

H B

397

*What about arbitration
bill just passed
Final*

Introduced: 3/25/81
Referred: Health, Education &
Social Services and Finance

1 IN THE HOUSE

BY MOSS BY REQUEST

2 HOUSE BILL NO. 397

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to training for certificated employees
7 of borough or city school districts or regional educa-
8 tional attendance areas; and providing for an effective
9 date."

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

11 * Section 1. AS 14.20 is amended by adding new sections to read:

12 ARTICLE 8. STAFF DEVELOPMENT PROGRAM.

13 Sec. 14.20.652. STAFF DEVELOPMENT PROGRAM REQUIRED. A borough or
14 city school district or a regional educational attendance area shall
15 establish a comprehensive staff development program including orienta-
16 tion training for newly hired certificated employees of the district or
17 attendance area and in-service training for all certificated employees
18 of the district or attendance area.

19 Sec. 14.20.654. ESTABLISHMENT OF STAFF DEVELOPMENT PLANNING
20 COMMITTEES. (a) A school board of a borough or city school district
21 or a regional educational attendance area shall create and supervise a
22 staff development planning committee.

23 (b) A majority of the members of the staff development planning
24 committee shall be classroom teachers employed by the district or
25 attendance area.

26 (c) If a staff development planning committee meeting is held
27 during the school day, an employee of the district or attendance area
28 who is a member of the committee shall be released from classroom or
29 other assigned duties to attend the meetings without penalty or loss of

180 days - Training Days allotted

1 pay.

2 Sec. 14.20.656. POWERS AND DUTIES OF THE STAFF DEVELOPMENT PLAN-
3 NING COMMITTEE. The staff development planning committee of a borough
4 or city school district or regional educational attendance area shall,
5 under the direction of the school board, plan and implement the compre-
6 hensive staff development program.

7 Sec. 14.20.658. APPROVAL OF PLANS BY DEPARTMENT. A school board
8 shall submit completed plans for a staff development program to the
9 department for approval no later than April 1 during the school term
10 before the term covered by the plans. The department shall approve or
11 disapprove a staff development program plan within 30 days. A staff
12 development program plan may be amended, subject to department approval.
13 Only an approved program is eligible for state money under AS 14.20.-
14 660.

15 Sec. 14.20.660. STAFF DEVELOPMENT TRAINING. The department
16 shall, subject to the availability of money appropriated for that
17 purpose, make payments to a borough or city school district or a
18 regional educational attendance area to assist the district or attend-
19 ance area to pay for the cost of implementing an approved staff develop-
20 ment program under AS 14.20.652 - 14.20.662. Assistance under this
21 section shall be made on the basis of a daily rate set by the department
22 to be paid for each certificated employee of a school district or rural
23 educational attendance area. A district or attendance area which has
24 ~~fewer~~ ^{fewer} ~~employees~~ certificated employees is eligible for a higher rate than
25 that established for a district or attendance area with ^{3/2} more than ~~20~~
26 certificated employees.

27 Sec. 14.20.662. REGULATIONS. The department shall adopt regula-
28 tions to implement the provisions of AS 14.20.652 - 14.20.662.

29 • Sec. 2. This Act takes effect July 1, 1982.

DRAFT

A STRATEGY FOR IMPROVING
ALASKA'S STATEWIDE STAFF
DEVELOPMENT PROGRAM

J. Kelly Tonsmeire
Alaska Department of Education

February 1981

POSITION PAPER

A STRATEGY FOR IMPROVING ALASKA'S STATEWIDE STAFF DEVELOPMENT PROGRAM

The Alaska State Board of Education has identified staff development as a top FY 82 priority. The Alaska Department of Education, in its role of enhancing the quality of education for Alaskan students, should foster the development of effective inservice training programs in each Alaskan school district. Educational research documents the great impact inservice training can have on improving educational programs.

The Alaska Professional Development Steering Committee, composed of representatives of the key organizations with responsibility for pre and inservice training of Alaskan educators, has made the following recommendations for addressing Alaska's most critical staff development needs:

1. The Department of Education should provide leadership and enhance coordination in the area of professional development for Alaskan educational personnel.
2. The Department of Education should demonstrate its commitment to professional development leadership by making sufficient resources available for this purpose.
3. The Department of Education should develop a communication network for statewide coordination of inservice training.
4. The Department of Education should facilitate the collaborative development of a training program for district inservice coordinators.
5. Criteria for approving inservice releases time that will enhance the quality of local inservice programs should be developed by the Department of Education.
6. The Department of Education should facilitate the collaborative development of a training program that will provide intensive preparation and follow-up support for teachers new to rural areas.

According to Department of Education records local districts spent almost four million dollars for inservice training during the 1979-80 school year. The Department of Education spent more than one million dollars to train local educational personnel involved in DOE administered programs during the same time period. At present there is very little coordination of these training activities. The Department of Education needs to assume responsibility for coordinating statewide inservice training programs by collecting and sharing information on training activities planned by school districts, regional resource centers, universities, and DOE. This information sharing can best be done by implementing the computerized inservice communication network that has already been designed. The Alaska Professional Development Steering Committee should also play a key role in coordinating staff development in Alaska. The steering committee should provide overall coordination of the statewide staff development program. Through subcommittees in a variety of subject areas (special education, vocational education, bilingual education, etc.) coordination of specific programs can be provided.

The key to strengthening local staff development programs is increasing the staff development skills of district coordinators. DOE should implement a training program for district staff development coordinators during the 1981-82 school year. Since each district has been prepared to plan and implement effective staff development programs, the Department should revise the criteria for district staff development for inservice released time. The Department should also encourage districts to implement staff development programs during the 1981-82 school year.

Respectfully,
[Signature]

Each year 90% of the new teachers hired by Alaska school districts come from outside the state. Very few of these teachers have been prepared to meet the unique challenges of teaching in rural Alaska. Consequently, many teachers leave the state during or after their first year of teaching. This high turnover, which exceeds 50% in many of rural districts, is not only quite costly, it is detrimental to rural students because of a lack of programmatic continuity. There is a critical need for implementing a summer program to prepare new teachers to be successful in rural Alaska. On site follow-up should be provided during the first year of rural teaching as well. There is a tremendous interest from school districts, regional resource centers, and institutions of higher education in implementing such a program on a pilot basis during the summer of 1981. If successful, the program should be expanded during succeeding years.

Staff development is a unique area because it involves the entire education profession. It is not the sole responsibility of school districts or institutions of higher education, or professional associations, or the State Education Agency, but is rather a joint responsibility. The research tells us that effective staff development programs must be collaborative effort among all groups involved. In Alaska, through the work of our State Professional Development Steering Committee we have made great strides in expanding this collaboration on a statewide basis.

As we look down the road several years we can see the need to develop a comprehensive system for delivering staff development at the local level. This system must be designed to meet the needs for staff development in rural Alaska. It must be designed to be flexible and responsive to the needs of the local level. It must be designed to be cost-effective and to be supported by the State Education Agency. It must be designed to be supported by the local level. It must be designed to be supported by the regional level. It must be designed to be supported by the national level.

problem will not be solved until more rural people become teachers in their own communities. Field based rural teacher training opportunities must be expanded so that more people can be trained as teachers in their own communities. Regional staff development centers that would integrate pre and inservice training, seem to be the best vehicles for addressing Alaska's staff development needs.

Before we can begin to think about establishing regional staff development centers, the Department needs to help local school districts develop and implement effective staff development programs. Once local staff development capacities are enhanced, districts should be able to design long range professional improvement plans. Comprehensive long range planning is an essential element of any successful staff development program.

Financial support for education in Alaska is greater than in any other state. There is no doubt about Alaska's commitment to quality education. Unfortunately, we have neglected one of the most effective vehicles for improving education: staff development.

Making training programs available to Alaskan educators that will help them better meet the needs of Alaska's students is one of the best educational investments we can make. Alaskan educators want the Department to play a key leadership role in this crucial area. Hence the Department will take advantage of this opportunity.

FIVE YEAR STAFF DEVELOPMENT PLAN

<u>YEAR</u>	<u>ACTIVITY</u>	<u>START DATE</u>	<u>COMPLETION DATE</u>
FY 81	Implement inservice communication network	6/1/81	ONGOING
	Pass staff development legislation (Summer Institute, require at least five days for inservice)	2/1/81	6/1/81
FY 82	Conduct pilot Rural Teachers Institute	8/1/81	8/21/81
	Increase staff development capacities of districts	10/1/81	3/31/82
	Revise criteria for approving district requests for inservice released time	11/1/81	2/1/82
	Pass staff development legislation (establish regional staff development centers)		
FY 83	Conduct Regional Rural Teacher Institutes	8/1/82	8/21/82
	Establish one pilot Regional Staff Development Center	7/1/82	9/1/82
FY 84	Continue Regional Rural Teacher Institutes	8/1/83	8/21/83
	Establish additional Regional Staff Development Centers	7/1/83	9/1/83
FY 85	Continue Regional Rural Teacher Institutes	8/1/84	8/21/84
	Phase in remaining Regional Staff Development Centers	7/1/84	9/1/84

Alaska Professional Development Steering Committee
Recommendations on Inservice and Preservice Education

A - General Principles

1. Professional development should be seen as a continuum of closely integrated opportunities for professional growth for educators from the time they enter the preparation program until their retirement from the profession.
2. Inservice training should be a collaborative process in which classroom teachers, administrators, institutions of higher education and providers of service are involved in program planning, implementation, and evaluation.
3. Inservice training activities should address the assessed needs of participants.
4. Long range planning of inservice training programs is essential.
5. Specific goals and objectives for local inservice training programs should be identified.
6. The short and long term effectiveness of inservice training activities should be evaluated.
7. Follow-up activities and support, when appropriate, should be provided for inservice training participants.

B.- Alaska Department of Education Responsibilities

1. The Department of Education should provide leadership and enhance coordination in the area of professional development for Alaskan educational personnel.
2. The Department of Education should demonstrate its commitment to professional development leadership by making sufficient resources available for this purpose.
3. Criteria for approving inservice release time that will enhance the quality of local inservice programs should be developed by the Department of Education.
4. The Department of Education should facilitate the collaborative development of a training program for district inservice coordinators.
5. The Department of Education should develop a communication network for statewide coordination of inservice training.
6. The Department of Education should facilitate the collaborative development of a training program that will provide intensive preparation and follow-up support for teachers new to rural Alaska.

C. - Governance

1. A professional development steering committee, composed of representatives nominated by key constituent groups, should be established for the purpose of providing guidance and direction to the Department of Education in professional development matters.

ALASKA PROFESSIONAL DEVELOPMENT STEERING COMMITTEE

PARTICIPANTS	AGENCY		
Ron Bedard Department of Education Pouch F Juneau, AK 99811	Alaska Department of Education 465-2824	Dr. Stan Johnson, School of Ed. University of Alaska-Anchorage 2651 Providence Drive Anchorage, AK 99504	University of Alaska-Anchorage 263-1800
Kelly Tonsmeire Department of Education Pouch F Juneau, AK 99811	Alaska Department of Education 465-2814/15	Dr. Lawrence Lee Oldaker University of Alaska-Juneau 11120 Glacier Highway Juneau, AK 99801	University of Alaska-Juneau 789-2101
John Warden The Northern Institute 650 International Airport Rd. Anchorage, AK 99509	The Northern Institute 276-4685	Dr. Tom Healey Community Colleges- Rural Education and Extension Affairs 2221 East Northern Lights Blvd. Anchorage, AK 99503	UA-Community Colleges & Rural Education 274-0548
Dr. Alan Barnes Southeast Regional Resource Center 538 Willoughby Ave. Juneau, AK 99801	Southeast Regional Resource Center 586-6806	James Alter 147 S. Franklin, Room #207 Juneau, AK 99801	NEA 586-9798
Richard Hazen Western Regional Resource Center PO Box 2300 Anchorage, AK 99510	Western Regional Resource Center 276-1308	Susan Stitham PO Box 80913 Fairbanks, AK 99708	NEA 456-7794
Jack Knapp Southcentral Regional Resource Center 1111 East Dowling Rd. Anchorage, AK 99502	Southcentral Regional Resource Center 344-9646/47	Jennine Lane 1411 West 33rd Anchorage, AK 99503	NEA 274-0536
Bob Brown Bristol Bay Regional Resource Center 429 D Street, Suite #306 Anchorage, AK 99501	Bristol Bay Regional Resource Center 272-1343	Norman Aaberg Pedro Bay, AK 99747	NEA Radio Phone: KNE 94
Dr. Del Shirley Sheldon Jackson College PO Box 479 Sitka, AK 99835	Sheldon Jackson College 747-5222	Garner Buchanan West High School 1700 W. Hillcrest Anchorage, AK 99574	Advisory Council for Title IV 274-2502
Dr. Jan Ingram Alaska Pacific University University Boulevard Anchorage, AK 99504	Alaska Pacific University 276-8181	Mike Johnson 204 N. Franklin St. Juneau, AK 99801	Association of Alaska School Boards 586-1083
Dr. Charles K. Ray, School of Ed. University of Alaska 7th Floor Gruening Building Fairbanks, AK 99701	University of Alaska-Fairbanks 479-7106	Frank Fenley Dillingham City Schools PO Box 202 Dillingham, AK 99576	Alaska Association of School Administrators 842-5223/25
Will Boger Northwest Arctic Teacher Center PO Box 51 Kotzebue, AK 99752	Teacher Centers (Federal)	Bill Butler PO Box 306 Palmer, AK 99645	Alaska Association of Secondary School Principals 745-3241
Dr. Tom Jennings XCFD School of Education University of Alaska Fairbanks, AK 99701	Teacher Corps (Federal)	John Jones PO Box 156 Anchorage Pt., AK 99556	Alaska Association of Elementary School Principals 235-8671
		Connie Munro Bill Ray Center PO Box 1447 Juneau, AK 99802	Alaska Adult Education Association 586-2521

RURAL TEACHER TURNOVER

<u>School District</u>	<u>1977-1978</u>	<u>1978-1979</u>	<u>1979-1980</u>
A	22%	25%	21%
B	33%	37%	34%
C	30%	75%	53%
D	62%	50%	68%
E	0	40%	75%
F	63%	39%	50%
G	39%	28%	30%
H	32%	27%	9%
I		31%	49%
J	22%	16%	34%
K	25%	16%	28%
L	28%	19%	25%
M	23%	23%	15%
N	38%	46%	30%

The above percentages include transfers, terminations, resignations, etc.



•ALASKA COUNCIL OF SCHOOL ADMINISTRATORS•
an organization of elementary/secondary principals and superintendents

April 6, 1981

Senator Terry Stimson
Pouch V
Juneau, Alaska 99811

Dear Terry:

Thank you for your letter of March 24, 1981 concerning S.B. 320.

Although I am personally in support of this approach to staff development, I cannot speak for any administrative group. However, if I can be of support in an individual way, I will do so.

I enjoyed seeing you and your wife at the superintendent's conference in Juneau.

Warm regards,

Wm. D. Butler
Palmer High School Principal
A.C.S.A. President

WDB:cs

March 24, 1981

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

Dear Mr. Stimson:

I would like to lend my support to the concepts behind SB 320 entitled Staff Development Program. The need for increased attention towards preservice and in-service programs has been a high priority of the Western Regional Resource Center for two years. We are currently planning summer programs for newly hired teachers and have been actively involved in providing in-service programs to rural districts for two years.

SB 320 should act as a catalyst for all educational agencies to review their staff and their needs, and develop new plans for increasing the ability of staff to meet the needs of the students. As a strong advocate of maximum local control, I question the mandate of establishing a committee to plan and implement staff development programs. Definitely there needs to be input from all concerned parties, but the Board should have the authority to decide what mechanism would work best for the District.

A sufficient appropriation to fund the development of pilot and model programs for the coming school year is necessary if we are to see a rapid acceptance of the concept of staff development program. Funding for a person in the Department of Education to coordinate plans, and funding for agencies to develop and implement programs should be included within the appropriation.

I thank you for your support of staff development. If I can be of service in providing any other information, please feel free to contact me.

Sincerely,


Richard Hazen,
Director

RH/cd



SOUTH EAST REGIONAL RESOURCE CENTER
S.E.R.R.C

538 W. Loughby Ave • Juneau, Alaska 99801
(907) 586-6806

March 27, 1981

The Honorable Terry Stimson
Vice Chairman
Senate Health Education and
Social Services Committee
Behrends Building, Room 209
Juneau, AK 99801

Dear Senator Stimson:

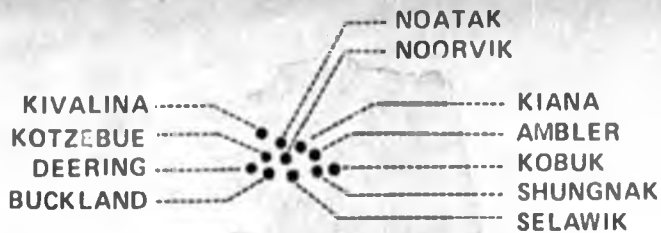
This letter is in support of Senate Bill #320 to develop a Staff Development Program for school district staff. With the extent of teacher turnover that occurs each year in Alaska it is necessary to develop a process to insure that teachers working with our students are the best available. It is also felt that if staffs were given relevant, planned preservice and inservice training the high turnover rate might be halted and the continuity of programs that comes with teaching staff remaining in a community will become a reality.

Thank you for your consideration of this request.

Sincerely,

Mark L. Hanson
Program Manager

MLK: f j w



Northwest Arctic School District
Box 51
Kotzebue, Alaska 99752
Phone (907)442-3472

April 2, 1981

Senator Terry Stimson
Vice Chairman, H.E.S.S.
Pouch V
Juneau, AK 99811

Dear Terry:

As a member of the Steering Committee for the development of a state-wide in-service network, I would like to let you know that I support Senate Bill No. 320. I would also like to request your support of this bill and encourage a speedy passage.

Thank you.

Sincerely,

Will Boger

bh

March 24, 1981

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

Dear Terry:

I would like to express my strong support for SB 320 which relates to the staff development of professional school staff. The need for a comprehensive system of staff development has been apparent in the State of Alaska for years. SB 320 makes an enlightened beginning toward this end. Your leadership in bringing about this important legislation is appreciated.

Sincerely,



Charles K. Ray
1209 10th Avenue
Fairbanks, AK 99701



University of Alaska, Juneau

11120 Glacier Highway

Juneau, Alaska

99803

(907) 789-2101

March 26, 1981

The Honorable Terry Stimson
Member, Health, Education and
Social Services Committee
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

As a member of the Alaska Professional Development Steering Committee and as an administrator with the University of Alaska working closely with public school systems, I heartily endorse the proposed SB 320, an act relating to the training for certificated employees of school districts.

Our division possesses a strong "outreach" orientation, earning approximately 59 percent of the student credit hours outside of Juneau. We have noted the need for a systematic, state-supported plan to assess and care for local public school needs through staff development. Many school administrators and boards of education would champion the stability and the potential of future funding contained in SB 320. The apparent dimension of flexibility is a key feature of the bill. Although I favour the intent of the legislative measure, I would like to see the enactment cover noncertificated and school board members. This significant omission, not to jeopardize passage in the present form, could be covered at a later date through administrative regulation.

The bill is a positive approach in assisting local educational agencies to improve the quality of their services. Please do not hesitate in calling if I may afford any further assistance in this matter.

Have a good day!

Sincerely,

LAWRENCE LEE OLDAKER
Director, Division of Education

LLO:me



SHELDON JACKSON COLLEGE

P. O. BOX 479
SITKA, ALASKA 99835

April 1, 1981

The Honorable Terry Simpson
Senator, Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Senator:

Thank you so much for your kind letter of March 24 relative to supporting Senate Bill 320 which you have introduced into the legislative hopper relating to professional development of certificated teachers.

We at Sheldon Jackson College are highly interested in continuing the upgrading of teachers' competence, and we attempt to serve the schools in our attendance areas in whatever specialties the teachers feel a need to improve. Often times our effectiveness in the so called bush schools is just to go, listen and show them that someone cares. As we observe in schools, it sometimes seems that the current demands for accountability have resulted in a dependence on programmed type materials developed by large corporations which really produce little in the way of helping children grow and learn, to score on someone's standardized test which measures very little that our Alaska children need to know in order to prepare them for occupations, family living, or the reduction of the use of alcohol and violence. The procedures often regulated by board members in order to produce stability of program because of teacher turnover, might better be changed to help prevent teacher burnout, improvement of acceptance by Alaskans in villages and plain survival in the communities.

We will continue to support your efforts in promoting this bill because we believe that funds to help our teachers give our children the best education possible is essentially necessary.

Please keep us advised when you need help.

Thanks again.

Sincerely,

William J. Caven, Director
Teacher Education Program

WJC:ren



UNIVERSITY OF ALASKA

March 25, 1981

Senator Terry Stimson
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

I am writing in support of Senate Bill #320, entitled "An Act Relating to Training for Certificated Employees of Borough or City School Districts or Regional Educational Attendance Areas; and Providing for an Effective Date."

In my opinion this legislation would strengthen the efforts of many to improve the quality of instruction in the schools and to lower the attrition rate of good teachers leaving the state due to the lack of adaptive skills related to the particular problem of the Alaskan scene.

While I cannot speak officially for UAA or my professional colleagues, of course, I personally believe the bill to be an important step in a very fine direction and urge your support in Committee and on the floor.

Thank you.

Sincerely,

S.W. Johnson, Dean
School of Education

cadn.



UNIVERSITY OF ALASKA, FAIRBANKS
Fairbanks, Alaska 99701

March 30, 1981

Mr. Terry Stimson, Vice-Chairman
Health, Education and Social
Services Committee
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

I am writing in support of Senate Bill 320, an Act which, if passed, will provide support and organization for staff development in Alaskan public schools.

I believe, from my perspective as a member of the Alaska Professional Development Steering Committee and as director of the Cross-Cultural Education Development (X-CED) Program, that a coordinated system of professional staff development, available to teachers inservice and to those just coming to Alaska, will be an extremely important element in helping us retain as well as to attract outstanding teachers for our children.

As an educator dealing with rural and cross-cultural issues, I also see a great need for the development of para-professionals and others who deal with children in schools on a day-to-day basis, and I would hope that the intent of this Act will also provide for those people.

If I can be of further assistance or provide you with information relative to the areas of education with which I am involved, please do not hesitate to call on me.

Sincerely,

Tom Jennings,
Director

TJ/cb



YUPIK TEACHER TRAINING
KUSKOKWIM COMMUNITY COLLEGE

University of Alaska
P.O. Box 368 907-543-2621
Bethel, Alaska 99559



April 3, 1981

Senator Terry Stimson
Pouch V
Juneau AK 99811

Dear Senator Stimson,

I am glad to see some effort being taken at the state level to promote staff development of teachers, especially for our rural schools. We need teachers to be better prepared to deal with the special and changing, cross-cultural, technological, and social problems of life in Alaska. I only hope that this training is extended to our Native bilingual and associate teachers who are in career ladder programs. As the wording of the bill names only "certificated" employees and many of our bilingual and associate teachers are not considered "certificated" they might be excluded from the benefits of this staff development.

I do support the bills (HB 347 and SB 320) as a step in the right direction. I hope to see school districts take this as a basis for staff development for all their instructional employees.

Sincerely,


Catherine Collier, Director
Yupik Teacher Training

CC/bp

CC

Representative Pappy Moss
Representative Dan Clocksin
Representative Mike Beirne
Representative Bette Cato
Representative Jim Duncan
Representative Terry Martin
Senator Mike Collotta
Senator Vic Fischer
Senator Tim Kelly



Alaska Adult Education Assn

The Honorable Terry Stimson
Capitol Building, Room 516
Juneau, AK 99811

Dear Senator Stimson:

I'm writing this letter to support SB 320 for Staff Development Programs and Training.

The Alaska Adult Education Association represents membership in over 100 communities in Alaska, that provides free programs for Adults in Literacy, Life Coping Skills, and GED studies and testing.

The staff working in these programs are both professional and non-professional. All of the rural programs have local residents as staff. In most cases, these residents rely on in- and pre-service in Alaska, in their own communities or regions. Presently, degree programs in Adult Education is only offered at Kuskokwim Community College (AA) and Alaska Pacific University (MAT). We do not have a four-year program, or a good process for on the job college credits that lead to a degree.

Coordination for Adult Basic Education Training teacher is absolutely essential. Criteria for possible certification must be established mainly by Alaskans in the field. Input and development for in- and pre-service must be planned and implemented.

The Department of Education has just begun in this very important process. Our Post Secondary Education System must coordinate, communicate and meet some of those needs. Private non-profit educational staff development must participate in this process. In-service is so essential to this program because of the very nature of Adult Basic Education's responsibility to teach adults to cope with Social Change.

I support this bill. Please help us "get it altogether." Thank you.

Sincerely,


Gwstance Munro
AEA President

CM:fjw

DILLINGHAM CITY SCHOOL DISTRICT

POUCH 202
DILLINGHAM, ALASKA 99576

PHONE 842-5223/5225

FRANK O. FENLEY
SUPERINTENDENT OF SCHOOLS March 25, 1981

The Honorable Terry Stimson
Vice-Chairman HESS Committee
Alaska State Senate
Pouch V - State Capitol Building
Juneau AK 99811

Dear Senator Stimson:

This is to support Senate Bill No. 320: "An Act relating to training for certificated employees of borough or city school districts and regional educational attendance areas."

This support is expressed from two points of view:

1. As the representative of the superintendent's group of the Alaska Association of School Administrators serving on the State Steering Committee for Professional Staff Development, and
2. As a spokesman for the School Board of the Dillingham City School District.

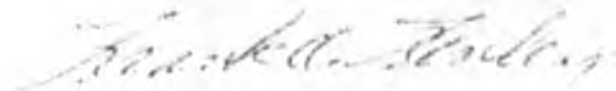
We wish to acknowledge that there is a problem and concern about staff development in Alaskan school districts today. There has developed, at the same time, (1) a growing need for effective teacher inservice programs and (2) increasing fragmentation of resources and planning. We are confident that Senate Bill No. 320 addresses these problems and is expected to:

- a) Insure meaningful consideration of staff input in the area of staff development
- b) Improve the quality of inservice planning
- c) Extend what could be done with the local contribution to the staff development budget, and
- d) Increase sharing of resources by districts throughout the state.

There is also commitment on our part to the advantage of provisions of this bill to more aggressively seek to reduce the high teacher turnover rate in rural districts. Senate Bill No. 327 is recommended as a step in the right direction contributing to the over-all solution sought.

On behalf of the State Superintendent and Dillingham City School District we respectfully request your participation in bringing this bill to a successful conclusion.

Very truly yours,



Frank O. Fenley
Superintendent of Schools

FOF:mkt

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

PUPIL PERSONNEL SERVICES



Special Services

Nursing Services

Counseling

SOLDOTNA, ALASKA 99669

Media

Alaska Special Education
Inservice Training Center
P. O. Box 1200
Soldotna, Alaska 99669

April 10, 1981

The Honorable Terry Stimson
The Senate of Alaska
Capital, Room 516
Pouch V
State Capital
Juneau, Alaska 99811

Dear Senator Stimson:

I am writing this letter in support of Senate Bill 320. As director of the Alaska Special Education Inservice Training Center for the past two years, I have had extensive opportunity to work with teachers from around the state.

The purpose of the Training Center is to improve teacher skills in mainstreaming handicapped students. We train regular classroom teachers, special education teachers, aides and administrators in methods and procedures which facilitate the placement of handicapped students in regular classrooms.

During this two year period nearly 100 trainees have spent time in our Center here in the Kenai Peninsula Borough School District. These educators have come from the breadth and width of Alaska; Ketchikan to Point Hope, Fort Yukon to the Pribilof Islands. Through this contact we have opportunity to assess the needs of a variety of teachers.

This opportunity to work with teachers from around the state has enabled me to see first hand the high need for inservice training and staff development activities. In my experience districts which are able to plan these activities over a long period, having both long range goals and short term objectives, are the most successful in meeting the needs of their students and parents, teachers, and administrators. Planning and execution of long range staff development activities is becoming increasingly recognized in importance by all concerned.

Senate Bill 320 and its House companion, H. B. 297, should help considerably in assisting school district personnel in being less reactive and more proactive in meeting the needs of their students and teachers. As you well know, the conditions of weather and geography virtually isolate village teachers from their central office staff and support for many of the winter months. Urban and suburban school districts are able to bring in support staff almost immediately to

The Honorable Terry Stimson
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help teachers meet specific problems. Such support networks are much more distant in many of our districts and thus the village staff must be able to obtain a wider degree of training in such areas of student assessment, student counseling, adaptation of instruction to meet the unique needs of handicapped students, and in working with parents and community members.

Your Bill's provision for planning and funding should help our school districts in providing services to handicapped students. If in my experience, I can provide any assistance or answer any questions please do not hesitate to call (907-262-4478).

Sincerely yours,



Steven R. Wolf, Ph.D.
Project Coordinator

rvr

cc: House Education and Social Services Committee Members
Senate Education and Social Services Committee Members

NEA - ALASKA

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April 2, 1981

TO: Senator Charlie Parr, Chair
Senate HESS Committee

FROM: NEA-Alaska
Robert Manners

RE: SB 320 "An Act relating to training for
certificated employees of borough
or city school districts or regional
attendance areas; and providing for
an effective date."

MEMORANDUM OF SUPPORT

NEA-Alaska strongly supports and urges passage of SB 320.

The need for an ongoing, comprehensive in-service program for all certificated staff is essential in all school districts throughout the State. Further, such a program must constantly emphasize the currency of special needs along with the unique differences that make each school district distinctive.

There exists a special need for substantive in-service program and orientation for newly employed teachers, especially those who are in Alaska for the first time and, more importantly, for those who will be teaching in rural Alaska.

A major share of the planning and in-service program delivery should come from classroom teachers, the "practitioners", who are constantly involved in the total educational programs of the State and possess the knowledge and insights as to the special needs which are appropriate in keeping our total educational program current.

We respectfully suggest that the primary objective must be to provide greater program continuity while enhancing the total educational opportunity for all students within the State of Alaska.

We encourage that specific in-service programs be designed for delivery before the commencement of each school year and that members of boards of education be encouraged to participate in these sessions.

Thank you for your consideration of this very important issue.

C: Members of the HESS Committee
Senator Rodey, Senator Bradley

RM: jw