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Future Outer Coast students,

We wrote this Handbook as a tool for you to navigate your Outer Coast experience. While you read, you may notice that some sections (especially those pertaining to self-governance) are somewhat ambiguous. This is intentional, and its purpose is twofold. First, it leaves room for interpretation and expansion of the Handbook as the program grows and evolves. Second, this is a Year and an experience to truly make your own. On a much broader level, there are no step-by-step instructions on how to create a college; it’s a process that is very much based in trial and error.

As a Student Body (SB), we found ourselves a bit lost at the beginning of the program. We realized that, though some degree of floundering is productive and representative of what’s to come, there are a few things that we wished that we’d known from the start:

❖ YOU are responsible for labor, even the seemingly minor things like doing dishes and cleaning bathrooms.
❖ You have a lot of power over the program as an SB and can govern nearly all elements except for the Established Policies, so be creative and imaginative.
❖ Be very clear with staffulty about your questions, expectations, and goals; it’s a learning experience for them as well!

Outer Coast is such a uniquely challenging, fun, and rewarding adventure, and there are so many things we wish we had known before it began for us. We drew from many of our own successes, failures, and lessons that we learned as members of the first two Outer Coast SBs. We hope that the guidance handed down to you in the Student Body Handbook will allow you to make the most out of your time in Sikta.

- Kira Fagerstrom (OCSS 2019) and Uluqi Olivia Olson (OCSS 2018)
  2020 Outer Coast Student Life Summer Interns

❖ ❖ ❖
Preamble
This handbook serves as an introduction to student life and a guide to what academics, service and labor, and self-governance could look like at the Outer Coast Year (OCY).

STRUCTURE
The handbook is divided into the following sections:

❖ **Policies:** Outer Coast’s (OC) policies and basic elements of the Year programmatic structure. They are further categorized as follows:

➢ *Established Policies*
  In effect on arrival, non-negotiable, not revisable by the Student Body (SB)

➢ *Guidelines*
  In effect on arrival, are revisable by the SB, act as baseline policies

➢ *Suggestions*
  Not in effect, intended to be revised/ratified upon arrival

❖ **Student Resources & Information:** essential resources available to students and other helpful things to know

❖ **Structures:** examples and guidance on how academics, service and labor, and self-governance have been navigated in past OC programs to serve as inspiration for the OCY SB’s own exploration of self-governance.

LAND ACKNOWLEDGMENT
Yee aani káx -gunéíxtu.aat

*May we walk on your land*

Land acknowledgments are made to recognize and thank the original inhabitants of an area for their care and stewardship of the land and its resources. They are used by many Indigenous peoples as a promise to respect the land they gather on, and by non-Indigenous people as a way to realize the importance of the place they’re in and build relationships with the lands they visit. Outer Coast gathers on Lingít Aaní (Tlingit land), the ancestral homeland of the Tlingit people, who have been living in Sheet’ká (Sitka) and throughout Southeast Alaska since time immemorial. We express our deepest respect and gratitude for the Tlingit people for their everlasting care and protection of our shared lands and waters. Our campus is situated specifically on the ancestral lands of the Kiks.ádi clan. The rich cultures and traditions rooted in the land we inhabit are long-standing. We have an obligation to the land not to simply acknowledge, but to act on these sentiments. Making these acknowledgments is the first step towards dismantling our own inherent colonial ideologies and practices. We reflect on the Sheldon Jackson campus’ connection to the history of oppression of Native cultures in Alaska and strive now to make it a place of safe, inclusive, and integrative learning for all. Further, as
guests on this land, it is our duty to show great respect, attentiveness, and care for it and its peoples.

We are also responsible for educating ourselves on the histories and cultures of the lands we inhabit. Being knowledgeable of Native peoples and their ways of life is crucial to counteract ongoing erasure of Indigenous cultures. The following sources can be used to begin learning about the many Alaska Native Groups, Tribes, Clans, values, and cultures.

❖ Alaska Native Knowledge Network
❖ Alaska Federation of Natives

LOCATION
The Outer Coast Year takes place in Sitka, Alaska at the Sitka Fine Arts Camp (SFAC) on the historic Sheldon Jackson Campus. Students live and eat in Sweetland Hall, and their classroom is in the Yaw Arts Center. A map of the campus can be found on the SFAC website.

Sweetland Hall is a two-story, winterized dormitory with a dining hall and commercial kitchen. Year students live on the West 2 hallway.

The Yaw Arts Center is a one-story building with classrooms and offices. It is the current administrative home of Outer Coast.

Smokestack is a two-story building with a stage, tables, a refrigerator and lofted space. Year students are welcome to use this space as they see fit.

Sitka is an island community accessible only by boat or plane. Located in the midst of the Tongass National Forest, the world’s largest temperate rainforest, Sitka abounds with life. Approximately 9,000 people call Sitka home, including Sitka’s first people, the Lingít (Tlingit). On any given day of the week prior to the COVID-19 pandemic, community members would come together to attend concerts, science lectures, potlucks, square dances, and other local events. Notable local institutions include Sitka Tribe of Alaska, KCAW community radio, Mt. Edgecumbe High School, Sitka Fine Arts Camp, Sitka Sound Science Center, and the University of Alaska.
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**TERMS TO KNOW** *(Also see the OC Glossary here.)*

- **OC** Outer Coast
- **OCSS** Outer Coast Summer Seminar
- **OCY** Outer Coast Year
- **SB** Student Body/Student Body meeting
- **Staffulty** Outer Coast staff and faculty
- **SFAC** Sitka Fine Arts Camp(us) - OC’s physical campus (same as SJ)
- **SJ** Sheldon Jackson Campus
- **YCC** Year Co-Coordinator

**FOUNDATIONAL DOCUMENTS**

The following foundational and supplementary documents provide great insight into the history, mission, and goals of Outer Coast.

- **Prospectus** — summary of the project thus far, explains our mission, model, where we’ve been and where we’re going
- **73 Questions with Outer Coast** — student-made video from the Fall Semester of OCY20–21, detailing the experience and what it was like
- **2018 & 2019 Summer Seminar Student Letters** — reflections from past SBs on their experiences and advice for future OC students
  - **OCSS 2019 Advice** — student-made video of recommendations and advice from the 2019 cohort
- **Outer Coast Storybook**: Alumni-made collection of student experiences at Outer Coast

**REVISION PROCEDURE**

This handbook is very much a living document and is intended to be amended and improved as the SB and OC staffulty see fit. The process for revision is as follows:

- The SB has the responsibility, as stewards of the Handbook, to keep its policies, resources & information, and structures up to date as they and circumstances change and the program evolves.
- Students can make amendments to the handbook at any time by bringing them as proposed legislation to SB.
- Edits should NOT be made on the most current/original Google Doc. Instead, make a copy titled “OCY Student Body Handbook as Amended [date]”. All versions of the Handbook should be retained and stored in this Google Drive folder.
- New physical copies of the Handbook will be printed for students each Year or as substantive edits to the Handbook are made. One physical copy of the most up-to-date version of the Handbook will be stored in the Yawffice.
Policies

This section includes Outer Coast’s established policies, guideline policies that exist upon arrival and can be improved upon or abandoned by the SB, and suggestions for policies that can be accepted or rejected by the SB.

ESTABLISHED POLICIES

Compliance with the following programmatic and campus policies is mandatory.

Academic Policies
Prerequisites for enrollment
There are no specific academic prerequisites for enrollment in the Year, except that students hold a high school diploma or equivalent level of educational attainment.

Measures of student progress
Student progress over the course of the program is measured through coursework, participation in class and small study groups, and frequent check-ins with faculty. Faculty are expected to review student work, participation, and overall progress and provide all students with narrative and quantitative feedback throughout the course. Students taking courses for credit are also graded on an A through F scale. Assignments, presentations, and participation are evaluated and together comprise the midterm and final grade that students receive for the course. Each faculty member will determine the weight of the assignments and presentations in their course and will be responsible for determining a letter grade (at the midterm and final) for students taking the course for credit. Students taking courses for credit will receive a grade at the midterm and conclusion of each course. Students taking their courses without credit will receive a progress report at the midterm and conclusion of each course.

Outer Coast faculty will grade in compliance with the system dictated by the college or university through which the academic credit is offered. For the Year, credit is offered through Alaska Pacific University.

Minimum grades considered to meet satisfactory progress
Students are expected to keep up with their coursework and attend and participate in class. The minimum grade considered to meet satisfactory progress is a grade of C or C-quality work.

Academic Probation and Suspension
A grade of C-, D+, D or D-, in two classes will result in the placement of a student on academic probation. If a student is placed on probation at the conclusion of a semester and then enrolls in a subsequent semester, they will begin the next semester on probation. A student on academic probation will meet with one of the Year Co-Coordinators in order to create a plan to raise their grades and identify steps that Outer Coast staff and faculty can take to best support the student. A student will no longer be on academic probation if their grades improve at the next grade report (midterm or final). A student will remain on academic probation if their grades do not improve at the next grade report. A grade of F in two
Outer Coast Year Student Body Handbook: Policies

classes will result in the academic suspension of the student, and they will be required to leave Outer Coast for the remainder of the semester.

For students who are not taking courses for credit, similar guidelines to the above are present, but in the absence of grades. Outer Coast faculty will notify one of the Year Co-Coordinators which of those students not taking a course for credit are producing work of C-minus-through-D-minus-quality and of F-quality work. One of the Year Co-Coordinators will then notify these students of this assessment and the consequences given Outer Coast’s academic probation and suspension policy. If a student produces C-minus-or-worse-quality work for two classes during a semester, they will be placed on academic probation. If a student is placed on probation at the conclusion of a semester and then enrolls in a subsequent semester, they will begin the next semester on probation. The student will meet with one of the Year Co-Coordinators to create a plan to improve their performance and identify steps that Outer Coast staff and faculty can take to best support the student. A student will no longer be on academic probation if their performance improves at the next progress report (midterm or final). A student will remain on academic probation if their performance does not improve at the next progress report. F-quality work in two classes will result in the academic suspension of the student, and they will be required to leave Outer Coast for the remainder of the semester.

A student can be considered for admission to a subsequent semester after an academic suspension through a written request to one of the Year Co-Coordinators that outlines a personal plan for academic improvement. Upon receipt, the corresponding Year Co-Coordinator has 10 business days to review the request, meet with the student, and determine whether the student will be readmitted. A student’s readmission must be approved by the Executive Director of Outer Coast.

A written notice will be sent to any student (credit taking and non-credit taking) who is placed on academic probation or suspension within 5 days of the determining grade or progress report. This notice will be sent by email and in physical copy to the student.

Academic Honesty

Honesty, academic or otherwise, is an integral responsibility to oneself and to the OC community. All Outer Coast pillars depend on mutual honesty and integrity. To be academically honest is to turn in work that is wholly one’s own, credit all sources utilized, report any academic dishonesty witnessed, and uphold Outer Coast’s community values.

Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, and other related academic activities. It applies not just to students, but to everyone involved in academics at Outer Coast. More specifically, it includes plagiarism and cheating, collaborating on assignments without express permission, and failing to report acts of academic dishonesty committed by other students. Academic dishonesty is a disservice to students, their classmates, instructors, and the OC community.

Reports of academic dishonesty should be made to the Academic Investigations (AI) Committee. This committee consists of the Director of Programs and Operations and two students. They investigate the
claim, and upon completing their investigation, meet with the offending community member, witness, and affected instructor to discuss their findings. If the defending party is found blameworthy, the issue will be brought to the Student Body for recommendation of appropriate action to take. Such actions may include a range of sanctions that consider the long-term interests of the individual and the community, the most serious being expulsion. An appeal of these decisions can be made by the defendant, which will prompt reconsideration by the Academic Investigations Committee and Student Body.

**Minimum requirements of program completion**
Outer Coast is not yet a degree-granting institution.

The minimum requirements to complete an Outer Coast program are to participate fully in academics, service & labor, and self-governance.

Academic minimum requirements for the completion of a course are dictated by the instructor. Service and self-governance minimum requirements are determined by Staffulty and the Student Body, respectively.

If a student is acting detrimentally in relation to any element of the program, they will meet with the Student Body and Year Co-Coordinators to determine whether they can contribute in a productive and positive fashion or should leave the program.

**Conditions and consequences of a student's dismissal, and readmission**
A student will be dismissed from Outer Coast if they fail to comply with all policies described in the student conduct policies section of the Student Catalog (section 4 of Program Policies).

A student may apply for readmission after being dismissed. The Student Body and Executive Director must approve the readmission of a student.

**Conditions of re-entrance for students dismissed for unsatisfactory progress**
Students who are readmitted after dismissal must comply with all Outer Coast program policies and adhere to the requirements of their academic courses. Readmitted students do not have additional requirements or restrictions laid upon them — they are full members of the Student Body.

**Advanced standing and course challenge or waiver policies and procedures**
Students are not permitted to accelerate or test out of Outer Coast course material.

**Transfer of credit**
Through a course-crediting partner (for the Year, Alaska Pacific University), Outer Coast will provide college credit for most completed coursework. Transfer of credit from one institution to another is at the discretion of the receiving school and depends on the comparability of curricula and accreditation. For this reason, no school, nor specific program, can guarantee that credits are transferable to another institution.
Attendance Policy
Students are required to attend all classes, service, and self-governance meetings, unless excused by their instructor or the Student Body. Students who miss more than three total classes, service days, or self-governance meetings without proper approval will be asked to meet with the Student Body and/or Year Co-Coordinators, to determine an appropriate plan for making up missed material and future compliance with the policy. A student who accrues more than six total unexcused absences will be subject to dismissal for unsatisfactory participation in the program. The Dean and Executive Director have the ultimate authority with regards to the dismissal of a student.

An excused absence is one that is approved by the instructor for an academic class and by the Student Body for self-governance and service. A request for excusal (written or verbal) must be made at least one day in advance of the event.

An unexcused absence is one for which a request for excusal is not made or the request is not granted.

Leaves of absence policy
Students in the Outer Coast Year will not be permitted leaves of absence, due to the limited duration of the program.

Student Conduct Policies
The following are the Outer Coast Year program policies. Outer Coast Year students must abide by the policies of Sitka Fine Arts Camp because they will live on this campus for the duration of the program:

Campus Policies
Out of respect for the host campus, students must abide by Sitka Fine Arts Campus policies and codes of conduct. Students may also draft their own policies outlining community guidelines and expectations during SB meetings.

Applicable Sitka Fine Arts Campus Policies:
1. Smoking and chew are not allowed on campus.
2. Alcohol and nonprescription drugs are not allowed anywhere/anytime.
3. Weapons are not allowed on campus.

SFAC’s policies are further outlined in this Long-Term Housing Handbook. As stewards and guests of SFAC, all Outer Coast community members living on campus are required to read and adhere to the policies outlined in the Handbook.
Outer Coast Year Student Body Handbook: Policies

Non-negotiable Program Policies
There is an expectation that students participate in all aspects of the Year, including class, service & labor, and self-governance, to the best of their abilities. Accommodations can be made, as needed.

While students are encouraged to develop and revise aspects of the Year as part of the mission of self-governance, the existence of essential programmatic elements including academic courses, service, campus labor, and student body meetings is not negotiable. Students are expected to attend and participate in all classes for which they have enrolled, as well as all mandatory programmatic activities.

Courtesу and respect in speech and action toward fellow students and staffulty is expected and appreciated.

The following is a list of prohibited activities. Violation of any of these policies may result in being asked to leave the Year:

- Violating SFAC campus policies
- Violation of local, state, or national laws
- Use of drugs and/or alcohol
- Possession and/or use of a firearm
- Threat to use and/or use of a weapon (including, but not limited to firearms, knives, blunt objects) with intent to harm another individual
- Verbal, physical, and/or sexual harassment
- Assault, including fighting, physical abuse, or threatening behavior
- Romantic relationships between staff and students
- Vandalism, destruction, or theft of property (public or private) that does not belong to the student.
- Cruel teasing or cyberbullying

Smoking Policy
Year students under the age of 21 may not purchase tobacco in any form. Year students under the age of 19 may not possess tobacco in any form.

In accordance with the Sitka Fine Arts Camp policies, possession or usage of tobacco in any form, by anyone of any age, is prohibited on campus.

Alcohol Policy
Year students under the age of 21 may not purchase, possess, or consume alcohol.
Year students over the age of 21 may only purchase, possess, or consume alcohol at local establishments. Alcohol is not allowed on campus.

*Prescription Drug Use Policy*
Students self-administer prescription drugs. Students may not share and/or sell prescription drugs with other members of the program and/or surrounding community.

*Tuition payment and refund policies*

Regarding *tuition payment*:
The student’s full cost of attendance will be determined through the Cost of Attendance (CoA) process. In the context of Outer Coast’s payment structure, “tuition” here refers to the student’s comprehensive cost of attendance, which includes room and board, books, food, and all other expenses associated with attending the Year program. Outer Coast will work with the student and their family to construct a payment plan appropriate to their financial means.

Regarding *refund policies*:
All requests for cancellation or withdrawal from the Outer Coast Year must be submitted in writing to the Executive Director. A student has the right to cancel or withdraw this enrollment contract, subject to the following policies:

For a period of time after instruction has begun but before the second day of classes or the equivalent, the student shall receive a 100 percent refund of their cost of attendance; after that,

For a period of time after the first day of class but not after more than 10 percent of that Semester’s instruction has elapsed, the student shall receive a 90 percent refund of their cost of attendance for that semester; after that,

For a period of time after which more than 10 percent but not after more than 20 percent of that semester’s instruction has elapsed, the student shall receive an 80 percent refund of their cost of attendance for that semester; after that,

For a period of time after which more than 20 percent but not after more than 25 percent of that semester’s instruction has elapsed, the student shall receive a 55 percent refund of their cost of attendance for that semester; after that,

For a period of time after which more than 25 percent but not after more than 50 percent of that semester’s instruction has elapsed, the student shall receive a 30 percent refund of their cost of attendance for that semester; after that,

The student shall remain committed to their full cost of attendance.
Outer Coast will acknowledge the request for withdrawal in writing within 5 business days after the receipt of the withdrawal request. The full or partial refund on the cost of attendance will be processed and mailed to the student’s mailing address within 10 business days of the written acknowledgment of the student’s withdrawal by the Executive Director.

Student Records
All student records, including admissions materials, medical forms, and other materials, are kept in a locked filing cabinet in the Outer Coast office in the Yaw Arts Center on the Sitka Fine Arts Campus. The Outer Coast office remains locked outside of business hours and is only accessible by Outer Coast staff.

Records pertaining to college credit obtained for Outer Coast coursework are maintained through Outer Coast’s course-crediting partner.

Grievance Policy
The Outer Coast Grievance Policy is designed to assist students who have a complaint with an Outer Coast employee. Grievance procedures are not designed to resolve disciplinary situations otherwise handled by the self-governing Student Body.

The following actions can be grieved:
- Wrongful withholding of payments or deposits, or failure to honor refund policies;
- Failure to amend erroneous behavioral records;
- Complaints of discrimination or other unfairness in the evaluation of their academic performance.

Grievance Procedure:
1. An aggrieved student must first attempt to resolve all complaints informally with the students, staff, or faculty involved in the action.
2. If the aggrieved student cannot resolve the grievance through efforts exerted in step one, or after seeking recourse through the Student Body, a written grievance must be submitted to the Outer Coast Executive Director. The grievance must state:
   a. The nature of the grievance and the circumstances out of which it arose;
   b. The date of the occurrence;
   c. The requested remedy or correction being sought;
   d. The efforts taken to resolve the matter pursuant to step one, and the result of those efforts;
   e. The filing date and signature of the grievant;
f. Current contact information for the grievant;
g. Grievances must be filed within 15 calendar days from the date of the occurrence. Failure to submit a grievance within such periods shall constitute a bar to further action on the grievance;
h. Outer Coast staff will arrange for an informal conference with the affected parties to discuss the grievance.

3. If the aggrieved student is dissatisfied with the results of steps one and two, the student may appeal to the Outer Coast Executive Director for formal recourse. The Executive Director will convene a grievance hearing and provide notice of said hearing. The notice will contain:
   a. The time and place of the hearing;
   b. The names of the presiding staff members, as well as a person authorized by Outer Coast to issue a final order;
   c. A statement of the authority and jurisdiction under which the hearing is to be held;
   d. A statement that the hearing is being held at the request of the grievant.

4. If the aggrieved student is still dissatisfied after following designated Outer Coast grievance procedures, the student may appeal a decision to the Alaska Commission on Postsecondary Education.

**Anti-discriminatory Policies**

*Student Anti-discriminatory Policy*

Outer Coast welcomes applicants from diverse backgrounds, including international students and non-traditional students. Outer Coast offers equal access to educational opportunity regardless of race, color, nationality, ethnicity, creed, age, religion, gender, gender identity, gender expression, sexual orientation, marital status, veteran’s status, intellectual or political conviction or affiliation, physical or mental disabilities for which reasonable accommodations can be made, or any other legally protected category.

*General Anti-discriminatory Policy*

Outer Coast is an equal opportunity employer. We strive to embody this principle in the composition of our student body, faculty and staff, and trustees.

The officers, trustees, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis. It is the policy of Outer Coast not to discriminate on the basis of race, color, nationality, ethnicity, creed, religion, gender, gender identity, gender expression, sexual orientation, marital status, age, physical or mental disability for which reasonable accommodations can be made, veteran’s status, political service or affiliation, or any other legally protected category.
Anti-Discrimination Procedure
Outer Coast is committed to resolving acts of discrimination with responsibility and haste. Outer Coast will conduct investigations in an effective and timely manner. This procedure is internal to Outer Coast and applies to incidents that take place within our community. Any member of the Outer Coast community can file a discrimination report, including but not limited to:

❖ Students
❖ Staff
❖ Faculty
❖ Recipients of Outer Coast services
❖ Individuals applying for enrollment or employment

All incidents of illegal discrimination should be reported, regardless of the amount of time passed since the incident.

To report an emergency, contact the Sitka Police Department by calling 911.

Non-emergency incident reports made towards students will be raised with the Executive Director. In the case of an act of discrimination, the Executive Director has responsibility for administering appropriate measures to students.

Staff filed non-emergency incident reports made towards any member of the Outer Coast community will be raised with the Director of Programs & Operations. In the case of an act of discrimination, the Director of Programs & Operations has responsibility for administering appropriate measures to staff and faculty.

To file a discrimination incident report, print and complete this document. Incident reports can be delivered to a dropbox in a discreet location on campus. It can also be completed virtually here. This system is in place to honor confidentiality.

Further, if you believe your rights protected under the Alaska Human Rights Law have been violated, you may choose to file a complaint with the Alaska State Commission for Human Rights. The Alaska Human Rights Law makes it illegal to discriminate in employment, in places of public accommodation, in practices by the State or its political subdivisions, in the sale, lease or rental of real property, and in credit and financing practices because of race, religion, color, national origin, sex or physical or mental disability. In employment and some other situations, it is also illegal to discriminate on the basis of age, marital status, changes in marital status, pregnancy or parenthood. The Commission can be contacted by phone or in-person at:
The Commission also offers free mediation services as an alternative to legal action. More information can be found at humanrights.alaska.gov/services/complaints.

COVID-19 policies
In response to the public health crisis caused by COVID-19, Outer Coast has developed a robust set of health and safety policies to mitigate the spread of the virus. These policies will be distributed to students and staffulty upon arrival.

GUIDELINES
These are baseline policies to be followed upon arrival in Sitka. After settling in, the SB is encouraged to revise these policies to better fit their needs.

Meals and Cleaning
It’s crucial to understand that students will be fully responsible for their own housekeeping, including regular cleaning, sanitation, and general upkeep of a majority of the spaces they use. SFAC custodial staff will train students on how to clean their spaces thoroughly and properly early in the program and function only in an occasional supervisory capacity after that.

Students are responsible for their breakfasts, snacks, and weekend lunches. Outer Coast contracts with SFAC to provide hot lunches and dinners for students and staffulty during the week. Outer Coast pays for weekday breakfasts, snacks, and weekend lunches, but students organize, prepare, and clean up these meals. Two students serve as interns with the Head Chef of SFAC and the Residential Fellow, who will support and advise them on menu planning, food ordering, and kitchen stewardship, training them in SFAC’s main commercial kitchen. Students prepare breakfasts and weekend lunches in the Sweetland Apartment Kitchen. The SB decides how they would like to manage a cooking and cleaning rotation for weekend meals and the Apartment Kitchen, with the kitchen interns serving as the primary supervisors of kitchen stewardship alongside the Residential Fellow.
Previous Program Student Body Values

**Academics**

❖ **Academic Honesty:** as listed in the established policies above

❖ **Classroom Equity:** The following are guidelines to actively create an equitable academic environment:

- Establish mutual classroom guidelines with each other and faculty
- Make a space for meaningful conversations
- Keep an open mind
- Step up and step back when appropriate
- Speak to be understood, listen to understand
- Allow for open-ended questions, not everything must be answered right away
- Value one another’s time and presence
- You are in charge of your own experiences, make the most out of this year
- Be present and engaged
- Put your all into the group, as will everyone else
- Be your true authentic self, everyone has something unique to offer
- Acknowledge and respect the differences in every student’s beliefs and educational backgrounds
- Value different forms of knowledge and experience

**Service & Labor**

❖ **Accountability to community:** Outer Coast vests students with the responsibility to keep the institution running and its relationship to the Sitka community strong. Students learn that their accountability often extends beyond themselves. If they don’t show up for their lunch shift, the Outer Coast community goes hungry. A student’s error could cost a local organization time and resources. With this understanding, every student is committed to fulfilling their service and labor duties to the best of their ability.

❖ **Respect:** Students treat the people, land, and environment of Sitka with the utmost attentiveness, care, and consideration. Every interaction outside of Outer Coast is an opportunity to strengthen our connections to the greater Sitka community.

**Self-Governance**

❖ **Leadership:** Each member of the SB has the power to influence self-governance decisions and the wider course of the Year. Students should recognize that in every chair there is a leader, in themselves and in their peers.
❖ **Mindfulness:** Students should recognize the appropriate times to step forward and step back within SB discussions, ensuring everyone has room to contribute. The SB should strive to prevent any overpowering presences or voices from developing.

❖ **Courage:** Self-Governance will not always be easy. Every member of the SB should have the courage to make room for vulnerable and difficult conversations and participate fully in them.

❖ **Open-mindedness:** The SB is rich in diverse ways of thought, perspectives, beliefs, and backgrounds, which sometimes results in conflict. This conflict can be productive discourse, though, if students are accepting and open to considering all facets of others’ ideas and contributions.

❖ **Accountability:** In order for self-governance to be effective and representative of the whole SB, all students must participate fully. This includes attending all SB meetings and activities in a timely manner, being mentally present, and actively engaging in discussion.

**Treasury**
Early in each semester, the SB shall elect a SB Treasurer (or Treasury committee) to manage the SB Budget (detailed in the Student Resources & Information section below). Their basic duties should include managing the SB Budget and debit card and keeping detailed records and receipts to track their purchases. The minutiae of their duties and operations is left up to the SB. The SB Treasurer (or committee) will receive support and guidance from the Outer Coast Development Lead, Rachel Thomson

**SB Lounge / “The Nest” Design**
The SB lounge (located across from the West 2 Hallway) is meant to be a space for community members to listen and share personal experiences and perspectives while feeling both safe and brave enough to do so. In order to make this a welcoming space physically, it will be decorated with familiar and comforting objects contributed by community members.

Students are invited to bring a few items from home that they are willing to share about and place in the SB lounge for the duration of their time at the Year. These items could be posters, photos, maps, books, instruments, etc. that represent, comfort, or hold special significance for them.

The SB is encouraged to dedicate time during one of their early semester meetings to sharing more about these items and their significance as a group.
**SUGGESTIONS**

*Shaping Outer Coast’s Future*

At Outer Coast, students are vested with the opportunity and responsibility to contribute to Outer Coast’s path forward, including designing future programs, and to make plans in service to future students. Below are some suggestions for how the SB might approach contributing to Outer Coast’s organizational priorities beyond the Year.

**Applications**

Outer Coast Year students will form an Applications Committee of students who will work alongside Outer Coast staff to recruit and admit students for future programs consistent with Outer Coast’s *“Our Student Body” statement.*

**Curriculum**

Outer Coast staffulty will form a Curriculum Committee to recruit and hire visiting and permanent faculty for future Outer Coast programs and the college. Students will be invited to join this committee, but it will be primarily run by staffulty.

**Sustainability**

Outer Coast strives to foster a communal respect for nature in Sitka, Alaska. As such, students are encouraged to form a Sustainability Committee alongside staffulty to pursue sustainability priorities such as food waste reduction, local foods harvesting, and gardening.

**Additional Opportunities**

Outer Coast, as an nascent educational organization, has many workflows beyond those listed above to which students, as individually or collectively inspired, are encouraged to contribute. Some of these workflows include administration (accounting and legal), communications (newsletters and social media), development (donor management and grant writing), hiring, curriculum and pedagogy development, and strategic planning (program design and board meetings). Any students can talk to the any staffulty about getting involved in these workflows, or the SB can establish a more formal committee to collectively tap into on-going work with Outer Coast.

In particular, students are welcome to join Eckholms, a weekly all-staffulty meeting in which staffulty discuss big picture topics about current and future programs.
Student Resources & Information

ACADEMIC CALENDAR 2022–2023

Fall 2022
OCY student arrival ................................................. Mon. Aug 22
Convocation ............................................................. Sun. Aug 28
First day of classes .................................................. Mon. Aug 29
No class for Indigenous Peoples’ Day ......................... Mon. Oct 10
Veterans Day [no class] ............................................ Fri. Nov 11
Last day of classes ................................................. Tues. Dec 13
Reading Period [no classes] ....................................... Wed. Dec 14 - Fri. Dec 16
Student departure ................................................... Sat. Dec 17

Spring 2023
OCY student arrival ................................................. Tues. Jan 17
OCY student orientation ........................................... Tues. Jan 18 - Sat. Jan 21
First day of classes .................................................. Mon. Jan 23
Elizabeth Peratrovich Day [no class] ......................... Thurs. Feb 16
No class ............................................................... Fri. Feb 17
Learners Teaching Learners: Tlingit Language Conf. ... Sat. Mar 25 - Sun. Mar 26
Days off ............................................................... Mon. Mar 27 - Tues. Mar 28
Last day of classes .................................................. Tues. May 9
Reading Period [no classes] ....................................... Wed. May 10 - Fri. May 12
Commencement ..................................................... Sat. May 13
Student departure ................................................... Sun. May 14
### WEEKLY SCHEDULE
*Final schedule subject to change.*

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Group Activities

❖ Full Community Roundup and Lunch: Every week after Tlingit Language practice on Mondays, students and staffulty will gather to share any announcements about the week ahead. Students are encouraged to use this time to publicize any student-organized activities and events that are open to the full community. Afterwards, students and staffulty will gather together for lunch in the Sweetland Dining Hall.

❖ Axe Handle Storytelling: As part of the Indigenous Studies course this year, all students and staffulty will be prompted to tell stories for the full community during the Indigenous Studies meeting on Fridays. For more on the proposed Axe Handle Academy, please see the proposal and final exam questions here.

MENTAL HEALTH & HEALTH RESOURCES

Students should alert the Year Co-Coordinators should emergency medical and/or mental health concerns arise. On-call mental health supports are available to students upon request. In extreme circumstances, students will be taken to Mt. Edgecumbe Hospital.

Mental Health Services

Outer Coast partners with several mental health counselors who are available for sessions with students. Students can email Outer Coast counselors at any time to make a next-day appointment in-person, via Zoom or phone call. Outer Coast covers all costs for this resource, students will not have to pay for counseling nor present insurance information.

Confidentiality

Sessions are confidential. Invoices sent to Outer Coast do not have student names on them.

Finances

Outer Coast covers 5 sessions per semester per student. Your counselor can request an additional number of sessions as the need arises. If you have any questions or are envisioning a longer-term, more consistent counseling relationship while in Sitka, please talk to a YCC and we will work with you to make sure you have what you need.

Counselor Availability

If you would like to make an appointment with a counselor immediately, let one of the YCCs know and we will arrange for someone to be available on short notice, or same-day if possible.

Sitka Counseling is open 9am-5pm Monday through Friday. You can call during these hours to schedule an appointment. They usually can schedule you within one week. If any of our other counselors are unresponsive over email, please notify an YCC.
Sitka Counseling
To set up an appointment:
Call 907-747-3636

“Sitka Counseling offers a variety of outpatient treatment services to assist adults, children, and families with behavioral health issues. We also provide a variety of services for those persons who are experiencing disabling or long-term mental health problems. The diverse backgrounds, orientation, and specialties of our staff enable us to provide an individual approach to the problems that confront our clients. We offer comprehensive diagnostics and treatment for all members of the family.”

Note on Scheduling:

1. *Please tell the scheduling secretary that you are an Outer Coast student.* We have an agreement with their office that OC students get to bypass their lengthy ‘introductory evaluation session’ before scheduling their first counseling session
2. Bios and pictures of their staff are coming soon!
Patrick McMahon
Cairn Counseling
Juneau, AK (virtual sessions only)

Email to set up an appointment:
patrick@cairncounselingak.com

Patrick McMahon works with young adults navigating early adulthood, independence, and life transitions. He also specializes in working with people with depression, anxiety, and substance use. Having lived in Sitka for several years in his twenties, he has great familiarity with adjusting to life here as a young person.

“When I meet clients I emphasize that my approach to therapy work is rooted in social justice, especially by developing my own multicultural competency, addressing the role of intersectionality (particularly racial, gender, and sexual identity) and it's influence on people's identity development and mental health.”
Note: Margie is currently only accepting new clients who are gender diverse or transgender, or who are would like to talk about gender identity topics.

I am a Licensed Clinical Social Worker (cisgender white female, queer - pronouns she, her, hers). With over 14 years experience as a therapist and as a graduate of University of Alaska Anchorage, 2011, I specialize in working with individuals or families who may be exploring their gender identity or transitioning, experiencing depression, anxiety, grief and loss, trauma, PTSD, LGBTQ+ issues, ADHD, Autism spectrum, traumatic brain injuries and people who experience learning or cognitive disabilities. I feel that it is a privilege to be a part of your journey with you.

I am a solution-focused therapist, who is strength-based believing that you know yourself best with the strength and answers within you. My therapeutic approach is to provide support and a safe place to heal and grow while dealing with past or current trauma and personal life challenges. I use a variety of modalities and techniques. I hope that together we can help build on your strengths and attain the personal growth and peace you are committed to accomplishing.
Debi Terry
Sitka, AK

Email to set up an appointment:
debramt@aol.com

Debi is the Mental Health Clinician at Mt. Edgecumbe High School and has worked here since 2014. Debi has a Bachelors Degree in Behavioral Science and a Masters Degree in Mental Health Counseling. In addition to working at MEHS, Debi teaches Psychology at UAS and has a private practice. Before working at MEHS Debi was a Mental Health Clinician at Clinic II/SEARCH for 7 years.
Crisis Support
The following are resources for immediate crisis support:

❖ National Alliance on Mental Illness Helpline: 1-800-950-6264
❖ National Suicide Prevention Lifeline: 1-800-273-8355
❖ Crisis Text Line: Text “Home” to 741-741
❖ Trevor Lifeline: 1-866-488-7386

Medical Resources in Sitka
Sitka is home to the Southeast Alaska Regional Health Consortium (SEARHC, pronounced “search”) Mt. Edgecumbe Medical Center located on Japonski Island about 1.5 miles from campus. SEARHC offers many medical services, including primary care, specialty care, behavioral health, women’s health, and dentistry.

One notable service is their free Nurse Advice Line, which can be used to answer general medical questions outside of normal clinic hours, including about over-the-counter medications and tips for at-home care. It is not intended to be a substitute for medical attention, and the nurses cannot provide diagnoses or treatments. The number for this line is 800-613-0560 and more info can be found on the SEARHC website.

Other medical services in town that are handy to know include:

Emergency Room: 911 or 907-966-2411

Mountainside Clinic: (907) 747-1722
Walk-in anytime during their hours (9am-5pm on weekdays).
Provide comprehensive health services. Typically a good idea to call beforehand to see if they are the right fit for any student needs.

Nurse Walk-in Appt. (907-463-4000)
Call this number and ask for a ‘same-day walk-in’ appointment. You’ll meet 1:1 with a nurse who can assess, give advice, and talk through problems. This has been consistently the most helpful option for students with non-emergent needs.

SEARHC Primary Care: (907-966-8318)
Students can set up primary care with a SEARHC physician. This is the best option to have one consistent touch point who is familiar with you and your specific care.
Transportation for Health and Wellness:

If you need transportation to a health or wellness related appointment, please fill out the transportation form in the OC Forms Hub (https://tinyurl.com/y2rv4cjy) 24 hours in advance if possible. The nature of your appointments are confidential. For emergent needs, follow the Emergency Phone Tree.

If you would like a ride for another purpose (hikes, nature etc.), please feel empowered to request rides on the same form, although it will be filled dependent on staff availability.

Exercise/Wellness

❖ The Hames Center is a community recreation center located on the SFAC campus, featuring a gym, workout equipment, and fitness classes. Memberships and drop-in rates are available. Access to the Hames Center may be subject to restrictions during the Year due to Outer Coast COVID-19 policies.

➢ If buying passes to the Hames Center is financially prohibitive for you, you can request passes purchased by Outer Coast using Hames Pass request form in the OC Forms Hub (https://tinyurl.com/y2rv4cjy).

❖ There are myriad running & hiking trails around Sitka suited for all skill and activity levels.

❖ Community Committee (CommComm) will be planning monthly outdoor excursions for students to explore Sitka beyond campus and town!

❖ There are a number of bikes available for use

❖ Outer Coast provides a number of sports and recreation equipment, including camping and backpacking gear

Circles

Circles are a time when community members are invited to gather and support each other by sharing their experiences, feelings, thoughts, challenges, and successes, with the goal of using honest communications to develop relationships and build community. Circles can be called by any student or staffulty member. This is the basic purpose of all Circles, but there is no strict definition of what a Circle can or cannot be. They’re meant to serve whatever function or role community members need in a given moment. Common Circle purposes could include discussion, conflict-resolution and peacemaking, decision-making, and celebration.

Circles are led by one or two facilitators. Facilitators lead and moderate discussion by asking questions, keeping pace, and ensuring everyone has equitable opportunities to share. This role can be filled by any Circle attendee.
Each Circle can begin by checking in on each individual’s current social-emotional health and the general well-being of the group. The facilitator can ask several rounds of check-in questions, such as “How has your week been?”, “What were the high points and low points of this week?”, “What challenges have you faced this week?”, and “Is there anything the SB can do to help you overcome these challenges?”. There can be as many or as few rounds as participants wish.

After checking-in, the facilitator can begin to ask questions and prompt discussion aimed toward the purpose of that particular Circle. The following is list of guidelines and things to keep in mind to keep discussion productive and respectful:

❖ The Student Body Values are crucial in this space.
❖ Circles should be judgement free spaces where participants can feel comfortable sharing about difficult and personal topics. Circle conversations should also remain confidential and participants should respect their peers’ privacy.
❖ Everyone is encouraged to bring an item that carries significance and value for them, such a feather, religious item or photo, or a piece of paper with meaningful messages.
❖ Any decisions made should be consensus-based.
❖ If any participants have experience and knowledge needed to use natural or spiritual medicines like sage, they are encouraged to do so at the beginning of each Circle as a cleansing ritual.
❖ All community members are invited to this space, and their contributions are valued.

Circles are an excellent tool to build community and have historically been used by many different groups, perhaps most prominently by Indigenous peoples across the country, as a method of restorative justice and conflict resolution. More information and context can be found at [tribaljustice.org/places/traditional-practices/circle-peacemaking/](tribaljustice.org/places/traditional-practices/circle-peacemaking/), at [www.kahnawakeadr.com/peacemaking.htm](www.kahnawakeadr.com/peacemaking.htm), or by asking staffulty about “The Little Book of Circles.”

**INDIGENOUS MENTORSHIP**

Former Outer Coast staffulty Maleah Nore (Wrangell, AK) will be an on-call (virtual) mentor for Indigenous OCY students. Her introductory letter and description of her role can be found here. Maleah is eager to connect to students through shared identity and experience and support students as they navigating the program and making the most of their time at Outer Coast.

Maleah has a background in youth support, social work, and mental health prevention, and can also serve as a resource for Year Co-Coordinators to best support Indigenous students within the context of their individual relationships as well as through program design at large. Use her!
CULTURAL FOODS
Access to cultural foods is an important way we can support Indigenous students’ health, wellbeing, and connection to culture and home.

Summer staffulty and students have harvested berries, salmon, spruce tips, and herring eggs that are stored in labeled boxes in the South kitchen — Year Co-Coordinators can work with students to continue to harvest and freeze/store in-season local foods to pass on to future students! Maleah has also created an amazing Southeast harvesting calendar for us to use and learn from.

In past programs, students have had ‘meals from home,’ weekly dinners where students highlight foods from their culture, family, and hometowns. Outer Coast may be able to provide financial support for special ingredients shipped from home.

SAFETY AND EMERGENCIES
Students will familiarize themselves with campus safety and emergency procedures during Orientation.

Should an emergency arise, students’ first point of contact is the nearest staff member or the calling the Emergency Phone Tree.

Sitka is in bear country, and though bears are not a significant threat, it is important to be prepared in the event of an encounter. Staff will be trained in bear awareness and bear spray usage. Students will be instructed on how to react in the event of a bear encounter.

WIFI
Sitka Fine Arts Camp has set up a high-speed wifi network for the Year. Students can access it using the following credentials. The network is in the hallway and thus works much better there than in the Apartment Kitchen.
- SSID: Outer Coast College
- PW: OuterCoast2021!

FORMS HUB
If you ever find yourself searching for a miscellaneous form, look in the Forms Hub (https://tinyurl.com/y2rv4ejy), which is a living document that is worth bookmarking.
OUTER COAST STAFFULTY

Outer Coast employs a number of folks who collectively make up the Staffulty team. Below is an overview each staffulty member’s roles and responsibilities. For personal bios of each staffulty member, refer to outercoast.org/team.html.

Year Staffulty

These are the folks who are focussing most of their attention on the day-to-day ongoings and operations of the Outer Coast Year.

❖ Year Director: TBD with responsibilities to be shared among Frank, Matthew, and YCCs
  ➢ Plan logistics related to travel, guest visits, event planning, and orientation
  ➢ With Faculty and the YCCs, monitor students’ in-class progress and responds to their success and challenges
  ➢ Facilitate service relationships and community engagement
  ➢ Coordinate with SFAC staff on issues related to campus labor (shopping, cleaning, groundskeeping, etc.)
  ➢ Monitor self-governance and provide institutional support when necessary
  ➢ Cultivate communication between the Student Body and Staffulty
  ➢ Coordinate program logistics, infrastructure, and activities

❖ Matthew Spellberg, Dean (MMS)
  ➢ Oversee the academic pillar and support all members of the staff team in their work relating to academics
  ➢ Serve as a long-term core faculty member at the Outer Coast Year
  ➢ Drive Outer Coast’s growth towards the college, particularly in the academic pillar and in our relationships with accrediting partners and collaborators

❖ Year Co-Coordinators (YCCs): Nirali Desai & Lucas Opgenorth
  ➢ Support students in their endeavors across all three pillars
  ➢ Invest in students in order to foster empathetic and productive communication
  ➢ Serve as teaching assistants for academic courses
  ➢ Support students academically outside the classroom (ex: office hours, community study sessions)
  ➢ Stay abreast of student governance decisions and resolutions and support student projects as needed
  ➢ Challenge students to be responsible and accountable to themselves, their peers, and the program
  ➢ Help foster spaces that feel safe for all students.
  ➢ Facilitate regular discussions where students and staffulty can build and strengthen their relationships with the broader Sitka community (as is COVID-19-appropriate).
➢ Respond appropriately to any emergencies that arise.

❖ **Residential Fellow**: TBD (to be filled by an OCY alum)
   ➢ Provide a consistent and positive presence for students throughout the program, particularly on the student hallway
   ➢ Provide coordination and guidance in all aspects of communal living, particularly in organizing the student-run kitchen

**Other Outer Coast Staff**
Beyond the Year, Outer Coast as an organization seeks to provide meaningful educational opportunities to students for years to come, eventually as a two-year liberal arts college. Thus, Outer Coast employs some staff who are more removed from the day-to-day of the Year in order to push forward those objectives. Students get to know these folks and are encouraged to collaborate with them in creating what the path forward for Outer Coast looks like.

**Bryden Sweeney-Taylor, Executive Director (BST)**
- Support the staff team in their organization, relationships, development, and tasks;
- Manage development strategy, donor relationships, and grants;
- Oversee strategic vision and direction.

**Johnny Elliott, Community Engagement Lead (JME)**
- Recruit students for all Outer Coast Programs
- Design service projects and coordinate the service pillar for all Outer Coast Programs
- Participate in direct service to the community and investigate how Outer Coast can best support the communities it serves

**Rachel Thomson, Development Lead (RMT)**
- Manage fundraising and development priorities, such as donor relationships and grant prospects & applications;
- Communicate the stories of Outer Coast to a variety of stakeholders and audiences;
- Ensure upkeep of administrative systems such as bookkeeping, employment policies, and office space wellness

**Yuki Nagaoka, Program Design & Recruitment Fellow**
- Assist and work with the Programs & Operations team on all aspects of the project relating to educational programming, including student recruitment and admissions, institutional authorization and accreditation, faculty hiring, and other program operations, with a particular focus on the Outer Coast Year 2023–24
- Support the day-to-day operations of the Outer Coast Year 2022–23, including frequent collaboration with Student Body committees

**Joe Nelson, Board Chair | Kaaxúxgu**
Govern the Outer Coast Board of Trustees and provide strategic guidance and fiscal oversight for the organization.
PACKING LIST
Sitka is known for its year-round wet weather and low temperature variability. The summers are cool and mostly cloudy with consistent rain and typical temperatures ranging from 50°F-60°F. The winters are dark with temperatures that hover around freezing, but typically don’t dip below 25°F. Over the course of the year, the temperature typically varies from 33°F to 62°F. Southeast Alaskans like to joke that the temperatures never get more than 20° outside of 45°F.

Must-Have items:
➢ Clothing for day-to-day use, sleeping, and outdoor recreation
➢ Rain boots
➢ Other rain gear - coat is necessary; pants are optional
➢ Clothing layers (sweaters, sweatshirts)
➢ Winter gear, including warm coat, snow boots, hat, gloves/mittens, warm socks
➢ Work clothes, including sturdy pants, boots/shoes, and gloves that you’re comfortable getting dirty
➢ Backpack

➢ Notebook and writing implements
➢ Hiking boots (or a good pair of running shoes)
➢ Shower and bathroom items, including towel
➢ Sunscreen
➢ Water bottle
➢ Sunglasses
➢ Hat
➢ Mask for plane ride (more will be provided on arrival for use throughout the program)
➢ Laptop if you have one

Optional but useful:
➢ Sports/hobby items - frisbee, soccer ball, etc.
➢ Sleeping bag
➢ Other outdoor/recreational gear
➢ Snow pants

➢ Swimsuit
➢ Umbrella
➢ Skateboard
➢ Musical instruments
➢ Games
➢ Spending money

SB BUDGET
The SB has a budget of $1,000 per semester to spend on activities, events, and projects. As Outer Coast is funded by charitable grants and donations from various organizations and individuals, these funds should be used responsibly and for purposes that will benefit the OC and/or Sitka community. The entirety of the budget does NOT need to be spent, and past SBs have not used all of their available funds. It’s not recommended that the SB use their budget to purchase food.
and snacks as they will be provided by the institution. Past SBs have used their allocated budget for purposes such as transportation costs for weekend activities, supplies for service projects, community-building items, and Commencement.

Funds are managed by the Treasurer or Treasury Committee as designated by the SB. Once this entity is determined, they receive one gift card pre-loaded with $500 and the other $500 in cash, for which they are responsible for the duration of the semester. They are responsible for collecting receipts for each purchase, monitoring amounts spent, and keeping the rest of the SB up to date on the status of the budget.

The SB budget is intended to allow students to plan events and purchase items that build community without having to ask staff for funding. At any time, students can request institutional funding from Outer Coast by completing the Application for Funding Form on the OC Forms Hub (https://tinyurl.com/y2rv4cjy) and then meeting with the YCCs.

**INDIVIDUAL DISCRETIONARY FUNDS**

Students who were offered and chose to opt in to the discretionary fund stipend during their pre-program Cost of Attendance conversation will be provided with $50 in cash at the beginning of the Year. They may request another $100 at the beginning of each month, as well as to opt out at any time. Outer Coast may reduce the amount offered during a specific month if students are not present in Sitka for the full month. Contact the YCCs to renew funds or opt in or out of the discretionary fund stipend.

**SITKA GUIDES**  
*Grocery Stores/Restaurants/Cafes*

Under the community COVID-19 policies, students are permitted to dine in at restaurants or cafes but must follow the testing regimen in the COVID-19 protocol after doing so. Many of the restaurants below also will serve take-out or delivery. Trips to the grocery store should be limited to short visits only when necessary. COVID-19 policies are subject to change as the risk posed to our community changes.

◆ Market Center: grocery store located downtown.
◆ SeaMart: grocery store with most options and deals. It’s also known for its stellar parking lot view of the Sitka Sound and Mt. Edgecumbe. It’s most convenient to get there by car.
◆ Lakeside: large grocery store that, like SeaMart, is located on Halibut Point Road but is slightly closer to downtown Sitka.
◆ Backdoor: coffee shop with great sandwiches, baked goods and pies.
◆ Highliner: another coffee shop in town with a variety of sweet and savory food options.
Beak: restaurant located in the Cable House beneath KCAW, the community radio station. Serves brunch on weekends.

Pizza Express: Mexican food and pizza. Located near the Verstovia trail head, this can be a great post-hike food stop.

Wildflour Café: small café on the more-expensive side but has good smoked salmon crepes and smoothies.

Asian Palace: Chinese, Thai, and Korean food; good for takeout.

Little Tokyo: Japanese fare.

Sizzling Chow: offers a variety of cuisines but primarily Filipino food; lots of good dishes and large portions.

Mean Queen: pizza and wings.

Yuyo’s: same food as Pizza Express but located downtown.

The Nugget: the only diner in town. Located at the Airport.

Fish Eye Coffee Hut: coffee drive-through outside of Lakeside.

Chowder Cart: near the Science Center. Great clam chowder but pricey.

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Recreational Activities

- **Trails:** Gavan Hill, Harbor Mountain, Verstovia/Arrowhead, Beaver Lake, Heart Lake, Mosquito Cove, Sitka Cross Trail, Indian River Trail, Totem Park. Trail information can be found at [sitkatrailworks.org/trail-information/](http://sitkatrailworks.org/trail-information/).

- **Swimming:** can happen anywhere. A good and accessible spot is right next to the Science Center on Lincoln Street.

- **Fishing:** see the [Alaska Department of Fish and Game’s website](http://www.adfg.gov) for permit and fishing information.

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Cool Places

- **White Elephant:** thrift store with great bargains; proceeds support community ventures; get there when it opens for a better selection. It has odd hours that can be found on its [Facebook page](http://Facebook).

- **Tongass Threads:** thrift store on Lincoln; many great finds.

- **Rope swing:** towards the end of Sawmill Creek Road at beginning of [Herring Cove](http://Herring Cove).

SFAC is conveniently located just a few minutes on foot from downtown Sitka and most of the locations above. Outer Coast maintains a small fleet of bikes in order to make all of Sitka more accessible. Outer Coast bikes are identifiable by the blue painters tape wrapped around the handlebars.

You can learn more about the going-ons around town and upcoming public events on the [KCAW Community Calendar](http://KCAW).
This section describes a few fundamental programmatic elements that are key to the Year and provides examples and specific information pertaining to each of the pillars.

Introduction to the Three Pillars

The educational experience at Outer Coast expands out beyond the classroom — past merely critical readings and theoretical investigations of complex concepts — to encompass and be reinforced by each of the Outer Coast pillars. When students grapple with forming their own code of conduct, ground rules, and institutions of self-governance, they draw not only on their academic coursework and discussions but also on their experiences laboring alongside each other to accomplish tasks in their residence, on campus, and in the Sitka community as well as in coming to agreement on their daily schedule or the makeup of the incoming student bodies for future Outer Coast programs, among many other responsibilities. In this sense, academics, service & labor, and self-governance are not siloed, separate elements of the Year, but rather interlocking, integrated pieces that come together to create an Outer Coast education.

ACADEMICS

Students participate in two fifteen-week courses during each semester that introduce them to immersive, discussion-based learning. In small seminars, students engage fully with the material, the faculty, and their peers. Classes bear college credit from Alaska Pacific University, though international students will not be able to earn credit.

Course Offerings

During the Fall Semester, the full Student Body will take Indigenous Studies together and also at least one of two courses with Faculty Jocelyn Saidenberg. In the Spring Semester, all students will participate in a skills-based Indigenous Studies module series and will take at least two of the four courses with Matthew Spellberg and Adam Haar Horowitz. We look forward to creating vibrant, welcoming classrooms rich with lively discussion of big ideas.

**Fall Semester:**
- *Poetry as Wor(l)d Building* taught by Jocelyn Saidenberg (*Mon, Th* 9:15 - 10:45 am)
- *Queer Reimaginings* taught by Jocelyn Saidenberg (*Tue, Fri: 9:15 - 10:45 am*)
- *Indigenous Studies* taught by Dionne Brady-Howard and Matthew Spellberg

**Spring Semester:**
- *States of Nature* taught by Matthew Spellberg
- *TBD* taught by Matthew Spellberg
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❖ TBD taught by Adam Haar Horowitz
❖ TBD taught by Adam Haar Horowitz

Academic Support Options
❖ Year Co-Coordinators
  The YCCs are responsible for making sure students are equipped with the proper resources and provided with the support they need to be successful during the Year. Each term-long class has a designated YCC. Don’t hesitate to arrange an informal one-on-one check-in with an YCC for any discussions related to academics.

❖ Office Hours
  Office Hours are an opportunity to ask questions, have supplemental discussions, and delve deeper into topics covered in class as well as have unstructured and free-flowing conversations with Faculty and YCCs. Though Office Hours are rarely required in a given week, attendance is encouraged to build understanding of the content and ideas presented in class.

❖ Community Study Sessions and Study Groups
  The YCCs hold Community Study Sessions where students can study together either quietly or collaboratively, ask questions, and receive academic support from peers or the YCCs. Community Study Sessions differ from course to course, and will be scheduled based on student availability and classroom need. Students may organize informal study and reading groups during their unstructured time.

❖ Academic Accessibility
  Outer Coast strives to ensure that the Year is a time of great academic growth and success for each and every student. We are committed to creating equitable grounds for each student to learn and contribute academically. Thus, we offer individualized academic accommodations based on self-reported, past, and current needs. If a student anticipates any part of the educational experience to be challenging due to personal circumstances, learning disabilities, or other special situations (and did not indicate so on the pre-program Learning History form), contact an YCC to arrange accommodations. Faculty and/or the YCCs are also available during the Year for individual discussions of how learning environments can be more supportive and productive. All academic accessibility conversations are kept confidential.

Evaluations and Feedback
At various points throughout the program, students will be asked to evaluate their courses, instructors, and the program as a whole. Though filling out evaluative surveys can be a long and arduous task, feedback from Year students is invaluable to OC’s development as an institution. Student input makes real change and will inform pedagogy and practices at future programs and the College.
OC places emphasis on the value of narrative evaluations from instructors to students as a form of productive feedback and measure of student progress. In addition to letter grades, students will receive in-depth feedback aimed at recognizing their successes and addressing their challenges in the classroom.

Self-Governance in the Classroom
Past Student Bodies have worked collaboratively with their instructors to design their own experimental classroom environments. They applied self-governance to academics in several ways, including:

❖ Implementing a seating policy where students sat by different classmates each day
❖ Creating discussion structures to allow and necessitate contributions from everyone
❖ Intentional discussions about Outer Coast’s academic direction in Curriculum Committee meetings

When considering self-governance in the classroom, the SB should be respectful of their instructors’ expertise, schedules, syllabi, and visions for their courses. Faculty ultimately steer their course, even as students drive it forward, and as such they hold the final say over all decisions related to their syllabi.

SERVICE & LABOR
There is an important distinction to be made between the Service and Labor aspects of the pillar. Service is defined as work done to benefit the broader Sitka community, while Labor is essential work done to sustain the OCY community (cooking, cleaning, etc.).

Service Conduct Guidelines
Students should uphold the Student Body Values as defined above in Service. They should work to maintain the strong relationship Outer Coast has established with the Sitka community by respecting their service partners’ time, values, rules, resources, and goals. Failure to do so could result in lost time, money, and resources for partner organizations, and damage Outer Coast’s connection to them. As many service projects will take place outdoors, students should further uphold the promises made in the Land Acknowledgement above to respect the land and waters that they use and work on, leaving all areas visited clean and intact. For more on the ethos and structure of service at Outer Coast, refer to the OCY21–22 Service Syllabus.

Sitka Committee (SitComm)
Early in each semester, two to three students who wish to invest more deeply in community ties to Sitka coalesce into a committee with the Community Engagement Lead. As part of their
service, SitComm members strive to seek out new service opportunities and group projects for their peers to dive into.

**Labor Guidelines**

Complete student investment in the labor element of the pillar is absolutely vital for the community to survive and thrive. Students should respect their and others’ labor assignments and duties. Failure to complete assigned labor by any one student could result in an unmade meal, unfavorable living conditions, and general discord among community members. The SB is encouraged to put special consideration into improving upon existing and developing new labor systems, thinking expansively about labor projects that will benefit future Outer Coast classes. Students are also encouraged to be clear and communicative with each other about labor and issues associated with it.

**SELF-GOVERNANCE**

In OCY, the SB will have significant autonomy over the functioning of their daily lives and real decision-making power in relation to academics and service & labor. Their authority is only limited by the established policies of OC and SFAC and their allocated budget as defined above.

The intent of the following content is not to instruct the SB on how to self-govern, but to provide experiential advice and examples of how past SBs conducted their governance. Their mistakes and successes are meant to guide and inspire new methods of self-governance for the Year SB. Also included are suggestions from Outer Coast as an institution.

**Meeting Structure**

Historically, the first SB meeting is dedicated to developing basic elements of how subsequent meetings will be run, including the following:

- **Decision-making systems**
  - Consensus: the OCSS 2019 SB used consensus voting, with more of a focus on reconciling the wills of the majority and minority

- **Roles**
  Two roles were determined as necessary and assigned randomly or on a volunteer basis by all OCSS SBs and by the OCY20–21 SB:
  - Moderator: facilitated discussion, ensured adherence to community guidelines/values document, called on speakers
  - Notetaker: created meeting agendas, recorded meeting minutes, and communicated outcomes to staffulty.
Other potential or suggested roles:

➢ Student Body Liaison: reports self-governance decisions and general updates to the relevant staffulty after each SB meeting and relays announcements and discussion topics from the Staffulty to be considered in SB. They would be elected during the first SB meeting of the semester. The OCY20–21 SB vested the rotating SB Moderator with these responsibilities rather than confining the role to one student.

➢ SB Treasurer (could be filled by a treasury committee, and is effectively required): manages OC budget and record-keeping. Past OCSS SBs did not have this role, but OCY20–21 did and it is nearly impossible to imagine a system of responsible budgeting without a primary responsible person (or small committee) in charge.

➢ Flupper (short for “follow-up-er”): follows up on action items in the minutes where a student or a committee committed to do something at a later date. By reminding students of the duties they committed to, the Flupper aims to improve community accountability and follow-through. The OCY20–21 SB devised this role.

❖ Committees

Many committees have been formed at Outer Coast for different reasons, but a few remain consistent from year-to-year because of the continued need and relevance of their work to the community.

➢ Academic Investigations Committee: investigates compliance to Outer Coast’s Academic Honesty standards as listed in the nonnegotiable academic policies above. Expected membership: two or three students. As of August 2022, there has yet to be a need for this committee to form.

➢ Applications Committee (AppComm): see Applications in the Suggestions section. Expected membership: four to six students.

➢ Curriculum Committee (CurrComm): see Curriculum in the Suggestions section. Expected membership: four to six students.

➢ Sitka Committee: (SitComm): see Sitka Committee in the Service & Labor Guidelines section. Expected membership: two or three students.

➢ Community Committee (CommComm): plans weekend and after-dinner activities for community bonding and wellness, including hikes, dances, and Community Hours.

➢ Sustainability Committee (SusComm): see Sustainability in the Suggestions section. Expected membership is flexible, but all members must be committed.
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The following committees were used during past programs and could be revitalized by the SB:

➢ Bike Committee (BikeComm; formed by OCSS21): repairs and maintains OC’s bicycle fleet
➢ Cleaning Committee (formed by OCSS19): makes and manages cleaning schedule and assignments. (OCY20–21 vested a “Kitchen Coordinator” with setting these schedules based on how labor was organized in that program.)
➢ Fitness Committee (FitComm; formed by OCY20–21): works out and does yoga together.
➢ Swim Committee (SwimComm; formed by OCSS22 and inspired by Sylvia Snow-Rackley and Emily Drukman (OCY21-22)): Regularly organizes dips in the Sitka Sound.
➢ Handbook Committee (HandbookComm; formed by OCY20–21): revises this handbook to set up future students to build off Outer Coast’s institutional memory. (This committee met a couple times, but never revised the handbook, which was done by staff prior to OCY21–22.)

What To Govern
The following is a list of topics on which previous SBs have made policy:

❖ Technology use
❖ Inclusion & cliques
❖ Conflict resolution
❖ Curfew/quiet hours
❖ Housekeeping considerations
❖ Town Leave
❖ Sustainability - recycling, composting, using reusable shopping bags
❖ Modifications to weekly schedule
❖ Amendments to the Handbook
❖ Drug and Alcohol policy
❖ Elements of the other pillars
   ➢ Class structure, schedule, classroom rules, etc.
   ➢ Service projects
   ➢ Labor duties/distribution
❖ Structure & activities for
   Commencement & other events
❖ Student Body Values revisions
❖ Community Hour
❖ Guidelines and Suggested Policies
❖ Use of Budget
❖ Community Hour organization

But in the Outer Coast Year, the opportunities for Student Body self-governance are essentially limitless!

Suggestions & Encouragements
It’s strongly suggested that the SB:
Recognize that SB policies aren’t static and should be revisited and revised should they prove ineffective;

Communicate openly and frequently to staffulty about self-governance decisions, questions, and activities through a Student Body Liaison, published SB notes, and other channels;

Put significant thought, research, and creativity into developing meeting structures and policies.
Afterword

Now that you’re equipped with the basic information necessary to engage with the Year. Our final piece of advice for you is to think about what you want to get out of your time at Outer Coast, and to keep those goals in mind throughout the Year. Here are some of our biggest takeaways:

❖ You can and will make virtuous change in the world. Our experiences and lessons learned at Outer Coast made us realize that and gave us confidence to start meaningful conversations.
❖ You are obligated and accountable to not just yourself but everyone in the community. This applies not just to Outer Coast but to every community you are and will be a part of.

Now, take a moment to reflect on your goals for the Year. What do you want to accomplish? What do you hope to learn? Who is the person you want to be at the end of the program? What do you want to get out of this Year?

No matter what you end up taking away from the Year, you will have already given so much to Outer Coast just by participating in the program. Because of you, Outer Coast is one step closer to becoming Outer Coast College and you’ve already created virtuous change in the world.

Good luck and Roll Coast!