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SB 435 "An Act establishing an elementary school class size reduction pilot program; and providing for an effective date."

Fiscal note (blue) DOE with Fiscal Impact Analysis

1. Senate HESS Minutes
2. Senate Finance Minutes
3. Sponsor Statement
4. Department of Education Position Paper
5. Sponsor's Back-up Materials



HOUSE COMMITTEE REPORT

(7)

Date Referred: May 2, 1992

FURTHER REFERRALS:

Finance

Date of Committee Action: 5/5/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered: CSSB 435(FIN)

CS FOR SENATE BILL NO. 435 (FIN)

CLASS SIZE REDUCTION PROGRAM

"An Act establishing an elementary school class size reduction pilot program; and providing for an effective date."

RECOMMENDATIONS: the same title
 be replaced with CS SB 435(HES) a new title

have attached amendments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal impact _____

fiscal note(s) _____

zero fiscal note _____

zero fiscal note(s) _____

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
		Cheri Davis		✓	
		J.C. Souza		✓	
<i>[Signature]</i>	✓	<i>[Signature]</i>		✓	
Bettye Davis	✓				
		Mary Miller	✓		

[Signature]
 Co- CHAIRMAN'S SIGNATURE

FISCAL NOTE

No. 2

Bill Version: CSSA 435(FIN)

(S) Publish Date: 4-23-92

STATE OF ALASKA
1992 LEGISLATIVE SESSION

Revision Date: 4/20/92

Department Affected: Education

Title: An Act establishing an elementary school class size reduction pilot program.

BRU: EFSS

Sponsor: Senators Cotten Collins Uehling

Component: Foundation

Requestor: Senate Finance

COMPONENT SERIAL NO.

0	1	4	1
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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL		20.0	10.0			
CONTRACTUAL	20.0	160.0	145.0	150.0		
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS		978.6	978.6	978.6	0	0
MISCELLANEOUS						
TOTAL OPERATING	20.0	1,158.6	1,133.6	1,128.6	0	0

CAPITAL						
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REVENUE FUND SOURCE:						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	20.0	1,158.6	1,133.6	1,128.6	0	0
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	20.0	1,158.6	1,133.6	1,128.6	0	0

POSITIONS:

FULL-TIME	0					
PART-TIME	0					
TEMPORARY	0					

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary.) Attached.

Instructional units associated with the new funding communities were computed using the elementary table, AS 14.17.041(b)(1).

Prepared by: Eddy Jeans/Bill Wright
Division: EFSS

Phone: 465-2865
Date: 4/20/92

Approved by Commissioner: Jerry Covey
Agency: Education Date: 4-21-92

over

ALASKA DEPARTMENT OF EDUCATION
SB 435 - PILOT PROGRAM FOR CLASSROOM SIZE REDUCTION
ELEMENTARY TABLE

4-15-92 File:SB435.XLS

	FY93 FOUNDATION ENTITLEMENT BEFORE	ENTITLEMENT AFTER NEW FUNDING COMM.	PRORATED TO \$50,917 NEW FUNDING COMM. INCREMENTAL UNITS HELD HARMLESS
ADAK	\$2,343,590	\$2,343,590	2,337,298
ALASKA GATEWAY	4,352,910	4,352,910	4,346,198
ALEUTIAN REGION	636,514	636,514	635,497
ALEUTIANS EAST	3,884,804	3,884,804	3,878,964
ANCHORAGE	176,971,662	177,359,262	177,057,448
ANNETTE ISLANDS	1,192,253	1,192,253	1,188,602
BERING STRAIT	13,162,733	13,162,733	13,138,886
BRISTOL BAY	1,886,485	1,886,485	1,882,554
CHATHAM	2,715,084	2,715,084	2,710,063
CHUGACH	1,746,910	1,746,910	1,744,315
COPPER RIVER	5,252,592	5,252,592	5,245,159
CORDOVA	2,383,793	2,383,793	2,379,655
CRAIG	2,070,013	2,070,013	2,066,824
DELTA/GREELY	4,714,966	4,714,966	4,707,186
DILLINGHAM	3,669,035	3,669,035	3,662,901
FAIRBANKS	62,247,271	62,449,471	62,345,721
GALENA	1,345,779	1,345,779	1,343,537
HAINES	2,236,367	2,236,367	2,232,595
HOONAH	1,539,688	1,539,688	1,537,333
HYDABURG	1,054,433	1,054,433	1,052,938
IDITAROD	4,658,556	4,658,556	4,651,200
JUNEAU	20,492,222	20,492,222	20,455,667
KAKE	1,136,238	1,136,238	1,134,251
KASHUNAMIUT	1,621,669	1,621,669	1,618,848
KENAI	40,543,658	40,738,058	40,662,394
KETCHIKAN	9,786,999	9,786,999	9,768,384
KLAWOCK	1,410,349	1,410,349	1,408,189
KODIAK	12,169,553	12,169,553	12,148,322
KUSPUK	5,107,998	5,107,998	5,100,311
LAKE AND PENINSULA	5,568,704	5,568,704	5,559,942
LOWER KUSKOKWIM	28,342,526	28,342,526	28,295,714
LOWER YUKON	10,641,779	10,641,779	10,621,510
MAT-SU	49,104,183	49,298,583	49,220,541
NENANA	1,518,737	1,518,737	1,516,547
NOME	5,004,802	5,004,802	4,997,099
NORTH SLOPE	8,740,719	8,740,719	8,721,340
NORTHWEST ARCTIC	12,012,703	12,012,703	11,989,682
PELICAN	562,796	562,796	561,942
PETERSBURG	3,082,048	3,082,048	3,076,773
PRIBILOF	1,462,713	1,462,713	1,460,089
RAILBELT	3,150,512	3,150,512	3,146,126
SITKA	6,882,972	6,882,972	6,870,552
SKAGWAY	847,639	847,639	846,118
SOUTHEAST	4,936,640	4,936,640	4,928,804
SOUTHWEST	5,366,976	5,366,976	5,357,723
ST. MARYS	1,240,055	1,240,055	1,238,268
TANANA	1,069,218	1,069,218	1,067,534
UNALASKA	1,679,250	1,679,250	1,675,819
VALDEZ	3,202,342	3,202,342	3,195,877
WRANGELL	2,446,344	2,446,344	2,442,213
YAKUTAT	1,098,482	1,098,482	1,096,835
YUKON FLATS	4,610,400	4,610,400	4,603,288
YUKON/KOYUKUK	5,801,252	5,801,252	5,791,599
YUPIIT	3,674,216	3,674,216	3,667,804
SUB - TOTALS	\$664,382,132	\$665,360,732	664,391,087
STATE CORR. STUDY	5,469,360	5,469,360	5,461,794
MT. EDGE CUMBE SCHOOL	1,709,384	1,709,384	1,707,216
VALDEZ CONTRACT	600,000	600,000	600,000
4 MILL PHASE-IN (SUBSIDY)	0	0	0
PLB1-874 PASS THRU	1,277,192	1,277,192	1,277,192
EST. PRIOR YEAR ADJ.	1,500,000	1,500,000	1,500,000
FY93 EST. INCREASES	\$574,938,088	\$576,916,668	\$574,937,289

1) ELEMENTARY SCHOOLS: ORION - ANCHORAGE, EAGLE RIVER - ANCHORAGE,
UNIVERSITY PARK - FAIRBANKS, REDOUBT - KENAI, IDITAROD - MAT-SU

2 of 2

Fiscal Impact Analysis
SB 435

Department of Education Costs

FY93 costs: \$20,000

- 1) Contractual costs to conduct on-site evaluation design and application packet: \$20,000.

FY94 costs: \$180,000

- 1) Contractual costs to draft regulations, advertise public notices concerning regulations, printing and distribution, conduct on-site evaluation at each selected site and prepare first year report: \$160,000.

- 2) Travel costs to each site two times: \$20,000.

FY95 costs: \$155,000

- 1) Contractual costs to conduct on-site evaluations at each selected site and prepare second year report: \$145,000.

- 2) Travel cost to each site one time: \$10,000.

FY96 costs: \$150,000

- 1) Contractual cost to conduct on-site evaluations at each selected site and prepare final report with conclusions and recommendations: \$150,000.

IMPACT TO FOUNDATION FORMULA: \$972,000

Assumes:

- 1) Elementary school chosen is not already a funding community
- 2) Population is in excess of 200
- 3) Area differential is 1

School Construction costs:

- 1) The average cost per classroom in a new facility is approximately \$350,000. constructed as an addition, approximately \$175,000.
- 2) If portable classrooms can be used, the costs are approximately \$70,000 per unit.

ALASKA STATE LEGISLATURE



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SENATOR SAM COTTEN

DATE: May 4, 1992

TO: Representative Pat Carney
Chairman, House Heath, Education, & Social Services, Inc.

FROM: Senator Sam Cotten

RE: SB 435
"An Act establishing an elementary school class size reduction pilot program; and providing for an effective date."

Thank you for scheduling SB 435. This bill establishes a statewide pilot program to gather data on the benefits of lowering class size for elementary students. Some of the important points of the bill are as follows:

Senate Bill 435

• **Lower Class Size**

The theory among educators and parents is lower class sizes, especially in the elementary grades, leads to a better education for children. With fewer pupils, a teacher is able to give more one-on-one attention to each student. This leads to better self-esteem, higher test scores, and fewer discipline problems. Teachers also are able to involve more parents in the child's education.

• **Need for Data Gathering**

While other states have conducted long-term studies to analyze the effects of small classes (Tennessee K-3 Class Size Study), Alaska needs to establish a pilot program to provide concrete data about the benefits of lower class size.

- **Four Year Pilot Program**

SB 435 establishes a pilot program to monitor the affects of reducing class size. Five schools may be selected statewide by DOE based on submission of an application. Eligible schools must have an average existing ratio of 25-1 (excluding art, typing, music, vocational-technical or physical education). Applications must include existing ratio, the most recent standardized test scores and the plan the school has for achieving the class reductions.

- **Program Cost**

Each school selected to participate in the program shall constitute a separate funding community in the school foundation formula. The estimate provided by DOE is \$972,000 and would be included in the annual operating budget prepared by the department. The fiscal note provided by DOE is \$20,000 for FY 93 to implement the program.

- **Reporting**

The schools are required to report annually to the Department. That information will be included in the Department's annual report.

The legislation has support from the Department of Education, NEA-Alaska, the Association of Alaska School Boards and the Association of School Administrators.

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Program Support Bill Number SB 435

Bill Title An Act establishing an elementary school class size reduction pilot program

Sponsor Sen. Cotten, Sen. Uehling and Sen. Collins

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

The Department of Education has been conceptually supportive of student-teacher ratio legislation, yet neutral in it's belief that specific ratios alone will achieve the results envisioned.

Reducing student-teacher ratios will have a significant impact on the foundation program as well as the resulting capital construction of additional classrooms. The Department has been neutral at best on legislation which either places additional financial burden on school districts or the foundation program and is resolutely endeavoring to maintain the Instructional Unit Value at \$60,000.

However, the Alaska 2000 Committee, which is currently working on ideas which will result in innovative approaches to educational reforms will most likely be supportive of a pilot project of this nature.

This bill should be amended to add a section which provides the Department authority to promulgate regulations.

APPROVED:

Director Ed Westlund Division Educational Program Support

Signature _____ Date 2-24-92

Commissioner/Deputy Jerry Covey

Signature *Jerry Covey* Date 2-24-92

Rob McCoy
7749 Old Harbor
Barach, Ak 99504
337-6138

Dear Sam Cotton and Julie,

I support your efforts to bring greater awareness of the importance and effectiveness of class size to our public.

Children in this generation need so much to share and discuss issues / values ~~in~~ for our changing culture. They need the thinking skills that come from effective discussion. They need the love-care-and-share.

We must have the funding to allow such good things to happen.

Thanks for your efforts!
Rob McCoy

**THE FOLLOWING PAGES MAY
NOT FILM LEGIBLY BECAUSE OF
THE POOR QUALITY OF THE ORIGINAL**

Restructuring could reduce school crowding

Recently the Clarion has published a number of articles discussing the state of education on the Kenai Peninsula. These articles have pointed out ways that the school district has been trying to maintain the quality of education in spite of financial limitations.

Unfortunately such efforts will no longer be enough unless the district is willing to face the fact that all programs must function efficiently. In the Soldotna area in particular this is not the case because the high schools are functioning much below capacity while the elementary schools are overcrowded.

Unless there are immediate changes, for example, Soldotna High School will lose its home economics program next year — one of the very programs a Clarion article touted as necessary for students to live in today's world, and elementary students will face yet another increase in pupil teacher ratio even though many are already in classes of over 30.

Following is my restructuring proposal to help deal with this problem in Soldotna area schools.

Basic premises

1. The Soldotna area faces a serious problem in that the elementary schools are overcrowded, and the high schools are underutilized.
2. Unless we utilize existing space more effectively, construction for either additions or new schools is unlikely to be approved at either a state or local level.
3. With falling oil prices and production, long-term state funding for education is unlikely to increase much unless the formula foundation system is scrapped.
4. Given the local economic prospects, any new school construction other than an addition to Tustumena may be unwise.
5. Even if additions or new construction were to be approved, completion of such in several years away.
6. The school board and administration have an obligation to provide the best program possible in the most fiscally responsible way.
7. Secondary programs are best when the school population is near capacity.
8. Elementary schools require the lowest pupil teacher ratio for effective learning.
9. Proposed staffing changes for next year will have devastating effects on both pupil teacher ratio and program quality. (Some proposed changes would cut three teachers from Soldotna Elementary, two teachers from Redoubt Elementary and 3.25 teachers from Soldotna High School.)

Goals

To find a way to restructure the schools in the Soldotna area to:

- a) Reduce crowding at the elementary level.
- b) Use existing space in the high schools



CARLA ANDERSON

Restructuring proposal

more effectively.

- c) Limit the need for new construction.
- d) Reduce costs.
- e) Keep grade configurations educationally and socially sound.

The Plan

1. Restructure Soldotna Elementary, Redoubt Elementary, and K-Beach Elementary to contain grades K through 5.
2. Make the existing junior high school into a middle school serving grades 6 and 7.
3. Make Skyview into a junior high school serving grades 8 and 9.
4. Place grades 10 through 12 at Soldotna High School.
5. There are three options for Sterling and Tustumena. They could both go to the middle school which would make it just over capacity and would require portables soon, they could both stay in their home schools, which would keep them more crowded, but leave more space at the middle school, or one could go to the middle school and one could stay at their home school. Regardless of the option chosen, Tustumena would remain the most crowded of schools and would require an addition.

If this plan were in effect now the populations for the schools using the November 1991 enrollments compared to their capacity would be:

		Enrollment	Capacity
K-Beach	(K-6)	375	400
Tustumena	(K-6)	280	200
Tustumena	(K-5)	243	200
Redoubt	(K-5)	335	400
Soldotna EL	(K-5)	419	525
Soldotna Jr	(6-7)	466	550
With Sterling		510	550
With Sterling and Tustumena		557	550
Soldotna Sr. (10-12)*		652	approx 750
Skyview	(8-9)	484	600
Sterling EL	(K-6)	310	300
Sterling EL	(K-5)	266	300

* There is some disagreement as to the capacity of Soldotna High School. It was originally listed as having a capacity of 800, but the school district now uses a capacity of 700 in its figures. As some programs have recently changed such as the education program for the severely handicapped moving to Kenai, data was gathered on what its current capacity might be. Based on the following information: lockers — 800, seats in auditorium — over 800, classrooms — 50, gym and pool capable of handling four classes at a time, with effi-

cient use of the building, it could house at least 750 with no alterations and up to 800 if the former severely handicapped education room and unused kitchen areas were altered.

The district's projected growth for next year is less than 2 percent overall with some higher levels in the K-Beach area. SoHi is projected to lose 30 students

Comparison of this plan with that of the facilities committee

The school district facilities committee's main recommendations were building an addition to Tustumena, building a new Skyview Middle School, and adding portables to the existing junior high and elementary schools as needed.

Comparing the two plans by schools looks like this:

Soldotna Elementary
District: No immediate change, add portables as needed, cut three teachers
Restructuring: Removes 90 students and makes three classrooms available now

Redoubt Elementary
District: No immediate change, add portables as needed, cut two teachers
Restructuring: Removes 64 students and makes 2 classrooms available

K-Beach
District: No immediate change, add portables as needed
Restructuring: Removes 63 students and makes two classrooms available

Sterling
District: No immediate change, add portables as needed
Restructuring: If sixth grade goes to middle school removes 44 students; if sixth grade stays then is same as district

Tustumena
District: Push for addition, use portables until then

Restructuring: Whether or not sixth grade goes to middle school still requires addition or portables

Soldotna Junior High
District: No immediate change, use portables, push for Skyview Middle School
Restructuring: May need portables if all sixth graders come, push for addition as needed

Soldotna Senior High
District: No change, continue to allow enrollment to drop

Restructuring: Refill to approximately 85 percent capacity, when overfull build addition

Skyview
District: Continue to allow to slowly grow, later build addition

Restructuring: Fill to about 80 percent capacity, later build addition

Advantages of restructuring

1. Deals with overcrowding now, with fewer portables and with minimal construction later. This plan improves the situation at five schools immediately, the rest either

improve or stay the same. As later construction is needed, it focuses on additions which are much cheaper in terms of initial construction, administration and maintenance. The district plan does not improve the situation at any schools.

2. The plan is educationally sound. It brings populations more in line with district philosophy and what is needed for success in life — moving from smaller elementary schools to larger middle and high schools. Moves towards the eventual goal of elementary schools of 500, middle schools of 750 and high schools of 1,000.

3. Allows for a more comprehensive program at the secondary level with less expenditure. Our high schools are extremely inefficient at present.

4. Would use all facilities efficiently and appropriately, allowing for growth in most of the elementary schools, providing a true middle school, and for the most part using all facilities at Skyview and SoHi — band and choir, home economics, computer, art rooms and most science labs and vocational shops would be used.

5. Social configurations would be appropriate. Does not place prepubescent children with much older students. Boy-girl activities could be de-emphasized at the middle and junior high school levels. Nationally ninth graders in a junior rather than senior high school setting do better.

6. Reduces expenditures for extra curricular activities.

7. Would maintain the identity of all schools (i.e. SoHi Stars, Skyview Panthers and Soldotna Spartans), but would end the fragmentation of the community and reduce the financial pressure on the business community somewhat.

Disadvantages

1. Would need to convince the community of the necessity of the changes — we are all still looking for a pot of gold and do not understand the severity of the financial situation facing the district. We tend to look to our own pet schools and ignore the needs of the community as a whole.

2. Would require some changes in transportation. In order to transport walking eighth and ninth grade students now attending SoHi and Soldotna Junior would require more busing. This could be accomplished, however, without additional funding if Redoubt and Soldotna Elementary schools would give up their hazardous bus routes. Since we now have lighted paved roads and sidewalks which are cleared in the winter along those routes, they are possibly no longer necessary and could be replaced with a couple of traffic guards at a few strategic intersections.

This is only one plan. There could be others which would work as well.

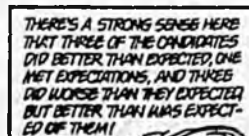
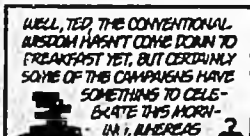
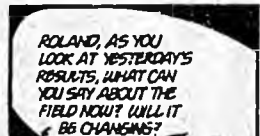
Carla Anderson is a Soldotna resident and parent of six children, four of whom are enrolled in Soldotna schools. She holds her doctorate degree in education.

Letters to the Editor Policy

The Peninsula Clarion welcomes "Letters to the Editor" to represent the broadest possible spectrum of public opinion on topics of general interest.

Doonesbury

BY GARRY TRUDEAU





ANCHORAGE
SCHOOL DISTRICT

4600 DeBarr Avenue
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AREA CODE [907] 333-9561

SCHOOL BOARD

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Vice President

Darryl Jordan
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Robert Christianson
Treasurer

Vince Casey

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Theresa Goermeyer

SUPERINTENDENT

Thomas C. O'Rourke

February 24, 1992

Senator Sam Cotten
State Capitol
Juneau, Alaska 99801-1182

Dear Senator Cotten:

During the school year of 1988-89 I was given support by the Administration of the Anchorage School District and the Anchorage School District's School Board to put together a program at Fairview Elementary School to lower class size. Whereas most schools in the Anchorage School District determined their staffing by a PTR ratio Fairview Elementary was able to look at actual class sizes. We were to keep our class sizes as close as possible to 15 students per teacher.

The following charts depict information pertaining to class sizes and gains made on the ITBS:

Average Class Size and ITBS Scores					Fall Percentile Scores			
Year	Grade	# of Students	# of Teachers (F.T.E)	PTR	Grade	Rdg	LA	Math
1988-89	1-6	225	8	28:1	2	34	(N/T)	38
					3	36	N/T	29
					4	33	30	48
					5	22	(N/T)	22
					6	27	19	34
1989-90	1-6	232	13	17.8:1	2	30	38	50
					3	51	41	29
					4	36	30	25
					5	40	46	39
					6	53	36	62
1990-91	1-6	240	13	18.4:1	2	39	N/T	67
					3	51	58	69
					4	41	38	49
					5	50	N/T	56
					6	45	53	71
1991-92	K-6	350	19	18.4:1	2	38	N/T	76
					3	43	51	58
					4	54	58	69
					5	50	55	62
					6	47	50	64

- NOTES:
- 1991-92 - This is the first year that kindergarten was included in the reduced class size project (three kindergarten teachers).
 - The five additional F.T.E. from years 1988-89 to 1989-90 and 1990-91 were paid for by: A) 3 - F.T.E. Federal Funds, Chapter I; B) 2 - F.T.E. Anchorage School District supported.
 - Actual number of teachers for 1988-89 10 (2 Kindergarten Teachers, 1989-90 15 (2 Kindergarten Teachers)
 - ITBS scores reported are for the Fall testing period of each year.
 - N/T = Students not tested

SCHOOLWIDE N.P.R. FALL AVERAGES

Year	Reading	Language Arts	Math	
1989-90	44.2	38.2	41	Start of 1st year of reduced class size project
1990-91	45.2	49.7	62.4	Start of 2nd year of project
1991-92	46.4	53.5	65.8	Start of 3rd year of project

Fall N.P.R. Averages four years prior to program versus second year averages.

AVERAGE FALL N.P.R. SCORES SCHOOL AVERAGES

Year	Reading	Language Arts	Math
1986-87	31.6	N/T	30.5
1987-88	27.2	N/T	33.6
1988-89	30.4	24.5	34.2
1989-90	44.2	38.2	41.0

Four Year Averages National Percentile Rank	33.4	31.4	34.8
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1990-91	45.2	49.7	62.4
1991-92	46.4	53.5	65.8

Two Year Average National Percentile Rank	45.8	51.6	64.1
Difference (+,-) of four year averages prior to project and two year averages after inception of project (Schoolwide averages)	+12.4	+20.2	+29.3

Percent Gain	Reading +37.1%	Language Arts +63.3%	Math +84.2%
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As can be seen from this data, significant gains in academic achievement have been made since the inception of this reduced class size program. Other data to be looked at will include attendance rates, office referrals for discipline and parent participation.

ATTENDANCE

Year	% Average Daily Attendance	Discipline Referrals
1985-86	Data not available	N/D
1986-87	93.9	395
1987-88	93.2	402
1988-89	92.4	375
1989-90	93.4	300
1990-91	92.9	215
1991-1992	95.3 to date (2/9/92)	96

Although there are no accurate data for the numbers of parents participating at school. The sense is that there has been a significant improvement in the number of parents who are becoming actively involved at school.

I hope that this information is of use to you. On behalf of all the students who will benefit from your endeavor I wish you the best of luck. If I can be of further assistance to you please do not hesitate to call upon me (school/279-0671, home/344-4266).

I believe your proposal to pilot some projects to reduce class size is a sound one. I would encourage you to have several Anchorage Schools in your pilot. I would be interested in talking to you about this opportunity at a later date.

Thanks again for your efforts on behalf of the children of this State.

Sincerely,

Eileen Jordan for David Combs
D. S. Combs, Principal

DSC:tg

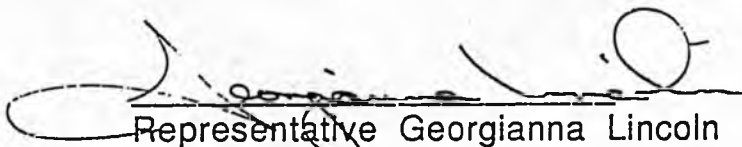
cc Representative Bettye Davis

May 5, 1992

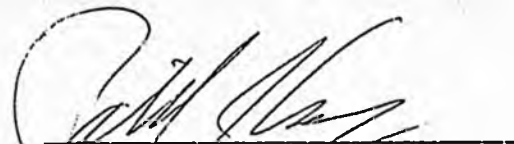
by the House Health, Education and Social Services Committee

Letter of Intent
for
HCS CSSB 435 (HES)

It is the intent of the legislature that existing rural and Bush schools should be included as a factor in the study.



Representative Georgianna Lincoln
Co-Chair



Representative Pat Carney
Co-Chair