

HB

171

HFIN

FILE

HOUSE COMMITTEE REPORT

(11)

Date Referred to Committee: April 25, 2001

FURTHER REFERRALS:

Date of Committee Action: 2/11/02

The FINANCE Committee considered:

HB 171

HOUSE BILL NO. 171

ALASKA HISTORY CURRICULUM

"An Act relating to a curriculum for Alaska history; and providing for an effective date."

Recommends it be replaced with CS HB 171 (FIN) [] Same Title [] New Title
 For Senate Bills with new title: [] Technical Title [] New Title: HCR _____

- [] attach amendments
- [] add new referral to _____ Committee
- [] Letter of Intent _____ Committee

List of Abbrev. For Depts.:
 ADM
 CED
 COR
 CRT
 EED
 DEC
 DFG
 GOV
 HSS
 LAA
 LAW
 LWF
 MVA
 DNR
 DPS
 REV
 DOT
 UA

<u>NEW FISCAL NOTES</u>				
*For Chief Clerk's Office Use Only				
FN#	List by Dept(s):	Fiscal	Indet.	Zero
	DEED			✓

<u>PREVIOUS FISCAL NOTES</u>				
List by Dept(s):	FN #	Fiscal	Indet.	Zero

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
	Bunde	✓			
	Harns	✓			
	Croft	✓			
	Moses	✓			
	Lancaster	✓			
	Hudson	✓			
	Foster	X			
Chair: _____					
Chair:	William	✓			

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 171 (FIN)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title An Act relating to a curriculum for Alaska BRU Teaching & Learning Support
History Component Quality Schools
 Sponsor Rep. Kapsner
 Requester House Finance Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services	0.0					
Travel	0.0					
Contractual	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0
 Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)
 The changes to this bill eliminate the role of the department in developing a statewide Alaska History curriculum. New language in the bill directs the governing body of each district to develop local curriculum. The costs associated with development and any related professional development will be assumed by each district.

Prepared by: Barbara Thompson, Deputy Director Phone 465-8727
 Division: Teaching & Learning Support Date/Time 2/13/02 11:59 AM
 Approved by: Fd McLain, Deputy Commissioner Date 2/13/02
 Agency: Department of Education & Early Development

22-LS0070\T
Ford
2/5/02

CS FOR HOUSE BILL NO. 171()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - SECOND SESSION

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES KAPSNER, Stevens, Kookesh, Joule, Whitaker, McGuire, Berkowitz, Fate, Wilson, Meyer, Croft, Murkowski, Kerttula, Hayes, Guess, Morgan, Dyson, Foster, Halcro, James, Hudson, Cissna, Crawford, Moses, Davies, Harris, Williams, Coghill, Green

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to a curriculum for Alaska history; and providing for an effective**
2 **date."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 *** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
5 to read:

6 **FINDINGS AND INTENT.** (a) The legislature finds that

7 ~~(1)~~ an education rich in history and government is vital to the development of
8 a representative democracy and a civil society; knowledge of a person's own state history and
9 government is fundamental to informed and effective participation in state and local affairs;

10 (2) Alaska's human history is at least 10,000 years old and reflects the
11 diversity of Native, European, American, and Asian cultures; the study of Alaska history
12 should be as rich as Alaska's origins and evolution as a political community, and it should
13 take into consideration the ancient, historic, and modern interactions of Native, European,
14 American, and Asian cultures, economies, governments, and values; every student graduating

1 from an Alaska secondary school should do so with a demonstrable understanding of Alaska's
2 rich and unique history;

3 (3) the face of Alaska is changing demographically, economically, and
4 socially; the speed of change makes it imperative for Alaska's citizens and leaders to have a
5 sound understanding of the state's history;

6 (4) a knowledge of history provides a context for understanding where
7 Alaskans came from and what Alaskans value about the diversity and richness of the state;
8 that knowledge can help Alaskans make decisions individually and collectively that will
9 protect and enhance what Alaskans value both now and into the future;

10 (5) a civics component to an Alaska history curriculum, including how
11 Alaska's economy and Alaska's form of government developed, is crucial to understanding
12 how to deal with today's issues, including urban and rural cooperation and the state's fiscal
13 challenges;

14 (6) an educated Alaskan populace with a full appreciation for the history of
15 Alaska will make better decisions for the good of all Alaska citizens, both rural and urban;

16 (7) an understanding of Alaska's history will help Alaska avoid mistakes of
17 the past and will contribute to a prosperous, successful future for all Alaskans;

18 (8) Alaska schools are positioned to transmit knowledge of Alaska history to
19 the majority of people who will inhabit Alaska in coming generations;

20 (9) 22 other states currently require by statute the teaching of state history;

21 (10) over the past decade, a number of instructional resources have become
22 available and could be used to teach courses on Alaska and Alaska Native history.

23 (b) It is the intent of this Act

24 (1) to ensure that every future Alaska high school graduate receive instruction
25 in Alaska history through a locally adopted curriculum that meets the state social studies
26 standards;

27 (2) that Alaska school districts should receive the instructional support needed
28 to put an Alaska history curriculum in place and to prepare teachers to maximize the effect of
29 the curriculum;

30 (3) to encourage public and private involvement and support for
31 implementation of an Alaska history curriculum;

1 (4) to provide for a broad based Alaska history curriculum that includes study
2 of the state's geography, resource development, economics, government, anthropology, art,
3 Native history, and cultural relationships.

4 * Sec. 2. AS 14.03.255(a) is amended to read:

5 (a) A charter school operates as a school in the local school district except that
6 the charter school (1) is exempt from the local school district's textbook, program,
7 curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the
8 principal of the charter school shall be selected by the academic policy committee and
9 shall select, appoint, or otherwise supervise employees of the charter school; and (3)
10 operates under the charter school's annual program budget as set out in the contract
11 between the local school board and the charter school under (c) of this section. A
12 local school board may exempt a charter school from other local school district
13 requirements if the exemption is set out in the contract. A charter school is subject to
14 secondary school competency testing as provided in AS 14.03.075 and other
15 competency tests required by the department. A charter school is subject to Alaska
16 history education requirements under AS 14.30.440.

17 * Sec. 3. AS 14.30 is amended by adding a new section to read:

18 **Article 6A. Alaska History Education.**

19 **Sec. 14.30.440. Alaska history education.** (a) Each governing body shall
20 develop a standards-based Alaska history education curriculum within grades 9
21 through 12. The curriculum must include a Native studies component. The
22 curriculum shall be implemented as a part of regular classroom studies and must
23 require that each student complete the curriculum with a passing grade as a
24 requirement for graduation.

25 (b) Notwithstanding (a) of this section, a governing body may waive
26 completion of the curriculum described under (a) of this section as a requirement for
27 graduation for a student who transfers into the district from another state or country
28 after completion of the student's junior year.

29 (c) In this section,

30 (1) "curriculum" means a course of study that, by the completion of the
31 12th grade, is the equivalent of at least one semester;

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(2) "district" has the meaning given in AS 14.17.990.

* Sec. 4. The uncodified law of the State of Alaska is amended by adding a new section to read:

APPLICABILITY. This Act applies to students who begin the ninth grade on or after July 1, 2003.

* Sec. 5. This Act takes effect July 1, 2002.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 171 (EDU)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title: An Act relating to a curriculum for Alaska BRU: Teaching & Learning Support
History Component: Quality Schools
 Sponsor: Rep. Kapsner
 Requester: House Finance Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services	52.0					
Travel	4.5					
Contractual	163.0	30.0	30.0	30.0	30.0	30.0
Supplies	3.5					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	223.0	30.0	30.0	30.0	30.0	30.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

FUND SOURCE	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
1002 Federal Receipts						
1003 GF Match						
1004 GF	223.0	30.0	30.0	30.0	30.0	30.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	223.0	30.0	30.0	30.0	30.0	30.0

Estimate of any current year (FY2002) cost: 0.0
 Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Please see attached analysis pages.

Prepared by: Barbara Thompson, Deputy Director Phone 465-8727
 Division: Teaching & Learning Support Date/Time 1/23/02 2:14 PM
 Approved by: Ed McLain, Deputy Commissioner of Education Date 1/23/02
 Agency: Department of Education & Early Development

*Alaska Department of Education & Early Development
CS for HB 171 (EDU) Fiscal Note Analysis*

Section 3 of the CS for HB 171 (EDU) directs the Alaska Department of Education & Early Development to develop a standards-based Alaska history education curriculum within grades 9 through 12. The curriculum must include a Native studies component. Completion of this curriculum is required for a student to graduate from high school.

The department will develop this curriculum using educational experts from across the state through a committee approach. The curriculum will be pilot tested in a district or districts beginning in January of 2003. Full implementation and availability of the curriculum will begin in the 2003-2004 school year.

Districts will be able to use the curriculum in a stand-alone course or integrate it into existing courses. Training for proper implementation of this curriculum (either as a stand-alone course or integrated) will be provided for teachers across the state, to ensure that teachers know how to teach this standards-based course and that students benefit from completing it. Initial training will occur at 2-day regional training sessions (Anchorage, Fairbanks, Juneau) with at least one representative from each district in attendance. The district may send additional representatives at its own expense.

Continued annual training on the use of the curriculum will occur through a distance delivered, web-based course. The course will be developed and offered for credit.

The budget for this fiscal note follows.

Personal Services

.5 FTE Education Specialist	\$ 36,000 (in year 1)
.5 FTE Administrative Clerk	\$ 16,000 (in year 1)
Sub total	\$ 52,000

Travel

Staff travel to conduct curriculum development	
Meetings and regional training sessions (6 total	
Meetings and training trips at 2 days each)	\$ 4,500 (in year 1)
Sub total	\$ 4,500

*Alaska Department of Education & Early Development
CS for HB 171 (EDU) Fiscal Note Analysis*

Contractual

Postage, phone, copier, fax charges	\$ 5,000 (in year 1)
Professional Services Contracts for curriculum developers/trainers	\$ 50,000 (in year 1)
Staff Development Contracts with 53 districts, 1 Representative each for regional trainings (53 Staff, 3 days each, including substitute fees)	\$ 53,000 (in year 1)
Contract to develop distance delivered course with Credit option, administered annually	\$ 25,000 (in year 1)
Printing costs for completed curriculum	<u>\$ 30,000 (in year 1)</u>
Sub total	\$163,000

Supplies

General office supplies for staff	<u>\$ 3,500 (in year 1)</u>
Sub total	\$ 3,500

Total **\$223,000**

adopted 1/24/02 Amended Page 4

22-LS0070\R
Ford
1/22/02

CS FOR HOUSE BILL NO. 171()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - SECOND SESSION

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES KAPSNER, Stevens, Kookesh, Joule, Whitaker, McGuire, Berkowitz, Fate, Wilson, Meyer, Croft, Murkowski, Kerttula, Hayes, Guess, Morgan, Dyson, Foster, Halcro, James, Hudson, Cissna, Crawford, Moses, Davies, Harris, Williams, Coghil, Green

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21 The curriculum must include a Native studies component. Each governing body shall
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24 graduation.

25 (b) Notwithstanding (a) of this section, a governing body may waive
26 completion of the curriculum described under (a) of this section as a requirement for
27 graduation for a student who transfers into the district from another state or country
28 after completion of the student's junior year.

29 (c) In this section,

30 (1) "curriculum" means a course of study that, by the completion of the
31 12th grade, is the equivalent of at least one semester;

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(2) "district" has the meaning given in AS 14.17.990;

~~(3) "special education" has the meaning given in AS 14.30.350.~~

* Sec. 4. The uncodified law of the State of Alaska is amended by adding a new section to read:

APPLICABILITY. This Act applies to students who begin the ninth grade on or after July 1, 2003.

* Sec. 5. This Act takes effect July 1, 2002.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 171(EDU)
 (H) Publish Date: 4/25/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title: An Act relating to a curriculum for Alaska history BRU: Teaching & Learning Support
 Component: Quality Schools
 Sponsor: Rep. Kapsner
 Requester: House Special Committee on Education Component Number: 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	52.0					
Travel	4.5	0.0	0.0	0.0	0.0	0.0
Contractual	163.0	30.0	30.0	30.0	30.0	30.0
Supplies	3.5					
Equipment						
Land & Structures						
Grants & Claims						
Misce'laneous						
TOTAL OPERATING	223.0	30.0	30.0	30.0	30.0	30.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

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Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Please see attached analysis page.

Prepared by: Barbara Thompson, Deputy Director
 Division: Teaching & Learning Support
 Approved by: Bruce Johnson, Deputy Commissioner of Education
 Agency: Department of Education & Early Development

Phone 465-8727
 Date/Time 4/16/01 12:00 AM
 Date 4/16/01

For distribution information, call the Governor's Legislative Office

*Alaska Department of Education & Early Development
HB 171 Fiscal Note Analysis*

Section 3 of HB 171 directs the Alaska Department of Education & Early Development to develop a standards-based Alaska history education curriculum within grades 9 through 12. The curriculum must include a Native studies component. Completion of this curriculum is required for a student to graduate from high school.

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Alaska Department of Education & Early Development
HB 171 Fiscal Note Analysis

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Sub total	\$163,000

Supplies

General office supplies for staff	<u>\$ 3,500 (in year 1)</u>
Sub total	\$ 3,500

Total **\$223,000**

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskokwim and Upper Bristol Bay

Akiachak

Akiak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Elkvik

Goodnews Bay

Kasigluk

Kipnuk

Koliganek

Kongiganak

Kuwethluk

Kwigillingok

Manokotak

Napaktak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Qimhagak

Toqtiak

Tuntuliak

Twin Hills

MEMORANDUM

TO: Representative Bill Williams

FROM: Representative Mary Kapsner

DATE: January 23, 2002

RE: HB 171 – Alaska History Curriculum CS

Attached is a new blank CS for HB 171, dated 1/22/01 which makes an additional change to Section 3, page 3, lines 27-28. CSHB171(EDU) had added the subsection (b) allowing a governing body to waive the Alaska History requirement for students who transferred into the district following their junior year and special education students.

It has been recommended that the bill remove the provision related to special education students because they are under a federal legislative umbrella. The Department of Education supports this change, advising me that each student's IEP is the best place to determine the appropriate curriculum activities for the special education student. Unlike the High School Graduation Qualifying Exam, meeting the requirement for a semester of Alaska History does not entail a high stakes exam.

In the course of discussing this change, I have asked for language clarifying the exemption for students transferring into the district. The intent is that students who transfer from out of state after their junior year may be exempted from the requirement, not those transferring between districts within Alaska.

The other changes from CSHB171 (EDU) are simply the updated effective dates on page 4, lines 6 and 7.

Thank you.

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkin and Upper Bristol Bay

Akiachak
Akiak
Aleknagik
Atmautluak
Bethel
Chefornak
Clarks Point
Dillingham
Eek
Ekuk
Ekiok
Goodnews Bay
Kasigluk
Kipnuk
Koliganek
Kongiganak
Kwethluk
Kwigillingok
Manokotak
Napaktak
Napaskiak
New Stuyahok
Numapitchuk
Oscarville
Platinum
Portage Creek
Quinhagak
Toqtak
Tuntutuliak
Twin Hills

MEMORANDUM

TO: Representative Bill Williams, Co-Chair
House Finance Committee

FROM: Representative Mary Kapsner

DATE: January 15, 2002

RE: CS HB 171 (EDU) - Alaska History Curriculum

I would appreciate your consideration of scheduling House Bill 171 for hearing. I have attached a copy of a blank CS, my Sponsor Statement, a Sectional Analysis, and a sampling of supportive documents. This CS makes two changes, updating effective dates. The first is on page 4, line 6, changing the date of applicability from July 1, 2002 to July 1, 2003. The second change is the effective date of the bill, now July 1, 2002.

The CS adopted by the Special Committee on Education adds a new subsection (b) to section 3 of the bill (page 3, line 23) to allow the school board to waive the requirement for a student who transfer into the district after their junior year or for a student who receives special education services.

In the course of preparing this bill for introduction I have worked with an extremely active Alaska History Committee, organized as a part of the 2000 Commonwealth North Urban Rural Study, the Alaska Municipal League, the Association of Alaska School Boards, NEA, and Commissioner Holloway. Commissioner Holloway has suggested that a standards based Alaska History requirement would dovetail with the work that has been done over the last decade on social studies standards.

When I have talked with other Alaskans about this bill the response I most frequently get is one of surprise. Most of those who were educated in the Lower 48 are surprised because they had been required to take their home state's history and assumed Alaska students would be educated in our state's history also. In 1981 the State Board of Education talked about requiring Alaska History and Government as a graduation requirement. In 1988 Senator Willie Hensley tried again to address the lack of Alaska History education through a resolution asking the State School Board to act through regulation. I have become convinced that the only way we are going to make sure Alaska students are given the opportunity to enrich their lives in the many ways an Alaska history and government education will do, is to require it by statute. I look forward to discussion through the public hearing process.

Thank you for your consideration.

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkim and Upper Bristol Bay

Akiachak

Aktak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Ekwook

Goodnews Bay

Kasigluk

Kipnuk

Kotlgane'k

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiaik

Napaskiak

New Stuyahok

Nunapituk

Oscarville

Platnum

Portage Creek

Quinhagak

Togiak

Tuntutuliak

Twin Hills

House Bill 171 – Alaska History Curriculum Sponsor Statement

Although we are a very young state, we are a land with a rich history. Today's Alaska Natives are descendants of people who have made their homes in Alaska for over 10,000 years. They welcomed newcomers to the land and taught them skills to survive and flourish. Other Alaskans immigrated from European, American and Asian cultures, bringing with them ideas and values that, along with the foundational beliefs of the Native people, have helped shape the society we have today.

Understanding our state's history is important to providing the context of where Alaskans came from and what we as Alaskans value about the diversity and richness of our state. It is fundamental to being an informed and effective participant in state and local affairs. An understanding of how Alaskan's economy and form of government developed is crucial to understanding how to deal with today's issues.

Commonwealth North's study in 2000 on the urban/rural divide in Alaska found that if we do nothing to address the critical issues that divide Alaskans, the result will be an increasingly fragmented state, with discouraging economic growth and increasing social and cultural clashes. The group put forth a set of recommendations and action items, including the teaching of Alaska history at the high school level, and backed up the recommendation with an active working committee.

Support has grown. Resolutions were passed at the AFN Convention for the past three years calling for Alaska history education. The Alaska Municipal League issued a policy statement in support of civic education for Alaska's students, noting that teaching children how to understand and influence their government is critical to the well being of Alaska. The Alaska Association of School Boards and NEA Alaska support the legislation. The Department of Education and the Association of School Boards have worked with us as well, helping craft and fine tune language for House Bill 171.

We share an important goal: that every student graduating from an Alaska secondary school will do so with a demonstrable understanding of Alaska's rich and unique history. Current events such as the paintball incident in Anchorage and the work of the Tolerance Commission have been reminders that understanding who we are and how we got here is fundamental in addressing issues that divide us and building bridges to a prosperous future for all Alaskans.

CS House Bill 171 ()
Alaska History Curriculum

- Section 1. Findings and Intent.
- Section 2. Amends 14.03.255 related to charter school operations to include charter schools.
- Section 3. Adds a new section AS 14.30 related to Alaska History Education.
- (a) Requires the department to develop a standards-based Alaska history education curriculum for grades 9-12. Requires each school board to implement and require passage of Alaska history for graduation.
- (b) Allows the governing body to waive the graduation requirement for students who transfer into the district in their senior year or who receive special education services.
- (c) Defines curriculum to allow flexibility of offering Alaska history as a stand alone class or integrated into existing curriculum by requiring the course of study to be cumulatively the equivalent of one semester.
- Section 4. The bill applies to students beginning ninth grade on or after July 1, 2003.
- Section 5. Effective date of legislation is July 1, 2002.

What are the most significant issues?

To achieve a unified vision for Alaska's future, we believe the main issues that must be addressed are: (1) economic survival and development, (2) quality, delivery and control of local services, and (3) access to fish and game. The body of this report discusses each of these issues in detail, using the next decade as our basic frame of reference. Each section of the report includes descriptions of some specific real world "success stories" as illustrations that some communities already are making progress toward a resolution of these issues.

In examination of these issues, certain broad needs emerged that must be dealt with in order to develop a full partnership between "urban" and "rural" Alaska:

- The need for cross-cultural understanding through enhanced personal contact and education of both urban and rural viewpoints.
- The need for cross-cultural understanding of how essential subsistence hunting and fishing is to rural Alaskans, and yet how important hunting and fishing is to urban Alaskans.
- The need for recognition that local decisions are best made by local people at the community level and may be influenced or implemented by municipal governments and tribal organizations.
- The need to encourage communities in their efforts to promote meaningful economic development and career opportunities for their citizens.
- The need for statesmanship and leadership with a statewide (not just regional) perspective, in both the public and private sectors.
- The need for state and local funding mechanisms to be equitable and sustainable.
- The absolutely essential need to create and maintain an effective education system for its economic as well as social benefits.
- * • The need to require meaningful instruction in Alaskan history for every student.
- The need to make access to utilities, transportation, justice, health care and modern high-speed telecommunications available throughout the state.

What would the ideal look like?

Utopia is not achievable, but it *is* possible to achieve a more harmonious Alaska that honors and respects the diversity of its people and recognizes the many areas where urban and rural interests coincide. Alaska has an opportunity to create a unique society that draws upon both the traditions of Alaska's Native peoples as well as our nation's historical system of state and local government. In this unique society:

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

March 6, 2001

The Honorable Mary Kapsner
House of Representatives
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

Last week, the Alaska Historical Society's Board of Directors unanimously voted to support your bill calling for high school students to take a semester of Alaska History to graduate. They recommend that bill call for "Alaska History" and not "Alaska Studies." If taught correctly, a course in Alaska history would, as the bill presently states, include geography, Native history, government, economics, anthropology, resource development, art, and other cultural relationships. Our concern with the term "Alaska Studies" is that it might focus too much on the state's current events, leaving out any historical perspective.

The Society appreciates your efforts to encourage the study of Alaska's history and the exchange of ideas and information concerning our heritage.

Thank you for keeping me advised of the bill. Please let me know how the Alaska Historical Society can help get the bill considered and passed.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Bruce Parham". The signature is fluid and cursive, written over the word "Sincerely,".

R. Bruce Parham
Vice President



NEA-ALASKA

Affiliated with the National Education Association

April 26, 2001

TO: Representative Mary Kapsner
FROM: Rich Kronberg
RE: HB 171

This past January, our Delegate Assembly met to determine NEA-Alaska policy for this year. Among the New Business Items passed was the following:

01-57: Alaska Native History Curriculum: NEA-Alaska shall encourage the Department of Education and Early Development to develop regulations providing mandatory Alaskan History curriculum which honors Native cultures throughout the State in both primary and intermediate levels.

I believe that HB 171 is definitely within the spirit of the action of our delegates. During the debate on NBI 01-57, it was clear that our delegates believe that simply adding an additional course, even in such an important subject as Alaska History, was not something that would be positive for students. Many educators already believe that our curriculum is already "a mile wide and an inch deep."

We are pleased that the legislative approach being utilized under your proposed legislation would not necessarily result in an additional required course. We are also pleased to note that your approach comports with our statewide focus on standards,

It is important that individual school districts have flexibility in implementing the new Alaska History standard. Your legislation offers that flexibility. It is critical that Alaskan students have an understanding of their history and culture.

We are pleased to go on record in support of HB 171.

ALASKA FEDERATION OF NATIVES, INC

2001 ANNUAL CONVENTION

RESOLUTION 01-36

TITLE: ALASKA HISTORY - A REQUIREMENT

WHEREAS: An education rich in history and government is vital to the development of a representative democracy and a civil society; knowledge of a person's own state history and government is fundamental to informed and effective participation in state and local affairs, and;

WHEREAS: The study of Alaska history should be as rich as Alaska's origins and evolution as a political community, and should take into consideration the ancient, historic, and modern interactions of ethnic cultures, economies, governments and values, and;

WHEREAS: A number of incidents over the past years indicate that a general lack of knowledge and understanding Alaska Natives and their contributions to Alaska history and culture, and;

WHEREAS: Alaska human history is at least 10, 000 years old and reflects the diversity of the world's cultures, and;

WHEREAS: The face of Alaska is changing demographically, economically, and socially; the speed of change makes it imperative for Alaska's citizens and leaders to have a sound understanding of the State's history, and;

WHEREAS: Some of Alaska's fifty five school districts have an Alaska History/Alaska Studies high school program graduation requirement, but it is not mandatory, and;

WHEREAS: The authors get approval, first from Alaska tribal leaders; and,

NOW THEREFORE BE IT RESOLVED that the delegates to the 2001 Annual Convention of the Alaska Federation of Natives demand the State of Alaska to require all high school students to take one semester of Alaska History through adopted curriculum that meets the state social studies standards before graduation; and,

BE IT FURTHER RESOLVED that the Department of Education, in consultation with the Alaska Native Education Council, develop the curriculum and the textbooks for Alaska History program for Alaska studies.

SUBMITTED BY: Association of ANCSA Regional Corporation Presidents & CEO's

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: AMENDED/PASSED



ALASKA FEDERATION OF NATIVES, INC.

2001 ANNUAL CONVENTION

RESOLUTION 01-74

TITLE: REQUIRING ALASKA HISTORY FOR HIGH SCHOOL GRADUATION

WHEREAS: Alaska is one of the few states in the nation that does not require a state history course for graduation, and

WHEREAS: the State of Alaska has a rich and diversified history, and

WHEREAS: there is not a specific time set for teaching cultural classes in schools, and

WHEREAS: There are many current issues which are rooted in historical events, and

WHEREAS: There is limited understanding of the history, lifestyles, cultures, and industries between various regions of the state, and

WHEREAS: the Native people must teach these courses and develop this curriculum because of their specialized knowledge

THEREFORE BE IT RESOLVED that the Department of Education and Early Development require two semesters of Alaska History with a strong emphasis on Alaska Native history and cultures prior to high school graduation, and

BE IT FURTHER RESOLVED that a cross section of Alaska Native educators be included in the development of the Alaska History curriculum.

Be It Further Resolved: that AFN support House Bill 171.

SUBMITTED BY: ANEC

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: PASSED



Subject: Resolution in support of HB 171, SB 144
Date: Mon, 16 Apr 2001 15:35:57 EDT
From: MargaretN@aol.com
To: Representative_Mary_Kapsner@legis.state.ak.us

Hi Rep. Kapsner:

The Alaska Native Heritage Center Board of Directors approved the following resolution April 11.

Sincerely,

Margaret Nelson
President & CEO
Alaska Native Heritage Center

Alaska Native Heritage Center

Resolution 01-05
In Support of HB #171/SB #144

WHEREAS, the Alaska Native Heritage Center is a gathering place to celebrate, perpetuate, and share Alaska Native cultures, located in Anchorage, Alaska.

WHEREAS, Anchorage has experienced a rash of incidents over the past months that indicate a general lack of knowledge and understanding about Alaska Natives and our history and cultures.

WHEREAS, the Alaska Native Heritage Center has seen the positive results among non-Native visitors of providing such information and promoting such understanding through its public adult and school education programs.

WHEREAS, the Alaska State Legislature, through HB #171 and SB #144 has provided an avenue to address the problem of ignorance and misunderstanding through a statewide Alaska history high school graduation requirement.

NOW THEREFORE BE IT RESOLVED that on April 11, 2001 the Alaska Native Heritage Center Board of Directors approves the passage of the concurrent bills.

Passed on this 11th day of April, 2001.

____ Original signed April 11, 2001 _____
Roy Huhndorf, Chairperson Date

ATTEST:
____ Original signed April 11, 2001 _____
David Oesting, Secretary/Treasurer Date

History lesson

*Alaska students need it;
State House gets to work*

Stirring to life in the Alaska Legislature is a bill that shows great long-term promise for helping bridge the state's disturbing urban-rural divide. HB 171 would require graduating Alaska students to pass a high school class in Alaska history, including a Native studies component. The bill cleared the House Education Committee on Wednesday. The next committee in line to consider the bill waived any action on it, a sure sign the bill is gathering momentum. Now it's awaiting action in the House Finance Committee. Along the way, HB 171 has picked up a bipartisan list of 18 cosponsors, just three short of the 21 votes needed for passage when a bill comes to the House floor.

The bill's preamble makes a compelling case for the measure:

"An education rich in history and government is vital to the development of a representative democracy and a civil society. Knowledge of a person's own state history and government is fundamental to informed and effective participation in state and local affairs. ... An educated Alaska populace with a full appreciation for the history of Alaska will make better decisions for the good of all Alaska citizens."

*Extra urgency
for the Alaska
history
requirement
comes from a
simple fact of
Alaska
geography.*

Requiring Alaska history for high school graduation would be a good idea under any circumstances. After all, 22 other states have a similar law. But extra urgency for the Alaska history requirement comes from a simple fact of Alaska geography. The state's rural areas, where most of the Alaska Native population lives, are so distant and isolated that few urban Alaskans ever go there. That physical gulf creates a chasm of misunderstanding about the unique needs of rural Alaska, especially about the many different Native cultures found there.

So far, no House member has objected to the proposed Alaska history requirement. The only hesitant voice comes from Anchorage Rep. Con Bunde, who opposes the provision that opens a possible exemption from the requirement for special education students.

We hope the measure won't get sidetracked over that important, but largely technical, issue. Alaska can't start soon enough to give its graduating students the fundamental grounding they need to be informed, caring citizens.



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Anchorage Daily News

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Anchorage Daily News

Group seeks Alaska course in schools

CULTURE: Coalition says a required class would foster understanding.

By Rosemary Shinohara
Anchorage Daily News

(Published May 15, 2001)

A coalition of Anchorage groups, spurred by the January paint ball attack on Alaska Natives, proposed Monday that the Anchorage School District add a required high school course to teach students about Alaska cultures and history.

The attack this winter, by two white male teenagers and a young white man, shocked the town. The three recorded their activities on videotape.

They showed that "some people don't care much about other people," said Ira Perman, executive director of the Alaska Humanities Forum. "The way you develop caring is to develop understanding."

The Humanities Forum, the Alaska Native Heritage Center and the Bridge Builders multicultural group organized a task force and on Monday presented their proposal to the School Board. The board took no immediate action.

Board members said in interviews Monday that they like the idea of requiring Alaska studies but are concerned about how to fit the course into students' schedules and don't want to further restrict choices for electives.

"We've already been hearing from students in fine arts and music, and students who want to take four years of foreign language, that they're having a hard time finding any time for electives," board member Debbie Ossiander said.

Superintendent Carol Comeau said she'll talk to teachers, parents, students and principals and then recommend that the subject be taught either as a stand-alone course or as part of other required courses.

Lack of knowledge about Alaska's people and history has contributed to "so much misunderstanding," Comeau said. Many Alaskans don't know how the Alaska Permanent Fund came to be, why subsistence is an issue and how the Native land claims were settled, she said.

"If we had a course of study, it would go a long way toward improving cooperation statewide," Comeau said.

The Legislature is considering a similar requirement for all Alaska students. The plan, which won widespread endorsement in the House this year, would be flexible, said Rep. Mary Kapsner, D-Bethel, the

main sponsor. It would require that Alaska studies either be taught in a separate course or integrated into other courses. The bill secured 29 co-sponsors. It did not make it through the Legislature this year but will be up again next January.

The state would lay out the topics districts should cover and create lesson plans that teachers could use. Kapsner said.

That might work in villages, but in a large district like Anchorage, there would be no way to track whether each student had learned the material, said Pat Partnow, vice president of the Alaska Native Heritage Center. "In my personal experience with the Anchorage School District, unless you have an actual class, it doesn't get done," she said. Partnow formerly wrote curriculum for the district.

The course should be taught in high school and not earlier because the goal is to create an informed citizenry, Partnow said.

"We expect kids to come away with a respect for other cultures. For children of color, we expect a more welcoming, positive atmosphere," she said.

Elsa Sargento, who came to Alaska with her husband from the Philippines, said of recent immigrants, "We are invisible in the history books, and that makes us invisible as citizens." She urged the board to adopt an Alaska history course.

In high school, students can read original documents like the Alaska Native Claims Settlement Act. They can understand the complexities of the subsistence issue and learn how the Permanent Fund works, Partnow said.

Anchorage students cover some Alaska studies in lower grades. In second grade, teachers focus on Anchorage, and in third grade, the social studies theme is Alaska. Anchorage seventh-graders study Alaska literature and also learn Alaska social studies for nine weeks.

High schoolers are not required to take any Alaska courses. For high school social studies, the district requires two years of integrated world and U.S. history, a semester each of economics and government and two other elective social studies classes. One elective must be tied to geography and the other to history or other social sciences. For the geography requirement, students may now take Alaska studies or may choose from about 18 other geography courses.

The community groups proposed that one of the two social studies electives be the required Alaska studies class.

Reporter Rosemary Shinohara can be reached at rshinohara@adn.com and 257-4340.

Close Window



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Anchorage Daily News

School district tests waters in public poll

SURVEY: Almost two-thirds favor new Alaska studies course.

By Katie Pesznecker

Anchorage Daily News

(Published: December 13, 2001)

Most Anchorage residents want smaller classes. They want high schools to keep kids on campus during lunch. They like the idea of an Alaska history requirement.

Those findings are among pages worth of answers to a public-opinion survey the School District commissioned recently. Most people also said they skip School Board meetings, but the board already knew that.

The district has historically polled voters about its bond packages. This is the first survey school officials could recall that asks residents about other education issues, from curriculum to computers in classrooms. The district and School Board will use the poll results to make budget decisions and gain some insight into how people feel about Anchorage schools.

"We hear from a lot of people through e-mails and telephone calls, but I've always been concerned that type of feedback is skewed," said Rita Holthouse, the board's vice president. "Some people will feel very strongly on an issue but they're not going to sit down and send an e-mail or make a call. That's why I like the ideas of the polls. I think they're more objective."

About 386 adults -- half men, half women, and just under half claiming to have kids in public school -- participated in the poll. The survey has a margin of error of 5 percentage point. Ivan Moore Research ran the survey at the end of November, after wrapping up a larger poll about the April 2002 school project bond package.

Superintendent Carol Comeau says the survey is like a report card for the district. And it gives direction, she said. For example, the results found about two-thirds of people supported a new Alaska studies course for high schoolers. But even more, about 71 percent, were against the new course if it meant reducing math requirements from five to four semesters.

"That was good information," said Comeau, who successfully pitched Alaska studies to the board Monday -- without reducing math requirements.

A pre-election poll in April 2001 warned that voters would deny a \$122 million bond package, especially if it included a new Eagle River high school. The Anchorage Assembly combined the propositions anyway. Voters failed it, and Comeau ordered another survey to figure out why.

This November, she hired Moore for a third bond survey of about 750 voters, a larger sample group than ever before.

Based on that poll, Moore has advised the district against putting all the projects into one large bond package this year. He said voters last year voted no because they wanted more choices.

The board will consider that information at a meeting today, as it decides what to put on the April bond package. The meeting begins at 5:30 p.m. in the district headquarters on DeBarr Road. The

public is welcome to attend, but the public hearing is over.

Combined, the November polls cost nearly \$18,000, said Moore, who has done polls for the district since 1996.

"Doing a survey, you get responses from people across the board," Moore said. "Some are sensible, some are not. Some are correct, some or not. But taken as a whole, those survey respondents are a representative slice of all the people out there."

The district used the poll to find out how people learn about schools. About 40 percent have used the district's Web site, while 74.6 percent say they never attend school board meetings. More than half read school newsletters, about 87.8 percent watch TV news and about 83 percent read about schools in the newspaper.

The poll also explored how people feel about what's taught. About 95 percent said reading and writing are "very important," while about 80.4 percent said math is "very important." Science registered "very important" among 55.2 percent; civics and citizenship got 43.8 percent. Only 17.4 percent said music and the arts are "very important."

Board members and district officials can use the poll right away for budgeting priorities and strategy, Moore said.

For example, the district has resisted closing campuses, but a citizens group is gathering signatures to put the issue on the April ballot. In Moore's poll, 56 percent supported closing campuses. But that shrunk to 47 percent when respondents were told closing campuses could cost about \$1.5 million.

While this new poll is valuable, and maybe a sign of more to come, it's not enough by itself, Holthouse said.

"You have to believe in polling, and you have to believe there is valid sampling, and I am trusting of 'nose," Holthouse said. "But I wouldn't want them to replace the individual contact. I'd like to see both types of input continue, because I do think it's a good balance."

Reporter Katie Pesznecker can be reached at kpesznecker@adn.com or 907 257-4589.

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Alaska State History— Let's Teach It Now!

In a recent public appearance it became painfully clear that Alaska's generation of the future knows little about Alaska's past.

I asked a group of high school grads what they knew about Pearl Harbor Day. I saw puzzled looks and blank stares on the faces of the young audience.

When told that bombing Pearl Harbor started WW II for the U.S. and that Alaska was also bombed during that war, the looks turned to doubt. Playing to my obvious strength I asked if anybody knew that when Alaska was purchased from Russia aboriginal inhabitants were to receive certain status, according to the agreement signed by U.S. Secretary of State William H. Seward and Baron Eduard de Stoeckl (for Alexander II of Russia). (And who were they, anyway?) Or further, that the Baron had to actually bribe certain members of both houses of Congress to secure the required number of votes to complete the purchase.

I later wondered if any high school student had ever thought about the land bridge, or had read about the European explorers who came to the Great Land, the first one from Denmark.

Beyond their own culture, are students aware of the several distinct cultures that make up the population of Alaska? Their customs, tools, modes of transportation and trade; religious observation or geographic ranges and uses of the land?

In the main, they knew nothing of these things. Worse, they don't really care. They're not relevant today, they say. If not relevant, it is because adults have not made them relevant. The kids cannot be faulted.

Can't We All Just Get Along?

Understanding begins with knowledge. Beware that understanding doesn't always beget appreciation or tolerance.

Such things come only with time. But, begin with knowledge.

We support the proposition that a passing grade in Alaska history should be requisite to secondary school graduation. That's the easy part. Coming up with a suitable textbook, goals and objectives and course work will not be easy to do during the first few years. Just defining Alaska history will be daunting enough. Shall we study Alaska "State" (modern) history? Shall we go back further to Alaska ancient history? Much of that history is recorded in the oral tradition of Alaska's First Peoples.

How Broad A Viewpoint?

The twig in the pathway over which we must not trip while seeking knowledge is this: The course must not be overtaken by a few advocates of only one or limited experiential histories. To suppose that Alaska's history began with the list of European explorers and exploiters who nearly extinguished Native cultures in Alaska would be just as wrong as to suppose that Europeans (white people) had nothing positive to offer. Likewise would it be counterproductive to wallow through centuries of hate and self-pity.

Alaska's Grand Social Experiment

And finally, a chapter must be included to cover the period 1970 to the present. It would be dedicated to the anthropology and sociology of financially disadvantaged landholders when they become wealthy shareholders. Ergo, a current case history and analysis of the Alaska Native Claims Settlement Act belongs in a good history of Alaska. It has changed the Great Land forever and ever, and for ages unto ages.

—Vern C. McCorkle

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Vern C. McCorkle, Publisher

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Alaska Association of School Administrators

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2200 PROMENADE EAST, SUITE 400, ANCHORAGE, ALASKA 99503

PHONE: 907-556-4722 FAX: 907-556-4723 WWW: AASA.AK



Date: January 22, 2002
To: Representative Mary Kapsner
From: Darroll Hargraves, Executive Director ACSA
Subject: Support for HB 171

I am pleased to give support for HB 171, Alaska History Curriculum. School Superintendents have gone on record in support for this bill.

It is appropriate for the state to require that Alaska History be taught in the public schools. The state will be well served if students have an opportunity to study the state's history.

You will not often hear support from me or other superintendents for legislation that mandates specific courses be taught in the public schools. State history is supported because many states have traditionally required that their history be taught in their schools. Schools are in the business of preparing good citizens for our state and national. State history is a necessary component in the development of enlightened citizens.

We can't mediate all of the social ills in our society through our schools, but people need to know where they come from. They need to have an understanding of past events that influence their community and state. If a person is going to be an Alaskan then they are well served if they know the state's history. These issues can be addressed by including Alaska History in the school's program.

It is interesting to note that the two largest school superintendents support the requirement of Alaska History in the curriculum. A statutory requirement will give these school districts the needed leverage to implement Alaska History in their programs.

I want to express my appreciation to you and to others who support HB 171.

Does Not Require Alaska History or Alaska Studies	Requires High School	Requires Lower Grades
Chatham	Alaska Gateway (9-12)	Aleutian
Chugach	Aleutian	Aleutian East Boroug
Delta Greely	Aleutian East Borough (10)	Anchorage (2,3,7)
Denali Borough	Anchorage (December 2001)	Bering Strait (4)
Fairbanks North Star	Annette Island (9)	Bristol Bay Borough (4)
Iditarod Area	Bering Strait (9-12)	Cordova (8)
Juneau Borough	Bristol Bay Borough (11)	Dillingham City (8)
Sitka Borough	Copper River (10)	Haines Borough (6)
Unalaska City	Craig City (10)	Hydaburg City (7-8)
	Galena City (10)	Kake City (6)
	Haines Borough (9-12)	Kenai (6)
	Hoonah City (9-12)	Ketchikan Gateway (4)
	Kashunamuit (11)	Kodiak (4)
	Klawock City (9)	Kuspuk (4)
	Kuspuk (9-12)	Lake & Peninsula Borough (7-12)
	Lake & Peninsula Borough (7-12)	Lower Kukokwim (3, 4)
	Lower Kuskokwim (9-12)	Mat Su Borough (4)
	Lower Yukon (9-12)	Northwest Arctic Borough (7, 8)
	Nenana City (9-12)	Petersburg City (elem/middle)
	Nome City (12)	Skagway City (elem)
	North Slope Borough (9-12)	Southwest Region (4)
	Northwest Arctic Borough (10, 11)	Tanana City (7,8)
	Pelican City (9-12)	Yakutat City (4, 7, 8)
	Pribilof (10)	
	Saint Mary's City (9-12)	
	Skagway City (9-12)	
	Southeast Island (9-12)	
	Southwest Region (9-12)	
	Valdez City (9-12)	
	Wrangell (9)	
	Yakutat City (9)	
	Yukon Flats (11 or 12)	
	Yukon Koyukuk (9-12)	
	Yupiit (9-12)	
	Mt. Edgecumbe (10, 12)	
9 districts with no requirement	23 require at high school levels only	11 require in lower grades only
	12 require in both high school and lower grades	

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 171 (FIN)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title An Act relating to a curriculum for Alaska BRU Teaching & Learning Support
History Component Quality Schools
 Sponsor Rep. Kapsner
 Requester House Finance Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services	0.0					
Travel	0.0					
Contractual	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

The changes to this bill eliminate the role of the department in developing a statewide Alaska History curriculum. New language in the bill directs the governing body of each district to develop local curriculum. The costs associated with development and any related professional development will be assumed by each district.

Prepared by: Barbara Thompson, Deputy Director Phone 465-8727
 Division Teaching & Learning Support Date/Time 2/13/02 11:59 AM
 Approved by: Ed McLain, Deputy Commissioner Date 2/13/02
 Agency Department of Education & Early Development