

Boarding Home Program in Push By State and Bureau Schools

The State Boarding Home Committee, composed of representatives of the Division of State-Operated Schools and the Bureau of Indian Affairs, has announced through the office of James Harper, Assistant Director of State-Operated Schools, that a concerted effort will be made for the 1969-70 school year to place in the Alaska Boarding Home Program those students who would ordinarily have been assigned to Chilocco, Bureau of Indian Affairs school in Oklahoma.

The Bureau of Indian Affairs will provide additional funds to the Boarding Home Program to help handle the increased enrollment.

This mutual agreement to enlarge the Boarding Home Program is the first major step taken to keep young Alaskans in the state for their secondary schooling.

The decision was made in view of the success of the Boarding Home Program during its first three years in operation.

Dr. Cliff R. Hartman, Com-

missioner of Education, has stated, "The Boarding Home Program has filled a real gap. 360 rural students were placed in foster homes throughout the state this year. We believe it is an excellent opportunity for these students to receive good educational experiences. Of equal importance, it is a program that is assisting them in making a cultural transition."

The Boarding Home Program was introduced in 1966 to offer secondary educational opportunities to those students who could not fit into State or Bureau of Indian Affairs boarding schools.

Under this program, students live in private homes and attend the local high school in the community in which they are located. Federal funds are used to pay boarding and travel costs and the State pays the tuition and Foundation Support Program costs to the local districts.

Families boarding students are reimbursed \$140 a month per student.

Because boarding home stu-

dents increase the enrollments of the local high school, the school is able to increase its specialized faculty and offer a more varied curriculum.

The students' social skills in a modern community are improved through daily contact with actual civic, cultural, and business environments.

The child often lives with one or two other boarding students

who share his social or familial background; however, he receives individual love and attention from the boarding home parents and their children.

The Boarding Home Program has received broad support from the various communities in which students board, the high school students themselves and their parents.