance to the state. Any cancer research activities supported by the state should be carefully coordinated with other cancer research efforts occurring throughout the country. Alaska's share of the anticipated annual operational support should also be identified to provide a clearer view of the extent of the state's long term commitment.

Position Paper  
On  
House Bill 417  
House Bill 418

Recommended by: Phoebe A. Lindsey  
Phoebe A. Lindsey, Director  
Division State Health  
Planning & Development

Date: April 6, 1981

Approved by: Helen D. Beirne  
Helen D. Beirne  
Commissioner

Date: 4/18/81

THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 417, HB 418  
 Title An Act authorizing contributions to the School of Medicine the University of\*  
 Requested by Martin, Beirne and Fuller Date 3/27/81  
 \*Washington for the construction and support of a regional cancer research institute;  
 and providing for an effective date.

II. FISCAL DETAIL

Agency Affected Department of Health and Social Services  
 Program Category Affected Health  
 BRU, Program, or Subprogram(s) Affected \_\_\_\_\_  
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each  
 component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES		0				
200 TRAVEL		0				
300 CONTRACTUAL		0				
400 COMMODITIES		0				
500 EQUIPMENT		0				
600 LAND & STRUCTURES		0				
700 GRANTS, CLAIMS, ETC.		0				
<b>TOTAL</b>		<b>0</b>				

FUNDING (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS		0				
OTHER (Specify Fund Source)		0				

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

This bill does not directly impact the Division of State Health Planning and Development.

IV. DATE April 6, 1981 PREPARED BY Phyllis A. Lindsey  
 AGENCY Health and Social Services  
 PHONE 457-2038  
 Original: Legislative Finance  
 cc: Budget and Management  
 Prime Sponsor (First Legislator Named) M&B Approval M. Hubbard Date 4/8/81

H B

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7

# Aleutian Region School District

TECHNICAL CENTER  
640 West 38th Avenue  
Anchorage, Alaska 99503  
(907) 276-0008

Dr. Dick H. Bower  
Superintendent

Board of Directors  
Sandra Roberts, President  
Cold Bay, Alaska 99571  
Clayton Brown, Clerk  
Cold Bay, Alaska 99571  
Audrey Medina  
Nehan Lagoon, Alaska 99695  
Vasha Golodoff  
Atka, Alaska 99502  
Helen Prokopioff  
Atutan, Alaska 99553



26 February 1981

Marshall Lind, Commissioner  
Department of Education  
Pouch F  
Juneau, Alaska 99811

Dear Commissioner Lind:

On numerous occasions in the past I have discussed the inequity which resulted from the placement of the Aleutian Region School District in less than the most remote category in regard to area differential funding. These discussions have been with members of your staff, members of the Legislature, members of the Foundation Funding Task Force of several years ago, and more recently with the Legislative Budget Oversight Committee. At one point I also raised the issue with the Alaska Association of School Administrators when a revision of both amount and district placement within the area differential was being considered.

To date, other than sympathetic agreement that the original placement was in error and that a change should be made, nothing has been done. On several occasions it has been stated that revisions are to be forthcoming based upon new or improved data. Again this has not occurred, at least in connection with the Aleutian Region School District.

We have deferred any formal request believing that an equitable solution to this problem would be sought by your office. It now appears that only through a formal request is anything likely to be done. Our position is made even more critical by the combination of inflationary costs and the steadily increasing costs of providing for secondary school students at each of our seven sites.

At its meeting on February 13, 1981 the Board of Directors gave unanimous approval to a resolution calling upon you and the Legislature to take appropriate action to overcome this discrimination against the Aleutian Region School District since its inception in 1976.

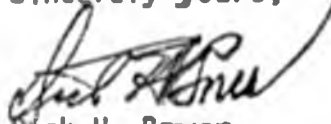
The chart on the following page shows the loss of revenue experienced by the district because of the erroneous and discriminatory placement given to it in 1976:

LOSS OF FUNDS TO ALEUTIAN REGION SCHOOL DISTRICT  
BECAUSE OF DISCRIMINATORY ASSIGNMENT OF AREA DIFFERENTIAL

<u>Year</u>	<u>Instr. Units Allocated</u>	<u>Base Instr. Unit Value</u>	<u>Assigned Differential 150%</u>	<u>Maximum Differential 155%</u>	<u>Disparity</u>
76/77	31	\$ 25,000	\$ 1,027,371	\$ 1,088,410	\$ 61,039
77/78	33	27,500	1,361,250	1,406,625	45,375
78/79	47	29,000	2,044,500	2,112,650	68,150
79/80	34	31,900	1,626,900	1,681,130	54,230
80/81	32	34,935	1,676,864	1,732,768	55,904
					<u>\$ 284,698</u>
81/82 Est.	32	38,590	1,852,320	1,914,048	61,728

We ask that you initiate steps by which this situation can be remedied during this legislative session.

Sincerely yours,

  
Dick H. Bower  
Superintendent

DHB:sc

Enclosure

cc: Board Members  
Carol Sue Smith

# Aleutian Region School District

TECHNICAL CENTER  
640 West 36th Avenue  
Anchorage, Alaska 99503  
(907) 276-0008

Dr. Dick H. Bower  
Superintendent

Board of Directors  
Sandra Roberts, President  
Cold Bay, Alaska 99571  
Clayton Brown, Clerk  
Cold Bay, Alaska 99571  
Audrey Medina  
Nelson Lagoon, Alaska 99695  
Vasha Golindoff  
Atka, Alaska 99502  
Helen Protopioff  
Akutan, Alaska 99553

Robert Mulcahy  
Alaska State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Mulcahy:

I am enclosing a copy of a letter to Commissioner Lind regarding the area differential placement given the Aleutian Region School District. I hope that the letter and the accompanying resolution of our Board of Directors is self explanatory.

These materials are also being sent to Representative Sutcliffe in hopes that either or both of you will initiate legislative action by which AS 14.17.051 will be amended to place the Aleutian Region School District in the 155% rather than the 150% category.

We will be happy to provide any further information necessary on this matter. We believe, however, that in view of the fact that costs only at Sand Point and Cold Bay were considered in the original placement, that is two out of eight communities, and that the cost of doing business at the other six, Akutan, Atka, False Pass, Nelson Lagoon, Nikolski, and Pauloff Harbor, far exceeds the cost in all of those districts presently found in the 155% category, certainly entitles us to reconsideration and a change.

We will appreciate any help you can give us in this matter since last year for the first time we experienced a budget deficit. Though only some \$6,000 this is certainly not good practice and cannot be tolerated in the future. In a budget revision approved in the Board at this meeting, we also found it necessary to fall below the required 55% in required instructional expenditures. More funds available might have helped us avoid the request of a waiver in this regard.

We thank you for your continued support and consideration.

Sincerely yours,

  
Dick H. Bower  
Superintendent

DHB:sc  
cc: Board Members, Carol Sue Smith,  
Representatives Sutcliffe and Moss



26 February 1981

# Aleutian Region School District

TECHNICAL CENTER  
640 West 35th Avenue  
Anchorage, Alaska 99503  
(907) 276-0006

Dr. Dick H. Bower  
Superintendent

Board of Directors  
Sandra Roberts, President  
Cold Bay, Alaska 99571  
Clayton Brown, Clerk  
Cold Bay, Alaska 99571  
Audrey Medina  
Nelson Lagoon, Alaska 99695  
Yasha Golodoff  
Atha, Alaska 99502  
Helen Prokopioff  
Akiutan, Alaska 99553



## RESOLUTION 81-0006

### Change in Area Differential Category

WHEREAS the Aleutian Region School District is composed of seven communities, the majority of which are more remote and isolated than any other communities in the State of Alaska, and

WHEREAS only the most accessible community in the district, Cold Bay, was used as the basis for placement of the district in the 150% category based upon remoteness and cost factors in 1976, and

WHEREAS the district has been consistently assured that a re-evaluation of placement of all districts was forthcoming, but to date has failed to materialize, and

WHEREAS steadily increasing costs have now placed the district in a financial position that clearly emphasizes the disparity of its original placement and the discriminatory financial burden under which the district has operated since 1976,

BE IT THEREFORE RESOLVED by the Board of Directors of the Aleutian Region School District that the State Board of Education and the Legislature of the State of Alaska take immediate action to assign the District to its rightful place as one of the most remote and isolated school districts in the state and thereby eligible to receive the 155% instructional unit differential to which it is clearly entitled.

*Sandra C. Roberts*  
President, Board of Directors

2-13-81  
Date

District Name	Present IU Allotment	Present Entitlement	Recommended A.C.D.'s	Re-Computed Entitlement	Dollar Amount	Percent
ADAK (#10)	140.0	2,938,250	191.4	3,836,100	897,850	30.56
ALASKA GATEWAY (#16)	120.0	3,307,660	119.4	3,292,960	14,700-	0.44-
ALUTIAN REGION (#8)	150.0	1,787,776	237.1 ✓	2,761,472	973,696	54.46 ✓
ANNETTE ISLAND (#20)	104.0	1,647,884	141.0	2,126,146	478,262	29.02
BERING STRAIT (#2)	155.0	5,486,006	229.5	7,932,544	2,446,538	44.60
CHATHAM (#18)	108.0	1,221,190	140.6	1,919,805	398,615	26.20
CHUGACH (#21)	120.0	513,062	137.2	579,161	66,099	12.88
COPPER RIVER (#17)	115.0	3,583,100	129.8	3,976,096	392,996	10.97
DELTA/GHEELEY (#15)	120.0	4,075,678	119.4	4,059,088	16,590-	0.41-
IDITAROD AREA (#11)	155.0	3,346,973	225.2	4,744,898	1,397,925	41.77
KUSPUK (#5)	155.0	4,043,401	216.2	5,518,621	1,475,220	36.48
LAKE & PENINSULA (#7)	155.0	4,655,499	170.9	5,105,454	449,955	9.67
LOWER KISKOKWIM (#4)	155.0	16,794,120	221.2	23,269,680	6,475,560	38.56
LOWER YUKON (#3)	155.0	9,313,517	227.2	13,172,636	3,859,119	41.44
NORTHWEST ARCTIC (#1)	155.0	11,691,088	211.5	15,480,976	3,789,888	32.42
PRIPILOF ISLANDS (#9)	150.0	1,290,146	194.4	1,631,388	341,242	26.45
RAILDELT (#14)	120.0	2,405,150	197.2	3,753,650	1,348,500	56.07
SOUTHEAST ISLAND (#19)	108.0	3,208,920	137.7	3,997,420	788,500	24.57
SOUTHWEST REGION (#6)	155.0	5,464,417	167.4	5,867,293	402,876	7.37
YUKON FLATS (#13)	155.0	3,730,416	224.1	5,275,376	1,544,960	41.42
YUKON-KOYUKUK (#12)	155.0	5,591,606	238.3 -	8,327,100	2,735,494	48.92
ANCHORAGE	100.0	74,353,503	106.3	79,037,976	4,684,473	6.30
BRISTOL BAY	155.0	1,433,224	149.9	1,386,084	47,140-	3.29-
CORDOVA	115.0	1,787,364	125.1	1,944,368	157,004	8.78
CRAIG	108.0	901,322	136.0	1,135,001	233,679	25.93
DILLINGHAM	155.0	2,308,627	145.5	2,167,122	141,505-	6.13-
FATHANKS NO. STAR	112.0	23,075,863	116.3	23,961,695	885,832	3.84
GALENA	155.0	1,133,839	195.1	1,427,177	293,338	25.87
HAINES	115.0	1,749,353	120.2	1,828,471	79,118	4.52
HOONAH	112.0	935,890	127.2	1,062,902	127,012	13.57
HYDABURG	108.0	563,496	142.4	742,969	179,473	31.85
JUNEAU	100.0	10,561,627	100.7	10,635,696	74,069	0.70
KAKE	100.0	866,430	131.6	1,055,745	189,315	21.85
KENAI PENINSULA	108.0	17,493,891	106.5	17,250,933	242,958-	1.39-
KETCHIKAN GATEWAY	100.0	6,467,352	100.4	6,493,269	25,917	0.40
KING COVE	150.0	834,074	178.3	991,425	157,351	18.87
KLAWOCK	108.0	451,500	138.8	580,261	128,761	28.52
KODIAK ISLAND	116.0	7,861,821	140.4	9,515,471	1,653,650	21.03
KATANUSKA-SUSITNA	104.0	12,056,964	106.3	12,323,775	266,811	2.21
KENAHA	120.0	1,170,485	181.5	1,770,359	599,874	51.25
NOHE	155.0	3,657,189	188.7	4,452,330	795,141	21.74
NORTH SLOPE	155.0	7,983,728	315.6 -	16,255,997	8,272,269	103.61
PELICAN	112.0	269,865	140.5	338,541	68,676	25.45
PETERSBURG	104.0	1,723,293	100.0	1,657,030	66,263-	3.85-
SITKA	104.0	4,597,019	100.8	4,455,560	141,459-	3.08-
SKAGWAY	108.0	737,303	121.3	828,093	90,790	12.31
SAINT MARY'S	155.0	972,870	215.2	1,350,724	377,854	38.84
UNALASKA	150.0	1,185,077	189.3	1,495,554	310,477	26.20
VALDEZ	115.0	3,234,489	131.8	3,707,002	472,513	14.61
WRANGELL	104.0	1,616,983	100.7	1,637,712	20,729	1.29
YAKUTAT	120.0	832,075	136.2	944,396	112,321	13.50
SAND POINT	150.0	832,005	188.9	1,047,758	215,753	25.93
Statewide Totals		290,044,380		340,037,260	49,992,880	17.24

THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 427

Title An Act relating to instructional unit allotments for school districts; and providing

Requested by House Hess

Date 4/28/81

for an effective date.

II. FISCAL DETAIL

Agency Affected Department of Education

Program Category Affected Elementary and Secondary Education

BRU, Program, or Subprogram(s) Affected Foundation Support Districts

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		67.6	74.4	81.8	90.0	99.0
<b>TOTAL</b>						

FUNDING (Thousands of Dollars)

GENERAL FUND		67.6	74.4	81.8	90.0	99.0
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME		N/A				
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Assumes Annual Inflation of 10%

Basic Need

32 I.U. X 38,590 X 150% = \$1,852,320  
 32 I.U. X 38,590 X 155% = \$1,914,064  
 Impact \$ 61,744

Supplemental Equalization

983.14 X 150% X 119 = 175,491  
 983.14 X 155% X 119 = 181,340  
 Impact \$ 5,849

Total Fiscal Impact \$67.6

IV. DATE 4/28/81

PREPARED BY Steve Hole

AGENCY Department of Education

PHONE 465-2800

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

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Official Business

# Alaska State Legislature

## House of Representatives

Committee on

Health, Education & Social Services

Pouch V  
State Capitol  
Juneau, Alaska 99811

December 1, 1981

TO: All Members, House H.E.S.S. Committee

FROM: Jens Zehbe, Committee Aide

REGARDING: Summary of HB 433, an act relating to the membership and terms of office of the Board of Regents of the University of Alaska

This bill by Representative Mockins, stipulates that the Board of Regents of the University of Alaska shall be composed of nine members instead of the present eleven. In addition, the term of office for each member is changed from the present eight years to four with the exception of the student regent, who's term would remain at two years.

Upon passage of this act, all terms of the current members of the Board would terminate and the Governor would have to appoint nine members to terms ranging in length from one to 4 years.

11 ✓ 9

8 ✓ 4

*Sense of Direction - new directions* / *Ms. Janfield*  
*Joint Meeting - The Future of UofA*  
*Southern House +*

Introduced: 3/31/81  
Referred: Health, Education & Social Services

1 IN THE HOUSE

BY MEEKINS

2 HOUSE BILL NO. 433

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

*14 Units*

4 TWELFTH LEGISLATURE - FIRST SESSION

*11 cc*

5 A BILL

*3 Uls*

6 For an Act entitled: "An Act relating to the membership and terms of office  
7 of the Board of Regents of the University of Alaska;  
8 and providing for an effective date."

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

10 \* Section 1. AS 14.40.120 is amended to read:

11 Sec. 14.40.120. UNIVERSITY GOVERNED BY BOARD OF REGENTS. The  
12 University of Alaska shall be governed by a Board of Regents consisting  
13 of nine (11) regents.

14 \* Sec. 2. AS 14.40.140 is amended to read:

15 Sec. 14.40.140. TERM OF OFFICE. Except for a student regent as  
16 specified in AS 14.40.150(b), the term of office of a regent is four  
17 [EIGHT] years. The term of office begins on the first Monday in Febru-  
18 ary of the year in which the appointment is made. Each regent serves  
19 until his successor is appointed and qualifies.

20 \* Sec. 3. APPLICABILITY OF ACT. (a) Notwithstanding AS 14.40.140, the  
21 terms of office of all members of the Board of Regents serving on the effec-  
22 tive date of this Act terminate on the effective date of this Act.

23 (b) The governor shall appoint nine members of the Board of Regents.  
24 The terms of persons appointed by the governor under this subsection begin  
25 on the effective date of this Act. When making his appointments under this  
26 subsection, the governor shall specify the length of the term of office of  
27 each member he appoints. Of the members appointed by the governor under  
28 this subsection,

29 (1) two members shall serve terms ending February 7, 1983;

*Old Gov. of New Gov.*

HB 433

*9 - By population of areas -*

- 1 (2) two members shall serve terms ending February 6, 1984;  
2 (3) two members shall serve terms ending February 4, 1985;  
3 (4) two members shall serve terms ending February 3, 1986, [5y10]  
4 (5) the student regent shall serve a term ending February 7,

5 1983.

6 (c) The provisions of AS 14.40.150 apply to members of the Board of  
7 Regents appointed under (b) of ~~this section~~

8 \* Sec. 4. This Act takes effect July 1, 1981. .

9 Feb. 1, 1982

# TELEGRAM

ALASCOM, INC.  
PHONE: 586-6442  
JUNEAU, AK 99802

MAY 11 PM 5 35

12003 FAIRBANKS ALASKA 72 05-11 925A ADT

PMS REP CLOCKSIN

JUN

0824

RE: HB433 SSHB202 HB202

I AM AWARE OF NO FINDING OF FACT OR EVIDENCE OF PREVIOUS  
DISCUSSION AND CONCERN THAT WOULD LEAD TO A RESTRICTIONING  
OF THE BOARD OF REGENTS. HB433 IN PARTICULAR WOULD APPEAR  
TO BE AN EFFORT TO RECONSTITUTE THE BOARD BY LEGISLATIVE ACT  
RATHER THAN AN EFFORT TO RATIONALIZE GOVERNENCE OR MAKE  
GOVERNMENT MORE EFFECTIVE AND EFFICIENT. I URGE YOU NOT TO  
PASS THESE BILLS OUT OF COMMITTEE.

JAY BARTON PRESIDENT UNIVERSITY OF ALASKA

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THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. \_\_\_\_\_  
 Title \_\_\_\_\_  
 Requested by \_\_\_\_\_ Date \_\_\_\_\_

II. FISCAL DETAIL

Agency Affected University of Alaska  
 Program Category Affected Arctic Environmental Information and Data Center  
 BRU, Program, or Subprogram(s) Affected Organized Research  
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES		297,099				
200 TRAVEL		20,000				
300 CONTRACTUAL		23,000				
400 COMMODITIES		4,901				
500 EQUIPMENT		---				
600 LAND & STRUCTURES		---				
700 GRANTS, CLAIMS, ETC.		---				
<b>TOTAL</b>		<b>345,000</b>				

FUNDING (Thousands of Dollars)

GENERAL FUND		345,000				
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME		8				
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Developing A Conceptual Framework  
For AEIDC'S Education Objective

Recently, the Board of Regents of the University of Alaska issued a statement detailing the University's educational mission to the people of the state.\* Broadly, its goals are accessibility, excellence and accountability. Within these categories are several areas of particular significance to AEIDC.

Accessibility

The University recognizes that the barriers to higher education experienced by Native students are not entirely external but may result from previous educational experience and background.

It is the responsibility of the University to reduce both the external and the internal barriers to higher education.

Excellence:

Excellence can be judged by the qualities of students, faculty, administration, facilities and the educational environment. It can be defined in terms of the excellence of research and public service activities.

Accountability:

Accountability reflects the concern of the University to respond to the needs of the State and relates to both the setting of priorities among competing goals and accomplishing goals as efficiently as quality and service considerations permit.

The University must also provide the broadest possible range of instructional programs, research talents and outreach services to the citizens of the State without needless and costly duplication. An efficient and rational allocation of functions and responsibilities to the various institutions within the University can be made so that they can, collectively, meet the needs for public higher education in the State.

A primary objective of AEIDC is to supply scientific information and data based on research and analysis concerning the environment of Alaska to a variety of audiences. Traditionally, these audiences have included federal, state, and local governmental agencies, industry, Native groups, the educational community and the general public. More recently, requests from teachers and educational curriculum planners for scientific information about Alaska's natural, physical and cultural environments have increased dramatically. These requests fall into two

\* Alaska Alumnus. "Mission Statement Sets UA Course." Spring, 1980.

broad categories: 1) services related to the dissemination of instructional materials for various grade levels, and 2) educational services in the form of direct interactions with the education community, e.g., teachers, students and institutional staffs. AEIDC has responded to these requests in the following ways.

## I. Instructional Materials

### A. Answers to specific scientific questions.

AEIDC answers many requests by teachers and public service personnel for scientific data and information, including requests for the most recent information on a particular topic in a scientific field, source information in the form of generalized and annotated bibliographies and identification of scientists studying particular topics or regional areas.

### B. Critique and dissemination of classroom materials.

Two central problems promote the need for assessment and development of environmental educational materials for classroom use: first, inaccessible scientific data and information to educators in various areas of the state, and second, the paucity of materials relevant to Alaska's environment. Most of the materials readily accessible to teachers and other interested individuals are developed outside of Alaska; some illustrate general principles which are universally applicable, but others use concepts which in varying degrees are inappropriate for application in Alaska. Teachers note that they are unable to assess the applicability of these materials prior to purchase. AEIDC collects these materials and reviews their applicability to Alaska. Reviews are disseminated to teachers and school districts throughout the state.

### C. Identification, dissemination, and development of supplementary science education material.

AEIDC recognizes and understands the pedagogical problems associated with the acquisition of appropriate Alaskan science materials by teachers and curriculum planners. AEIDC has helped to develop and distribute several projects which have filled demonstrated educational needs, such as a series of posters on southcentral Alaska's natural environment for the Fish and Wildlife Service.

## II. Educational Services

### A. Alaska orientation seminars and inservice training.

Institutional staff in various sectors, such as education, private industry and social service agencies, have requested orientation seminars and inservice training. For example, the high turnover rates of elementary and secondary

teachers (approximately 30 to 40 percent annually) has contributed to school districts' requests for information to familiarize new teachers with the cultural, natural and physical environmental context of their work and place of residence. These orientation and inservice seminars have presented information on both a regional and statewide basis and are designed to introduce new personnel to the environment and culture of their regions and explain how additional information can be obtained. Requests for orientation seminars have increased steadily.

B. Teaching specific college-level courses.

Because of AEIDC expertise and research experience, staff members have been requested to teach several undergraduate courses for the University of Alaska, Anchorage and the Anchorage Community College. Courses which have been taught include Cultural Anthropology, Contemporary Alaskan Issues, Natives of Alaska, Alternate Energy, Applied Climatology, Fisheries Biology, Wildlife Management, Introductory Ecology, and Advanced Ecology. Formal arrangements are being developed between AEIDC and the Anchorage academic campuses so that similar courses may be offered in the future.

C. Assessment and analysis of environmental education and human ecology programs with emphasis on Native cultural groups.

Such requests have been made by program and project directors responsible for delivering of oral and written instructional information about particular cultural and physical regions of the state. The directors usually request an assessment and analysis of the program content and appropriateness to a particular area or target population. AEIDC's analysis may result in program modifications through the development of supplementary natural, physical, or cultural environmental information, design and delivery of specific inservice seminars for local teachers, etc.

D. Classroom presentation.

Classroom teachers, particularly in the Anchorage area but also in other areas of the state, request that AEIDC personnel visit their schools to discuss particular aspects of Alaskan environmental science and human ecology (with emphasis on Native cultural groups) or to accompany their classes on field trips. All grade levels from kindergarten through high school have benefited.

## SYSTEM FOR AEIDC RESEARCH INFORMATION DISSEMINATION

Based on previous requests for services and the current practices for dissemination of Alaskan science information to educators, there is a clear need to develop and implement a systematic approach for the distribution of science information and education services available from AEIDC. (Compare Appendix A for educational materials and services available statewide.) The following matrix delineates the two major categories of services and format in which AEIDC will continue to respond to requests by various user groups. Each subcategory under the two major types of services, instructional materials and educational services, could include a number of components. For example, Alaskan orientation seminars may have natural, cultural and arctic survival components presented separately or combined, depending on what best meets user needs. Another example would be a one-unit college course on wildlife management or a summer institute offering six (one-unit) courses on specific subjects about Alaska's physical, natural and cultural environments.

AEIDC's Research Information Dissemination System<sup>1</sup>

User Group:

Instructional Materials:

Educational Services:

	Science Information	Bibliographies	Environmental Education Materials	Media Slides/ Films	Alaskan Orientation Seminars	Specific College Courses	K-12 Classroom Presentations	Assessment, & Analysis of Mat. & Programs
1. Students								
2. Teachers								
3. Administrators								
4. Other Institutions Public and private business / industry								

<sup>1</sup>This chart graphically illustrates AEIDC's dissemination plan.

## Review of AEIDC's Materials and Services

With reference to instructional materials, AEIDC should research, design and produce educational science materials that meet the following criteria.

- (1) Require a minimum of user training;
- (2) May be utilized as independent resource materials; and
- (3) May be easily disseminated to users upon request.

The subcategory "science information" refers to specific scientific information; "bibliographies" includes conventional bibliographic information but may also identify scientists researching topics or regional areas; "environmental education materials" refers to any cultural, natural, or physical environmental materials generated and disseminated for instructional purposes; and "media slides/films" as instructional materials will continue to be refined and redefined as AEIDC's media group conceptualizes and develops science materials for public dissemination.

Under the broad category of educational services, AEIDC performs distinctive activities: production (analysis, research and design) and dissemination of scientific research information. The first three subcategories under educational services (Alaskan orientation, specific college courses, and K-12 classroom presentations) are designed to provide a systematic approach for increasing scientific knowledge on general and individual levels by direct interaction between AEIDC staff and the user group. The last subcategory (assessment and analysis of materials and programs) expands AEIDC's existing activities of evaluating science materials for teachers and schools by assessing and analyzing the material content of programs, information transmission strategies, and the scope and objectives of education programs/projects. Although these programs/projects are varied in terms of the target population served, instructional approaches employed, scope and objective, each program/project has a single major purpose: to increase student awareness and knowledge about the local Alaska environment and human ecology. The more than 200 programs/projects in Alaska indicate the need for these services, but virtually no assistance is available to them. Assessment and analysis could result in program/project modifications utilizing such AEIDC resources as slides, photos, films, bibliographic information, inservice seminars for teachers and students, etc.

Consistent with the University's educational mission, AEIDC's educational objective is to disseminate scientific information and data based on research and analysis concerning the environment of Alaska to a larger sector of the education community in an efficient and cost effective method. AEIDC's recognition of the increasing demand by educators for Alaska environmental research information will require a methodical system for science information dissemination involving (1) services related to the dissemination of instruction science materials for various grade levels, and (2) educational services in the form of direct interactions between AEIDC scientists and the education community. Properly implemented, AEIDC's science research information dissemination services will complement and increase the University of Alaska's capacity to serve the people of Alaska.

Institutional Affiliation	Alliqual Materials K-12	Inservice Teacher/ Educator Training	Native Leadership Training	College Courses A.A./B.A.+	Alaska Environmental Science Materials	Alaska Environmental Science Seminars	Educational Evaluation and Research	Alaska Environmental Science Research
University of Alaska Rural Education Affairs Materials Development Center Title VII Alligqual Education	X	X						
University of Alaska Community College Rural Education & Extension Alaska Native Language Center	X	X		X			X	
Northwest Regional Education Laboratory Portland, Oregon	X	X					X	
Alaska Dept. of Education Western Regional Resource Center	X	X		X				
University of Alaska Community Colleges, Rural Education Affairs & Extension Centers	X	X		X				
Alaska Dept. of Education Southeastern Resource Center		X					X	
University of Alaska Cooperative Extension Services Yellow Project			X	X				
University of Alaska School of Education Center for Cross-Cultural Studies		X		X			X	
University of Alaska School of Education Cross-Cultural Education Development		X		X				
University of Alaska Research and Advanced Study Arctic Environmental Infor- mation and Data Center					X	X		X
Alaska Pacific University Dept. of Education Title VII Alligqual Teacher Training		X						

Institutional Affiliation	Bilingual Materials K-12	Inservice Teacher/Educator Training	Native Leadership Training	College Courses: A.A./B.A.+	Alaska Environmental Science Materials	Alaska Environmental Science Seminars	Educational Evaluation and Research	Alaska Environmental Science Research
University of Alaska Rural Education Affairs Materials Development Center Title VII Bilingual Education	X	X						
University of Alaska Community College Rural Education & Extension Alaska Native Language Center	X	X		X			X	
Northwest Regional Education Laboratory Portland, Oregon	X	X					X	
Alaska Dept. of Education Western Regional Resource Center	X	X		X				
University of Alaska Community Colleges, Rural Education Affairs & Extension Centers	X	X		X				
Alaska Dept. of Education Southcentral Resource Center		X					X	
University of Alaska Cooperative Extension Services Kellogg Project			X	X				
University of Alaska School of Education Center for Cross-Cultural Studies		X		X			X	
University of Alaska School of Education Cross-Cultural Education Development		X		X				
University of Alaska Research and Advanced Study Arctic Environmental Information and Data Center					X	X		X
Alaska Pacific University Dept. of Education Title VII Bilingual Teacher Training		X						

<sup>1</sup> ARSIC is unique in the sphere of Alaska environmental science research information and data analysis compared to general education research.

H B  
4 4 9



Introduced: 4/1/81  
Referred. Health, Education &  
Social Services and Finance

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 HOUSE BILL NO. 449

3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to special education; and providing  
7 for an effective date."

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

9 \* Section 1. AS 14.17.041(f) is repealed and reenacted to read:

10 (f) Special education schedule:

11 (1) in districts with ADM of less than 3,000, one instruc-  
12 tional unit for each 15 pupils in ADM; ✓ or ft

13 (2) in districts with ADM of 3,000 or more, one instructional  
14 unit for each 11 pupils in ADM. / #F+

15 \* Sec. 2. AS 14.30.350(2) is amended to read:

16 (2) "special services" includes but is not limited to trans-  
17 portation, summer school, special teaching, corrective teaching, correc-  
18 tive health habits, and the provision of special seats, books, teaching  
19 supplies, facilities, and equipment required for the instruction of  
20 exceptional children, and includes education and training for children  
21 who cannot utilize regular classroom instruction.

22 \* Sec. 3. The amendment to AS 14.17.041(f) made by this Act may not be  
23 applied to reduce the number of allowable instructional units for special  
24 education below the number of units allowed during the school term ending in  
25 the calendar year in which this Act takes effect.

26 \* Sec. 4. This Act takes effect July 1, 1981.  
27  
28  
29

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT.

SRA Box 1826  
Anchorage, Alaska 99507  
April 1, 1981

The Honorable Terry Stimson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this correspondence is to show my strong support for Senate Bill 365, a change in Special Education Foundation Funding. This is one of the few education bills that has the total support of the entire education community such as Alaska Education Association, State School Boards Association, Parent/Teacher Association, Alaska Superintendent's Association, State Board of Education and Alaska Special Education Administrators.

The existing foundation formula was created in 1972, prior to the restructuring of the Education for All Handicapped Act (PL 94-142) in 1975. As a result, the "level of service" concept has remained intact. By eliminating the "level of service" concept, Anchorage educators and parents will save approximately 1,000 hours per year of unnecessary paperwork. This concept has been a regressive influence in that it provides for increased revenue as more special education services are provided a child. This is contrary to our overall goal of attempting to educate the child with his peers (mainstreaming) as much as possible. Senate Bill 365 will provide a more simplistic and meaningful appropriation for special education revenues.

The existing special education foundation formula does not provide adequate revenue to cover the minimum costs that are necessary to provide an adequate special education program, especially in the larger districts. As an example, Anchorage School District will spend approximately \$18.8 million in 1981/82 to assist special education students. These same students will generate only \$11.2 million of revenue. This indicates that the Anchorage taxpayers will have to provide over \$7.5 million of local support to assist our children.

The local taxpayer monies provide for the following services:

- a. Diagnosis and assessment.
- b. Low pupil/teacher ratios for restricted handicapped.
- c. Related services such as speech/language therapy, occupational therapy, physical therapy, etc.

These costs do not take into consideration an estimated \$2.5 million of recommended special education additions. These additions are necessary to improve the Anchorage program to an established standard.

The Honorable Terry Stimson  
April 1, 1981  
Page 2

Similar costs and rationale can be delineated for the larger districts such as Fairbanks, Kenai, Mat-Su, Kodiak, Juneau and Ketchikan. These large districts bear the brunt of the excess special education costs due to the reasons delineated above.

If these additional funds are provided, summer school programs for special education students can be adequately provided and all students in need of special education assistance will be provided an adequate education.

I believe this is one of the most important bills presently in our legislative session. The most important resource in the State of Alaska is our children. Without the passage of this bill I know for a fact that several school districts will be reducing services to special education children. These special students deserve the best education Alaska can provide. I stand ready to support Senate Bill 365 with any endeavors that can assist. I greatly appreciate your leadership and concern for these children.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Daeschner".

Stephen Daeschner

April 3, 1981

The Honorable Terry Stimson  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of major educational organizations.

The current funding system does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

Thank you for your time and your support.

Respectfully,

Donald L. MacInnon  
Superintendent

April 3, 1981

The Honorable Terry Stimson  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of the Alaska Education Association, Alaska School Boards Association, Parent Teacher Association, Alaska Superintendents Association, the State Board of Education and the Alaska Association of Special Education Administrators.

The current funding system which is based on "levels of service," does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws. The State funding system as it now reads, only takes into account the time spent with the student and not the handicapping condition; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

April 3, 1981

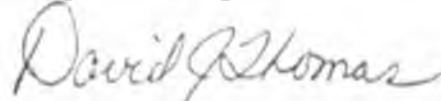
These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

We feel that this is one of the most important Bills presently before the Legislature. We know for a fact that if this Bill is not passed, services for exceptional children in the Juneau School District will be reduced even further. With the resources now available to the State, I would hate to see the State's most valuable resource "children," not be given the opportunity for the best education possible.

This District is in total support of SB 365 and would be happy to help in any fashion to see that SB 365 is passed.

Thank you for your time and your support for the exceptional children of the State and if we can be of further assistance, please do not hesitate to call.

Respectfully,



David J. Thomas, Director  
Special Services

DT:l

Enclosure

Parent Assn. For Children  
With Special Needs  
Box 4512  
Mt. Edgecumbe, Ak. 99835  
April 6, 1981

Senator Stimson  
State Capital Bldg.  
Pouch V  
Juneau Ak. 99811

Dear Senator Stimson,

I am writing for a local Sitka group- PACS, The Parent Association for Children With Special Needs. Our group urges you to continue to support and to pass Senate Bill No. 305. Through passage of this special education bill, you will be helping to give our community's special children the education they need to develop into useful citizens. Thank you for your help and continued support.

Sincerely,

*Marcia Hirai*

Marcia Hirai  
for PACS

B71214  
Sitka, AK 99835  
April 5, 1981

Senator Stinson  
Pouch V  
Gumau, AK 99811

Dear Senator Stinson

We are writing to urge your continued support for  
the passing of Senate Bill No. 305. This bill providing  
for special education funding is of great concern  
for us so that our handicapped daughter, as well  
as others, continue to the education she requires.  
Thank you for your consideration.

Sincerely,

Lucille + Connie Ellington

APR 1, 1981

(SERIES) Patty Hinsley

representing my self and other handicapped.

P.O. Box 99, Delta Junction Alaska, 99437

895-4497

Terry Stimson Sen.

Fiscal Support for special education

I am a member of a Couple of Special education classes, and I will be for two more years. I would like to have an education, like any other high students do. We need the money for special education. Please increase state funding for handicapped and gifted students, in Alaska.

Patty Hinsley  
895-4040 - School

THE FOLLOWING DOCUMENT(S) MAY NOT FILM  
LEGIBLY BECAUSE OF POOR QUALITY OF THE  
ORIGINAL.

April 7, 1981

The Honorable Terry Stinson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stinson:

I am writing in favor of SB 365 concerning Special Education Funding. As a vocal parent in the Anchorage School District, I have found our school board to be sympathetic to the special needs of the handicapped. However, other Alaska school boards or vocal parents like mine are not always blessed with sympathetic school boards or vocal parents. Kids suffer when special ed. money is not being put in the budget. I'm glad to see this come further a way to their dilemma.

5401 North Star  
Anchorage, AK  
99502

Dear Mother Sweden

I have now captured the  
2nd 100,000 as a part of the  
the 1st 100,000 and it is  
as a result of the  
the 1st 100,000

100,000

100,000

THE FOLLOWING DOCUMENT(S) MAY NOT FILM  
LEGIBLY BECAUSE OF POOR QUALITY OF THE  
ORIGINAL.

3-31-81

Melissa Holliday

1000 University, Santa Monica, CA 90405

PO Box 405 De Soto, GA 30030

MEMORANDUM

TO: Gene Terry - 1000

FROM: Melissa Holliday (1000)

SUBJECT: [unclear]

If they want some [unclear] 27 9

FI [unclear] [unclear]

Date April 1, 1981

Name (Print) Lois Treymal

Occupation Self / Handicapped - Student

Address Box 26

Delta, Alaska 99737

Phone Number

Re Terry Stinson

Fiscal support for - parents - Ed.

My son, a ninth grader at Delta High School  
asking for money for the teacher's union since  
the federal government is trying to take the  
state's money we have.

We are hoping for a new state with direct  
state income tax.



3/31/80

Timmy Jean  
myself / handicapped students  
PO Box 96 Fort Greely Alaska

Sen. Terry Stinson

Fiscal Support for Special Ed

We need money so that we can  
learn and become like others without  
the money to help we won't get the  
education that we need. So I ask  
you as a student to help make  
the law so we can get the  
education and help we need.

Thank you

Timmy Jean

4-1-81

Tina Jones  
writing MYSELF

Box 742 APO Seattle Wash.

98733

895-3339

Sen Terry Stinson  
Fiscal support for special Ed.

I am a student in a special education class. Please give all the special education more money for our teachers, because we need the money to let our teachers can keep their jobs. Please make sure that will tell the state to make up for cuts in federal education support and increase state money for disabled students.

Tina Jones

April 1, 1991

Bruce Hebert

~~907 501 2~~

P.O. Box 703 Delta Junction ALASKA

99827

895-4609

Mr. Terry S. ...

... for special education

As a handicapped, I am presently asking  
you to give the state of Alaska the money  
to keep the SPED going so we may  
learn what we have to provide at the  
direction of the senator so that we may get a  
job. If we don't have the money we will  
know what we have to do in a  
job.

Bruce Hebert

April 2, 1981.

Lana Deanne Hutto  
Handicapped at Delta High School  
Box 466 Delta, Ga. 31137

Phone No. 815-4554.

Senator Terry Stinson  
Fiscal Support (Special Education)

As a parent at Delta and  
being in a specialized class it  
has been a struggle for my father  
these circumstances which require  
to make up for federal cut.  
Help address the gap provided  
for their future. Thank you for  
listening.

John D. Hutto

THE PRECEDING DOCUMENT(S) MAY NOT FILM  
LEGIBLY BECAUSE OF POOR QUALITY OF THE  
ORIGINAL.

# ALASKA RESOURCES FOR THE MODERATELY / SEVERELY IMPAIRED

1111 EAST DOWLING ROAD - ANCHORAGE, ALASKA 99502 - PHONE (907) 349-2547  
3401 East 42nd Avenue, Anchorage, Alaska 99504 - Phone (907) 277-5633

Roy Anderson  
Coordinator

March 25, 1981

Senator Terry Stimson  
Vice-Chairman  
Health, Education and Social  
Services Committee  
Pouch V  
Juneau, AK 99811

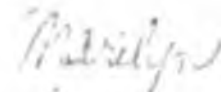
Dear Senator Stimson:

The Rural Service Delivery Model program, through Alaska Resources, has been implementing a pilot project to provide assistance to the special education students and staff at Selawik Schools. One of the responsibilities of the program was to prepare a monograph for this project.

For your information, I am enclosing a copy of the monograph which appeared in "Reaching Beyond the City," a publication produced under a contract from the United States Education Department, Office of Special Education and Rehabilitative Services. In this publication, the unique conditions of Alaska's Rural Service Delivery Model for School Aged Handicapped Children are addressed and compared to other federally funded rural special education programs in the United States.

In continuing to provide assistance to Northwest Arctic School District, the second project year has been expanded to include the villages of Kotzebue, Deering and Buckland. During the third year, the project will be expanded to serve the entire district.

Sincerely,



Marilyn Staci  
Project Coordinator  
Rural Service Delivery Model

MS:cy

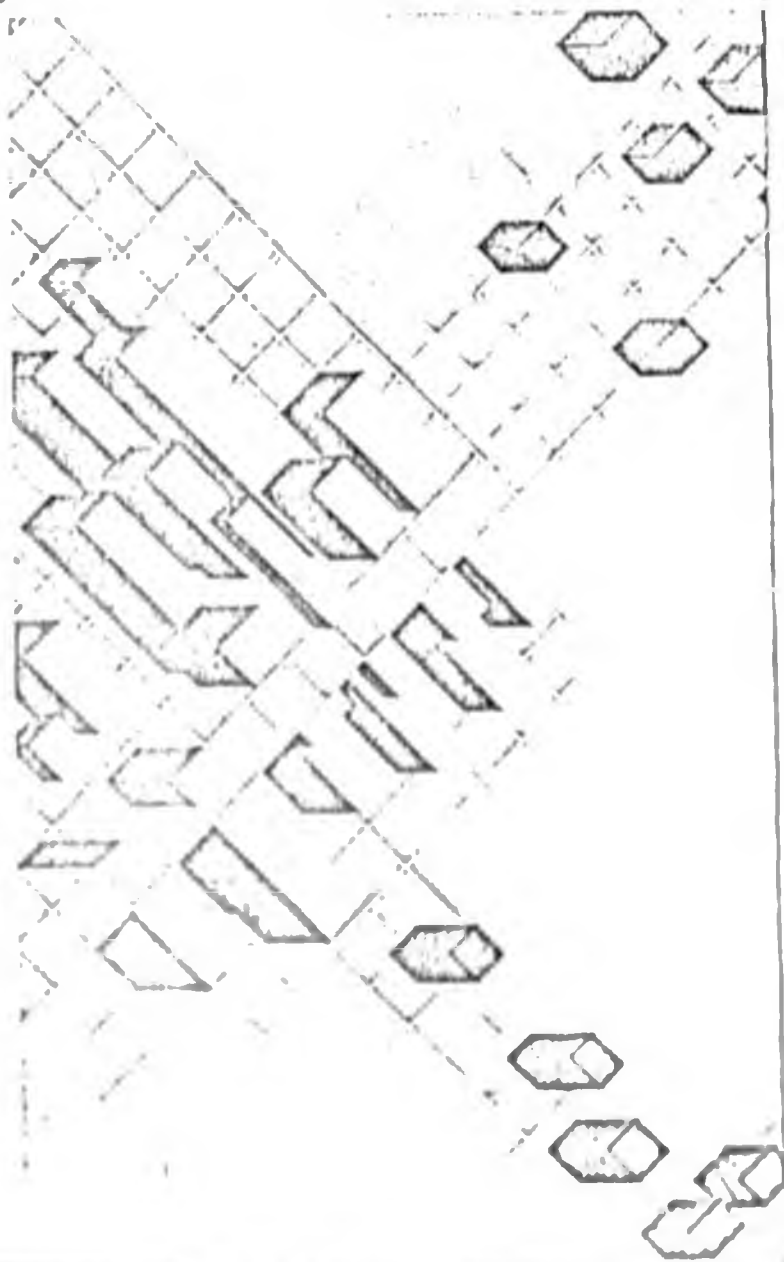
Enc.



PDAS  
Program Development  
Assistance System  
University of Washington

Reaching  
Beyond  
The City  
Special  
Education  
in Non-Urban  
Settings

Co-Editors:  
Marilyn Stack  
Roy Anderson  
University of Washington



## Alaska Rural Service Delivery Model for School-Aged Handicapped Children

Marilyn Stack  
Roy Anderson

Educating handicapped students who live in remote areas of Alaska is not an easy task, considering the state's land mass of 586,500 square miles. Alaska is larger than California, Montana and Texas combined. Other factors, such as severe weather conditions, almost nonexistent road systems and substantial distances between villages offer a real challenge to the delivery of service to handicapped students in these remote areas. In an effort to facilitate the delivery of appropriate services to these children, the Rural Service Delivery Model was initiated. The project's site is the Northwest Arctic School District's village of Selawik.

The Rural Services Delivery Model project is concerned with delivering free and appropriate special education services to school-aged handicapped students in a remote village in Alaska. The project provides intense training of special education personnel in the village to prepare them for varying kinds and degrees of handicapping conditions, and it provides consultants as necessary to assure that each handicapped student's needs are provided for.

## Community Characteristics

Selawik is located on the Arctic Circle in the northwest portion of Alaska, and its climate is characterized by long, cold winters and cool summers. Temperatures range from 83 °F in summer to -50 °F in the winter. The average temperature for the year is 20.7 °F. Annual precipitation includes 35-40 inches of snow and seven inches of rain for a total of only 10 inches of moisture. Agriculture is not attempted on a large scale because of the cool climate.

Like many other villages in Alaska, Selawik has no roads, highways, or railway connections. Thus, air transportation is the only feasible way for project staff to travel back and forth from Anchorage. There is daily jet service between Anchorage and Kotzebue, where the district administrative offices are located. From Kotzebue it is possible to charter a small plane or to fly on the mailplane that makes two trips to Selawik per day; however, because of weather, it is not uncommon to contend with last-minute schedule changes and delays.

Within the village, people travel by snowmobile, boat and foot. Snowmobiles are usually followed by a sled which carries gear and supplies. Occasionally, sled dogs are used for transportation, but this once common sight is becoming a rarity as technology advances into rural Alaska. A system of ribbon-like boardwalks that runs throughout the village allows for foot movement over the boggy tundra. Because the Selawik River separates the village into separate parts, it is impossible during "freeze-up" or "break-up" for people to move from one bank to the other. Since the school and airport are on opposite banks, consultants sometimes cannot make their appointments.

Television, new to the village this year, is the most recent communications medium. With a good antenna it is possible to receive the public service radio station in

Kotzebue, 86 air miles from Selawik. Phone service operates via satellite and is not always reliable.

The once common semisubterranean dwellings made of driftwood and sod are being replaced by state and federal government housing. Unfortunately, these homes are less efficient in terms of heat loss than the indigenous dwellings and have problems holding up to the severe arctic conditions. Rent and heating oil costs, however, are government subsidized.

Professional resources, such as health care, social services and legal services, are available to the people of Selawik, but are not always accessible. In general, this inaccessibility stems from a lack of knowledge about what these professional resources are and how they can benefit the villagers. Because the resource centers are understaffed and responsible for servicing a large geographic area, the few individuals in the village who are aware of these resources frequently find it difficult to contact resource personnel. Selawik, for instance, has two full-time health aides who can perform limited on-site medical treatment, but if villagers need hospitalization they must fly to Kotzebue, 86 miles away, or in some cases, to Anchorage, 560 miles away. The offices for social services, legal services and the school district operate out of Kotzebue.

Opportunities for education beyond the twelfth grade are not readily available. The Cross-Cultural Education (X-CED) Program, which is available through the University of Alaska, allows villagers to work toward teacher certification without having to leave the village. Students complete their courses through correspondence, local school practicums and itinerant instructors. The only other option for a villager wishing to take college courses is to move to a larger urban area, such as Fairbanks or Anchorage.

## Socioeconomic Characteristics

The indigenous population of Selawik is Eskimo; their native language is Inupiat. English is a strong second language and is spoken quite fluently by most school-aged children. It is estimated that these people obtain approximately 80% of their protein and nearly 50% of their carbohydrate directly from the land. Their diet consists of moose, caribou, fish, bear, whale and seal as well as berries, roots and greens. In 1971 more than 70% of Alaska Natives were dependent on hunting and fishing for subsistence.

Transition from a subsistence- to a money-based economy is now occurring, but slowly. In 1976 the equivalent of 24 full-time jobs were available in the village; many residents leave the village for seasonal employment such as fire fighting, commercial fishing or cannery work. Arts and crafts comprise a small "industry" within the village. Items such as blankets, parkas and mukluks are handmade from materials obtained in the environment and are sold locally or to wholesale distributors. Because of the poor economy in the village, there is a limited tax base; however, numerous state and federal monies are made available to the villagers through various programs.

This transition from a subsistence- to a money-based economy is best demonstrated statewide. In 1971 the Alaska Native Land Claims Settlement awarded Alaska Natives 40 million acres of land, \$426.5 million, plus a \$90 million royalty on state mineral rights. Uniquely, administration of the settlement was left to the native residents as voting stockholders, organized into regional corporations. The success of such a system is difficult to predict at this early stage. Each regional corporation is unique in terms of management strategies, management capabilities, and natural resources. Some corporations are doing well, others are not. Selawik Village Corporation is part of the Nana Regional Corporation

whose headquarters is in Kotzebue. The corporation has 5,000 stockholders and is receiving in incremental payments \$62,000,000 and 2.3 million acres of land.

The Eskimo are aware of and nurture their cultural traditions. Families are large; 10 to 12 children are common. The family unit extends beyond the immediate core family to include all blood relatives and in some cases other village members. Because of the inconsistent supply of food, the Eskimo often have difficulty feeding their large families. A spirit of mutual help is prevalent in the village, and people take care of one another in times of need. The Eskimo also have a strong religious base as evidenced by the three separate churches in Selawik, including Baptist, Seventh-Day Adventist and Friends' churches.

An example of Eskimo alliance on an international level may be seen in the 2nd Annual Inuit (Eskimo) Circumpolar Conference which was held July 1980 in Greenland. Cultural and political unity were major forces of the conference. In an effort to preserve and teach their culture and language, the delegates voted to create an Inuit university. A quote from Alaska's Native People (Morgan, 1979) summarizes the Native Alaskan's situation as it exists today: "Today's Native Alaskans are actively preserving their old ways while energetically taking a major place in the white man's capitalistic society. Whether they have the best or worst of both worlds is yet to be seen" (p. 47).

## School District Characteristics

Selawik is part of the Northwest Arctic School District with its administrative office in Kotzebue. The school district encompasses a 36,000 square mile area equal in

to Indiana. Eleven separate villages are contained within the school district. Enrollment for 1978-79 was 521 students. In 1979-80 the beginning teacher salary for the district was \$20,033; this salary will increase to \$23,038 in 1980-81.

The schools in the Northwest Arctic School District are central to local community life. They provide a meeting place as well as a source of entertainment and community education. A work study program allows the students while still in school to explore careers in specific fields such as typing, home economics, shop and restaurant work. Curricular material for teaching is plentiful in most villages. This year Selawik will begin to establish a skills bank to collect and reference all existing material for teachers. Equipment, such as audio/visual equipment is also available. The Rural Student's Vocational Program (RSVP) allows for a small percentage of special education students to experience jobs on site in the cities.

The school district is responsible for delivery of services to special education students who reside within the district's jurisdiction. It is the Director of Special Education's responsibility to supervise special education services. In Selawik there are 165 students dispersed among the elementary, junior and senior high schools. Twenty-five of these students are receiving special education services. Their handicapping conditions range from multiply handicapped and severely deaf, to mildly handicapped learning disabled students. These students are readily accepted by their peers and the community as whole.

Full-time special education teachers and special education aides supply direct service to the special education population in Selawik. Special education teachers' responsibilities include teaching children with a wide range of handicapping conditions and providing a continuum of service, varying from self-contained classrooms to resource rooms. Both special education teachers have degrees in special education. Aides are

usually hired from the village and trained while on the job. Some support services are available to the special education program through the school district. In addition to the Director of Special Education, support services last year included an audiologist and a school psychologist.

### Model Program Description

The Rural Service Delivery Model allows staff from Alaska Resources for the Moderately/Severely Impaired (ARMSI), located in Anchorage, to work closely with staff from the Northwest Arctic School District. Major activities the first year were confined to the Selawik School, with plans for expansion next year, 1980-81, to include three additional sites within the Northwest Arctic School District.

The philosophy of the Rural Service Delivery Model is that handicapped individuals are served more appropriately within their own villages. In Alaska, however, the trend has been to remove these individuals from the rural area to urban special education centers. Implementing programs consistent with the philosophy of nearest home placement is not an easy task and demands the close attention of local school district administrators and rural project directors; these officials must scrutinize the service delivery system as it now exists. Through this scrutiny, new and innovative systems which allow handicapped individuals to attend school in their local districts can be defined and developed. Establishing an urban service delivery system which incorporates a number of professionals supplying daily direct services to handicapped students is both unfeasible and cost prohibitive in rural areas of Alaska.

considering the many implications of educating handicapped students in rural settings, these five questions should be asked:

1. Does each handicapped student have a free and appropriate education?
2. How will coordination occur for all the related services a severely handicapped student might need?
3. How will hiring and retaining qualified staff occur?
4. Will staff training needs be met on a consistent basis? and
5. Can one special education teacher possibly have the knowledge to deal with the variety of ages and handicapping conditions found in most rural situations?

The Rural Service Delivery Model has attempted to address these questions through various activities. Training, technical assistance and consultant services are among some of the activities supplied to Northwest Arctic School District staff and administrators, as well as parents of the handicapped students, high school students and city employees.

Early in the school year, training and consultant needs were assessed. This assessment was accomplished by a trainer from ARMSI through personal interviews with the various Northwest Arctic School District staff; next year more formal written assessment will be included. From a needs assessment, consultants were identified and objectives were established. The project staff were able to supplement the existing special education services available through Northwest Arctic by arranging and paying for a school psychologist, physical therapist, deaf education specialist and audiologist, each of whom traveled to Selawik throughout the school year. These consultants were expected to assess and evaluate existing programs and to interpret their results into programmable information for the special education teacher. Before the

consultants left Selawik, they wrote individualized programs which outlined the skill areas identified through the evaluation efforts. The consultants also gave technical assistance in conducting specific programs to teacher's aides and parents. These programs were then incorporated into the Individual Education Plan.

Subsequent follow-up needs of the special education teachers were handled through the ARMSI trainer, who acted as a liaison between the teachers and consultants, consequently eliminating the need for expensive on-site visits by the consultants. For example, a question arose regarding a feeding program set up by the physical therapist, trainer and special education teacher for a multiply handicapped student. The teacher contacted the ARMSI trainer who in turn contacted the physical therapist, discussed the situation and relayed the message back to the teacher. The trainer modeled the correct procedure during her next visit to the teacher.

On-site training provided by the trainer during visits emphasized the concept of the special education teacher functioning in the capacity of an educational synthesizer, to borrow Bricker's (1976) terminology. As a synthesizer, the teacher must be able to draw relevant information from a variety of specialists and then integrate such information into intervention procedures that can be implemented in the classroom and at home.

Training of the consultants prior to their visits stressed the necessity for the consultants to be willing to share their expertise actively with village parents and staff. Thus the consultants must become resource persons to the significant few who come in contact with students on a daily basis.

During this past year areas of training provided by ARMSI staff included referral/assessment, program development and evaluation, individual prescriptive programming and data collection. Other areas included sign language training, hearing aid use and care, and the increase of

hearing loss awareness in normal hearing individuals. Various curricula and educational materials were utilized to meet these training needs. Following each visit by the consultant and trainer, an evaluation form was completed by the individual who received the training. This feedback was used to improve upon subsequent visits, and improve upon the delivery of service by ARMSI staff.

A large portion of the trainer's responsibilities included coordinating various ancillary service agencies. For example, this past year the high school special education teacher felt his deaf student would be best suited with an ear-level hearing aid instead of a body aid, which the student refused to wear. To coordinate this substitution, the trainer contacted the audiologist at the Native Hospital in Anchorage and the state audiologist in Fairbanks. As a result, the student received an ear-level aid and is involved in a program for increased usage of the new aid.

The total number of consultants and trainers brought to Selawik this year was six; the number of special education students served was 25. The total number of days spent in Selawik and Kotzebue by project staff and consultants was 40. Those who received technical assistance and training through the project included two special education teachers, two aides, three regular education teachers, one principal, one director of special education, 15 high school students, four family members and one city employee.

#### Priority Issue or Difficulty

The difficulties which face rural education agencies in delivering special education services to their handicapped population are numerous. Thus, to pinpoint a specific

difficulty is a hard task. At this point, however, the most critical difficulty is high staff turnover.

Staff turnover in rural Alaska involves not only the teachers and aides in direct contact with students, but also the administration and support staff. For example, within the Northwest Arctic School District office in Kotzebue, three out of four support staff for special education have recently resigned. This 75% turnover rate included the Director of Special Education, the coordinator of the teacher center and the audiologist. In Spring 1980, a new Director of Special Education was hired and has since resigned.

In Selawik, out of three full-time special education teaching positions, two teachers and one aide, only one teacher is returning. The result of such high turnover is a break in continuity and, thus, a lack of consistency in instruction and programming from one year to the next.

#### Restraining / Facilitating Factors

The greatest restraining force which precludes overcoming the high turnover rate among school district personnel is isolation. Contributing to the sense of isolation are the region's remoteness, the long cold winters and the feeling of being in a minority trying to fit into a different culture.

To counteract this high turnover rate a number of steps are being taken by the project to supply technical assistance to the school district. Suggestions include the school district making available to newly hired staff an incentive system which correlates highly with their job descriptions and length of employment with the school district. Once a position is filled it is crucial to have

support channels established and open so staff as well as administrators know where to turn when they need assistance.

The project supports the Eskimo's long-range goal of counteracting high turnover. Providing this support involves addressing the need for Eskimos to structure their own programs in education, health, housing, communications and transportation. Innovative university programs, however, still must be developed which meet this need to allow Alaskan Natives to fill professional positions and thus to become more independent in the future. Programs such as X-CED need to be expanded so they can reach more people. In addition, village high school students need to be encouraged to continue their education.

#### Reference List

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