

ALASKA LEGISLATIVE COMMITTEE FILES 1905 1900 00/2

3938

SHEP

SB 208

818





SCHOOL DISTRICT TulikaSAK

EXPENDITURE DETAIL - FY 86

SCHOOL OPERATING FUND

	AUDIT REPORT	BUDGET REPORT	
	Actual Prior Year FY _____	Estimated Current Year FY _____	Proposed Budget FY <u>86</u>
200 SPECIAL INSTRUCTION			
(Direct Instruction Costs Only)			
320 Certificated Salaries			52,500.00
350 Classified Salaries			30,400.00
350 Employee Benefits			
351 Insurance - Life and Health			8,632.00
353 Unemployment Insurance			497.00
354 Workmen's Compensation			937.00
355 FICA Contributions			1,824.00
356 Retirement Contributions			
Teachers			3,675.00
357 Retirement Contributions			
Public Employees			
359 Other Employee Benefits			
(Identify) _____			
362 Employee Housing Subsidy			
400 Professional & Technical Services			2,000.00
421 Equipment Rental (Classroom Only)			
426 Travel (Intradistrict Only)			
442 Field Trips			1,000.00
446 Equipment Repair (Classroom Only)			
451 Teaching Supplies			2,000.00
457 Small Tools & Equipment (Classroom Only)			
470 Instructional Media			
471 Textbooks			
472 Library Books			
473 Periodicals			
474 Other Instructional Media			
510 Equipment			
530 Other (Identify)			
TOTAL SPECIAL INSTRUCTION			103,465.00

SCHOOL DISTRICT Tulaksak

EXPENDITURE DETAIL - FY 86

SCHOOL OPERATING FUND

300 SUPPORTING SERVICES PUPILS-  
INSTRUCTIONAL FUNCTIONS (320, 330,  
340, 350)

320 Certificated Salaries

330 Classified Salaries

350 Employee Benefits

351 Insurance - Life and Health

353 Unemployment Insurance

354 Workmen's Compensation

355 FICA Contributions

356 Retirement Contributions

Teachers

357 Retirement Contributions

Public Employees

359 Other Employee Benefits

(Identify)

362 Employee Housing Subsidy

400 Professional & Technical Services

426 Travel

454 Office Supplies

470 Instructional Media

510 Equipment

530 Other (Identify)

TOTAL SUPPORTING SERVICES -

PUPILS - INSTRUCTIONAL

	AUDIT REPORT	BUDGET REPORT	
	Actual Prior Year FY _____	Estimated Current Year FY _____	Proposed Budget FY <u>86</u>
			0
			-15,200.00
			1,216.00
			91.00
			172.00
			912.00
			2,970.00
			2,640.00
			4,720.00
			4,720.00
			2,000.00
			34,641.00

SCHOOL DISTRICT Tulicstak

EXPENDITURE DETAIL - FY 86

SCHOOL OPERATING FUND

400 SUPPORTING SERVICES  
INSTRUCTION

320 Certificated Salaries

330 Classified Salaries

350 Employee Benefits

351 Insurance - Life and Health

353 Unemployment Insurance

354 Workmen's Compensation

355 FICA Contributions

356 Retirement Contributions

Teachers

357 Retirement Contributions

Public Employees

359 Other Employee Benefits

(Identify)

~~362 Employee Housing Subsidy~~

400 Professional & Technical Services

421 Equipment Rental (Instruction  
Only)

426 Travel

446 Equipment Repair (Instruction  
Only)

454 Office Supplies

470 Instructional Media

510 Equipment

530 Other (Identify)

TOTAL SUPPORTING SERVICES

INSTRUCTION

	AUDIT REPORT	BUDGET REPORT	
	Actual Prior Year FY _____	Estimated Current Year FY _____	Proposed Budget FY <u>86</u>
			45,000.00
			11,600.00
			4,480.00
			3,360.00
			633.00
			660.00
			2,700.00
			1,575.00
			1,000.00
			1,000.00
			1,000.00
			1,500.00
			2,000.00
			75,908.00

SCHOOL DISTRICT Tulaksh :

EXPENDITURE DETAIL - FY 86

SCHOOL OPERATING FUND

500 GENERAL SUPPORT SERVICES

310 Managerial & Professional Salaries

320 Certificated Salaries

330 Classified Salaries

350 Employee Benefits

351 Insurance - Life and Health

353 Unemployment Insurance

354 Workmen's Compensation

355 FICA Contributions

356 Retirement Contributions

Teachers

357 Retirement Contributions

Public Employees

359 Other Employee Benefits

(Identify) -

362 Employee Housing Subsidy

400 Professional & Technical Services

410 Communications

415 Insurance & Bond Premiums

421 Equipment Rental

426 Travel

454 Office Supplies

510 Equipment

530 Other (Identify) School Board

Less Indirect Cost Recruiting

TOTAL GENERAL SUPPORT SERVICES

05-158-12 (Rev. 3/82)

	AUDIT REPORT	BUDGET REPORT	
	Actual Prior Year FY _____	Estimated Current Year FY _____	Proposed Budget FY <u>86</u>
			65,000.00
			15,000.00
			6,400.00
			480.00
			904.00
			900.00
			4,550.00
			2,950.00
			6,543.00
			1,575.00
			0
			1,750.00
			2,588.00
			5,000.00
			113,640.00

## REGULAR INSTRUCTION

Activities dealing directly with the teaching of pupils in the classroom or in some instances in the home or hospital. Direct instruction costs funded under vocational education, special education, bilingual, or correspondence pupil provisions of the foundation program are not classified under the regular instruction function. Such costs are classified under separate instruction functions.

Under this section would be classified such objects of expense as classroom, teacher salaries, teacher aide salaries, employee benefits, teaching supplies, textbooks and equipment used in the classroom in the regular instruction teaching process, and travel between schools and/or other locations for instructional purposes. Such objects of expense as salaries and related costs of principals, supervisors, coordinators, directors and counselors are not classified under any of the instruction functions nor are the costs of inservice teacher training, conferences or workshops. These costs are reported under supporting service functions.

(Required)

## CORRESPONDENCE STUDY INSTRUCTION

Activities dealing directly with the teaching of pupils when the primary medium of instruction is written communication between the instructor at one physical location and the pupil at another physical location. Under this function would be classified such objects of expense as correspondence courses, teachers' salaries and benefits, travel to visit correspondence pupils, teaching supplies and postage. The costs of correspondence course used in the classroom with the teacher and pupil in the presence of one another are not classified here. Such costs are regular instruction costs.

(Required)

## VOCATIONAL EDUCATION INSTRUCTION

Activities dealing with the teaching of pupils in the classroom or other facility. Under this function would be classified those direct costs of instruction of approved vocational education classes for which supplemental foundation or federal grant funds are approved.

Under this function would be classified such objects of expense as vocational education teacher salaries, substitute and teacher aide salaries, employee benefits, teaching supplies, textbooks, instructional equipment and instructional repair costs. Objects expense for the supervision of vocational programs or in-service training of vocational education teachers are not classified under Vocational Education

---

Instruction. Such costs are recorded under Supporting Services -  
Instruction.

Total program costs of vocational education are not accumulated under this function - only direct instruction costs of vocational education. Districts who wish to accumulate total program costs may do so by using optional program accounting classifications.

(Required)

## SPECIAL EDUCATION INSTRUCTION

Activities dealing with the teaching of exceptional pupils in the classroom or other facility. Under this function would be classified those direct costs of instruction of the child who deviates from the average or normal child in mental, physical or social characteristics to such an extent that he requires a modification of school practices or special education services in order to develop to his maximum capacity.

Under this function would be classified such objects of expense as special education teacher salaries, speech and hearing therapist salaries, teacher aide salaries, employee benefits, teaching supplies and instructional equipment. ~~Objects of expense for supervision of special education, in-service teacher training, testing, and psychological or health services are not classified here. Such costs are classified under Supporting Services - Pupil or Supporting Services - Instruction.~~

Total program costs of special education are not accumulated under this function - only direct instruction costs of special education. Districts who wish to accumulate total program costs of special education may do so by using optional program accounting classifications.

(Required)

SUPPORTING SERVICES - PUPILS - NON INSTRUCTION

Activities designed to support the attendance of pupils at school.

Under this function would be classified costs of such activities as attendance and social work services; boarding home program not covered by boarding home grants in the special revenue fund and other pupil services which cannot be recorded under Supporting Services - Pupil - Instruction.

(Required)

---

---

---

SUPPORTING SERVICES - PUPILS - INSTRUCTION

Activities designed to assess and improve the well-being and health of pupils and to supplement the teaching process.

Under this function would be classified costs of such activities as guidance and testing services, psychological services, health services, speech pathology and audiology services, and such objects of expense as counselor's salary, nurse's salary, employer benefits medical exams and services for pupils, testing services and supplies, psychological services, health supplies.

(Required)

## BILINGUAL/BICULTURAL EDUCATION INSTRUCTION

Activities dealing with the teaching of pupils in the classroom or other facility. Under this function would be classified those direct costs of instruction which is designed for children of limited English-speaking ability.

Under this function would be classified such objects of expenses as bilingual teacher and aide salaries, employee benefits, teaching supplies, textbooks and instructional equipment. Objects of expense for supervision of bilingual/bicultural instruction or in-service teacher training are not recorded here. Such objects of expense are classified under Supporting Services - Instruction.

---

Total program costs of bilingual/bicultural are not accumulated under this function - only direct instruction costs. Districts who wish to accumulate total program costs of bilingual/bicultural may do so by using optional program accounting classifications.

(Required)

...  
SUPPORTING SERVICES - INSTRUCTION

Activities associated with assisting the instructional staff with the content and process of providing learning experiences for pupils.

Under this function would be classified the costs of such supporting service activities and services as supervision and direction of instructional programs, curriculum development, instructional staff training, library services, audiovisual services and television services. Objects of expense classified here would include salaries, benefits and related costs for curriculum directors, vocational education directors, special education directors, librarians, audiovisual and television technicians, travel expense for teacher workshops and conferences, and supplies, materials, books and equipment for central libraries and audiovisual centers.

(Required)

GENERAL SUPPORT SERVICES

Consists of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils.

Under this function would be classified the salaries and related expense of the superintendent's office, principal's offices, school board and other general administrative offices.

(Required)

## PUPIL TRANSPORTATION

Consists of those activities involved with the conveyance of pupils between home and school, between school facilities. Under this function would be classified the costs of directing and managing pupil transportation programs; transporting pupils between home and school, either with district owned buses or by contract with a private carrier; transporting pupils between school facilities such as between classroom facilities and PE facilities.

Pupil activity travel is not classified under this function. Such travel is classified under the pupil activity function.

---

(Required)

## OPERATION AND MAINTENANCE OF PLANT

Consists of activities involved with keeping the physical plant open and ready for use, and keeping the grounds, buildings and equipment in an effective working condition and state of repair. This service area is applicable to individual schools as well as to a school system.

Included under this function are all building rental expenses, all equipment repair expenses except for equipment used in the classroom for direct instruction and vocational equipment repair which may be charged to the Vocational Education Instruction function, and the cost of property and liability insurance for school facilities.

---

(Required)

---

---

pkp

### Time Frame

April first: Tentative contracts set with teachers (returning staff etc.)

April 15: School board approval of tentative budget.

April 20: Supplies ordered for the 1985-86 school year.

April 20: Fuel oil ordered for the 1985-86 school year.

April 20-25: Complete inspection of all school facilities to determine maintenance required for the summer months in preparation for school opening.

April 20-may 5. PROGRAMS: Write Special Education program w/ state guidelines; write Vocational Education program with State guidelines; write Bilingual Education program with State guidelines; Write Chapter I program; organize cursory audit for Special Education by State to meet BIA/State differences.

July 1: Disbursement of first funds for the implementation and establishment of the district office.

July 1: Superintendent on duty for current school year.

July 15: Start of BIA close-out and fiscal procedures and audit of grants and programs.

August 19. All teachers and other staff members on duty.

August 22-24 In-service for all teachers and staff members.

August 26. First day of school. (This is only tentative- each school would choose their own opening dates).

# AKIACHAK NATIVE COMMUNITY

AKIACHAK IRA COUNCIL  
AKIACHAK, ALASKA 99551 - (907) 825-4320

## PETITION

Petition in Support of the Proposal to Contract for Educational Services

We, the members of the Akiachak Native Community, and the Registered Voters residing in the Village of Akiachak, Hereby affix our signatures in support of the Proposal of the Akiachak IRA Council to contract for all Educational Services to include maintenance, from the State Department of Education.

PETITION  
 IN SUPPORT OF THE AKIACHAK IRA COUNCILS  
 PROPOSAL TO CONTRACT FOR THE EDUCATIONAL SERVICES  
 FROM THE STATE DEPARTMENT OF EDUCATION.

PAGE 1 OF     

PRINTED NAME	SIGNATURE	ADDRESS
1. WILLIE KASAYULIE	Willie Kasayuli	AKIACHAK, AK
2. MILDRED EVAN	Mildred Evan	✓
3. LOUIE W. WASSILIE	Louie W. Wassilio	AKIACHAK AK
4. KIM RUTHERFORD	Kim Rutherford	AKIACHAK AK
5. BOB PETER	Bob Peter	AKIACHAK, AK
6. PHILLIP K. PETER	Phillip K. Peter	AKIACHAK, AK
7. CARL C. TRIPLETT	Carl C. Triplett	AKIACHAK, AK
8. GEORGE BILLY	George Billy	AKIACHAK, A.K.
9. LINCOLN PETER	Lincoln Peter	AKIACHAK, AK
10. NELSON KASAYULIE	Nelson Kasayuli	AKIACHAK AK
11. GLEN RUTHERFORD	Glen Rutherford	AKIACHAK, AK
12. CHARLES K. JAMES	Charles K. James	AKIACHAK
13. RYAN KINGAK	Ryan Kingak	AKIACHAK
14. PATRICK PETER	Patrick Peter	AKIACHAK
15. KEVIN A. SAM	Kevin A. Sam	AKIACHAK
16. JOSEPH M. MOSES	Joseph M. Moses	AKIACHAK
17. RICHARD JORDAN	Richard Jordan	AKIACHAK
18. IDA D. WASSILIE	Ida D. Wassilie	AKIACHAK
19. ANNA MAE MOSES	Anna Mae Moses	AKIACHAK
20. MADRONA PAINE	Madrona M. Paine	AKIACHAK
21. TOM KASAYULIE	Tom Kasayuli	"
22. ANNIE G. KINGAK ↔	ANNIE G. KINGAK	AKIACHAK
23. BERTHA L. PHILLIP	Bertha L. Phillip	AKIACHAK
24. ELIZABETH POSITRAK	Elizabeth Positruk	AKIACHAK
25. FRED NICK	Fred Nick	AKIACHAK
26. LILLIAN ALEXIE	Lillian Alexie	AKIACHAK
27. MARY M. GEORGE	Mary M. George	AKIACHAK
28. JOHN M. STALLEY	JOHN M. STALLEY	AKIACHAK
29. LYNDA KERR	Lynnda Kerr	AKIACHAK
30. NASTASIA WASSILIE	Nastasie WASSILIE	"

SUPPLEMENTAL SIGNATURE PAGE TO  
 A PETITION FOR CONTRACTING FOR  
 EDUCATIONAL SERVICES WITH THE  
 STATE DEPARTMENT OF EDUCATION  
 PAGE 2 OF     

PRINTED NAME	SIGNATURE	ADDRESS
31. Samuel J. George	Samuel J. George	Gen Del Akiachak, AK 99551
32. Evon A. Wassilie	Evon Wassilie	Akiachak AK 99551
33. Joseph Lomack	Joseph Lomack	Akiachak 99551
34. WILLIAM LOMACK	William Lomack	"
35. Edith Manutoli	Edith Manutoli	"
36. FITZ GEORGE	Fitz George	Akiachak AK 99551
37. PETER A LOMACK	Peter A Lomack	Akiachak AK 99551
38. HARRY MOSES	Mary H. Moses Peter A Lomack	Akiachak AK 99551
39. Barbara Pasitruk	Barbara Pasitruk	Akiachak AK 99551
40. Elena Peterofsky	Elena Peterofsky	Akiachak AK 99551
41. Sophie N Kasuyuk	Sophie N. Kasuyuk	"
42. Kate George	Katie George	"
43. James Manutoli	JAMES MANUTOLI	"
44. LOTT GEORGE	Lott George	"
45. Olinka George	Olinka George	"
46. Moses Henry	Moses Henry	"
47. Marie P. Frederick	Marie P. Frederick	Gen Del Akiachak, AK 99551
48. Lucy Wassilie	Lucy Wassilie	Akiachak 99551
49. Roy George	"	"
50. Thomas Noatak	Thomas Noatak	"
51. David A Alexis	David Alexis	"
52. George Pasitruk	George Pasitruk	Akiachak AK 99551
53. MOSES F. PETER	Moses F. Peter	Gen. Delivery Akiachak, AK 99551
54. WASSILIE GEORGE SR	Wassilie George Sr	Gen Del Akiachak
55. MARVIN EVAN	Marvin Evan	" "
56. JERI H GEORGE	Jeri H. George	" "
57. Margaret E Kamrak	Margaret Ekamrak	"
58. Mary Ekamrak	Mary Ekamrak	"
59. Grace H. Sam	Grace H. Sam	"
60. Ruth Lomack	Ruth Lomack	Akiachak

SUPPLEMENTAL SIGNATURE PAGE TO  
 A PETITION FOR CONTRACTING FOR  
 EDUCATIONAL SERVICES WITH THE  
 STATE DEPARTMENT OF EDUCATION  
 PAGE 3 OF     

PRINTED NAME	SIGNATURE	ADDRESS
61. WASSILIE GEORGE SR	Wassilie George Sr	Akiachak
62. HELENA GEORGE	Helena George	Akiachak
63. Elizabeth Peter	ELIZABETH PETER	Akiachak
64. Mary S. Frederick	Mary S. Frederick	Akiachak 99551
65. Pauline Frederick	PALINE FREDERICK	
66. Marie Frederick	Marie Frederick	Akiachak, AK. 99551
67. Elmer Charles	Elmer Charles	Akiachak
68. Mary J. Peter	Mary J. Peter	Akiachak, AK 99551
69. Maggie A. Moses	Maggie A. Moses	"
70. Nellie Moses	Nellie Moses	"
71. John Kamrat	John Kamrat	"
72. David Henry	DAVID HENRY	"
73. Liza J. Henry	LIZA J. HENRY	"
74. Robert M. Charles	Robert M. Charles	"
75. Joe Charles Sr	Joe Charles Sr	"
76. Agnes Charles	Agnes Charles	"
77. Katie P. Charles	Katie P. Charles	"
78. ABRAHAM GEORGE	Abraham George	"
79. Elizabeth Manutak	Elizabeth Manutak	"
80. Louis Kinogak	Louis Kinogak	
81. John Moses Sr.	John Moses Sr.	"
82. ALVIN S. IVANOFF	Alvin Ivanoff	Akiachak, AK
83. ANIL George	Anil George	"
84. Ina M. George	Ina M. George	"
85. Frederick T. George	Frederick T. George	"
86. June Swape	June Swape	"
87. Robert E. Pasitnak	Robert E. Pasitnak	"
88. Fannie Pasitnak	Fannie Pasitnak	"
89. Alice Sam	Alice Sam	
90. Andrew Jordan	Andrew Jordan	

SUPPLEMENTAL SIGNATURE PAGE TO  
A PETITION FOR CONTRACTING FOR  
EDUCATIONAL SERVICES WITH THE  
STATE DEPARTMENT OF EDUCATION

PAGE 4 OF     

PRINTED NAME	SIGNATURE	ADDRESS
91. Father S. Massillie	Esther Whipple	Akiachak
92. Henry Pasitnak	Henry Pasitnak	Akiachak
93. Michael Moses	Michael Moses	Akiachak
94. Eddie Pasitnak Sr	Eddie Pasitnak Sr.	Akiachak
95. Ruth Liskey	Ruth Liskey	Akiachak
96. Donald Liskey	Donald Liskey	Akiachak
97. Mary Pasitnak	Mary Pasitnak	
98. Larry George	Larry George	Akiachak
99. ANNIE JACKSON	Annie Jackson	Akiachak
100. Annie Noah	Annie Noah	Akiachak
101. Joseph Noah	Joseph Noah	Akiachak
102. Marie Phillips	Marie Phillips	Akiachak
103. George Moses Sr.	George Moses Sr.	Akiachak
104. Nellie Moses	Nellie Moses	Akiachak
105. ANNA MAE Moses	Anna Mae Moses	Akiachak
106. LORSA Henry	Lorsa Henry	Akiachak
107. Maggie A. Moses	Maggie A. Moses	Akiachak
108. Carl Moses	Carl Moses	KIT
109.		"    "
110. Robert Clark	Robert Clark	KIT
111. James Peter SR		Akiachak
112. John W. Peter	John W. Peter	"
113. James Peter Jr	James Peter	"
114. Sarah Ann Peter	Sarah Ann Peter	"
115. Moses Nick Sr.	Moses Nick Sr.	Akiachak
116. Anna Nick	Anna Nick	"
117. Dorothy Nick	Dorothy Nick	Akiachak
118. Cecelia Nick	Cecelia Nick	Akiachak
119. ISAAE NICK	Isaac Nick	Akiachak
120. Carrie A. LOTT	Carrie Lott	Akiachak

SUPPLEMENTAL SIGNATURE PAGE TO  
 A PETITION FOR CONTRACTING FOR  
 EDUCATIONAL SERVICES WITH THE  
 STATE DEPARTMENT OF EDUCATION  
 PAGE 5 OF     

PRINTED NAME	SIGNATURE	ADDRESS
121 Lydia Wassilie	Lydia Wassilie	Akiachak
122 George Wassilie	George Wassilie	" "
123 Joel H Kasayulie	Joel H Kasayulie	" "
124 Elsie Kasayulie	Elsie Kasayulie	" "
125 Anna Ekamrak	Anna Ekamrak	" "
126 Anna Ekamrak	Anna Ekamrak	" "
127 Edward Kinegak	Edward Kinegak	" "
128 Nanny Lomack	Nanny Lomack	Akiachak
129 Henry Lomack	Henry Lomack	Akiachak
130 FANCY N. LOMACK	Fancy N. Lomack	Akiachak, Ak 99551
131 JACOB Henry Jr	Jacob Henry Jr	AKI
132 Margaret Ekamrak	Margaret Ekamrak	Akiachak, Ak
133 Elena Peterofsky	Elena Peterofsky	Akiachak, Ak 99551
134 Ida D. Wassilie	Ida D. Wassilie	Akiachak, Ak. 99551
135 Thomas Noatak	Thomas Noatak	
136 Nellie J Noatak	Nellie J. Noatak	
137 Eddie NOATAK	Eddie Noatak	
138 CAROL Noatak	Carol Noatak	
139 Fred Noatak	Fred Noatak	
140 John Wassilie	John Wassilie	Akiachak
141 Vera Kasayulie	Vera Kasayulie	Akiachak
142 Nelson Kasayulie	Nelson Kasayulie	AKI 99551
143 Brian W Latham	Brian W. Latham	Akiachak, Ak.
144 Carrie N. Latham	Carrie N. Latham	Akiachak, Ak.
145 Olinka Evon	Olinka Evon	Akiachak
146 Anecia Nick <small>wife of Sam of George Olinka Evon</small>	X	Akiachak
147 ROBERT NOSE	Robert Nose	Akiachak
148 Willie Nose	Willie Nose	Akiachak
149 Joe Evon Jr	Joe Evon Jr	Akiachak
150 Martin Nose	Martin Nose	Akiachak



SB 208  
MAR 11 1985

# Kashunamiut School District

Chevak, Alaska 99563

We, the undersigned residents of Chevak wish to continue to have local control of our own school district. We have been able to have local control of Kashunamiut School District under P.L. 93-638 as a BIA School District. We are now requesting that the State of Alaska recognize our unique status and allow us to continue with our own school district - Kashunamiut School District.

Joseph D. Spots  
John H. Lake  
Leah Lake  
Dora M. Hill  
Kathleen M. Morstad  
Flora Lee Agulak  
Elizabeth C. Fermoyak  
Lena B. Uroan  
Lena Steadman  
Sister Rose Beck  
Evan Meade  
Nancy Bay  
Fred Espiriti  
Joe Aylagarak  
Wendy E. Stone Fleischman  
Lyle H. Wells  
Lissa Oberke  
Joy Umugak  
Ulric Nazamini  
Lawrence A. Mathison  
K  
Laurie A. Nelson

Almond Puyayak  
Francis Uroan  
Wm P. Fink  
William Agulak  
Henry L. Sorel  
Sister Luben Jacobs  
St. V. A. A. A.  
Phillip T. Tulim  
Yuan A. Pte  
Michael A. Aherian  
John Mase  
Dana Espiriti  
Jeresa Uroan  
Lucinda Mase  
Joseph Priddy  
Bob R. Stone

# Kashunamiut School District

Chevak, Alaska 99563

We, the undersigned residents of Chevak wish to continue to have local control of our own school district. We have been able to have local control of Kashunamiut School District under P.L. 93-638 as a BIA School District. We are now requesting that the State of Alaska recognize our unique status and allow us to continue with our own school district - Kashunamiut School District.

Helen Friday

Albert Atchak

Alexander Kankalak

Rose A. Kankalak

Mary Nash

Gene Nash

Virgil A. Stata

Lucy Wuygan

Justina Wuygan

Mary Moses

Leo E. Moses Sr.

Arthur Matchin

Thomas Moses

Theresa Browning

Danny Ulin

Greg E. Sych

Don G. Sych

Pete Nazoni

Wayne R. Hill

Joe L. Parson

Theresa A. Chobak

Al Chobak

Ruth Pungayak

# Kashunamiut School District

Chevak, Alaska 99563

We, the undersigned residents of Chevak wish to continue to have local control of our own school district. We have been able to have local control of Kashunamiut School District under P.L. 93-638 as a BIA School District. We are now requesting that the State of Alaska recognize our unique status and allow us to continue with our own school district - Kashunamiut School District.

Cecilia Andrews

Mary Acherian

John Acherian

Rossie Panuyak

Yvonne Panuyak SR

Ann Panuyak

Bernice Panuyak

Theresa Mattias

Genevieve Mathis

Jeanette Mathis

Pauline Miles

Betty A. Nash

Margaret Slats

Mary P. Slats

Sophie B. Slats

Helene A. Kinney

Suey Butowski

Edna M. Jall

Dorothy Nayami

Brandon Nayami

Alvinia Jones

Antonia Browning

Kimberly Pingayak

Valerie Pingayak

Susie A. Nayami

Mabel M. Achak

Jack Nash

Clotilda Boy Scout

Wanda Mae Mill

Chance Robert H. II

Ellie B. Willie Peter Willie Peter

Chimerehen, Carl

Mary Slats

Norman Choldak

Sucille Francis

Shawn Jones

William

Ann Marie Chayukma

Elix Mathian

# Kashunamiut School District

Chevak, Alaska 99563

We, the undersigned residents of Chevak wish to continue to have local control of our own school district. We have been able to have local control of Kashunamiut School District under P.L. 93-638 as a BIA School District. We are now requesting that the State of Alaska recognize our unique status and allow us to continue with our own school district - Kashunamiut School District.

Francis Matchan

Hilda Matchan

Joseph V. Panik

Mary H. Panik

William Kook

John Adams

Gregory Chayaluk

Larry Tulup

Wesley T. T.

Clara Tall

Charles Winger

Manica Slatz

Gregory Seats

C. Curtis Quinn

Theresa Tommy

Alfred Usugan





# Kashunamiut School District

Chevak, Alaska 99563

We, the undersigned residents of Chevak wish to continue to have local control of our own school district. We have been able to have local control of Kashunamiut School District under P.L. 93-638 as a BIA School District. We are now requesting that the State of Alaska recognize our unique status and allow us to continue with our own school district - Kashunamiut School District.

*Marie Longson*

*Elizabeth Tove*

*Bessie Tove*

*Richard Tove*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Introduced: 3/4/85  
Referred: Health, Education & Social Services  
and Finance

1 IN THE SENATE

BY FERGUSON AND SACKETT

2

SENATE BILL NO. 208

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

FOURTEENTH LEGISLATURE - FIRST SESSION

5

A BILL

6 For an Act entitled: "An Act relating to the formation of federal transfer  
7 regional educational attendance areas in certain  
8 villages; and providing for an effective date."

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

10 \* Section 1. FINDINGS AND PURPOSE. Federal transfer schools formerly  
11 funded through the Bureau of Indian Affairs in the villages of Akiachak,  
12 Akiak, Tuluksak, Chevak, and Chefornak will no longer receive federal  
13 funding after fiscal year 1985. The legislature finds that these villages  
14 have successfully operated the schools on their own through contracts with  
15 the Bureau of Indian Affairs. Therefore, it is the purpose of this Act to  
16 give these villages the opportunity to continue to operate these schools on  
17 their own by forming federal transfer regional educational attendance  
18 areas.

19 \* Sec. 2. Notwithstanding AS 14.08.031, the villages of Akiachak,  
20 Akiak, Tuluksak, Chevak, and Chefornak may each hold an election to deter-  
21 mine if the village shall form its own regional educational attendance area  
22 for the purpose of operating federal transfer schools in the village. The  
23 village may form a regional educational attendance area only if a majority  
24 of the qualified voters of the village vote to do so in an election held no  
25 later than October 10, 1985. If an election is not held by October 10,  
26 1985, or if a village votes not to form a regional educational attendance  
27 area, the federal transfer schools in the village become part of the  
28 regional educational attendance area in which the village is located. A  
29 regional educational attendance area formed under this section is subject

# Kashunamiut School District

Chevak, Alaska 99563

## NARRATIVE JUSTIFICATION

the concept of local control has had a steady up hill climb from the days of The Nelson Act. Senator Knute Nelson came to Alaska in 1903 as a Member of a Congressional investigating committee. Upon his return he introduced legislation which still has an effect on the educational system in Alaska. In a report to the Secretary of Interior it was noted that there were 177 villages without schools (Gruening 1975). Supporters of the Nelson Act did not plan for the Alaskan government being responsible for the education of the native children. They supported a dual system.

The Bureau of Education operated the schools for Alaskan Natives. The Bureau tended to take a paternalistic approach to education of the natives. They weren't interested in assimilation. They saw teachers as social worker and schools as social centers. (Dafoe 1978).

Alaska officially became a Territory of the United States with the passage of the Second Organic act. This allowed Alaska in general a greater degree of local control. However, the dual system of education continued.

From about 1917 -1959, when Alaska became a state, there existed a dual system of education for the peoples of Alaska. The federal System was primarily for the Alaskan natives children while the territorial system was primarily for the non-native peoples of Alaska. As the years went by the Territorial system gradually discontinued the distinction of bloodlines and looked more at the geographical and financial considerations of the people. "Entering statehood the dual system of education was still operating with more similarities than there were differences. A philosophy that the dual system was not appropriate and should be unified had been declared by both Federal and Territorial-State officials, but a mutually satisfactory method for accomplishing that had not yet emerged" (Dafoe 1978).

~~Between 1958 and 1962 the [redacted] schools transferred from the BIA to the state of Alaska. In 1964 seven schools were~~

transferred to the state under the control of newly created Borough School Districts. Around 1966, the Commissioner of Education and BIA officials issued a statement concerning transfer of schools from the BIA to the state:

Mutual readiness is the principle being followed in the school transfer process. There are three parties to most transfers: the BIA, the State of Alaska, and the local community.

The principle of mutual readiness insures that no damage or disruption will result to the education program as a result of the changes in administration (Darnell, 1974).

Based on the above premise, the five contract schools, that are currently funded under P.L. 93-638 seek to have their programs continue to be funded at their current status. It was mutually agreed that if they were forced to abandon their local control it would "damage or disrupt" the educational program in each of the five effected villages. Secondly, none of these communities have agreed to this transfer without maintaining their current status as independent school districts. Although there will be "changes in administration" from the BIA to the State of Alaska, as far as the funding of these schools, we maintain that this change in funding sources should not make a difference as far as the programs are concerned in each of these schools.

It is the contention of each of these villages that, 'the principle of status quo', should be upheld. Currently the status of each of these schools is that of an independent school or district. Given this distinction, as it exists between the BIA and each of these villages, the state of Alaska should honor the current status of these schools.

The history of federal and state involvement in education in Alaska has been a consistent trend toward true local control. Each change in the structure or funding source has been a progressive move toward local control. If our villages were forced to abandon their local control, for the first time in the history of education in Alaska there would be a step away from local control in favor of regional control.

Each of the involved villages see this request as being reasonable and prudent. For these villages to maintain their current status would not cost the state of Alaska any additional funds since they would be funded under the same funding formula as all other school districts. It is even possible that the state could save funds as a result of funding these five schools as independent schools.

It has been suggested by some that if these five schools or districts were allowed to have a state contract for the purpose of running their school programs a Pandora's box would be opened for any number of villages or communities to make the same

request of the state. We maintain that this isn't the case. All other villages or communities had the opportunity to choose what status they would have for their education programs, based on the options that were available to them at the time of their choice. The legal, generally accepted principle of, 'grandfather rights' support our belief. There aren't any other schools in the state that could currently consider themselves as independent schools or districts in the same situation as the five of our villages. We represent the only public schools in the state that could have this argument. Any other school that is currently a part of one of the 21 REAA's is there because they made that choice. In each case public meetings were held and the community voted to become apart of the local REAA. To the best of our knowledge none of these villages protested their becoming a part of the REAA. No where in the history of education in this state has a school district with local control been forced to abandon that status in favor of regional control. There has always been a steady progressive move toward local control. "Creation of the Alaska State operated School System provided in effect an unorthodox district-- state in reality but quasi-local--which did have its own board but was without ability to raise local funds and therefore dependent on State support and under considerable State control. Although at the time the legislation was conceived of as creating a permanent district for school operations, it became obvious quite early that the anticipated "local control" could not be accomplished through a seven-member board representing such a large and diverse area...Within two years of creation of the State Operated School System, pressure for more local control brought the system to the point where it acceded to working toward local control." (Dafoe page 37-The Governness, Organization and Financing of Education for Alaska Natives 1978)

"Local control through a board elected from a large area does not necessarily conform with "local control" as viewed by a community school committee."(Anchorage Times, Sand Point Fight School Board, August 25, 1977.) The passage of the Indian Self Determination and Education Assistance Act of 1975 made it possible for the first time, at the federal level, for Alaskan Native communities to take over the actual operation of certain services that the government had been providing before. Paramount among these services for the five communities was the control (local control) and operation of the school programs in their communities.

Together the five contract schools have developed a philosophy and statement of purposes that are similar: It is our philosophy that the parents are directly responsible for the upbringing and education of their children and therefore have the right to directly control the formal schooling which their children receive; we expect education for our children which will make it possible for them to succeed in their village society, in the national society and in the world society of the varied cultures; we expect our children's education to provide them with skills and attitudes which prepare them to pursue livelihoods of their choice, whether they choose to be laborers, tradesmen, home makers, fishermen,

hunters or professionals; we want our children to learn well the concepts and skills of language arts, mathematics, social studies, physical education, art, music and others things that are valued in the American society and are required by law; We expect those who teach in our schools to teach in ways which will make our children feel confident, eager to learn, and not afraid to seek their dreams; It is our belief that the best way to obtain these things is for the parents in each of our respective communities to directly operate the school programs.

A philosophy or belief is based upon an agreed upon set of criteria that a given group accepts as a consensus. The larger the size of the group the more general in nature the philosophy must be. Considering this fact we feel that our goals and philosophy were developed for our villages to specifically fit each of our needs. For us to be asked at this point to "water down" our defined and on-going programs would be to abridge our rights on this issue of local control.

To the best of our knowledge and understanding it has steadfastly been the goal of the state of Alaska, when taking over former BIA schools, to do so with the least amount of disruption and changes to those communities. The idea was to have; educational programs, "equal to or better than" those the federal government had provided. Our interpretation of this would lead us to believe that because our current status permits us to have local control, that it is within our rights, to expect the same "equal to or better than" status in terms of our programs and community participation in education. For us to have our current local control be reduced to the status of advisory, is in our opinion not keeping with the spirit of the law or the letter of the law, that brought about the situation that created the current status as independent school districts in our respective communities.

Carrying our belief a step farther, we feel that our asking the state of Alaska to recognize us and fund us as school districts is not in and of itself asking for a special privilege. For our communities it's really only asking for the status quo to be maintained; we have local control and we desire to keep it. Any other conclusion that the state of Alaska or the Department of Education might come to, would not be in keeping with the progressive goals of the State and therefore a move backward for all concerned.

POSITION PAPER RD  
LOWER KUSKOKWIM SCHOOL DISTRICT

SB 208 basically provides for three things. First, it establishes the potential for the creation of federal transfer regional attendance areas in the villages of Akiachak, Akiak, Tuluksak, Chevak and Chefornak. Presently, each of those villages operates local schools under contract from BIA. In the cases of Akiachak, Tuluksak, and Chefornak, the villages operate elementary schools only. In Akiak, the village operates an elementary program separate and distinct from an elementary/secondary program provided by the state. In Chevak, the village operates both elementary and secondary programs.

Secondly, the bill establishes the requirement of a local election in each of the five villages to determine whether the village wishes to establish a federal transfer REAA. Failure to have that election or a vote in opposition to that establishment would result in the schools becoming part of the REAA in which the villages are geographically located. Thirdly, the bill establishes a deadline for those local elections of October 10, 1985.

Because four of the affected villages lie within the boundaries of the Lower Kuskokwim School District and because the outcome of this legislation would have a profound effect on the operation of that REAA, this position paper has been prepared for the benefit of the sponsors, Senators Ferguson and Sackett, and other legislators considering this legislation.

The principal issue involved is how to address the apparent desire of these five villages to operate their own schools. The policy issue of whether to allow the establishment of these small REAA's is strictly legislative prerogative. From a cost perspective, it is obviously more expensive to have a large number of separate school districts. From a local control perspective, if every city and village in the state operated its own schools, we would indeed maximize local control. It has been the policy of the LKSD board in the past to encourage local input through local advisory boards.

From a purely administrative standpoint, the proposed legislation presents a number of problems. It is unclear at this time as to the applicability of this bill to schools already operated by LKSD. It seems that the bill is only addressing those schools that have not yet been transferred to the state. If that is the case, would these new REAA's include only the elementary schools in most cases? If secondary schools would also be included in the new REAA's, there are some real administrative problems. Teachers contracts are up for renewal by the end of March, 1985 for the 1985-86 school year. Unless those contracts are terminated by the end of March, they are binding for the next year. However, this bill would potentially move these schools out of LKSD. The problem there is obvious.

If LKSD is to operate the elementary schools next year, it is vital that both contract negotiations and facility upgrade begin immediately. Substantial work will be necessary in all locations this summer in order to comply with state life/safety codes.

A potential solution to these problems would be to provide interim funding for the operation of the elementary schools to either the villages or the LKSD. A local election in February of 1986 could allow for a smoother transition of school operations and still recognize local will.

In any case, it is imperative that either the legislature or the administration make a decision on this matter immediately. To delay that decision will only reduce the ability of whichever entity is deemed appropriate for operating those schools to adequately prepare for the next school year.

# Alaska State Legislature

SENATOR

**John C. Sackett**

CO-CHAIRMAN  
SENATE FINANCE COMMITTEE

MEMBER  
LABOR & COMMERCE COMMITTEE  
BUDGET & AUDIT COMMITTEE  
SENATE ADVISORY COUNCIL  
COMMITTEE ON COMMITTEES



**Senate**

HOME A. DRESS  
P. O. BOX 11  
RUBY, ALASKA 99768

WHILE IN JUNEAU  
POUCH V  
JUNEAU, ALASKA 99811  
TELEPHONE 465-3753

ANCHORAGE  
TELEPHONE 272-3404

## MEMORANDUM

Date: March 26, 1985

To: Senator Bettye Fahrekamp  
Chair - HESS Committee

From: Max Gifford, A.A. *MG*

Subj: Support petitions from the Akiak Native Community in support of SB-208, relating to the formation of federal transfer regional educational attendance areas in certain villages; sponsored by Ferguson and Sackett.

I am forwarding the attached petition from the Akiak Native Community, so that it will be available for members of the HESS Committee when SB-208 is discussed. It was received in this office today.

# Akiak Native Community

AKIAK I.R.A. COUNCIL  
AKIAK, ALASKA 99552

March 14, 1985

To: Whom It May Concern

From: Akiak Native Community

Subject: Senate Bill 208

We the people of Akiak Native Community support the local control of our Pre-School, Elementary, and High School (K-12).

Therefore, we hereby acknowledge and support Senate 208 introduced by Senators Frank Ferguson and John Sackett.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. <u>Queen A. Aron</u>       | 19. <u>Julia Kashatah</u>       |
| 2. <u>Samuel n Jasper</u>     | 20. <u>Frieda Japhet</u>        |
| 3. <u>David W. Little</u>     | 21. <u>Katherine A Williams</u> |
| 4. <u>Merced Wheel</u>        | 22. <u>Escher E. Phillip</u>    |
| 5. <u>Rosalee J Deenaulte</u> | 23. <u>Lily E. C. Swan</u>      |
| 6. <u>Samuel Williams</u>     | 24. <u>Ida M. Jasper</u>        |
| 7. <u>Rupert Williams</u>     | 25. <u>Oliver M. Williams</u>   |
| 8. <u>Mary S. G. Lila</u>     | 26. <u>Andrew Jansen</u>        |
| 9. <u>Lois M. Swan</u>        | 27. <u>Katherine Egrot</u>      |
| 10. <u>Helen N. Swan</u>      | 28. <u>Elizabeth Egrot</u>      |
| 11. <u>Samuel Swan</u>        | 29. <u>Lottie Egrot sr.</u>     |
| 12. <u>Aik (Kerchik)</u>      | 30. <u>Katherine Kramme</u>     |
| 13. <u>Harold Williams Sr</u> | 31. <u>Margie Williams</u>      |
| 14. <u>William Egrot</u>      | 32. <u>Frank Demuth Sr</u>      |
| 15. <u>Frank Williams</u>     | 33. <u>Paul P. Lila</u>         |
| 16. <u>Amer Williams</u>      | 34. <u>Hilena Williams</u>      |
| 17. <u>Christine Williams</u> | 35. <u>Walt Wile</u>            |
| 18. <u>Wallena M. Phillip</u> | 36. <u>Gregory Lake</u>         |

# Akiak Native Community

AKIAK I.R.A. COUNCIL

AKIAK, ALASKA 99552

To Whom It May Concern

March 14, 1985

Page Two

- |                               |                                |
|-------------------------------|--------------------------------|
| 37. <u>Jim Walden</u>         | 61. <u>Lena Pete</u>           |
| 38. <u>Currie Kawagley</u>    | 62. <u>Sarah J. Andrews</u>    |
| 39. <u>Solomon Kawagley</u>   | 63. <u>Pete Comdumuk</u>       |
| 40. <u>John Jasper</u>        | 64. <u>Jackson W. Williams</u> |
| 41. <u>Sarah Jasper</u>       | 65. <u>Anna Swan</u>           |
| 42. <u>Elizabeth Swan</u>     | 66. _____                      |
| 43. <u>Ken Smith</u>          | 67. _____                      |
| 44. <u>William E. Swan</u>    | 68. _____                      |
| 45. <u>Paul J. Swan Sr.</u>   | 69. _____                      |
| 46. <u>Fred M. Swan Jr.</u>   | 70. _____                      |
| 47. <u>Daniel Nicolai</u>     | 71. _____                      |
| 48. <u>Aynne Nicolai</u>      | 72. _____                      |
| 49. <u>Sammy Lake</u>         | 73. _____                      |
| 50. <u>Carol L. Lake</u>      | 74. _____                      |
| 51. <u>Bertha Lake</u>        | 75. _____                      |
| 52. <u>Alfred Lake Sr.</u>    | 76. _____                      |
| 53. <u>Robert Lake</u>        | 77. _____                      |
| 54. <u>Hannah Gilila</u>      | 78. _____                      |
| 55. <u>Pelliam R. Jackson</u> | 79. _____                      |
| 56. <u>Mariann Willie</u>     | 80. _____                      |
| 57. <u>Franklin Satt</u>      | 81. _____                      |
| 58. <u>Thomas R. Satt</u>     | 82. _____                      |
| 59. <u>John Willie</u>        | 83. _____                      |
| 60. <u>Wilson Satt</u>        | 84. _____                      |

SB 208

# AKIACHAK NATIVE COMMUNITY

AKIACHAK IRA COUNCIL  
AKIACHAK, ALASKA 99551 - (907) 825-4320

April 3, 1985

Senator Bettye Fahrenkamp  
State Capitol  
Pouch V  
Juneau, AK 99811

APR 10 1985

Dear Senator Fahrenkamp:

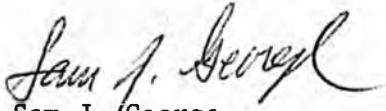
This is a follow-up letter for our meeting with you along with Senator Sackett, Senator Ferguson, Representative Binkley and Representative Kay Wallis including their staff on March 21, 1985 regarding Senate Bill 208.

As we have stated during the meeting, the communities of Akiachak, Akiak, Tuluksak, Chefornek, and Chevak are in total support of Senate Bill 208 which will establish five (5) separate Federal Transfer REAA's. Enclosed for your documentation, is my oral testimony before the HESS Committee regarding Senate Bill 208.

I hope that your committee will look into the passage of Senate Bill 208, not only on the basis of special categorization of the establishment of five (5) separate school districts, but in terms of an alternative approach to rural education. Further, the establishment of these school districts should be viewed as an investment to improve the educational services directed to our people not connected to the monetary consideration incorporated into this Bill. As you are aware the five communities have ran their schools cost effectively. The Contract Schools ran by the five villages were funded substantially lower than present school districts by the Bureau of Indian Affairs (BIA) under the auspices of Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638). Under P.L. 93-638, the five communities have ran their educational programs under contract with the BIA for four (4) years which constitutes the determination of these communities to improve the educational services direct to their people as mandated by a Federal Law that is still intact as a law.

On behalf of the whole Akiachak Native Community and the Akiachak IRA Council, I respectfully request your full cooperation and understanding for the passage of Senate Bill 208.

In Determination,



Sam J. George  
Administrator

- cc: Senator John Sackett
- Senator Frank Ferguson
- Senator Arliss Sturgulewski
- Senator Paul Fisher
- Senator Edna DeVries
- Senator Joe Josephson
- Representative Albert Adams
- Representative Kay Wallis

ORAL TESTIMONY

IN SUPPORT

OF

SENATE BILL 208

"An Act Relating to the Formation of  
Federal Transfer Regional Educational  
Attendance Areas in Certain Villages; and  
Providing for an Effective Date Before the  
Senate Health, Education and Social Service Committee."

Presented by:

Samuel J. George  
Administrator  
Akiachak IRA Council  
Akiachak, AK 99551  
(907) 825-4626

April 2, 1985

ORAL TESTIMONY IN SUPPORT OF SENATE BILL 208

The Akiachak Native Community (ANC) and the Akiachak IRA Council are in full support of Senate Bill 208 and all its amendments outlined in the Committee Substitute Bill sponsored by Senator Ferguson and Senator Sackett. The ANC and the other four communities of Akiak, Tuluksak, Chefornek, and Chevak with the cooperation of the Department of Education, have come up with a mutual agreement over the concerns expressed by all parties involved in the formulation of the five (5) Federal Transfer Regional Education Attendance Areas as outlined in Senate Bill 208.

The five communities are in concurrence with the Committee Substitute Bill for Senate Bill 208 which further clarifies our points.

- 1) The five communities do not have any objection to move up the election deadline to August 13, 1985. Dissenters will have the right to vote at this time to form the school district or join the existing REAA. One recommendation is to hold the elections in the five communities on whether or not to form the separate school district in each community on the same day in all of the effected villages.
- 2) The clarification on the Bill to include both elementary and secondary schools under the new REAA's have been the objective of the four (4) communities other than Chevak (they have a complete school district presently).
- 3) The communities under the Bill will honor the existing contracts with LKSD subject to the concurrence of both parties as mandated under A.S. 14.
- 4) The five communities, based on our experience of running our schools with limited budgets, agree with the School Foundation Formula. Further, we believe that the funding level set by the School Foundation Formula

is sufficient to enable our school districts to deliver quality education as mandated by the State Constitution.

The five communities strongly believe and are committed to continue to improve the quality of education provided to our people. Furthermore, the school districts established under Senate Bill 208 have a lot to contribute to the needs of our school children and, additionally, to be more cost effective. The establishment of the five additional school districts will not cost the State any more money because the foundation formula in place for the existing REAA's will be utilized in this case.

On behalf of ANC and the Four communities of Akiak, Tuluksak, Chefornak, and Chevak, we extend our appreciation for allowing us to testify before the committee, Madam Chairman, and we again ask for your support in the passage of Senate Bill 208. Tua-i and Quyana.

file SB 208.



UNIVERSITY OF ALASKA, FAIRBANKS  
Fairbanks, Alaska 99701

CENTER FOR CROSS CULTURAL STUDIES  
COLLEGE OF HUMAN AND RURAL DEVELOPMENT

April 16, 1985

Bettye Fahrenkamp  
Chairman  
Health, Education and Social Services  
Pouch V  
Juneau, AK 99811

Dear Senator Fahrenkamp:

Please find enclosed a brief summary of research that supports SB 208.

As I note in the conclusion, local control is not a panacea but for these five villages it certainly seems the best solution. Research, both from Alaska and from Outside, supports local control. My own experience as a teacher in the Chevak contract schools some years ago demonstrated to me the value of having educational policy formed by the people it would affect.

If you have any questions concerning the attached, please call me at 474-7434.

Sincerely,

*Bill McDiarmid*

G. Williamson McDiarmid  
Asst. Professor of Education  
Center for Cross-Cultural Studies  
University of Alaska  
Fairbanks, AK 99701

GWM:pt  
Enclosure

RESEARCH EVIDENCE ON LOCAL CONTROL AND ITS EFFECTS

Submitted to the House Committee  
on Health, Education and Social Services  
and the Senate Committee  
on Health, Education and Social Services

In support of HB 365 and SB 208

by

G. Williamson McDiarmid  
Assistant Professor of Education  
Center for Cross-Cultural Studies  
University of Alaska  
Fairbanks, Alaska

April, 1985

## Research Shows that Local Control Can Contribute to School Effectiveness and Community Competency

Five villages in the Kuskokwim Delta that have operated their own schools during the past five years are attempting to establish themselves as independent districts with state funding.

Research conducted both nationally and in Alaska offers evidence that these villages would benefit more from remaining independent and operating their own schools than from becoming part of larger REAA districts. This is not to say that the REAAs cannot — or do not — provide excellent public education. Rather, these villages may be able to realize greater benefits — both educational and non-educational — by running their own independent school districts.

Below we present evidence to demonstrate the following:

1. Structuring school districts so that parents feel more ownership and, consequently, more responsibility encourages greater parent involvement in their children's education.
2. Higher levels of parent involvement in their children's education is associated with higher achievement in reading, more positive self-concepts for both students and parents, better community-school relations, and better student work habits.
3. Teacher-community partnerships, a prime ingredient for effective schools in rural Alaska, is more likely to occur when teachers work directly for the community rather than for a distant central office.
4. Curriculum that teaches local values, that transmits skills needed in the community, and that takes advantage of local educational resources is more likely to be implemented in communities where residents have a strong voice in school matters.
5. The experience of operating their own schools contributes to a community's sense of competency. Greater community competency may enhance community mental health.

6. Because educational decisions are made locally, issues of great moment to parents, school board members, teachers or students can be dealt with expeditiously and with maximum input from the parties involved.

1. The greater parents' sense of ownership of their schools, the greater their sense of responsibility for their children's education.

McDiarmid's (1984) study of school governance in rural Alaska provides abundant evidence to show that in communities where people feel the school is "theirs," parents are more likely to feel they are instrumental in their children's education.

In their study of rural high schools, Kleinfeld and McDiarmid (1985) presented several case studies of actual rural schools. In the course of their study, the researchers surveyed all rural high schools and did fieldwork in some 32 villages. Typical of rural schools that aren't working well are fatalistic parent attitudes about their children's education. That is, they know their children are not receiving a good education yet they feel helpless to change the situation. Poor schooling is something being done to them, not by them. In these villages, the teachers typically believe that their first loyalty is not to the local community but to the distant central office.

One the other hand, in communities that have schools that are working well, Kleinfeld and McDiarmid found that parents believe their support and involvement is critical to the success of the school. These parents know what is happening in the school and derive pride and satisfaction from the performance of their children.

2. The more that parents participate in their children's education, the higher their children's achievement levels in basic skills.

The Northwest Regional Educational Laboratory reviewed some fifty research reports in 1980 and concluded that parent participation in their children's education has a positive influence on student achievement. In addition, parental

participation improves self-concepts of both children and parents, school community relations, and student work habits (Northwest Regional Education Laboratory, 1980).

A study conducted by the New York Department of Education (Heisler and Crowley 1979) showed that the positive influence of parent involvement is greatest for children who scored lowest on a pretest of verbal concepts. Given the predominance of the Yupik language in the Kuskokwim Delta region, we could expect to see similar results in the five villages seeking independent status.

Also of interest is a study that Gillum conducted in Michigan and involved some 1800 elementary students. Gillum found that parent involvement in deciding what was taught and in working directly with teachers and students resulted in the greatest reading achievement gains (Gillum 1979).

Finally, Roland Barth at Harvard reviewed 24 studies of home-reinforcement of school behaviors. He found that the most successful programs involved direct person-to-person communication between parent and teacher (Barth 1979).

Parent involvement can and does occur in all types of school districts — REAAs, city, and borough. Yet, as we argued in number 1 above, parents are more likely to feel responsible for their children's education if they are directly involved in running their schools. Independent status conveys to parents that they are in charge. More than in any other type of district organization, in locally controlled schools parents and other community members perceive themselves as directly and immediately responsible for the quality of their children's education.

3. Teacher-community partnerships in education, which have been found to be a critical element in effective rural schools, develop naturally when administrators and teachers work directly for the community.

Kleinfeld and McDiarmid (1985) found in their large-scale study of rural Alaskan high schools that good schools are created on a partnership between the community and the school. Teachers

consult with the community in organizing the academic, vocational, and cultural aspects of the school program. In return, parents and community members support the academic goals of the school.

In schools that aren't working well, teachers are often caught between their loyalty to the local community and their loyalty to the central office. On the one hand, the central office expects the teachers to carry out its orders and implement the district school board's policies. On the other hand, the local community and the community school committee expect the teachers to conform to local values and to act in the best interest of their children. When conflicts arise between district policy and local preferences, teachers must choose one side or the other. Either way, teachers — and, therefore, students — lose.

Certainly, this situation does not arise in all REAAs. Some district school boards have granted wide latitude to local teachers and community school committees. Yet, if the local school committee is the only educational authority that teachers are responsible to, they will not experience such divided loyalties. This would eliminate one of the major sources of friction that undercuts quality education in rural Alaska.

4. Curriculum that meets local needs and exploits locally available resources is more likely to be implemented in communities in which the local board has a strong voice in school matters.

McDiarmid (1984) found that rural schools offering instruction in Native languages or locally useful skills are more likely to be found in communities with local boards that exercise strong influence on school matters. At the same time, a major source of dissatisfaction for school committee members in villages that have little say about their children's education is the absence of courses that deal with local skills and language.

As noted above, Gillum's study of 1800 students demonstrated that involving parents in deciding what should be taught results in reading achievement gains. The reason is obvious: When parents are directly involved, they feel a much higher sense of ownership of the curriculum and a

greater sense of responsibility for assuring that it is implemented than when they are not involved.

Fieldwork in both the McDiarmid study (1984) and the Kleinfeld and McDiarmid study (1985) suggests that community involvement in developing courses on local skills and values increases the chance that these courses will be seen as important and valuable by students and parents alike. Moreover, greater community support for courses dealing with local skills and language translates into greater general support for the academic curriculum and for high standards.

5. Experience in running its own schools increases a community's sense of competency. Greater community competency may enhance community mental health.

In a study of the Chevak Village Youth Association (CVYA), McDiarmid (1983) argues that the most important purpose served by indigenous youth organizations may be increasing the sense that community members have of their competency to organize and carry out critical social tasks. As he writes, "CVYA is one of a complex of organizations — which includes the autonomous school board, the village corporation, the city council and others — which serves to enhance the community's sense of control over its own destiny and to increase the number of villagers who learn to locate, marshal, and use resources" (McDiarmid 1983, 74).

By increasing the community sense of competency, such organizations may serve to enhance the community's self-image and its belief in its ability to control the institutions that affect its future. As McDiarmid writes of locally controlled organizations, they serve "to increase community self-esteem through the successful completion of planned activities" (Ibid., 73).

Other researchers (Manson, Tatum, and Dinges 1982; Mohatt and Blue 1982) argue that this sense of competency may be the most potent weapon Native communities have in combatting debilitating mental health diseases such as depression, suicide, and alcoholism.

All of these communities have already demonstrated their ability to run their own schools. To lose that control over such a vital social institution would be to decrease the opportunities these communities have to demonstrate to themselves that they can competently run social institutions not indigenous to their societies but rather thrust upon them by history.

6. When educational decisions are made locally, issues of great moment to parents, board members, teachers or students can be dealt with expeditiously and with maximum input from the people affected.

McDiarmid (1982) found in his case study of a rural school that local school board members perceived the major impediment to better education to be their inability to get the regional school board to decide on issues that the local board considered critical.

Rogers' study (1981) of the decentralization of schools in New York City mentions similar findings. Specifically, Rogers found that the "community school district system...has provided for enough social peace, local level flexibility, and openness to allow schools to respond more effectively to the needs of their local constituencies" (Educational Priorities Panel 1981). Community schools can respond more effectively because decisions can be made on the spot. Unlike large district boards that are responsible for a number of schools, local school boards must deal with the needs, concerns, and problems of only one school.

### Conclusion

While local control of schools is not the magical cure-all that some of its proponents claim, research findings suggest that in some circumstances local control offers both educational and non-educational advantages. In rural Alaskan villages that have already had experience with running their own schools, local control offers definite advantages. Some of these advantages included increased parental involvement and, consequently, higher achievement; better teacher-community partnerships that are critical to successful rural schools; a curriculum tailored to local needs and resources; the opportunity for

communities to enhance their sense of competency;  
and greater assurance that issue of great local  
importance will be dealt with quickly and fairly.

## REFERENCES

- Barth, Roland. "Home-based Reinforcement of School Behavior: A Review and Analysis." Review of Educational Research. 49, 436-458. 1979.
- Educational Priorities Panel. Summary of the New York City Decentralization Study. New York: Educational Priorities Panel. 1981.
- Gillum, R. "The Effects of Parent Involvement on Student Achievement in Three Michigan Performance Contracting Programs." Paper presented at the annual meeting of the American Educational Research Association. New York City. April 1977.
- Heisler, F. and F. Crowley. Parental Participation: Its Effect on the First Grade Achievement of Children in a Depressed Area. Albany, NY: New York State Education Department. July 1969.
- Kleinfeld, Judith S.; G. Williamson McDiarmid; and David Hagstrom. Small High Schools in Alaska: Are They Working? Fairbanks, AK: Institute for Social and Economic Research, University of Alaska. 1985.
- McDiarmid, G. Williamson. Governing Schools in Culturally Different Communities. Unpublished Doctoral Dissertation. Harvard University, Cambridge, Mass. 1984.
- McDiarmid, G. Williamson. "Community and Competence: A Study of an Indigenous Primary Prevention Organization in an Alaskan Village." White Cloud Journal. 3, 53-74. 1983.
- McDiarmid, G. Williamson. "A Look at Chaputnguak High School." Fairbanks, AK: Institute of Social and Economic Research, University of Alaska. June 1982.

Manson, Spero M.; E. Tatum; and N.G. Dinges. "Prevention Research Among American Indians and Alaska Native Communities: Charting Future Courses for Theory and Practice in Mental Health." In S. M. Manson (Ed.), New Directions in Prevention Among American Indian and Alaska Native Communities. Portland, OR: Oregon Health Sciences University. 1982.

Mohatt, Gerald and Arthur W. Blue. "Primary Prevention as It Relates to Traditionality and Empirical Measures of Social Deviance." In S.M. (Ed.), New Directions in Prevention Among American Indian and Alaska Native Communities. Portland, OR: Oregon Health Sciences University. 1982.

Northwest Regional Educational Laboratory. Parent Participation: Research on School Effectiveness Project. Portland, OR: Northwest Regional Educational Laboratory. 1980.

Rogers, David. School Decentralization in New York City. NIE Grant Number: NIE-G-79-0016.

TO: BETTYE RE: SB 208 - B.I.A. TRANSFER SCHOOLS  
FROM: SANDRA DATE: APRIL 2, 1985

5 SCHOOLS THAT HAVE BEEN OPERATING UNDER CONTRACT TO THE BUREAU OF INDIAN AFFAIRS (BIA) WILL LOSE FEDERAL FUNDING AFTER FY 85. WITHOUT PASSAGE OF THIS LEGISLATION, THEY WILL BE ABSORBED IN THE EXISTING R.E.A.A.'S (LOWER YUKON AND LOWER KUSKOKWIM). WITH THIS LEGISLATION, NEW R.E.A.A.'S WOULD BE FORMED.

NEW COMMITTEE SUBSTITUTE (PER SACKETT AND FERGUSON) DELETES CHEFORNAK.

QUESTIONS:

1. COSTS? (Zero fiscal note cause Dept. anticipated the new students coming on and budgeted for them. House budget accounts for them as well at current REAA ADM levels. If Senate adopts Fahrenkamp/Ferguson proposal of less money for new students, the BIA-transfer students would be funded at the new student level.)
2. FUTURE COSTS? (Each REAA would have its own superintendent and regional board.)
3. EXISTING STATE SCHOOLS IN THESE VILLAGES? (Each has a "Molly Hootch" highschool; Akiak has a K-8 grade school. C.S. calls for transfer of these schools and existing contracts to the new REAA.)
4. VILLAGE SUPPORT? (Each village has submitted a petition in support. DOE says each village does have an opposing faction.)
5. EFFECT ON OTHER VILLAGES? (Concern is that passage of this legislation may compel other villages to push for their own REAAs as well.)
6. ADMINISTRATION POSITION? (Opposed - cost, fragmentation of delivery system, precedent for existing REAAs.)
7. ELECTION AUGUST 13. FEDERAL FUNDING END JULY 1. WHAT WILL HAPPEN IN BETWEEN?
8. CONSTITUTIONAL PROBLEM WITH SPECIAL OR LOCAL LEGISLATION? (Legal has verbally said no. Legislature has special powers with REAA's since it serves as the school board.)
9. TRANSFER OF OTHER B.I.A. SCHOOLS? (All have been absorbed by existing REAAs.)
10. WHO HOLDS AND PAYS FOR ELECTION?

HB 196, Making emergency appropriations to increase FY 85 appropriations for essential health and social services programs and reducing FY 85 operating budget appropriations.

HB 196 would make emergency appropriations to the Department of Health and Social Services for Aid to Families with Dependent Children (\$3,967,000) and the foster care program (\$675,800). Case loads for both programs are higher than projected. The Department anticipates a 62% reduction in AFDC payments and an exhaustion of foster care payments if the emergency appropriation is not made. HB 196 is an "add and delete" bill with no fiscal impact.

SB 109, Provision of chiropractic services under the medicaid program.

SB 109, which received a preliminary hearing by the Senate HESS Committee on February 28, 1985, would modify the state's medicaid program to include chiropractic services. A draft committee substitute, which would limit eligible services to those covered under federal Medicaid rules, has been prepared.

SB 208, Relating to the formation of federal transfer regional educational attendance areas in certain villages.

Federal transfer schools formerly funded through the BIA in the villages of Akiachak, Akiak, Tuluksak, Chevak, and Chefornek will no longer receive federal funding after FY 85, and will become part of the state's educational system. SB 208 would allow each village to hold an election to determine to form its own regional educational attendance area (REAA). If the village did not so elect, the schools would become part of the REAA in which the village is located.

PL 98-63 (1983) served to transfer Mt. Edgecumbe and the 20 remaining BIA schools in Alaska to the state. Ten schools and Mt. Edgecumbe were transferred last year; the remaining 10 are being transferred this year. Of these, five have been BIA-operated, and the five addressed in SB 208 have been operating under contract to BIA under the authority of the Indian Self Determination and Education Assistance Act (PL 93-638).

A draft committee substitute, being prepared at the sponsor's request, would

- 1) Require that an election be held within 30 days of the effective date of the act.
- 2) Provide that all existing REAA school facilities and property (e.g., the highschool in each community) be transferred to the new REAA. Existing contracts would be transferred also.
- 3) Clarify that each new REAA would receive funding at the level currently being received by the existing REAA's.

SB 208 (SACKETT) B.I.A. TRANSFER SCHOOLS FORM OWN R.E.A.A.s

5 SCHOOLS THAT HAVE BEEN OPERATING UNDER CONTRACT TO THE BUREAU OF INDIAN AFFAIRS (BIA) WILL LOSE FEDERAL FUNDING AFTER FY 85. WITHOUT PASSAGE OF SB 208 THE SCHOOLS WILL BE ABSORBED INTO THE EXISTING REAAs (LOWER YUKON AND LOWER KUSKOKWIM). UNDER SB 208, NEW REAAs WOULD BE FORMED.

H.E.S.S. C.S. - DELETED CHEFORNAK (NO OPTION TO FORM NEW R.E.A.A.)

MOVED ELECTION DATE UP FROM OCT. 10, 1985 TO AUGUST 13, 1985.

PROVIDES FOR EXISTING SCHOOLS IN THE 4 COMMUNITIES TO BECOME PART OF THE NEWLY FORMED R.E.A.A., WITH CONTINUATION OF EXISTING CONTRACTS AND OBLIGATIONS.

[REDACTED]

*You were a  
DO PASS out of  
committee.  
All others were  
DO NOT PASS.*

FINANCE C.S. - PUTS CHEFORNAK BACK IN BILL.

RULES C.S. - THE 4 COMMUNITIES IN THE LOWER KUSKOKWIM AREA

(AKIACHAK, AKIAK, TULUKSAK, CHEFORNAK) WOULD VOTE TO FORM ONE R.E.A.A.; CHEVAK WOULD VOTE TO FORM ITS OWN R.E.A.A.

STATE FUNDS APPROPRIATED ARE TO BE ALLOCATED EQUALLY AMONG THE 4 VILLAGES IN THE ONE R.E.A.A., WITH EXPENDITURE DECISIONS MADE BY THE GOVERNING BODY OF EACH VILLAGE RATHER THAN BY THE SCHOOL BOARD.

NO MENTION OF EXISTING SCHOOLS AND CONTRACTS IN THE VILLAGES.

ELECTION DATE STILL AUGUST 1985.

DEPT. EDUCATION AND STATE BOARD OPPOSED (SEE ATTACHED).

N.E.A. OPPOSED (SEE ATTACHED).

ZERO FISCAL NOTE THIS YEAR CAUSE FUNDED THROUGH INTERIM FORMULA.

[REDACTED]

[REDACTED]

*- HESS & FINANCE C.S. HAD TITLE CHANGE.  
- RULES C.S. HAS ORIGINAL TITLE.*

*Eliason, Sackett,  
Ferguson DO  
PASS. Rest no rec.*

SENATE

BY THE RULES COMMITTEE

CS FOR SENATE BILL NO. 208 (Rules)  
IN THE LEGISLATURE OF THE STATE OF ALASKA  
FOURTEENTH LEGISLATURE - FIRST SESSION

A BILL

For an Act entitled: "An Act relating to the formation of federal transfer regional educational attendance areas in certain villages; and providing for an effective date."

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

\* Section 1. FINDINGS AND PURPOSE. Federal transfer schools formerly funded through the Bureau of Indian Affairs in the villages of Akiachak, Akiak, Tuluksak, Chevak, and Chefornak will no longer receive federal funding after fiscal year 1985. The legislature finds that these villages have successfully operated the schools on their own through contracts with the Bureau of Indian Affairs. Therefore, it is the purpose of this Act to give these villages the opportunity to continue to operate these schools on their own by forming federal transfer regional educational attendance areas.

\* Sec. 2. Notwithstanding AS 14.08.031, the villages of Akiachak, Akiak, Tuluksak, and Chefornak may hold an election to determine if the four villages shall form a single regional educational attendance area and the village of Chevak may hold an election to determine if it shall form its own regional educational attendance area, for the purpose of operating federal transfer schools in the villages. A regional educational attendance area may be formed only if a majority of the qualified voters of the village of Chevak or the combined qualified voters of the villages of Akiachak, Akiak, Tuluksak, and Chefornak vote to do so in an election held no later than August 13, 1985. If an election is not held by August 13, 1985, or if the villages vote not to form a regional educational attendance

6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
AS 14.08, the federal transfer schools in each village become part of the regional educational attendance area in which the village is located.

\* Sec. 3. (a) Except as provided in (b) of this section, a regional educational attendance area formed under this Act is subject to the provisions of AS 14.08 and other provisions of law relating to regional educational attendance areas.

(b) Notwithstanding AS 14.08 and 14.17, if the villages of Akiachak, Akiak, Chefnak, and Tuluksak form a regional educational attendance area under this Act, state funds appropriated to it shall be allocated equally among the four villages. Decisions related to the expenditure of funds and school personnel in the village that would be made by the school board of the regional educational attendance area under AS 14.08 shall be made by the governing body of each village.

\* Sec. 4. This Act takes effect immediately in accordance with AS 01.-10.070(c).

POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE  
Senate Bill 208  
April 1, 1985

The State Board of Education is opposed to this bill. Predicated upon the assumption that one or more of the five communities will exercise the option to become an REAA, the three overriding reasons for the Board's position are:

- 1) the cost involved in establishing five new school districts;
- 2) the adverse effects of fragmentation of our existing delivery system in a manner not contemplated by existing municipal or education law; and
- 3) the potentially dangerous precedent the bill would create respecting relationships between the REAAs and their respective communities.

The cost of the legislation, while bearing a zero fiscal note, will in fact be substantial. Because the present foundation program pays on a per-student basis, the cost to the state in FY 86 would be the same for the five new districts as it would if the communities were absorbed by the surrounding REAAs. However, there will be five new superintendents, five new school boards, and five new delivery systems for special and bilingual education. These personnel, functions and services are all required by law and cost money. The amounts-per-student the new REAAs would receive are based upon much larger district operations, with the costs of administration spread over literally hundreds of students. While the new foundation program, when it is written, will presumably accommodate the small sizes of the five new REAAs and their individual administrative needs, until that happens the five REAAs created by this Act may not have sufficient revenues under the existing system to operate adequate programs. To the extent that there will be an increased cost to the state as a result of this bill, it will occur after the new foundation program goes into effect.

The present delivery system for public elementary and secondary education in the Unorganized Borough is based upon the factors set out at AS 14.08.031, most notably the boundaries and sub-boundaries of the regional corporations, and the socio-economic, linguistic and cultural characteristics of the area. It was within the context of considerations such as these that the 21 REAAs were formed, with the understanding that the interests of the region would prevail in education policy decision making. That system seems to have worked as well as any other democratic entity in Alaska, and it is the view of the Department that the five communities can fit into that system, particularly since the social, cultural, economic and linguistic characteristics of the communities appear to be harmonious with those of the respective REAAs.

The precedent set by this Act could have alarming consequences for the balance of the Unorganized Borough. Rather than encourage conciliatory methods of conflict resolution and problem solving, communities would be encouraged to seek legislative solutions to their problems. What's to keep every community in the Unorganized Borough from attempting to form its own REAA?

The rationale for the Bill includes the statement that the five communities successfully operated their school systems under federal contract. This consideration alone does not seem sufficient to warrant the establishment of five new administrative units any more than it justified the continuation of municipal school districts which became parts of borough governments.

There are several technical problems inherent in the bill. For instance, what happens between July 1, 1985, when the federal support for the existing contracts is withdrawn, and the local option election is conducted. Who, if anyone, maintains the physical plants, pays the staff, and carries out the day-to-day operations of the schools?

The very nature of the bill, i.e., it appears to be local or special legislation, may give rise to constitutional issues. A general act, ch. 142, SLA 1975, would seem to apply to the communities involved.



---

Harold Reynolds, Jr.  
Commissioner



# NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

## ANCHORAGE REGIONAL OFFICE

1411 W. 33RD  
ANCHORAGE, ALASKA 99503  
(907) 274-0536

April 2, 1985

## JUNEAU OFFICE

147 S. FRANKLIN #207  
JUNEAU, ALASKA 99801  
(907) 586-3090

## FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET  
FAIRBANKS, ALASKA 99701  
(907) 456-4435

TO: Senator Fahrenkamp, Chair  
Members, Senate HESS Committee

FROM: NEA-Alaska

RE: SB 208

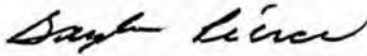
NEA-Alaska wishes to express two concerns regarding the provision in SB 208 for five village schools, (formerly contract schools) to vote to become independent REAA's. First, we are deeply concerned about the current projected shortfall of revenue and its impact on school funding. It does not seem wise to pave the way for the state to fund what may be five new school administrative structures when the REAA structure was designed so that villages could share administration and special services in order to be economically efficient.

Second, although this legislation speaks specifically to the five villages which formerly had contract schools with the BIA, if the villages exercise the option to become single site REAA's, some of the village high schools once part of a larger REAA would then be withdrawn from the REAA, a new precedent of fragmenting the REAA's. It seems probable that if this legislation passes, other villages would have a legitimate expectation that the legislature would further amend 14.08 to allow more single site REAA's, certainly increasing costs of school funding for the state. Currently there are 13 REAA's covering northern and western Alaska including the southwest and Aleutian Chain. These 13 REAA's administer schools in 135 communities. There are 21 REAA's in the whole state, so the number of 135 communities makes the point but does not represent the whole picture.

Although we are sympathetic with the desire of a community to administer its own schools, to pass this legislation represents a major shift in state policy, and invites other requests to exercise the same option given these five villages. Is the state prepared to fund local schools to the extent that the economies of shared administration and services are abandoned?

Thank you for your consideration of these concerns.

Respectfully submitted,

  
Gayle Pierce  
President

1.85:15

## EXPECTED FY 86 FUNDING

## ASSUMPTIONS

- \* K-12 Program Delivery
- \* Accurate ADM Figures

Community	ADM	X	State funding per ADM	=	Total
Chefornak	90		\$11,033		\$992,970
Chevak	185		\$9,846		\$1,824,840
Tuluksak	115		\$11,033		\$1,268,795
Akiak	70		\$11,033		\$772,310
Akiachak	130		\$11,033		\$1,434,290

- NOTE: 1) The Department of Education has prepared a zero fiscal note, as the FY 86 budget for school funding was calculated based on addition of these students to the state system.
- 2) Chevak is in the Lower Yukon School District; others are in the Lower Kuskokwim School District.
- 3) Highschools in Akiachak, Tuluksak, Chefornak, and Akiak are currently State-funded through the existing REAA, as is one elementary school (K-8) in Akiak. Under SB 208, operation of these schools would be transferred to the newly formed REAA's. An amendment providing for continuance of existing contracts with these schools is being prepared.

# Alaska State Legislature

SENATOR

**John C. Sackett**

CO-CHAIRMAN  
SENATE FINANCE COMMITTEE

MEMBER  
LABOR & COMMERCE COMMITTEE  
BUDGET & AUDIT COMMITTEE  
SENATE ADVISORY COUNCIL  
COMMITTEE ON COMMITTEES



**Senate**

HOME ADDRESS  
P O BOX 11  
RUBY, ALASKA 99768

WHILE IN JUNEAU  
POUCH V  
JUNEAU, ALASKA 99811  
TELEPHONE 465-3753

ANCHORAGE  
TELEPHONE 272-3404

March 26, 1985

TO: SENATOR JOHN C. SACKETT  
From: Mark Earnest, A.A. *ME*  
Subj: PL 93-638 Contract School M&O Costs

Below are the facilities management (M&O) costs for the five PL 93-638 contract schools contained in SB 208. The BIA determines M&O costs for each facility on a square foot basis and direct educational services on a per student basis.

It should be noted that the costs outlined below cannot be projected directly to the expected M&O costs for the proposed transfer REAAs. First, the federal government and state have different accounting methods which cannot easily be compared. Also, only Chevak currently operates a K-12 school; the other four transfer REAAs would acquire the existing LKSD facilities should the transfer occur.

The M&O costs provided by the BIA do not include "specialized support" services from the Bethel regional office such as electrical and mechanical work. This position is shared by all the BIA sites in the region. Also, the BIA includes all maintenance jobs costing over \$3,000 in a separate "capital expense" account. Consequently, the cost of materials and labor for major maintenance work are not included in the operating budget. And finally, the BIA is able to purchase supplies and materials in quantity through the G.S.A. purchasing system.

Community	Enrollment		Total M&O Budget	M&O Budget Per Capita
	Current	Projected		
Akiachak	90	130	250,400	2,782
Akiak	4	70	13,883	3,470
Chefornak	59	97	232,000	3,932
Chevak	185	185	342,840	1,853
Tuluksak	32	115	164,900	5,153

*In addition to \$2400/pupil instructional cost from Feds.*

MAY 8 1985

NRN

May 1, 1985  
Akiak, Alaska 99552

Senator John Sackett  
State House  
Juneau, Alaska 99801

Dear Senator Sackett:

Enclosed please find a petition signed by concerned members of Akiak community. Please consider this petition when the legislature <sup>is</sup> voting on Bill 208.

Thank you for your attention on this important matter.

Sincerely yours,

*Helen W. Keller & Elizabeth Lake*

Helen W. Keller & Elizabeth Lake

Enclosures (3)

cc: Representative John Binkley  
Senator Frank Ferguson  
Senator Bettye Fahrenkamp ✓  
Senator Arlis Sturgelewski  
Senator Joe Josephson  
Senator Edna Devries  
Senator Paul Fischer

Robert Nick, Bethel School Board

MAY 8 1985

AS CONCERNED PARENTS AND MEMBERS OF THE COMMUNITY OF AKIAK, WE THE UNDERSIGNED DO SUPPORT THE PRESENT SCHOOL SYSTEM OPERATED AND ADMINISTERED BY THE LOWER KUSKOKWIM SCHOOL DISTRICT AND DO, HEREBY, RESPECTFULLY REQUEST THAT THE VILLAGE OF AKIAK BE REMOVED FROM SENATE BILL 208,

SIGNATURE	ADDRESS	DATE
1. Helen W. Keller	Box 52085, Akiaak, ak.	4/24/85
2. Moses S. Roland	Box 57 Akiaak, AK	4/24/85
3. Elizabeth Lake	Box 52156, Akiaak, AK	4/24/85
4. Virginia Williams	Box 52081 Akiaak AK	4/24/85
5. Marwan Jackson	Box 52065 Akiaak ak.	4/24/85
6. William K. Jackson	Box 52031 Akiaak Akiaak	4/24/85
7. Anna K. Hemanth	P.O. Box 52093 Akiaak, AK.	4/24/85
8. Hannah Lilia	Gen Del. Akiaak	4/24/85
9. Debbie Jackson	P.O. Box 52065 Akiaak	4/24/85
10. Martha Kawagley	P.O. Box 52071 Akiaak	4/24/85
11. Adam S. Kawagley	Box 52071 AKIAK, AK.	4/24/85
12. David D. Kella	Box 52085 Akiaak, ak.	4/24/85
13. Katherine Egoak	Box 52034 Akiaak, ak.	4/24/85
14. Elizabeth Egoak	Box 52034 Akiaak, ak.	4/24/85
15. Arthur Egoak	" " " "	4/24/85
16. David T. Jackson Sr.	Box 52072 AKIAK AK	4-24-85
17. Dorothy Andrews	Akiaak AK.	4/24/85
18. Ronald Belcher	Box 52071 Akiaak	4/24/85
19. Bertha Egoak	Box 138 AKIAK	4/24/85
20. Mollie Owens	Box 52032 AKIAK	4/24/85
21. Phillip Phillips Jr.	Box 52002 AKIAK	4/24/85
22. Anne J. Phillip	Box 52002 Akiaak	4-24-85
23. Sarah L. Andrews	Box 52001 akiaak	4-24-85
24. John Nicole	Box 52 AKIAK	4-25-85
25. Charles H. Williams	Box 52041 Akiaak	4-25-85
26. Helene Williams	Box 52064 Akiaak	4-25-85
27. Frieda Japka	Box 52061 Akiaak	4-25-85
28. Alenka Egoak	Box 52158 Akiaak	4-25-85
29. Francis H. Egoak	Box 52158 akiaak	4-25-85
30. John Phillip	Box 52072 Akiaak	4-25-85
31. Beth Phillips	Box 52072 Akiaak	4-25-85

AS CONCERNED PARENTS AND MEMBERS OF THE COMMUNITY OF AKIAK, WE THE UNDERSIGNED DO SUPPORT THE PRESENT SCHOOL SYSTEM OPERATED AND ADMINISTERED BY THE LOWER KUSKOKWIM SCHOOL DISTRICT AND DO, HEREBY, RESPECTFULLY REQUEST THAT THE VILLAGE OF AKIAK BE REMOVED FROM SENATE BILL 208.

<u>SIGNATURE</u>	<u>ADDRESS</u>	<u>DATE</u>
1. Lucy v. E. Williams	Box 52184 Akiaak, AK, 99552	4/25/85
2. Julian Kashatch	Box 52091 Akiaak	4-25-85
3. Al C. Kubit	" " Akiaak 99552	4-25-85
4. Carol L. Lake	" 63 Akiaak "	4-25-85
5. Alfred T. Lake	52025 Akiaak - 99552	4-25-85
6. Bertha Lake	23 Akiaak, ak 99552	4-25-85
7. Alfred Lake Sr	9 23 Akiaak, ak, 99552	4-25-85
8. Robert W. Lake	Den Del. Akiaak, ak 99552	April 25, 1985
9. Neil W. Dilka	P.O. Box 52004 Akiaak, AK. 99552	4/26/85
10. Kenneth E. Dillig	P.O. Box 52054 Akiaak, ak 99552	4/26/85
11. Sammy Jackson	P.O. Box 52065 Akiaak, ak. 99552	4/26/85
12. Margaret L. Latt	P.O. Box 520021 Akiaak . ak. 99552	4/26/85
13. Peter Andrew Jr	P.O. Box 520021 Akiaak ak 99552	4/26/85
14. Annis Jackson	P.O. Box 52072 Akiaak, ak 99552	4/26/85
15. Matt M. Egan Jr	P.O. Box 52018 Akiaak, ak. 99552	4/26/85
16. Diane L. Dilka	P.O. Box 52004 Akiaak, Ak. 99552	4/30/85
17. Jackson v. Williams	P.O. Box 52128 Akiaak, AK 99552	5/1/85

WE THE UNDERSIGNED DO HEREBY REQUEST THAT OUR NAME BE REMOVED FROM  
THE I.R.A. PETITION SUPPORTING THE FORMATION OF A LOCAL INDEPENDENT REAA.

<u>SIGNATURE</u>	<u>ADDRESS</u>	<u>DATE</u>
1. Hannah Hilikos	Akiak	4/24/85
2. Elizabeth Egoak	Akiak	4/24/85
3. Arthur Egoak	Akiak	4/24/85
4. Frieda Gaphet Johnson	Akiak	4-25/85
5. Julia Karmatoh	Akiak	4-25-85
6. Alfred Lakes,	Akiak	4-25-85

From the classroom of the Second & Third Graders

AKIACHAK IGA school

file SB 208

April 17, 1985

Dear Senator Fahrenkamp  
How are you? We're fine. We like

our school. We voted 16 to 0 to

keep our school and to support senate  
Bill 208.

Sincerely

Second & third graders

Peggy Fiter

William Jackson

Melanie Kasayutie

Julia Nick

Robert Seerhart

Sarah Moses

Charlotte Lupie

Freda George

Brenda Wassilie

Jann, Noatak

Eric Peter

Harold Lupie

Olenka Wassilie

Marvin Paine

Regina Nose

Frederick Nick

# village voices

Rural Alaska Community Action Program, Inc.

September 1985

## Local control of education

# Elections create new school districts

**O**n August 6, Akiak, Akiachak, Cheforanak, Chevak and Tuluksak held elections to determine whether to create new school districts or to remain within the existing REAAs. This option was provided by passage of State Senate Bill 208 and signed into law in June by Governor Sheffield. Chevak, which is now within the Lower Yukon School District (LYSD), will form a new school district. Akiak, Akiachak, and Tuluksak will form a second new school district. Cheforanak residents opted to remain with the Lower Kuskokwim School District (LKSD).

Dr. Paul Goodwin of the Department of Education (DOE) states that money has been secured from the Bureau of Indian Affairs to assist in the transition period. Since school starts in September and elections which would form a legal entity to receive funds from the DOE cannot be held until then LKSD and LYSD will serve as the pass-throughs or legal entities for the newly formed REAAs. LKSD will not impose upon the newly created REAA, but will treat them as an REAA. With BIA transition funds, the DOE has hired an interim superintendent who will be working closely with the communities of Akiak, Akiachak, Chevak and Tuluksak, and this person will act as a liaison between LKSD, LYSD and the new REAAs and provide technical assistance. Goodwin stated that the main reason that DOE opposed Senate Bill 208 was that the bill provided for no transition mechanisms or money with which to create a new REAA.

The August 6 election results were the outcome of about four years of work for Akiak, Akiachak, Chevak, Cheforanak and Tuluksak for more local control. The following is an interview with Willie Kasayulie, Akiachak Village Corporation President, responding to questions of the process undertaken and why these communities were interested in having more local control of education.

*RurAL CAP:* Where did the idea of having your own school district start? Will you give me a little history and background?

**WILLIE KASAYULIE:** I think the campaign to main-



*Willie Kasayulie,  
Akiachak Village  
Corporation  
President.*



*Sam George,  
Akiachak, who did  
a lot of work for  
more local control  
of education in  
Akiachak.*

tain control of the schools started in 1981 or 1982, because when the Inuit Circumpolar Conference met in Canada we introduced a resolution that was passed by ICC in trying to keep the schools open.

Initially, we found out that when the school was still run by BIA that Tribal Governments were able to contract services that the Borough was providing. The authority for that came from the Indian Self-Determination Act. It was either Chevak or Akiak that was the first village to run its own school through contract. We essentially got the idea from Akiak that we could do this. We negotiated with BIA to run the elementary schools on a contract basis which meant: we hired the teachers, developed the budget, developed the curriculum; essentially the same thing that any of the school districts in Alaska do.

*RurAL CAP:* How long have you had experience, then, of running your own schools? *(continued on page 3)*

## inside this issue

Happening in the villages . . . . .	4
RurAL CAP reviews 20 years . . . . .	8
What is subsistence? . . . . .	12

# from the President's perch

Gordon Jackson, President  
Board of Directors



**I** am very proud to have these words included in RurAL CAP's brand new newsletter, resurrected on the 20th anniversary of this organization's existence.

The need for high-quality, professional advocacy by rural people and poor people everywhere is as great today as it has ever been. Rural people face several serious challenges in the coming years.

There are more urban people coming to Alaska every day and many of these new arrivals to our state have very little understanding of the unique and wonderful way of life in rural Alaska. According to our Constitution, the 1990 census must reflect this changing population base, as reapportionment takes effect for the 1992 legislature. Because of the political knowledge of our Bush Caucus representatives, rural Alaska has clout in the legislative process disproportionate to the number of rural legislators in Juneau. Maintenance of this rural legislative leadership is extremely important to insuring rural Alaska's continuing fair share of the pie. In addition, a governor and a state administration which is aware of and responsive to rural priorities and unmet needs is also extremely important.

RurAL CAP has a unique responsibility to insure that the state administration is kept fully informed of rural priorities and aspirations. Equally important, RurAL CAP must make sure that new residents of the state, urban or rural, are provided the opportunity to understand how things are done up here. I have committed RurAL CAP to serious efforts to educate urban Alaskans concerning rural Alaska, especially subsistence. Therefore, I am very glad to see the article by Vernita Zilys on subsistence contained within these pages (see page 12). A similar article ran in the Anchorage Daily News on August 13. It is precisely this kind of understanding that is so much needed in our state.

In addition, we will be sponsoring a public radio series which reports the results of the Alaska Native Review Commission hearings on subsistence. Thus, through RurAL CAP's support, you will hear village people speaking directly on those issues which most dramatically affect their lives.

A special note of recognition is in order for Jeanine Kennedy, RurAL CAP's Executive Intern, who served as reporter, writer, editor and publisher of this newsletter. I am very proud of our first effort. Please let me know how you feel we could improve it. □

# RurAL CAP Board of Directors

**T**he Rural Alaska Community Action Program, RurAL CAP, is governed by a 21-member Board of Directors which meets four times each year. One of the characteristics of RurAL CAP that enables it to respond so effectively to issues of concern to rural Alaska is due to the make-up of its Board of Directors.

The Board is comprised of three sectors. The Target Area Representatives: The value of representatives from these regional non-profit associations is that it provides RurAL CAP with input and close contact to people in the villages . . . to learn of the common concerns, issues and interests. These representatives then are links of communication to their areas of statewide information which can be used by rural areas.

The twelve target areas represented on the Board are: Aleutian/Pribilof Island Association, Association of Village Council Presidents, Inc., Bristol Bay Native Association, Copper River Native Association, Gwitcha Gwitch'in Ginkhye, Kawarek, Inc., Kodiak Area Native Association, Maniilaq Association, North Pacific Rim, Tanana Chiefs Conference, State Child Development Policy Council and the Tlingit-Haida Central Council.

There are seven seats on the Board filled by Public Representatives. The Public Representative Board members include: Governor Bill Sheffield, Lt. Governor Stephen A. McAlpine, the Speaker of the House, the President of the Senate, the Legislative Bush Caucus Representative, and the North Slope Borough Mayor and the Mayor of the Municipality of Anchorage. These Board seats provide the opportunity for the free flow of information to occur between elected officials and the people they serve.

The two Private Sector Representatives include the Community Enterprise Development Corporation of Alaska (CEDC), and the Alaska Federation of Natives. The importance of private sector representation on the Board is that it provides a broader base of experience to be incorporated into RurAL CAP policy and direction.

And, the last group of representatives on the RurAL CAP Board are the Associate Member representatives of groups interested in rural statewide concerns. Currently the two associate members are the Alaska Congress of Parents and Teachers, and the Alaska Christian Conference. □

## Rural Alaska Community Action Program, Inc.

Executive Director . . . . . Robert A. Lohr  
Executive Assistant . . . . . Terrie Gottstein  
Business Manager . . . . . Bradley Raphael  
Alcohol Coordinator  
(Acting/Interim) . . . . . Douglas Modig  
Child Development Director . . . . . Joann Contini  
Weatherization Coordinator . . . . . Glenn Colver  
Subsistence Director . . . . . Vernita Zilys  
Newsletter Editor  
(Executive Intern) . . . . . Jeanine Kennedy

The Rural Alaska Community Action Program, Inc., (RurAL CAP), is a private, non-profit organization which believes that poverty experienced by rural Alaskans must be eliminated. Therefore, RurAL CAP strives to assist rural Alaskans to gain increased control over their lives. The focused and conscious intent of RurAL CAP, demonstrated by the organization's attitude, activities, and example is to empower and encourage rural Alaskans to experience self-determination.

Activities in which RurAL CAP engages, in order to encourage self-determination are: assistance, organization, and advocacy, delivery of technical assistance and direct services, and coordination with other agencies and organizations. These activities by RurAL CAP are planned with sensitivity, respect and with regard to the concerns as expressed by the Alaskans facing poverty in rural Alaska.

A SECOND DRAFT C.S. HAS BEEN PREPARED AT THE SPONSOR'S REQUEST.

1. SCHOOLS IN CHEFORNAK WOULD BE ASSUMED BY THE EXISTING R.E.A.A.; NO NEW R.E.A.A. WOULD BE ESTABLISHED.
2. FUNDING FOR STUDENTS IN THE NEW R.E.A.A.'S WOULD BE AN AMOUNT "DESIGNATED BY LAW". THIS IS INTENDED TO ALLOW FOR REVISIONS TO THE INTERIM FOUNDATION FUNDING FORMULA.

1 IN THE SENATE

H.E.S.S. COMMITTEE

2 CS SB 208 (H.E.S.S.)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the formation of regional educa-  
7 tional attendance areas in certain villages; and  
8 providing for an effective date."

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

10 \* Section 1. FINDINGS AND PURPOSE. Federal transfer schools formerly  
11 funded through the Bureau of Indian Affairs in the villages of Akiachak,  
12 Akiak, Tuluksak, Chevak, and [Chefornak] will no longer receive federal  
13 funding after fiscal year 1985. The legislature finds that these villages  
14 have successfully operated the schools on their own through contracts with  
15 the Bureau of Indian Affairs. Therefore, it is the purpose of this Act to  
16 give these villages the opportunity to continue to operate these schools on  
17 their own by forming regional educational attendance areas.

18 \* Sec. 2. (a) Notwithstanding AS 14.08.031, the villages of Akiachak,  
19 Akiak, Tuluksak, Chevak, and [Chefornak] may each hold an election to deter-  
20 mine if the village shall form its own regional educational attendance area  
21 for the purpose of operating schools in the village. The village may form  
22 a regional educational attendance area only if a majority of the qualified  
23 voters of the village vote to do so in an election held no later than  
24 August 13, 1985. If an election is not held by August 13, 1985, or if a  
25 village votes not to form a regional educational attendance area, the  
26 federal transfer schools in the village become part of the regional educa-  
27 tional attendance area in which the village is located. A regional educa-  
28 tional attendance area formed under this section is subject to the pro-  
29 visions of AS 14.08 and other provisions of law relating to regional

1 educational attendance areas.

2 (b) If a regional educational attendance area is formed in a village  
3 under this section, other schools in the village that are part of the  
4 regional educational attendance area in which the village is located and  
5 property belonging to those schools shall be transferred to the newly  
6 formed regional educational attendance area. All existing contracts and  
7 obligations of those schools shall be transferred to and honored by the  
8 newly formed regional educational attendance area. For the purpose of the  
9 public school foundation program (AS 14.17), [the instructional unit allot-  
10 ment of a regional educational attendance area shall be the same as the  
11 allotment under AS 14.17.051 for the district in which the village is  
12 located.] the funding amount shall be designated by law.

13 \* Sec. 3. This Act takes effect immediately in accordance with AS 01.-  
14 10.070(c).

STATE OF ALASKA  
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY  
LEGISLATIVE REFERENCE LIBRARY

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

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

*HESS 4-2-85 1:36pm*