

S

6x
B

4

0

9

SENATE FINANCE COMMITTEE REPORT

DATE: 4/20/90

FURTHER:

DATE TURNED INTO OFFICE: 4/21/90

The Finance Committee considered

SB 409

Relating to training for teachers and certain school officials.

and recommended:

replace with _____ CS _____
 or adopt _____ CS _____

same title
 new title
 technical title change (HB only)

attached amendment(s)

_____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

ATTACHES NEW FISCAL NOTE(S):

fiscal note(s) _____ Dept/Date: _____

zero fiscal note(s) _____

appropriation-no fiscal note

APPROVES PREVIOUS:

fiscal note(s) _____ Dept/Date: _____

zero fiscal note(s) _____

SIGNING DO PASS:

OTHER RECOMMENDATIONS:

1. John P. ... DO PASS

2. File ... (NO PASS)

Co-Chairs: Signatures and Recommendations

STATE OF ALASKA
1990 LEGISLATIVE SESSION

BILL VERSION: SB 409 (a)
PUBLISH DATE: 2/23/90

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: Training for Teachers and certain State Officials
Sponsor: Binkley
Requestor: Senate CERA

Agency Affected: Education
BRU: Educational Program Support
Components: Office of the Director

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL	15.0	2.0	2.0	2.0	2.0	2.0
CONTRACTUAL	35.5	13.0	13.0	13.0	13.0	13.0
SUPPLIES	3.0					
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	30.0	30.0	30.0	30.0	30.0	30.0
MISCELLANEOUS						
TOTAL OPERATING	83.5	45.0	45.0	45.0	45.0	45.0

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

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

FUNDING: (Thousands of Dollars)

GENERAL FUND	83.5	45.0	45.0	45.0	45.0	45.0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

See attached analysis.

Prepared by: Toni Kabler Jones Phone: 465-2830
Division: Educational Program Support Date: 2/21/90

Approved by Commissioner: William G. Demmert Date: 2/21/90
Agency: Education

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor

1031

Narrative Outline - Fiscal Note for SB 409

FY'91

Personal Services	-0-	
Travel	15,000	Task Force: Nine (9) members at three (3) meetings to determine content of the inservice training module for serving FAS/FAE students.
Contractual	35,500	Phone/audio conference, phone contact with other states, task force members, and in-state school districts, other agencies, and task force members development of training program. (2,500) Development of Training materials; trainer for pilot training and summer academies - identify experts and materials to provide training (15,000). Print and duplicate materials for all the school districts (15,000). Postage for sending materials to school districts (3,000).
Commodities	3,000	Supplies, and purchasing copyright of training materials.
Grant	30,000	June '91 Summer Academies (Fairbanks, Anchorage, Juneau) Training of Trainers/Scholarships to school districts.

Total 83,500

FY'92-'96 (each year)

Travel	2,000	Subsequent years inservice training related travel, technical assistance to school districts, and revisions to the training module and materials.
Contractual	13,000	Phone/audio conference (2,500) Print materials, updating/revision of materials for school district use. (7,500) Postage (2,000) Purchase of copyright (1,000)
Grant	30,000	Scholarships for school districts to participate in Summer Academy Training or for accessing trainers through the Talent Bank to provide staff in-service training in their district.

Total \$45,000

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: An Act relating to Training for Teachers and Certain School Officials
 Sponsor: Binkley
 Requestor: _____

Agency Affected: Health & Social Services
 BRU: _____
 Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
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	-0-	-0-	-0-	-0-	-0-	-0-
PART-TIME	-0-	-0-	-0-	-0-	-0-	-0-
TEMPORARY	-0-	-0-	-0-	-0-	-0-	-0-

ANALYSIS : (Attach a separate page if necessary)

FY 90 fiscal impact is "0."

Prepared by: Sally Mead Phone: 561-4211
 Division: Office of Prevention Date: _____
 Approved by Commissioner: Myra M. Munson Date: 2/2/90
 Agency: Department of Health & Social Services

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

BY SEN. BINKLEY, Zharoff, Coghill, Eliason, Pearce, Adams

1 IN THE SENATE

2

SENATE BILL NO. 409

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SIXTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act relating to training for teachers and certain
7 school officials."

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

ARTICLE 8. REQUIRED TRAINING.

11

Sec. 14.20.680. TRAINING REQUIRED FOR TEACHERS AND OTHER SCHOOL

12

OFFICIALS. (a) A school district or regional educational attendance
13 area shall train each teacher, administrator, counselor, and special-
14 ist on the needs of individual students who have alcohol-related
15 disabilities. The training must utilize the best available educa-
16 tional technology and include an overview of medical and psychological
17 characteristics associated with alcohol-related disabilities, family
18 issues, and the specific educational needs of students with alcohol-
19 related disabilities.

20

(b) A newly hired teacher, administrator, counselor, or special-

21

ist who has not previously received the training required under (a) of
22 this section shall receive the required training within 45 days after
23 the first day the teacher, administrator, counselor or specialist
24 begins to work.

25

* Sec. 2. APPLICABILITY. Teachers, administrators, counselors, and

26

specialists employed by a school district or regional educational atten-
27 dance area on the effective date of this Act shall receive the training
28 required under AS 14.20.680(a), enacted by sec. 1 of this Act, before
29 July 1, 1992. Notwithstanding AS 14.20.680(b), enacted by sec. 1 of this

1 Act, a teacher, administrator, counselor, or specialist who is hired by a
2 school district or regional educational attendance area after the effective
3 date of this Act, but before July 1, 1992, shall receive the training
4 required by AS 14.20.680(a), enacted by sec. 1 of this Act, at any time
5 before July 1, 1992.



Official Business

Alaska State Legislature

SENATE

Committee on Finance

P.O. Box V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

April 19, 1990

TO: Senate Finance Committee Members

FROM: Senator John Binkley

RF: Senate Bill 409 - Relating to training for teachers
and certain school officials

SB 409 would require school districts and REAA's to train teachers and other school personnel on alcohol-related birth defects. This would include special educational needs.

Children with alcohol-related birth defects, both Fetal Alcohol Syndrome and Fetal Alcohol Effects, show symptoms of hyperactivity, poor coordination, and noncompliance. In school they require constant supervision, have difficulty with change, require additional classroom structure, and have extremely low attention spans.

Not all of these children are referred to special education. Not all of these children are developmentally disabled. Yet all of these children present special challenges to parents, teachers, and other care providers.

The Department of Education has responded to SB 409 with a plan to develop training materials for inservice instruction, to be implemented during the 1991-1992 school year.

The bill is supported by NEA, Alaska Association of School Boards, the Department of Education, the Office of Prevention, Tanana Chiefs Conference, Rural CAP, AFN, Village Participation Conference, the FAS/FAE Support Network in Alaska.

Senate Bill 409

**Relating to training for teachers
and certain school officials**

Sectional

Section 1. Amends AS 14.20 under Required Training for Education Statutes to add a new section.

AS 14.20.680 (a) School districts and REAA's would be required to train teachers, administrators, counselors, and other school specialists on medical and psychological effects of alcohol-related disabilities and on the specific educational needs of these children.

AS 14.20.680 (b) Newly hired employees would be required to be trained within 45 days.

Section 2. Applicability.

Current employees, including those employed at the time of enactment, and those hired after enactment but before July 1, 1992, shall be trained before July 1, 1992.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Don Oberg, President

Mary Lou Brent
Vice-President
Box 44174
Fairbanks, Alaska 99708

Judy Salo
NEA Director
4510 Kenai Court
Kenai, Alaska 99611

Paul Jarvi
Region I Director
PO Box 5876
Ketchikan, Alaska 99901

Deedie Sorenson
Region I Director
6903 Sunny Dr
Juneau, Alaska 99801

Beverly Goad
Region II Director
Box 341
Copper Center, Alaska 99573

DeWayne Craig
Region III Director
406 So. Forest Dr. - 1A
Kenai, Alaska 99611

Myra Poage
Region IV Director
Box 974
Nome, Alaska 99762

Marilyn Rosene
Region IV Director
Box 1170
Dillingham, Alaska 99576

Mike Warme
Region IV Director
PO Box 72
Nome, Alaska 99764

Claudia Douglas
Region V Director
PO Box 74817
Fairbanks, Alaska 99707

Gayle Harbo
Region V Director
Box 80522
College, Alaska 99704

Loretta B. Christie
Region VI Director
2220 Yorkshire Lane
Anchorage, Alaska 99504

Don Hadley
Region VI Director
1259 Washburn Dr
Anchorage, Alaska 99508

Richard Kronberg
Region VI Director
3511 Chinook Bay Dr
Anchorage, Alaska 99515

Leona Mounds
Region VI Director
5810 Windy Way
Anchorage, Alaska 99514

Pamela Reynolds
Region VI Director
1510 Ekadine Dr - 135
Anchorage, Alaska 99507

Carolyn Tolson
Region VII Director
Box 874931
Wasilla, Alaska 99687

Hank Harrison
Region R Director
Box 110425 S. Station
Anchorage, Alaska 99511

ANCHORAGE REGIONAL OFFICE

1411 W 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536
FAX: (907) 274-0551

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090
FAX: (907) 586-2744

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435
FAX: (907) 456-2159

March 26, 1990

TO: Senator Rick Uehling and Senator John Binkley, Co-Chairs, and members of the Senate Finance Committee

FROM: Don Oberg, NEA-Alaska

RE: SB 409, "An Act relating to training of teachers and certain school officials"

NEA-Alaska supports passage of Senate Bill 409.

The appalling rate of alcohol abuse in Alaska makes it imperative that something be done to deal with secondary results of that abuse as it manifests itself in classrooms throughout the state.

Educational Employees are concerned about those children who suffer from Fetal Alcohol Syndrome, or exhibit aberrant behavior associated with living in households with alcoholics, and symptoms of alcoholism in the children themselves.

NEA-Alaska believes that an appropriate route for providing this needed training would be the use of existing inservice training days, so that teachers would not have to bear the burden of additional financial cost or impairment of job security.

In addition, NEA-Alaska believes the proposed legislation should include significant penalties for districts not complying with this requirement.

The problems of alcohol abuse in Alaska are tremendous. The reality of raising future generations of people whose formative years are already endangered by the alcoholism of their families brings to mind the specter of a calamity too frightening to be ignored.

NEA-Alaska supports speedy passage of SB 409.

LE03/SB409/dl

Second Chance

As Drug Babies Grow Older, Schools Strive To Meet Their Needs

A Los Angeles Program Deals With Behavior Extremes, Short Attention Spans

Lots of Old-Fashioned Love

By CATHY TROST

Staff Reporter of THE WALL STREET JOURNAL

LOS ANGELES—The children look like a casting call for Sesame Street, but they carry unseen burdens.

One slim, six-year-old boy sits on the floor with his classmates happily singing an alphabet song. Two years ago, he used to throw hour-long tantrums. He would build a tower of blocks, then shout that it was on fire and knock it down. Last year, while classmates watched the space shuttle blast off on television, he banged on his desk and cried.

What little his teachers know of his background helps explain some of his problems. While pregnant with him, his mother used alcohol, cocaine and PCP. After he was born, she would abandon him from time to time in deserted buildings. Once, a building exploded in flames when he was inside. "He had an area in the schoolroom where he could just go and cry," says a social worker at his school.

The troubled boy is part of a pilot project here for children exposed to drugs in their mothers' wombs. These 30 or so preschoolers and kindergarteners represent the advance guard of a generation of drug babies who are growing up and starting school. The project's goal is to provide early help to children who are of normal intelligence but considered at high risk for developmental, behavioral and learning problems.

A Growing Issue

Researchers are just now beginning to uncover a web of problems related to prenatal exposure to crack and other drugs, though much still is not known of the long-term effects. A child's ability to learn may be impaired. Fine motor skills may be hampered. A child may have difficulty developing strong attachments for others. Extremes of behavior are common, from apathy to aggression, passivity to hyperactivity, indiscriminate trust to extreme suspicion.

"These are vulnerable kids who won't make it in a classroom where at four you're supposed to know how to print your name and all the ABCs," says Carol Cole, one of the teachers in the program. "Their preschool and kindergarten environments need to be more protective."

The numbers of afflicted children are multiplying, especially in drug-laden urban areas. Within a few years, 40% to 60% of the children in some inner-city schools will have been prenatally exposed to drugs, predicts Judy Howard, clinical professor of pediatrics at the University of California, Los Angeles, School of Medicine, whose research helped spark the project.

Even the suburbs and the urban enclaves of the well-to-do are likely to see the effects of the drug epidemic in their classrooms soon. A 1988 survey of 36 urban and suburban hospitals found that 11% of the newborns had been exposed to drugs in the womb.

A Family Destroyed by Drugs

Most schools are ill-prepared to handle, much less nourish, such children. Drug-exposed children may look normal, but their disabilities often frustrate teachers who may not be familiar with their backgrounds. To help spread the lessons it is learning, the program's administrators opened their classrooms to a reporter, requesting only that children's names not be used.

On a recent day, the classroom at the Salvin Special Education School crackles with the combustible energy of three- and four-year-olds pushing dolls in strollers and hurtling down slides. A girl crawls on a visitor's lap. She says playing outside and coloring are her favorite things to do.

.... NEXT PAGE

She is being raised by her 50-year-old father, who teachers say started using heroin at age 13. Her 26-year-old mother has to go to meetings because she uses drugs, the child says. Her grandmother died of AIDS, contracted from her husband, a drug addict.

Teachers say the little girl is doing well in school, but her actions sometimes betray a wellspring of frustration. Once, a teacher recalls, the child was playing in a sandbox when she got upset. She reached into her sock and pretended to pull out a knife to jab at a boy's face.

Blank Stares and Tantrums

Drugs and violence are familiar to these children. Circle-time talks sometimes include the news of a mother's jailing or a parents' fight. "To pretend that it's not a reality is to deny them," says Ms. Cole, the teacher. She recalls the time two preschoolers argued over a wagon and one angrily threw the other the sign of the Crips, a notorious drug gang.

Another time, she asked her class for the name of the "special house that caterpillars make before they become beautiful butterflies."

"It starts ca-ca-ca," she hinted.

"Cocaine!" one of the boys proudly replied.

Teachers also see more subtle signs of the children's drug exposure and fragmented lives. A girl demands to be left alone, bumps into walls, or stares blankly into space. A boy screams and throws him-

Second Chance: Schools Strive To Meet Needs of Drug Babies

Continued From First Page

self on the floor because he wants to be picked up but can't express himself.

This is the first day of school for a chunky three-year-old in pink and white barrettes and a pink corduroy jumper. Though she is very bright, the girl's language skills lag those of others her age by about six months. Her coordination is poor, too. Simply building a tower of blocks is a struggle.

These children also carry the scars of their unstable home lives. Many have been abandoned or taken away from their biological parents, then bumped from home to home. Exposed in the womb to heroin, cocaine and PCP, one boy was taken from his mother by the state after his sister was born addicted. By age three, he has been in six different homes and now lives in a group home staffed by nine care-givers.

On the average, the children in the pilot project have been placed in three different homes; some have been shuffled through as many as seven or eight. Not one of the eight children in Vicky Ferrara's kindergarten class lives with his or her biological mother, though some of the mothers drift in and out of their children's lives. Most of the children are being reared by foster parents or grandparents.

"That kind of 'who's going to take care of me' gets translated into difficulty making transitional changes, even from art class to the playground," says Ms. Cole. She believes such insecurity could mean difficulties later in making commitments, from jobs to relationships.

Motherless Boys

In the classroom, two three-year-old boys dressed identically in shorts and suspenders play quietly. The boys share a foster mother who cares for four preschoolers and six infants in two group homes. All of the children, Elouise Dangerfield, the foster mother, says, have been "touched by drugs."

One of the boys was born prematurely to a drug addict who hasn't seen her son since he was a few months old. As a baby, he was plagued with respiratory problems and other ailments that kept him hospitalized for six weeks.

The other boy's mother gave him up at birth. His father has been in jail for most of his life. At birth, the boy suffered seizures that doctors thought were linked to his mother's drug use; he spent time on breathing monitors and sedatives. "He was the kind of child who had nightmares in his sleep," says Mrs. Dangerfield.

Mrs. Dangerfield says the boys have thrived in the program. In an ordinary classroom, teachers wouldn't have been able to handle the boys' temper tantrums or short attention spans, she says.

Costly Care

Children are referred to the program by hospitals, social service agencies and foster care providers. But only a tiny number

teachers and five aides. All the children are seen regularly by a social worker, a psychologist, a pediatrician, a speech and language therapist, and a physical education teacher. Parents and care-givers are invited to attend a support program.

Caring for drug-damaged children demands an extraordinary commitment from the staff—in and out of the classroom. Some ferry children to after-school parties they normally would have missed for lack of transportation. Others spend long hours with children's families or caseworkers.

But such care is costly. The Los Angeles Unified School District pays up to \$18,000 a year to educate each of these children. In contrast, it pays an average \$4,000 a year per child in its regular classrooms.

A Dose of Love

"It's worth it in line with what we are learning," says Phillip Callison, the district's assistant superintendent for special education. Among the lessons gleaned from the two-year-old project: Routine is crucial. Abrupt transitions from one activity to another can be unsettling. Lots of old-fashioned love helps immeasurably.

Educators across the nation are hoping to apply some of these lessons in their own school districts. Representatives of several school districts have sought information from the project's teachers and administrators.

The results here are hopeful. The boy who was terrified of fires and explosions turned out to be a gifted child; his talents are emerging as he becomes more secure at school and with a loving foster family. He is the first in the program to be adapted into a regular first grade. Two others have graduated into a regular kindergarten.

Ms. Ferrara, the kindergarten teacher, says the biggest change is that the children "are now able to discuss their feelings, needs and wants" rather than misbehave in frustration. When one girl first came to the class, "she went to 20 different toys in 20 minutes," flinging them around, says Ms. Ferrara. "Now, she has whole themes in her play." It also helps that her sixth foster home has been a success.

It's story time for the preschoolers, and a teacher is reading a fairy tale to a four-year-old girl in a red dress, red socks and patent-leather shoes. "They lived happily ever after," the teacher concludes. Then she pauses, and adds, "I hope that happens to you."

WALL STREET JOURNAL
DEC. 27, 1989