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HOUSE COMMITTEE REPORT

(11)

Date Referred: April 28, 1989

FURTHER REFERRALS:

Date of Committee Action: 4/30/89

The FINANCE Committee considered:

HB 203

HOUSE BILL NO. 203 [TEACHER CERTIFICATION]

"An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher."

RECOMMENDATIONS:

- [] be replaced with CSHB203(HESS) [] the same title
- [X] a new title
- [] have attached amendment(s)
- [] do pass
- [] do not pass
- [] no recommendation
- [X] individual recommendations
- [] additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(s): _____ APPROVES PREVIOUS: _____ (Date/Dept)
(Dept)

- [] fiscal impact _____ [] fiscal note(s) _____
- [] zero fiscal note _____ [X] zero fiscal note(s) DOE
- [] zero with analysis _____ [] zero fn/analysis _____

SIGNING DO PASS:

 _____ Hoffman

SIGNING:

(Check approp. column)

	Do Not Pass	No Rec	Amend
_____ Larson		X	
_____ Brown		X	
_____ Koponen	X		
_____ Ulmer	X		
_____ Barnes		X	

 Chairman's Signature

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Education
 Title: Requirements for Teacher Certificate BRU: Education Finance and Support
 Fees: Defining Teacher Services
 Sponsor: MacLean Components: District Support
 Requestor: MacLean

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

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

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 3/28/89
 Approved by Commissioner: William G. Demmert Date: 3/28/89
 Agency: Education

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

C Adopted

Original sponsors: MacLean, Jacko,
and Furnace

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 203 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SIXTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to requirements for limited teacher
7 certificates; defining 'teacher'; and providing for
8 an effective date."

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

10 * Section 1. PURPOSE. The purpose of this Act is to provide for the
11 certification of teachers in certain limited fields where baccalaureate
12 degree training is not sufficiently available, so long as the person demon-
13 strates both subject matter expertise and teaching competency.

14 * Sec. 2. AS 14.20 is amended by adding a new section to read:

15 Sec. 14.20.025. OTHER TEACHER CERTIFICATES. Notwithstanding
16 AS 14.20.020(b), a person may be issued a limited certificate, valid
17 only in the area of expertise for which it is issued, to teach Alaska
18 Native language or culture, military science, or a vocational or
19 technical course for which the board determines by regulation that
20 baccalaureate degree training is not sufficiently available. A person
21 who applies for a limited certificate must demonstrate, as required by
22 regulations adopted by the board, instructional skills and subject
23 matter expertise sufficient to ensure the public that the person is
24 competent as a teacher. The board may require a person issued a
25 limited certificate to undertake academic training as may be required
26 by the board by regulation and make satisfactory progress in the
27 academic training.

28 * Sec. 3. AS 14.20.215(6) is repealed and reenacted to read:

29 (6) "teacher" means a person who, for compensation,

1 instructs or teaches elementary or secondary school students, and who
2 is not supervised by another person in the same room or classroom, and
3 also includes

4 (A) an individual serving in an administrative capac-
5 ity who supervises teachers;

6 (B) a provider of special education and related ser-
7 vices;

8 (C) a school counselor;

9 (D) a school nurse; and

10 (E) a school psychologist.

11 * Sec. 4. AS 14.20.025 is repealed June 30, 1995.


12 * Sec. 5. The Board of Education shall report to the legislature on or
13 before January 15, 1994, concerning the implementation of AS 14.20.025,
14 enacted by sec. 2 of this Act. The report shall include the number of
15 certificates issued under that section and other relevant information.

16 * Sec. 6. This Act takes effect July 1, 1989.



Tanana Chiefs Conference, Inc.

201 First Avenue
Fairbanks, Alaska 99701-4897
(907) 452-9251



The Tanana Chiefs Conference Education Department strongly supports HB 203.

We have been fortunate in this state to have a diverse cultural and unique socio-economic environment which allows for a rich experience in the development of our children. The skills, languages and cultural philosophies of Alaska's people have an intrinsic value, many of us would like to impart to our children. We do so in our homes and in our communities. Yet in the one environment in which our children spend nine months each year - the schools only limited opportunities prevail in which such skills, languages and lessons can be adequately taught.

HB 203 allows for an avenue in which many expert yet non conventional instructors could be formally added to the Bank of Resources of each school district. Some school districts in the past have utilized such natural teachers but in most cases only to a limited degree while voluntarism has always been an important part of the Alaska experience and will remain so. This bill affords local school boards to give the proper credence to support to these invaluable human resources and allows them to fully utilize the skills available in their communities.

HB 203 encourages increased utilization of these natural and traditional teachers and assures an avenue for the propagation of our unique Alaskan way of life. In village after village, community to community, all around Alaska, we have many teachers. HB 203 respectfully and formally invites all of those teachers to a rich community forum, the classrooms of our schools. It further assures the most relevant and culturally appropriate classroom environment for our children and affords them access to learning and skills they in turn will be able to pass on to future generations of our people here in Alaska.

Alaska State Legislature

Please enter into the record my testimony to the House Health Education and Social Services
committee name

committee on HB251, HCR18, HB231, HB203 , dated March 31, 1989
bill/subject

Kawerak Incorporated is supportive of HB 136 with some minor technical amendments. We agree that the Governor should appoint the members of the Rural Alaska Television Network Council. We would like to see language included in the bill which directs that the membership of the Council includes at least one member from each of the twelve regions established pursuant to ANCSA. This will ensure the Council maintains a statewide as opposed to a special interest perspective. We urge continued funding of the RATNET system.

In reference to HB 231. We support requiring additional educational programming on RATNET as long as the programming is selected by the RATNET Council. Key to this whole issue is what constitutes educational programming. In example, we consider statewide news and weather to be educational programming. If the effect of the amendment is to mandate that 50% of air time be turned over to the Department of Education to use as they see fit, we oppose this bill. We understand that the RATNET council does not receive many requests for additional educational programming. Currently the hours of 2 - 6 am are reserved for educational materials on the RATNET system. If individuals are interested in a particular subject or class, the session can be videotaped by the students or teachers for later viewing. This committee may wish to consider increasing the number of strictly instructional hours as opposing to increasing the number of educational hours.

We would also like to state that we are wholly supportive of HCR 18, HB 203 and HB 231. These three bills will help ensure the residents and children of Alaska receive a quality education.

Thank you for this opportunity to provide input.

Signed: *L. Bullard* Loretta Bullard
Testifier

Kawerak Incorporated, PO Box 948, Nome, AK 99762
Representing (Optional)

Address

443-5231

Phone No.

cc: Richard Foster, Eileen MacLean

March 31, 1989
School of Education
University of Alaska SE
11120 Glacier Highway
Juneau, Alaska 99801

Eileen Panigeo MacLean
House of Representatives
Alaska State Legislature
P.O. Box V
Juneau, Alaska 99811

Dear Ms. MacLean:

I am an instructor at the University of Alaska Southeast who specializes in multicultural education. Bob Arnold contacted me several times in 1988 to provide information about training teachers for rural Alaska schools. Some of the information is included in the School Performance Report.

I was pleased to learn that you are taking an advocacy role in educational improvement. I would like to share several opinions about HB 203 and HB 231.

HB 203: The removal of the right of a cultural group to educate its young is one of the most effective actions a dominant society can take to "disempower" a minority and place that minority group in a powerless and dependent status. In the past, this has been accomplished through the teacher certification requirements which have effectively removed local knowledge and local people from a dominant role in the educational process in rural Alaska.

HB 203 would allow the State School Board the latitude to recognize people with special skills as legitimate teachers. I believe that the benefits of this bill are far-reaching. It is an important step in the process of empowering local people who have important skills and knowledge to share with young people. HB 203 is long overdue.

HB 231: I certainly agree with the stated intention of HB 231 to strengthen program assessment by the school districts. I am concerned, however, with the wording of Sec. 14.03.120(d) which specifies a report on performance. This section as currently written implies a heavy reliance on the use of standardized achievement tests. These test scores have become, in the minds of the public and many educators, as the sole reliable measure of school achievement. However, overreliance on standardized achievement test scores in a multicultural environment can be misleading. I am concerned that this bill, as written, may unwittingly encourage test abuse among Alaska Native children.

This letter is not the place to discuss all the issues related to the use of standardized testing in a cross cultural situation, however, I will mention several concerns:

1. The format of the test (ie. multiple choice) is not designed for any pedagogical reason but for ease of grading by machines. The multiple choice format is actually an extremely limited type of assessment tool. There are many aspects of learning that cannot be adequately measured by a timed, multiple choice test.
2. There is evidence that the content and format of standardized achievement tests are biased towards the culture and values of urban, middle and upper middle class Americans.
3. Eighty years ago, missionaries and educators in the Kuskokwim Delta regions were requiring the Native people to change their dress to the standardized Western expectations of the time. We now recognize that policy as ignorant and ridiculous, but we are blind to the prejudices of our own time. Instead of standardizing dress among cultures, we now subtly give primitive tests which encourage and require standardization of the cognitive structures of the mind. This is particularly disturbing to me in the light of recent brain research which supports suggests that culture and environment shape the formation of mental structures.

X I am not suggesting that Alaska schools not use standardized tests. They are a valuable tool when used in conjunction with other criteria. The problem is that tests frequently become the only criteria for measuring school achievement. I would advise you to strengthen this section with a strong statement to the effect that the report will be based on a **MULTIPLE CRITERIA ASSESSMENT** to include such variables as attendance, retention, graduation rates, awards, honors, longitudinal study of graduates, writing assessment, student, parent and community comments, norm referenced test results and standardized test results.

I In reference to Sec. 14.03.125. of HB 231 pertaining to educational planning grants, I was disappointed to find that the current version of the bill does not include University of Alaska teacher education programs. I feel that the University should be included as a partner in improving school performance.

Until recently, most teacher graduates of the University of Alaska system were trained for the urban school environment. They received no specific training in multicultural or multigrade teaching which would prepare them for rural Alaska. However, the majority of graduates are hired in the rural areas.

In Juneau, we now include a rural education practicum, multigrade teaching and multicultural classroom teaching techniques as part of the teacher training. But this could be only the beginning. The University can serve as a resource and partner for communities that are experiencing chronic educational problems. In the past, this

partnership has not developed. The roles of the University and the schools have been too divergent. However, I would like to establish multi-year partnerships with several communities and work with them using University staff, undergraduate and graduate students to help deal with some of the chronic educational problems facing specific communities. We would also publish the results of community education problem solving efforts to build an awareness of problem solving efforts that have worked.

One of the side benefits of this approach is the involvement of undergraduates in field work and educational problem solving. Many of these people are in the villages immediately after graduation from a four year program. Their training should include participation in education problem solving.

Thank you for the opportunity to let me share these perceptions with you. Please contact me if I can provide you with any additional information.

Sincerely,

Paul K. Berg

Paul K. Berg
Assistant Prof. of Education
University of Alaska Southeast



Lower
Kuskokwim
School
District

Sue C. Hare.

Superintendent

P.O. Box 305 • Bethel, Alaska 99559

907 543-4800 Ext. 812, 813

To: Nels Anderson

From: Sue Hare

Subject: HB203

Date: 3/29/89

The Lower Kuskokwim School District Board has supported HB203 which places responsibility for the issuing teacher certificates with the Department of Education. Bob Herron may be calling you to let you know that House Hess will be holding a hearing on Friday at 8:30 a.m.

UNIVERSITY OF ALASKA, FAIRBANKS**Fairbanks, Alaska 99775****Cross-Cultural Education Development Program****(907) 474-6963****April 3, 1989**

To: Rep. John Eills, Chair
House Health, Education and Social Services Committee

From: Ray Barnhardt *RB*

Subject: House Bill No. 203

I wish to offer testimony regarding House Bill No. 203, pertaining to requirements for teacher certification in Alaska. I commend Rep. Maclean and the committee for taking on a lingering issue and proposing action that has been long overdue. I strongly support the provision of the bill delegating to the State Board of Education the responsibility to develop alternative approaches to teacher certification appropriate to the needs and conditions of schools and communities throughout Alaska. After eighteen years with the University of Alaska Fairbanks teacher education program, it is my assessment that the statutory requirement of a baccalaureate degree to obtain a Type A teaching certificate is inhibiting rather than enhancing the quality of education in Alaska. Some of the observations on which I base this assessment are as follows:

1. While a baccalaureate program may provide one avenue by which a person can acquire the expertise necessary to be a teacher, it is by no

means the only way, nor is it necessarily the most effective and efficient way. Furthermore, there is no evidence to indicate that there is a significant correlation between holding a baccalaureate degree in education and being a good teacher, and therefore, a degree alone does not serve the function of providing quality control for entry into the teaching profession. As someone who has responsibility for recommending students who complete our teacher education program to the State Department of Education for issuance of a teaching certificate, I am much more comfortable when I can base that recommendation on demonstrated performance in a real teaching situation over an extended period of time, than on a GPA earned taking courses in a detached campus environment. In some instances, the pursuit of a baccalaureate degree can even be a hindrance rather than a help, by interfering with experientially acquired teaching skills that may be unconventional in nature, but nevertheless effective.

2. Given the continuing high turnover rate of education personnel in Alaska's rural schools and the constraints this places on the stability, continuity and long term development of those schools, the single most cost-effective step the State can take to improve the quality of rural schools and academic performance of Native students is to increase the presence of local people in the professional roles in those schools. To do so will require recognition of the unique qualities and qualifications Native teachers can bring to the teaching situation, which often go beyond what a formalized university teacher education program is able to adequately deal with. We need to provide opportunities for people with such specialized knowledge, skills and expertise as a teacher to pursue alternative routes, such as

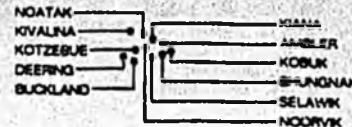
apprenticeships and internships, as a way to demonstrate their expertise and receive full recognition as a teacher, including receiving a Type A certificate.

3. We at the university have been frustrated for years in our efforts to build a workable internship year onto our teacher education programs as a way to assist graduates in their transition from the role of student to that of real-life teacher/practitioner. It would be a big step forward if it were possible that all Alaskan teaching candidates, whether they were coming from the university programs, from apprenticeships, or from outside the state, could be granted a provisional certificate for an internship year with full teaching responsibilities, but during which they would receive instructional support and professional development assistance leading to a formal evaluation of their qualifications to teach at the end of the year. Their professional competence could then be assessed and recognized on the basis of demonstrated performance in a real teaching situation for an extended period of time, regardless of whether they acquired that competence from experience or via a baccalaureate degree. H.B 203 would remove the current statutory constraints to alternative routes and permit the State Board of Education to create a more flexible and appropriate certification procedure.
4. Given the diversity of social, cultural and educational needs that exist in Alaska; given the continuing performance problems faced by many of the schools in the state; given the projection of a severe shortage of teachers for all schools in the near future; and given the insufficiency of evidence that the baccalaureate requirement correlates with higher quality in the

teaching profession, I think it is entirely proper that the legislature enact H.B. 203 and grant the State Board of Education greater authority, flexibility and responsibility to find better and more innovative ways to staff our schools for the future.

In closing, I would like to mention that I spent a year in New Zealand looking at their educational system. Teachers in New Zealand receive their teaching credential after three years of training at "Teacher's Colleges" operated by the equivalent of our State Department of Education. The baccalaureate degree is reserved for those who want to go to a university and pursue further study of educational theory rather than practice. New Zealand teachers, without the benefits of a baccalaureate degree for the most part, have produced one of the highest literacy rates in the world, notwithstanding a minority population comparable in proportion to that of Alaska. It is time that we recognized that teaching is a means, not an end in itself, and that learning is the end to which all decisions regarding teaching should be directed. H.B. 203 is an overdue step in that direction.

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472



March 14, 1989

(See attached)

Representative Eileen P. MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

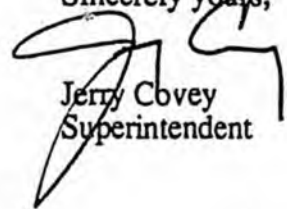
Dear Representative MacLean:

I have received the copy of House Bill 203 which you sent and our district is opposed to this legislation for the following reasons:

1. We believe certification of teachers should be controlled by statute not regulation.
2. Changes in the process will result in additional staff members becoming part of the teachers bargaining unit and will adversely impact the finances of our school district.

If you wish to discuss the district's position on this bill in further detail please contact me at your convenience.

Sincerely yours,



Jerry Covey
Superintendent

ALASKA STATE LEGISLATURE

Representative Eileen Panlgeo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittees
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU
Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

March 28, 1989

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kotzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nulqsut
Point Hope
Point Lay
Selawik
Shungnak
Wainwright

Jerry Covey, Superintendent
Northwest Arctic School District
P.O. Box 51
Kotzebue, AK 99752

Dear Jerry: *Jerry*

I appreciate your letter of March 14th relating to HB 203.

It is unfortunate the Northwest Arctic Borough School District opposes this bill when the concept of issuing teaching certificates would benefit instructors who are presently teaching language and culture in the outlying village schools including Kotzebue.

You have identified two reasons why the district opposes this bill. I would like to explain how this bill address your concerns:

First, HB 203 would give the State Board of Education authority to create classes or classes of certificates, other than emergency certificates not based on the baccalaureate degree requirements. However, to maintain the integrity of the four year degree program for teachers, the State Board of Education would continue to use a separate and distinct classification for those baccalaureate degree program. These traditional four year programs for teachers seeking Class A certificates would not be changed.

Secondly, HB 203 would establish categories of teaching certificates for the instructors of language and culture, Voc Ed, ROTC including the School counselors, nurses and psychologists. The number of certificates will depend on the qualifications of these individuals and the school districts' recommendations. These individuals who qualify would participate in the teacher retirement and benefit system.

Jerry Covey
March 29, 1989
Page 2

It is important to understand that this bill would not take away local control from school districts. Salaries would continue to be determined by school districts and even deciding whether to have these kinds of teachers would be the option of the school. Teacher tenure is not addressed in this bill. The school districts can address this issue in their current fashion.

Jerry, I hope my explanations are helpful. Please let me know if you have further questions. It is important that we continue working together on this bill and other issues. Quyanaq!

Sincerely,



Eileen P. MacLean
Alaska House of
Representatives

cc: Chuck Greene, Mayor, Northwest Arctic Borough
Sophie Ferguson, President, NWAB School Board
Willie Hensley, President, NANA Regional Corp., Inc.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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April 22, 1989

TO: Representative Johnny Ellis, Chairperson
and Members of the House HESS Committee

RE: C.S.H.B. 203; "An Act relating to requirements for
teacher certificates and accounting for teacher
certificate fees; defining 'teacher'; and
providing for an effective date."

This bill would deal with three categories of non-baccalaureate candidates who would be specially certified to serve in Alaska's classrooms as a teacher.

This issue has been the subject of extensive debate on the Certification Advisory Council and has arisen from the actual circumstance of existing programs in several districts around the state.

There is considerable controversy surrounding the issue that arises from the dichotomy of a desire to maintain high standards for the profession and, a recognition of the value of these existent programs for which there has been no B.A. program available.

NEA-Alaska believes that the issuance of certificates to persons not holding a B.A. should be strictly limited, that the certificate should be of a special type different from the standard teaching certificate, and that there needs to be proof of teaching competency in the areas specified in this legislation.

We also believe that there is an inherent value in promoting education as a career for minorities including Alaska natives. The knowledge of the indigenous language, the cultural understanding, and the ability to serve as positive cultural role models all combine to provide a real benefit to Alaskan students.

But, this benefit is best realized through the maintenance of high standards.

The native language and culture instructors, the ROTC instructors, and the Type D Vocational Instructors who would be certified under this legislation are currently holding Emergency Certificates issued by the Commissioner of Education. This is not an ideal situation as the Emergency Certificate may legalize practice but does not provide limit, control, or incentive for the candidates to pursue a Bachelor's program.

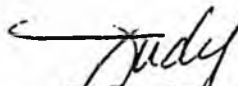
The language of the bill before the committee probably represents the best attempt to deal with the issue of properly licensing these instructors. The sponsor's willingness to tackle the issue and her acceptance of input is commendable.

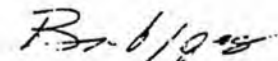
NEA-Alaska supports the amendments presented yesterday in committee. With the sunset provision it serves notice to school districts and to employees that the Bachelor's Degree will be required as of a date certain. It would potentially take the existent practice and move it forward toward this goal. If, on the other hand, a review in 1994 proved that the public interest was being served by the certification in these limited areas the provision could be extended with more supportive data.

We sincerely appreciate the time that committee members and staff have taken to understand and deal with this certification issue.

Thank you for consideration of our position.

Respectfully submitted,


Judy Salo,
President


Bob Mannors
Executive Secretary



NEA-ALASKA

AS FILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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March 21, 1989

To: Representative Eileen MacLean
From: Judy Salo, NEA-Alaska President
Re: HCR 18 and HB 203
Preliminary Reaction Paper for Sponsor Only

*Rec'd 3/30
(See attached response HCR 18)*

HCR 18 - Establishing the Joint Committee on School Performance

The idea and motivation for establishment of a special committee on school performance is commendable. NEA-Alaska supports and encourages any proper and positive focus on education and the improvement of educational services in Alaska.

The scope of activity and responsibility for a legislative task force on school performance is best focused on obtaining constituent input and statutory review of education law. If the purpose is broader than that, then perhaps the task force should be expanded to include expertise from various interest groups, and certainly from the profession.

If the intent and purpose of the Joint Committee on School Performance is primarily to examine education in rural Alaska then perhaps that should be clearly stated in the title or the body of the resolution.

We will certainly not oppose this resolution. We do, however, have a few reservations about the effect that another committee or task force will actually have on education. It is very difficult to legislate education reform because the best efforts to change educational practice are made at the school level. There were some suggestions on how to facilitate local change in the Hensley Report and an effort to implement those suggestions might come as a result of this follow-up committee.

HB 203 - An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

There is little doubt that you have tackled a serious problem with the draft of HB 203. Working it out is difficult at best and we have particular problems with the issue for the following reasons:

1. In this age of education reform we are hearing a cry for higher standards for teachers in regards to initial certification.
2. At the same time we believe in the value of the Native language and culture programs, and for that matter the services that are being rendered by ROTC instructors in Anchorage and the Type D Vocational instructors.

It does make us very nervous to read the sectional analysis for this bill that states that 203 removes the requirement, now in place that teachers hold at least a baccalaureate degree, from an accredited institution of higher education.

Both this provision and the provision allowing for emergency certificate issuance empower the state board and the commissioner's office to make more exceptions to the currently held standard.

The definition of teacher is done very well. If the bill can be amended to provide legislative restriction on the certification of more non-baccalaureate instructors in Alaska, and clearly define the perimeters of such certification, we may be able to support it.

During our legislative Fly-In we will have all five people here from NEA-Alaska who are experts regarding certification issues. We will try to meet next week to give you more specific suggestions regarding the legislation. I think it would also be an excellent topic of discussion for the Certification Advisory Council which has spent a considerable amount of time with various solutions to the problem that HB 203 seeks to address.

I regret that we are unable to be more supportive or more specific about suggestions at this time. I am confident after our discussion last week that you, too, are not interested in expansion of non-baccalaureate teachers and want the legislation to solve a problem rather than create one.

JS01/Hb203+/dl

ALASKA STATE LEGISLATURE

Representative Eileen Pcnigeo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU
Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

March 23, 1989

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kolzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nulqsut
Point Hope
Point Lay
Salawic
Shungnak
Wainwright

Judy Salo, President
NEA-Alaska
105 Municipal Way
Suite 302
Juneau, AK 99801

Dear Judy:

I appreciate your comments on HB 203 relating to requirements for teacher certification and the definition of "teacher". It is my hope, that we continue to work together on this bill to resolve further concerns that your organization may have.

In your letter, you identified two problem areas on the issue of teacher certification relating to: 1). the "cry" for higher standards of teachers in regards to initial certification, 2). allowing emergency certificate issuance empowers the state board and the commissioner's office to make more exceptions to the currently held standard (instructors of Language and Culture, Voc Ed, ROTC and School counselors, psychologists).

First, HB 203 gives authority to the State Board of Education to create a class or classes of certificates, other than emergency certificates, not based on baccalaureate degree requirement. These regulations would not change the baccalaureate degree requirements or lower the standards.

Secondly, the provision in HB 203 to include instructors of language and culture, Voc Ed., ROTC and special service providers such as school counselors, nurses and psychologists allows these individuals be eligible for a teaching certificate as long as they meet the requirements. These requirements will be based on the regulations established by the State Board of Education. In the process of developing regulations for new classes of certificates, career ladders or instruction strategies and courses that would be helpful to instructors and can be added to the requirements. The number of certificates

Judy Salo
March 29, 1989
Page 2

issued depends on who qualifies for each category. Again, the issuance of teaching certificates will be restrictive and controlled by the State Board of Education. The duration and renewal of certificates will be determined by the Department of Education.

HB 203 would improve the current system of issuance of teaching certifications and it defines what "teacher" really means.

Judy, I hope this letter explains the areas of concerns that you identified. I am willing to discuss this bill with you to resolve further concerns. Please contact my office at your convenience. Thank you.

Sincerely,



Eileen P. MacLean
Alaska House of
Representatives

STATE OF ALASKA

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

STEVE COWPER, GOVERNOR

REPLY TO:

1031 W 4th AVENUE
SUITE 200
ANCHORAGE, ALASKA 99501-1994
PHONE: (907) 276-3550

1st NATIONAL CENTER
100 CUSHMAN ST.
SUITE 400
FAIRBANKS, ALASKA 99701-4679

P.O. BOX K—STATE CAPITOL
JUNEAU, ALASKA 99811-0300
PHONE: (907) 465-3600

465-3603

March 14, 1989

The Honorable Eileen MacLean
Alaska House of Representatives
P.O. Box V
Juneau, AK 99811-3100

Re: House Bill-203

Dear Representative MacLean:

Helen Pootoogooluk of your staff has asked our office to review HB 203 and comment on the definition of "teacher" contained in sec. 2 of the bill. In addition to defining "teacher," the bill would remove the baccalaureate degree requirement for teacher certification from statute, and leave it to the State Board of Education to determine the requirements for each class of teacher certificate.

AS 14.20.010 requires that each person employed as a "teacher" in the public schools of the state possess a valid teacher certificate. The definition of teacher is important because it defines the class of people subject to the certification requirement. It also has implications for determining who may be a member and what service constitutes "membership service" in the Teachers' Retirement System under AS 14.25. It does not necessarily define who is eligible to earn tenure under AS 14.20.150, because that statute restricts the persons eligible for tenure to those holding "standard" teaching certificates. A "standard certificate" is currently defined by Department of Education regulations to be "any regular certificate based on a baccalaureate or higher degree." 4 AAC 12.900(6).

The existing statutory of "teacher" is as follows:

"teacher" means a person serving in a teaching, counseling, or administrative capacity and required to be certificated in order to hold the position.

14.
AS 14.20.215(6). That definition presents problems because it is circular. Under AS 14.20.010, a "teacher" is required to hold a

certificate, and under AS 14.20.215(6), the person is a "teacher" if he or she is required to hold a certificate. There is no way to tell whether a person employed to teach children, but called an "aide" or "instructor" rather than a "teacher," is required to hold a certificate.

The definition of "teacher" proposed in sec. 2 of the bill is an improvement because it defines the conditions under which a person must be considered a teacher, and therefore subject to the certification requirement: when the person instructs or teaches K-12 children unsupervised by another person in the same room. We offer these possibilities for further improving the definition:

1. The words "counsels, tests, or evaluates" at page 2, line 4 of the bill could be eliminated. Those words were apparently intended to cover providers of special education and related services, but those providers are already covered by the language at page 2, lines 9--10. A counselor, nurse, or psychologist who occasionally sees and works with school children, but who is not employed as a school counselor, a school nurse, or a school psychologist, would not be covered. If this suggestion is accepted, the comma should be removed between the words "instructs" and "teaches" and the word "or" inserted in its place.
2. The word "teachers" at page 2, line 8 might be replaced with "educational programs or personnel." That would make it clear that administrators who supervise aides, but not teachers, are covered, as are administrators who supervise educational programs but do not directly supervise teachers.
3. The words "public school" at page 2, line 4 could be eliminated. In AS 14.20.010, the requirement that teachers be certified is limited to public school teachers, but there are places in other statutes and regulations, such as AS 14.25.220(23) and (25), AS 14.30.010(b)(1)(A), and 4 AAC 42.100, where teachers in nonpublic schools are discussed. The definition of "teacher" should be the same in public and nonpublic schools.
4. You may wish to consider whether to delete "instructs" from the definition (page 2, line 4). According to Charlie Mae Moore, in charge of teacher certification for the Department of Education, the department does not perceive any difference in meaning between "teaches" and "instructs." The use of both terms is simply to prevent

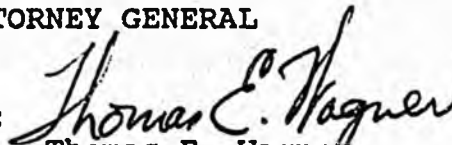
circumvention of the statutes by claiming that someone is "instructing" students, or is an "instructor," rather than "teaching" them as a teacher.

Please let me know if I may be of further assistance regarding this matter.

Sincerely,

DOUGLAS B. BAILY
ATTORNEY GENERAL

By:



Thomas E. Wagner
Assistant Attorney General

/TEW/bap

cc: Art Peterson

STATE OF ALASKA

DEPARTMENT OF ADMINISTRATION

DIVISION OF RETIREMENT & BENEFITS

PLEASE REPLY TO:

- P.O. BOX CR
JUNEAU, ALASKA 99811-0203
PHONE: (907)465-4460
- 701 EAST TUDOR ROAD, SUITE 240
ANCHORAGE, ALASKA 99503-7445
PHONE: (907) 563-5885

The Honorable Eileen MacLean
Alaska State Representative
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

Your legislative assistant has requested a letter explaining the requirements of membership in the TRS as they relate to certification and HB 203. The following statutory references provide the requirements of participation.

AS 14.25.220(40) "teacher" or "member" means a person eligible to participate in the system and who is covered by the system, limited to

(A) a certificated full-time or part-time elementary or secondary teacher, a certificated school nurse, or a certificated person in a position requiring a teaching certificate as a condition of employment in a public school of the state;

(B) the commissioner of education and all supervisory positions in the Department of Education;

(C) a full-time or part-time teacher of the University of Alaska or a person occupying a full-time administrative position at the University of Alaska which requires academic standing; the approval of the administrator must be obtained before an administrative position qualifies for membership in the system;

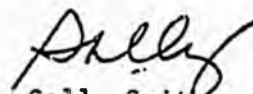
(D) a state legislator who elects membership under AS 14.25.040(b);

Membership service is also defined under AS 14.25.220(21) and includes "full-time or part-time service as an Alaska Native language or culture expert, subject to the requirements of AS 14.25.048;"

The Teachers' Retirement System has no control over the qualification requirements for certification by the Department of Education. Since HB 203 deals only with that, we have no position on its passage.

I hope that this letter satisfies your request. If we can be of additional assistance, please contact us.

Sincerely,


Sally Smith
Director

SS/RFS/cam/1

R&B 89-008

Note: Please include Your Social Security Number in All Correspondence & Requests Concerning Your Benefits.

Public Employees' Retirement System
Teachers' Retirement System
Judicial Retirement System
Elected Public Officers Retirement System
National Guard Retirement System
Territorial Retirement System
Retirees' Voluntary Dental-Vision-Audio Plan
Supplemental Benefits System
Group Health/Life Insurance Benefits
Deferred Compensation Plan
Public Employers Social Security Contributions

STEVE COWPER, GOVERNOR

March 20, 1989

STATE OF ALASKA
THE LEGISLATURE

POUJCH V STATE CAPITOL
JUNEAU, ALASKA 99811
907 465 3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 23, 1989

SUBJECT: Sectional analysis of draft SSHB 203
(Requirements for teacher certificates)

TO: Representative Eileen MacLean

FROM: Teresa B. Cramer *TBC*
Legislative Counsel

You have requested a sectional analysis of the above described bill.

As a preliminary matter, note that a sectional analysis or summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Section 1 directs the Board of Education to establish classes or types of teacher certificates and removes the requirement, now found in AS 14.20.020(b), that teachers hold a baccalaureate degree. In subsection (c), the bill permits the commissioner of education to issue emergency teacher certificates.

Subsection (d) of the bill is identical in substance to AS 14.20.020(e).

Section 2 amends the definition of "teacher" for the statutes concerning teacher certification and employment and acquisition of tenure rights. The new definition specifically includes school nurses. The existing definition reads:

"teacher" means a person serving in a teaching, counseling, or administrative capacity and required to be certificated in order to hold the position.

Section 3 gives the bill an effective date of July 1, 1989.

If I may be of further assistance, please advise.

TC:gc
wkk3/034

*Limit the
definition of
teacher to
allow
HBC. ed.
Native teachers
provide the
School Board*

WESTERN ALASKA COALITION OF SCHOOL BOARDS

Iditarod Area, Kashunamiut, Kuspuk, Lower Kuskokwim,
Lower Yukon, St. Mary's, Yupiit

SPRING MEMBERSHIP MEETING
MARCH 14-15, 1989
LKSD BOARD ROOM
BETHEL, ALASKA

Coalition Draft Minutes Excerpt Showing Position of the Coalition on Some Current, Proposed Bills.

Background Information. Representatives from six of the seven member school boards (Iditarod Area, Kashunamiut, Lower Kuskokwim, Lower Yukon, St. Mary's, and Yupiit) met and discussed various proposed bills during a worksession held before the regular Coalition business meeting on March 15, 1989. While agreement was reached on each of the bills, the Iditarod Area representative had to leave before the regular business meeting was called to order.

Draft Minutes Excerpt

2. Review of Current, Proposed Legislation

A. School Construction and Debt Retirement: CS for House Bill 37:

Discussion about HB37 came to focus on why the Coalition could not support the proposed bill. Mr. Harold Sparck, L.K.S.D., moved and Mr. Mike Williams, Yupiit, seconded that the Coalition of Western Alaska School Boards recommends the Legislature recognize that the issues of debt retirement and new school construction are essentially separate issues and that they should be dealt with as such. In particular:

* The State should only be required to pay for school construction debt retirement costs incurred as a result of building according to the minimum square footage guidelines in effect at the time of construction. Some cities and boroughs built facilities that greatly exceeded the minimum guidelines: these cities and boroughs should be required to pay for all costs due to decisions made to exceed the minimum guidelines for numbers of students and square footage.

* CSHB37 does not adequately recognize that schools are also community centers in most rural Alaskan communities in contrast to more urban areas that have separate gyms, auditoriums, cafeterias, sports centers, etc., etc. CSHB37 does not take into account other community resources in determining priorities for new construction.

* CSHB37 does not recognize that some school facilities have been constructed as a result of grants to municipalities instead of through the Department of Education to school Districts.

* The priority system for new construction proposed in CSHB37 will largely serve to perpetuate differences between wealthy and poor communities in which richer communities have outstanding, specialized facilities while poor communities have minimum, multi-purpose buildings.

* The 10 year debt retirement pay-off deadline is unnecessary. Why not 30 years so more money could be made available for new construction??

* It was not fair in the past to allow Alaska's richer cities and boroughs to tie-up and otherwise obligate state funds for school construction by their own actions. The Governor and Legislature are to be commended for trying to correct this injustice and problem.

Motion Carried Unanimously

B. School Finance: Single and Dual-Site Districts: House Bill 185:

This bill is the same as SB179. The Bill corrects The Public School Foundation Program for 28 single and dual-site school districts so as to put them on a funding par with multiple-site districts. The Legislature made special appropriations to some districts during the past two years in order to deal with this problem. Passage of HB185/SB179 directly helps Kashunamiut and St. Mary's School Districts.

Ms. Gloria Simeon, L.K.S.D., moved and Mr. Joe Paniyak, K.S.D., seconded supporting HB185.

Motion Carried Unanimously

C. Binding Arbitration: CSSB15:

Discussion centered on the reasons everyone present opposed binding arbitration. Binding arbitration takes away control and responsibility from elected school board members and gives it to unelected arbitrators who do not have to live with the results of their decisions and who may be ignorant of local conditions and needs. CSSB15 also does not distinguish between the different kinds of school employees such as maintenance workers and teachers. This needs to be done or else maintenance workers might be able to strike during the coldest part of the winter with millions of dollars of property damage resulting from their actions. The Legislature should not let employee unions run the schools instead of elected school board members.

Coalition Chair Ms. Flora Paukan appointed a committee consisting of Mr. Jim Johnson, I.A.S.D.; Ms. Elizabeth Carden, L.Y.S.D.; Mr. John Thompson, Sr., SMSD, Mr. Mike Williams, Yupiit, and Mr. Joe Paniyak, K.S.D., to meet with Mrs. Susan Murphy of the L.K.S.D. staff to draft a position opposing binding arbitration and in response to CSSB15. This committee would meet as soon as possible so that Mrs. Murphy could represent the Coalition at a public hearing on binding arbitration through the Bethel Legislative Information Office on March 16 from 3:30-6:30 P.M. No other action was taken on this topic at this time.

D. HB 198: Teacher Nonretention:

This Bill would enable a school board to reduce its staff as a result of a reduction of funds available to the school district as determined by the school board. Following discussion, Mr. Harold Sparck, L.K.S.D., moved and Mr. Paul Kiunya Sr., L.K.S.D., seconded support of HB198.

Motion Carried Unanimously

E. HB199: Teacher Salaries During Collective Bargaining:

This Bill would not require a school board to give a teacher a step or step and column salary increase if a new collective bargaining agreement is not reached prior to the expiration of the current agreement. Following discussion, Ms. Gloria Simeon, L.K.S.D., moved and Ms. Elizabeth Carden, L.Y.S.D., seconded support of HB199.

Motion Carried Unanimously

F. HB200: Teacher Tenure Rights:

HB200 would increase the time required to earn teacher tenure from two years to five years. Following discussion, Mr. Mike Williams, Yupiit, moved and Ms. Gloria Simeon, L.K.S.D., seconded support of HB200.

Motion Carried Unanimously

G. HB203: Insurance of Teacher Certificates:

HB203 would return responsibility for issuing teacher certificates to the Department of Education based on State Board of Education approved requirements. At present, the Department issues certificates based on University of Alaska "approved program" requirements. The University "approved programs" route has not and does not meet the teacher preparation needs of many Alaskan school districts.

Mr. Mike Williams, Yupiit, moved, and Mr. Paul Kiunya Sr. L.K.S.D. seconded support of HB203.

Motion Carried Unanimously

H. CSHB139: Payments of Bills Within 30 days by Schools and Municipalities:

This bill would require cities and schools to pay for all purchases within 30 days. Discussion clarified that this bill is unnecessary because nearly all successful businesses increase their base prices to take into account delayed payments and/or offer a discount for prompt payment. HB139 would also make it necessary for schools to hire more business office staff in order to comply with the law. Since no new funds are to be granted to schools for this purpose, HB139 would lead to a shift of money from instruction to administration in order to help less successful private businesses.

Mr. Harold Sparck, L.K.S.D., moved and Mr. Mike Williams, Yupiit, seconded opposing CSHB139.

Motion Carried Unanimously

I. CSHJR13: Creation of a Permanent Endowment Fund for Education:

Everyone present reviewed a videotape by Governor Cowper explaining why a permanent endowment fund for Alaskan schools should be created through a constitutional amendment. Ms. Edna MacLean, representing the Alaska Department of Education, also spoke about the proposal. A lengthy discussion about the proposal took place. Concerns were expressed that existing inequities in how schools are financed need to be recognized and dealt with before money is set aside in ways that could perpetuate such inequities. Coalition President Flora Paukan suggested that the Lower Yukon School District write a letter to Governor Cowper commending him for his efforts to establish a permanent fund for schools and explaining the major concerns members of the Coalition have about the plan. Following discussion, Mr. Leslie Hunter, L.Y.S.D., moved and Mrs. Gloria Simeon, L.K.S.D., seconded having L.Y.S.D. write to Governor Cowper as had been explained.

Motion Carried Unanimously

No other action was taken on this topic at this time.

WESTERN ALASKA COALITION OF SCHOOL BOARDS

IDITAROD AREA, KASHUNAMIUT, KUSPUK, LOWER KUSKOKWIM,
LOWER YUKON, ST. MARY'S, YUPIIT

Executive Summary of Legislative Positions Taken by the Coalition on March 15, 1989.

- A. CSHB37: Debt Retirement and School Construction:
COALITION OPPOSES. Debt retirement and school construction are two different issues.
- B. HB185: Single and Dual-Site School Funding:
COALITION SUPPORTS. Puts single and dual-sites on a par with multi-site districts.
- C. CSSB15: Binding Arbitration for School Employees:
COALITION OPPOSES. Need to keep local control instead of letting unions and non-resident arbitrators run schools.
- D. HB198: Teacher Nonretention:
COALITION SUPPORTS. Lets school boards nonretain teachers due to reduced funding.
- E. HB199: Teacher Salaries During Collective Bargaining:
COALITION SUPPORTS. Lets districts keep teachers at same salary step and column until new agreement is reached.
- F. HB200: Teacher Tenure Rights:
COALITION SUPPORTS. Extended time required for a teacher to acquire tenure from two to five years.
- G. HB203: Issurance of Teacher Certificates:
COALITION SUPPORTS. Makes Department of Education responsible for determining requirements for kinds of teacher certificates instead of University of Alaska.
- H. CSHB139: Payment of Bills by Schools and Cities:
COALITION OPPOSES. Would add to costs of school administration operations and favors inefficient businesses.
- I. CSHR13: Creation of Permanent Fund For Education
COALITION DECIDED NOT TO SUPPORT OR OPPOSE. Letter will be written to Governor explaining concerns about the need for an equitable school funding plan.

ALASKA STATE LEGISLATURE

Representative Eileen Panigo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU
Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

MEMORANDUM

TO: All Interested Parties

FR: Representative Eileen P. MacLean

DATE: March 16, 1989

Eileen P. MacLean

SUBJ: HB 203 Relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

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color
stuvik Pass
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and

Seabue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nulqut
Point Hope
Point Lay
Selawic
Shungnak
Wainwright

Enclosed please find a copy of HB 203 which would revise AS 14.20.020 on the issuance of teacher certificates. The bill will clearly define who is a "teacher" required to have a teacher certificate, and the process of issuing teacher certificates. It will authorize the Department of Education to issue the certificates based on regulations established by the State Board of Education.

The definition of "teacher" would include instructors of language and culture, vocational education, and ROTC. These instructors teach specific courses on subjects based on experience, skills, and expertise that is not necessarily obtained in a university setting.

The State Board of Education would implement regulations for issuance of separate teacher certificates to fit special categories such as ROTC, Voc Ed, or a baccalaureate degree program. For example, to accommodate the baccalaureate degree programs, the State Board of Education would establish regulations to specifically target those types of teacher certificates requiring baccalaureate degree program.

This provision would allow alternative methods of quality control over teachers to be developed by the State Board of Education, Department of Education, in addition to the traditional baccalaureate degree program.

Presently, statutes do not address the competency base requirements for the universities to follow when they are in the process of issuing baccalaureate degrees in education. As it now stands, a student can fulfill college requirements in theory with only limited actual classroom experience. As we are all aware, the quality of education is an important aspect which is dependent on the school environment, including that of the community and the culture.

Another category of instructors who would be covered by the definition of "teacher" under this bill are school counselors, nurses or psychologists who teach short continuous courses in the schools relating to health, suicide intervention/prevention, substance abuse, and teenage pregnancy. A separate category of certificates would also be issued to this group of special service providers, based on regulations developed by the State Board of Education.

It is important to understand that this bill would not take away local control from school districts. Salaries would continue to be determined by the school district and even deciding whether to have these kinds of teachers would be the option of the school district.

This is not a tenure bill. HB 203 will only address retirement benefits and does not include special certificates in the teacher tenure system.

Also, the traditional baccalaureate degree process would not be changed. Requirements for four year degree would remain the same for Class A teaching certificate.

Last year, a similar bill was introduced by Senator Willie Hensley.

For the last few years, the issuance of teacher certificates has been a continuous topic. The problem I see is that the definition of teacher has not been definitive. It will continue to exist if we do not define what "teacher" means.



Alaska State Legislature

HOUSE HES. Cmte. 3 *R. J. Malley*

Please enter into the record my testimony to the Johnson O'Malley Program
committee name

committee on HOUSE BILL 203 & 231 , dated March 31, 1989
bill/subject

HOUSE BILL 203

I support that Bill. I think that it is very vital that it is passed for 3 main reasons:

1. The language teachers needs the certification. These people are good in teaching the language.
2. These people are role models for the children. We need role models very much.
3. The people that teaches cultural enrichment also needs to be recognized. The special certification would be one way of recognizing these people as part of these bill, I would also like to recommend that these people will further their education on children management. I think for people who could understand English very well would also benefit from Methods courses to improve their dispersement of their knowledge.

HOUSE BILL 231

I support this. Sec. 1. A514 03.015 "It is the policy of this state that education should encourage all students to succeed in learning, assist students to shape worthwhile and satisfying lives, exemplify societal values, and provide students with tools to influence the character and quality of the world." This is a very good and worthwhile statement to hold onto especially if you are a native. This has been the intend of education for a number of decades, but it hasn't come through to alot of the Native people as a whole.

I support the planning parts (a) 1 establishes goals and priorities for improving education in the district;
) Includes a means of measuring the achievement of goals and priorities.

-(c) Students, parents, teachers and other members of the community shall be encouraged by the district to participate in the preparation of the report submitted under (a) of this section.

7(d) 17 (3)

These steps shall make the people accountable of their education for their children as well as the parents and the community as a whole. These steps would also make the parents aware of the education that the children are acquiring. This would be very good for Native Villages and natives in the urban native population.

Signed: *Aune Nagak*
Testifier

FNA/Johnson O'Malley Program
Representing (Optional)

310 1/2 1st Avenue
Address

452-8344
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Health, Education & Social Services

committee on HR 18 committee name
HB, 33, 195, 203, 231, 251, 252 dated 3-31-89
bill/subject See pg. 3

It amazes me that our legislature can come to us requesting our input on how we would cut necessary services to our people and then turn around and giving one of our biggest industries an unnecessary Tax Credit. What types of services will be cut from the budget when the fishing industry takes advantage of this tax credit? I hope it will only come out of the Fish & Game budgets. It is my feeling that if budget cuts are going to be necessary, H.B. 33 should be scraped. At least until we come on better Times

See attached sheets.

Signed: Darryl Trigg Darryl Trigg

Testifier

Nome Eskimo Community

NOME ESKIMO COMMUNITY

Representing (Optional)

Box A01, Nome, AK 99762

P.O. Box 401, Nome, ALASKA 99762

Address

(907) 443-2246

443-2246

Phone No.

TESTIMONY RE: HB's 198, 203, 231, 251, 252

In regards to HB 198, I feel it is a good bill, but needs under Section 1 an additional sub paragraph that states: -

"(5) For not having a sufficient number of their students passing a test admitting them to the next higher grade."

Section 2 should read "The amendment to AS 14, 20, 175 made by sec. 1 of this Act, applies to all teachers and administrators hired by a school district prior to and after the effective date of this act.

Subparagraph (5) is suggested because we feel that too many of our students are "socially" rather than "academically" promoted into higher grades. The Nome school district has many high school level students who still are only capable of reading at 3-7 grade levels.

The only problem I see with H.B. 203, is that it does not address non-degreed bilingual teachers. It is my feeling that they are grossly unrecognized and often under paid.

HCR 19, is, in my opinion, a work of Art with the exception of the last "be it further resolved." This should be an ongoing action.

H.B. 231 is long over due. It is our feeling that Section 14.03.015, subparagraph (3) (d) should include in each grade level, "Entrance and Exit" exams that show our students have actually achieved the academic skills necessary to advance to the next grade level.

HB 257

It is the feeling of Nome Eskimo Community that should it become necessary to institute an income tax, that the Longevity Bonus, Property Tax exemptions and the State Dividend check be exempt from taxation. In other words, that income taxes only be levied on earned income and/or wages. We feel that many dollars could be shaved from the budget if the Legislature would study the state hierarchy's and delete all or most of the "pork barrel" positions and administrative costs that were created in times of plenty. Nome Eskimo Community requests that all other sources of revenue and budget cuts be reviewed before an Income Tax is initiated.

We here at Nome Eskimo Community feel that H.B. 257 is supportable and would like to

the uneducational "soap" programs.

FAX 465-4924 3740



Alaska State Legislature

REP. EILEEN MACLEAN

Please enter into the record my testimony to the

committee name

committee on HB 18, HB 203, & HB 231

dated Testified March 31, 1989

bill/subject

Submitted April 7, 1989

THESE BILLS WOULD CONTINUE THE NEEDED WORK THAT THE SENATE SPECIAL COMMITTEE ON "SCHOOL PERFORMANCE" THAT WAS CHAIRED BY SENATOR WILLIE HENSLEY.

HB 18 is deeply needed by rural Alaska, so that academic performance could be enhanced in the REAA districts in preparing productive graduates for Alaska's society. The special committee was just a "start" for making improvements for Alaska education, and there is a strong need and desire for more "follow-up" in justifying public expenditure for education, so that Alaska could get the most for what we spend on education, There are many issues that we need to follow up as listed in this bill.

HB 231: This bill would grant more local control over program management and accountability in "education", as to what quality and efficiency ways they want their educational programs to be operated. Also the powers that would be granted under this bill is a-long-time-called-for action that would enable the DOE to follow up on the grants and planning that is required of the school districts. To have a effective academic school systems for Alaska, Alaska DOE, local advisory school boards, state board of education, school district and others would need a state education policy to enhance their respective duties and trust for a public education. "ACCOUNTABILITY" is needed, and this bill would help

HB 203: Rural Alaska and educators are for this bill for it would help the general public and various institutions know what Alaska means by defining what "teacher" is. This would help with the districts to be accountable for the type of staff they hire and keep. The recognition of instructors of language and culture, vocational education and ROTC is really needed, for their programs they implement are academic in nature due to their planning, special knowledge they had to have, and teaching efforts are the same as regular teachers. They do enhance and encourage "academic performance", and build self esteem in the students they serve.

Alaska's School performance. (I had to recap my testimony by memory in order to be included enough)

Testifier Larry Mandelall

Nome Public Community, Kenai, Cooper Lake Instructor, Northwest campus

Representing (Optional)

Nome, Alaska

Address

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Phone No.

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Representative Eileen Panigeo MacLean Box V Juneau, Alaska 99811

I am pleased to offer you my strong support for ~~House Bill 231~~ concerning the requirements for teacher certification and for House Bill 231 concerning educational planning and advisory boards.

It is important to recognize and reward teachers who possess expertise in such areas as Native language and culture and vocational education. This is a long over-due effort. I would like to see provisions made for offering some education in pedagogical techniques for teachers holding such alternative certificates; ~~and~~ such education might take the form of short courses delivered during the summer or on-site.

The education planning grant fund is a useful incentive to encourage districts to undertake planning efforts. It is such local efforts, adapted to a context, that will bring about the types of changes needed in rural schools.

I will be glad to assist in the implementation of these bills. Thank you for the opportunity to offer these comments.

Yours truly,

Judith Kleinfeld Head, Department of Education, Fairbanks Faculty

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March 31 1989

Representative Eileen McLean
Pouch V
Juneau, Alaska 99811

Dear Eileen:

We support your efforts on HB203. For too long the Educational system has ignored the need to integrate the indigenous Native people's culture and values in Education.

One culture should not dominate and obliterate another, and your bill would set a positive note to have the cultures complement, rather than eliminate, each other. Your bill is certainly a step in the right direction.

Sincerely,

Pete Schaeffer
Vice President



March 31, 1989

Eileen McClean

Room 128

House of Representatives

Box V

Lawrence, Ok. 74811

Dear Representative McClean,

Our Ajnik Polly Schaeffer and a
Point of 8 children. They have
graduated.

I'm supporting continued forward
funding and early funding for our
schools.

I'm also a supporter for the
Teacher certification for bilingual
teachers.

Sincerely,

Polly Schaeffer