

SCOMM

125:17

Date: Feb 4, 2002

To: House Special Committee on Education

From: Dave Veazey University of Alaska President Office
Alaska Center for Excellence in Schools

Re: Data correlating teacher induction with teacher retention and student achievement



Honorable Representatives,

A sampling of data indicating that well developed teacher induction programs increase both teacher retention and student performance.

- **Glendale Union High School District, Glendale Arizona**
10-year retention of teachers went from 32% to 55%
5-year retention went from 47% to 80%
- **Columbus Public School System, Columbus Ohio**
5 year retention of teachers = 80%
- **Rochester City School District, Rochester, New York**
Retention of new teachers went from 65% to 91%
15 year average retention of new teachers is 87%
English, Language Arts, and Math test scores were identical for classes of participating new teachers as compared to veteran teachers
- **Santa Cruz New Teacher Project, Pajaro Valley School District, Watsonville, California**
7-year retention: 94% still in education, 88% are teaching.
District is 73% Hispanic.
- **Baltimore County Public Schools, Baltimore, Maryland**
Attrition rate of schools participating went from 20% to 10%.
Program targeted low performing, high poverty schools.
In three years test scores went from 68% to 82% in both reading and math.
- **Montana Statewide Science and Math Project**
96% retention of science and math teachers over 3 years.
Teachers were the only science and math teacher in their school, separated geographically and used technology to communicate the majority of the time (email, discussion boards, audio conference).
- **University of New Mexico Induction and Teacher Residency Program**
80% retention over 5 years

Re-hiring Teachers Who Have Retired under a Retirement Incentive Plan

Legislative History:

- HB 354 established a retirement incentive program (RIP) for TRS and PRS employees in 1996. SB 1003 addressed state and political subdivision PERS employees
- Both bills were changed with an amendment the following year in SB 103 to allow employers to establish "RIP windows" up to June 30, 1999 with the last available RIP retirement date of January 2000
- SCS CSHB 242(FIN) passed last year and allowed those retirees who had not taken advantage of a RIP to come back to work without penalty. This bill specifically disallowed retirees who had taken advantage of a RIP program to be re-hired. School districts must declare a hardship in order to re-hire teachers who have retired under normal circumstances.
- Please see attachments for information on current statute for teacher re-hire.

Impacts and Costs:

- Per the Division of Retirement and Benefits, there would be no cost to the state to allow teachers who had taken advantage of a RIP to be re-hired, as all costs would have been paid at the time of the RIP retirement.
- Per the Division of Retirement and Benefits, employers would save money by re-hiring teachers who had retired under a RIP because they would not be paying their share of a subsequent TRS or PRS benefit.
- Bruce Johnson of the Association of Alaska School Boards will be available to describe whether this proposal would be of significant benefit to the school districts of Alaska, and if so, for what specialties and geographic areas.
- Larry Wiget of the Anchorage School District will be available to describe whether this proposal would be of significant benefit to that district and if so, for what specialties.
- DEED will be available to discuss the impacts to the teacher re-certification process.
- Guy Bell and Kathy Lea from the Division of Retirement and Benefits will be available to answer any questions.

Attachments:

- Bullet points, "What is current statute regarding rehiring retired teachers"
- Summary of Anchorage School District's Service Recognition Program
- Employers who have hired retirees under HB 242
- Number of RIP retirees for PRS and TRS
- SB 242 and HB 354 Information
- Pamphlets, "Working After Retirement" (PRS and TRS)

What is current statute regarding rehiring retired teachers?

"Normal" retirement: retiring with either age or service eligibility for an unreduced retirement benefit. Normal age retirement is age 55 for Tier I and age 60 for Tier II, or 20 years of service at any age. Normal retirement does not include RIP retirees.

"Early retirement": retiring prior to normal age eligibility with a reduced retirement benefit. Early retirement is age 50 for Tier I and 55 for Tier II with a minimum of eight years of paid membership service.

Normal Retirees who have not retired under a RIP may work, without limitations, for:

- a private company
- the federal government
- a private school that does not participate in TRS, and
- Be re-hired and work under PRS, JRS (Judicial Retirement System) or the NGNMRS (National Guard and Naval Militia Retirement System) without limitations.

Normal Retirees may return to work under two options:

Standard Option:

- AS 14.25.043 prohibits a TRS member from working while receiving benefits
- Retirement benefits are suspended until the retiree terminates employment
- TRS contributions will be deducted and TRS service does accrue.
- After second retirement, employee receives benefits from both employment segments
- TRS members required to pay back, in full, benefits received while simultaneously earning TRS credit before retiring again.
- Major medical benefits end during re-employment.
- Dental-Visual-Audio (DVA) insurance benefits may or may not continue
- Re-hired retirees continue to pay for Long Term Care (LTC) insurance

Waiver Option:

- Defined by HB 242 in 2001, effective July 1, 2001 - June 30, 2005.
- Governing body must pass a resolution declaring a teacher shortage in a particular discipline to Division of Retirement and Benefits.
- Option only available for normal retirees -- not RIP retirees or early retirees
- Retiree files a Waiver Option form with the Division of Retirement and Benefits
- Any retiree's insurance is secondary to the employer plan.

RIP Re-employment Provisions:

- RIP retirees who return to work in a position covered by TRS and PRS, or who retired under the 1996-2000 RIP, JRS and UA Optional Retirement Programs:
 - forfeit three years of incentive credits received at retirement
 - owe TRS 110% of benefits received, plus cost of health insurance
 - accrue interest of 7% on the indebtedness
 - are prohibited from entering into a personal services contract with UA or a State agency or being hired by the State as a temporary or nonpermanent employee for three years
- Exceptions:
 - Personal services contracts may be allowed under narrow circumstances:
 - by the University Board of Regents and the Commissioner of the Dept. of Administration for retirees with specialized and extensive experience
 - with the Legislature for hourly individuals who are not eligible for retirement, health or leave benefits.
 - for UA employees who teach or do research
 - during the 3 or 5 year restriction with a State agency or the University for compelling reasons.

Anchorage School District RIP Program Details:

The Anchorage School District has utilized Service Recognition Programs since 1993, as a way of reducing the rate of growth in average teacher cost. The Programs provide a cash salary supplement to eligible teachers, in their final year of District employment. The amount of supplement this year is \$10,000. It is not a retirement incentive, since retirement is not a precondition of eligibility. Teachers don't even have to terminate their employment. However, if they elect to retain their employment, they return in the fall at the pay rate of a new hire. The District saves money because the difference in pay between a high-end and beginning teacher is often more than \$20,000, so the cost of the recognition payment is recovered in the first year. By using Service Recognition Programs, the District has avoided major lay-offs, and consequent loss of service.

The downside of these programs is they have attracted strong, senior teachers who are not easy to replace. However, very few teachers are really enticed to leave the system simply for \$10,000. Most would leave within a year or two, in any case. It is certainly arguable that the SRP actually delays the retirement of teachers who planned to leave anyway, e.g. many teachers who planned to retire in 2001 actually delayed their plans for one year, in order to participate in the Service Recognition Program this year.

Around 200 teachers will receive Service Recognition in Anchorage this year. Most of those who are leaving the system and currently teach in an area of critical need have indicated that they will apply for reemployment with the District. Their applications will be welcomed.

MEMORANDUM

STATE OF ALASKA DEPARTMENT OF ADMINISTRATION

To: Guy Bell, Director
Division of Retirement and Benefits

Date: January 8, 2002

Thru: Kathy Lea, Supervisor *KL*
Retirement Services

Phone: 465-3226

From: Susan Doerflinger *Susan Doerflinger*
Retiree Services

Subject: HB 242/SB149 Waivers

The following employers have hired retirees under HB 242/SB 149

Public Employees' Retirement System (PERS)

<i>Name of Employer</i>	<i># of retirees rehired - July 1 through December 31, 2001</i>
Aleutian Region SD (classified staff)	1
Anchorage SD (classified staff)	1
Bartlett Memorial Hospital	1
Bristol Bay Borough	1
City and Borough of Sitka	1
City of Fairbanks	9
City of North Pole	1
City of Wasilla	1
Fairbanks North Star Borough	2
Kenai Peninsula Bor SD (classified staff)	1
Ketchikan Gateway Borough	1
Lower Kuskokwim	1
Mat-Su Borough	1
Southeast Regional Resource Center	1
State of Alaska	16
University of Alaska (classified staff)	4
Total Employers: 16	Total retiree rehires: 43

Teachers' Retirement System (TRS)

<i>Name of Employer</i>	<i># of retirees rehired - July 1 through December 31, 2001</i>
Anchorage School District	5
Bering Strait School District	1
Denali Borough School District	1
Kuspuk School District	1
Lower Kuskokwim School District	4
North Slope Borough School District	3
Sitka School District	2
Tanana City School District	1
Yukon Flats School District	2
Yukon-Koyukuk School District	1
Total Employers: 10	Total retiree rehires: 21

MEMORANDUM

STATE OF ALASKA

TO: Guy Bell
Director
Division of Retirement and Benefits
Department of Administration

DATE: January 28, 2002

TELEPHONE: 465-4460

FROM: Kathy Lea *Klea*
Retirement Supervisor
Division of Retirement and Benefits
Department of Administration

SUBJECT: 1996-2000 RIP

We have received a report from the Combined Retirement System (CRS) benefit module on the number of Retirement Incentive Program (RIP) retirees for both the Public Employees' and Teachers' Retirement Systems (PERS/TRS). The numbers for normal and early retirements are as follows:

NORMAL RETIREMENT

	<u>PERS</u>	<u>TRS</u>	<u>TOTAL BOTH FUNDS</u>
1996	34	87	
1997	532	412	
1998	322	92	
1999	481	326	
2000	150	2	
Total	1,519	919	2,438

EARLY RETIREMENT

	<u>PERS</u>	<u>TRS</u>	
1996	10	1	
1997	87	4	
1998	54	35	
1999	17	0	
2000	0	0	
Total	168	40	208

If you need further information, please let me know.

TRS Receives Award

TRS again receives an award.

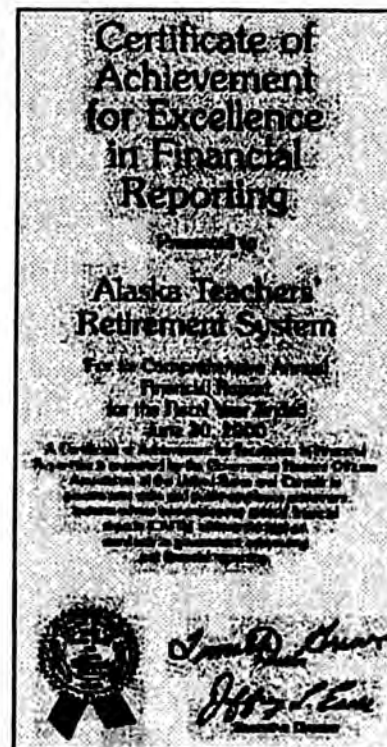
The Teachers' Retirement System (TRS) has again received a Certificate of Achievement for Excellence in Financial Reporting. The State of Alaska, Department of Administration, Division of Retirement and Benefits received the Certificate of Achievement for its fiscal year 2000 Comprehensive Annual Financial Report (CAFR). The Division publishes the report annually showing the financial condition of the TRS funds as of June 30 of each year. To be awarded a certificate, a government unit must publish an easily readable and efficiently organized CAFR, whose contents conform to strict program standards. The Certificate of Achievement is valid for a period of one year only.

This award, given by the Government Finance Officers Association of the United States and

Canada (GFOA), is the highest form of recognition in the area of public employee retirement system accounting and financial reporting. Obtaining the Certificate of Achievement is a significant accomplishment that reflects a high level of professionalism and dedication to the systems by the staff in the division.

The CAFR was judged by an impartial panel to meet the high standards of the program including demonstrating a constructive "spirit of full disclosure" to clearly communicate its financial story and motivate potential users and user groups to read the CAFR.

The GFOA is a nonprofit professional association serving government finance professionals with offices in Chicago, Illinois, and Washington, D.C.



Returning to TRS Employment

Contact the Division for more information.

Certain retirees who return to full-time Teachers' Retirement Service (TRS) employment after July 1, 2001, can continue receiving a retirement check while they are employed in a TRS covered position.

The new option only takes effect if a school district declares it has or anticipates having a shortage of teachers qualified to teach in a particular discipline or specialty.

Subject to this declaration, a retired teacher who took *normal* retirement and has been terminated for at least 30 days may elect a new option when reemployed. The new option:

- must be selected within 30 days of reemployment;
- allows the employee to elect continuation of retirement benefit payments during reemployment;

- would stop additional retirement benefit accrual;
- is not available to those who have chosen **Early Retirement**;
- is not available to **Retirement Incentive Program** participants; and
- no new waivers can be filed after June 30, 2005.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

January 22, 2002

SUBJECT: Sectional Summary of SCS CSHB 242(FIN)

TO: Representative Con Bunde
Attn: Karen

FROM: Barbara R. Craver 
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Adds a new section, AS 14.20.135.

(a) Allows a school district to hire retired teachers qualified to teach in a discipline or specialty if the district has or anticipates a shortage in that area. The district must notify the TRS administrator that it is hiring retired teachers.

(b) If a retired teacher elects to continue receiving retirement benefits while reemployed by a district the teacher must waive regular benefit coverage. That teacher would not receive additional credit for the period of service.

✓(c) A teacher who participated in the specified retirement incentive programs may not be hired under this section.

(d) A teacher hired under this section may not acquire tenure.
(Section 12 repeals this section on July 1, 2005)

Section 2. Exempts reemployed retired teachers who have filed a waiver of benefits from membership in TRS.

Section 3. Deletes the exemption added in Section 2. (Section 15 makes this section effective on July 1, 2005.)

Section 4. Reorganizes AS 14.25.043 to add provisions for reemployed retired teachers hired under AS 14.25.135.

(a) Provides that a reemployed retired teacher may elect to waive benefit coverage if the teacher wants to continue receiving retirement benefits while employed as

a teacher. Retired teachers who choose to suspend retirement benefits while reemployed are subject to the mandatory contributions of AS 14.25.050 for TRS.

(b) This new subsection provides that a retired teacher reemployed under the new AS 14.25.135 who wishes to continue to receive retirement benefits must make that irrevocable election in the first 30 days of returning to active membership in TRS. That election waives the TRS benefits which would normally accrue to an active member, i.e. the reemployed retired teacher receiving retirement benefits does not contribute to TRS from the teacher's current salary because the teacher is already receiving TRS benefits (retirement pay and insurance) as part of the retirement pay the teacher is also receiving. The reemployed retired teacher doesn't make any contributions to the TRS system from the teacher's current salary, and does not get credited with any additional years of service in the TRS system. TRS members who retired under specified retirement incentive programs are not eligible to make this election, and if reemployed, may not receive retirement benefits while working. (Section 12 repeals this subsection on July 1, 2005.)

(c) This contains the original text of AS 14.25.043 which provides that a reemployed retired teacher who does not elect to receive retirement benefits while earning a salary during reemployment is entitled to increased retirement benefits due to an increase in credited service.

Section 5. Deletes the changes added to AS 14.25.043(a) added in Section 4. (Section 15 makes this section effective on July 1, 2005.)

Section 6. Amends AS 14.25.168(d)(1) regarding the medical insurance retirement rights of employees who first join the system after this becomes law.

(d)(1) Provides that a retired public employee (retiree) less than 60 years of age and with less than 25 years of membership service must pay the full monthly premium for major medical insurance if the retiree wants major medical insurance while retired.

(d)(2) Now allows a retiree of any age with 25 or more years of service to receive major medical insurance without paying the monthly premium. Those retirees between 60 and 65 now would pay no monthly premium for insurance. Under current law, a retiree between 60 and 65 must pay half the monthly premium. Retirees 65 or older continue to receive free medical insurance coverage. The language also acknowledges that disabled employees may continue working until normal retirement, and that they are entitled to free medical insurance upon retirement regardless of age at retirement.

Section 7. Exempts reemployed retired public employees who elect to receive retirement while working, from being included in the PERS system. (Section 12 repeals this on July 1, 2005.)

Section 8. (a) Provides that a reemployed retired public employee may elect to waive benefit coverage if the public employee wants to continue receiving retirement benefits while reemployed as a public employee. A retired public employee who chooses to suspend retirement benefits while reemployed is subject to the mandatory contributions of AS 39.35.160 for PERS.

(b) Parallel provisions as provided in Section 4 for teachers. A reemployed retired public employee who wishes to continue to receive retirement benefits must make that irrevocable election in the first 30 days of returning to active membership in PERS. That election waives the PERS benefits which would normally accrue to an active member, i.e. the reemployed retired public employee receiving retirement benefits does not contribute to PERS from the public employee's current salary because the public employee is already receiving PERS benefits (retirement pay and insurance) as part of the retirement pay the public employee is also receiving. The reemployed retired public employee doesn't make any contributions to the PERS system from the public employee's current salary, and does not get credited with any additional years of service in the PERS system. PERS members who retired under specified retirement incentive programs are not eligible to make this election, and if reemployed, may not receive retirement benefits while working. (Section 12 repeals this subsection on July 1, 2005.)

(c) A reemployed retired public employee who doesn't make a timely election becomes a member of PERS again and the employee's salary is subject to PERS contributions. (Section 12 repeals this subsection on July 1, 2005.)

(d) This is the remaining original text of this section.

Section 9. Deletes the changes made to AS 39.35.150(a) in section 8 above. (Section 15 makes this section effective on July 1, 2005.)

Section 10. This reenactment of AS 39.35.535(c) changes the medical insurance retirement benefits of employees who first join the system after this becomes law.

(c)(1)(A)(i) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is younger than 60 and has less than 25 years of service as a peace officer.

(c)(1)(A)(ii) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is younger than 60 and has less than 30 years of service that is not as a peace officer.

(c)(1)(B) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is any age and has less than 10 years of service.

(c)(2)(A) A benefit recipient gets free insurance if the recipient is disabled.

(c)(2)(B) A benefit recipient gets free insurance if the recipient is a disabled member appointed to normal retirement.

(c)(2)(C) A benefit recipient gets free insurance if the recipient is 60 or older and has at least 10 years of service.

(c)(2)(D)(i) A benefit recipient gets free insurance if the recipient is any age and has at least 25 years of service as a peace officer.

(c)(2)(D)(ii) A benefit recipient gets free insurance if the recipient is any age and has at least 30 years of service that is not as a peace officer.

Section 11. AS 39.35.675(b) is simplified to require that an employee only have received a cost-of-living differential for at 50% of an employee's credited service before the cost-of-living differential is included as compensation when calculating retirement benefits.

Representative Con Bunde
January 22, 2002
Page 4

Section 12. The changes in TRS and PERS for reemployed retired employees to elect to continue to receive retirement benefits while also receiving a salary are repealed July 1, 2005.

Section 13. A temporary law requires the TRS administrator to report on the effects of this Act on the TRS system annually from 2002 to 2006.

Section 14. A temporary law requires new regulations to be adopted by the TRS system and the PERS system to take effect after July 1, 2001.

Section 15. This causes the new sections to be deleted on July 1, 2005.

Section 16. The section regarding new regulations takes place immediately.

Section 17. Otherwise, all other sections take effect on July 1, 2001.

BRC:med
02-037.med

Sponsor Statement for HB 242

TRS & PERS Reemploy & Med Benefit; COLA

Public Workforce Retention Legislation Public Employees' and Teachers' Retirement Systems

Last Updated: April 18, 2001

Contact: Roger Wortman, Legislative Aide to Representative Pete Kelly, at (907) 465-3777

This bill will make modest improvements to Alaska retirement statutes to assist Alaska's public employers in attracting and retaining qualified workers as workforce shortages become more pronounced. Employers throughout the state are having difficulty filling vacancies. This is occurring at all levels—teaching, professional, technical and clerical. It is clear from demographic trends that the workforce is aging. Attracting qualified employees will become more and more difficult over the next two decades.

This legislation incorporates a three-pronged legislative approach to address employee retention through the retirement systems:

1. Retiree Return Incentives—brings retirees back into the workforce.
2. Improvements to PERS and TRS Tier II and III medical benefits:
 - Add full system paid retiree medical benefits at age 60 and minimum service of 5 years for PERS Tier II, 10 years for PERS Tier III, and 8 years for TRS.
 - Add full system paid medical benefits for Tier II and Tier III members upon reaching 25 years of service for Teachers and Police/Fire members and upon reaching 30 years of service for Others.
3. Change geographic differential language to eliminate confusion and improve recruitment to and retention in high-cost areas of the state.

The retiree return incentive removes a disincentive for retirees to return to full time employment. Currently, a retiree who wishes to return to permanent public employment must forego retirement benefit payments during their period of return. The change we propose would allow the retiree to continue receiving benefit payments after returning to public employment. To keep this cost-neutral, an employee selecting this option would not accrue additional retirement credit during the period of return.

Public employees hired after June 30, 1986 and teachers hired after June 30, 1990 fall into the Tier II retirement plan. Tier II employees are not eligible for system paid medical benefits until age 60, and then the retirement plan only pays one half the premium. The legislation includes medical benefit enhancements to prompt employees to stay in the system an additional 5 or more years to qualify for system paid medical coverage. The fiscal impact associated with this enhancement is a modest 0.17% of payroll each year.

The change in geographic differential will improve recruitment to rural areas of the state for such organizations as the State Troopers, the Department of Fish and Game, and the Department of Health and Social Services. This change carries no actuarial cost to the Public Employees' Retirement System.

I urge your support for this legislation.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: SCS CSHB 242(FIN)
(S) Publish Date: 5/5/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Administration
Title: "An Act relating to reemployment of and BRU: Centralized Admin. Services
medical benefits of PERS & TRS members..." Component: Retirement & Benefits
Sponsor: Representative Kott
Requester: Senate Finance Component Number: 64

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	41.0	41.0	41.0	41.0	0.0	0.0
Travel						
Contractual	50.0	15.0	15.0	15.0	0.0	0.0
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	91.0	56.0	56.0	56.0	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						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (PERS, TRS, JRS)	91.0	56.0	56.0	56.0	0.0	0.0
TOTAL	91.0	56.0	56.0	56.0	0.0	0.0

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	1	1	1	1	0	0
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation will allow certain retirees who return to permanent employment the option to elect whether to continue receiving a retirement benefit (and forego additional retirement benefit accrual) or to receive additional retirement benefit accrual (and suspend receiving a retirement benefit). Additional member counseling and education will be necessary to assist reemployed retirees in their selection. A Retirement and Benefits Technician position will be needed to assist with member counseling. Contractual costs are included for computer programming to incorporate changes to the law and to cover the publication of educational materials. The Senate Finance Committee Substitute repeals the retiree return provisions on July 1, 2005; therefore, these additional funds will no longer be needed in FY 06 and thereafter.

See page 2 for further analysis.

Prepared by: Guy Bell, Director Phone 465-4471
Division: Retirement & Benefits Date/Time 05/01/01
Approved by: Jim Duncan, Commissioner Date 5/1/01
Agency: Department of Administration

For distribution information, call the Governor's Legislative Office

SCS CSHB 242(FIN) Fiscal Note Analysis - #2 Continued

Actuarial Cost

This legislation has three basic components that impact PERS & TRS:

1. Retiree Return Incentive
2. Improvements to Tier II Medical Benefits to address employee attraction and retention
3. Simplification of Geographic Differential language

1. Retiree Return Incentive

The retiree return incentive removes a disincentive for retirees to return to full time employment. Currently, a retiree who wishes to return to permanent public employment must forego retirement benefit payments during their period of return. The change we propose would allow the retiree to continue receiving benefit payments after returning to public employment. To keep this cost-neutral, an employee would not accrue additional retirement credit during the period of return. This provision will have no actuarial impact.

2. Improvements to Tier II Medical Benefits to address employee attraction and retention.

Currently, regardless of their length of service, Tier II retirees are not eligible for system paid medical coverage until age 60, at which point the retirement system pays half the cost. With the change proposed in this legislation, a Tier II peace officer or teacher with 25 years of such service, or a general public employee with 30 years of service, will qualify for system provided and paid medical coverage. In addition, any retiree over the age of 60 will receive system provided and paid medical coverage. This change will increase PERS and TRS employer rates a modest 0.17% of payroll.

3. Simplification of Geographic Differential language

This change will not have an impact on employer rates. Our actuarial firm does not consider the current geographic differential law when calculating retirement system liability. Instead, they use current total salary (including any geographic differential) and project it forward to the expected retirement date to calculate system liabilities. That methodology won't change as a result of this legislation.

For some Tier II members, the system will have a larger retirement benefit liability than would occur in the absence of this legislation. However, the amount of that liability cannot be predicted and it will depend on each member's total employment history.

AGENDA -- Teacher Shortage Discussion

- 1) Re-hiring teachers who retired under a Retirement Incentive Program (RIP)**
 - a) Rep. Bunde opening comments
 - b) Call Guy Bell and staff to present information on history, impacts and costs
 - c) Call any additional witnesses who have comments
 - i) Larry Wiget, Anchorage School District
 - ii) Bruce Johnson, AASB (Association of Alaska School Boards)
 - iii) Mark Jones, NEA
 - d) Committee Discussion
- 2) Teacher and Principal Mentoring**
 - a) Ask Rep. Stevens for his report
 - b) Call any witnesses who have comments
 - i) PJ Ford Slack, DEED
 - ii) Mark Jones, NEA
 - c) Committee Discussion
- 3) Health and Liability Insurance Costs**
 - a) Ask Rep. Guess for her report
 - b) Call witnesses who have comments
 - i) Guy Bell?
 - ii) Bruce Johnson, AASB
 - iii) Mark Jones, NEA
 - c) Committee Discussion
- 4) Rural Regional Training Centers**
 - a) Ask Rep. Joule for his reports
 - b) Call witnesses who have comments
 - i) Bruce Johnson, AASB
 - c) Committee Discussion
- 5) Wrangell School District's Service Learning Program**
 - a) Call on Wrangell Superintendent Woody Wilson for his report via teleconference
 - b) Call witnesses who have comments
 - i) Susan Sciabbarrasi, Wrangell High School Principal is available.
 - c) Committee Discussion
- 6) The committee asked for input from education groups and the public about:**
 - a) In-service requirements for school district personnel
 - i) Opening comments by Rep. Guess
 - ii) DEED
 - iii) AASB
 - b) Changing high school hours to begin later
 - i) Opening comments by Rep. Guess
 - ii) DEED
 - iii) Anchorage School District
 - c) Improving Student Attendance
 - i) Opening comments by Rep. Bunde
 - ii) DEED
 - iii) Anchorage School District?
 - d) Extending School Year by 3 Days
 - i) Opening comments by Rep. Bunde
 - ii) DEED testimony
 - iii) AASB testimony
 - iv) Anchorage School District Testimony
 - v) Other Testimony
- 7) Wrap Up Committee Discussion**
 - a) Come to a conclusion about a committee bill or bills?



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

MEMORANDUM

DATE: January 16, 2002
TO: Suzanne Lowell
House Clerk
FROM: Representative Con Bunde
PE: Hearing Notice

Con Bunde

The House Special Committee on Education is providing notice of the following meetings:

January 30 Wednesday Location: Room 17

Work Session on the Following Topics:

- +* Chairman's Reports: re-hiring of retired teachers
- +* Subcommittee Reports: teacher and principal mentoring (Rep. Stevens)
- +* Cmte. Member Reports: service learning program in Wrangell schools (Rep. Wilson)
health and liability insurance costs (Rep. Guess)
teacher housing (Rep. Joule)
rural regional training centers (Rep. Joule and Rep. Wilson)
- +* Agency Reports: in-service requirements
development of school districts' geographic boundaries
changing high school hours to begin later
- +* Discussion: improving student attendance
extending school year by three days (best use of \$15 million?)

Mentor Subcommittee Report

The Special Committee on Education Mentor Subcommittee consisting of Representatives Green, Guess and Stevens held open meetings on January 18 and January 25. We were joined by NEA Alaska officials, representatives of the Department of Education and Early Development and several legislative staff.

The subcommittee heard that there are many perspectives on the mentor issue and what is successful for one school district may not work well in another district. Ultimately, we identified the following points:

1. Focus attention on the need for teacher mentoring: By holding these hearings we have already done that.
2. Creating a position at DEED: As Representative Guess phrased it, this would be a person who would "wake up every morning thinking about recruitment and retention." Mentoring would be a major concern. DEED Commissioner Shirley Holloway likes the idea and feels it would be money well spent. DEED currently has a position funded by federal grants that works half-time on teacher recruitment/retention.
3. Create a Pilot Program: In concert with DEED, the program could start with 100 first year teachers, primarily at rural sites. It measure outcomes in teacher retention and include student achievement improvements
4. Encourage a summit: The committee would call for a summit to focus attention on the problem and get involvement from districts, University of Alaska, DEED, NEA and the Alaska Association of School Boards (AASB), ect. The meeting could spotlight the programs already being conducted around the state and allow various entities to share ideas.
5. Utilize a University of Alaska program: UAA Chancellor Gorsuch is moving ahead on this front. The program would need an endorsement to certificate. The Legislature could call for such a thing.

*Mat-Su
program
review?*

Our findings indicate that opinions and options on mentoring vary. The subcommittee recommends the full committee get perspective on this issue from Dr. Eric Madsen of the DEED who is working on the recruitment/retention issue, and Mark Jones, who has worked on mentoring issues for the NEA.

Some Conclusions

Numerous conversations with state board contacts and with educators in the various states during this survey have led this author to several conclusions about the "wandering and searching" so evident in an overview of the whole sequence of program change since the mid-1980s.

Those conclusions are:

1. That earlier efforts which emphasized assessment for certification based on a list of effective practices often have concluded that their approach has been too prescriptive and simplistic to adequately define teaching excellence given the complexity of the classroom and an entrenched school culture.
2. That when funding has been cut or programs rescinded, that the experience of the leadership of those programs has often been lost or, at least, unused as a resource to inform the next round of decisions about mandates and programs.
3. That when the effort to support new teachers has been collaborative and has involved all the stake holders from higher education, the schools, regional service centers, and the public, it has been a slower but more reasoned process of program evolution. In these cases the discussion has most often been about the need to maintain the safe learning environment of the mentoring relationship which leads to growth and about how to find a balance between the focus on development of people and documentation of effective practices where neither are an obstacle to the other.
4. That the shift from using a checklist of effective practices to defining standards for excellent teaching really represents a shift in accountability from focusing on a definition of HOW to attain the desired results, to a recognition that clearly defined RESULTS must be central. The search for how to attain those results requires a dialogue that is specific to the individual classroom and student so it

cannot be mandated. Such a dialogue is both internal and social, requiring a skillful and career-long process of inquiry, reflection, self assessment, student assessment, and adjustment of method to better attain the goal.

5. That the approach of providing assistance through mentoring has varied from a short-term focus on developing effective teaching practices to a more long-term investment in developing the skills and dispositions in the emerging educator of reflection, self-assessment, openness to the perspectives and feed back of others, and continuous inquiry and growth.

6. That the lessons learned in state new teacher programs about the balanced approach of assisting and assessing need to be incorporated into the processes underway to define teaching and student learning standards. That is that what works to support student learning and adult learning must be integrated for each to impact the other.

7. That the process of defining teaching and student learning standards needs a parallel process to define standards for effective mentoring and induction programs and for effective mentoring practices so that mentoring and induction of new teachers also supports the student learning agenda.

8. That there are overlooked links between effective teaching and assessment of students, effective mentoring of novice teachers as learners, and effective novice teacher support programs which themselves need to be learning. The quest to learn how to become more effective is a multi-layered process of interacting efforts and initiatives which may have a multiplying effect.

9. It seems to this author that part of what is needed is a more careful adherence to principals of solid research. Inquiry about defining the problem, testing an hypothesis, and drawing conclusions about solutions to the problems sometimes seem to have been ignored. It is my conclusion that where research has been undertaken in a collaborative setting involving both educators and non-educators,

that then solid methods of inquiry have been better used and the results of the research have been more valued and have led to a more consistent, long-term effort to improve the ability of programs to resolve problems and attain the desired results of improved teaching and learning.

The Approach That We Need:

Further, it is my conclusion that the lack of research about these desired results is a direct result of the problem described here.

This author is led to the final conclusion that programs for new teachers and the persons in them, need a continual, three-part agenda which examines the relationships between effective mentoring programs, effective mentoring, effective teaching and effective learning at every level. It is as if the role of the mentor as a model of effective teaching is being redefined from a person with all the answers to be cloned, to a person who asks the right questions and who is always challenging themselves to become more effective and productive in their work. The image of the teacher as an isolated professional struggling in their classroom on behalf of the students is shifting to an image of the teacher as a member of a team which challenges and supports the same struggle as a collective journey, not a private quest.

The way one defines the role of the mentor and the approach of the program more clearly than ever, reflects some deep seated and often unexamined assumptions about teaching, learning, and change. If anything, a review of this document should lead mentors and all those interested in increasing the effectiveness of their efforts to support novice teachers, to a reexamination of purposes and the extent to which program methods align with and support those intentions.

Finally, as we work to define excellence in mentoring practices and programs, we need to attend to the lessons learned in the programs across our nation. To ignore those lessons is to ignore the dichotomous realities of accountability to the public which sends us their children, as well as the realities of the classrooms and schools in which those children are students.

Clearly, when the conversation about new teacher programs has been a collaborative one, the stake holders and decision makers have come to a shared vision of what the goal is and of the best way to attain it. When that has happened, the infamous pendulum of focus and of how our scarce resources are spent has been stilled and the consensus has allowed them to move ahead, rather than back and forth between the two realities.

Return to the TOP

You may copy and distribute this paper as long as you do so for free and maintain the following credits:

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**WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE**

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

January 28, 2002

The Honorable Con Bunde
Room 501
Capital Building
Juneau AK 99801

Dear Representative Bunde:

Thank you for your interest in our Service Learning at Wrangell Public Schools. We believe it is a part of our curriculum that teaches citizenship and caring for others. I have attached an executive summary of our program along with a more thorough explanation.

We will be at the Wrangell LIO at 8:00 a.m. Wednesday morning if you have questions or wish to speak to us further.

We believe our program is good for our community but would caution against mandating it for others. Each community is different and one size does not fit all. Furthermore, it is not without cost. In our small high school it costs us the equivalent of one eighth of a teacher's salary at a minimum to teach this class. Mandating this program would have a significant fiscal note for the state of Alaska.

As always we are pleased to be at your service.

Sincerely yours,

A handwritten signature in black ink that reads "Woody Wilson". The signature is fluid and cursive.

Woody Wilson
Superintendent

Service Learning Executive Summary

Wrangell High School

- **Senior Project** - All seniors are required to select and complete a senior project in order to graduate. This is a semester (or year-long) course that originated to repay the community for their support over the past 12-13 years of their education. Students are required to select a project that gives something back to the community. They participate during that class period and/or after school depending on the project. As a culminating activity, the student sends out invitations to their presentation. They are required to have a multi-media presentation with the use of power point, digital pictures, or video. They present this to the community.
- **Activity participation** - Due to budget restraints, the community provides much monetary support through raffles, auctions, bake sales, etc. for activities. Thus, a requirement for participation in an extra-curricular activity (i.e., cross country, volleyball, wrestling, basketball, DDF, BPA, FCCLA, cheerleading, music) to repay the community is to complete 16 hours of approved community service for each activity. These hours are in addition to senior projects.
- **STW/OJT** - For Juniors and Seniors to go out into the community to work with businesses to learn skills. This is at no cost to the employer.

Service Learning Explanation

Thank you for asking us about our Service Learning Program at Wrangell Public Schools. Many districts across the state and nation recognize the value in Service Learning. Community service is taught to students in an effort to build character and help them understand that being a member of society comes with a responsibility. Service learning is taught by teachers at different levels from elementary students who perform plays and sing for the elderly, middle school children who collect food for the Salvation Army, to the more formal program of study at the high school level. When students are taught to contribute, it may be one of the most important lessons they will learn.

Senior Projects

Wrangell High School implemented the senior project program in 1997 and continually increases and improves the variety of projects that connect the community with the school environment. The goals and objectives address performance standards within vocational education and Alaska State Standards while successfully impacting special populations. A teacher(s) has a class period designated as senior project hour. Although a specific period is assigned per senior to meet with the teacher, many of the project hours are spent outside of the classroom.

The course is one semester, however, because of the training needed or the interest level, the project could continue into a full year course. In one way or another the project must contribute to the community or provide a needed service.

Some of the project examples over the last two years include:

- Completing Emergency Trauma Training
- Completing Junior Fire Fighting
- Completing Certified Nurses Assistant Training
- Teaching a Community Photography Class
- Organizing Youth Court
- Organizing and teaching preschool 'Safety Town'
- Organizing Pee Wee Wrestling Camp
- Teaching special needs students swimming
- Teaching an American Sign Language class for community
- Administering the Fighting Youth Crime Survey
- Assisting middle school volleyball coach

- Assisting preschool and elementary teachers
- Organizing the annual Southeast Art Festival
- Producing a major musical for the community
- Manufacturing custom signage for the Wrangell golf course and Wrangell Fire Department
- Organizing track and field day activities in the elementary school
- Recycling projects
- Assisting the Wrangell Harbor Department
- Producing videos for beginning guitar lessons, high school year book, metal and wood shop safety, and historical events in the community

Students present their proposal to the project teacher. They are then presented to the high school principal for approval. It is important that connections made with the community be reasonable and worth pursuing.

These exit goals are presented to each student. They must be demonstrated during the course of the semester.

- Collaborative worker
- Aesthetic Appreciator
- Self Directed Learner
- Quality Producer
- Complex Thinker
- Effective Communicator
- Community Contributor

To complete the course, students must give a power point presentation of their project to invited guest which include community members, school board members, administrators, teachers, parents, and students. Technology is used as part of the grading rubric, which includes audio and video productions and/or pictures in the power point. The presentation tests students' public speaking skills of voice projection, eye contact, appearance, organizational skills and etiquette.

True student ownership is a major goal of the course. Students, whether in college courses or in the special education programs, are required to complete their own individual senior project. They are the ones to brainstorm, plan and organize their project. Sometimes their first ideas do not work as smoothly as originally thought. Students learn that there are often barriers. But, overcoming these challenges is a worthwhile experience.

Students are a thoughtful and caring group of contributing community members. They willingly offer their services to help individuals and groups and improve the quality of life in our community.

History

The first year of the senior project program met with complaints from the students and faculty members. Some faculty members felt that it would give students, especially seniors with senioritis, an excuse to leave campus without supervision. However, with support from the administration by holding students accountable for their whereabouts, students have learned even greater responsibility. In addition to the 'attendance' issue, some students felt that grading was unfair since some students chose more demanding and time consuming projects. However, each student selects an approved project that meets his or her individual strengths, interests, and abilities. Now, underclassmen are planning ahead for their senior projects, which should enhance our program even further. All projects are now graded "Pass/Fail".

The Wrangell community is well aware of the senior projects since students are required to wear a photo name badge when leaving the school building. The local media has provided excellent coverage. The radio station often interviews students, which enhances their public speaking skills. Also, the local newspaper features weekly articles that highlight senior projects. This is truly a sense of accomplishment for students while promoting high self-esteem and providing valuable services to the community.

The Senior Project Program is a way for students to acknowledge the past 12 or 13 years of community support and return something to their community. Service learning helps students to realize that community service is a life-long venture that positively molds a community.

Community Service for Extra-Curricular Activities

(Excerpt from Student Handbook)

All high school students must perform 16 hours of community service for each sport or activity, per year.

- All community service projects will be approved by the Booster Club.
- An adult must verify that community service work was accomplished.
- Community service work may be done in groups or as an individual.
- Community service hours may be earned in advance of an activity.
- Community service hours may accumulate beginning March 15.
- Community service time is not transferable to another individual.

The following organizations, business and activities have been approved for community service hours. You cannot serve in any other capacity with the organization, business, etc. other than as a volunteer. You cannot receive any form of payment, compensation or credit applied to graduation requirements. If you wish to serve your community service hours in any other manner, it must be approved by the Booster Club prior to performing the service. (This list is for the Booster Club ONLY and does not have any connection with any court appointed community service.)

Boy Scouts	Girl Scouts	Community Clean-Up
Education Fair	KSTK	Elementary Crossing Guards
Library Assistant	4-H	JOM
Long Term Care	Museum	Preschool
Swim Team	Headstart	Little League
Health Fair	Special Olympics	Salvation Army
Muskeg Meadows	March of Dimes	Senior Center
Vacation Bible School	Parks & Rec Youth Activities	
Church Activities-Carnival, chaperoning Youth activities		
Chamber of Commerce-4th of July, Garnet Festival, Tent City, Eternal Reign		
Community Orchestra, Chorale and Plays-approved for performance time only		

Regional Learning Centers/Regional Boarding Schools

Legislative Budget and Audit's Report on Regional Learning Centers

Galena's Project Education

- 72 students from primarily interior villages
150 applications for 32 openings
- 97% return rate and 75% placement rate of students after graduation
- Paid for out of ADM and business partnerships
Business partnerships are formed to forward the public education the students receive, allowing for the enhancement of programs, particularly VoTech programs.
- Providing education to grades 9-14
Allows adult education opportunities while providing the infrastructure for students who do not pass the HSGQE by their 12th year, to continue their education the additional two years allowed.
- Attendance Policies
Students may not miss more than 10 days in a 90 day period (unless they receive a waiver)
- Excellence is expected
Students who are earning less than a "C" in a class, or who fail to pass any portion of the HSGQE are required to attend 1 hour of tutoring after school, every day.
4 years required Math, Science, English

Challenges/benefits of boarding school settings

Education in both formal, and informal sense
School as a community
Helps rural students transition to work
Costs to state
Finding qualified, willing teachers/administrators/non-certified staff
Providing a living environment that is as good as the educational environment

Costs involved in running a Boarding School/Regional Learning Center

Look to Galena's Project Education

Level of interest in establishing Regional Learning Centers

Concerns districts have regarding Regional Learning Centers/Boarding Schools

Loss of funds to small districts
Needs of communities and families impacted
Optional vs. compulsory

What some districts are doing now to meet the needs of their students

- Live, interactive video teaching – Aleutians East School District (e-rate)
- Nome/Beltz facility



Alaska State Legislature

*Representative Peggy Wilson
Putting Alaska's Families First*

SCHOOL SCHEDULES HOUSE DISTRICT 2

PETERSBURG – SITKA - WRANGELL

PETERSBURG CITY SCHOOLS

Elementary: Gr. 1 & 2 8:15 – 2:30 / Gr. 3-4-5 8:15 – 2:45
Middle School: 9 – 3:30
High School: 8:45 – 3:30

SITKA BOROUGH SCHOOLS

Baranof Elementary: 8:30 – 2:30
Keet Gooshi Heen Elementary: 8:20 – 3:45
Middle School: 8 - 3
High School: 8:10 – 3:00

SITKA PACIFIC SCHOOLS

Elementary: N/A
Middle School: N/A
High School: 8:45 – 2:30

WRANGELL PUBLIC SCHOOLS

Elementary: 8 – 2:40
Middle School: 8:15 – 3:05
High School: 8:15 – 3:05

Professional Development Required for School District Staff

Note: This list is provided as a reference only. It has not been reviewed by the Department of Law for accuracy or completeness.

Requirement:

Alaskan	Topic	Who must be trained?	Time Requirement?	DOE Contact All phones 465-xxxx
AS 14.030.30	Achievement Data Analysis	school staff	a minimum of 1 inservice day per year	Mark Leal x8691
AS 14.20.680	Needs of individual students who have alcohol or drug related disabilities.	each teacher, administrator, counselor, and specialist who has not been previously trained under this section	within 45 days after the first day of work	Beth Shober, x2887 Terri Campbell, x8719
AS 18.66.310	Continuing Education regarding Domestic Violence	employees of public schools who are required by law to report abuse or neglect of children under AS47.17.020	provide continuing education	Coney Danitz, x8681 (DPS/CDVSA, x4356)
AS 47.17.022	Child Abuse Detection & Reporting	a person employed by the district who is required by law to report abuse or neglect of children	initial training to each new employee within 6 months; at least once every five years thereafter.	Coney Danitz, x8681
AS 14.33.100	Required School Crisis Response Planning	Each district employee	annually in crisis response including evacuation & lock down drills	Beth Shober, x2887 Terri Campbell, x8719 Coney Danitz, x8681
AS 14.18.060(b) 4AAC 06.500	Gender Equity	all certificated personnel, including specialized training for those who are assigned to provide guidance and counseling services	biennial for minimum of 3 hours	Naomi Obie, x8728 Marnie Briggs (Equity Center, NWREL) 800-547-6339
AS 14.20.149 4AAC 19.060	District evaluation procedures and standards	administrators doing evaluations certified staff	before conducting evaluations annually	Cyndy Curran, x2857
4AAC 52.250	Working with special education students	aides who work with special education children	minimum of 6 hours before or concurrent with providing direct or related services	Greg Maloney, x2972
4AAC 52.260	Working with special education students	staff who work with special education children	on-going	Greg Maloney, x2972
Federal:				
29 CFR 1910.1030	Working with blood borne pathogens	Employees expected to respond to potentially hazardous situation	at time of initial assignment to tasks where occupational exposure may take place; at least annually thereafter	Beth Shober, x2887 Terri Campbell, x8719

ALASKA STATUTE

Title 14. EDUCATION, LIBRARIES AND MUSEUMS

Chapter 3 PUBLIC SCHOOLS GENERALLY

Sec. 14.03.030 School term: A school term shall include not less than 180 days in session, unless with the approval of the commissioner,

(1) a day used for in-service training of teachers is substituted for a day I session, up to a maximum of 10 days.

Chapter 14.18. PROHIBITION AGAINST DISCRIMINATION BASED ON SEX OR RACE IN PUBLIC EDUCATION

AS 14.18.060. Discrimination in textbooks and instructional materials prohibited.

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with AS 14.08.111 (9) and AS 14.14.090 (7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel in the identification and recognition of sex-biased materials.

Section 4 AS 14.20 is amended by adding a new section to read:

Sec. 14.20.149. Employee evaluation

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

Chapter 14.20. TEACHERS AND SCHOOL OFFICIALS

AS 14.20.680. TRAINING REQUIRED FOR TEACHERS AND OTHER SCHOOL OFFICIALS.

(a) A school district or regional educational attendance area shall train each teacher, administrator, counselor, and specialist on the needs of individual students who have alcohol or drug related disabilities. The training must utilize the best available educational technology and include an overview of medical and psychological characteristics associated with alcohol or drug related disabilities, family issues, and the specific educational needs of students with alcohol or drug related disabilities.

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

AS 14.33.100 REQUIRED SCHOOL DISTRICT CRISIS RESPONSE PLANNING

(d) Each district shall annually provide to each district employee training in crisis response, including evacuation and lock down drills.

TITLE 18. DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Article 4. EDUCATION AND PREVENTION

Sec.18.66.310. CONTINUING EDUCATION FOR PUBLIC EMPLOYEES, COURT SYSTEM EMPLOYEES, AND FOR PROSECUTING AUTHORITIES.

(a) Employers of state or local public employees, including employees of public schools, shall, in consultation with the Council on Domestic Violence and Sexual Assault, provide continuing education in domestic violence for the public employees who are required by law to report abuse or neglect of children under AS 47.17.020.

(b) The administrative director of the Alaska Court System...

(c) The Department of Law...

(d) The continuing education required under (a) – (c) of this section must include information on the following subjects:

- (1) the nature, extent, and causes of domestic violence;
- (2) procedures designed to promote the safety of the victim and other household members;
- (3) resources available to victims and perpetrators of domestic violence; and

(4) the lethality of domestic violence.

TITLE 47. WELFARE, SOCIAL SERVICES AND INSTITUTIONS

Chapter 47.17. CHILD PROTECTION

Sec. 47.17.022. TRAINING.

(a) A person employed by the state or by a school district who is required under this chapter to report abuse or neglect of children shall receive training on the recognition and reporting of child abuse and neglect.

(b) Each department of the state and school district that employs persons required to report abuse or neglect of children shall provide

(1) initial training required by this section to each new employee during the employee's first six months of employment, and to any existing employee who has not received equivalent training; and

(2) at least once every five years, appropriate in-service training required by this section as determined by the department or school district.

(c) Each department and school district that must comply with (b) of this section shall develop a training curriculum that acquaints its employees with

(1) laws relating to child abuse and neglect;

(2) techniques for recognition and detection of child abuse and neglect;

(3) agencies and organizations within the state that offer aid or shelter to victims and the families of victims of child abuse or neglect;

(4) procedures for required notification of suspected abuse or neglect;

(5) the role of a person required to report child abuse or neglect and the employing agency after the report has been made; and

(6) a brief description of the manner in which cases of child abuse or neglect are investigated by the department and law enforcement agencies after a report of suspected abuse or neglect.

(d) Each department and school district that must comply with (b) of this section shall file a current copy of its training curriculum and materials with the Council on Domestic Violence and Sexual Assault. A department or school district may seek the technical assistance of the council or the Department of Health and Social Services in the development of its training program.

ALASKA ADMINISTRATIVE CODE

CHAPTER 6. GOVERNMENT OF SCHOOLS

AAC 06.530 Guidance And Counseling Services

(a) School personnel assigned to provide guidance and counseling services, shall plan and implement programs and services, and use materials, that encourage students to explore and develop their individual interests in vocational programs and career opportunities without regard to gender. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish, have on file, and implement written procedures for the biennial training of all certificated personnel who are assigned to provide guidance and counseling services. Training must include the recognition of gender bias in counseling materials and specific techniques that may be used with students to overcome the effects of gender bias. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
 AS 14.18.040
 AS 14.18.080

AAC 06.550 Review Of Instructional Materials

(a) Instructional materials must portray people or characters of each gender in a wide variety of occupational, emotional, and behavioral situations, and present each gender in a broad range of its human potential.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish and implement written procedures

(1) for the biennial training of certificated personnel in the recognition of gender bias

(A) in instructional materials,

(B) in career instruction, and

(C) in instruction techniques that may be used to overcome the effects of gender bias and discrimination; this training must be at least three hours in length;

(2) for the review of textbooks and instructional materials for evidence of gender bias; or discrimination; this review may occur as part of a district's established curriculum review cycle; and

(3) for the replacement or supplementation of materials found to exhibit gender bias or discrimination, according to the general textbook and instructional materials replacement procedure of the district.

(c) The procedures required by (b) of this section must be submitted to the commissioner within 30 days after their establishment or modification.

(d) Nothing in this section requires a district that is in substantial compliance with the requirements of this section to adopt new or different procedures. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
AS 14.18.060
AS 14.18.080

CHAPTER 19. EVALUATION OF PROFESSIONAL EMPLOYEES

AAC 19.060 Evaluation Training

Each school district shall provide in-service training in evaluative techniques for all certificated staff. (Eff. 8/30/75, Register 55)

Authority: AS 14.07.020
AS 14.07.060

CHAPTER 52. EDUCATION FOR EXCEPTIONAL CHILDREN

AAC 52.250 Special Education Aides

(a) A person employed as a special education aide shall be trained by a special education teacher or specialist certificated under 4 AAC 12.025 or 4 AAC 12.041, or licensed under AS 08.84, AS 08.86, or AS 08.11 to provide the services with which the aide will assist.

(b) Before a special education aide assists in providing direct special education or related services to a child or children, or concurrent with providing direct special education or related services to a child or children, the district must provide and document a minimum of six hours of training, in the aggregate, to the aide regarding

- (1) the child's or children's exceptionalities;
- (2) the content of the IEPs;
- (3) the instructional and safety procedures to be used; and
- (4) confidentiality procedures.

(c) Each special education aide employed by the district to assist in providing special education to a child must be supervised on-site at least monthly by the certificated special education teacher responsible for the child's program.

(d) Each special education aide employed by the district to assist in providing related services to a child must be supervised on-site at least monthly by the certificated or licensed related services provider responsible for the child's program. (Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111)

Authority: AS 14.07.060
AS 14.30.180 - AS 14.30.350

AAC 52.260 Personnel Development

Each school district shall provide a program of on-going training for general and special education instructional, providers of related services, and support personnel, including teacher aides, and as appropriate, bus drivers and bus aides. The program must implement and use the comprehensive system of personnel development established by the department under 34 C.F.R. 300.380 - 34 C.F.R. 300.387, as amended through January 27, 1993. (Eff. 7/1/83, Register 86; am 11/26/93, Register 128)

Authority: AS 14.07.060
 AS 14.30.250
 AS 14.30.255

CODE OF FEDERAL REGULATIONS**29 CFR 1910.1030 Bloodborne Pathogens**

For regulatory language, implementation and documentation requirements, contact Don Poteet, OSHA Compliance Officer in charge of working with schools, Occupational Safety & Health Division, Alaska Department of Labor, 269-4949.

Subject: House Special Committee on Education Hearing

Date: Wed, 16 Jan 2002 17:35:08 -0900

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: ggiles@asb.org, ^{ack.}acsa@gci.net, vmarshall@ak.nea.org, ann.ringstad@alaska.edu

Good afternoon:

The House Special Committee on Education held a hearing this morning to discuss what, if any, committee bills the members would like to introduce. Discussion centered around the problem of the teacher shortage. There was also general discussion about ways to improve education.

Several topics will be researched by committee members over the next two weeks. The committee will meet on Wednesday, January 30 to hear members' reports. If you are interested in any of the following topics, or feel your organization has something to offer to the discussion, please contact the appropriate committee member and let my office know if you plan to attend the meeting on the 30th.

Rep. Bunde	re-hiring of retired teachers
Rep. Stevens	teacher and principal mentoring
Rep. Guess	health and liability insurance costs (create or expand insurance pools?)
Rep. Joule	teacher housing
Rep. Joule	rural regional training centers (with Rep. Wilson)
Rep. Wilson	service learning program in Wrangell schools

The committee has also asked for input from the education community and the public on the following topics. If you have thoughts on them, please contact my office.

- in-service requirements for school district personnel (too many, out dated?)
- changing high school hours to begin later (reduce crime between 3:00 and 5:00 pm)
- improving student attendance
- extending school year by three days (is it the best use of \$15 million cost projected by DEED?)

If you intend to testify at the meeting or would like the committee to distribute anything in writing for you, please submit your written comments and/or materials by January 24 at 3:00 p.m.

You can reach my committee aide, Karen McCarthy, at this e-mail address or at 465-4843.

Thank you for your participation,
Rep. Con Bunde

ack = message acknowledged

Subject: RE: Soda and RIP

Date: 18 Jan 2002 09:58:51 -0900

From: "Wiget_Larry" <wiget_larry@msmail.asd.k12.ak.us>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

Hi Karen,

Here's Lee's response:

The Anchorage School District has utilized Service Recognition Programs since 1993, as a way of reducing the rate of growth in average teacher cost. The Programs provide a cash salary supplement to eligible teachers, in their final year of District employment. The amount of supplement this year is \$10,000. It is not a retirement incentive, since retirement is not a precondition of eligibility. Teachers don't even have to terminate their employment. However, if they elect to retain their employment, they return in the fall at the pay rate of a new hire. The District saves money because the difference in pay between a high-end and beginning teacher is often more than \$20,000, so the cost of the recognition payment is recovered in the first year. By using Service Recognition Programs, the District has avoided major lay-offs, and consequent loss of service.

The downside of these programs is they have attracted strong, senior teachers who are not easy to replace. However, very few teachers are really enticed to leave the system simply for \$10,000. Most would leave within a year or two, in any case. It is certainly arguable that the SRP actually delays the retirement of teachers who planned to leave anyway, e.g. many teachers who planned to retire in 2001 actually delayed their plans for one year, in order to participate in the Service Recognition Program this year.

Around 200 teachers will receive Service Recognition in Anchorage this year. Most of those who are leaving the system and currently teach in an area of critical need have indicated that they will apply for reemployment with the District. Their applications will be welcomed.

From: Representative Con Bunde on Thu, Jan 17, 2002 1:57 PM

Subject: Re: Soda and RIP

To: Wiget_Larry

Thanks, Larry. I saw you on the news (last?) evening. You were at a budget meeting drinking coffee. Good to see you -- you looked very relaxed! :-)

Wiget_Larry wrote:

> Hmm... I'll get with him today...

>

> From: Representative Con Bunde on Thu, Jan 17, 2002 10:20 AM

> Subject: Re: Soda and RIP

> To: Wiget_Larry

Con - Finally...
ASD's response
about their rip
program. K

Want to
share this
a next Ed.
committee meeting

Guiding Principles for Promoting Mentoring

Principle	Description
Choice	Mentor and Protégés have choice in the selection process.
Time	Time is provided for the mentoring pairs to develop a relationship.
Negotiation	Mentoring pairs negotiate what is to be taught and learned.
Growing Independence	Protégé is encouraged to move from dependence to independence and from subordination to equality.
Acknowledging uniqueness	The school-work setting celebrates diversity and the uniqueness of each mentor and protégé. Protégés grow by testing their own visions of teaching.
Reciprocity	Reciprocity is an underlying assumption of the relationship.
Whole life vision	Mentoring pairs address issues beyond school and the work day that allows the protégé to fit work into a whole life picture.
Dialogue	Dialogue, not monologue, is nourished.

Gehrke, N. J. (1988). On preserving the essence of mentoring as one form of teacher leadership. "Journal of teacher Education", 39(1) 43-45.

Implications for the Design of Teacher Induction Programs

If the intent of teacher induction programs is to persuade newcomers, particularly those with the greatest academic talent, to stay in the profession and to contribute productively, then schools should provide novices with the following experiences.

1. Initial teaching Assignments that place them neither in the most difficult schools nor with the most difficult students;
2. Discretion and autonomy to make important classroom choices with information about options and possibilities gained through opportunities to participate in decision making with colleagues and administrators;
3. Clear goals set by administrators, colleagues, and beginners themselves toward which they should initially strive;
4. Clear, frequent, and helpful feedback from administrators and colleagues about the progress they are making with suggestions to help them improve;
5. Regular encouragement and acknowledgment of their efforts by building administrators and colleagues;
6. A school ethos that explicitly encourages them to ask for advice when needed and to feel non-threatened when others offer theirs;
7. Opportunities to talk frequently with more expert colleagues about teaching problems and possibilities, to observe them at their work, and to be observed by them;

8. Encouragement to experiment continuously with new teaching ideas and to enjoy colleagues who do likewise;
9. School-wide standards for student conduct that beginners can be helped to enforce consistently;
10. Opportunities for beginners to participate in school efforts that involve parents in their children's learning and that keep parents regularly informed.

Rosenholtz, S. J. (1989). Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs. *Elementary School Journal*, 89 (4), 421-439.

Teacher Performance Standards

Definition of areas to be evaluated

The following are definitions of areas of performance in which teachers of the Ketchikan Gateway Borough School District will be evaluated. The definitions are designed to communicate a general understanding of the level of performance expected of teachers in the District.

Performance Standards

1. Knowledge of subject
2. Planning and use of instructional objectives
3. Effectiveness of instructional techniques
4. Assessment of student progress
5. Classroom Management
6. Interaction with learners
7. Professional growth
8. Professional relationships

Types of On-Going Support

- Moral support
- Providing system information
- Socializing the beginning teacher
- Assisting with planning, organizing and work management
- Helping beginner find resources and materials
- Holding team meetings
- Providing skill training
- Coaching the beginner
 1. Pre-observation conference
 2. Classroom observation
 3. Analysis and strategy
 4. Post observation conference
 5. Post analysis
- Arrange observations by beginning teacher
- Co-teaching
- Video taping
- Foster reflective practice
 1. Journal writing
 2. Non-evaluative portfolio
 3. Student case studies
 4. Review of critical incident
- Collaborating on action research
- Helping beginner evaluate students
- Preparing beginner to meet with parents
- Preparing beginner for summative evaluation
- Conducting seminars

Examples of BTAP Topics

<u>Month</u>	<u>Topic</u>
August	Emergency phone numbers Schedule Getting started Role and responsibility of the beginning teacher as a part of the induction program Expectations for beginning teachers
Sept.-May September	Importance of teacher self-image Role and responsibilities of the induction team District policies and procedures District philosophy Grading and retention policy Building policies and procedures Extra duties
Sept.-Nov.	Curriculum guides and planned course Documents Informal peer interaction guidelines Classroom Management Time management
October	Contractual obligations Professional obligations Inservice education Professional organizations Certification and induction Discipline policy Attendance procedures Home-school communication Parent-teacher conference procedures Parent-teacher conferencing Techniques Characteristics of professionalism

	Confidentiality
	Support of school system
	Support of colleagues
	Ethics
	Academic freedom
	Professional demeanor
	Record keeping
November	Textbooks, resource materials, community resources
	Library services
	Pupil support services
	Guidance
	Nurse
	Home-school coordinators
	School Psychologists
December	Field trip procedures
	Extracurricular activities
January	Federal programs
	Organization for instruction
	Student needs
	Student involvement and motivation
February	Group instruction
March	Slow learners
	Special education referrals
	Gifted and talented students
	Parental contacts and involvement
April	Goal setting
	Demographic and social structure of the community
May	Materials acquisition

This partial reproduction is from Steinhart (Induction Manual, Pennsylvania State Education Association, Council on Instruction and Professional Development)

The New Teacher Twelve Potential Needs

1. Managing the classroom
2. Acquiring information about the school system
3. Obtaining instructional resources and materials
4. Planning, organizing, and managing instruction and other professional responsibilities
5. Assessing students and evaluating student progress
6. Motivating students
7. Using effective teaching methods
8. Dealing with individual students' needs, interests, abilities, and problems
9. Communication with colleagues, including administrators, supervisors, and other teachers
10. Communicating with parents
11. Adjusting to the teaching environment and role
12. Receiving emotional support

Effects of BTAP's

Two case studies

Case Study #1 West Central Indiana

The study conducted by the Indiana State University involved ten schools and twenty first-year teachers. Each first year teacher was assigned an experienced support teacher, received monthly visits from a university supervisor, attended a monthly peer-support seminars, and were sent a newsletter. "The beginners completed the year with significantly healthier attitudes and perceptions about teaching than did a similar group of beginning teachers who did not have the same level of support. (Henry 1988, p. 15)" All of the new teachers enrolled in the program chose to stay in teaching.

Case Study #2 Wisconsin-Whitewater Teacher Induction Program

The study in Wisconsin involve rural schools. Beginning teacher assistance included peer support from other new teachers, seminars, and an induction team including mentors, school administrators, and university personnel. In this program, the induction team worked with first-year teachers to identify areas of concern and needed growth and to set goals. The teachers reported problems similar to those in a control group, but were better able to motivate students, to respond successfully to student misbehavior, to develop positive relationships with their students, and to view their first year of teaching in positive terms. Administrators said they had fewer student referrals, parent calls, and student complaints involving teachers in the induction program (Varah, Theune, and Parker 1966). Once again the follow-up studies indicated that the retention of teachers who participated in this program was significantly higher than members of a control group who did not receive the same support.

Common Components of these Studies

Each study offered beginning teachers the following:

1. A Mentor/support teacher
2. An induction/support team
3. Seminars
4. Peer support

Each study noted higher teacher satisfaction and retention among those who participated in the program over a similar group of beginning teachers who did not participate in the program.

The Written Plan

A BTAP should have a written plan if it is to be successful. A meaningful plan should have statements of purpose and rationale, goals, objectives, and clear definitions.

Statement of Purpose:

A statement of purpose states the intent of the beginning teacher assistance program. The statement of purpose should be short and to the point. The statement will enunciate the reason a program was created. An example of a purpose statement is:

"The purpose of the _____ School District's beginning Teacher Assistance Program is to facilitate the growth of the beginning teacher toward the highest levels of professional and personal development possible during the initial years of teaching." or

"The purposes of the _____ School District's Beginning Teacher Support Program is to help beginning teachers acquire the knowledge and develop the skills and attitudes necessary to experience a successful induction period."

The Rationale Statement:

The program rationale statement explains the need for the program. An example of a rationale statement is as follows:

"The primary goal of _____ School District is to develop students to their fullest academic, social, and personal potential. One way to try to achieve this goal is to help teachers develop to their fullest potential as educators. A long line of research tells us that beginning teachers experience problems during the induction period, which, if unaddressed, can lead to negative attitudes, poor instructional performance, and departure from the teaching profession. One group of studies tells us that beginning teachers assistance programs can solve or reduce the problems faced by new teachers,

improve the quality of their instruction and their students' learning, and help us retain promising teachers. The beginning teacher assistance program described in this document is a research-based program designed to facilitate the optimal development of beginning teachers and the students they teach.

Goals and Objectives:

Goals are the broad area of need identified by the preliminary needs assessment. A sample goal statement would look like this:

- Goal 1. Mentors will develop the skills necessary to provide professional and personal assistance to beginning teachers.

Objectives are more specific than the goal but related to the goal under which they are listed. An example of the objectives which would relate to the sample goal listed above would be:

Mentors will develop:

1. needs-assessment skills
2. communication skills
3. problem-solving skills
4. coaching skills
5. conflict-management skills
6. skills necessary to facilitate adult learning
7. skills necessary to facilitate reflective practice

Finally, the BTAP team should develop a list of important terms and definitions which will assist anyone reading the written materials produced by team about the program. The team must make sure that any use of the defined terms is consistent with the definitions listed in the definition section of written plan.

Mentor Selection Criteria

The BTAP team must determine, in advance, the criteria and procedures for mentor selection and must plan a program for preparing mentors for their new roles. Guidelines must be established for assigning mentors to beginning teachers and provisions must be made for ongoing support and rewards for mentors.

Environmental Difficulties facing New Teachers

1. **Difficult Work Assignments** - Unlike most professions, which start new members of the profession off with a lightened work load in order to permit growth of skills and self confidence, new teachers are expected to start with a full teaching load from day one. Beginning teachers often find themselves with the least desirable teaching assignment because more senior teachers often move into the more desirable slots as they became available.

2. **Unclear Expectations** - Schools have a myriad of formal and informal rules and norms which are unclear to the beginning teacher. In addition informal routines and customs are even less clear than the numerous rules which govern the school. Expectation from administration, peers, students and parents are often both unclear and conflicting. Failure can arise from not communicating to new teachers just what is expected of them.

3. **Inadequate Resources** - When teachers leave an assignment it is not uncommon for the equipment and supplies to find their way into other classrooms before a new teacher is hired. The new teachers then finds that they face a new teaching situation without sufficient materials or equipment to perform their duties. In addition the new teacher does not know how to access replacement resources.

4. **Isolation** - New teachers often face new and intimidating circumstances without the personal and professional support structure enjoyed be veteran teachers within the school. Veteran teachers often ignore new teachers in a very deliberate fashion since they feel the new teacher must pass through the same rite of passage they passed through when they started teaching. Other veteran teachers would

like to offer assistance if they only knew how to make the overture. New teachers often aggravate their own isolation by fearing to reveal to others their sense of inadequacy.

5. **Role Conflict** - New teachers are often not only dealing with a new school and a new profession but also a new town and culture. Add to these adjustments the fact that many new teachers are on their own for the first time. They may be adjusting to new expenses and the responsibilities of a new marriage or just the frustrations attendant to their new independence. The combined impact is a serious stress load which hampers their ability to face the adjustment to their new professional responsibilities.

6. **Reality Shock** - New to the profession teachers have the zeal of a missionary. The shock of dealing with open defiance rather than focusing their full attention to the higher calling of "Teaching" can demoralize the naive young teacher. The amount of energy expended on non-academic duties may actually overwhelm the new teacher. In addition the illusion that a teacher is an autonomous professional is dashed early in the first year when the constraints of curriculum, instructional programs and textbooks become a reality.

Bibliography

Most of the material contained in this instructional packet was obtained from one of two books published by ASCD.

The primary reference was a book entitled "How to Help Beginning Teachers Teach" by Stephen P Gordon, 1991, ISBN 0-87120-189-5, ASCD Stock Number 611-91172.

The second reference which was very useful was entitled "Mentoring the New Teacher" by James B. Rowley, 1994, ASCD Stock Number 4-941002.

Following you will find a list of other useful titles which were used by the authors of the ASCD books in there research. Local school districts planning to implement BTAP will want the draw on numerous references in order to ensure that they have adequate insight and information to create the most effective program possible.

Mentor Selection

There are a variety of ways to select mentors, including nominations by principals, other teachers, or self-nomination. Those nominated by others should have the opportunity to accept or decline the nomination very early in the process. A committee should be set up to screen nominations and applications. Selection should be made up of part or all of the BTAP team. Screening of applicants and nominations should be based upon predetermined qualification criteria. Qualification criteria should come in both the form of prerequisite criteria and selection criteria.

Prerequisite criteria indicate whether an individual is eligible for consideration by the selection committee. Examples of prerequisite criteria would include years of teaching experience years with the district, level of education, type of certification and area/location of teaching assignment. Selection criteria would be used choose mentors from the pool of eligible candidates.

Criteria for selection should be based upon current research and literature on the characteristics of successful mentors.

Schmidt and Wolfe (1980) concluded that the most important characteristic of a successful mentor is a commitment to provide personal time and attention the beginner. They also found that mentors should be of high professional achievement and have diversified interests and activities.

Little, Galagaran, and O'Neal (1984) reported that effective mentors have personal and professional respect for those they are assisting; they are more interested in facilitating beginners than controlling them.

Clawson (1980) found that those chosen as mentors were consistent, informal, willing to share information, and demanding.

Positive traits of mentors revealed in a study by Gehrke and Kay (1984) were genuine interest in the advisee, helpfulness, caring willingness to take

time, dedication professionalism, friendliness, outgoing natures, patience, and influence within the system.

A study by Bova and Phillips (1984) suggests that effective mentors tend to evaluate situations from many points of view and examine multiple options for dealing with problems.

Odell (1990) proposed that characteristics of effective mentors are teaching excellence; ability to work with adults; respect for others' viewpoints; willingness to engage in active, open learning; and social and public relations skills.

Debolt (1989, pg. 19) used the Delphi Technique to have mentors themselves rate characteristics helpful to the mentoring process. The characteristics rated most helpful were:

- approachability
- integrity
- ability to listen
- sincerity
- willingness to spend time
- enthusiasm
- teaching competence
- trustworthiness
- receptivity
- willingness to work hard
- positive outlook
- confidence
- commitment to the profession
- openness
- experience in teaching
- tactfulness
- cooperativeness
- flexibility

Mentor Preparation

A basic preparation program should be carried out well in advance of the arrival of the new teachers to be served by the BTAP. There are several suggested topics for initial mentor preparation.

- Knowledge about teacher induction
- Developing trust and rapport
- Classroom management and effective teaching
- Adult learning
- Adult and teacher development
- Observation skills
- Interpersonal skills
- Problem-solving skills
- Specialized training
- Planning and time management

Mentor Program in Ketchikan

Ketchikan has a two part mentor program that was, in part, the product of the collective bargaining process. Through negotiations the District and the Association created a mentor program the supports teachers placed on a plan of improvement. In addition the contract established a committee of teachers, administrators and association members to assess the progress of the teacher in meeting the goals and objectives of the plan.

The more important and relevant program was established by the Association to support new teacher to the Ketchikan school district. This programs is classified as a beginning teacher assistance program or BTAP for short. The handouts in this packet are related to the BTAP program as it is established in Ketchikan. Penny Marksheffel was president of the Association at the time this program was establish and can provide further information if desired.

NEA-Alaska provided the training and materials for this program. Initially the training reviewed the fundamentals of adult learning, outlined the basic needs of new teachers and acquainted potential mentors with materials and procedures useful in working with new teachers. The Association reviewed potential criteria for mentor selection so that the final team of mentors would be credible and effect mentors. Since the initial formation of the program the association has conducted two additional training sessions to expand the skills of mentors.

The mentors have analyzed the local and state teachers performance standards in order to refine the resources provided for the protégé.

Creating a Teacher Mentoring Program

Key Questions to Consider

Creating the Climate, Context, and Structure for Effective Mentoring

- Are there existing state or local mentoring policies and are these effective?
- What policies and practices are barriers to mentoring and how can these be overcome?
- What partners should be involved in the creation of the mentoring program and how?
 - District administrators and school board members?
 - Teacher association leaders?
 - Parents?
 - University faculty?
 - Retired teachers?
 - Others?
- Is it useful to have a formal, written governing agreement for a mentoring program?
 - Who should be the parties to this agreement?
- Who will be involved in providing ongoing direction for the mentoring program?
 - District administrators and school board members?
 - Teacher association leaders?
 - Parents?
 - University faculty?
 - Retired teachers?
 - Others?
- Which teachers will receive mentoring?
 - First time teachers right out of college?
 - Teachers new to the state, new to the school district, or new to a school?
 - Teachers experiencing a change in grade level, type of assignment, or cultural environment?
 - Veteran teachers who are experiencing difficulties?
- Will participation in the mentoring program be mandatory or voluntary?
- How long will a protégé participate in a mentoring program?
- How frequently should mentoring activities occur?
- What is the best way to provide time for mentoring?
- Will teacher-mentors be full-time or will they have classroom duties, too?
- How long will mentors serve?
- What is the target mentor-protégé ratio?
- How will the confidentiality of the mentor-protégé relationship be maintained?
- What changes need to be made in a school's operations to make mentoring possible?
 - Will the nature of new teachers' assignments need to be changed?
 - Will mentors and protégés have ready access to email and telephones?
- How will our university partners prepare teachers to give and receive peer assistance?
- How will retired teachers become involved in the program?
 - How will they be compensated for their participation?

Selecting, Training, and Supporting Mentors

- **What criteria will be used to select mentors?**
 - Who will help to define these criteria?
- **Who will be involved in choosing mentors?**
 - Other teachers?
 - Principals?
 - Teacher association representatives?
 - District administrators?
 - Current mentors?
 - Protégés?
 - Others?
- **What incentives will attract the best candidates to serve as mentors?**
 - Modified/reduced teaching schedules?
 - Leadership opportunities?
 - Relicensure/recertification credit?
 - Other incentives?
- **How will mentors be matched to protégés?**
 - One-to-one matching?
 - One protégé matched with several mentors who have expertise in different areas?
 - Who will coordinate the matching?
- **How will mentors be trained?**
 - When will the training take place?
 - Who will plan and provide the training?
 - Will mentors be *required* to participate in the training?
 - What will be the focus of the training?
 - How will higher education institutions assist with mentor training?
- **What resources and expertise will be made available to mentors?**
 - Ongoing counsel from higher education faculty and other mentors?
 - Office space?
 - Ready access to laptop computers and other equipment?
 - Other resources?
- **How will the school, school district, and teacher association facilitate a mentor's return to the classroom full-time?**

Content and Evaluation

- **How shall we determine what new teachers need most from the mentoring experience?**
 - Who will be involved in making this determination?
- **How will the district and its partners individualize the mentoring experience to meet the specific needs of each protégé?**
- **How will the focus of mentoring change during the course of a protégé's involvement in the program?**
 - Will the mentoring program be divided into stages according to the evolving needs of the protégé?
- **Will the mentoring program provide remedial assistance to veteran teachers experiencing difficulties?**
- **Will the mentoring program include peer review?**
- **How will mentors interact with others in the district and with representatives of partnering organizations to ensure that protégés have access to comprehensive professional development opportunities, including assistance with curriculum content and student assessments?**
- **How will mentors be assessed for their performance?**
 - Who will be involved in making this assessment?
- **What evidence will be used to evaluate and document the effectiveness of the program?**
 - Student achievement data?
 - Indicators of teacher satisfaction?
 - Teacher retention data?
 - Decreased need for teacher remediation?
 - Cost-benefit data?
 - Anecdotal evidence?
 - Other indicators?
- **Who should be involved in evaluating and documenting the mentoring program?**
 - An independent program evaluator?
 - Mentors?
 - Protégés?
 - School administrators?
 - Teacher association leaders?
 - Others?

What is a Mentor?

A mentor is:

- An experienced teacher helping a new teacher adjust successfully to the work of teaching.
- A teacher who is released from the classroom to act as a mentor OR a teacher still working in his/her own classroom who acts as a mentor, with or without being paid in some way.

Good mentors are:

- Willing to help.
- Eager to meet the needs of new teachers.
- "Good people" and model professionals.
- Preferably in similar teaching assignments and in close proximity to the beginning teacher, but this is not critical to successful mentoring.

Mentors:

- Help the beginning teacher to learn about the complex job of teaching and to feel good about teaching.
- Help new teachers become part of the school community.
- Set goals for helping new teacher.

Goals for mentors:

- To help new teachers make a smooth transition into teaching.
- To provide psychological support to help beginning teachers develop and maintain a commitment to teaching.
- To make sure that the new teacher's first year experience provides a broad variety of professional experiences.
- To orient the new teacher to both the workplace and the culture of the community.
- To provide on-going coaching and support.
- To help beginning teachers improve classroom teaching.

EED Recruitment and Retention Project

Activities By District and Service Provider

[illegible]

Districts, Service Providers, and Activities funded through EED Recruitment and Retention Project
2001 - 2002

Please see key, bottom pg. 2

District	Received Funding via own proposal	Receiving Services via UAA	Receiving Services via UAF	Receiving Services via UAS	Receiving Services via ASDN	Rural Practica for UAA Students	Rural Practica for UAF Students	Rural Practica for UAS Students	Rural Practica for APU Students
Alaska Gateway	XX			NEO / MT					
Aleutian Region									
Aleutians East Borough	M / XX								
Anchorage	M / XX	MT		NEO / MT					
Annette Island				NEO / MT					
Bering Strait	XX		NEO						XX
Bristol Bay Borough									
Chatham									
Chugach									
Copper River									
Cordova City									
Craig City	M / XX				MT				XX
Delta/Greely									
Denali Borough			NEO						
Dillingham City			MT						
Fairbanks North Star Borough	XX								
Galena City			NEO						
Haines Borough									
Hoonah City									
Hydaburg City	XX			NEO / MT					
Iditarod Area	M / XX				MT				
Juneau Borough				NEO / MT					
Kake City									
Kashunamiut		MT							
Kenai Peninsula Borough	M / XX		MT / NEO	NEO / MT					
Ketchikan Gateway Borough				NEO / MT					
Klawock City									
Kodiak Island Borough	M / XX		MT / NEO						
Kuspuk School District	M / XX				MT				
Lake & Peninsula Borough	M / XX				MT				
Lower Kuskokwim	M / XX	MT	MT	NEO / MT					
Lower Yukon				NEO					
Mat-Su Borough	M / XX	MT		MT					
Nenana City									

Districts, Service Providers, and Activities funded through EED Recruitment and Retention Project
2001 - 2002

Please see key, bottom pg. 2

District	Received Funding via own proposal	Receiving Services via UAA	Receiving Services via UAF	Receiving Services via UAS	Receiving Services via ASDN	Rural Practica for UAA Students	Rural Practica for UAF Students	Rural Practica for UAS Students	Rural Practica for APU Students
Nome City	M / XX		NEO	MT	MT				XX
North Slope Borough			NEO	NEO / MT					
Northwest Arctic Borough			MT	NEO					
Pelican City	M / XX				MT				
Petersburg City									
Pribilof Islands			NEO	NEO / MT					XX
Saint Mary's				MT					
Sitka Borough				NEO / MT					
Skagway City									
Southeast Island	M / XX								
Southwest Region				NEO / MT					
Tanana									
Unalaska City									
Valdez City									
Wrangell Public									
Yakutat City			MT	NEO / MT					
Yukon Flats			MT	NEO / MT					
Yukon/Koyukuk			MT / NEO	NEO / MT					
Yupitit		MT	MT / NEO	NEO / MT					
Mt. Edgecumbe High School	M / XX								
Alyeska Central School									

M = mentoring program funded through EED R&R Project in this district. Note that other districts have their own, ongoing mentoring programs not funded through EED R&R.

MT = mentor training program. One or more educators in this district (row) enrolled in mentor training course delivered by this service provider (column).

NEO = new educator orientation course. One or more teachers and/or administrators in this district (row) enrolled in orientation course delivered by this service providers (column).

XX = other components of EED R&R Project underway in this district.

Course enrollments as of 1/2/02

Professional Development Required for School District Staff

Note: This list is provided as a reference only. It has not been reviewed by the Department of Law for accuracy or completeness.

Requirement:

Alaskan	Topic	Who must be trained?	Time Requirement?	DOE Contact All phones 465-xxxx
AS 14.030.30	Achievement Data Analysis	school staff	a minimum of 1 inservice day per year	Mark Leal x8691
AS 14.20.680	Needs of individual students who have alcohol or drug related disabilities.	each teacher, administrator, counselor, and specialist who has not been previously trained under this section	within 45 days after the first day of work	Beth Shober, x2887 Terri Campbell, x8719
AS 18.66.310	Continuing Education regarding Domestic Violence	employees of public schools who are required by law to report abuse or neglect of children under AS47.17.020	provide continuing education	Coney Danitz, x8681 (DPS/CDVSA, x4356)
AS 47.17.022	Child Abuse Detection & Reporting	a person employed by the district who is required by law to report abuse or neglect of children	initial training to each new employee within 6 months; at least once every five years thereafter.	Coney Danitz, x8681
AS 14.33.100	Required School Crisis Response Planning	Each district employee	annually in crisis response including evacuation & lock down drills	Beth Shober, x2887 Terri Campbell, x8719 Coney Danitz, x8681
AS 14.18.060(b) 4AAC 06.500	Gender Equity	all certificated personnel, including specialized training for those who are assigned to provide guidance and counseling services	biennial for minimum of 3 hours	Naomi Obie, x8728 Marnie Briggs (Equity Center, NWREL) 800-547-6339
AS 14.20.149 4AAC 19.060	District evaluation procedures and standards	administrators doing evaluations certified staff	before conducting evaluations annually	Cyndy Curran, x2857
4AAC 52.250	Working with special education students	aides who work with special education children	minimum of 6 hours before or concurrent with providing direct or related services	Greg Maloney, x2972
4AAC 52.260	Working with special education students	staff who work with special education children	on-going	Greg Maloney, x2972
Federal:				
29 CFR 1910.1030	Working with blood borne pathogens	Employees expected to respond to potentially hazardous situation	at time of initial assignment to tasks where occupational exposure may take place; at least annually thereafter	Beth Shober, x2887 Terri Campbell, x8719

ALASKA STATUTE

Title 14. EDUCATION, LIBRARIES AND MUSEUMS

Chapter 3 PUBLIC SCHOOLS GENERALLY

Sec. 14.03.030 School term: A school term shall include not less than 180 days in session, unless with the approval of the commissioner,

(1) a day used for in-service training of teachers is substituted for a day I session, up to a maximum of 10 days.

Chapter 14.18. PROHIBITION AGAINST DISCRIMINATION BASED ON SEX OR RACE IN PUBLIC EDUCATION

AS 14.18.060. Discrimination in textbooks and instructional materials prohibited.

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with AS 14.08.111 (9) and AS 14.14.090 (7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel in the identification and recognition of sex-biased materials.

Section 4 AS 14.20 is amended by adding a new section to read:

Sec. 14.20.149. Employee evaluation

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

Chapter 14.20. TEACHERS AND SCHOOL OFFICIALS

AS 14.20.680. TRAINING REQUIRED FOR TEACHERS AND OTHER SCHOOL OFFICIALS.

(a) A school district or regional educational attendance area shall train each teacher, administrator, counselor, and specialist on the needs of individual students who have alcohol or drug related disabilities. The training must utilize the best available educational technology and include an overview of medical and psychological characteristics associated with alcohol or drug related disabilities, family issues, and the specific educational needs of students with alcohol or drug related disabilities.

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

AS 14.33.100 REQUIRED SCHOOL DISTRICT CRISIS RESPONSE PLANNING

(d) Each district shall annually provide to each district employee training in crisis response, including evacuation and lock down drills.

TITLE 18. DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Article 4. EDUCATION AND PREVENTION

Sec.18.66.310. CONTINUING EDUCATION FOR PUBLIC EMPLOYEES, COURT SYSTEM EMPLOYEES, AND FOR PROSECUTING AUTHORITIES.

(a) Employers of state or local public employees, including employees of public schools, shall, in consultation with the Council on Domestic Violence and Sexual Assault, provide continuing education in domestic violence for the public employees who are required by law to report abuse or neglect of children under AS 47.17.020.

(b) The administrative director of the Alaska Court System...

(c) The Department of Law...

(d) The continuing education required under (a) – (c) of this section must include information on the following subjects:

- (1) the nature, extent, and causes of domestic violence;
- (2) procedures designed to promote the safety of the victim and other household members;
- (3) resources available to victims and perpetrators of domestic violence; and

(4) the lethality of domestic violence.

TITLE 47. WELFARE, SOCIAL SERVICES AND INSTITUTIONS

Chapter 47.17. CHILD PROTECTION

Sec. 47.17.022. TRAINING.

(a) A person employed by the state or by a school district who is required under this chapter to report abuse or neglect of children shall receive training on the recognition and reporting of child abuse and neglect.

(b) Each department of the state and school district that employs persons required to report abuse or neglect of children shall provide

(1) initial training required by this section to each new employee during the employee's first six months of employment, and to any existing employee who has not received equivalent training; and

(2) at least once every five years, appropriate in-service training required by this section as determined by the department or school district.

(c) Each department and school district that must comply with (b) of this section shall develop a training curriculum that acquaints its employees with

(1) laws relating to child abuse and neglect;

(2) techniques for recognition and detection of child abuse and neglect;

(3) agencies and organizations within the state that offer aid or shelter to victims and the families of victims of child abuse or neglect;

(4) procedures for required notification of suspected abuse or neglect;

(5) the role of a person required to report child abuse or neglect and the employing agency after the report has been made; and

(6) a brief description of the manner in which cases of child abuse or neglect are investigated by the department and law enforcement agencies after a report of suspected abuse or neglect.

(d) Each department and school district that must comply with (b) of this section shall file a current copy of its training curriculum and materials with the Council on Domestic Violence and Sexual Assault. A department or school district may seek the technical assistance of the council or the Department of Health and Social Services in the development of its training program.

ALASKA ADMINISTRATIVE CODE

CHAPTER 6. GOVERNMENT OF SCHOOLS

AAC 06.530 Guidance And Counseling Services

(a) School personnel assigned to provide guidance and counseling services, shall plan and implement programs and services, and use materials, that encourage students to explore and develop their individual interests in vocational programs and career opportunities without regard to gender. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish, have on file, and implement written procedures for the biennial training of all certificated personnel who are assigned to provide guidance and counseling services. Training must include the recognition of gender bias in counseling materials and specific techniques that may be used with students to overcome the effects of gender bias. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
 AS 14.18.040
 AS 14.18.080

AAC 06.550 Review Of Instructional Materials

(a) Instructional materials must portray people or characters of each gender in a wide variety of occupational, emotional, and behavioral situations, and present each gender in a broad range of its human potential.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish and implement written procedures

 (1) for the biennial training of certificated personnel in the recognition of gender bias

 (A) in instructional materials,

 (B) in career instruction, and

 (C) in instruction techniques that may be used to overcome the effects of gender bias and discrimination; this training must be at least three hours in length;

 (2) for the review of textbooks and instructional materials for evidence of gender bias; or discrimination; this review may occur as part of a district's established curriculum review cycle; and

 (3) for the replacement or supplementation of materials found to exhibit gender bias or discrimination, according to the general textbook and instructional materials replacement procedure of the district.

(c) The procedures required by (b) of this section must be submitted to the commissioner within 30 days after their establishment or modification.

(d) Nothing in this section requires a district that is in substantial compliance with the requirements of this section to adopt new or different procedures. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
AS 14.18.060
AS 14.18.080

CHAPTER 19. EVALUATION OF PROFESSIONAL EMPLOYEES

AAC 19.060 Evaluation Training

Each school district shall provide in-service training in evaluative techniques for all certificated staff. (Eff. 8/30/75, Register 55)

Authority: AS 14.07.020
AS 14.07.060

CHAPTER 52. EDUCATION FOR EXCEPTIONAL CHILDREN

AAC 52.250 Special Education Aides

(a) A person employed as a special education aide shall be trained by a special education teacher or specialist certificated under 4 AAC 12.025 or 4 AAC 12.041, or licensed under AS 08.84, AS 08.86, or AS 08.11 to provide the services with which the aide will assist.

(b) Before a special education aide assists in providing direct special education or related services to a child or children, or concurrent with providing direct special education or related services to a child or children, the district must provide and document a minimum of six hours of training, in the aggregate, to the aide regarding

- (1) the child's or children's exceptionalities;
- (2) the content of the IEPs;
- (3) the instructional and safety procedures to be used; and
- (4) confidentiality procedures.

(c) Each special education aide employed by the district to assist in providing special education to a child must be supervised on-site at least monthly by the certificated special education teacher responsible for the child's program.

(d) Each special education aide employed by the district to assist in providing related services to a child must be supervised on-site at least monthly by the certificated or licensed related services provider responsible for the child's program. (Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111)

Authority: AS 14.07.060
AS 14.30.180 - AS 14.30.350

AAC 52.260 Personnel Development

Each school district shall provide a program of on-going training for general and special education instructional, providers of related services, and support personnel, including teacher aides, and as appropriate, bus drivers and bus aides. The program must implement and use the comprehensive system of personnel development established by the department under 34 C.F.R. 300.380 - 34 C.F.R. 300.387, as amended through January 27, 1993. (Eff. 7/1/83, Register 86; am 11/26/93, Register 128)

Authority: AS 14.07.060
 AS 14.30.250
 AS 14.30.255

CODE OF FEDERAL REGULATIONS**29 CFR 1910.1030 Bloodborne Pathogens**

For regulatory language, implementation and documentation requirements, contact Don Poteet, OSHA Compliance Officer in charge of working with schools, Occupational Safety & Health Division, Alaska Department of Labor, 269-4949.

Mentor Subcommittee Report

The Special Committee on Education Mentor Subcommittee consisting of Representatives Green, Guess and Stevens held open meetings on January 18 and January 25. We were joined by NEA Alaska officials, representatives of the Department of Education and Early Development and several legislative staff.

The subcommittee heard that there are many perspectives on the mentor issue and what is successful for one school district may not work well in another district. Ultimately, we identified the following points:

1. Focus attention on the need for teacher mentoring: By holding these hearings we have already done that.
2. Creating a position at DEED: As Representative Guess phrased it, this would be a person who would "wake up every morning thinking about recruitment and retention." Mentoring would be a major concern. DEED Commissioner Shirley Holloway likes the idea and feels it would be money well spent. DEED currently has a position funded by federal grants that works half-time on teacher recruitment/retention.
3. Create a Pilot Program: In concert with DEED, the program could start with 100 first year teachers, primarily at rural sites. It measure outcomes in teacher retention and include student achievement improvements
4. Encourage a summit: The committee would call for a summit to focus attention on the problem and get involvement from districts, University of Alaska, DEED, NEA and the Alaska Association of School Boards (AASB), ect. The meeting could spotlight the programs already being conducted around the state and allow various entities to share ideas.
5. Utilize a University of Alaska program: UAA Chancellor Gorsuch is moving ahead on this front. The program would need an endorsement to certificate. The Legislature could call for such a thing.

Our findings indicate that opinions and options on mentoring vary. The subcommittee recommends the full committee get perspective on this issue from Dr. Eric Madsen of the DEED who is working on the recruitment/retention issue, and Mark Jones, who has worked on mentoring issues for the NEA.

Some Conclusions

Numerous conversations with state board contacts and with educators in the various states during this survey have led this author to several conclusions about the "wandering and searching" so evident in an overview of the whole sequence of program change since the mid-1980s.

Those conclusions are:

1. That earlier efforts which emphasized assessment for certification based on a list of effective practices often have concluded that their approach has been too prescriptive and simplistic to adequately define teaching excellence given the complexity of the classroom and an entrenched school culture.
2. That when funding has been cut or programs rescinded, that the experience of the leadership of those programs has often been lost or, at least, unused as a resource to inform the next round of decisions about mandates and programs.
3. That when the effort to support new teachers has been collaborative and has involved all the stake holders from higher education, the schools, regional service centers, and the public, it has been a slower but more reasoned process of program evolution. In these cases the discussion has most often been about the need to maintain the safe learning environment of the mentoring relationship which leads to growth and about how to find a balance between the focus on development of people and documentation of effective practices where neither are an obstacle to the other.
4. That the shift from using a checklist of effective practices to defining standards for excellent teaching really represents a shift in accountability from focusing on a definition of HOW to attain the desired results, to a recognition that clearly defined RESULTS must be central. The search for how to attain those results requires a dialogue that is specific to the individual classroom and student so it

cannot be mandated. Such a dialogue is both internal and social, requiring a skillful and career-long process of inquiry, reflection, self assessment, student assessment, and adjustment of method to better attain the goal.

5. That the approach of providing assistance through mentoring has varied from a short-term focus on developing effective teaching practices to a more long-term investment in developing the skills and dispositions in the emerging educator of reflection, self-assessment, openness to the perspectives and feed back of others, and continuous inquiry and growth.

6. That the lessons learned in state new teacher programs about the balanced approach of assisting and assessing need to be incorporated into the processes underway to define teaching and student learning standards. That is that what works to support student learning and adult learning must be integrated for each to impact the other.

7. That the process of defining teaching and student learning standards needs a parallel process to define standards for effective mentoring and induction programs and for effective mentoring practices so that mentoring and induction of new teachers also supports the student learning agenda.

8. That there are overlooked links between effective teaching and assessment of students, effective mentoring of novice teachers as learners, and effective novice teacher support programs which themselves need to be learning. The quest to learn how to become more effective is a multi-layered process of interacting efforts and initiatives which may have a multiplying effect.

9. It seems to this author that part of what is needed is a more careful adherence to principals of solid research. Inquiry about defining the problem, testing an hypothesis, and drawing conclusions about solutions to the problems sometimes seem to have been ignored. It is my conclusion that where research has been undertaken in a collaborative setting involving both educators and non-educators,

that then solid methods of inquiry have been better used and the results of the research have been more valued and have led to a more consistent, long-term effort to improve the ability of programs to resolve problems and attain the desired results of improved teaching and learning.

The Approach That We Need:

Further, it is my conclusion that the lack of research about these desired results is a direct result of the problem described here.

This author is led to the final conclusion that programs for new teachers and the persons in them, need a continual, three-part agenda which examines the relationships between effective mentoring programs, effective mentoring, effective teaching and effective learning at every level. It is as if the role of the mentor as a model of effective teaching is being redefined from a person with all the answers to be cloned, to a person who asks the right questions and who is always challenging themselves to become more effective and productive in their work. The image of the teacher as an isolated professional struggling in their classroom on behalf of the students is shifting to an image of the teacher as a member of a team which challenges and supports the same struggle as a collective journey, not a private quest.

The way one defines the role of the mentor and the approach of the program more clearly than ever, reflects some deep seated and often unexamined assumptions about teaching, learning, and change. If anything, a review of this document should lead mentors and all those interested in increasing the effectiveness of their efforts to support novice teachers, to a reexamination of purposes and the extent to which program methods align with and support those intentions.

Finally, as we work to define excellence in mentoring practices and programs, we need to attend to the lessons learned in the programs across our nation. To ignore those lessons is to ignore the dichotomous realities of accountability to the public which sends us their children, as well as the realities of the classrooms and schools in which those children are students.

Clearly, when the conversation about new teacher programs has been a collaborative one, the stake holders and decision makers have come to a shared vision of what the goal is and of the best way to attain it. When that has happened, the infamous pendulum of focus and of how our scarce resources are spent has been stilled and the consensus has allowed them to move ahead, rather than back and forth between the two realities.

Return to the TOP

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Barry Sweeny, Resources for Staff & Organization Development
26 W 413 Grand Ave. Wheaton, IL 60187 (630) 668-2605, E-mail
bsweeny@kane.k12.il.us



**WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE**

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

January 28, 2002

The Honorable Con Bunde
Room 501
Capital Building
Juneau AK 99801

Dear Representative Bunde:

Thank you for your interest in our Service Learning at Wrangell Public Schools. We believe it is a part of our curriculum that teaches citizenship and caring for others. I have attached an executive summary of our program along with a more thorough explanation.

We will be at the Wrangell LIO at 8:00 a.m. Wednesday morning if you have questions or wish to speak to us further.

We believe our program is good for our community but would caution against mandating it for others. Each community is different and one size does not fit all. Furthermore, it is not without cost. In our small high school it costs us the equivalent of one eighth of a teacher's salary at a minimum to teach this class. Mandating this program would have a significant fiscal note for the state of Alaska.

As always we are pleased to be at your service.

Sincerely yours,

Woody Wilson
Superintendent

Service Learning Executive Summary

Wrangell High School

- **Senior Project** - All seniors are required to select and complete a senior project in order to graduate. This is a semester (or year-long) course that originated to repay the community for their support over the past 12-13 years of their education. Students are required to select a project that gives something back to the community. They participate during that class period and/or after school depending on the project. As a culminating activity, the student sends out invitations to their presentation. They are required to have a multi-media presentation with the use of power point, digital pictures, or video. They present this to the community.
- **Activity participation** - Due to budget restraints, the community provides much monetary support through raffles, auctions, bake sales, etc. for activities. Thus, a requirement for participation in an extra-curricular activity (i.e., cross country, volleyball, wrestling, basketball, DDF, BPA, FCCLA, cheerleading, music) to repay the community is to complete 16 hours of approved community service for each activity. These hours are in addition to senior projects.
- **STW/OJT** - For Juniors and Seniors to go out into the community to work with businesses to learn skills. This is at no cost to the employer.

Service Learning Explanation

Thank you for asking us about our Service Learning Program at Wrangell Public Schools. Many districts across the state and nation recognize the value in Service Learning. Community service is taught to students in an effort to build character and help them understand that being a member of society comes with a responsibility. Service learning is taught by teachers at different levels from elementary students who perform plays and sing for the elderly, middle school children who collect food for the Salvation Army, to the more formal program of study at the high school level. When students are taught to contribute, it may be one of the most important lessons they will learn.

Senior Projects

Wrangell High School implemented the senior project program in 1997 and continually increases and improves the variety of projects that connect the community with the school environment. The goals and objectives address performance standards within vocational education and Alaska State Standards while successfully impacting special populations. A teacher(s) has a class period designated as senior project hour. Although a specific period is assigned per senior to meet with the teacher, many of the project hours are spent outside of the classroom.

The course is one semester, however, because of the training needed or the interest level, the project could continue into a full year course. In one way or another the project must contribute to the community or provide a needed service.

Some of the project examples over the last two years include:

- Completing Emergency Trauma Training
- Completing Junior Fire Fighting
- Completing Certified Nurses Assistant Training
- Teaching a Community Photography Class
- Organizing Youth Court
- Organizing and teaching preschool 'Safety Town'
- Organizing Pee Wee Wrestling Camp
- Teaching special needs students swimming
- Teaching an American Sign Language class for community
- Administering the Fighting Youth Crime Survey
- Assisting middle school volleyball coach

- Assisting preschool and elementary teachers
- Organizing the annual Southeast Art Festival
- Producing a major musical for the community
- Manufacturing custom signage for the Wrangell golf course and Wrangell Fire Department
- Organizing track and field day activities in the elementary school
- Recycling projects
- Assisting the Wrangell Harbor Department
- Producing videos for beginning guitar lessons, high school year book, metal and wood shop safety, and historical events in the community

Students present their proposal to the project teacher. They are then presented to the high school principal for approval. It is important that connections made with the community be reasonable and worth pursuing.

These exit goals are presented to each student. They must be demonstrated during the course of the semester.

- Collaborative worker
- Aesthetic Appreciator
- Self Directed Learner
- Quality Producer
- Complex Thinker
- Effective Communicator
- Community Contributor

To complete the course, students must give a power point presentation of their project to invited guest which include community members, school board members, administrators, teachers, parents, and students. Technology is used as part of the grading rubric, which includes audio and video productions and/or pictures in the power point. The presentation tests students' public speaking skills of voice projection, eye contact, appearance, organizational skills and etiquette.

True student ownership is a major goal of the course. Students, whether in college courses or in the special education programs, are required to complete their own individual senior project. They are the ones to brainstorm, plan and organize their project. Sometimes their first ideas do not work as smoothly as originally thought. Students learn that there are often barriers. But, overcoming these challenges is a worthwhile experience.

Students are a thoughtful and caring group of contributing community members. They willingly offer their services to help individuals and groups and improve the quality of life in our community.

History

The first year of the senior project program met with complaints from the students and faculty members. Some faculty members felt that it would give students, especially seniors with senioritis, an excuse to leave campus without supervision. However, with support from the administration by holding students accountable for their whereabouts, students have learned even greater responsibility. In addition to the 'attendance' issue, some students felt that grading was unfair since some students chose more demanding and time consuming projects. However, each student selects an approved project that meets his or her individual strengths, interests, and abilities. Now, underclassmen are planning ahead for their senior projects, which should enhance our program even further. All projects are now graded "Pass/Fail".

The Wrangell community is well aware of the senior projects since students are required to wear a photo name badge when leaving the school building. The local media has provided excellent coverage. The radio station often interviews students, which enhances their public speaking skills. Also, the local newspaper features weekly articles that highlight senior projects. This is truly a sense of accomplishment for students while promoting high self-esteem and providing valuable services to the community.

The Senior Project Program is a way for students to acknowledge the past 12 or 13 years of community support and return something to their community. Service learning helps students to realize that community service is a life-long venture that positively molds a community.

Community Service for Extra-Curricular Activities

(Excerpt from Student Handbook)

All high school students must perform 16 hours of community service for each sport or activity, per year.

- All community service projects will be approved by the Booster Club.
- An adult must verify that community service work was accomplished.
- Community service work may be done in groups or as an individual.
- Community service hours may be earned in advance of an activity.
- Community service hours may accumulate beginning March 15.
- Community service time is not transferable to another individual.

The following organizations, business and activities have been approved for community service hours. You cannot serve in any other capacity with the organization, business, etc. other than as a volunteer. You cannot receive any form of payment, compensation or credit applied to graduation requirements. If you wish to serve your community service hours in any other manner, it must be approved by the Booster Club prior to performing the service. (This list is for the Booster Club ONLY and does not have any connection with any court appointed community service.)

Boy Scouts	Girl Scouts	Community Clean-Up
Education Fair	KSTK	Elementary Crossing Guards
Library Assistant	4-H	JOM
Long Term Care	Museum	Preschool
Swim Team	Headstart	Little League
Health Fair	Special Olympics	Salvation Army
Muskeg Meadows	March of Dimes	Senior Center
Vacation Bible School	Parks & Rec Youth Activities	
Church Activities-Carnival, chaperoning Youth activities		
Chamber of Commerce-4th of July, Garnet Festival, Tent City, Eternal Reign		
Community Orchestra, Chorale and Plays-approved for performance time only		

Regional Learning Centers/Regional Boarding Schools

Legislative Budget and Audit's Report on Regional Learning Centers

Galena's Project Education

- 72 students from primarily interior villages
150 applications for 32 openings
- 97% return rate and 75% placement rate of students after graduation
- Paid for out of ADM and business partnerships
Business partnerships are formed to forward the public education the students receive, allowing for the enhancement of programs, particularly VoTech programs.
- Providing education to grades 9-14
Allows adult education opportunities while providing the infrastructure for students who do not pass the HSGQE by their 12th year, to continue their education the additional two years allowed.
- Attendance Policies
Students may not miss more than 10 days in a 90 day period (unless they receive a waiver)
- Excellence is expected
Students who are earning less than a "C" in a class, or who fail to pass any portion of the HSGQE are required to attend 1 hour of tutoring after school, every day.
4 years required Math, Science, English

Challenges/benefits of boarding school settings

Education in both formal, and informal sense
School as a community
Helps rural students transition to work
Costs to state
Finding qualified, willing teachers/administrators/non-certified staff
Providing a living environment that is as good as the educational environment

Costs involved in running a Boarding School/Regional Learning Center

Look to Galena's Project Education

Level of interest in establishing Regional Learning Centers

Concerns districts have regarding Regional Learning Centers/Boarding Schools

Loss of funds to small districts
Needs of communities and families impacted
Optional vs. compulsory

What some districts are doing now to meet the needs of their students

- Live, interactive video teaching – Aleutians East School District (e-rate)
- Nome/Beltz facility

Long-Term Care (LTC) Insurance Plans:

If you are participating in the LTC program for you, or for you and your spouse, you must pay these premiums during your period of reemployment in order to continue coverage. **If you do not pay the premiums, you will not be eligible for LTC when you retire again.**

The Waiver Option:

If you are covered by the employer's insurance plan when you become reemployed, your retiree insurance plan will become secondary to any insurance provided by an employer plan following the standard coordination of benefit rules. Premium payments for DVA and LTC will continued to be deducted from your retirement benefit checks.

For additional information on coordination between plans, please call the Benefits Section in the Division of Retirement and Benefits at 907.465.8600.

RIP REEMPLOYMENT

What are the RIP reemployment provisions?

If you retired under the Retirement Incentive Program (RIP), and you return to work in a position that is covered by the Teachers Retirement System, the Public Employees' Retirement System, and, for those who retired under the 1996-2000 RIP, the Judicial Retirement System and the University of Alaska's Optional Retirement Program, you will:

(1) forfeit the three years of incentive credit that you received; and

(2) owe the TRS 110% of the benefits that you received as a result of the program, including any costs for health insurance if you were not otherwise eligible to retire. An indebtedness will be established for what you owe and will be reduced

by the amount that you paid to participate in the RIP.

Interest (currently 7%) will accrue on your indebtedness from the date that you become reemployed until the indebtedness is either completely paid or you retire again. Any balance remaining when you retire again will result in an actuarial reduction to your future retirement benefits.

If you retired under the 1996-2000 TRS Retirement Incentive Plan, you have the following additional restrictions: RIP retirees are prohibited from entering into personal services contracts with the University of Alaska or a State agency or returning to State employment in a temporary or nonpermanent capacity for three (3) years after they retire.

Please Note: State of Alaska RIP retirees are prohibited at any time from contracting with the State agency from which they were employed at the time of their appointment to retirement.

Are there any exceptions for RIP

Retirees that want to go back to work?

Yes. The following exceptions, however, are very specific and narrowly defined:

(1) Personal services contracts may be allowed by the University Board of Regents for the University and the Commissioner of Administration for the State when there is a compelling reason to retain an employee who has specialized or extensive experience that relates to a particular program or project.

(2) Personal services contracts with the legislature are allowed during legislative

sessions for hourly individuals who are not eligible for retirement, health, or leave benefits.

(3) Personal services contracts with the University of Alaska may be allowed for individuals who are employed only to teach or perform research duties.

(4) Personal services contracts during the 3 or 5 year restriction with a State agency or the University of Alaska if it is determined that there is a compelling reason to do so because of an individual's specialized or extensive experience that relates to a particular program or project.

Need more information?

Please contact the Retiree Services Unit, Division of Retirement and Benefits by telephone at 907.465.4460 or by e-mail at retirementsection@admin.state.ak.us.

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- *Health Insurance Plans*
- *RIP and Reemployment*

This brochure explains the basic provisions for working after retirement with private employers, out of state employers and an employer who participates in the Alaska TRS. It also explains the reemployment restrictions for those members who retired under one of the three retirement incentive programs. For specific information regarding your individual retirement, please contact the Alaska Division of Retirement and Benefits.

Can I return to work after retirement?

Yes. After you retire, you may work for a private company, in state or out of state, without limitations.

You may work for an out of state or federal government employer without limitations.

You may work for a private school that does not participate in TRS without limitations.

If you have retired under the standard provisions for the TRS (excluding Retirement Incentive Program (RIP) retirees), you may reemploy and become a member

of the Public Employees' Retirement System (PERS), Judicial Retirement System (JRS) or National Guard and Naval Militia Retirement System (NGNMRS) without limitations.

You may work in a temporary, nonpermanent position, or on a personal services contract without affecting your retirement benefits.

Caution: There are some restrictions for those who retired under the RIP. See RIP reemployment information in this brochure.

RETURNING TO WORK WITH A TERS EMPLOYER

Normal retirement is defined as retiring with either age or service eligibility for an unreduced retirement benefit. Normal age retirement is age 55 for Tier I and age 60 for Tier II, or 20 years of service for all tiers at any age. (Normal retirement does not include RIP retirees.)

Retirees who return to work have two options available: the Standard Option or the Waiver Option.

1. How does the Standard Option work?

Alaska Statute AS 14.25.043 prohibits a member from working while receiving TRS retirement benefits and service at the same time.

When you go back to work, your retirement benefit will be suspended until you terminate employment. TRS contributions will be deducted from your paycheck and you will accrue TRS service.

If a member receives a contract for 172 days or more which entitles him/her to receive a full year of service credit, the reemployment date is July 1, the beginning of the school year. Retirement

benefits will stop effective June 30. You are not eligible for retirement benefits from July 1 to June 30 of the school year in which you become reemployed.

If a member works less than 172 days, the reemployment date will be the actual hire date and the member will accrue a partial year service credit. Retirement benefits will stop as of the date of reemployment.

When you retire again, your first retirement benefit will be restarted once we receive notification that you have terminated employment. You must apply for the additional retirement benefit earned during this second period of reemployment.

Members are required to pay back any retirement benefits they receive while simultaneously earning TRS credit. This amount must be paid in full before you retire again.

2. How does the Waiver Option work?

The Waiver Option defined by House Bill 242 and Senate Bill 149 which were passed during the 2001 legislative session. These bills were specifically written to attract and retain a strong Alaska workforce. The law is effective July 1, 2001, and ends June 30, 2005.

A school district must declare a shortage of teachers in a particular discipline or specialty area. The declaration must be in writing in the form of a resolution passed by the school board or governing body of the educational entity. It must be filed with the Division of Retirement and Benefits prior to the reemployment of a retiree.

The Waiver Option is available only if you retired under a normal retirement. You must be terminated from a previous TRS employer for at least 30 calendar days prior to being reemployed to take advantage of the waiver.

You must complete this TRS Waiver Option—Reemployed Retiree form within 30 calendar days of reemployment. If a waiver is not filed, the Standard Option of reemployment applies and retirement benefits will be suspended effective the date of reemployment or July 1 of the school year employed.

Once you file a TRS Waiver Option—Reemployed Retiree form with the Division of Retirement and Benefits, the election is irrevocable for the period of reemployment covered by the waiver.

Important Note: If you retired under the Retirement Incentive Program (RIP) or took an Early Retirement, you are not eligible for the Waiver Option.

3. Returning to work with a TERS employer in a permanent full-time or part-time position after an Early Retirement.

Early retirement is defined as retiring prior to normal age eligibility with a reduced retirement benefit. Early retirement is age 50 for Tier I and age 55 for Tier II with a minimum of eight paid up years of membership service.

You may not take advantage of the Waiver Option if you took an early retirement.

When you go back to work, your retirement benefit will be suspended until you terminate employment. TRS contributions will be deducted from your paycheck and you will accrue TRS service.

When you retire again, you will receive your original retirement benefit and a second retirement benefit that is based on your back-to-work employment segment. You will receive one check with both benefits listed. If you are a resident of Alaska, you will receive the 10% Alaska Cost-of-Living Allowance on the total of both base benefit amounts.

HEALTH INSURANCE PLANS

What happens to my health insurance while I am reemployed?

It will depend on which reemployment option you are eligible for, either the Standard Option or Waiver Option, when you go back to work.

The Standard Option:

If you have been receiving major medical insurance benefits paid by the State of Alaska, your major medical insurance coverage under the State of Alaska Retiree Health Plan will end on the last day of the month in which you are eligible to receive a retirement benefit.

If you have been paying for major medical insurance coverage, this coverage under the State of Alaska Retiree Health Plan will end on the last day of the month in which you are eligible to receive a retirement benefit.

If you have insurance under your employer, you may need to verify when it goes into effect. If there is a waiting period before the employer active coverage begins, you may want to purchase Retiree COBRA coverage. We will provide you with the form and information at the time we are notified of your return to work.

Dental-Visual-Audio (DVA) Insurance Plans:

If you selected the optional DVA insurance plan at retirement, you may or may not be able to continue this coverage once you retire again. There may also be restrictions regarding your retiree DVA coverage if you have DVA coverage under your employer. Please call the Benefits Section of the Division of Retirement and Benefits at 465-8600. A technician will review your retiree insurance selections and let you know how you can maintain the coverage or if you will be able to re-enroll once you retire again.

The Waiver Option:

If you are covered by the employer's insurance plan when you become reemployed, your retiree insurance plan will become secondary to any insurance provided by an employer plan following the standard coordination of benefit rules. Premium payments for DVA and LTC will continue to be deducted from your retirement benefit checks.

For additional information on coordination between plans, please call the Benefits Section in the Division of Retirement and Benefits at 907.465.8600.

RIP REEMPLOYMENT

What are the RIP reemployment provisions?

If you retired under the Retirement Incentive Program (RIP), and you return to work in a position that is covered by the Teachers Retirement System, the Public Employees' Retirement System and, for those who retired under the 1996-2000 RIP, the Judicial Retirement System and the University of Alaska's Optional Retirement Program, you will:

- (1) forfeit the three years of incentive credit that you received; and
- (2) (a) For the 1986 and 1989 RIPS owe the PERS 110% of the benefits that you received as a result of the program, including any costs for health insurance.
- (b) For the 1996-2000 PERS classified school district staff owe the PERS 110% of the benefits that you received as a result of the program, including any costs for health insurance.
- (c) For the 1996-2000 PERS (nonschool district members) owe the PERS 150% of the benefits that you received as a result of the program, including any costs for health insurance.

An indebtedness will be established for what you owe and will be reduced by the amount that you paid to participate in the RIP.

Interest (currently 7%) will accrue on your indebtedness from the date that you become reemployed until the indebtedness is either completely paid or you retire again. Any balance remaining when you retire again will result in an actuarial reduction to your future retirement benefits.

If you retired under the 1996-2000 PERS Retirement Incentive Plan, you have the following additional restrictions: RIP retirees are prohibited from entering into personal services contracts with the University of Alaska or a State agency or returning to State employment in a temporary or nonpermanent capacity for five (5) years after they retire (State of Alaska and Municipal PERS) or 3 years after they retire (school district PERS).

Are there any exceptions for RIP Retirees who want to go back to work?

Yes. The following exceptions, however, are very specific and narrowly defined:

- (1) Personal services contracts may be allowed by the University Board of Regents for the University and the Commissioner of Administration for the State when there is a compelling reason to retain an employee who has specialized or extensive experience that relates to a particular program or project.
- (2) Personal services contracts with the legislature are allowed during legislative sessions for hourly individuals who are not eligible for retirement, health, or leave benefits.
- (3) Personal services contracts with the University of Alaska may be allowed for individuals who are employed only to teach or perform research duties.

(4) Personal services contracts during the 3 or 5 year restriction with a State agency or the University of Alaska if it is determined that there is a compelling reason to do so because of an individual's specialized or extensive experience that relates to a particular program or project.

Please Note: State of Alaska RIP retirees are prohibited from contracting with the State agency from which they were employed at the time of their appointment to RIP retirement during the restriction period.

Need more information?

Please contact the Retiree Services Unit, Division of Retirement and Benefits by telephone at 907.465.4460 or by e-mail at retirementsection@admin.state.ak.us.

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Working After Retirement



- Non-PERS Employment
- PERS Employment
- Health Insurance Plans
- RIP and Reemployment

This brochure explains the basic provisions for working after retirement with private employers, out of state employers and an employer who participates in the Alaska PERS. It also explains the reemployment restrictions for those members who retired under a PERS Retirement Incentive Program (RIP). For specific information regarding your individual retirement, please contact the Alaska Division of Retirement and Benefits.

Can I return to work after retirement?

Yes. After you retire, you may work for a private company, in state or out of state, without any limitations.

You may work for an out of state or federal government employer without limitations.

If you retired under the standard provisions for the PERS (excluding Retirement Incentive Program (RIP) retirees), you may reemploy and become a member of the Teachers' Retirement System (TRS), Judicial Retirement System (JRS) or National Guard and Naval Militia Retirement System (NGNMRS) without limitations.

You may work in a temporary, nonpermanent position, or on a personal services contract without affecting your retirement benefits.

Caution: There are some restrictions for those who retired under a RIP. See RIP reemployment information in this brochure.

RETURNING TO WORK WITH A PERS EMPLOYER

Normal retirement is defined as retiring with either age or service eligibility for an unreduced retirement benefit. Normal age retirement is age 55 for Tier I and age 60 for Tier II/III, 30 years of service for "all others," or 20 years of service for police/firefighters, at any age. (Normal retirement does not include RIP retirees.)

Retirees who return to work in a permanent full-time or part-time position after a Normal Retirement have two options available: the Standard Option or the Waiver Option.

1. How does the Standard Option work?

Alaska Statute 39.35.150 prohibits a member working in a PERS covered position while receiving PERS retirement benefits.

When you go back to work, your retirement benefit will be suspended until you terminate employment. PERS contributions will be deducted from your paycheck and you will accrue PERS service.

When you retire again, your first retirement benefit will be restarted once we receive notification that you have terminated employment. You must apply for the additional retirement benefit earned during this second period of reemployment.

Members are required to pay back any retirement benefits they receive while simultaneously earning PERS credit. This amount must be paid in full before you retire again.

2. How does the Waiver Option work?

The Waiver Option allows a retiree to reemploy with a PERS employer and continue to receive a retirement benefit by signing a waiver of participation in the PERS. The new Waiver Option is defined by House Bill 242 and passed during the 2001 legislative session. This bill was specifically written to attract and retain a strong Alaska workforce. The law is effective July 1, 2001, and ends June 30, 2005.

Retirees who returned to work prior to July 1, 2001, are not eligible for the Waiver Option. The Waiver Option became effective July 1, 2001, and applies to reemployment periods after that date.

The Waiver Option is available only if you retired under a normal retirement. You must be terminated from a previous PERS employer for at least 30 calendar days prior to being reemployed to take advantage of the waiver.

You must complete a PERS Waiver Option—Reemployed Retiree form within 30 calendar days of reemployment. If a waiver is not filed, the Standard Option of reemployment applies and retirement benefits will be suspended effective the date of reemployment.

Once you file a PERS Waiver Option—Reemployed Retiree form with the Division of Retirement and Benefits, the election is irrevocable for the period of reemployment covered by the waiver.

Once the waiver is in effect, you will not pay any PERS contributions and will not accrue PERS service.

Important Note: If you retired under the Retirement Incentive Program (RIP) or took an Early Retirement, you are **not** eligible for the Waiver Option.

3. Returning to work with a PERS employer in a permanent full-time or part-time position after an Early Retirement.

Early retirement is defined as retiring prior to normal age eligibility with a reduced retirement benefit. Early retirement is available for members who are vested and reach age 50-55 for Tier I and age 55-60 for Tier II/III.

You may not take advantage of the Waiver Option if you took an early retirement.

When you go back to work, your retirement benefit will be suspended until you terminate employment. PERS contributions will be deducted from your paycheck and you will accrue PERS service.

When you retire again, if you were hired prior to July 1, 1977, your first and second retirement benefits will be calculated together as if you had not retired early. You will receive an adjusted benefit based on what you received on early retirement and your reemployment segment.

If you were hired after July 1, 1977, you will receive your original retirement benefit and a second retirement benefit based on your back-to-work employment segment and salaries.

4. Returning to work after taking a Level Income Option (LIO) at retirement.

Under the Level Income Option, you receive a larger PERS retirement benefit before age 65 and a smaller benefit after age 65.

Under the Standard Option when you return to work, your LIO retirement will be recalculated and adjusted for the pre-65 and post-65 benefits when you terminate employment. Please contact the Division of Retirement Benefit for further information on the affects of reemployment on this option.

HEALTH INSURANCE PLANS

What happens to my health insurance while I am reemployed?

It will depend on which reemployment option you are eligible for, either the Standard Option or Waiver Option, when you go back to work.

The Standard Option:

If you have been receiving major health benefits either paid by the State of Alaska or yourself, your major medical insurance coverage under the State of Alaska Retiree Health Plan will end on the last day of the month in which you become reemployed.

If you have insurance under your employer, you may need to verify when it goes into effect. If there is a waiting period before your active coverage begins, you may want to continue your retiree coverage. We will provide you with the form and information at the time we are notified of your return to work.

Dental-Vision-Audio (DVA) Insurance Plans:

If you selected the optional DVA insurance plan at retirement, you may continue this coverage once you retire again.

Long-Term Care (LTC) Insurance Plan:

If you are participating in the LTC program for you, or for you and your spouse, you **must** pay these premiums during your period of reemployment in order to continue coverage. **If you do not pay the premiums, you will not be eligible for LTC when you retire again.** We will provide you with the form and information at the time we are notified of your return to work.

Alaska State Legislature

*Representative Peggy Wilson
Putting Alaska's Families First*

SCHOOL SCHEDULES HOUSE DISTRICT 2

PETERSBURG – SITKA - WRANGELL

PETERSBURG CITY SCHOOLS

Elementary: Gr. 1 & 2 8:15 – 2:30 / Gr. 3-4-5 8:15 – 2:45
Middle School: 9 – 3:30
High School: 8:45 – 3:30

SITKA BOROUGH SCHOOLS

Baranof Elementary: 8:30 – 2:30
Keet Gooshi Heen Elementary: 8:20 – 3:45
Middle School: 8 – 3
High School: 8:10 – 3:00

SITKA PACIFIC SCHOOLS

Elementary: N/A
Middle School: N/A
High School: 8:45 – 2:30

WRANGELL PUBLIC SCHOOLS

Elementary: 8 – 2:40
Middle School: 8:15 – 3:05
High School: 8:15 – 3:05