

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

1591 SHESS HB 812 1591

Mrs. Betty Segock
Elim, Alaska 99739

August 18, 1980

Mr. Earl J. Barlow
Director, O.I.E.P.
Bureau of Indian Affairs
18th & C Streets N.W.
Washington, D. C. 20240

Dear Mr. Barlow:

We have heard that Mt. Edgecumbe High School will be closed in 1981. This is where most of our students attend high school and they want to graduate from there. Most of our Eskimo students do not, I repeat, do not have a chance to go to a very good school like that. Quite a few of us Natives did not get any money from the Alaska Native Land Claims Settlement Act so our best chances are to let them attend high school at Mt. Edgecumbe through the Bureau of Indian Affairs.

I know that most parents from my District would like for their sons and daughters to attend Mt. Edgecumbe High School. All the students from my District (IV), said they want to graduate from there because they have a wider range of classes to choose from if they need to get a higher education like colleges, law school, skill centers, etc.

All the old students that went to Mt. Edgecumbe before say that that is where they want their sons and daughters to go.

When our sons and daughters go to Mt. Edgecumbe High School it is like sending them to a Cadet School. There they learn to be away from their parents, learn discipline, learn to mix with other students from other districts, learn how it is to live in larger cities and to associate with people outside their own environment, and learn how to support themselves. This is just a few of many things they learn at Mt. Edgecumbe.

Before you plan to close the school, please give the other students a chance to learn away from home. Some day they will be your Armed Forces, etc. As a Board Member I support keeping the high school open. Listen to us first before you act.

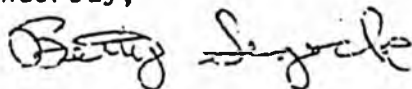
We need to work together for the best of our young people. They are the ones who need it most right now. They are the future.

Mr. Earl J. Barlow
August 18, 1990
Page 2

Last of all I give my support to keep the school open (as a parent). I'll be happy to hear from you or anyone concerning this matter.

Thank you.

Sincerely,



Betty Segock
School Board Member
Mt. Edgecumbe High School

cc:

LeRoy Demmert
Superintendent
Bureau of Indian Affairs
Mt. Edgecumbe High School
Mt. Edgecumbe, Alaska 99835

Ray Paddock, Chairman
Human Resources Committee
One Sealaska Plaza
Juneau, Alaska 99802

Sidney Mills, Ass/t Secty
Department of the Interior
19th & C Streets, N.W. CODE IA-00
Washington, D. C. 20240

Frank Ferguson, President
Alaska Federation of Natives
1577 C Street, Suite 304
Anchorage, Alaska 99501

ELIM NATIVE CORPORATION
ELIM, ALASKA 99739
(Phone No. 885-8001)

August 18, 1980

Mr. Earl J. Barlow
Director, O.I.E.P.
Bureau of Indian Affairs
18th & C Streets N.W.
Washington, D. C. 20240

Dear Mr. Barlow:

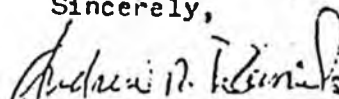
The Board Members of the Elim Native Corporation are: Andrew Daniels, President, Nathan Murray, Vice-President, Helen Davison, Sec/Treas., Charles Saccheus, Board Member and Hans Jemewouk, Board Member.

We wish to give our support to keep Mt. Edgecumbe High School open indefinitely.

We do have a high school here in Elim but we want our children and parents to have a choice in which school they want to attend. Mt. Edgecumbe is the best choice since they have a wider range of activities and classes to prepare them for the future.

Thank you for your attention to this matter.

Sincerely,


Andrew N. Daniels
President

AND/hjd

cc: Leroy Demmert
Superintendent
Mt. Edgecumbe High School
Mt. Edgecumbe, Ak 99835

Ray Paddock, Chairman
Human Resources Committee
One Sealaska Plaza
Juneau, Alaska 99802

Sidney Mills, Ass/t Secty.
Department of the Interior
18th & C Streets N.W. CODE IA-00
Washington, D. C. 20240

Frank Ferguson, President
Alaska Federation of Natives
1577 C Street, Suite 304
Anchorage, Alaska 99501

ALASKA NATIVE BROTHERHOOD CAMP # 1 and ALASKA NATIVE SISTERHOOD CAMP # 4

SITKA, ALASKA

RESOLUTION # 80-1

Title: Protesting proposal of Mt. Edgecumbe High School closure.

WHEREAS: The recent proposal recommending the closure of off reservation Boarding schools namely the Mt. Edgecumbe High School, and

WHEREAS: Alaska Native Education has been of the highest priority for producing good citizenship, and self reliance, and

WHEREAS: Numerous outstanding Native leaders are products of Mt. Edgecumbe High School, and including the recent commissioner of Indian affairs, and

WHEREAS: No other alternative exists to fill this vital need of quality education and also serves well in conditioning students who wish to pursue higher education to deal with the endemic trauma of cultural shock, and

WHEREAS: Any closures would be a gross disregard for quality education and severe economic effect plus the extreme hardships it will cause to long time local employment;

THEREFORE BE IT RESOLVED: That Sitka Alaska Native Brotherhood and Sisterhood at it's regular joint meeting of April 28, 1980 voice a strong protest to any recommended closure;

BE IT FURTHER RESOLVED: That copies of this resolution be made available to our Congressman, Commissioner of Indian Education, Area Director, and other appropriate government agencies, Native corporations and organizations.

Duly Adopted this 28th day of April, 1980.

Signed

J. W. A. P. H. A.
Secretary



Design by Robert Davis

Sitka Community Association
TRIBAL GOVERNING BODY - BARANOF ISLAND AREA

Box 4360
Mt. Edgecumbe, Alaska
99835
Tel.: 907-747-3207

Tribal Council
Henry Benson, President
Al Perkins, Vice President
Secretary
Norman Williams, Treasurer
Vesto Luminicks
Gerald Hope
Virginia Thomas
Bill Brady
Andrew Hope, General Manager

SITKA COMMUNITY ASSOCIATION
Resolution of the Tribal Council
Resolution # 80-4

WHEREAS: Mt. Edgecumbe High School has served the educational needs of Alaska Native people for more than thirty years, and

WHEREAS: There is a continuing need on the part of Alaska Native people for high quality secondary education, and,

WHEREAS: Mt. Edgecumbe High School enrollment has been increasing in recent years despite the vast number of small high schools that have been constructed by the state, and,

WHEREAS: The rising enrollment clearly demonstrates the commitment and faith of the Alaska Native people in the future of Mt. Edgecumbe High School, and,

WHEREAS: The new regulations that govern operation of Mt. Edgecumbe insure that Alaska Native Tribal Governing bodies develop policy for Mt. Edgecumbe High in keeping with the intent of self-determination.

THEREFORE BE IT RESOLVED: That the Tribal Council of the Sitka Community Association strongly supports the continued operation and existence of Mt. Edgecumbe High School.

BE IT FURTHER RESOLVED: That the Sitka Community Association Tribal Council urges all Alaska Native organizations to go on record in support of the continued operation of Mt. Edgecumbe High School.

Duly Adopted this 7th day of February, 1980

Henry C. Benson, Sr., President

Al Perkins, Secretary

VOTING RESULTS: YEA 5 NAY — ABSTENTIONS — ABSENT —

BRISTOL BAY NATIVE ASSOCIATION
P.O. Box 129
Billiechuk, Alaska 99576
By the Executive Committee

RESOLUTION NO. 80-19

- WHEREAS, Young people are our most important resource; and
- WHEREAS, In order to realize the full potential of these young people, the opportunity for a good education must be available; and
- WHEREAS, Mount Edgecumbe provides one of these opportunities for a good education; and
- WHEREAS, There is some question as to whether Mount Edgecumbe will remain open;

NOW THEREFORE BE IT RESOLVED by the Executive Committee of the Bristol Bay Native Association that this organization fully supports keeping Mount Edgecumbe open.

SIGNED _____

President

CERTIFICATION:

I, the undersigned secretary of said Association, do hereby certify that the Executive Committee is composed of (10) members, of whom 7 were present at a meeting the 25th of April, 1980, and that the foregoing resolution was adopted by the affirmative vote of 7 members.

Secretary

P E T I T I O N

By the students of
MT. EDGE CUMBE HIGH SCHOOL

WE, the students of Mt. Edgecumbe High School, would like to express our concerns and feelings about the possible closure of our high school.

AS Alaskan natives, we seriously feel that this high school has been a major asset to the graduates, and that it will be an asset to the future graduates if Mt. Edgecumbe High School remains open.

WE strongly feel that the joining of our different cultures is beneficial to our education, opportunities, and ways of life.

BY keeping Mt. Edgecumbe High School open, we will have an opportunity to receive a comprehensive education. Mt. Edgecumbe High School offers a broad academic curriculum and a wide range of extra-curricular activities.

WE feel that we should have Mt. Edgecumbe High School as an alternative to a village high school education. We feel that a village high school education is inadequate for our needs and future goals.

WE are enclosing our comments and personal opinions; they express and represent the voice of the students of Mt. Edgecumbe High School. We will appreciate your attention and careful consideration of this matter which is so important to us.

THANK YOU

Annie E. Patkotak
P.O. Box 688
Barrow, Ak 99723

August 28, 1980

Mr. Earl Barlow, Director
Office of Indian Education Programs
Department of Interior
Bureau of Indian Affairs
18th & C Streets NW Code 500
Washington, D.C. 20245

Dear Mr. Barlow:

I am a concerned citizen and parent writing to let you know that the closure of Mt. Edgecumbe High School in 1981 will have such a high impact on native students that are now attending the high school there and planning to graduate in the near future. Not only the future graduates, but what about the students that are now just beginning to attend. I for one have a son that chose to attend Mt. Edgecumbe in his sophomore year and is now in Mt. Edgecumbe and plans to graduate in 1983. He has expressed his opinions about the school and would like to graduate from there. We live here in Barrow and although there is a high school here there isn't enough extra-curricular school activities to motivate his interests and also to make matters more complicated the high school here does not have any programs for specially gifted students, whereas, in Mt. Edgecumbe there is a program that is being implemented dealing with specially gifted children.

My son is one of the students that has a very high I.Q. and some of his educational needs were not being met at the local high school and as a concerned parent I would like to see the school in Mt. Edgecumbe continue. I would like to see my son graduate from there as I am a graduate from Mt. Edgecumbe High School 1963. The school has a lot of advantages that are very high in standards such as the curricula and the extra-curricula activities. They have bowling, rollerskating, basketball, and a variety of other activities that I can't seem to mention all as once. The school counselors and staff have a very high degree of self determination that is being passed on to the students that attend the school. I for one am a product of that school and I admire the principles set forth thru the school in just accepting each student as an individual and to be sure that they learn and not just take up space in a classroom. I would put the school on a high class rating if I were asked about it.

All of the students that I attended school with in 1959 thru 1963 are all employed in the Regional Corporations, in PHS Hospitals, in local governments, at the airports, at the schools, in the construction business. They are today's leaders in our communities.

E. Barlow/A. Patkotak

August 23, 1980

Page two

The students that I was in contact with during my high school years are now making decisions in high capacity's that would bend your ear. They are now all involved one way or another in the making of the State of Alaska. I know a person who attended Mt. Edgecumbe High School that graduated from there and is now the Borough Mayor for the North Slope, I know another person who is also a graduate that is a president of a large native corporation and is working out of the Northwestern state of Alaska. I know many graduates of Mt. Edgecumbe that have made successful businessmen and are now dealing in the millions of dollars in fisheries, lumber, coal, Oil & Gas industries. I would like to point out the fact that without these students that have graduated from Mt. Edgecumbe we would be living in the stone age as far as being native leaders. Today the native leaders in our communities in Alaska are mostly graduates of Mt. Edgecumbe. Why not give our children a chance to prove themselves by finishing school there. I have noticed that there were a great deal of high school dropouts from the local high schools not only here in Barrow but in other areas of Alaska, because the teachers are there for the big bucks, not for the sake of teaching our children but for their own worth. I had a chance to see this firsthand in a rural bush school. I know that the federal government spend millions of our tax dollars in paying the former presidents their monthly allowance so to speak, Look at Nixon's home, what about the judges, the lawyers that have per diem, and travel at governments expense. What about welfare? I know that six million dollars is nothing compared to the overseas monies alloted different federal government agencies for operations for the sake of having an embassy that does not serve its purpose because they have to vacate these premises due to wars, famines, and many other ailments too expensive to mention.

I know that the congressmen and politicians are aware of the problems that we may be having here in the State of Alaska as far as operating local schools, such as in Beaver, Ak there is about five students that should be in high school, but they aren't because of no school due to lack of funds. What about the Yupik area? What of Bering Straits, do they have a school? The only successful high school there is Covenant High in Unalakleet, but that takes only a handful compared to the 400-600 students that attend Mt. Edgecumbe, but how many of these actually graduate from high school. I worked for Northwest Arctic School District out of the village of Noatak in 1978 as secretary to the Principal and there were students who did not graduate from high school because the local high school only went as far as the tenth grade. I am aware of the problems of this area also because I have to deal with them almost everyday because I have three children that are now in grade school. What about high school? That leaves me in the cold to think that they will be sent to Anchorage? Fairbanks? What about the discrimination that they have to face in these big-city schools that do not offer any cultural or ethnic heritage classes. Do the non-natives have a culture left? What will they teach my children

E. Barlow/A. Patkotak
August 28, 1980
Page three

about self worth? Self-determination? will the children survive culture shock in these schools? I think the most important asset that Mt. Edgecumbe High School has is its interest in the individual student in preparation of entering a culture alien to native culture. That is the biggest hurdle I had to face when I first left home. I now look back and it was made a lot easier for me because I was prepared to enter into a non-native way of life that I knew existed but I am now able to take the best of both worlds and I feel I am competent enough to be able to make it in this world today. My biggest and best preparation came from attending Mt. Edgecumbe High School. I do hope that this letter of support for the school will not be overlooked as I know that it is essential for the future generations to come.

I am now employed in the North Slope Borough as Executive Secretary to the Borough Mayor.

Thank you and I anticipate the outcome of this matter.

Sincerely yours,

Annie E. Patkotak

Annie E. Patkotak

cc: Senator Ted Stevens
Washington, D.C.
Senator Mike Gravel
Washington, D.C.
Mt. Edgecumbe High School ✓
Superintendent
Clarence Antioquia, Area Director
Bureau of Indian Affairs

UNITED STATES GOVERNMENT

Memorandum

TO : As listed

DATE: February 15, 1980

FROM : Administrator, Area Education Programs
Juneau Area Office

SUBJECT: Mt. Edgecumbe High School Application Package

The REAA has assumed the responsibility for secondary education in the unorganized boroughs in Alaska. It is anticipated that students will be attending these local and district REAA high schools.

Mt. Edgecumbe High School will be serving students who have special needs and meet any of the following criteria:

1. One-fourth ($\frac{1}{4}$) Indian blood for eligibility.
2. Students who are 14-18 years of age, three to four years behind grade level and have completed eighth grade.
3. Students from overcrowded schools.
4. Schools where there is no local secondary program available and walking distance to school is more than $\frac{1}{4}$ miles and no bus transportation is provided.
5. Schools where programs and facilities do not adequately meet the needs of the student as determined by the parents.
6. Students presently enrolled at Mt. Edgecumbe High School who wish to return.
7. Social referrals will be accepted.

Students whose parents wish to have them enroll at Mt. Edgecumbe High School and meet any of the above criteria, can apply for admission to Mt. Edgecumbe High School. Application packets are attached and student will be admitted pending availability of funds and space.

Applications should be completed in duplicate and routed in the following manner: One copy of the completed application should be sent directly to the Bureau of Indian Affairs Agency Superintendent for Education in your area. The agencies are Bethel, Nome, and Fairbanks. In Southeast Alaska, applications should be sent through the Administrator, Area Education Programs, Juneau Area Office. Those in Anchorage should send their applications through Robert E. Portlock, Education Specialist. The second copy should be routed to the REAA Superintendent in your district.

The addresses for the Bureau of Indian Affairs Administrator, Area Education Programs, and Area Field Representatives are as follows:



5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Mt. Edgecumbe High School Application Package

2

Education Program Administrator
Attn: Robert E. Portlock
P. O. Box 2935
Anchorage, Alaska 99510

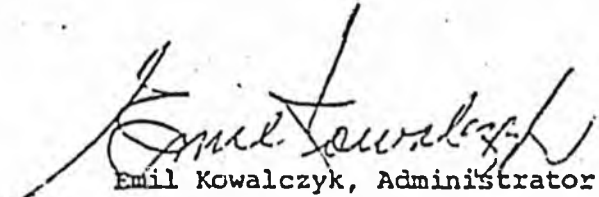
Agency Superintendent for Education
Bethel Agency
P. O. Box
Bethel, Alaska 99559

Agency Superintendent for Education
Fairbanks Agency
Box 16
Fairbanks, Alaska 99701

Agency Superintendent for Education
Nome Agency
Box 1530
Nome, Alaska 99762

Administrator, Area Education Programs
Juneau Area Office
P. O. Box 3-8000
Juneau, Alaska 99802

Completed applications should be mailed to the Bureau of Indian Affairs
superintendents in your area no later than April 22 for proper routing
to Mt. Edgecumbe High School and processing by the admission committee
by May 16.



Emil Kowalczyk, Administrator
Area Education Programs

cc: Chairman, Mt. Edgecumbe School Board
Chairmen, REAA School Boards
REAA School Superintendents
Superintendents for Education, BIA
Agency Superintendents, BIA

Mt. Edgecumbe High School Application and Admission
Policy Statement

The past few years have seen the development of new and exciting happenings in rural education with the establishment of Rural Education Attendance Areas (REAA's) in Alaska.

These events are coupled with the development of local secondary programs for village students, a long sought goal of Alaska Natives which the Juneau Area Office has and will continue to support.

It is also recognized, many of these new and proposed secondary programs will need time to stabilize and establish the various objectives delivery and evaluation system that will meet all major educational needs of individual rural students and the philosophies and goals of the duly elected school boards and community education committees.

We have every confidence that this will be accomplished and will assist in this task in whatever way possible. However, it seems evident there exists during this interim a need to provide individual parents and students an opportunity to choose an educational program that will best meet major specific needs of those students not served by an existing local secondary program or by a program with limited resources for providing all major needs of all individual students within its service area.

Therefore, the Bureau of Indian Affairs, through Mt. Edgecumbe High School, is providing one such alternative to the Native parents and students of rural Alaska, by making available the opportunity to make application to Mt. Edgecumbe High School if they feel the programs offered best suit their needs and feel they qualify under the admission criteria. It should be noted, because of these criteria and the limited number of spaces available at Mt. Edgecumbe High School, these applications must be reviewed, evaluated and prioritized for acceptance.

To accomplish this task, the local principal, as the educator who best knows both the applicant and local secondary opportunities available, will be asked to accept and review the completed applications and add his professional evaluation as to its merits.

An application will be forwarded to the REAA superintendent who is being charged by law with the duty of providing public secondary programs for all students in his attendance area and must be made aware of such applications for his program planning purposes.

In addition, as the chief education administrator of the attendance area, his review, evaluation and suggestions relating to individual applications will prove invaluable in the selection and placement process.

Applications will then be forwarded, with the evaluations attached, to Mt. Edgecumbe High School Admission Committee, which will recommend selection or rejection. This recommendation will be based solely upon eligibility according to the urgency of the applicant's need for the Mt. Edgecumbe High School alternative.

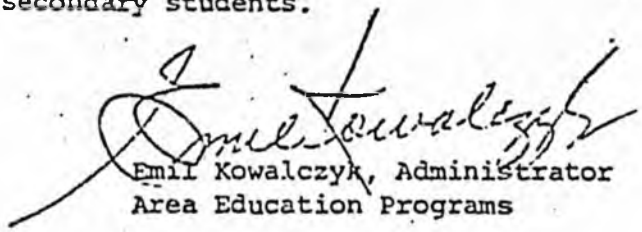
Application and Admission Policy Statement

However, due to the limited number of spaces available, late applicants may run the risk of non-acceptance, regardless of eligibility.

Parents, Bureau of Indian Affairs Superintendents and REAA Superintendents will then be advised as to the selection/non-selection of their applicants.

We realize that rural secondary education is in a stage of dynamic growth, and new programs and facilities are constantly being developed to meet the total needs of their students.

Through this policy, it is our intent to assist the parents, students and REAA in meeting these total needs during this developmental period, by providing a viable, proven alternative to those parents who feel the need for the specific educational services Mt. Edgecumbe High School offers at this time to Alaska Native secondary students.



Emil Kowalczyk, Administrator
Area Education Programs

Mt. Edgecumbe High School
Mt. Edgecumbe, Alaska 99835

Mt. Edgecumbe High School is federally supported and operated by the Bureau of Indian Affairs for young Native Americans from all parts of Alaska. Assisting with the administration of the program is the Mt. Edgecumbe School Board made up of parents of students who are elected to represent their own districts.

The school year consists of two semesters. A two to three week Christmas vacation may be scheduled each year depending on the availability of funds and travel ceiling to accomplish the necessary travel. Such plans would be announced as early as possible in the school year.

A comprehensive field of classes designed to prepare students for further study in college, vocational or technical training, and a comprehensive basic education resulting in the Mt. Edgecumbe diploma is offered. A minimum of twenty-one credits are required for graduation, sixteen specific requirements in English, math, science, social studies, home economics, shop, physical education, personal finance, and career education. The remaining five required credits are elective courses chosen by the student.

Yupik language classes are offered to all students providing instruction in speaking, reading, and writing the language. Other Alaska Native cultural activities are organized, such as the Native dance club and Alaska Native Arts and crafts. Students may take band, piano, or choir. Training in Native and modern arts and crafts are also available. Beginning and advanced physical education courses are offered. Interscholastic sports includes basketball, cross-country running, swimming, and track and field for boys and girls as well as wrestling for boys and volleyball for girls. Athletic trips provide an opportunity for students to compete in organized competition in many areas of Alaska.

The career education program provides students with background and practical experience relative to getting and holding a job. Students age 16 or over may work for pay under this program.

The pre-vocational curriculum is designed mainly to teach basic skills and understanding and to explore their own interests in shop, home economics, and business education courses. Shop courses include carpentry, gas and diesel mechanics, plant maintenance, welding, machine shop, basic electricity, metal arts, upholstery, and driver education. Home economics courses offered are foods and nutrition, clothing and textiles, child care, family relations, and food service. In business education typing, shorthand, and bookkeeping are taught.

Dormitory and home living programs stress those things necessary for today's young people to get along in the world of work and recreation. Students have their own enterprises such as a school store, bank, snack bar, student union, and concession at community events.

Such programs as hunter safety, swimming and intramural sports along with league competition in all sports are offered to give the student a wide choice in leisure time activities. Arts and crafts and Native Olympics are also offered to interested students through the recreation department.

Counseling services are provided by the guidance department. Students are seen by their counselors as needed. All students meet with their counselors at least twice each quarter. Counselors work with students to assist them with their personal, social or academic life throughout the school year. They also assist students with future plans after graduation.

To be eligible for admission to Mt. Edgumbe High School, one or more of the following criteria must be met:

1. Students who are 14-18 years of age and are three to four years behind grade level who have completed the eighth grade.
2. Students from overcrowded schools.
3. No local secondary program available and walking distance to school is more than 1½ miles and no bus transportation is provided.
4. Schools where program and facilities do not adequately meet the needs of the student as determined by the parents.
5. Students enrolled at Mt. Edgumbe High School who wish to return
6. Social referrals will be accepted.

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

As noted by Judith Kleinfield, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) ensure that Indian Tribes and Alaska Native entities fully exercise self determination and control in planning, priority setting, development, management, operation, staffing and evaluation in all aspects of the education process".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

March 9, 1982

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, AK 99835

Dear Mr. Demmert:

Thank you for setting up the meeting with the Senate HESS Committee for the 18th of March. At this writing, it seems that all committee members will be in attendance along with two staff members. Mayor Dapcevich has kindly offered transportation from the airport for all of us, and I anticipate that if the weather is cooperative, we should be there around 1:00 p.m.

As my aide informed you in the telephone conversation, our main concern in visiting Mt. Edgecumbe is to view all of the facilities associated with the boarding school. Any evaluations of the physical structures, particularly in reference to fire/life safety code compliance, would be of interest. If estimates have been done for any necessary remodeling for bringing the structures up to code, availability of those documents would also assist us.

Because your school is a federal facility, our knowledge is quite limited in regards to the curriculum and students, however, my information is that Mt. Edgecumbe provides an excellent transition for rural students and that the most highly motivated young people are the most likely to attend. A short discussion with the appropriate people on educational programming, curriculum development and the student population would seem appropriate.

CORRECTION

CORRECTION

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGEKUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfeld, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) ensure that Indian Tribes and Alaska Native entities fully exercise self determination and control in planning, priority setting, development, management, operation, staffing and evaluation in all aspects of the education process".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinicn.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

March 9, 1982

Charlie Parr, Chairman
Terry Stinson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, AK 99835

Dear Mr. Demmert:

Thank you for setting up the meeting with the Senate HESS Committee for the 18th of March. At this writing, it seems that all committee members will be in attendance along with two staff members. Mayor Dapcevich has kindly offered transportation from the airport for all of us, and I anticipate that if the weather is cooperative, we should be there around 1:00 p.m.

As my aide informed you in the telephone conversation, our main concern in visiting Mt. Edgecumbe is to view all of the facilities associated with the boarding school. Any evaluations of the physical structures, particularly in reference to fire/life safety code compliance, would be of interest. If estimates have been done for any necessary remodeling for bringing the structures up to code, availability of those documents would also assist us.

Because your school is a federal facility, our knowledge is quite limited in regards to the curriculum and students, however, my information is that Mt. Edgecumbe provides an excellent transition for rural students and that the most highly motivated young people are the most likely to attend. A short discussion with the appropriate people on educational programming, curriculum development and the student population would seem appropriate.

LeRoy C. Demmert
March 9, 1982
Page two

We would appreciate information on the items listed in the enclosure to the extent you can furnish it.

In view of the objectives of this visit, and the time involved, we would be happy to meet briefly with some representatives of the student body if you feel that the allotted time will be sufficient for us to make our 5:30 flight back to Juneau.

Thank you again for your cooperation, and we will see you on the 18th.

Sincerely,

Charles H. Parr
Chairman

Questions about Mt. Edgecumbe

1. Budget (all sources) for each of estimated three years.
2. Number of administrators, certificated staff, and other employees for each of the past three years.
3. Current ^{+25% cost} employee salary scale and the retirement system for employees.
4. Student enrollment by grade, average daily attendance, and number of graduates in each of the last three years.
5. Communities from which students are enrolled, for each of last three years.
6. Results of any longitudinal studies showing success rates of graduates in college.
7. Rules governing students and disciplinary measures.
8. Statistics on medical care for students for each of the last three years.
9. If school is liable to suit for injuries to students, how insurance is handled.
10. List of items (other than shelter, food, medical care, and classroom needs) furnished students. Which costs, if any, are not borne by the Federal government: (e.g. travel, pocket money, clothing).

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU ALASKA 99801
907-465-3900

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 15, 1982

SUBJECT: Mt. Edgecumbe takeover
TO: Senator Charles H. Parr
FROM: Richard A. Bradley
Legislative Counsel *B*

You have asked what the conditions on the takeover of the high school program at Mt. Edgecumbe would be. Would a contract or agreement have to be entered into, you asked. You also asked whether the state could continue to limit enrollment to rural students.

I discussed this with Carole Burger in the governor's office and she advises that the BIA has agreed to operate the school for an additional school year, through the spring of 1983. The conditions or the elements of transfer of the program seem accordingly rather remote; this is probably the fourth or fifth announcement of a closure of Mt. Edgecumbe in recent memory and yet it continues to survive. There had been reports earlier, Burger reports, that the incoming class this fall would be limited to continuing students; she reports that Lee Demmert, the superintendent (principal) at Edgecumbe reports that there will be no such limitation.

Mt. Edgecumbe is apparently the only boarding school in the state. Questions as to whether it would be continued on the future takeover seem to need resolution before the question of the kind of student who will be admitted is addressed. I do not believe that anyone is thinking about that question now that the closure/takeover is being put off a year.

The answer to your question: could the state limit the enrollment to "rural students" is, of course, yes. But as suggested, since there is no regional school program presently in operation under a state program or multi-area REAA program, the method of its operation will necessarily await future

Senator Charles H. Parr
Page 2
March 15, 1982

proposals by the executive and future action and responses by the legislature. I understand from Burger that the REAA in Bethel is operating a summer college prep school program on a regional basis in Bethel during the summer; to her knowledge, that was the only state-supported regional school program but it is limited to students from a single REAA.

If I may assist further, please advise.

RAB:ljb

HEALTH SERVICE FOR MT. EDGECUMBE HIGH SCHOOL STUDENTS

The Health Services provided to Mt. Edgecumbe students are superior to those that are sporadically offered to rural Alaskans. Such services are health screening annually of height, weight, vision, blood pressure, T.B. skin testing and a health conference. In addition to the above, each student, on initial enrollment to school is provided a hearing test, a blood test to check for anemia and a urine test to check for the presence of blood or sugar, than a health assessment (physical examination). Any deviations from normal detected are then treated or, as necessary, referred for appropriate attention.

Participants in athletic activities are required by the State Athletic Association to have physical examinations to meet eligibility requirements.

Health maintenance services include immunization updating and continuation of Rheumatic Heart Disease follow-up and surveillance of other chronic conditions such as arthritis, kidney disorders and otitis media.

Treatment of acute illnesses or conditions such as communicable diseases, including (V.D., Flu, Strep infections, other infections, infestations), anemia, gastric disorders, injuries, emotional crises and pregnancies, are available in such a way that the educational process is minimally interrupted during delivery.

Corrective services, such as hearing aid fitting, eye glasses refraction, dental care and ear surgery are services which require multiple visits and follow-up to assure effectiveness. These services must be accessible in order that excessive time is not lost from school in obtaining them.

Health Education is a vital component in a health service program. Sex Education, contraception, smoking, drug and alcohol education, as well as health care options with expected outcomes, are services which must be acceptable to the adolescent consumer. Adolescents are hesitant to seek services of a sensitive nature from relatives or friends and are acutely concerned with confidentiality. This is a problem in the rural areas.

Health promotion in the areas of nutrition, physical fitness, stress management, socialization, and positive lifestyle and health consumerism are critical factors in establishing a health population knowledgeable of, and practicing appropriate utilization of medical services.

Health career promotion has been an active and on going effort by the Health Services Staff here. This exposure is necessary to stimulate rural Alaskan youth to capablely practice self determination. Students are involved at the Wellness Center in the work study program. The time and cost of preventive services are much more efficient than episodic service only. These Health Services are not just niceties, but, rather necessary ancillary services for a high school population. Mt. Edgecumbe High School should not be closed until health services can be provided in the new school communities. The Regional Health Corporations need to be involved along with the State Department of Health and Social Services and Indian Health Service to develop and implement Health Services for Alaska's rural student if Mt. Edgecumbe would be closed.

PAY SCHEDULE EXECUTIVE PAY SCHEDULE 22, 1981

Following is the pay table showing the new General Schedule salary rates for the pay increase effective October 4, 1981.

	1	2	3	4	5	6	7	8	9	10
1	11,402	11,623	11,848	12,078	12,313	12,552	12,795	13,041	13,291	13,546
2	11,623	11,848	12,078	12,313	12,552	12,795	13,041	13,291	13,546	13,807
3	11,848	12,078	12,313	12,552	12,795	13,041	13,291	13,546	13,807	14,074
4	12,078	12,313	12,552	12,795	13,041	13,291	13,546	13,807	14,074	14,347
5	12,313	12,552	12,795	13,041	13,291	13,546	13,807	14,074	14,347	14,626
6	12,552	12,795	13,041	13,291	13,546	13,807	14,074	14,347	14,626	14,911
7	12,795	13,041	13,291	13,546	13,807	14,074	14,347	14,626	14,911	15,201
8	13,041	13,291	13,546	13,807	14,074	14,347	14,626	14,911	15,201	15,496
9	13,291	13,546	13,807	14,074	14,347	14,626	14,911	15,201	15,496	15,796
10	13,546	13,807	14,074	14,347	14,626	14,911	15,201	15,496	15,796	16,101
11	13,807	14,074	14,347	14,626	14,911	15,201	15,496	15,796	16,101	16,411
12	14,074	14,347	14,626	14,911	15,201	15,496	15,796	16,101	16,411	16,726
13	14,347	14,626	14,911	15,201	15,496	15,796	16,101	16,411	16,726	17,046
14	14,626	14,911	15,201	15,496	15,796	16,101	16,411	16,726	17,046	17,371
15	14,911	15,201	15,496	15,796	16,101	16,411	16,726	17,046	17,371	17,696
16	15,201	15,496	15,796	16,101	16,411	16,726	17,046	17,371	17,696	18,026
17	15,496	15,796	16,101	16,411	16,726	17,046	17,371	17,696	18,026	18,361
18	15,796	16,101	16,411	16,726	17,046	17,371	17,696	18,026	18,361	18,696

NOTE: Notwithstanding the salary rates shown, the salary rate of basic pay legally payable to employees under this schedule may not exceed the rate payable for level V of the Executive Schedule, currently \$50,112.50.

CONTRACT 95.561

503

Bureau of Indian Affairs
Education Pay Schedule
October 1981

INCREMENT'S

Level		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
01	Hour	4.89	5.05	5.20	5.36	5.52	5.68	5.83	5.99	6.15	6.30	6.46	6.62	6.77	6.93	7.09	7.25	7.40	7.56	7.72	7.87	8.03
	215 da	8410	8636	8944	9219	9494	9769	10027	10302	10578	10836	11111	11386	11644	11919	12194	12470	12728	13003	13278	13536	13811
	Annual	10170	10504	10816	11148	11481	11814	12126	12459	12792	13104	13436	13769	14081	14414	14747	15080	15392	15724	16057	16369	16706
02	Hour	6.89	7.04	7.20	7.35	7.50	7.66	7.81	7.96	8.11	8.27	8.42	8.57	8.73	8.88	9.03	9.19	9.34	9.49	9.64	9.80	9.95
	215 da	11850	12108	12384	12642	12900	13157	13415	13691	13949	14224	14482	14740	15015	15273	15531	15806	16064	16322	16580	16856	17114
	Annual	14320	14643	14975	15288	15600	15912	16244	16556	16868	17201	17513	17825	18150	18470	18782	19115	19427	19739	20051	20384	20701
(03)	Hour	7.82	8.02	8.36	8.52	8.67	8.83	8.98	10.14	10.30	10.45	10.61	10.76	10.92	11.08	11.23	11.39	11.54	11.70	11.86	12.01	12.17
	215 da	13965	14412	16099	16374	16642	16907	17165	17440	17716	17974	18249	18507	18782	19057	19315	19590	19848	20124	20399	20657	20932
	Annual	16278	17515	19477	19601	20143	20666	20750	21091	21424	21736	22068	22380	22713	23046	23358	23691	24003	24336	24668	24980	25318
04	Hour	10.31	10.47	10.62	10.78	10.93	11.09	11.24	11.40	11.55	11.71	11.86	12.02	12.17	12.33	12.48	12.64	12.79	12.95	13.10	13.26	13.41
	215 da	17733	18008	18266	18541	18792	19074	19372	19608	19866	20141	20399	20674	20932	21207	21465	21740	21998	22274	22532	22807	23065
	Annual	21449	21777	22089	22422	22734	23067	23379	23712	24024	24356	24668	25001	25313	25646	25958	26291	26603	26936	27248	27580	27884
05	Hour	11.33	11.50	11.67	11.84	12.01	12.17	12.35	12.52	12.69	12.86	13.03	13.20	13.37	13.54	13.71	13.88	14.05	14.22	14.39	14.56	14.73
	215 da	19487	19780	20072	20364	20657	20949	21242	21534	21826	22119	22411	22704	22996	23288	23581	23873	24166	24458	24750	25043	25335
	Annual	23566	23920	24273	24627	24980	25334	25688	26041	26395	26748	27102	27456	27809	28163	28516	28870	29224	29577	29931	30284	30640
06	Hour	13.58	13.78	13.97	14.17	14.39	14.60	14.80	15.01	15.21	15.42	15.62	15.82	16.03	16.23	16.44	16.64	16.84	17.05	17.25	17.46	17.66
	215 da	23357	23701	24042	24386	24728	25071	25415	25817	26161	26522	26866	27210	27571	27915	28276	28620	28964	29326	29670	30031	30375
	Annual	28245	28662	29099	29515	29932	30368	30784	31220	31636	32073	32489	32905	33342	33758	34195	34611	35027	35464	35880	36316	36723
07	Hour	16.15	16.39	16.63	16.88	17.12	17.36	17.60	17.84	18.09	18.33	18.57	18.81	19.05	19.30	19.54	19.78	20.02	20.26	20.51	20.75	20.99
	215 da	27778	28190	28603	29013	29446	29859	30272	30684	31114	31527	31940	32353	32766	33196	33608	34021	34434	34847	35277	35690	36102
	Annual	33586	34091	34599	35110	35609	36108	36608	37107	37627	38126	38625	39124	39624	40144	40643	41142	41641	42140	42660	43160	43666
08	Hour	19.08	19.37	19.65	19.94	20.23	20.52	20.80	21.09	21.38	21.66	21.95	22.24	22.52	22.81	23.10	23.39	23.67	23.96	24.24	24.53	24.82
	215 da	32817	33316	33798	34296	34795	35294	35776	36274	36773	37255	37754	38252	38734	39233	39732	40230	40712	41211	41692	42191	42690
	Annual	39689	40289	40872	41475	42078	42681	43264	43867	44470	45052	45656	46259	46841	47444	48048	48651	49233	49836	50419	51022	51596

1 SEPTEMBER 1981

SUBJECT: FEDERAL WAGE SYSTEM REGULAR AND SPECIAL PRODUCTION FACILITATING WAGE RATE SCHEDULES FOR THE WAGE AREA OF ALASKA, JUNEAU AND 50 MILE RADIUS.

TO: COMMANDING OFFICERS OF MILITARY DEPARTMENTS AND DOD COMPONENT INSTALLATIONS IN THE AREA.

THE SCHEDULES SHOWN BELOW HAVE BEEN ESTABLISHED UNDER AUTHORITY OF DOD DIRECTIVE 5120.39, "DEPARTMENT OF DEFENSE WAGE FIXING AUTHORITY -- APPROPRIATED FUND COMPENSATION," APRIL 24, 1980, SUBJECT TO THE LIMITATIONS CONTAINED IN FPM BULLETIN 532-37 DATED 20 OCTOBER 1980, AND ARE TO BE APPLIED IN ACCORDANCE WITH THE PROVISIONS OF FPM SUPPLEMENT 532-1 TO ALL INSTALLATIONS LISTED ON THE REVERSE SIDE.

WG WL-WS GRADE	WG-RATES					WL-RATES					WS-WD-WN RATES					WD-WN PAY LEVEL
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	11.00	11.46	11.92	12.38	12.84	12.10	12.60	13.10	13.61	14.11	15.84	16.50	17.16	17.82	18.48	
2	11.57	12.05	12.53	13.01	13.50	12.73	13.26	13.79	14.32	14.85	16.41	17.09	17.77	18.46	19.14	
3	12.12	12.63	13.14	13.64	14.15	13.35	13.91	14.47	15.02	15.58	16.97	17.68	18.39	19.09	19.80	1
4	12.71	13.24	13.77	14.30	14.83	13.96	14.54	15.12	15.70	16.28	17.55	18.28	19.01	19.74	20.47	2
5	13.27	13.82	14.37	14.93	15.48	14.59	15.20	15.81	16.42	17.02	18.10	18.85	19.60	20.36	21.11	3
6	13.84	14.42	15.00	15.57	16.15	15.23	15.86	16.49	17.13	17.76	18.69	19.47	20.25	21.03	21.81	4
7	14.41	15.01	15.61	16.21	16.81	15.86	16.52	17.18	17.84	18.50	19.27	20.07	20.87	21.68	22.48	5 1
8	14.99	15.61	16.23	16.86	17.48	16.48	17.17	17.86	18.54	19.23	19.81	20.64	21.47	22.29	23.12	6 2
9	15.54	16.19	16.84	17.49	18.13	17.12	17.83	18.54	19.26	19.97	20.39	21.24	22.09	22.94	23.79	7 3
10	16.12	16.79	17.46	18.13	18.80	17.72	18.46	19.20	19.94	20.68	20.95	21.82	22.69	23.57	24.44*	8 4
11	16.69	17.39	18.09	18.78	19.48	18.36	19.12	19.88	20.65	21.41	21.01	21.89	22.77	23.64	24.52*	9 5
12	17.25	17.97	18.69	19.41	20.13	18.98	19.77	20.56	21.35	22.14	21.06	21.94	22.82	23.70	24.57*	10 6
13	17.84	18.58	19.32	20.07	20.81	19.62	20.44	21.26	22.08	22.89	21.13	22.01	22.89	23.77	24.65*	11 7
14	18.40	19.17	19.94	20.70	21.47	20.25	21.09	21.93	22.78	23.62	21.23	22.11	22.99	23.88	24.76*	8
15	18.97	19.76	20.55	21.34	22.13	20.86	21.73	22.60	23.47	24.34*	21.32	22.21	23.10	23.99	24.88*	9

* UNDER SECTION 5363 OF TITLE 5 U.S.C., RATES OF PAY FOR PREVAILING RATE EMPLOYEES ARE LIMITED TO THE MAXIMUM RATE FOR GS-18 (\$24.09 PER HOUR).

WS-16	21.41	22.30	23.19	24.08	24.98*
WS-17	21.41	22.30	23.19	24.08	24.98*
WS-18	21.41	22.30	23.19	24.08	24.98*
WS-19	21.41	22.30	23.19	24.08	24.98*

E. B. Riley

E. B. RILEY
 DIRECTOR

ORDER DATE: 1 JULY 1981
 EFFECTIVE DATE: 6 SEPTEMBER 1981

1. Budget (all sources) estimated - three years:

Education

<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>FY 83</u>
\$3,517,100.70	\$3,455,754.00	\$2,795,451.00	\$1,893,000.00

Facility Management

<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>
2,812,000	\$3,124,500	\$3,520,300

FY 83 - \$3,565,400 (requested)

(Actual) \$2,600,000 - closeout year funding for operating costs only, with reduced services, no closeout costs included.

2. Number of administrators, certified staff, other employees, last three years:

<u>Education</u>	<u>Administration</u>	<u>Certified Staff</u>	<u>Others</u>
<u>FY 80</u>	5	36	54
<u>FY 81</u>	4	36	49
<u>FY 82</u>	4	34	49
<u>Facility Management</u>			
<u>FY 80</u>	1		52
<u>FY 81</u>	1		49
<u>FY 82</u>	1		47

- | | |
|--------------------------------|--------------------------------------|
| 3. See attached (salary scale) | 7. See attached (rules/disciplinary) |
| 4. Page 2 (student enrollment) | 8. See attached (medical care) |
| 5. Page 2 (communities) | 9. Page 3 (suits/injuries) |
| 6. Page 2 (graduates) | 10. Page 3 (other items) |

Item 4 - Enrollment by grade, number of graduates, ADA:

<u>Enrollment by Grade</u>	<u>Number of Graduates</u>	<u>Average Daily Attendance</u>
1979-80 9th - 89	80	381
10th - 87		
11th - 97		
12th - 80		
1980-81 9th - 74	81	376
10th - 85		
11th - 89		
12th - 81		
1981-82 9th - 63	64	323
10th - 71		
11th - 85		
12th - 64		

Item 5 - Communities from which students enrolled, three years:

<u>Anchorage District</u>	<u>Bethel District</u>	<u>Fairbanks District</u>	<u>Nome District</u>
Aleknagik	Akiachak	Allakaket	Ambler
Anchorage	Akiak	Arctic Village	Brevig Mission
Chugiak	Alakanuk	Barrow	Elim
Clarks Point	Aniak	Beaver	Gambell
Chitina	Bethel	Fairbanks	Kiana
Copper Center	Chevak	Fort Yukon	Kobuk
Dillingham	Chuathbaluk	Hughes	Kotzebue
Ekwok	Eek	Huslia	Nome
Girdwood	Emmonak	Manley Hot Springs	Noorvik
Koliganek	Fortuna Ledge	Mentasta Lake	Pt. Hope
Manokotak	Goodnews Bay	Minto	Savoonga
New Stuyahok	Haltina River	Nenana	Selawik
Niitliti	Kasigluk	Northway	Shaktolik
Pedro Bay	Kipnuk	Shageluk	Shishmaref
Portage Creek	Kotlik	Stevens Village	Shungnak
St. George	Kongiganek	Tenana	Stebbins
St. Paul	Kwethluk	Tetlin	St. Michael
Twin Hills	Lower Kalsilag	Wetjat	Unalakleet
Tyonek	Upper Kalsilag	Zettles Field	Wainwright
Ullilla	Kalsilag		Wales
	Kapekialik	<u>Southeast District</u>	Little Diomed
	Munapitchuk	Angoon	
	Osceville	Freshwater Bay	
	Pilot Station	Haines	
	Quinhagak	Poonah	
	Red Devil	Juneau	
	Russian Mission	Klukwan	
	St. Marys	Mt. Edgecumbe	
	Stony River	Sitka	
	Togiak		
	Tentutuliak		
	Crooked Creek		

Item 9 - If a suit is brought against the school and should be won by student/family, the cost would come from the U.S. Treasury.

Item 10 SCHOOL PROVIDES

STUDENTS PROVIDE

School sponsored travel - *incl for from home*

Clothing

Emergency travel (immediate family)

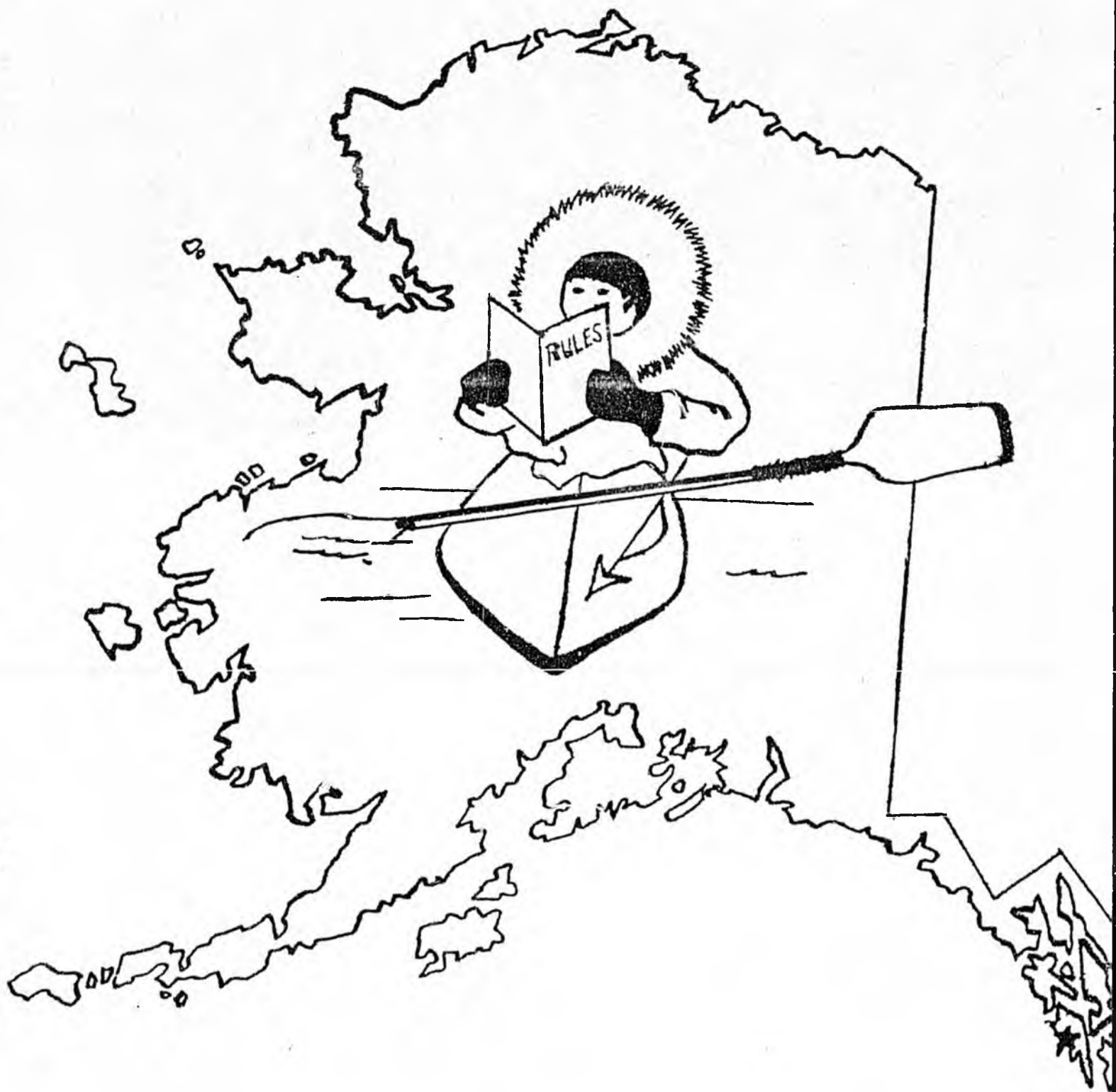
Personal items, shampoo, toiletries, etc.

Meal money on school sponsored trips

Spending money

Toothpaste, shampoo, on an emergency basis for those who cannot afford these items. (They work for it).

MT. EDGECUMBE HIGH SCHOOL



Student Code of Rights and Responsibilities

MT. EDGECUMBE HIGH SCHOOL

Student Code of Rights and Responsibilities

1981 - 1982

Revised: June 1981

T A B L E O F C O N T E N T S

INTRODUCTION	1
I Rights and Responsibilities	2
II School Rules and Regulations	4
Major Rules	4
Minor Rules	6
Consequences - Major and Minor Offenses	7
III Due Process Procedures	9
Disciplinary Treatment and Procedures	10
Conduct Hearing	11
Behavior Survey Guidelines	12
Behavior Review Board Procedures	13
Academic Due Process	14

I N T R O D U C T I O N

One of the primary responsibilities of Mt. Edgecumbe High School and its staff is to develop an understanding and appreciation of our representative form of government and the rights and responsibilities of students

Rights of a student may be defined as fair, just, and impartial treatment by others. Each student, as a citizen of the school community, the State of Alaska, and the United States of America, is entitled to certain rights and privileges, as guaranteed by the United States Constitution.

Equally as important as the rights are the responsibilities---including respect for the law of our country, rules and regulations of the school community, respect for the rights of other citizens, and a willingness to contribute to the fulfillment of educational goals through cooperative conduct.

All young people in the United States have the inherent right to receive an education. This right can be taken away only if there is just cause and this must be done in accordance with due process of the law.

The school administration, teaching, guidance, and home living staff have the duty and responsibility to maintain a suitable environment for learning, as well as an adequate, comfortable home living program. Students at Mt. Edgecumbe High School share in this important responsibility. It is necessary that each student cooperate fully with the rules of the school community in order to promote the necessary environment for learning.

The school superintendent has the authority to expel, place on probation, or suspend students if there is cause. Teachers have the authority to temporarily remove students from class if the student is doing anything that is disruptive to the orderly education process of their class. Dormitory and academic personnel may place restriction on students, deny or reduce student privileges, and assign extra duties as consequence or penalty for rule violations.

City, state, and federal authorities may prosecute students who commit crimes or violate laws as established by city ordinances or state and federal codes. The penalty for these violations will be administered by the courts and the school may impose a second penalty which will not be construed as double punishment or jeopardy.

The following code of conduct, including student rights and responsibilities, due process, and impartial hearing procedures are designed to protect constitutional rights, provide a suitable educational environment for learning and outline the duties and responsibilities of all members of the Mt. Edgecumbe High School community.

1. RIGHTS AND RESPONSIBILITIES

The student has and shall be accorded the following rights. Rights under the federal constitution also imply corresponding responsibilities and each student must therefore, be responsible for the way he or she exercises those rights. The student must be willing to accept the consequences of his or her actions after it has been determined that he or she is in violation of the rules and regulations which have been developed by staff, students, school board members, and school administration. Mt. Edgecumbe High School official including school board members, are parents in absentia of the students of Mt. Edgecumbe High School.

RIGHTS

1. The right to an education.
2. The right of freedom from fear of unreasonable search and seizure of your person or property:
3. The right to a reasonable degree of privacy:
4. The right to a reasonably safe and secure environment and freedom from fear of being molested by others or have possessions stolen:
5. The right to manage your own personal affairs and to make your own decisions where applicable:
6. The right to freedom of speech and expression, including choice of dress, length of hair, display of buttons, armbands, or posters:
7. The right of freedom of religion and culture.

RESPONSIBILITIES

- The responsibility to attend all classes on a regular basis, unless officially excused, and to obey rules and regulations of the school community.
- The responsibility not to become involved in illegal activities, or have illicit contraband in your possession, either of which would be cause for search and/or seizure of your person or property.
- The responsibility to respect the privacy and peace of others.
- The responsibility to live in peace and harmony with your fellow students, school employees, respecting their possessions, safety, and well being, and never bullying, molesting or using dangerous weapons against them.
- The responsibility to make decisions that would not infringe on the rights, health, and safety of others or be disruptive to the educational process. (A decision may be legal according to state or federal laws, but be in violation of the school code.)
- The responsibility to practice good habits of cleanliness and hygiene of both of person and possession, and to express yourself in such a way as not to be disruptive to the educational process or classroom procedure.
- The responsibility to worship accordingly to your own conscience and to attend the church of your choice. To respect the culture and traditions of others.

1. RIGHTS AND RESPONSIBILITIES (continued)

RIGHTS

RESPONSIBILITIES

- | | |
|---|---|
| 8. The right of freedom from discrimination: | The responsibility not to discriminate against others. |
| 9. The right to peaceably assemble and petition, if you have a grievance or complaint: | The responsibility when you assemble or meet, not to disrupt the educational process, endanger the health or safety of others, use obscenities, or incite others to riot or destroy or damage property. |
| 10. The right to freedom of the press: | The responsibility not to write anything that is defamatory or libelous to others or be disruptive to the educational process. The responsibility not to write on walls or other property belonging to the school or to other persons. |
| 11. The right to freedom of movement in and around the school community: | The responsibility to obey school rules concerning visitation and to refrain from entering restricted areas without permission. Responsible for having the proper pass when not in class or not in the dormitory after hours and to obey city and school laws pertaining to curfew. |
| 12. The right to due process when disciplinary action is in order for an alleged violation of a school rule or regulation for which you may be suspended, placed on probation, expelled or placed in some location other than the school. | The responsibility to know and understand your rights under the due process procedure. |
| 13. The right to all legal rights afforded any citizen when placed under arrest for committing a crime against the state, the federal government, or the city: | The responsibility to know your rights when you commit a crime, such as to remain silent, to obtain a lawyer, examine your accuser or any witness against you. (You are also given the same rights under the judicial system of the school.) |

II. SCHOOL RULES AND REGULATIONS AND CONSEQUENCES FOR THEIR VIOLATIONS

Rules are always a necessity when a large group of people live, work and play together in a limited area over extended periods of time. Certain guidelines or rules must be made for the benefit of all members of the school community. Once the rules are made, it is the obligation of each member of the group to make every effort to abide by the rules, but if he violates or breaks the rules, he should be willing to pay the consequences or penalty. Rules are not effective if they are not properly enforced. We are attempting here to group, clarify and simplify all anticipated violations. Revisions and modifications will be made from time to time, as the need arises. Different violations which are similar in severity could have the same consequence.

A. MAJOR RULES

1. Absent Without Leave - AWOL stands for absent without leave and is a violation of school rules and subject to disciplinary action, including, suspension, expulsion, or being placed on probation.

Since the school has a 24 hour a day responsibility for the health, safety, and welfare of the students, each student is to be at a designated area at a certain time of day or night, unless he/she obtains prior permission.

Being AWOL for a period of one-half hour or more is considered in violation of rules. Less than one-half hour is overleave.

2. Drinking-illegal Drugs-Marijuana Use, control, or possession of alcohol, illegal drugs, marijuana, or drug paraphernalia, is in violation of school rules and subject to disciplinary action and procedures, including suspension, expulsion, or being placed on probation. This policy includes students 18 years or older. Charges through the municipal court system may be brought against a violator.

Special Consequences

- a. Students violating major rule 2 will be required to attend counseling sessions on alcohol and drug abuse. The counseling program will be designed to meet individual needs.
- b. Students will be subject to being placed on probation, suspension, expulsion for:
 - Selling or providing alcohol, illegal drugs, marijuana or drug paraphernalia to others.
 - Assault and/or battery on a student, staff member, or others, while under the influence of alcohol, drugs or marijuana.
 - Not responding to educational or therapeutic programs in a reasonable amount of time and continuing to violate this rule.
- c. Knowledge of possession or use of marijuana, alcohol or any illegal drug by another student may result in a conduct report for possession or knowledge. If the charge is for knowledge, the student will not ordinarily be subject to probation or expulsion.

II. SCHOOL RULES AND REGULATIONS AND CONSEQUENCES FOR THEIR VIOLATION

A. MAJOR RULES (continued)

3. Refusal to Attend Class - Truancy - Each student has the responsibility to attend class and be on time to class. Refusal to attend class is a violation of school rules and subject to disciplinary action that may include probation, suspension, or expulsion.

Students absent from school for illness may not participate in any extra-curricular activity occurring on the day of absence. Students absent from school for illness who attend work in the afternoon will be given an unexcused absence for the entire day.

Absence from study halls which are scheduled as part of the academic day will carry the same consequence and/or penalties provided for violation of other classroom absence.

4. Possession of a Dangerous Weapon - No student can be in possession of a weapon unless he is using it in a worthwhile project with prior permission from proper authority.

Any student who has in his possession, a knife, sharpened belt buckle, firearm, blackjack, brass knuckles, clubs, or any instrument that can cause bodily harm is in violation of this rule.

5. Fighting - (Assault and/or Battery) - Fighting or other assault is against school rules. Any student who attempts to harm another person through fighting, karate, or other martial arts, or use of any type of weapon, is considered in violation of this rule. Any type of bodily contact, such as, hitting, kicking, scratching, biting, or pulling of hair would be in violation of the fighting rule.

When any action/s, listed in rule 5 above, or verbal abuse is committed, the student involved is in violation of the fighting rule, and if it is clearly determined that it is not in self defense, or some other acceptable justification, the student/s involved will be expected to pay the consequences for their actions.

6. Destruction of Property - When any student willfully or maliciously destroys government or personal property, he is in violation of this rule.

Restrictions - If, as a result of a student's behavior, there is damage to school or personal property, that student/s will be responsible for the cost of replacing the item/s.

Knowledge of, or being in the company of a student/s who willfully or maliciously destroys government or personal property, may result in a charge of destruction of property for any or all students involved.

7. Restricted Areas are those which are "OFF LIMITS" to students unless they have valid permission to be in the area. "OFF LIMIT" areas include:
1. Private homes
 2. Airport/causeway
 3. John O'Connell Bridge

A. MAJOR RULES (continued)

7. Restricted Areas (continued)

- | | |
|-------------------------------|---|
| 4. USPHS Hospital | 12. All bars and/or liquor stores |
| 5. City of Sitka | 13. Wooded areas between boys' and girls' dormitories |
| 6. Girls' Dorms (for boys) | 14. Fire escapes, except for those designated for daily use for normal building entrances and exits |
| 7. Boys' Dorms (for girls) | 15. All hotels - all areas except restaurants and commercial stores attached to the hotel |
| 8. Sheldon Jackson College | |
| 9. All boats and boat harbors | |
| 10. U.S. Coast Guard Base | |
| 11. <u>USPHS Canteen</u> ** | |

*Items 6 and 7 - Unauthorized entry into any portion of dormitories of the opposite sex will be considered a violation of the off-limits rule. If assisted, invited, allowed in rooms, or helped in any way, by a student/s of the opposite sex, each student may be considered in violation of this rule.

Violation - Any student who is found loitering in or otherwise found using any off-limits area will be trespassing. Municipal court charges may also be brought against the violator.

8. Stealing - Any student who takes anything not belonging to him or her, without permission, is in violation of the stealing rule. Charges of theft may also be brought against the student through the municipal court system.
9. Bullying - Any student who threatens, harasses, intimidates, teases, or takes advantage of another student through the use of implied force, either verbally or physically, violates the bullying rule.
10. Dishonesty - Acts of dishonesty such as, inappropriate use of passes or attendance forms, clinic and/or dormitory passes/forms, forged signatures on passes/forms, cheating on assignments, and/or tests, and untruthfulness, all indicate an unwillingness to be accountable for one's action.

7. VIOLATIONS

1. Discriminative Behavior is unacceptable in the dormitory, classroom, any other school building, or on school sponsored trips and is a violation of school rules. This includes clothing, buttons, and posters which display profanity, alcohol, drugs, or sexual connotations.
2. Fighting - (not criminal in nature) - A brief flareup of temper with no intent to injure.
3. Use of Tobacco Products in Restricted Areas - Any student who smokes or uses chewing tobacco any place other than designated areas is in violation of this rule.
4. Graffiti - (writing on walls, automobiles, furniture, fixtures, etc.) Any student who writes, paints, prints, scratches, draws, or defaces, in any way, property of any kind belonging to the government or to other persons, without permission, is in violation of this rule.

*CANTEEN IS OFF LIMITS FROM 6:00 A.M. to 3:00 P.M., Monday through Friday.)

MINOR RULES (continued)

5. Littering

- a. Any student who disposes of trash in any area other than regular trash containers is in violation of this rule.
- b. Spitting in public places, such as, dining room, gymnasium floors, inside dormitories, classrooms, drinking fountains, etc., except in acceptable depositories, such as toilets, is in violation of this rule.

6. Overleave - Any student who is absent from the dormitory less than one-half hour after dormitory curfew begins, is in violation of this rule.

7. Missing Detail - Each student is expected to help keep their room clean on a daily basis, as well as being assigned a monthly job to help in the care of the dormitory and campus. Failure to carry out these responsibilities is a minor violation.

8. Disrespect for authority is behavior which may be considered as disrespectful and will be handled on an individual basis.

9. Breaking Restriction - Any student placed on restriction as a result of rule violations as listed in paragraph 11-C, below, is in violation of this rule. Specific portions of 11-C, pertaining to breaking of restrictions are 11-C-2,3,4, 5, and 9.

10. Tardiness - All students are to arrive at their classes, including study halls, on or before the prescribed starting time. Failure to be on time, without an appropriate written excuse or pass, is a violation of this rule.

C. CONSEQUENCES - MAJOR AND MINOR OFFENSES

1. Upon the first offense for use or possession of alcoholic beverages, marijuana, or other illegal drugs, the student will appear before the behavior review board for possible expulsion or probation.

2. Restriction

a. For a major offense, eight (8) days restriction is to be served, consecutively, including Friday, Saturday, Sunday, and holidays.

b. For minor offense, one (1) day restriction.

3. Students will be confined to the dormitory, except for meals, classes, and while attending church on the student's particular religious sabbath.

Any student placed on restriction will be required to participate in some form of physical fitness activity on a regularly scheduled basis. It is the responsibility of the dormitory supervisor to schedule the activity and issue written passes.

MINOR RULES (continued)

4. No visitors of the opposite sex.
5. Students cannot attend any student activities except for mandatory school functions where all students must attend.
6. Sign in every half hour starting at 3:30 P.M., Monday through Friday. On Saturday, Sunday and holidays, the sign in period starts at 10:00 A.M., however, restricted students are still confined to the dormitory prior to 10:00 A.M.
7. No town passes.
8. Will not be permitted to travel on any school sponsored trips during the period of restriction.
9. Students receiving a conduct report for major rules violations must see either the dormitory supervisor or the student services officer.
10. Students will be assigned an extra daily work detail by appropriate dormitory personnel or school administrator.

D. BREAKING RESTRICTION

1. Two additional days of restriction will be added for violation of the restriction rule.
2. In addition to the two days additional restriction, the student must see the dormitory supervisor or the supervisor of the day.

E. Breaking more than one school rule in the same incident.

1. Major infraction - Eight (8) days restriction, plus three (3) additional days for each additional major infraction.
2. Minor infraction - One (1) day restriction plus one (1) additional day for each additional minor infraction committed.

III DUE PROCESS PROCEDURES

The constitutional rights of individuals assures the protection of due process of law. Therefore, this system of constitutionality and legally sound procedure will be utilized in the administration of student discipline and rights at Mt. Edgecumbe High School.

A. Due Process Includes:

1. Written notice of charges within a reasonable time.
2. A fair and impartial hearing prior to the imposition of disciplinary action, unless there is an emergency situation that seriously and immediately endangers the health and safety of the accused or others. (See page 12, 85b)
3. The right to have present at the hearing, the student's parents or guardian, when feasible and possible, and if not, a designee chosen by the parent of the student.

The student may be represented by lay or legal council of his own choice. Private attorney's fees are to be paid by the student.

4. The right to produce or have produced witnesses on the student's behalf and to confront and examine all accusers and witnesses.
5. The right to a record of hearing of disciplinary actions, including written findings of facts and conclusions.
6. The right to administrative review and appeal.
7. The student shall not be compelled to testify against himself.
8. The right to have allegations of misconduct and related information removed from the student's school record in the event the student is found not guilty of the charges against him.

B. Disciplinary Treatment and Hearing Procedures

Procedures and methods of handling all disciplinary actions and social and emotional counseling have been developed to give the student assistance in a systematic way utilizing all available resources. The resources utilize, counselors, social workers, psychiatric consultant, psychologist, education aids, teachers, administrators, and interested people of the community. Parent assistance is used when possible but their primary assistance is through contact by mail or telephone. The main concern of all is to do everything possible to change unacceptable behavior. The time allowed to assist a student who does not abide by established policy will depend upon the rate at which the violations occur.

III DUE PROCESS PROCEDURES (continued)

Mt. Edgecumbe High School administration, including staff, students, and school board members, have developed a policy on student conduct, responsibilities, and consequences that often determine the point in time when a student may be considered for suspension, probation, or expulsion. This policy is subject to modification or change on a quarterly basis. All students and parents are to be made aware of this policy before enrollment in school.

The purpose and intent of the policy is not to remove students from school, but to provide students with a quality education and ensure the right to live and learn in a school community, free from threats of violence, drunkenness, drugs, and acting-out behavior detrimental to students and educational process.

1. Conduct Reports - Conduct reports are initiated by a school staff member when school rules, either minor or major, are violated by a student and charges are brought against him/her. For those who display good behavior, commendations will be issued.

The student must receive a copy of the conduct report within twenty-four (24) hours, whenever possible, after apprehension for the rules violation, with all charges being fully explained. The conduct report is to be signed by the staff member making the charge and the student. The student's signature only indicates he has received and read a copy of the report, not that he agrees with content. Space on the report is also provided for the student's version of the incident.

The conduct report is distributed to the student personnel services officer, assistant principal, dormitory supervisor, parents, student, and counselor working with the student as long as a problem is indicated.

2. Communication with Parents - It is school policy to keep parents informed about their children while attending Mt. Edgecumbe High School. Letters are sent and phone calls are made to parents by guidance counselors and others keeping them informed on matters pertaining to their child's progress. Communications with parents may concern such matters as, commendations, rule violations, honor roll averages, truancy, etc. It is also school policy to send such information to parents or legal guardians of all students, including those eighteen years of age or older.

III DUE PROCESS PROCEDURES (continued)

3. Conduct Hearing

- a. Any school staff member has the authority to discipline a student for a rule violation, however, disciplinary action can be taken only by the staff member who has witnessed the rule violation. Academic discipline will be administered by the assistant principal upon the receipt, either written or orally, of unacceptable behavior.
 - b. For disciplinary action, other than long term suspension, probation, or expulsion, a hearing is constituted when a school staff member witnesses a rule violation, ascertain the facts, and disciplines the student involved.
 - c. If in the staff member's judgement the situation requires assistance from Mt. Edgecumbe High School security, Sitka Police, school social worker, or other staff members, contact should be made immediately.
 - d. Staff members witnessing an incident requiring disciplinary action must notify their department head or duly appointed representative and the student's counselor of the rule violation and disciplinary action taken, no later than the next work day.
 - e. If a student involved in disciplinary action wants to appeal the action, he should contact his selected advocate and make a request for an appeal through the student services officer or dormitory supervisor.
 - f. If an appeal is granted, it will be for the purpose of ascertaining the facts of the alleged violation and determining whether or not the facts support the issuance of a conduct report, with appropriate consequence. If the facts do not support the conduct report, or are insufficient to support the charge, the conduct report, and all relating documents in the student file, will be destroyed. Any punishment the student is undergoing for the specific charge which has been unsupported, will be cancelled.
4. Dormitory Log Entries - Negative student behavior observed in dormitories, which do not warrant the issuance of a conduct report, may be entered in the dormitory log by dormitory staff members, counselors, or social worker. The student should be notified, verbally or otherwise, that a log entry is being made so he knows such behavior will not be tolerated. If the student repeats these acts of negative behavior, a conduct report is to be written using the log entries and last violation as the basis for the report. In addition to dormitory logs, classroom teachers may record student classroom behavior in teacher's record book. If this is utilized, the same procedures listed for dormitory logs must be followed.

III DUE PROCESS PROCEDURES (continued)

5. Behavior Survey Guidelines

- a. Purpose: The purpose of calling a behavior survey is to bring those staff members working with the student together to develop a plan of action that will assist the student in identifying and working out his problem and/or pattern of unacceptable behavior. In addition to staff members, input should be solicited from the student in the formulation of a plan of action. All available resources that could help the student change his behavior should be reviewed, discussed and implemented, if deemed necessary.
- b. When to Call a Behavior Survey:
 - (1) Under normal circumstances, a behavior survey will be called after a student has demonstrated, through his behavior, that a pattern is developing which may prove harmful to himself or others. A pattern is indicated when the student has been involved in breaking two or more major rules, within a relatively short period of time. Depending on the severity and circumstances surrounding the incident, a behavior survey may be called after the first rule infraction or at any other time deemed necessary.
 - (2) After the first conduct report for a major rule violation by a student, the student's guidance counselor must, through informal action, contact persons involved with the student in an effort to identify the problem and take whatever option is necessary to alleviate the problem.
 - (3) After the student's third conduct report for a major rule violation, it is mandatory that a behavior survey be initiated.
 - (4) When a student has two conduct reports for major rule violations, after having not a behavior survey, it is mandatory the student appear before a behavior review board for appropriate action.
 - (5) If a rule violation is determined to be a grave danger to life or property, a referral can be made directly to the Education Program Administrator for appropriate action without calling a behavior survey. The referral is to be made through the guidance supervisor.
- c. Procedures for calling a behavior survey. Any staff member can recommend a behavior survey be held. All staff members will make their recommendations in writing to the student services officer. If the recommendation is accepted, a memorandum from the student services officer will be sent to all staff concerned.
- d. Who is to be part of the behavior survey. All staff members working with the student, including, but not limited to, teachers, education aides, guidance counselors, dormitory managers and other

III. DUE PROCESS PROCEDURES (continued)

d. Who is to be part of the behavior survey. (continued)

interested persons who have something significant to offer in the way of help will constitute the behavior survey group.

Staff involvement at behavior surveys is required for staff members and the student for whom the survey is being held. Staff members who cannot attend must receive permission from his/her department head for non-attendance. If permission is received, the staff member must submit his comments in writing to the guidance supervisor for consideration at the behavior survey.

- e. Plan of action. Upon completion of a behavior survey, the findings and a plan of action which the group feels would assist in overcoming the student's problem or unacceptable behavior will be written. This written document, which is to be signed by the student, constitutes a student conduct agreement and the concepts making up the plan of action are mandatory for the student to follow until such time as the student's counselor believes the problem is under control or the negative behavior has stopped. Non-compliance with the student conduct agreement by the student may result in a behavior review board.

Copies of the student conduct agreement will be given to the student, his/her counselor, vice principal, dormitory supervisor, and other employees involved.

5. Behavior Review Board Procedures

- a. Purpose: The purpose of the behavior review board is to provide an impartial hearing for students who have displayed sufficient unacceptable behavior as to warrant possible suspension, probation, or expulsion from school. The board may also recommend retention in school, if warranted by circumstances.
- b. Student Rights
- (1) The right to due process.
 - (2) The right to select an advocate of their own choice.
 - (3) The right to remain silent and not testify against themselves.
 - (4) The right to plead guilty to the charges and waive the hearing.
 - (5) The right of administrative appeal if dissatisfied with the final decision of the Education Program Administrator.
- c. may call a behavior review board. Any staff member who feels a review board is necessary may recommend to the student services officer that one be initiated.

III. DUE PROCESS PROCEDURES (continued)

d. When may a behavior review board be initiated.

- (1) At any time the student services officer believes the circumstances so warrant.
- (2) A behavior review board is mandatory when a student charged with two conduct reports involving major rule violations, after the student has received a behavior survey.

e. RECOMMENDATION FROM BEHAVIOR REVIEW BOARD

- (1) Probation
- (2) Expulsion
- (3) Suspension

Recommendations are made to the Education Program Administrator, who has final disposition in the case.

C. Academic Due Process (from BIA Station Memorandum 76-10)

The constitutional rights of individuals assures the protection of due process of law, therefore, the following procedures labeled "academic due process", will be utilized in the administration of student academic rights at Mt. Edgecombe High School.

The basic right of the student under academic due process is, they may contest academic practices which he considers unfair, and that he has the right to a formal hearing before an academic review board (designated hereafter as ARB), after they have made a written report that they have not been accorded rights as set forth by approved school policy.

1. Informal Action Every effort must be made to settle grievances informally by the student, advocate and teacher. When a student feels he/she has not been accorded academic rights and that he/she has been treated unfairly, they are to take the following informal action prior to submission of a formal grievance.
 - a. The student, if desired, may request the guidance counselor, or others, to act as advocate and assist with case preparation.
 - b. Within five school days, the student and/or guidance counselor are to meet, informally, with the teacher involved to seek a mutual solution to the problem.
 - c. If a mutually agreeable solution is not found, the student may request a formal hearing.
 - d. The written request for a formal hearing must be submitted within five (5) school days after the last meeting with the teacher with whom an agreement could not be reached.

C. Academic Due Process (continued)

2. Formal Hearing Procedures

- a. A written request for a formal hearing will be prepared by the student and his/her guidance counselor by completion of the attached form "Request for Hearing", with a copy of the completed form being sent to the teacher involved.

The original copy of the form is to be sent to the chairman of the ARB.

- b. The chairman of the ARB will, within five (5) school days after receipt of the request, call a meeting of the board.
- c. The ARB will gather facts from both sides, call witnesses, if necessary, and based upon the facts, submit written findings and recommendations to the school principal within five (5) school days. Copies of the ARB report will be given to the teacher and students.
- d. The school principal will render the decision based on facts in the ARB report, within three (3) days after receipt of the report. Copies of the decision will be provided the teacher and the student.

3. Appeal

If after following due process, either party is dissatisfied with the principal's decision, an appeal can be made to the Education Program Administrator.

4. ARB Appointments

- a. The ARB shall consist of five (5) members as listed. Should anyone on the board be a party to the dispute, he/she will be replaced by an alternate selected by the Education Program Administrator.

Teacher Coordinator - Math/Science
Teacher Coordinator - Practical Arts
Teacher Coordinator - Technical Arts
Teacher Coordinator - Language Arts
Guidance Counselor

- b. Further Appeal

All procedures will conform to due process and either party does have the right to appeal to a higher authority, normally, the Area Education Program Administrator, if dissatisfied with the decision of the Education Program Administrator.

The cooperation of all staff and students is required so that, if a legitimate need arises, it can be taken care of in an expeditious and fair manner.

This memorandum became effective August 15, 1976.

REQUEST FOR HEARING
Academic Review Board

STUDENT _____ GRADE _____

NAME OF TEACHER _____

NATURE OF CONCERN: (use additional sheet if necessary)

STATE ACTION YOU HAVE ALREADY TAKEN TO CORRECT THIS MATTER:

Signature of student/date

Signature of teacher/date

Hearing date and time will be as called by the chairman of the Academic Review Board.

cc: Instructional Services Officer
Teacher
Student
Advocate

COMPREHENSIVE CONSOLIDATION PLAN

Mt. Edgecumbe High School

Sitka, Alaska

15 May 1980

**Juneau Area Office
Bureau of Indian Affairs
United States Department of the Interior**

COMPREHENSIVE CONSOLIDATION PLAN

Mt. Edgecumbe High School

Sitka, Alaska

15 May 1980

**Juneau Area Office
Bureau of Indian Affairs
United States Department of the Interior**

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA

Introduction

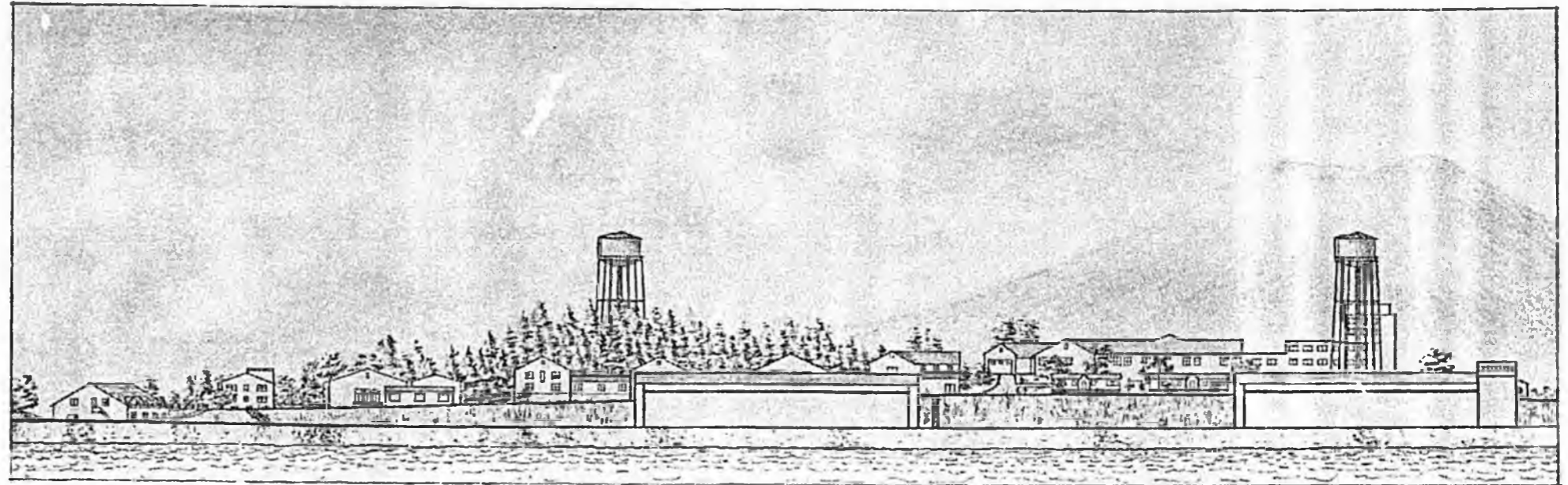
THIS CONSOLIDATION PLAN IS AN EFFORT TO REDUCE COSTS THROUGH REDUCING THE PERSONNEL AND PHYSICAL SIZE OF LAND, BUILDINGS, AND UTILITIES AT THE MT. EDGE CUMBE HIGH SCHOOL. THIS IS TO BE WITHOUT DETRIMENT TO THE EDUCATIONAL QUALITY. WHEN IMPLEMENTED THIS FACILITY WILL COMPARE FAVORABLY WITH BOARDING SCHOOLS ELSEWHERE IN THE NATION.

CAREFUL CONSIDERATIONS WERE GIVEN TO MEET BUREAU STANDARDS ASSOCIATED WITH STUDENT DORM SPACE, ACADEMIC SPACE, AND SPECIAL ACTIVITIES AREAS. ALTHOUGH SPACE REDUCTIONS WERE INSTITUTED IN THE PLAN, OVER 500 STUDENTS WILL BE ABLE TO RESIDE AT THE SCHOOL WITH A CHOICE OF PROGRAMS AVAILABLE TO MEET THE HIGHEST STANDARD OF SECONDARY EDUCATION.

CONSOLIDATION OF FACILITIES INTO A CENTRAL CORE AREA UTILIZING EXISTING BUILDINGS, AND THE RELINQUISHMENT OF BUREAU OWNED AND MAINTAINED STAFF QUARTERS ENABLES A REDUCTION OF 78% OF THE LAND AREA (WITH RELATED STREETS AND UTILITIES) PRESENTLY IN USE. CONSIDERABLE SAVINGS RESULT.

AN ADDITIONAL BENEFIT OF THE PLAN RESULTING FROM THE MAJOR DECREASE IN LAND, BUILDINGS, AND UTILITIES IS THE REDUCTION IN COST UPGRADING SCHEDULED THROUGH THE FCOID REPAIR AND IMPROVEMENT PROGRAM FROM \$37 MILLION TO \$17 MILLION.

THE ULTIMATE BASIS ON WHICH TO JUDGE THE CONSOLIDATION PLAN IS ITS ECONOMICS, REFLECTED IN THE ANNUAL COST PER STUDENT. THE COST IN FY 79, BASED ON 400 STUDENTS IS \$14,900 PER STUDENT. IMPLEMENTING THE PLAN MAKES SAVINGS OF 33% POSSIBLE, WITH COSTS BASED ON 1979 DOLLARS, OF \$9,800 PER STUDENT FOR A STUDENT BODY OF 400, AND \$7,800 FOR THE LARGER ENROLLMENT OF 500 STUDENTS ENVISIONED.



View Across Sitka Channel

The Education Program.

Redesigned for the 1980's

MT. EDGE CUMBE HIGH SCHOOL PROVIDES A FULL HIGH SCHOOL PROGRAM OF ACADEMIC, VOCATIONAL, AND PRE-VOCATIONAL SUBJECTS AND IS ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS. THE ACADEMIC CURRICULUM INCLUDES FOUR YEARS OF ENGLISH, MATHEMATICS, SCIENCE AND SOCIAL STUDIES, TWO YEARS OF A FOREIGN LANGUAGE, COMMERCIAL SUBJECTS, PLUS ADDITIONAL OFFERINGS IN JOURNALISM, PHYSICAL EDUCATION AND PERSONAL ECONOMICS.

THE VOCATIONAL CURRICULUM IS DESIGNED MAINLY FOR PRE-VOCATIONAL OR EXPLORATORY TRAINING WHICH WILL ASSIST STUDENTS WITH DECISION MAKING REGARDING POST HIGH SCHOOL TRAINING. EXPLORATORY TRAINING IS OFFERED IN CARPENTRY, GAS AND DIESEL MECHANICS, PLANT MAINTENANCE, MACHINE SHOP, WELDING, AND BASIC ELECTRONICS. OTHER ELECTIVES AND BASIC SUBJECTS INCLUDE NINTH AND TENTH GRADE PRACTICAL ARTS, ADVANCED HOME ECONOMICS, AND METAL ARTS.

OVER THE YEARS, CURRICULUM REVISIONS HAVE BEEN MADE, ALTHOUGH NOT DRASTICALLY, ACCORDING TO THE ECONOMIC NEEDS OF THE STATE, THE NEEDS OF THE NATIVE POPULATION AS WELL AS EDUCATIONAL TRENDS.

MT. EDGE CUMBE HIGH SCHOOL OPERATES WITH A MAXIMUM OF 400 STUDENTS, FAR LESS THAN THE 700 AND 800 PLUS FROM 1947 TO THE EARLY 1970'S. MAJOR REMODELING OF ALL DORMITORIES OCCURRED IN THE MID 1950'S WHEN SECTIONS, WITH 10 TO 12 STUDENTS PER, WERE CON-

STRUCTED. PRIOR TO THAT, LIVING FACILITIES WERE UNCHANGED FROM THE NAVY STYLE BARRACKS

THE FINAL INTERIOR DORMITORY CONSTRUCTION OF THE MID 70'S ALLOWED FOR PRIVACY AND COMFORT WITH A MAXIMUM OF FOUR STUDENTS TO A ROOM, THUS THE REDUCTION FROM THE 600-700 STUDENT ENROLLMENT TO THE PRESENT 400.

OUR ENROLLMENT THE PAST SEVERAL YEARS HAS ACTUALLY INCREASED. THE PROGRAM HAS A GOOD REPUTATION IN THE STATE AND MANY NATIVE PARENTS STILL DEPEND UPON MT. EDGE CUMBE TO PROVIDE THE EDUCATIONAL EXPERIENCE THEY BELIEVE IS NECESSARY FOR THEIR CHILDREN.

CONTINUED EXCELLENCE IN THE EDUCATIONAL FIELD CAN BE MAINTAINED AT MT. EDGE CUMBE HIGH SCHOOL AT GREATLY REDUCED COSTS. THE CONSOLIDATION PLAN FOR MT. EDGE CUMBE WOULD DECREASE THE PER PUPIL COST THROUGH MORE EFFICIENT USE OF SPACE AND ENERGY TO EDUCATE OUR STUDENTS. THE DIVERSE COURSE OFFERING COLLEGE PREPARATORY, CURRICULUM, DIVERSE EXTRACURRICULAR PROGRAMS, AND PRE-VOCATIONAL COURSES WOULD CONTINUE EVEN MORE EFFECTIVELY THROUGH THE CONSOLIDATION PLAN.

FOR A LARGE NUMBER OF OUR NATIVE RURAL ALASKA STUDENTS MT. EDGE CUMBE HIGH SCHOOL IS THEIR BEST OPTION TO ATTEND AN ACCREDITED HIGH SCHOOL PROGRAM. MOST SMALL VILLAGE SECONDARY PROGRAMS ARE NOT ACCREDITED AT THIS TIME.

WE CORRESPOND DIRECTLY WITH THE PARENTS AND COMMUNICATE WITH THE STUDENTS ATTENDING AND THOSE WHO WISH TO ATTEND. FROM THEM WE BELIEVE THERE IS CURRENTLY A REAL EDUCATIONAL NEED IN THE STATE THAT MT. EDGE CUMBE HIGH SCHOOL IS MEETING.

WE BELIEVE THE CONTINUED OPERATION OF MT. EDGE CUMBE HIGH SCHOOL BY THE BUREAU FOR ANOTHER TEN TO FIFTEEN YEARS WILL BE OF GREAT EDUCATIONAL BENEFIT AND SERVICE TO MANY NATIVE PEOPLE IN THE STATE OF ALASKA. WE ALSO BELIEVE SUCH AN EFFORT IS NECESSARY TO CONTINUE THE PROGRESS MADE BY THE NATIVE PEOPLE IN THE STATE TOWARD THE ATTAINMENT OF FORMAL EDUCATION MANAGEMENT OF THEIR OWN NATIVE AFFAIRS AND THEIR OWN DESTINIES.

COMMUNITY PARTICIPATION; NATURALLY, MT. EDGE CUMBE HIGH SCHOOL'S GREATEST COMMUNITY CONTRIBUTION RESTS ON ITS EDUCATIONAL PROGRAM. ACTIVITIES CARRIED ON IN THE COMMUNITY OF SITKA-MT. EDGE CUMBE GATHER PARTICIPANTS FROM MT. EDGE CUMBE HIGH SCHOOL STUDENTS AND EMPLOYEES ALIKE.

FUTURE NEED:

THE ENROLLMENT DURING THE PAST SEVERAL YEARS HAS ACTUALLY INCREASED. THE PROGRAM HAS A GOOD REPUTATION IN THE STATE AND MANY NATIVE PARENTS DEPEND UPON MT. EDGE CUMBE TO PROVIDE THE EDUCATIONAL EXPERIENCE THEY BELIEVE IS NECESSARY FOR THEIR CHILDREN.

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA

A New Campus Plan

THE CONSOLIDATED PLAN IS COMPACT, EFFICIENT, AND BEAUTIFULLY SITUATED ON THE SHORES OF SITKA CHANNEL. TRACK AND FIELD, TENNIS, AND OTHER ATHLETIC ACTIVITIES ARE SITED IN A PARK-LIKE SETTING AT WATER'S EDGE. TWO MAJOR BUILDINGS HAVE BEEN TOTALLY REVITALIZED FOR CLASSROOM, ADMINISTRATIVE, AND ATHLETIC USE, AND VOCATIONAL EDUCATION AND FACILITY MANAGEMENT SHOPS AND OFFICES.

A DORMITORY COMPLEX RISES ABOVE THIS FIRST LEVEL, CENTERED AROUND A LIBRARY/MULTIMEDIA/STUDENT STUDY CENTER. A SCHOOL CAFETERIA, KITCHEN, AND HOME ECONOMICS CLASSROOMS ARE EASILY ACCESSIBLE.

A ROLLING WOODLAND PROVIDES AN IDYLIC BACKDROP TO THIS ACADEMIC COMPLEX. ANOTHER DORMITORY BUILDING JUST OVER THE HILL COMPLETES THE CAMPUS PLAN.

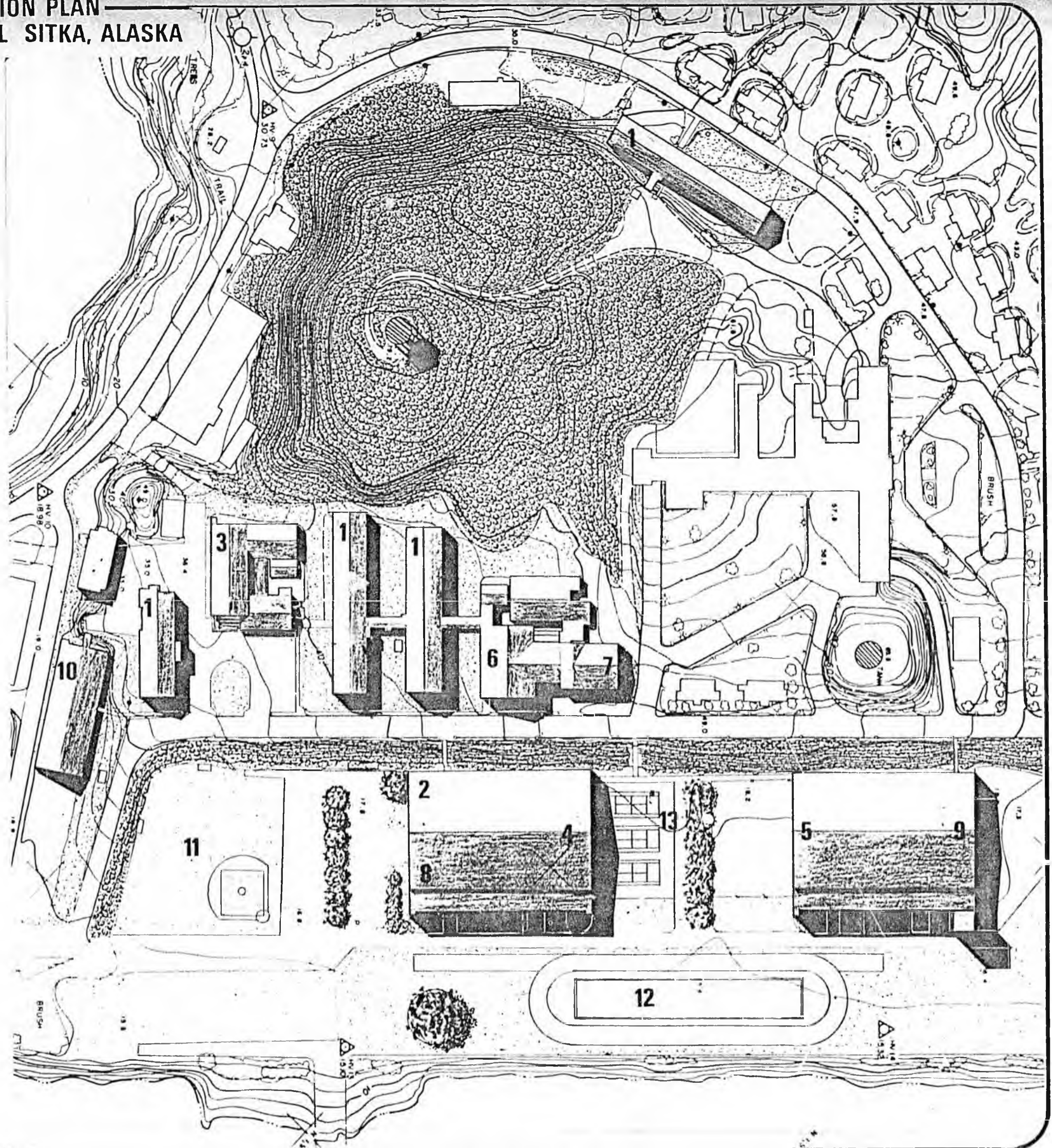
CONSOLIDATION GREATLY REDUCES THE COST OF SITE AND BUILDING MAINTENANCE. BUREAU-OWNED LAND AND FACILITIES ON ALICE AND CHARCOAL ISLANDS AND PORTIONS OF JAPONSKI ISLAND WILL BE ABANDONED. THE FINAL CAMPUS CONSISTS OF FIFTEEN BUILDINGS ON ONE 27.4 ACRE PARCEL. UTILITY COSTS ARE THEREBY REDUCED BY 65%. ROAD AND SIDEWALK MAINTENANCE COSTS ARE DIMINISHED BY 75%.

CONSOLIDATION WILL ULTIMATELY RESULT IN AN EMPLOYEE REDUCTION OF 41% AND A TOTAL ANNUAL ENERGY COST SAVINGS OF \$311,811. EDUCATIONAL QUALITY WILL NOT ONLY BE MAINTAINED BUT GREATLY ENHANCED BY THIS NEW PLAN.

Key To Site Plan

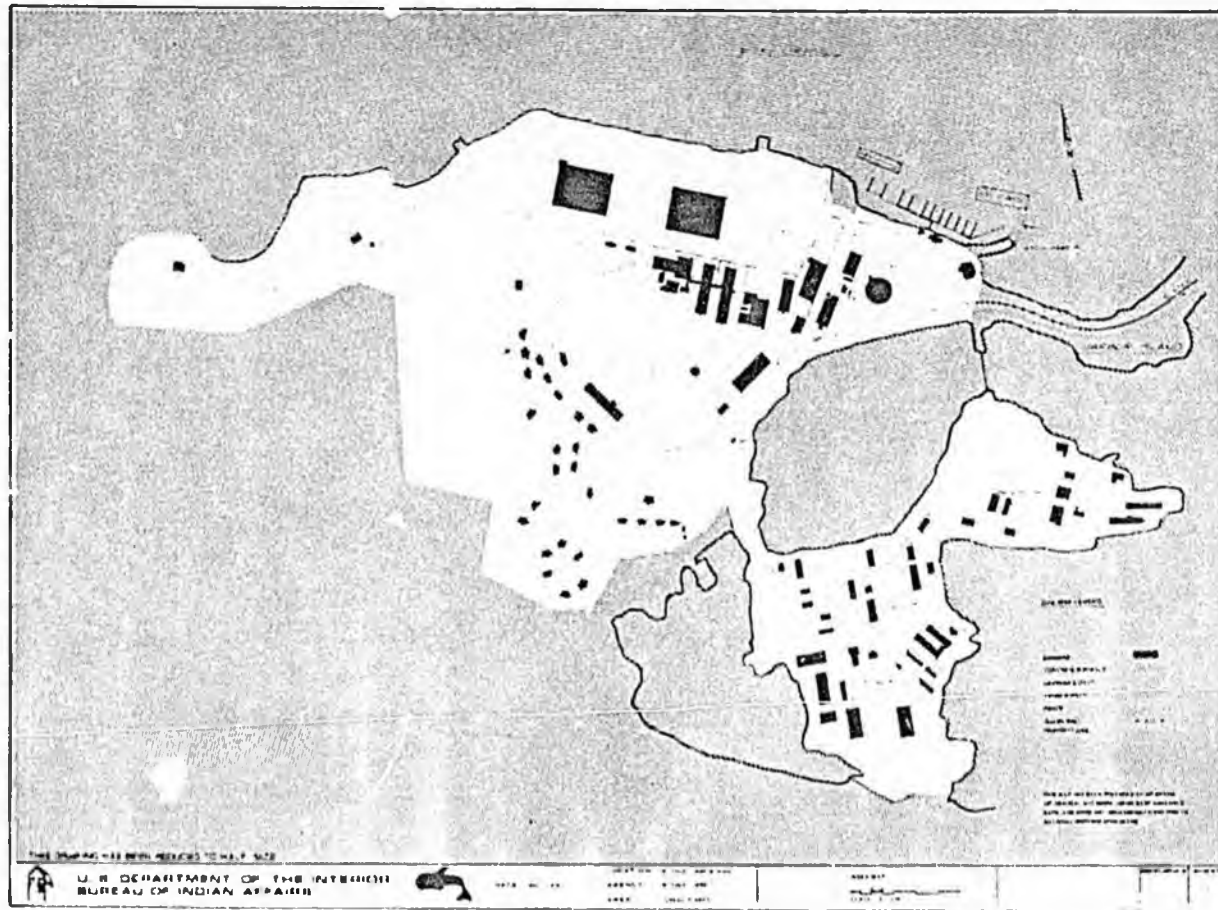
- 1 DORMITORIES
- 2 ACADEMIC CLASSROOMS
- 3 LIBRARY/MULTIMEDIA/STUDY CENTER
- 4 ATHLETICS/AUDITORIUM
- 5 VOCATIONAL EDUCATION
- 6 CAFETERIA/KITCHEN/BAKERY
- 7 PERSONAL ECONOMICS CLASSROOMS
- 8 ADMINISTRATION
- 9 FACILITY MANAGEMENT
- 10 RECEIVING/PROPERTY AND SUPPLY
- 11 BALLFIELDS
- 12 TRACK AND FIELD
- 13 TENNIS COURTS

Consolidation Site Plan

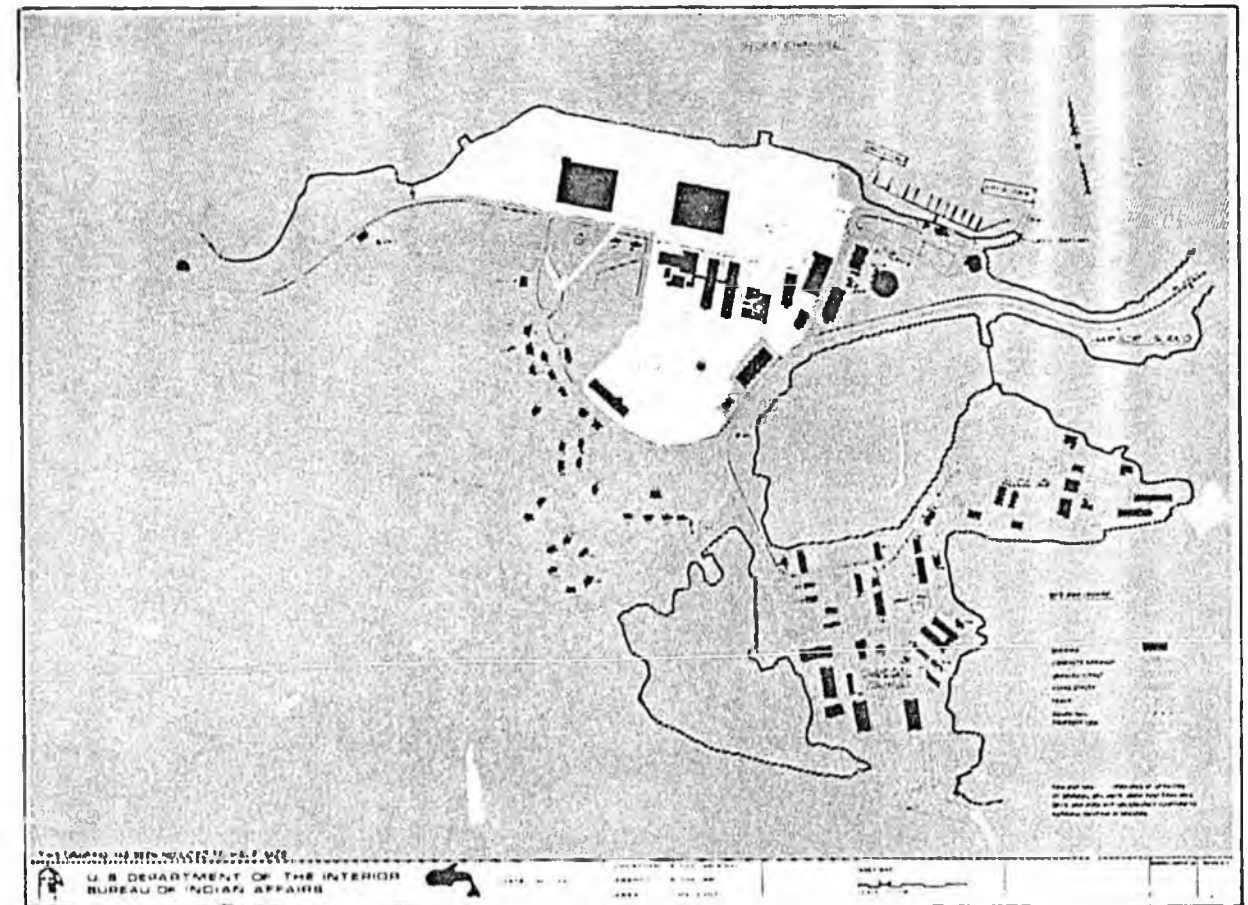


**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

Better Land Utilization, More Efficient Physical Plant



Existing Site Plan



Consolidated Site Plan

By greatly reducing the number of buildings and land area, the consolidation plan will result in better land use and a more efficient physical plant.

FACILITIES AND LAND

	Existing	Consolidation Plan
NUMBER OF BUILDINGS	98	15
TOTAL BUILDING AREA, SQ. FT.	464,465	278,500
LAND AREA, ACRES	127.4	27.4

UTILITIES

	Existing	Consolidation Plan
WATER LINES, L.F.	23,500	8,600
SEWER LINES, L.F.	21,300	7,400
ELECTRIC LINES, L.F.	27,500	8,200
STEAM LINES, L.F.	9,500	0

ROADS

	Existing	Consolidation Plan
PAVED AND UNPAVED, FT.	21,250	5,260

ENERGY CONSUMPTION

	Existing	Consolidation Plan
FUEL OIL, GALLONS/YEAR	797,132	133,951
FUEL OIL COST PER YEAR	\$351,339	\$117,877
ELECTRICITY, KWH/YEAR	3,568,537	1,950,000
ELECTRICITY COST PER YEAR	\$171,414	\$97,500
ENERGY USE, 1000 BTU/YEAR	159,044,000	41,775,000

TOTAL ANNUAL ENERGY COST

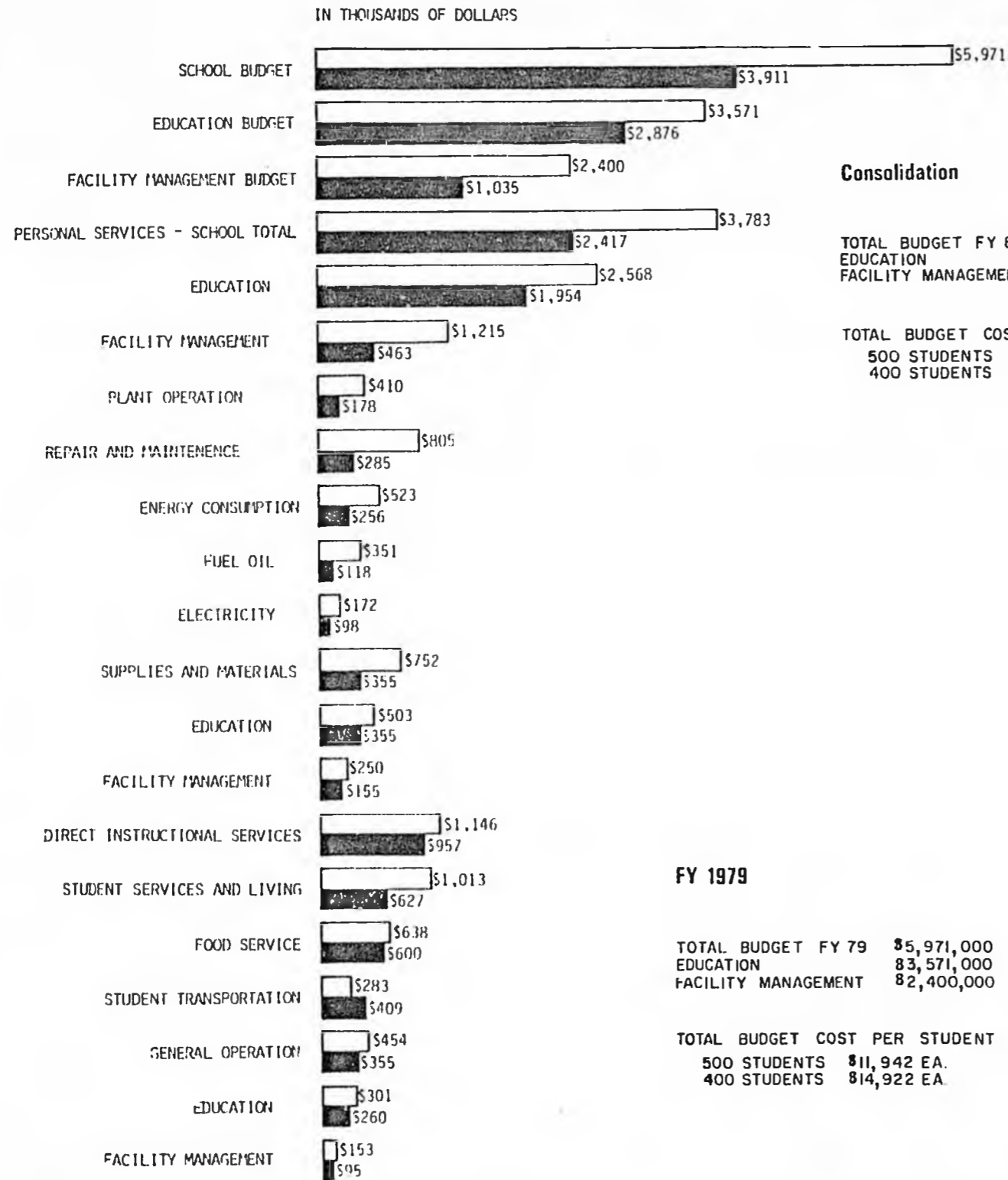
	Existing	Consolidation Plan
TOTAL ANNUAL ENERGY COST	\$522,753	\$215,377

NOTE: ALL COSTS IN 1979 DOLLARS

**COMPREHENSIVE CONSOLIDATION PLAN
MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA**

Lower Annual Operating Costs

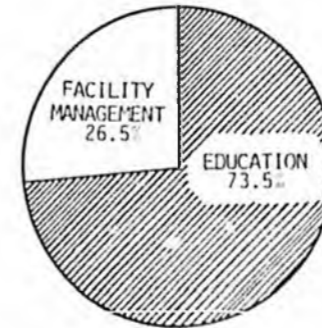
Budget Expenditures By Category



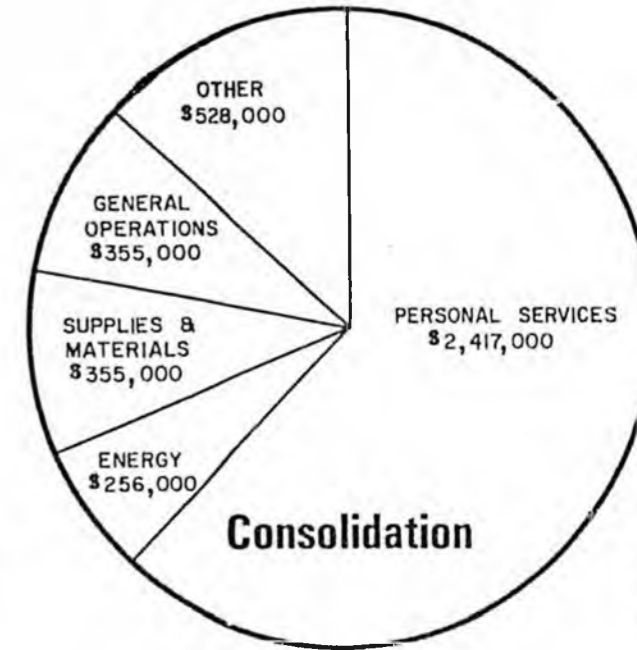
Consolidation

TOTAL BUDGET FY 83 \$3,911,000
 EDUCATION \$2,876,000
 FACILITY MANAGEMENT \$1,035,000

TOTAL BUDGET COST PER STUDENT
 500 STUDENTS \$7,822 EA.
 400 STUDENTS \$9,777 EA.



Annual Budget Expenditures

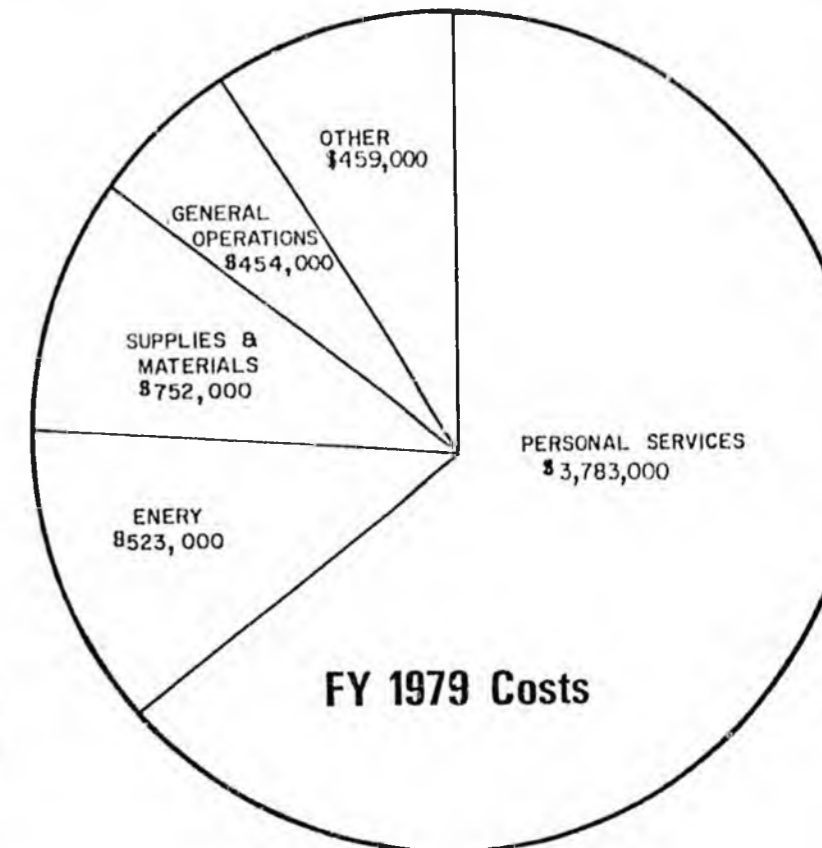
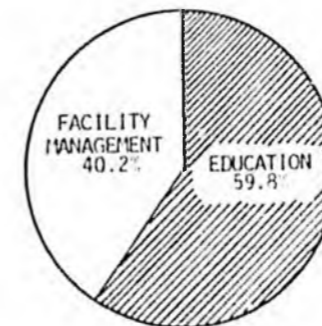


Consolidation

FY 1979

TOTAL BUDGET FY 79 \$5,971,000
 EDUCATION \$3,571,000
 FACILITY MANAGEMENT \$2,400,000

TOTAL BUDGET COST PER STUDENT
 500 STUDENTS \$11,942 EA.
 400 STUDENTS \$14,922 EA.



FY 1979 Costs

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA

Implementation of The Plan

LOGISTICS

THE OBJECTIVE OF THE CONSOLIDATION PLAN IS TO REDUCE COSTS THROUGH REDUCING TO A MINIMUM THE BUILDINGS AND FLOOR SPACE USED, THE EDUCATIONAL AND MAINTENANCE STAFF REQUIRED, AND CANCELLING UNNECESSARY PROGRAM ACTIVITIES. THE MAJOR STEPS ARE AS FOLLOWS:

1. MOVE FACILITY MANAGEMENT FROM CHARCOAL ISLAND INTO BUILDING 331, ALONG WITH STUDENT VOCATIONAL SHOPS.
2. MOVE ALL ACADEMIC CLASSROOMS INTO BUILDING 332 WITH STUDENT GYMNASIUM.
3. CONVERT BUILDINGS 293 AND 297 INTO FULL STUDENT DORMITORY USAGE, MAKING MAXIMUM SCHOOL CAPACITY 500 STUDENTS.
4. CONVERT BUILDING 295 INTO A COUNSELLING, RECREATIONAL, LIBRARY, AND STUDENT ACTIVITIES BUILDING.
5. DISCONTINUE BUREAU VOLUNTEER FIRE DEPARTMENT, CLOSING BUILDING 288, AND TURN EQUIPMENT AND RESPONSIBILITY OVER TO THE SITKA BOROUGH.
6. CLOSE THE BUREAU CENTRAL STEAM PLANT AND PROVIDE NEW LOW PRESSURE BOILERS FOR EIGHT BUILDINGS TO BE RETAINED. THIS WOULD ELIMINATE THREE SHIFTS-A-DAY, SEVEN DAYS A WEEK OF OPERATING ENGINEERS, AND CONVERT US TO LIGHTER FUEL OIL AVAILABLE UNDER LOCAL DELIVERY.

7. INSULATE ALL RETAINED BUILDINGS TO CONSERVE ENERGY, REDUCE HEATING COSTS, AND MINIMIZE BOILER SIZES WHEN CONVERTING BUILDINGS TO NEW INDIVIDUAL HEATING PLANTS.

8. GIVE UP ALL BUREAU QUARTERS TO PHS, GSA, OR BLM FOR POSSIBLE TRANSFER TO AN ANSCA CORPORATION OR SITKA BOROUGH TO BE FUTURE OWNER/LANDLORD. REQUIRE EMPLOYEES TO RENT THESE OR OTHER QUARTERS ON THE OPEN MARKET IN THE SITKA BOROUGH.

9. ALONG WITH GIVING UP OF ALL QUARTERS AND 100 ACRES OF BUREAU CONTROLLED LAND, CEASE MAINTAINING MILES OF STREETS, SIDEWALKS, ELECTRICAL DISTRIBUTION, WATER LINES AND STORAGE TANKS, SEWER LINES ETC. BY HAVING THESE DEDICATED TO PUBLIC USE IN THE NAME OF THE SITKA BOROUGH, THROUGH PHS, GSA, OR BLM. THEY WILL THEN BE MAINTAINED AND UPGRADED BY THE NEW OWNER.

10. REDUCE THE STAFFS OF EDUCATION AND FACILITY MANAGEMENT COMENSURATE WITH THE NEW ENROLLMENT, REVISE PROGRAMS AND CONSOLIDATED FACILITIES.

FACILITIES DISPOSAL

A. IT IS OUR HOPE THAT ALL BUREAU CONTROLLED STREETS AND UTILITY DISTRIBUTION

(I.E. ELECTRICITY, WATER, SEWER, STOPM DRAIN, ETC.) OUTSIDE THE NEW BUREAU CONSOLIDATED CAMPUS, WOULD ULTIMATELY GO TO THE SITKA BOROUGH WHO HAS THESE RESPONSIBILITIES THROUGHOUT THE BOROUGH. THIS WOULD BE HANDLED BY THE PUBLIC HEALTH SERVICE (THE OTHER MAJOR FEDERAL AGENCY AT MT. EDGE CUMBE), GENERAL SERVICES ADMINISTRATION, OR BUREAU OF LAND MANAGEMENT.

B. SINCE A BILL IS PENDING IN CONGRESS FOR TRANSFERRING ALICE AND CHARCOAL ISLANDS TO SHEE-ATIKA, AN ANSCA LAND CLAIMS ACT CORPORATION, IT IS POSSIBLE THAT ALL OTHER BUREAU QUARTERS AND THEIR LOTS COULD ALSO GO TO PRIVATE OWNERSHIP THROUGH THIS CHANNEL, OR BY BLM ACTION.

PERSONNEL REDUCTION

A. ALL EDUCATIONAL STAFF HAVE, OF FUNDING NECESSITY, BEEN CONVERTED TO FURLOUGH STATUS TO ENABLE THEM TO BE OFF PAY STATUS WHEN SCHOOL IS OUT IN THE SUMMER. AFTER THE CONSOLIDATION PLAN A REVISED STAFFING PLAN WILL BE IMPLEMENTED ADJUSTED TO ENROLLMENT AND REVISED EDUCATIONAL PROGRAM. A REDUCTION OF 39 EMPLOYEES IS ESTIMATED.

B. FACILITY MANAGEMENT STAFF WILL BE HALVED WHEN FACILITIES ARE SLASHED BY THE CONSOLIDATION PLAN, WHICH CLOSES THE CENTRAL STEAM PLANT, GIVES UP 83 BUILDINGS INCLUDING ALL QUARTERS, AND TURNS OVER TO OTHERS THE BULK OF UTILITY DISTRIBUTION SERVICES. STAFF REDUCTION IS ESTIMATED FROM 57 TO 22 EMPLOYEES.

FUNDING

THE FACILITY CONSTRUCTION AND OPERATION IMPROVEMENT DIVISION (FCOID) AT CENTRAL OFFICE HAS MADE AN ARCHITECTURAL/ENGINEERING SURVEY OF THE MT. EDGE CUMBE FACILITIES, THEIR ESTIMATE FOR UPGRADING ALL PRESENTLY INUSE BUILDINGS AND UTILITIES TO CODE REQUIREMENTS COMES TO 30.1 MILLION DOLLARS. OUR CONSOLIDATION PLAN REDUCES OUR FACILITIES FROM 98 TO 15 BUILDINGS, FROM 464,465 SQUARE FEET OF BUILDING SPACE TO 278,500 SQUARE FEET, AND FROM 127.4 ACRES OF STREETS AND ELECTRICAL/WATER SEWER UTILITIES TO 27.4 ACRES. THIS REDUCES THE REQUIRED CODE UPGRADING BY 17.6 MILLION DOLLARS.

Conclusion

OUR HOPE IS THAT 5.0 MILLION DOLLARS OF THIS SAVINGS COULD BE INVESTED IN MT. EDGE CUMBE FOR RENOVATION AND ALTERATION WORK TO CONVERT SEVERAL EXISTING BUILDINGS INTO NEW, EXPANDED, AND MORE EFFICIENT UTILIZATION. IF APPROVED BY FCOID AND/OR OMB, AS A CONSOLIDATION PLAN, THE SCHOOL COULD CONTINUE SERVING ALASKANS AT A REASONABLE COST PER STUDENT. REVISED CODE UPGRADING PLUS RENOVATION WORK FOR THE CONSOLIDATION PLAN COSTS 17.5 MILLION DOLLARS INSTEAD OF THE ORIGINAL 30.1 MILLION DOLLARS FOR TOTAL FACILITY UPGRADING. THIS IS A SAVINGS OF 12.6 MILLION DOLLARS, AND PRODUCES A COST EFFECTIVE BOARDING SCHOOL.

Consolidation Plan Time Schedule

	FY-80 QUARTERS		FY-81 QUARTERS				FY-82 QUARTERS				FY-83 QUARTERS			
	3RD	4TH	1ST	2ND	3RD	4TH	1ST	2ND	3RD	4TH	1ST	2ND	3RD	4TH
REVIEW-REFINEMENT-APPROVAL	██████████													
ARCHITECT/ENGINEER FIRM SELECTION			██████████											
BUILDING-ALTERATION-DESIGN				██████████										
ADVERTISE FOR BID						██████████								
CONSTRUCTION CONTRACTOR SELECTION							██████████							
CONSTRUCTION								██████████						
MOVING													██████████	

COMPREHENSIVE CONSOLIDATION PLAN MT. EDGE CUMBE HIGH SCHOOL SITKA, ALASKA

Mt. Edgecumbe. An Historical Perspective

THE MT. EDGE CUMBE COMPLEX WAS CONSTRUCTED AS A WAR EFFORT IN THE EARLY 1940'S. THE US NAVY BASE AND US ARMY'S FORT RAY WERE TRANSFERRED TO THE DEPARTMENT OF INTERIOR ON AUGUST 15, 1946 AND BECAME MT. EDGE CUMBE COMPLEX. IN FEBRUARY 1947, THE BUREAU OF INDIAN AFFAIRS OPENED A BOARDING SCHOOL WITH 347 STUDENTS AND 9 STAFF MEMBERS. IN 1950, THE ALASKA NATIVE SERVICE OF THE BIA ADDED TO WHAT WAS ORIGINALLY A US NAVY DISPENSARY DURING WORLD WAR II, A MODERN FIVE STORY GENERAL HOSPITAL. A TRUNK AIRPORT CONSTRUCTED IN 1967 FOLLOWED BY A BRIDGE CONNECTING THE ISLAND TO SITKA ALTERED THE LOCAL LIFE STYLE DRASTICALLY.

TODAY, 127 ACRES REMAIN OF THE ORIGINAL 256 ACRE MILITARY INSTALLATION. THERE ARE 167 BUILDINGS WHICH TOTAL 706,000 SQUARE FEET OF SPACE, HOUSING VARIOUS FEDERAL AGENCIES. THE BIA MANAGES FACILITIES OF A COMMON SERVICE NATURE FOR PHS AND OTHER GOVERNMENT AGENCIES ON A COST REIMBURSEMENT BASIS. THE COMMON SERVICE TYPE FACILITIES ARE COMPRISED OF PRIMARY AND SECONDARY ELECTRICAL DISTRIBUTION, AN OCEAN WHARF, A SMALL BOAT MOORAGE, A CENTRAL WATER SYSTEM, A CENTRAL SEWER SYSTEM, A LAUNDRY PLANT, A FIRE DEPARTMENT, A SECURITY SYSTEM, SANITATION SYSTEM, A CENTRAL HEATING SYSTEM, WHICH PROVIDES HEAT TO 285,000 SQUARE FEET OF BUILDING SPACE, PUBLIC GROUNDS AND A STREET MAINTENANCE SYSTEM.

TO PROVIDE UTILITIES SERVICES, OPERATION SERVICES, AND MAINTENANCE FOR THE ABOVE FUNCTIONS, FACILITIES MANAGEMENT HAS A STAFF OF 59 MAINTENANCE TYPE PERSONNEL.

CONVERTING THIS MILITARY INSTALLATION TO A BOARDING SCHOOL ENTAILED MANY UNIQUE PROBLEMS, SOME OF WHICH TODAY, 34 YEARS LATER HAVE NOT BEEN RESOLVED. TO BEGIN WITH, THE FACILITIES WERE DESIGNED TO ACCOMMODATE NEARLY TEN TIMES THE PRESENT POPULATION OF MT. EDGE CUMBE COMPLEX. ACCORDINGLY, OPERATING COSTS ARE VERY HIGH, MOST OF THE FACILITIES HAVE LIVED OUT THEIR DESIGNED LIFETIME THREE TIMES OVER. THE ONLY SIGNIFICANT CHANGE IN MANY OF THE BUILDINGS FROM THEIR WAR YEARS IS THE CAMOUFLAGE PLANT. THE CRITERION OF WAR CONSTRUCTION IS EXPEDIENCE, NOT A BUILDING IN IT'S ORIGINAL FORM HAD INSULATION OF ANY TYPE. MANY BUILDINGS ARE OF OBVIOUS TEMPORARY NATURE HAVING PILE FOUNDATIONS AND HIGHLY INEFFICIENT HEATING SYSTEMS.

THE TWO CLASS SYSTEM OF A MILITARY ORGANIZATION, I.E., COMMISSIONED AND NON-COMMISSIONED, LED TO PARALLEL FACILITIES IN MANY INSTANCES WHICH HAS BEEN EXPENSIVE TO MAINTAIN AND THERE IS A DISPARITY IN THE QUALITY OF CONSTRUCTION BECAUSE OF THIS. WAREHOUSING OF MATERIALS WAS BASED ON DECENTRALIZATION OF STRATEGIC MATERIALS RATHER THAN EFFICIENT USE OF SPACE AND COST EFFECTIVENESS. THE LIST GOES ON.

THE NEED FOR THE BIA TO RECONSTRUCT OR PROVIDE REPLACEMENT FACILITIES WAS APPARENTLY RECOGNIZED YEARS AGO. IN 1968, 9 MILLION DOLLARS OF A SCHOOL CONSTRUCTION PROGRAM, TOTALLING 22 MILLION DOLLARS BECAME AVAILABLE. PLANS AND SPECIFICATIONS WERE PREPARED, THE WORK ADVERTISED FOR BIDS AND CONTRACTS SUBSEQUENTLY AWARDED. IN A MEETING AT SITKA OF NATIVE LEADERS, CONGRESSIONAL SENATOR AND REPRESENTATIVE, HOWEVER, IT WAS DECIDED TO STOP ALL PLANS FOR RECONSTRUCTING MT. EDGE CUMBE HIGH SCHOOL AND

CHANNEL THE MONEY TO ALTERNATIVE EDUCATIONAL PROGRAMS WHICH HAVE NOW BEEN ABANDONED. A MORATORIUM ON CAPITAL CONSTRUCTION WAS ALSO POSED AT THAT TIME AND MT. EDGE CUMBE HIGH SCHOOL WAS SCHEDULED TO BE PHASED OUT IN THREE YEARS. THE NEED TO RECONSTRUCT HAS NOT DIMINISHED SINCE 1968, BUT HAS BEEN EMPHASIZED BY SPIRALLING ENERGY COSTS. THIS BRINGS US TO THE SINGLE MOST IMPORTANT PROBLEM AT MT. EDGE CUMBE HIGH SCHOOL, WHICH IS THE LACK OF DEFINED LONG RANGE GOALS. THE BIA CERTAINLY HAS THE IN-HOUSE CAPABILITY OF CONSTRUCTING NEW FACILITIES BUT CAN REACT ONLY TO A NEED THAT WILL EXIST THROUGH THE INVESTMENT LIFE OF THE PROPOSED PROJECT. IN OTHER WORDS, HOW CAN ONE JUSTIFY THE CONSTRUCTION OF PROJECT WHICH HAS AN INVESTMENT LIFE OF 10-15 YEARS ON BASIS OF A NEED THAT WILL EXIST FOR THREE YEARS. THE IRONY IS THAT AT THE END OF THREE YEARS THE PHASE-OUT IS MOVED UP ANOTHER 3-5 YEARS. THERE EXISTS A BASIC FLAW HERE IN THE ECONOMIC LOGIC BEING APPLIED WHICH CAN EXIST ONLY IN A BUREAUCRACY. IT IS ASSUMED THAT AT THE COMPLETION OF AN AGENCY'S USE OF A PARTICULAR FACILITY IT BECOMES OF NO VALUE. WHERE A PRIVATE INDIVIDUAL WOULD SELL OR OTHERWISE CASH-OUT AT THIS POINT, THE GOVERNMENT AGENCY WRITES OFF THE INVESTMENT. THE TRUTH IS THAT THE VALUE REMAINS TO THE BENEFIT OF THE US GOVERNMENT AND ITS FUTURE OCCUPANTS.

SINCE 1975, BUILDING SPACE OCCUPIED BY THE BIA HAS BEEN REDUCED 104,000 SQUARE FEET BY CONSOLIDATION USE AND WITHOUT AFFECTING EDUCATION PROGRAMS. THIS CONSOLIDATION WAS

DONE IN-HOUSE AT MT. EDGE CUMBE BUT FURTHER CONSOLIDATION POSSIBILITIES, WITH EXCEPTION OF QUARTERS WHICH IS STILL UNDERWAY, IS NOT POSSIBLE WITHOUT CAPITAL IMPROVEMENTS. THE COMPLETION OF THE CONSOLIDATION PLAN WILL PUT MT. EDGE CUMBE HIGH SCHOOL FACILITIES ON A SOLID BUSINESS BASIS WHILE UPGRADING THOSE FACILITIES TO MEET ALL CURRENT BUILDING, LIFE SAFETY AND HANDICAP CODE REQUIREMENTS.

STATE OF ALASKA
THE LEGISLATURE
LEGISLATIVE AFFAIRS AGENCY

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

IN-SESSION TRAVEL AUTHORIZATION

Authorization for travel for SENATE HESS COMMITTEE*

_____ and including
per diem if a staff member. Travel destination _____
MT. EDGE CUMBE and date 3/18/82.

PURPOSE OF TRIP:

To view Mt. Edgecumbe Boarding School



President of Senate

Date: 3/16/82

*Senator Charlie Parr
Terry Stimson
Mike Colletta
Tim Kelly
Staff Nancy Deitrick
Jane Press

For Accounting Use Only

Account Code _____

Advance \$ _____ FW# _____

Per Diem \$ _____ FW# _____

Travel _____

FW# _____ Date _____



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

TO : SENATOR CHARLIE PARR
CHAIRMAN, HESS COMMITTEE

FROM : SENATOR JAY KERTTULA
SENATE PRESIDENT

DATE : MARCH 10, 1982

SUBJECT: MT. EDGE CUMBE SCHOOL CLOSURE

Thank you for your recent letter regarding the closing of the boarding school at Mt. Edgecumbe. I look forward to reviewing your report.

JK/ +/aj

Questions about Mt. Edgecumbe

1. Budget (all sources) for each of estimated three years.
2. Number of administrators, certificated staff, and other employees for each past three years.
3. Student enrollment by grade, average daily attendance, and number of graduates in each of the last three years.
4. Communities from which students are enrolled, ^{for} each of last three years.
5. Results of any longitudinal studies showing success rates of graduates in college.
6. Rules governing students' ^{and} disciplinary measures.
7. Statistics on medical care for students for each of ^{the} last three years.
8. If school is liable to suit for injuries to students, how insurance is handled.
9. List of items (other than shelter, food, medical care, and classroom needs) furnished students. Which costs, if any, are not borne by the Federal government: (e.g. Travel, pocket money, clothing)

Current

Employee salary scale and the retirement system for employees.

LeRoy C. Demmert
Educational Program Administrator
P.O. Box 4458
Mt. Edgecumbe, Alaska 99835

Dear Mr Demmert:

Thank you for setting up the meeting with the Senate HESS Committee for the 18th of March. At this writing, it seems that all committee members will be in attendance along with two staff members. Mayor Dapsevich^{CEVICH} has kindly offered transportation from the airport for all of us, and I anticipate that if the weather is cooperative, we should be there around 1:00 p.m.

As my aide informed you in the telephone conversation, ^{our} my main concern in visiting Mt. Edgecumbe is to view all of the facilities associated with the boarding school. Any evaluations of the physical structures, particularly in reference to fire/life safety code compliance, would be of interest. If estimates have been done for any necessary remodeling for bringing the structures up to code, availability of those documents would also assist us.

Because your school is a federal facility, our knowledge is quite limited in regards to the curriculum and students, however, my information is that Mt. Edgecumbe provides an excellent transition for rural students and that the most highly motivated young people are the most likely to attend. A short discussion with the appropriate people on educational programming, curriculum development and the student population would seem appropriate.

HP → In view of the objectives of this visit, and the time involved, we would be happy to meet briefly with some representatives of the student body if you feel that the allotted time will be sufficient for us to make our 5:30 flight back to Juneau.

Thank you again for your cooperation, and we will see you on the 18th.

Sincerely,

Charles H. Parr

HP We would appreciate information on the items listed in the enclosure to the extent you can furnish it.

Commissioner's Study Group on Native Achievement

Toni Mallott (Chairperson) 9191 James Blvd. Juneau, Alaska 99801	789-4323
Patsy Aamodt North Slope Borough School District Box 169 Barrow, Alaska 99723	852-5311
Jean-Marie Crum, Community Relations Director Anchorage School District 4600 DeBarr Road Anchorage, Alaska 99502	333-9561
Mark Hiratsura Southwest Region School District Pouch 196 Dillingham, Alaska 99576	842-5287
Tim Samson Eek School Eek, Alaska 99578	543-3611 (Lower Kuskokwim S.D. will relay message via radio)
Sasha Soboleff, Superintendent Hydaburg City School District Box 109 Hydaburg, Alaska 99922	285-3491
Ed Thomas Ketchikan Indian Corporation Box 6855 Ketchikan Alaska 99901	225-5153
Alternate Member:	
Eileen MacLean North Slope Borough Barrow, Alaska 99723	

Goals for Commissioner's Study Group on Native Achievement

1. To review the Effective Schooling Report and suggest recommendations that will directly affect the education of Alaska Native students.
2. To concentrate upon and analyze small, predominately native, rural schools that have a high success ratio of student academic achievement.
3. To promote and encourage parents to become actively involved in their children's education with the goal of enabling the students to live successfully in villages or urban areas.
4. To actively promote more teacher training in areas of teaching methods or techniques that will help them to effectively teach and relate to Alaska Native students.
5. To continue to encourage the productive and positive working relationship between the Department of Education and the Commissioner's Study Group on Native Achievement.
6. The study group also plans to address other educational concerns, particularly in the areas of:
 - a. early childhood
 - b. bilingual/bicultural
 - c. professional and paraprofessional development and certification
 - d. the need for compiling and cataloging the products of federally funded programs such as Indian Education, J.O.M. and Title I and B.I.A. data and resources.
 - e. examination of the continuance of Mt. Edgecumbe as a possible secondary optional alternative high school for all rural Alaskan students.
7. To review and suggest recommendations for the Statewide Assessment Tests.
8. To recommend to the Commissioner that Alaskan Native Educators be appointed to serve on the Assessment panels and Content Board for the Effective Schooling recommendations.

****PLEASE NOTE****

THE ORIGINAL FILE CONTAINS AN OVERSIZED DOCUMENT THAT IS UNSUITABLE FOR FILMING. PLEASE REFER TO THE ALASKA STATE ARCHIVES TO VIEW THE ORIGINAL.

NEWSPAPER ARTICLE

*"LESTENKOF ASSUMES CONTROL OF FAST-MOVING
BIA"*

*TUNDRA TIMES
5/19/82*



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

April 15, 1982

Eleanor Weedman
Mt. Edgecumbe High School
Mt. Edgecumbe, AK 99835

Dear Ms. Weedman:

Your letter and enclosed speeches from Mt. Edgecumbe students arrived in my office.

The Senate Health, Education and Social Services Committee completed a report for the legislature following our trip to Mt. Edgecumbe in March, and will have a hearing about the alternatives for Mt. Edgecumbe on April 19.

A House Bill will be considered at this meeting which would appropriate one million dollars to the Department of Education for a freshman class for 1982/1983.

Thank you for writing, and the students' speeches will be shared with Committee members at the hearing on Monday.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles H. Parr".

Charles H. Parr
Chairman

CHP:sr

CC Nancy ✓

Eleanor Weedman
Mt. Edgecumbe H.S.,
Mt. Edgecumbe, Alaska
99835
April 8, 1982

Honorable Charles H. Parr
Chairman, Health, Education, & Social Services
Sub: Committee Members
Alaska State Legislature
Touch 1 (MS 3100)
Juneau, AK. 99811

Dear Mr. Parr:

Enclosed are speeches made at the hearing concerning Mt. Edgecumbe High School held recently in Sitka. I thought your committee might like to read them as these speeches express why we feel our school is so important and necessary. I will greatly appreciate any support you can give us in our struggle to see that Mt. Edgecumbe remains open after the 1982-83 school year and to see that a freshman class is allowed to enroll next year. Thank you very much.

Sincerely,
Eleanor Weedman
Via President Student Council


STATE OF ALASKA
THE LEGISLATURE

POUCH Y. STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3600

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 15, 1982

SUBJECT: Mt. Edgecumbe takeover
TO: Senator Charles H. Parr
FROM: Richard A. Bradley 
Legislative Counsel

You have asked what the conditions on the takeover of the high school program at Mt. Edgecumbe would be. Would a contract or agreement have to be entered into, you asked. You also asked whether the state could continue to limit enrollment to rural students.

I discussed this with Carole Burger in the governor's office and she advises that the BIA has agreed to operate the school for an additional school year, through the spring of 1983. The conditions or the elements of transfer of the program seem accordingly rather remote; this is probably the fourth or fifth announcement of a closure of Mt. Edgecumbe in recent memory and yet it continues to survive. There had been reports earlier, Burger reports, that the incoming class this fall would be limited to continuing students; she reports that Lee Demmert, the superintendent (principal) at Edgecumbe reports that there will be no such limitation.

Mt. Edgecumbe is apparently the only boarding school in the state. Questions as to whether it would be continued on the future takeover seem to need resolution before the question of the kind of student who will be admitted is addressed. I do not believe that anyone is thinking about that question now that the closure/takeover is being put off a year.

The answer to your question: could the state limit the enrollment to "rural students" is, of course, yes. But as suggested, since there is no regional school program presently in operation under a state program or multi-area RFAA program, the method of its operation will necessarily await future

Senator Charles H. Parr
Page 2
March 15, 1982

proposals by the executive and future action and responses by the legislature. I understand from Burger that the REAA in Bethel is operating a summer college prep school program on a regional basis in Bethel during the summer; to her knowledge, that was the only state-supported regional school program but it is limited to students from a single REAA.

If I may assist further, please advise.

RAB:ljb

Alaska State Legislature

House of Representatives

Albert P. Adams
Chairman
Committee on Finance



Official Business

WHILE IN SESSION
Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3706

ANCHORAGE OFFICE
1024 W. 6th Avenue
Anchorage, Alaska 99501
(907) 274-0615

HOME - DISTRICT 21
P.O. Box 271
Korzebue, Alaska 99752
(907) 442-3320

MEMORANDUM

TO : House Finance Committee Members

FROM: Albert P. Adams, Chairman
House Finance Committee *APA*

DATE: March 26, 1982

SUBJ: HB 812 Mt. Edgecumbe High School

Attached is a copy of a letter to the administration, faculty, staff, and students of Mt. Edgecumbe High School.

We have received eighty-five letters and five POM's in support of HB 812, which is currently in the House Finance Committee. These letters and POM's are available in my office.

This demonstrates the strong statewide support for Mt. Edgecumbe High School.

ATTACHMENT

cc: Senator Ferguson
Senator Parr
Representative Bettisworth
Representative Fuller
Representative Grussendorf
Representative Haugen
Representative Hurlbert
Representative Martin

APA/dlk



Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

(907) 465-3706

ANCHORAGE OFFICE

1024 W. 6th Avenue

Anchorage, Alaska 99501

(907) 274-0615

HOME - DISTRICT 21

P.O. Box 271

Kotzebue, Alaska 99752

(907) 442-3320

Official Business March 24, 1982

TO: The Administration, Faculty, Staff, and Students
of Mt. Edgecumbe High School

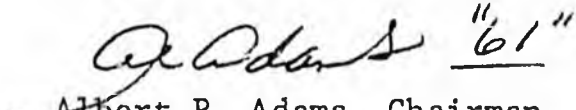
I have received the letters and petition from students and Mr. Gale Fechik, asking for my support in keeping Mt. Edgecumbe High School from being closed and allowing a freshman class next year.

We are working through legislation to ensure that there will be a freshman class next year, 1982-83. I fully agree that Mt. Edgecumbe is a valuable alternative to the village high school, especially beneficial for villages which don't have a high school.

Thank you for sending me the letters and petition. It will help me convince other legislators of the strong statewide support for Mt. Edgecumbe. I would suggest that you also contact the state representative and senator from your area, to urge them to support Mt. Edgecumbe as well.

Thanks again for your concern.

Sincerely,


Albert P. Adams, Chairman
House Finance Committee

P.S. Special thanks to the following people who wrote letters:

Olive Ahmaogak
Vera Aiken
Luki Akelkok
Cecelia Alexie
Cris Alexie
Alice Allmond
Paul Andrews
Beady Barr
Daniel Bergman
Bertha Billy
Blunka Blunka
Barrow Brower

Rosemary Charles
Charlie Charlie
Harry Cheemuk
Richard Cheemuk
Olga Coffee
Joe Coolidge
Eleanor Custer
Mary Lou Custer
Josephine Davison
Roseann Evan
Jim George
Jesse Gologergen

Page 2
March 24, 1982

Paul Guy
Cindy Hamilton
Steven Hjelm
Rudy Hootch
Daniel Hotch
Joanne Hotch
Caroline Ivanoff
Varlaam Jackson
Billy Joe
Jacob Johnson
Joe Johnson
Vivian Johnson
Herman Joseph
Leroy Kanayurak
Anna Kinagak
June Koonaloak
Tomi Lord
Evan McCarr
Sandra Mercurief
Kathy Miller
Darlene Milligrock
Brent Nelson
Mike Nicolai
Jackie Nothstine
Martha Numnik
William Okbaok
Deborah Okitkon
Sophie Olick
Michele Oxereok

Evan Paul Jr.
John Penetac Jr.
Daniel Peters
Larry Philemonof
Richard Pitka
Michele Oxereok
James Sabor
Joel Saccheus
Palassa Simeon
Cynthia Sipary
Gary Sipory
Mike Slats
Herman Solomon
David Soolook Jr.
Henry Soolook
Larissa Spein
Charlie Spud Jr.
Cheryl Stine
Leah Thompson
Sharon Vent
Brenda Walunga
Janice Walunga
Eleanor Weedman
Natalia Weedman
Frances Whalin
Sandra Williams
Martha Wood
Sherri Yates
Juliana Zacharof

Mr. Gale Fechik
(Math Teacher)

APA/dlk