

H B

174

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: HB 179
Sponsor: TAYLOR
Date referred to committee: 5/6/85
Synopsis completed:
Fiscal note: ✓ *Q*
Further referrals: FINANCE

CONTACTS:

✓ NEA (Bob Manners) 6-3090
✓ DOE (Steve Hole) 2800
✓ DHSS ^{NOTIFY} ~~MARK JOHNSON~~ ^{NORMA LAZAR} EMS
✓ Rep Taylor (Elsa)

0 fiscal note.
oppose - doesn't make sense to require
anything of everybody



Alaska State Legislature

BETTYE FAHRENKAMP, Chairman
ARLISS STURGULEWSKI, Vice Chairman
JOE JOSEPHSON
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Senate Committee on Health, Education and Social Services

MEMORANDUM

TO: Members, Senate Committee on Health, Education and Social Services

FROM: Committee Staff

RE: Committee Meeting, January 16, 1986

DATE: January 15, 1986

On Thursday, January 16 at 1:30 pm in the Beltz Room the Senate Committee on Health, Education and Social Services will hear CSHB 174 (Fin), which would require certified teachers to complete a course in emergency care and first aid within five years of certification.

The State Board of Education is vested with the authority to approve teacher certification programs offered by colleges and universities and to determine the minimum standards for state certification. Current standards do not include requirements for any specific course work. The Department's Advisory Council for Teacher Certification is developing draft regulations on certification which will likely recommend that requirements include three credits of Alaska Studies and three credits of Multi-Cultural studies.

Current certification standards do require six renewal credits every three years. Three of these may be nonacademic with prior approval by the Commissioner.

The Alaska Emergency Medical Services planning guide, prepared by the State Division of Public Health, recommends that all schools post procedures for handling injuries and emergencies and provide an annual review of emergency procedures for all teachers. According to the American Red Cross, there are over 600 first aid instructors in Alaska. Training is generally provided at little or no cost to the student.

CSHB 161 (Fin) represents a compromise from the original version of the bill which would have required emergency training, first aid and CPR as a criteria for certification, and would have required districts to provide the training as part of their annual in-service program.

Offered: 4/10/85
Referred: Rules

Original sponsor: Taylor by request

1 IN THE HOUSE BY THE FINANCE COMMITTEE
2 CS FOR HOUSE BILL NO. 174 (Finance)
3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 FOURTEENTH LEGISLATURE - FIRST SESSION
5 A BILL
6 For an Act entitled: "An Act requiring training in emergency care for
7 teachers certified in the state."
8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:
9 * Section 1. AS 14.20 is amended by adding a new section to read:
10 Sec. 14.20.025. ADDITIONAL TRAINING. A teacher shall complete a
11 program in emergency training and first aid within five years after
12 the effective date of this Act or after initial certification, which-
13 ever is later. The department shall adopt regulations to
14 (1) specify the content of the course;
15 (2) permit teachers to satisfy the requirement by evidence
16 of completion of comparable training; and
17 (3) establish the credit value of the training for purposes
18 of recertification credits.

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: CS HB 174
 Title: An Act Requiring Training in Basic Emergency Care.....
 Sponsor: Representative Taylor
 Requestor: _____
 Date of Request: _____

FISCAL DETAIL

Agency Affected: Health & Social Services
 Program Category Affected: Public Health, Family & Youth Services
 BRU, Program or Subprogram(s) Affected: State Health Services BRU., Admin. Services - EMS; Youth Services BRU

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
REVENUE	-0-	-0-	-0-	-0-	-0-	-0-


FUNDING: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

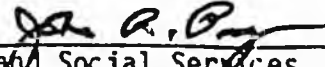
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
	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

Prepared By: Robert I. Fraser, M.D. 
 Division: Public Health

Phone: 465-3090
 Date: 3/20/85

Approved by Commissioner: 
 Agency: Dept. of Health and Social Services

Date: 3/25/85 

Distribution (by Agency preparing fiscal note):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget

THURSDAY, JANUARY 16, 1986

CSHB 174 (Fin) REQUIRING TRAINING IN EMERGENCY CARE FOR TEACHERS
CERTIFIED IN THE STATE.

TO TESTIFY:

REPRESENTATIVE TAYLOR, BILL SPONSOR

STEVE HOLE, DEPARTMENT OF EDUCATION

~~_____~~, NATIONAL EDUCATION ASSOCIATION

Gloria Way, DEPARTMENT OF HEALTH AND SOCIAL SERVICES, OFFICE
OF EMERGENCY MEDICAL SERVICES

ORIGINAL BILL REQUIRED 8 CREDIT HOURS IN EMERGENCY TRAINING, INCLUDING
C.P.R. AND FIRST AID AS A CRITERIA FOR CERTIFICATION. ALSO REQUIRED
DISTRICTS TO USE ONE OF THEIR 10 INSERVICE DAYS ANNUALLY TO PROVIDE THE
COURSE.

N.E.A. AND THE DEPARTMENT OBJECTED TO THE CERTIFICATION REQUIREMENT; THE
SCHOOL ADMINISTRATORS OBJECTED TO THE INSERVICE PROVISION.

TODAY'S BILL IS A COMPROMISE:

1. EMERGENCY TRAINING AND FIRST AID; NO C.P.R.
2. WITHIN 5 YEARS OF CERTIFICATION, BUT NOT TIED TO RENEWAL

QUESTION EFFECTIVENESS. IF WE REALLY WANT TEACHERS TO KNOW FIRST AID,
SHOULDN'T WE TIE IT TO SOMETHING?

ZERO FISCAL NOTES -- HEALTH & SOCIAL SERVICES, EDUCATION

FOR COMMITTEE DISCUSSION:

~~SCHOOL FOUNDATION (DEPARTMENT'S PROPOSAL)~~

~~SCHOOL CONSTRUCTION (AMOUNT IN BUDGET; REGS. COMING FOR REVIEW)~~

~~STUDENT LOAN PROGRAM (IDEAS FOR LONG TERM STABILITY -- MAXIMUM
LOAN, STUDENT CONTRIBUTION, INTEREST RATE, NEEDS BASED)~~

~~MIDWIFE REGULATIONS (COMING FOR REVIEW)~~

Bills in committee

Alaska State Legislature



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Representative Ron W. Larson
District 16 B

MEMORANDUM

DATE: APRIL 4, 1985

TO: HOUSE FINANCE COMMITTEE MEMBERS

FROM: REPRESENTATIVE RON LARSON, CHAIRMAN SUB-COMMITTEE ON HB 174

The sub-committee, working with the sponsor, N.E.A. and the Dept. of Education, has prepared the attached proposed Finance Committee Substitute for HB 174.

The revision removes the requirement of first aid/emergency training for initial certification and allows a teacher five (5) years to obtain such training. It also removes specifically requiring cardiopulmonary resuscitation training.

The substitute further specifies that the Dept. of Education, through regulation, will recognize such training for recertification purposes.

Attachments: CSHB 174 (Finance work draft)

cc: Representative Taylor ✓
Representative Duncan, HB 174 Sub-committee
Representative Uehling, HB 174 Sub-committee

These comments are on original bill. NEA
didn't submit comments on the House-passed
version. were invited to attend today's hearing, & chose not to.



NEA-ALASKA

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January 16, 1986

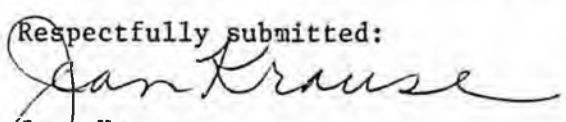
TO: Senator Bettye Fahrenkamp, Chair
Members of the Senate HESS Committee

RE: HB 174 "An Act requiring training in basic emergency care
and the recognition of child abuse for teachers certified in
the state."

NEA-Alaska supports the concept that all teachers should have basic training in emergency first aid and the recognition and reporting of child abuse. We also believe teachers should be trained in recognizing symptoms of depression and suicidal behavior and symptoms of alcohol and drug abuse. Teachers should also be knowledgeable about community and state referral agencies and all appropriate and available school district resources relative to these problems.

Our concern is not with the intent to insure this type of training but with legislating, with this specificity, requirements for teacher certification. We cannot support HB 174 in its present form.

We recommend that the concept be relayed to the State Board of Education which is vested with the authority to approve teacher certification programs offered by colleges and universities and to determine the minimum standards for certification. The State Board of Education has established an Advisory Council on Certification that is at work reviewing the certification regulations and preparing to recommend changes in these regulations to the Board. By having the Advisory Council review the need for specific health related training for teachers and make recommendations to the State Board insures that the issue is positively addressed in a way that is comprehensive and consistent with current regulations.

Respectfully submitted:

Jean Krause
President

C: Representative Robin Taylor
Harold Reynolds, Commissioner, Department of Education

JK:10



from Alaska EMS Goals: A Guide for Planning Alaska's
Emergency Medical Services System.

ALASKA EMS GOALS

SCHOOLS

I. Curriculum

All Alaska schools should include in their curriculum:

- A. Prevention of accidental injuries.
- B. First Aid and CPR.
- C. Appropriate access to emergency medical services.

II. Emergency Response

All Alaska schools should have:

- A. Posted procedures, known to all school personnel, for the efficient handling of injuries and emergencies, including plans for the transfer of critically injured or ill children to an appropriate facility.
- B. Annual review of emergency procedures and orientation for all teachers.
- C. At least one person, trained to ETT level, advanced first aid level or above, responsible for first aid and necessary referral for sick or injured children.

III. Physical Education and Competitive Athletic Programs

Each participating school should provide:

- A. An evaluation of each individual's appropriate level of participation.
- B. A plan for graduated conditioning.
- C. Training in the prevention of injuries relevant to each type of activity.
- D. All appropriate safety equipment.
- E. Procedures for handling of medical and dental emergencies in accordance with policies reviewed and approved by the official health agency serving the community.

The recommendations listed on these pages are not to be interpreted as regulations; they have not been adopted under the Alaska Administrative Procedures Act, A.S. Chapter 44.64, nor are they intended for future adoption as regulations.

rec from DOE
1-15-86

REPORT OF THE TASK FORCE ON TEACHER CERTIFICATION

ISSUE - Reciprocity

Status Quo: A person who has a teaching certificate in another state does not automatically qualify for an Alaskan certificate.

To qualify for an Alaskan certificate, a person must be recommended by an institution with an accredited teacher education program and he/she must have taken six semester hour credits within the past five years.

Problem:

The requirement for an institutional recommendation is an obstacle for people who took courses in teacher education programs in more than one institution. For these people, it is often difficult, if not impossible, to get an institutional recommendation.

Factors To Consider:

Alaska no longer reviews transcripts to evaluate program equivalency.

The state(s) in which the Alaskan applicants have previously taught may have done a review of the transcripts and determined the person's course work comparable to that required in an approved accredited program.

TASK FORCE RECOMMENDATION:

Allow the recommendation of a certifying state agency to serve in lieu of an institutional recommendation.

Other than the above recommendation regarding reciprocity, the task force endorsed the status quo.

ISSUE - Screening

Status Quo: The Department of Education does ask a question on the certificate application about a person's criminal record.

The DOE does not fingerprint or otherwise conduct reference or background checks.

Problem:

The state is concerned about its right to deny a certificate to a person who has been convicted of a crime involving child abuse or sexual abuse of minors.

Factors To Consider:

The legislature has passed legislation enabling school districts to require fingerprinting of prospective employees working with children. Currently a few districts do require fingerprinting, although there is variation amongst those districts regarding what is required and what procedures are used. These district screening measures affect hiring only.

TASK FORCE RECOMMENDATION:

1. For initial applicants for certification.
2. The State shall be responsible for a reasonable screening of all initial applications for certification.
3. The applicant background check shall be for personal criminal history directly relevant to working with children and the responsibilities inherent in certificate endorsements.
4. Applications will contain language clearly explaining to the applicant that a background check will be conducted.
5. Screening shall involve fingerprint checks.
6. The State shall provide a written description of confidentiality procedures.
7. The State background check shall involve cooperative agreements with other state licensing agencies.
8. Any misrepresentation or willful omission of information on a certification application may result in denial or revocation of any certificate.
9. The oath on the certification application should be changed to the following:

"I hereby certify that the above information, to the best of my knowledge, is true, accurate, and complete. I understand that any misrepresentation or willful omission of information on this application may result in denial or revocation of any certificate for which I have applied or possess."
10. The department may deny a certificate to an applicant who has committed an act of immorality which is defined as the commission of an act which under the laws of the state constitutes a crime involving moral turpitude.

Moral turpitude is defined in the most recent Attorney General's opinion as:

- a. child abuse or molestation;

- b. sexual abuse of a minor;
- c. contributing to the delinquency of a minor;
- d. rape or sexual assault;
- e. a criminal act resulting in personal injury or destruction of property;
- f. misconduct involving a controlled substance in the first through the fifth degree; or
- g. any other act involving moral turpitude.

ISSUE - Testing Of Prospective Teachers

Status Quo: There is no state test required for initial certification in Alaska.

Problem:

Testing of prospective teachers has become an issue which has received considerable attention and debate during the "educational reform" movement.

Factors To Consider:

Proponents of testing believe it would provide a state method of screening the quality of applicants for certification.

Opponents of testing raise questions regarding test validity, relevance, quality, and bias.

TASK FORCE RECOMMENDATION:

The Certification Task Force agrees that current teacher testing instrumentation lacks adequate predictive validity for teaching outcomes and cultural fairness for screening Alaskan teacher applicants. The task force unquestionably opposes the use of a single measure to be given to all prospective teachers. Rather, the Certification Task Force recommends the following:

- a. The assessment of prospective teachers should be developed by an Alaskan group of educators with funds provided by the Alaska Department of Education. This recommendation is a requisite to all recommendations which follow.
- b. The use of multiple measures that could include some or all of the following: Alaskan developed tests, grade point average, teaching samples, multiple instruments that measure teaching performance.
- c. That any test and testing situation guarantee cultural fairness.

from Report of the Task Force on
Teacher Certification 1/86

- d. That tests should be considered diagnostic and allow the person to take the test more than once. The test should assist in prescription of needs.
- e. Assessment of teaching competence should include:
 1. Basic skills in literacy (writing, speaking and reading) and math-computing.
 2. Level II endorsement area.
 3. Professional ethics.
 4. Professional education and pedagogy with emphasis on effective teaching of culturally and individual diverse groups.
 5. The test should include an oral and written examination.
 6. The assessment of teachers should be done by the certifying agency.
 7. That the tests be administered to all new applicants for certificates.

ISSUE - Course Work Required By The State For Certification

Status Quo: No specific course work is required. There are requirements which speak to number of credit hours within the previous five years, but currently the state has no requirement related to subject areas.

Problem:

Seventy five percent of Alaskan teachers are educated in institutions outside of Alaska. There is a strong sentiment that Alaska is unique and the State should require specific course work as preparation for effective teaching in Alaska.

Factors To Consider:

Teachers educated outside the state may have had course work which would meet all or part of the Alaskan requirement.

Teachers educated at Alaskan institutions would probably have met all or part of the requirement.

If a teacher did not have the specific course work at the time of initial Alaskan certification, it may be unreasonable to deny certification, and if certified, the teacher would need a reasonable period of time to meet the requirement.

There are proponents who want to increase the number of credit hours teachers are required to complete in five years.

People who are currently certificated will not be subject to this requirement because there is no way to meaningfully evaluate the course work and/or experiences they may have had which would meet the requirement or its equivalency.

Teachers are, according to state regulation, required to be evaluated annually and deficiencies in the areas of state interest should be corrected as a result of evaluation.

The Task Force does recommend to the State Board, however, that the model of District inservice required for compliance with Title IX regulations could and should be used to insure that practicing certificated teachers are sensitive to issues related to multi-cultural instruction and to Alaskan history and culture.

TASK FORCE RECOMMENDATION:

Effective (date of regulation enactment) all new Type A and Type B certificate holders must complete:

- a. Three semester credit hours on Alaska Studies and Education.
- b. Three semester credit hours on Effective Multi-Cultural Education.

Note: The holder of the initial Alaskan certificate has five years to complete the requirements above if these have not been completed before certification.

If completed in the first renewal period, the credits on Alaska Studies and Education may not be used to satisfy any portion of the six required renewal credits. If a person needs these credits subsequent to certification and during the first renewal period, nine credits will be required in the first renewal period.

The credits on Effective Multi-Cultural Education may be used as renewal credit.

Note: The use of a Professional Development Plan does not waive these requirements and provisions.

ISSUE - Types Of Certificates

Status Quo:

Type A
Regular Certificate

4 AAC 12.045. Professional Certificate. (a) A professional certificate valid for five years may be issued a professional staff member of the department for whom certification is required, and who has

Type B
Administrative Certificate

Type C
Special services

(1) submitted a transcript of all academic work;

TASK FORCE RECOMMENDATION:

Repeal the Temporary Certificate
Repeal the Professional Certificate

Add a Type U certificate:

Minimum Requirements: (a) teaching faculty in an approved teacher training program university, (b) fulfills the requirements for a Type A or has been approved within the institution of higher education.

Endorsements: Same as for Type A or otherwise not applicable.

Renewal Requirements: Has a minimum of 10 hours per year K-12 classroom teaching experience.

ISSUE - Types of Endorsements

Status Quo: Types of endorsements include, "elementary", "secondary", "K-12", "Vocational", "Special Education", and many areas of subject expertise such as "English", "Social Studies", "Math", etc.

Vocational and Special Education endorsements are required in order for a person to teach in these areas.

Elementary and Secondary endorsements are not required to teach at either of these grade levels.

Only majors are listed on the certificate. Minor areas of concentration are not indicated.

Problem:

No particular distinction is made between endorsements that are required and those that are optional.

Although a special endorsement is required to teach in a vocational area such as woodworking, a person trained in primary can be legally assigned to teach high school with no state requirement for special preparation.

There are new areas of concentration and expertise that have already developed or are desirable to develop to meet educational needs in the state for which there is no current endorsement available.

By indicating majors only, the certificate unnecessarily limits information useful to employers who may need to assign a teacher to work in more than one area.

Factors To Consider:

Although it seems reasonable to expect that people teaching in secondary should have a secondary endorsement, the overriding need in small schools is for teachers who are generalists and for regulations which allow for flexibility.

Any requirements attached to the grade level endorsement must also allow for flexibility of assignment and for a reasonable period of time to comply with the requirement if an assignment is made out of a person's level of endorsement.

TASK FORCE RECOMMENDATION:

- A. Level I Endorsement (Requirement attached):
- a. Elementary
 - b. Secondary
 - c. K-12
 - d. Voc-Ed
 - e. Special Education

Requirement attached to Level I endorsement:

The assignment of Type A certificate holders to teaching (more than 50% FTE) outside of their area will require that the certificate holders establish and make satisfactory progress on a professional development plan* relevant to the new teaching assignment in the succeeding five years of the assignment. This requirement does not apply to assignments within schools with 50 or fewer elementary or 50 or fewer secondary students.

- B. Level II Endorsements are of Two Types:
- a. Subject matter specialty:
 1. Major
 2. Minor - to be indicated on certificate
 - b. Special Conditions, i.e., approved program from accredited institutions.
 1. Middle school
 2. Multi-cultural
 3. Rural - small school
 4. Early Childhood Education
 5. Senior Professional
 6. Etc.

ISSUE - Senior Professional Endorsement

Note: Although this is an endorsement, because it is a new concept and related to certificate renewal it deserves separate attention.

Status Quo: Currently, there is no equivalent.

Problem:

The "Educational Reform" movement has caused widespread recognition of the need to provide recognition for teachers who grow and contribute professionally beyond the minimums required for the renewal of a certificate.

Factors To Consider:

The recognition provided by this plan is in the eyes of the beholder. It may or may not have value depending on the values of the decision-makers considering it.

For Type B certificate holders, it is in the interest of the state to provide incentive and recognition for those administrators pursuing professional growth experience in instructional leadership. Instructional leadership connotes effective teaching practices. To provide incentive in a meaningful way, yet without instituting requirements that may not be relevant for Type B certificate holders, (depending on the position of the person), the Task Force decided to institute a requirement for experience in application of effective teaching concepts as a component of the plan to provide special recognition for administrators seeking the Senior Professional endorsement.

This requirement for application of effective teaching concepts as a component of the Senior Professional endorsement for Type B certificate holders could be met through the programs of the Principal's Leadership Program, through workshops on Clinical Teaching, through evaluated classroom practice, or other comparable experiences.

The Senior Professional endorsement is a concept recommended by the Task Force to provide state recognition of professional initiative and contributions outside of the classroom or the administrative role.

TASK FORCE RECOMMENDATION:

1. Qualifying criteria:
 - a. 10 years teaching experience - five of which is in Alaska.
 - b. Master's Ed Spec. or Doctorate. (for Type B certificates - Ed. Spec. or Doctorate)
 - c. Initiation of a Professional Development Plan

A professional development plan may include course work, field experience, professional presentations, research, publication or any combination thereof which contributes to the professional development objectives of the individual. The plan may be used in lieu of the standard renewal credits as defined above. The plan must have prior endorsement from an approved teacher education program and is to be defined in credit hours or credit hour equivalency.

from Report of the Task Force on
Teacher Certification

1/86

To be acceptable, the plan must be implemented prior to the end of the first year of the renewal period. If the Department of Education does not receive notice of unsatisfactory progress from the endorsing institution prior to the end of the third year of the renewal period, the existing certificate shall be renewed at the end of five years.

ISSUE - Renewal Requirements

Status Quo: Six semester credit hours in five years. Three of the six may be non-academic with prior approval of the commissioner.

Problem:

There is a perception that the renewal requirement is too lax and it is poor policy to allow any type of credit, regardless of its nature, to count toward certificate renewal.

Proponents of the status quo argue however, that it is far better policy to err in the direction of allowing professionals too much choice than to err by restricting choices and curbing exploration of the wide variety of course work which have legitimate contributions to make to teaching.

Factors To Consider:

The difference between upper and lower division credit seems to be a distinction which responds to concern about frivolous course work. Upper division work does not include the sorts of courses about which there has been concern.

It is also true, however, that lower division work may be relevant to the needs of the teacher. So it would be a mistake to bar access altogether.

Currently the state does not allow continuing education credits to count toward recertification. This is a nationally recognized program with quality controls which would provide high quality experiences and potentially greater access to renewal credits.

TASK FORCE RECOMMENDATION:

Three of the six semester hours of renewal credit may be lower division, correspondence courses or non-academic credit for the completion of institutes, workshops, travel, etc., with prior approval from the Commissioner of Education. The three credits may also be Continuing Education Units. At least three recency credits shall be upper division or graduate level.

ISSUE - Professional Development Plan

Status Quo: There is no such provision.

Problem:

The concept of the development plan derives from the effort to address the problem described above under Senior Professional Endorsement.

The Professional Development Plan addresses the recognized need to promote profession autonomy.

Factors To Consider:

Many people are involved in professional growth activities and/or activities which significantly contribute to the educational programs of their schools, districts, communities or state.

Currently there is no acknowledgement of the value of these activities either to the professional or to the profession.

If the value were acknowledged and encouraged by the state, a certificate holder may explore areas of interest and professional growth and contribution not now thought of as realistic, valuable or practical given the demand to meet the conventional requirements for certificate renewal.

There needs to be a quality control to insure the perceived integrity of this option.

This control must be kept separate from the person's employment conditions to insure that it is the professional who determines the program, not a supervisor.

The control must be accepted as creditable and must provide a range of options and flexibility to accommodate the diversity of individual needs and preferences.

TASK FORCE RECOMMENDATION:

Professional Development Plan: A professional development plan may include course work, field experience, professional presentations, research, publication or any combination thereof which contributes to the professional development objectives of the individual. The plan may be used in lieu of the standard renewal credits as defined above. The plan must have prior endorsement from an approved teacher education program and is to be defined in credit hours or credit hour equivalency.

To be acceptable, the plan must be implemented prior to the end of the first year of the renewal period. If the Department of Education does not receive notice of unsatisfactory progress from the endorsing institution prior to the end of the third year of the renewal period, the existing certificate shall be renewed at the end of five years.

ISSUE - Lapsed and/or Inactive Certificates

Status Quo: If a certificate lapses the certificate holder must meet the current requirements of a teacher education program.

If a certificate is current but a person has not taught in several years, there is no requirement for classroom experience as a component of certificate renewal.

Problem:

For lapsed certificates, the requirement for reestablishing the certificate may be unreasonably onerous in terms of time and expense and such a requirement can not be justified by the interest of the state to insure that teachers are prepared to teach.

For inactive certificate holders, the state does have a reasonable interest to insure that classroom practice skills are current.

TASK FORCE RECOMMENDATION:

Lapsed Certificate: A lapsed certificate may be reestablished within one school year by the completion of renewal credits.

Inactive Certificate: Certificate holders who are not actively employed in a public school system (K-12) or a state approved private school during the life of the certificate must obtain a minimum of three credits of supervised practicum in a school setting as a portion of their renewal credits.

ISSUE - Notification Of Certificate Renewal And Procedures

Status Quo: The Department does send notification of the need to renew. Renewal is processed up to six months in advance of expiration.

Problem:

Each year there are a number of people who allow their certificates to lapse. The penalty for failure to renew on time is enormous - loss of job and the employment rights accompanying the job related to tenure and seniority.

TASK FORCE RECOMMENDATION:

- A. Renewal Period: Certificates are issued for a five-year period with individual birthdates as the date of expiration.
- B. Certificate holders employed in education will be notified one (1) year in advance of expiration date. Such notification is contingent upon the accuracy of the current address of the employer as contained in State records.

- C. Renewals may be requested and processed up to one (1) year in advance of expiration.
- D. Certificate holder will receive a wallet size card with current endorsements, number of certificate and the new date of expiration.

ISSUE - Fees And Financing Of The Professional Teaching Practices Commission (PTPC)

Status Quo: The certificate fee is \$30.00.

Problem:

The PTPC budget is inadequate and vulnerable to ad hoc reduction depending on the Department's needs for funds.

TASK FORCE RECOMMENDATION:

1. All license fees shall be used for the direct costs for the management of the certification section (DOF) and the costs of PTPC.
2. License fees shall be contained in a special revenue account with multi-year expenditure authority.
3. Distribution and allocation of license fees shall be specified as an entry in DOE budget submittals.
4. Contingent upon 1 through 3, increase certificate fees in an amount not to exceed a total of \$50.00.
5. No increase in fees for endorsements.
6. \$5.00 fee for every duplicate certificate.

ISSUE - Advisory Council On Certification

Status Quo: The Department of Education develops regulations relating to certification, presents them to the State Board for approval to proceed with public hearing and submits them to the State Board with summary of public comments and Department recommendation for action.

Problem:

There is no structure or process to insure that state certification administration and requirements are consistent with a comprehensive and coherent certification policy.

Factors To Consider:

Any group acting as an advisory group to the State Board on Certification policies must be representative of the constituencies with a direct interest in certification.

Even more importantly, the interests of school management must be balanced with the interests of certificated employees if recommendations of the group are indeed representative and politically viable.

Such an advisory group could be costly to support and budget limitations could seriously limit the activity and effectiveness of the group.

TASK FORCE RECOMMENDATION:

Three premises:

1. Management, finance, entry level requirements, renewal requirements, etc., should be components of a state certification policy reflecting the educational needs, concerns and values of the state.
2. Professional educators and education policy-makers should participate in articulating such a policy.
3. There should be a forum for review and discussion of certification policy and of proposed changes in policy.

ADVISORY COUNCIL OF TEACHER CERTIFICATION

Membership:

NEA	4
AASB	1
ACSA	1
Principals	2
UAA, UAJ, UAF, APU, SJ	5
State Board	1
Ex-Officio: DOE (chair)	1
Ex-Officio: PTPC	1

Functions

1. Initiate and/or review and recommend to the State Board on all matters related to:
 - a. teacher licensing administration
 - b. standards and preparation
 - c. ethics.

The council members will be appointed and supported by representative organizations.

ISSUE - Credential For Teacher Aides

Status Quo: There is no credential for teacher aides.

Problem:

Aides do take courses for professional development and many are interested in pursuing course work which would lead to a degree or a certificate.

University and or district provided inservice provisions may be ad hoc without a plan of scope and sequence with the risk of inadequate breadth or relevancy and the likelihood of redundancy.

Factors To Consider:

Just as the state has an interest in requiring professional standards which promote professional growth for certificated personnel, the state has a legitimate interest in promoting professional development amongst teacher aides.

For many years there has been discussion about providing a "career ladder" for aides.

The number of minority teachers continues to be a problem which the state is seeking to address.

In many of the rural villages, aides are the source of stability amongst the instructional staff and to recognize this important role may meaningfully contribute to their status in the community.

A "credential" is distinct from a certificate. It does not allow the person to be autonomous in the classroom. A person with a credential, by law, must be under the direct supervision of a certificated teacher.

A credential is state recognition that an aide has pursued a course of professional growth. It is not a state or district requirement. It is available at the option of each individual aide.

TASK FORCE RECOMMENDATION:

Levels 1, 2, 3, 4, 5, 6

Level I: Employed as an aide.

Level II: Has completed 21 credit hours from accredited college or university: 12 cr hours: general distribution requirements. 9 credit hours in teaching and education related.

Level III: (a) Has completed Level II: (b) Has completed 45 credit hours from an accredited college or university: 30 credit hours: general distribution requirements. 15 credit hours: teaching and education related.

Level IV: (a) Has completed level II or comparable requirements
(b) Has completed an A.A. degree or certificate program from an accredited college or university that contains 60 credits; or has completed 60 credit hours: 40 general distribution; 20 teaching or education related; or has been accepted into an approved teacher education program.

Level V: (a) Has met Level IV requirements; (b) Has completed 24 upper division credits from an accredited college or university; (c) Or if in an approved teacher education program, has completed foundation and is doing methods courses.

Level VI: A person who has completed a bachelor's degree or higher either in education or in another field.

Minutes for the December 9, 1985 meeting of
The Advisory Council for Teacher
Certification and Preparation

The Advisory Council for Teacher Certification and Preparation held its first meeting December 9, 1985 in the Board Room of the Goldbelt Building in Juneau. The meeting was opened by Commissioner Reynolds at 9:00 A.M. The organizations present and their representatives were:

ALASKA PACIFIC UNIVERSITY	Dr. Janet Prange Director of Teacher Education
ASSOCIATION OF ELEMENTARY PRINCIPALS	Bud Ivey, Harborview Elementary Juneau
ASSOCIATION OF SCHOOL ADMINISTRATORS	Dr. Tom Brown, Superintendent Hoonah School District
ASSOCIATION OF SCHOOL BOARDS	Robert Greene Executive Director, Juneau
ASSOCIATION OF SECONDARY PRINCIPALS	JoAnne Smatlan, Floyd Dryden Juneau
NEA/ALASKA	Susan Stitham, Fairbanks Gayle Pierce, Anchorage Pam McCarl, Anchorage Claudia Douglas, Fairbanks
SHELDON JACKSON COLLEGE	Dr. Phyllis Lellman Director of Teacher Education
STATE BOARD OF EDUCATION	Ernestine Griffin, President
UNIVERSITY OF ALASKA, ANCHORAGE	Dr. Sidney Bergquist, Dean School of Education
UNIVERSITY OF ALASKA, FAIRBANKS	Dr. Gerald Mohatt, Dean College of Human & Rural Development
UNIVERSITY OF ALASKA, JUNEAU	Dr. William Demmert, Dean School of Education, Liberal Arts
Ex-Officio members DEPARTMENT OF EDUCATION (chair)	Harold Reynolds, Jr. Commissioner
DEPARTMENT OF EDUCATION	Charlie Mae Moore, Administrator, Teacher Certification
PROFESSIONAL TEACHING PRACTICES COMMISSION	Charles Craig Executive Secretary

Department of Education employees, Robert Davis, Rosemary Hagevig, Larry Huxel and Julie Orsborn were in attendance during the day.

The Council defined a criterion for action, affirmed a process to reach consensus, and established member initiative for agenda items and meeting dates the first meeting. In proposing a change in certification the Council will consider whether the action will improve the quality of education. Consensus was defined as agreement of all Council members. When consensus has not been reached, the issue will be recorded and publicized as discussed with consensus not reached. Any member can initiate the procedure for including an agenda item or calling a meeting of the Council. The council secretary will arrange for meetings. The Commissioner of Education will chair the Council.

ACTION ON AGENDA ITEMS

I. Alternatives in granting Alaskan certificates - formerly titled Reciprocity. The problem, as stated in the Certification Task Force [CTF] Report: The requirement for an institutional recommendation is an obstacle for people who took courses in teacher education programs in more than one institution. For these people, it is often difficult, if not impossible, to get an institutional recommendation.

Council recommendation by consensus: Allow the recommendation of a certifying state agency to serve in lieu of an institutional recommendation, provided the individual has met the equivalent of an NASDTEC or NCATE program of approval in securing state certification.

This procedure will be subject to review. Changes are occurring in other states which may influence the issue. Steve Hole, Education Administrator, Department of Education, will be requested to draft the proposal in regulatory language for review by the Council.

II. Screening of applicants. The problem from the CTF report: The state is concerned about its right to deny a certificate to a person who has been convicted of a crime involving child abuse or sexual abuse of minors.

Council recommendation by consensus: The Task Force recommendations will be directed to the Attorney General's office for the development of an appropriate legal procedure.

The Council believes the state ought to initiate an effort to develop a procedure which would verify that a teacher candidate has not been convicted by a court in a case involving moral turpitude. Action should be taken at the State level to eliminate problems which may develop later with due process.

The proposal will be referred to Tom Wagner in the Attorney General's office and Steve Hole, DOE, to draft recommendations for the Council's review.

III. Testing of prospective teachers. The problem (CTF report): Testing of prospective teachers has become an issue which has received considerable attention and debate during the "educational reform" movement.

Council recommendations by consensus: Develop a position paper on teacher testing.

The Council debated the testing proposal. Arguments heard were: there is no need; Alaska may be impacted from the national level; many testing programs already in existence are causing more problems than they are solving; preparing institutions are taking more responsibility for teacher preparation programs. The Council identified a need for research and study of the teacher testing issue.

Charlie Mae Moore and the certification unit will prepare cost and other resource estimates for presentation to the Council.

IV. Course work required by the state for certification. The problem (CTF report): Seventy-five percent of Alaskan teachers are educated in institutions outside of Alaska. There is a strong sentiment that Alaska is unique and the state should require specific course work as preparation for effective teaching in Alaska.

Council recommendation by consensus: All teachers shall have completed programs in Alaska Studies and Multi-cultural Education within the first five years of teaching in Alaska. If the Alaskan requirements have been met, six (6) credits are required for certificate renewal in the first renewal period. If both Alaskan requirements have not been met, then nine (9) initial renewal credits shall be taken to complete Alaska Studies and Multi-cultural Education. If either Alaska Studies or Multi-cultural Education have been completed, then six (6) credits including the remaining required course shall be taken.

Council discussion with no consensus: That half of the required Alaska studies or multi-cultural education credits must be completed in the first two years of the life of the certificate.

Steve Hole will prepare a proposed regulation for Council review.

V. Types of certificates. The problem (CTF report): The Task Force recommended that the Department eliminate the Professional Certificate as specified in 4 AAC 12.045. This certificate permits a Department of Education employee to hold a position that requires a standard certificate when, in fact, the individual does not meet certification standards and requirements.

Council recommendation by consensus: (a) The Council recommended the repeal of the Professional Certificate. (b) The Temporary Certificate should be redefined and issued only to a limited group of individuals with earned doctorates for one (1) year to get the necessary credits or the equivalent.

(c) The Type U certificate Renewal Requirements were stated as: a minimum of fifty (50) hours of K-12 classroom teaching experience during the life of the certificate. The Type U certificate is optional.

Steve Hole will draft the three proposals in regulation form for Council review.

VI. Types of endorsements. The problem (CTF report): No particular distinction is made between endorsements that are required and those that are optional.

Although a special endorsement is required to teach in a vocational area such as woodworking, a person trained in primary education can be legally assigned to teach high school with no state requirement for special preparation.

There are new areas of concentration and expertise that have been developed to meet educational needs for which no current endorsements are available.

By indicating majors only, the certificate unnecessarily limits information useful to employers who may need to assign a teacher to work in more than one area.

Council recommendation by consensus: Level I is mandatory. The approval is to read: "The assignment for more than one year of Type A certificate holders to teaching (more than 50% FTE) outside of their Level I area will require that the certificate holders establish and make satisfactory progress on a professional development plan relevant to the new teaching assignment through the succeeding five years of the assignment. This requirement does not apply to K-12 schools with enrollments of 150 or less."

Robert Davis, Department of Education, pointed out that the mechanics of the system will work as long as the district notifies the Department that a professional development plan has been started; stopped; or the teacher has been reassigned.

The Council discussed school district responsibility. That issue was referred to future meetings.

The Council requested that a response be directed to Gerry Hiley, Office of Adult and Vocational Education, on issues raised in his memo.

VII. Fees and financing of the Professional Teaching Practices Commission (PTPC): The problem (CTF report): The PTPC budget is inadequate and vulnerable to ad hoc reduction depending on the Department needs for funds.

Council recommendation by consensus: All license fees shall be used for the direct costs of the PTPC. Any balance will be used for the costs of managing the certification section (DOE).

License fees will be placed in a special revenue account for multi-year expenditure.

The Council approved an increase in certificate fees to \$50.00.

Endorsement fees will remain at \$10.00.

A \$5.00 fee will be charged for every duplicate certificate of each type.

These proposals will be drafted as regulations for Council review.

The Council tentatively scheduled a meeting on February 10 in Juneau to finish consideration of old business.

The meeting was adjourned at 4:20 p.m.

POSITION PAPER/Department of Health & Social Services

Position Paper

House Bill 174

Superseded

For "An Act requiring training in basic emergency care and the recognition of child abuse for teachers certified in the state."

This bill would amend AS 14.03.030 to require that certified teachers have at least eight hours in basic emergency training, including cardiopulmonary resuscitation and basic first aid, and the recognition and reporting of child abuse. Teachers would have two years to complete training after the effective date of this bill.

The Department of Health and Social Services supports the intent of this bill for the following reasons:

- 1) Teachers should have some basic knowledge of emergency care in order to better recognize and provide prompt initial treatment for medical emergencies occurring during school activities; and
- 2) Teachers are in a unique position to identify patterns of child abuse.

BACKGROUND

According to the American Heart Association and American Red Cross, there are over 800 CPR instructors and over 600 first aid instructors in Alaska. Much of this training is provided at little or no cost to the student.

still pretty close

According to the National Safety Council, there were 21,000 school jurisdiction accidents reported for the 1980-81 school year, from reporting schools with a combined total enrollment of 725,000 students. Generally, the majority of these injuries occurred in physical education classes, during sports activities, industrial arts classes, and in corridors or auditoriums.

Nationally, and in the State of Alaska, reports of sexual and physical abuse combined do not reach the numbers of reported cases of child neglect. Not only is there a larger population of children affected by neglect, more children suffer serious injury and die as a result of neglect than as a result of abuse. The recently completed American Humane Association Report, "Trends in Child Abuse and Neglect: A National Perspective" stated that in 1982 50% of all child fatalities were as a result of failure to provide necessities. Neglect should be included as a category for teacher training.

POSITION

The Department of Health and Social Services supports the intent of this legislation, with amendments.

POSITION PAPER/Department of Health & Social Services

The basic CPR "heart saver" course is a 4 hour course, and the basic Red Cross "multi-media first aid" course is an 8 hour course. Therefore, this bill should be amended to require 12 hours of basic emergency care training plus whatever additional hours are necessary to teach recognition of child abuse and neglect. The words "and neglect" should be added after the words child abuse in the title and on P.1 line 16 and P.1 line 24.

If it is not feasible to require every teacher to have basic emergency care training, there should still be someone with adequate training at all times while children are in school. The Alaska EMS Goals planning guide recommends that all schools, at a minimum, should have:

Emer Med Sew
state document

- 1) Posted procedures, known to all school personnel, for the efficient handling of injuries and emergencies, including plans for the transfer of critically injured or ill children to an appropriate facility.
- 2) Annual review of emergency procedures and orientation for all teachers.
- 3) At least one person, trained to the Emergency Trauma Technician level, advanced first aid level or above (such as school nurse) responsible for first aid and necessary referral for sick and injured children.

Mark Johnson
3027

Recommended by:

Robert I. Fraser Deputy
Robert I. Fraser, M.D. Director
Division of Public Health *3040*

Date:

2/19/85

Recommended by

Michael L. Price
Michael L. Price, Director
Division of Family and Youth Services

Date:

2/19/85

Approved by:

John R. Pugh
John R. Pugh, Commissioner
Department of Health and Social Services

Date:

2/21/85

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST
 Bill/Resolution No.: HB 174
 Title: An Act Requiring Training in Basic Emergency Care.....
 Sponsor: Representative Taylor
 Requestor: _____
 Date of Request: _____

FISCAL DETAIL
 Agency Affected: Health & Social Services
 Program Category Affected: Public Health, Family & Youth Services
 BRU, Program or Subprogram(s) Affected: State Health Services BRU., Admin. Services - EMS; Youth Services BRU

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
REVENUE	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

Prepared By: ^{RFH017} Robert I. Fraser, M.D. Phone: 465-3090
 Division: Public Health Date: 2/19/85

Approved by Commissioner: J.R.P. Date: 2/21/85 *fcc*
 Agency: Dept. of Health and Social Services

Distribution (by Agency preparing fiscal note):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Superseded

ANCHORAGE REGIONAL OFFICE

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

JUNEAU OFFICE

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

FAIRBANKS REGIONAL OFFICE

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

February 19, 1985

TO: Representative Niilo Koponen
Representative Max Gruenberg, Co-Chairs
Members, House HESS Committee

RE: HB 174 "An Act requiring training in basic emergency care and the
recognition of child abuse for teachers certified in the state."

NEA-Alaska supports the concept that all teachers should have basic training in emergency first aid and the recognition and reporting of child abuse. We also believe teachers should be trained in recognizing symptoms of depression and suicidal behavior and symptoms of alcohol and drug abuse. Teachers should also be knowledgeable about community and state referral agencies and all appropriate resources available within a school district.

Our concern is not with the intent to insure this type of training but with legislating, with this specificity, requirements for teacher certification.

Currently, the State Board of Education is vested with authority to approve teacher certification programs offered by colleges and universities and to determine the minimum standards for certification. At this time, an advisory task force on certification is at work reviewing the certification regulations and preparing to recommend to the Board changes in these regulations.

We support review by this task force of the need for specific health related training for teachers and task force recommendation of how best to accomplish this objective. This process we recommend for dealing with the concerns of HB 174 insures that the needs are positively addressed in a way that is comprehensive and consistent with current regulations vesting decisions related to teacher certification with the State School Board.

Respectfully submitted:

Gayle Pierce

Gayle Pierce
President

L85:10

C: Representative Robin Taylor
Harold Reynolds, Commissioner Department of Education

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to adopt regulations in Title 4 of the Alaskan Administrative Code, dealing with staff training and property accounting, to interpret AS 14.07.020(7) and AS 14.14.050 as follows:

1) 4 AAC 06 is amended by adding a section which requires school districts to provide training to their employees in the recognition and reporting of child abuse and neglect, and sexual abuse of children.

2) 4 AAC 06.120 is amended by adding the Uniform Property Accounting Manual to the list of manuals required for use by school districts.

Notice is also give that comments may be submitted in writing to the Commissioner's Office, 801 West 10th Street, Pouch F, Juneau, Alaska 99811, before 4:30 p.m. on May 1, 1985.

This action is not expected to require an increased appropriation.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, 801 West 10th Street, Pouch F, Juneau, Alaska 99811.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

DATE: March 7, 1985

for Steve. Hale
Harold Reynolds, Jr.
Commissioner of Education

*not tied to
certification*

DRAFT PROPOSED REGULATIONS
March 6, 1985

4 AAC 06 is amended by adding a section to read:

4 AAC 06.045. TRAINING REQUIRED. (a) Within one school year of the effective date of this section, a school district must provide its employees with training in the detection and reporting of child abuse and neglect, and sexual abuse of children.
(b) A school district must provide the training required by (a) of this section to an employee new to the district within 30 days in session of the first day of employment of the new employee.
(c) The training required by this section must be provided to at least the persons required to report by AS 47.17.020.

Excerpt from AS 47.17.020

Sec. 47.17.020. Persons required to report. (a) The following persons who, in the performance of their professional duties, have cause to believe that a child has suffered harm as a result of abuse or neglect shall immediately report the harm to the nearest office of the department:

- (1) practitioners of the healing arts;
- (2) school teachers and school administrative staff members;
- (3) social workers;
- (4) peace officers, and officers of the Department of Corrections;
- (5) administrative officers of institutions;
- (6) licensed day care providers and paid staff;
- (7) licensed foster care providers.

End of Excerpt

Assistance in developing training programs to comply with 4 AAC 06.045 may be obtained from the following agencies:

Department of Health and Social Services
Division of Family and Youth Services
Pouch H-05
Juneau, Alaska 99811
(907) 465-3170

Council on Domestic Violence and Sexual Assault
Pouch N
Juneau, Alaska 99811
(907) 465-4356

Superseded

Position Paper

CS for House Bill 174 (HESS)

For "An Act requiring training in emergency care for teachers certified in the state."

This bill would amend AS 14.20.020(b) to require that certified teachers have completed a course in emergency training, including cardiopulmonary resuscitation and first aid. Teachers would have two years to complete training after the effective date of this bill.

The department of Health and Social Services supports the intent of this bill because we believe that teachers should have some basic knowledge of emergency care in order to better reorganize and provide prompt initial treatment for medical emergencies occurring during school activities.

BACKGROUND

According to the American Heart Association and American Red Cross, there are over 800 CPR instructors and over 600 first aid instructors in Alaska. Much of this training is provided at little or no cost to the student.

According to the National Safety Council, there were 21,000 school jurisdiction accidents reported for the 1980-81 school year, from reporting schools with a combined total enrollment of 725,000 students. Generally, the majority of these injuries occurred in physical education classes, during sports activities, industrial arts classes, and in corridors or auditoriums.

POSITION

The Department of Health and Social Services supports this bill.

Recommended by: *RF*
Robert I. Fraser, M.D.
Director
Division of Public Health

Date: 3/20/85

Approved by: *John R. Pugh*
John R. Pugh, Commissioner
Department of Health and
Social Services

Date: 3/25/85

STATE OF ALASKA
THE LEGISLATURE

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

May, 1988

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

Mary Van Nimwegen

HESS 1-16-86 1:33pm