

HB

99

Alaska State Legislature

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Chair, House Special Committee
on Economic Development, Trade
and Tourism

Chair, Joint House and Senate
Administrative Regulation and
Review Committee

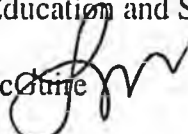
Member
Resources Committee
Rules Committee

Representative Lesil McGuire

House District 17

MEMORANDUM

TO: Senator Lyda Green
Chair, Senate Health, Education and Social Services Committee

FROM: Representative Lesil McGuire 

DATE: April 18, 2001

RE: CSHB 99 (HES)
"School Discipline and Safety"

I respectfully request that CSHB 99 be scheduled for a hearing in the Senate Health, Education and Social Services Committee.

Attached are the following back up:

1. Sponsor Statement
2. CSHB 99 (HES)
3. Bill History
4. Zero Fiscal Note
5. Background Information
6. Letters of Support

If you have any questions please feel free to contact me personally, or my staff, Lou Caputo, at ext. #4955.

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Representative Lesil McGuire *House District 17*

SPONSOR STATEMENT

CSHB 99 (HES)

School Discipline and Safety

CSHB 99, "An Act relating to school discipline and safety programs; and providing for an effective date," seeks to address ways to mitigate violence in Alaska's schools.

Violence in Alaska's schools has recently been brought into the community spotlight as a result of serious physical altercations between students. These particular fights have been extremely violent resulting in severe bodily harm and even leaving one student comatose. These cannot be considered isolated incidents from those that are never reported. Education requires our children to learn how to live in society through the acceptance of rules and community values. Those values need to be taught by parents, teachers and peers. But somewhere we lost that process in our schools.

CSHB 99 will be a tool available to schools to help confront both violent and non-violent conflicts. It amends Title 14 of Alaska Statutes to include policies that will initiate a student conflict-resolution curriculum that will provide methods of nonviolent resolution and mediation of conflicts to students. CSHB 99 seeks to recognize and enforce existing behavior standards by giving students alternatives for solving problems besides the use of violence. Students will learn valuable lessons that will hopefully result in a safer education environment for all of our children. By integrating this way of learning into schools' core curriculum, these policies are targeted at helping students resolve problems before they escalate.

School Disciplinary and Safety Program

Obtain your Policy Update, developed in November 2000, by calling Anita Johnson at 907-586-1083 or email: ajohnson@ausb.org.

HB 253 became effective July 1, 2000 and required all school districts to have a school disciplinary and safety program in place by January 2, 2001. The purpose is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom.

In the Policy Manual Update, AASB has paid close attention to bringing its existing policies into compliance with HB 253, and adopting new policies as necessary. Many of the existing policies met the requirements and goals of a school disciplinary and safety program and required little or no change.

Subscriber school boards who adopt the policies as discussed below will meet their obligation to have this program in place. One requirement of the program, however, which cannot be met with policy adoption is the mandate that the disciplinary program be based on community standards. These standards must reflect, at a minimum, basic requirements for respect and honesty. Districts should meet with students, parents, guardians, teachers, school administrators, and advisory school boards in each community to review existing policies and determine if changes, additions, or deletions are required in order that the District's program reflects standards of the community.

AASB Policy Manual Update includes policies and/or administrative regulations about the following:

- ❖ General policy implementing school discipline and safety program
- ❖ Policies related to general community standards
- ❖ Policies specific to student behavior and discipline
- ❖ Policy outlining procedures for notifying teachers of dangerous students
- ❖ Policies regarding standards for when a teacher may use reasonable and appropriate force to maintain classroom safety and discipline
- ❖ Policies necessary to comply with state and federal laws, including IDEA (special education)
- ❖ Policies regarding standards to address needs of students for whom mental health or substance abuse are impacting on discipline
- ❖ Procedures for periodic review and revision of the discipline and safety program
- ❖ Policies prohibiting termination or formal discipline of employees lawfully enforcing the discipline program
- ❖ Requirement that teachers report information obtained about a crime
- ❖ Requirement that teachers who see a crime report it

AASB Policy Manual Update, developed in November 2000, may be purchased for the price of \$500 annually. Or you may purchase the entire up-to-date AASB Policy Reference Manual for only \$600. For more information contact Sharon Young or Anita Johnson at (907) 586-1083 or email: syoung@ausb.org or ajohnson@ausb.org.

AASB Policy Services

*Comprehensive assistance
for your board*

Includes on-site workshops,
extensive Policy Resource Manual,
legal review and annual updates.

For more information contact: Sharon Young

316 West 11th Street, Juneau, AK 99801-1518



It's The Law

Chapter 78, SLA 99 School Crisis Response Plan

Requires districts to ensure that each "school in a city or borough school district or regional educational attendance area shall complete the initial school specific crisis response plan required by AS 14.33.100, added by sec. 1 of this Act, on or before December 31, 2000." These school specific plans should be kept on file at the school site and the district office.

Chapter 114, SLA 00 School Disciplinary and Safety Program

Requires districts work with their communities to develop school disciplinary and safety standards and related policies. Requires "a governing body shall adopt the initial school disciplinary and safety program required by AS 14.33.120, enacted in Sec. 2 of this Act, by January 1, 2001." These plans and related policies should also be kept on file at the district level.



Membership Directory

Please notify the Association of Alaska School Boards Office with any changes your district or board have incurred since publication.

En:ail your new information to ausb@ausb.org or call at (907) 586-1083

HE'S FOCUSED

Filmmaker explores Tibet

Thursday, C-1



CALL to CIVILITY

Native leaders ask Knowles' help

Metro, B-1



IRON DOGS

Storm slows race leaders

Sports, D-4

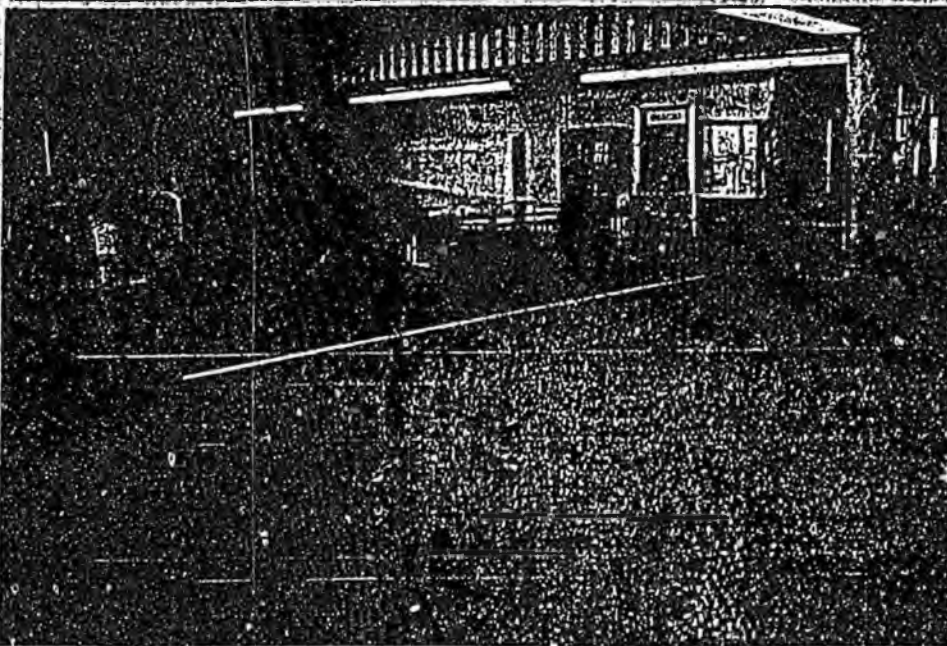
Anchorage Daily News

50 CENTS
VOL. 11, NO. 512

ANCHORAGE, ALASKA, THURSDAY, FEBRUARY 20, 1997

FINAL
EDITION

Student kills 2 in Bethel



Shotgun shells litter the floor of the high school commons area where police believe Evan Ramsey opened fire Wednesday.

Frightened teens flee high school

By TOM BELL and ROSEMARY SHINOHARA
Daily News reporters

BETHEL — A seething high school student walked into school Wednesday morning with a shotgun and opened fire, wounding three students, one fatally, before he stalked and killed the Bethel high school principal.

Students and officials identified the killer as Evan Ramsey, 16, son of Donald Ramsey of Anchorage. Only a month ago, the elder Ramsey was released from prison after serving 10 years for taking a rifle into the Anchorage Times office and attacking publisher Bob Atwood and his daughter, Elaine Atwood. The Atwoods wrestled Ramsey to the ground.

The principal, Ronald D. Edwards, 50, was a veteran Bush educator whose daughter and son attend Bethel Regional High School.

Sophomore Joshua Palacios, 15, a rising local basketball player, was critically injured with multiple shot-



RONALD D. EDWARDS



JOSHUA PALACIOS

INSIDE: Sixteen-year-old Joshua Palacios was a star basketball player for Bethel Regional High School. Story and more photos, Page A7.

'The mellowest kid'

Father says shooting hard to believe

By DON HUNTER
Daily News reporter

Don Ramsey hasn't had a lot of contact with his middle son, Evan, lately. On Wednesday, he was stunned to learn that police in Bethel were saying the boy had walked into the local high school and shot four people, killing the principal and a student and wounding two others.

My Evan shot somebody? He's not but 16 years old."

Ramsey, a former Anchorage cab driver now staying in a residential program for homeless veterans, was paroled last month after serving more than 10 years for his own 1986 early morning assault on the offices of Anchorage Times publisher Bob Atwood. Ramsey, angered

Please see Page A-7, RAMSEY



Sixteen-year-old Evan Ramsey is suspected in the killings of two.

A committed educator

Slain principal warned of changes occurring in school

By LISA DEMER
Daily News reporter

During almost a decade as a teacher and principal in rural Alaska, Ronald Dale Edwards and his family traveled to some of the state's most remote communities, making friends all along the way.

Edwards hauled firewood for elders in the tiny village

of Nikolai on the Aleutian Islands and gave children in Bethel the chance to play in a basketball league. By all accounts, his wife, three children and his students were his life.

On Tuesday evening, the night before he was gunned down in the commons area of Bethel Regional High School, Edwards had warned an ad-

visory group that drugs were creeping into the school, where he had served as principal since 1993, and parents noted violence was increasing, too.

Over Christmas break, a student brought a gun into a basketball tournament at the school. Just last week, ac-

Please see Page A-7, PRINCIPAL



Deng Xiaoping

Deng dies; China's course not apt to change

By BOB DEANS
Cox News Service

WASHINGTON — China's paramount leader, Deng Xiaoping, died Wednesday of complications from Parkinson's disease and a lung infection at age 92. His death opens the way for bureaucratic infighting that could confuse or even paralyze important policy decisions affecting 1.2 billion Chinese and all who deal with them, analysts said Wednesday.

DENG XIAOPING: A man of opposing legacies, A-4.

Deng's death is not expected to alter China's basic trajectory as the world's fastest-growing economic powerhouse whose mounting commercial might is mirrored in its rising political and military clout.

Together, those trends have been shifting the bal-

ance of global power steadily toward Beijing for a decade, a movement analysts believe will stay more or less on track after Deng's death.

"They're going to be a major power — economically, politically and militarily — into the next century," said Winston Lord, a former assistant secretary of state who served as President Clinton's point man on China for the past four years. "The question is whether they're going

to be a cooperative power or a disruptive one."

Deng's departure augers no immediate change in existing U.S. policy, which aims to engage China across a broad slate of issues ranging from trade and human rights to drug trafficking and nuclear weapons controls.

China is expected to continue its blistering 9 percent annual economic growth rate. American corporations will keep betting their futures

heavily on China, where U.S. and other foreign companies have invested more than \$115 billion to try to tap China's vast consumer and labor markets.

"For many companies, China is now an integral part of their long-term perceptions of their global competitiveness," said Robert Kapp, executive director of the U.S.-China Business Council.

Please see Back Page, DENG

Daily News call-in night

TODAY

Court upholds speech rights

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

SHOOTING: Student takes shotgun into school; 2 killed, 2 injured

Continued from Page A-1

gun wounds to the chest, Alaska State Troopers said, and was taken by plane to Providence Alaska Medical Center in Anchorage.

Janet Asaro, Providence spokeswoman, said Palacios went directly to surgery after arriving by ambulance at 3 p.m. He was in the operating room for three hours but died as he was about to take him to the intensive care unit.

Two other high school students, freshmen Russell Lamont, 15, and Shano McIntyre, 14, were injured by shotgun pellets. They were treated by Bethel doctors and released.

According to eyewitnesses and official accounts, students were gathering in the main lounge area of the high school when, at 8:45 a.m., 10 minutes before classes were to begin, Ramsey walked in. By the time the loud bang rang about 15 minutes later, four people were shot, the school was in panic, and Bethel police had Ramsey in custody.

Lamont was sitting with friends at a cafeteria-style table when he saw Ramsey arrive with a 12-gauge shotgun.

"He had it in his hand. He was looking around," Lamont said.

In Ramsey's other hand was a paper bag. It was filled with shells.

Palacios, Lamont's friend, was with another student near Ramsey. "They were just messing around," Lamont said. Palacios moved away, decided Ramsey wasn't going to do anything with the gun, and came back and sat down, Lamont said.

"I didn't see him enter," McIntyre said. "I just saw him come near our table."

Student Andy Angstman said it wasn't that unusual to see weapons around the school.

"The kid came in with the shotgun and everyone was, 'Whoa,'" Angstman said. "But we have a ROTC program here, and a lot of kids thought it was probably from that, so there was a delayed reaction. Then Josh said, 'Hey, that's a shotgun.' He stood up and said, 'Hey, why do you have the gun here?'"

"He had the gun at his hip, and basically aimed at Josh," McIntyre said. "When Josh saw him, (Josh) just said, 'I'm going to get out of here. When he got up, he got shot.'"

Kathleen Cline, 14, said Ramsey fired from a distance of 12 to 15 feet. She saw him aim at Palacios, described by students as a popular sophomore who enjoyed making cutting jokes, sometimes at the expense of others, including Ramsey.

McIntyre said he was hit in the shoulder by one of the pellets from a round that hit Palacios.

"All I remember is a whole lot of people running and jumping out windows," he said. "I just found the nearest exit and went out that and tried to get help from someone at the diesel shop, and that's when I noticed I was shot."

Lamont said: "I dropped down and tried to crawl away. After that I don't remember."

Jeffrey Chon, 14, arriving late to school, was met by the sound of gunfire. He looked down the hall and



Russell Lamont, 15, shows the wound he received Wednesday morning in a shooting at Bethel Regional High School. The single shotgun pellet he was hit with is still in his arm.

SHOOTING VICTIMS

■ Ronald Dale Edwards, 50, principal of Bethel Regional High School. His wife, Cindy, is a substitute teacher who was at the school when he was shot, as were his two older children, Trevor, 19, and Meagan, 16. His youngest child, Ron, is a fourth-grader at Klituck School. An ex-Marine, Edwards and his family came to Alaska in 1980.



■ Russell Lamont, 15, freshman, junior varsity basketball player. His father, Russell Sr., is head of the local housing authority. He was sitting at a table with some friends in a lounge area of the school when he was shot. A shotgun pellet passed through his shoulder and lodged in a rib. He was treated at the Yukon Kuskokwim Delta Regional Hospital emergency room and released.



■ Joshua Palacios, 18, sophomore, was sitting in the lobby area with friends when he was shot in the stomach. He was a varsity basketball player. He was flown to Anchorage and had just emerged from three hours of surgery when he died Wednesday evening. His mother is a health-care worker and his father works with prisoners in a halfway house. He has a younger brother.



■ Shano McIntyre, 14, is a ninth-grader. He was treated for a wound to his right arm. McIntyre said he was sitting across from his friend, Joshua Palacios, at a lunch table in the school's front lobby when Ramsey came into the building armed with a long-barreled shotgun. When Palacios was shot, a shotgun pellet struck McIntyre.

— Daily News staff reports

out of school. I was running for my life, and I was thinking, 'This can't happen here.'"

Erick Hodgins, 18, said Ramsey smiled and laughed as he fired. While other students fled, Hodgins was trapped in a corner, hiding behind a planter.

He thought about tackling Ramsey, he said, but decided against it. As Ramsey walked out of sight, Hodgins ran from the building, then turned to watch through the windows. He saw Ramsey stalking the hallways, firing again and again at the ceiling, the plaster raining down.

Teachers were yelling at him to put down the gun, Hodgins said. Ramsey just reloaded.

Hodgins heard another shot, then, a scream. Through the window, he said, he saw Edwards fall face down. Hodgins didn't see the principal get hit, but it looked like he was shot in the back, he said.

ued, teachers began herding the students into the school cafeteria.

Four state troopers and five or six officers from the Bethel Police Department arrived at the school, said trooper Sgt. Paul Burke. He said many of the school's 450 students were still in the building at that time.

Ramsey fired on the officers and the officers shot back, but no one was hit, said trooper spokesman Steve Wilhelm.

Despite the gunfire, Burke said, three Bethel officers entered the school and approached Ramsey, who then gave himself up.

"Those officers did pretty brave stuff in there," said Burke, whose daughter is a junior in the school. "That situation calls for ignoring your own safety because there are people who need your help."

Word of the shooting spread quickly through Bethel, a city of 5,200 people 400 miles west of Anchorage.

His 15-year-old son, Byron, told him several kids jumped out a window and fell about 10 feet to escape harm.

"I'm finally calming down," Dull said about three hours after the shooting. "Nothing this bad has ever happened in Bethel."

Wednesday afternoon, the school was deserted except for troopers, and yellow crime scene tape was draped around the entire lobby and office area.

Four shotgun shell casings lay scattered around the beige carpet in front of the office. Post-it notes near the casings pointed to pellets.

The office and front entrance are on a raised platform, about three feet above the lounge area. Yellow lockers and a trophy case line one wall of the lounge. Two more shell casings were visible near the lockers.

Counseling for students started immediately at the Yup'ik Cultural Center and will continue the rest of the week, said Bob Herron, president of the Lower Kuskokwim School District School Board.

A lot of people were exposed to the incident — a lot of students, aides and teachers, Herron said.

All day Wednesday, students and teachers streamed through the center, where guidance counselors and mental health workers tried to help them deal with the tragedy. The counselors talked to people individually most of the day. As dusk approached, about 60 students and teachers gathered for a meeting, and people took turns describing what they had seen that morning.

"We went through a terribly confusing incident," school counselor Lola Mallette explained in an interview. "We need to let people

talk about the experience so they'll understand it better."

At the end of the meeting, the group formed a huge circle, and a woman sang a mournful Yup'ik "purification song" as some students quietly sang along. They then said the Lord's Prayer.

During the afternoon, many of the students had signed handmade get-well cards for their classmate, who was dying in an Anchorage hospital.

"Josh, we all care about you," one student wrote. "We all love you."

Herron said the Bethel high school has had only one incident involving guns in the school. That happened over Christmas break when a student brought a gun to a basketball tournament. Though the student didn't show the weapon, authorities found out and expelled the student for a year.

In an interview at his Anchorage home, Donald Ramsey said he last saw his son in 1991, but tried to stay in contact with telephone calls.

Evans and his two brothers were taken from their mother and placed in foster homes after Ramsey's arrest. Evans and one brother were staying with Sue Haro, superintendent of the Lower Kuskokwim School District and Edwards' boss.

The son that the elder Ramsey remembers was "a real gentle little boy."

"I have absolutely no clue as to why he did this," he said. "He's like me in one respect. He's slow to anger, but when he angers he blows up."

Donald Ramsey said he last phoned his son about 10 days ago.

"I wish I could just visit him and hold him right now," Donald Ramsey said.

Other students had a different picture of Evans Ramsey, a junior and a slim youth of medium height, had shaved his head and wore black T-shirts and blue jeans. Students described him as a quiet misfit who found it difficult to make friends and was often absent from school. They said he has a rebellious attitude that often got him in trouble with teachers and Edwards.

A year ago, Hodgins said, Ramsey threatened to bring a gun to school and shoot people.

"But no one took him seriously," Hodgins said.

Myron Angstman, Andy's father and a Bethel lawyer, said: "All the kids say he's had a history of behavior problems in school, of the type that were disturbing. He'd get in fights. One time in the library, he threw the chairs around, actually picked them up and winged them around the room."

After getting home, Hodgins said, he talked to some of Ramsey's friends. They said Ramsey had told them Tuesday night that he planned to go to school to kill Edwards.

Ramsey is scheduled to be arraigned in Bethel Superior Court at 9:45 a.m. today.

© Daily News reporters Danielle Stanton, Sheila Toomey, Don Hunter and Lisa Damer contributed to this report.

PRINCIPAL: Family, school were Edwards' life

Continued from Page A-1

cording to teacher Dexter Lemon, a group of girls scuffled in the hallway, pulling hair and banging into lockers.

Wednesday morning, the unimaginable happened. Alaska State Troopers say a student on a rampage fatally shot Edwards and student Joshua Palucios, and wounded two other students before being taken into custody by police.

Edwards was 50, the father of a 10-year-old and two teenagers. Left behind are Ron, a fourth-grader at Kilbuck School; Megan, 16, and a junior at Bethel Regional High; and Trevor, a 19-year-old senior. Cindy, his widow, was working as a substitute teacher at the high school when he was shot.

"I think Ron was just open to everybody. He would always listen to what they would have to say," said Lemon, a friend who spent much of Wednesday with Cindy Edwards.

Edwards was a longtime teacher. He grew up in Southern California and went to college in Montana. He taught there for about eight years before moving to Alaska. The first stop, in 1988, was Nikolski, population about 35. On a treeless island with an erupting volcano and Aleutian weather so stormy that days passed between mail planes, Edwards taught at the tiny school, hunted geese and had an open ear to villagers' concerns. When elders needed to heat their homes, he would haul driftwood from the beach on a four-wheeler, recalled a friend, Scott Kerr, who still lives there.

Elder Anna Krukoff is one of many who stayed in touch, exchanging Christmas cards and calling Edwards when her husband, the school custodian, died in 1995.

"Ron and Cindy were good friends," Krukoff said. "They liked it here. Nice and quiet, no traffic, clean air."

After three years, the Edwards family moved on to the Kuskokwim Delta, where he took a post as principal of the school in Kongiganak, serving fewer than 100 students in grades kindergarten through 12.

Then, in 1993, he was picked for one of the



Teachers and school staff members meet with the Bethel Advisory School Board on Wednesday afternoon to discuss future security measures the district should take.

bigger jobs in the Lower Kuskokwim School District, principal of Bethel Regional High, with more than 400 students.

An ex-Marine, Edwards served in Vietnam and was a member of the Alaska National Guard. He seemed to "walk tall" and had lots of fresh ideas, said Bob Herron, president of the district's school board. He started a Junior ROTC program at Bethel High and quickly earned the respect of teachers and students.

The military bent didn't mean he was a stern disciplinarian.

"He was approachable," Herron said. "If you were a student, he was easy to talk to. You

weren't afraid of him."

Lemon agreed. If someone got in trouble, the teacher said, Edwards would try to keep the kid in school instead of immediately looking to suspend or expel. The gun incident at the basketball tournament was unusual in that the student was kicked out.

"He would always try to give the student the benefit of the doubt," Lemon said.

Edwards encouraged sports and not only at the high school. He saw basketball as a healthy outlet for kids with little to do and helped create a program for elementary-age players, unlocking the high school himself on weekends for games.

"Ron Edwards wasn't just the principal out here," said Jim Pace, who coached in the basketball league. "He went the extra mile and did other things for the community."

His family got plenty of attention, too. Edwards watched his youngest, Ron, play basketball in the winter, and softball in the summer. They panned for gold together, hunted caribou together, hiked together. And Megan's good grades had him excited about the prospect of her becoming valedictorian next year.

Edwards, said Lemon, "did just about anything and everything" for his kids.



Donald Ramsey listens to his lawyer, Craig Howard, after his conviction in the attack on the Anchorage Times in 1986.

RAMSEY: Father can't believe son did shooting

Continued from Page A-1

by the publisher's refusal to print a political ad, stormed into the newspaper armed with a rifle and smoke grenades. Ramsey fired some rounds, but the attack was unsuccessful; Atwood, who died last month, and his daughter Elaine fought him off until other employees helped subdue him.

Wheelchair-bound and 51, Ramsey spends his days going to counseling and working out on Nautilus equipment to strengthen his legs. He said he last talked to his son on the telephone about 10

months ago. "I was just having any problems or anything," Ramsey said. "We were just talking. He had just woke up; I could hear him crunching on a bowl of cereal ..."

"I just called to let him know I got out of prison. It took me a few days to get it together in here, and I called Sue (Hare, the boy's foster mother) to let her know where I was ..."

"I talked to Evan probably 20 minutes to a half-hour. He didn't give me any indication of not being happy."

Ramsey said he hasn't seen his son since a prison visit in 1991, but he has tried to stay in touch by phone.

he's spent much of the last six months in "the hole" at Hilland Mountain Correctional Center.

Ramsey said he loves his three sons, but history and his own recollections make it clear that their upbringing was tumultuous. Ramsey's "heroics of a mid-1980s political conspiracy against him grew out of the frustrations of having his family live in a freezing apartment, he said. When the place caught fire, Ramsey said, he was sure it had been set by people who wanted to silence him. Wednesday, tears came to his eyes as he described looking in the win-

The three boys were split up, about a year after Ramsey's arrest for the Times attack. Evan and a younger brother were placed in the foster care of Hare, now superintendent of the Lower Kuskokwim School District. The oldest was placed in a foster home in Anchorage. Their mother could not be reached for comment Wednesday.

Ramsey said he thought Evan's placement with Hare was fortunate and said she had provided a better home for his boys than he or his wife would have been able to offer.

"He's an above-average kid, got an interest in mechanics. I always visualized one of my kids being a cop, one a lawyer, one a doctor. Evan was always good at mechanics ..."

"When he was a little boy, he liked to take his toys apart. He wasn't destroying things, he just wanted to see how they worked."

Ramsey said he had never discussed the crime that put him in jail with either of the younger boys. "You're talking about a 6-year-old whose father was a cab driver, who went past a point of controllable behavior," he said.

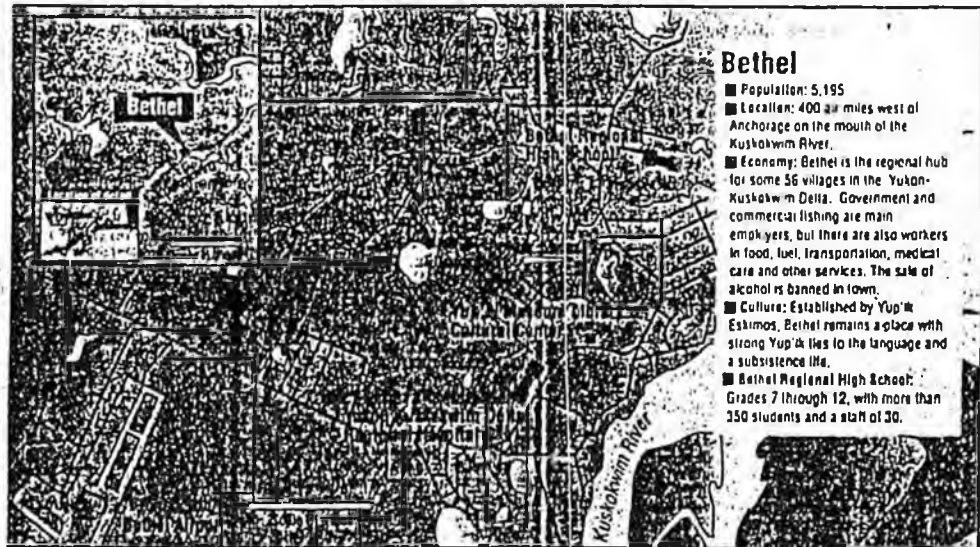
Ramsey was asked if he thinks some innocent

inn's actions Wednesday.

"I doubt seriously if it had any impact on him, but who can say? ... I don't think he's trying to emulate the old man, impress the old man, but who can say?" he said.

"People tell me they can't visualize me doing what I did. I can't visualize him doing this, either ... I think this boy's got my temper. He's slow to anger, but when I blow up, I blow up like a volcano. These people (at the veterans' program) have been trying to help me deal with that."

Ramsey leaned back in his wheelchair, eyes moist. "This comes as a total



Bethel

- Population: 5,195
- Location: 400 miles west of Anchorage on the mouth of the Kuskokwim River.
- Economy: Bethel is the regional hub for some 56 villages in the Yukon-Kuskokwim Delta. Government and commercial fishing are main employers, but there are also workers in food, fuel, transportation, medical care and other services. The sale of alcohol is banned in town.
- Culture: Established by Yup'ik Eskimos, Bethel remains a place with strong Yup'ik ties to the language and a subsistence life.
- Bethel Regional High School: Grades 7 through 12, with more than 350 students and a staff of 30.

RON ENOBTROM / Anchorage Daily News

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 99(HES)
 (H) Publish Date: 4/4/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Dep of Education
 Title: An Act relating to school discipline and safety ERU: Dep of Education
programs Component: _____
 Sponsor: Rep. McGuire Component Number: _____
 Requester: House HESS

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						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2001) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Prepared by: HOUSE HEALTH, EDUCATION & SOCIAL SERVICES COM Phone 465-3759

REPRESENTATIVE FRED DYSON Date 4/3/01

Chairman

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSHB 99 (HES)
(H) Publish Date: 4/10/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
Title: An Act relating to school discipline and safety BRU: Teaching & Learning Support
programs; and providing for an effective date. Component: Special & Supplemental Services
Sponsor: Representative McGuire
Requester: House Finance Component Number: 166

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						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	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						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)
This fiscal note represents zero cost to the department, but there would be costs at the district and school level to adopt a student conflict resolution program. Costs to districts would vary depending on the costs of materials, the extent that teachers are trained in conflict resolution, and the decision of the district to hire staff to administer the program.

Prepared by: Barbara Thompson Phone 465-8727
Division: Teaching & Learning Support Date/Time 4/6/01 12:00 AM
Approved by: Bruce Johnson, Deputy Commissioner of Education Date 4/6/01
Agency: Department of Education & Early Development

Journal Text



04-04-2001 House Journal 0837
HB 99

The Health, Education & Social Services Committee has considered:

04-04-2001 House Journal 0838
HOUSE BILL NO. 99

"An Act relating to school discipline and safety programs; and providing for an effective date."

and recommends it be replaced with:

CS FOR HOUSE BILL NO. 99(HES)
(same title)

The report was signed by Representative Dyson, Chair, with the following individual recommendations:

Do pass (6): Coghill, Kohring, Wilson, Cissna, Stevens, Dyson

No recommendation (1): Joule

The following fiscal note(s) apply to CSHB 99(HES):

1. Zero, House Health, Education & Social Services Committee/Dept. of Education & Early Development

HB 99 was referred to the Finance Committee.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

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Journal Text



04-10-2001

House Journal

0919

HB 99

The Finance Committee has considered:

HOUSE BILL NO. 99

"An Act relating to school discipline and safety programs; and providing for an effective date."

and recommends it be replaced with:

CS FOR HOUSE BILL NO. 99 (HES)
(same title)

The report was signed by Representative Williams, Co-chair, with the following individual recommendations:

Do pass (9): Bunde, Whitaker, Harris, Croft, Davies, Moses, Lancaster, Hudson, Williams

The following fiscal note(s) apply to CSHB 99 (HES):

2. Zero, Dept. of Education & Early Development

HB 99 was referred to the Rules Committee for placement on the calendar.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR

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Journal Text



04-11-2001

House Journal

0960

CS FOR HOUSE BILL NO. 99 (HES)
(same title)

There being no objection, it was so ordered.

Representative James moved and asked unanimous consent that CSHB 99(HES) be considered engrossed, advanced to third reading, and placed on final passage. There being no objection, it was so ordered.

CSHB 99(HES) was read the third time.

The question being: "Shall CSHB 99(HES) pass the House?" The roll was taken with the following result:

CSHB 99(HES)
Third Reading
Final Passage

YEAS: 35 NAYS: 0 EXCUSED: 5 ABSENT: 0

Yeas: Berkowitz, Bunde, Chenault, Cissna, Coghill, Crawford, Croft, Davies, Dyson, Fate, Green, Guess, Halcro, Harris, Hudson, James, Joule, Kerttula, Kohring, Kookesh, Kott, Lancaster, Masek, McGuire, Meyer, Morgan, Mulder, Murkowski, Porter, Rokeberg, Scalzi, Stevens, Whitaker, Williams, Wilson

Excused: Foster, Hayes, Kapsner, Moses, Ogan

And so, CSHB 99(HES) passed the House.

Representative James moved and asked unanimous consent that the roll call on the passage of the bill be considered the roll call on the effective date clause. There being no objection, it was so ordered.

CSHB 99(HES) was referred to the Chief Clerk for engrossment.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

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STATE OF ALASKA

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF JUVENILE JUSTICE

Tony Knowles, GOVERNOR

P.O. BOX 110635
JUNEAU, ALASKA 99811-0635
PHONE: (907) 465-2212
FAX (907) 465-2333

April 5, 2001

The Honorable Representative Lesil McGuire
Alaska House of Representatives
Alaska Capitol Building
Juneau, Alaska 99801

RE: Position Statement on HB 99

Dear Representative McGuire,

The Division of Juvenile Justice, on behalf of the Alaska Department of Health and Social Services is writing to support your efforts to enact HB 99 which would amend AS 14.33.120 by requiring schools to adopt policies and strategies for reporting and resolving student conflicts.

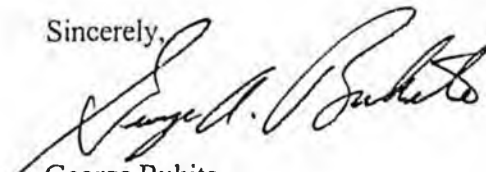
Each of the past few years the Division has received between 800 and 1000 misdemeanor assault referrals involving juvenile offenders. A number of these assaults come out of interpersonal conflicts between students. The Division has worked with local schools, police agencies and community groups to address this and other safe school issues. We are particularly encouraged by the results and successes of student mediation activities in some schools.

National research is demonstrating the success of these programs and the Office of Juvenile Justice and Delinquency Prevention states in its student conflict resolution program guide, "The tenets of conflict resolution present a new model of interacting with and thinking about other people—one that challenges us to go beyond stereotypes, to consider the other's point of view, and to reach mutually satisfactory agreements in which all parties win...If we can succeed in teaching our youth this framework for resolving their disputes, the results for them and for our society could be profound." (OJJDP: Conflict Resolution Education: A Guide. October, 1996)

By directing schools to implement policies and strategies for this promising practice delinquency prevention program, HB 99 can be seen as an important "next step" in support of safe schools, healthy communities and crime prevention efforts. The Department has gone on record in support of this proposal and welcomes any opportunity to promote this concept and appreciate your efforts along these lines through your sponsorship of this legislation.

If we can be of assistance to you, please do not hesitate to call on us.

Sincerely,



George Buhite
Director

LETTERS OF SUPPORT



NEA-ALASKA

Affiliated with the National Education Association

Position Paper CSHB-99 - Student Conflict Resolution Strategy

Representatives Lesil McGuire, Fred Dyson,

We share a common concern for a safe and orderly society. Schools reflect society in general. Unfortunately we read and hear of more and more instances of students committing violent acts against other students and school personnel.

We seek ways to ensure that classrooms and schools are safe. HB 99 addresses the importance of developing strategies that hopefully will lead to programs designed to help students cope with aggressive thoughts and feelings.

Finding alternative behaviors to aggression or ways to cope or modify aggression will help students in their interaction with one another. To develop and manage alternatives to aggression at an early age may contribute to healthier, less aggressive adults.

We appreciate Representative Lesil McGuire's initiative to address this problem. As educators and school employees who work closely with children, we see the need to confront school violence in the schools. As a union, we have increased our budget and staff time to work with teachers and support personnel on classroom discipline training and implementation of school discipline and safety programs. CSHB 99 represents one means to help students help themselves.

NEA-Alaska supports passage of CSHB 99.

S:\politica\position\00-01\CSHB 99 - Student Conflict Resolution Strategy.doc

SENATE COMMITTEE REPORT

DATE: 4/12/01

FURTHER:

DATE TURNED IN TO OFFICE: 04/20/01

Health, Education and Social Services Committee considered CS FOR HOUSE BILL NO. 99(HES)

"An Act relating to school discipline and safety programs; and providing for an effective date."

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

Senate Bill:

- same title
- new title

House Bill:

- same title
- technical title
- new: SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
Education & Early Dev	4/6/01		X	2

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
CHAIR: <i>[Signature]</i>	✓			

PEACEABLE SCHOOL PILOT



CHUGIAK
HIGH SCHOOL

Chugiak High School

Roles and Functions of Key Peaceable School Partners

Peaceable School Steering Committee

- Oversight of annual review and planning process
- Coordination of specific activities that promote peaceable school goals
- Oversight and allocation of violence Prevention Funds from Safe & Drug Free Schools
- Communicates annual goals and activities to school staff, parents, and community
- Works with PAC, Student Forum, Peer Mediation groups and other community groups to organize programs and workshops to address issues of concern

Student Forum

- Addresses issues of concern and makes recommendations for action
- Communication link to homerooms through student representatives
- Meets bi-monthly on school business meeting days
- Longer gatherings of forum at beginning of school year, change of semesters, and end of year

(PAC) Positive Action Committee

- Link of communication between school administration, clubs, and student body
- Clearinghouse for sharing and passing on information related to rumors and incidents that impact the school community
- Quarterly gatherings to identify annual theme, clarify roles and responsibilities, and share how clubs are carrying out annual theme
- PAC can make recommendations Student Forum to address issues of concern

Peer Mediation

- Offer peer mediation between students and students and staff to work out interpersonal conflicts and differences
- Provide annual training for students and staff

Chugiak High School Peaceable School Pilot Goal for School Report Card

Goal: Continue building a peaceable school and more personalized learning environment by:

- Increasing student participation in clubs and activities by 10% this school year*
- Increasing student voice and leadership through participation in the Student Forum, the Positive Action Committee, and representation on school committees*
- Building capacity to institutionalize Peaceable School activities by establishing stipended positions to co-coordinate Peaceable School Pilot*
- Broadening public awareness, student awareness, faculty awareness, and parent awareness of Peaceable School activities through tangible events, presentations, and written documents*
- Deepening awareness and widening support for "best practices" that help all students at Chugiak to be academically successful and socially competent and responsible. This will be accomplished by documenting teaching practices that personalize learning and working with department chairs to identify the best ways to support these practices and activities in their departments*
- Double the number of staff who participate in peer mediation trainings or observe mediations from last year (five participated last year)*
- Securing participation from faculty in the Peaceable School Pilot by asking each faculty member to identify one way that they can support this effort during the year (Peaceable School Pilot Participation Options will be handed out at next all staff meeting or in-service day)*

*Chugiak High School
Peaceable School Pilot Steering Committee
Summary Notes and Agreements*

Positive Action Committee Action Steps

1. *Top has agreed to sponsor PAC and facilitate October 19 meeting. Vernon has agreed to help facilitate the meeting.*
2. *Prepare a flyer to be disseminated to clubs, school organizations, and sports teams on October 11. The flyer should include the following:*
 - *Purposes of Positive Action Committee*
 - *Announcement of PAC meeting on afternoon of October 19, 11 to 2 p.m.*
 - *Call for 1 to 3 representatives of each club, organization, and sports team to attend meeting*
 - *A form for writing name of club, organization, or sports team, names of students who will attend meeting, and adult sponsors who would be interested in attending meeting*
 - *Purpose of the meeting will include choosing the PAC theme for this year and deciding date of three other quarterly meetings*
3. *Prepare agenda for October 19 PAC meeting. Agenda to include:*
 - *Clarification of purposes of PAC, how often it will meet, follow-up check-in's to support club and sports involvement in theme*
 - *Trust building activities and discussion between students and administrators*
 - *Discuss vandalism and graffiti incidents as test cases for how PAC can intervene*
 - *Brainstorm and reach consensus for PAC theme for this year*
 - *Decide on other dates for quarterly meetings*
4. *Make arrangements for space, reminders to students, and food for October 19 meeting*
5. *Create paper passes that can be disseminated to PAC members when students need to be notified and gathered for a quick emergency meeting*

***Chugiak High School
Peaceable School Pilot
Announcement for Stipended Co-Coordinator Positions at
Chugiak High School, 2000-2001***

As part of the Chugiak Peaceable School Pilot, ASD Safe & Drug Free Schools is able to award up to three \$700 (40 hour) stipends to each of two co-coordinators at Chugiak HS for the period from October 1, 2000 to June 30, 2001. Both of these positions will involve 2 to 3 hours a week to coordinate Peaceable School activities. It is agreed that two staff members can negotiate how they divide up roles and responsibilities described in the description below. Please submit the form below to the principal if you are interested in one of these positions.

Roles and responsibilities for Peaceable School Pilot Co-Coordinators:

1. Collate staff responses to Peaceable School Pilot Participation Options and support implementation of activities that promote faculty participation.
2. Serve as a liaison between Safe & Drug Free Schools and CHS.
3. Coordinate and help facilitate quarterly Steering Committee meetings.
4. Set up on-site schedule for consultant visits with Carol Lieber including focus groups, steering committee meetings, trainings, securing rooms, gathering people by personally inviting them, talking to principal about schedule and food, talking to administrative assistant about substitute needs.
5. Communicate to school leaders about status of Peaceable School activities during the year.
6. Communicate to school staff and community about Peaceable School activities.
7. Support the efforts of Positive Action Committee and attend the quarterly meetings.
8. Serve as the on-site instructor for one-credit class, "Strategies for Personalizing the Classroom", a class offered to staff designed to learn a strategy, try it out, discuss outcomes with colleagues, and explore how strategies for personalization can be used in different academic disciplines.

9. *Oversee coordination of national RCCP site visit to Chugiak in February. Educators from RCCP sites around the country will be participating in a national gathering here in Anchorage.*
10. *Connect with other teachers who have participated in Partners in Learning course to compile strategies, activities, and practices that help create more peaceable, collaborative, and respectful classrooms. These ideas will go on the national ESR web site.*
11. *Help recruit staff for High School course in February.*
12. *Organize and help facilitate Peaceable School Pilot assessment and planning meeting in late Spring, 2001.*
13. *Participate in meetings with other Peaceable School coordinators and Safe & Drug Free Schools staff.*
14. *Be an advocate for efforts to personalize the learning environment, especially related to developing structural and program options for new "houses" at Chugiak.*
15. *Help write and monitor mini-grants from Safe & Drug Free Schools.*

Peaceable School Co-Coordinator Positions at CHS

(Please submit this form to Jan)

Name: _____ ext. _____

Present Position at Chugiak HS _____

Three reasons why I would be a good candidate for this position:

- 1.
- 2.
- 3.

***Chugiak High School
Supporting the Peaceable School Pilot
Participation Options***

Name _____

We would like to invite all staff to identify at least one way that each of us can contribute to making Chugiak a more peaceable, welcoming, and respectful community where every student can be successful by

- Providing a Safe Environment***
- Personalizing Education***
- Meeting Developmental Needs of Diverse Adolescents***
- Building Students' Emotional Resilience and Social Competency***
- Promoting Collaboration among Colleagues***
- Improving Student Performance***

- I would like to participate on the Peaceable School Steering Committee that will have oversight of Year Three of the pilot. This group will probably meet or phone conference every two months.
- I would like to work with students from the Positive Action Committee and other faculty to brainstorm ways to support the Peaceable School theme that students have chosen for this year.
- As a club sponsor or coach I will support efforts of my club or team to promote the Positive Action Committee theme for this school year.
- I would like to help support the Positive Action Committee them by teaching a lesson in class that addresses the theme.
- I would like to attend at least one Student Forum meeting this year on business meeting days.
- I would like to participate in Faculty Forum and other discussions about the internal structures, scheduling, and program options for establishing positive, personalizes learning environments in the new "houses" at Chugiak.

- I would like to attend the peer mediation training on Friday, November 3. (Stipends will be available.)
- I would like to observe a peer mediation this year.
- I will encourage the use of mediation as an early intervention when I see students having a problem with each other.
- I would like to discuss with Judy and Sandy how I might take on a support role with the mediation program in the future to ensure that the program will continue for years to come.
- I would like to participate in a planning committee with upper class students to develop a more personalized orientation program for in-coming students next year.
- I would like to help support student participation in school governance, curriculum, and task force committees. We agreed to create a process where students will participate on all standing school committees. This will also include establishing a selection process for students and creating a brief orientation for students who are on committees.
- I would be willing to document at least one idea, strategy, or practice that supports a peaceable and personalized classroom. We will place these ideas on the ESR national web site.
- I would be willing to briefly describe Partners in Learning goals and practices with colleagues in my department.
- I would like to work with my department chair to identify opportunities to share practices and strategies that create a more peaceable and personalized classroom.
- I would like to help identify courses within my department that are the best fit for establishing practices and activities that promote social and emotional competencies and conflict resolution and develop greater appreciation for diversity.
- I would like to meet with staff from "feeder" middle schools to discuss the kinds of middle school expectations and skill mastery that make the transition to high school a smoother experience for in-coming 9th graders.

- I would like to discuss the 9th grade transition with other faculty who teach 9th grade (thinking about some common goals, expectations, activities, and experiences that can help 9th graders be more successful here at Chugiak).
- I would like to participate in a discussion with sophomores to get an idea of the kinds of support, skills, learning activities, and encouragement are most helpful to be successful in 9th grade.
- I would like to sponsor a new activity this year (could run for 4 or 5 sessions or longer) in an effort to increase participation of students in Wednesday activities.
- I would like to use release time or a prep period to observe another teacher or team teach a class that reinforces social and emotional learning/conflict/diversity in the classroom.
- I would like to work with art students to create a Peaceable School banner that can hang in a prominent place in the school.
- Here's another way I'd like to make a contribution to the Peaceable School pilot here at Chugiak.

Conflict Resolution and Intergroup Relations

The Need

Conflict is a normal and essential part of life. The way we deal with differences and conflict, however, often divides us and inhibits our ability to confront common problems. Complex social issues and increasing global interdependence place new demands on our capacities to work together.

Many young people are not learning to deal constructively with differences that they face daily. They see few alternatives to either fleeing from conflict or fighting.

Violence has become a social problem of epidemic proportions that especially affects young people. The messages that society conveys about violence are at best confusing, and often encourage violence. Many young people do not believe that they can make a difference and improve the world in which they live.

Key Concepts

ESR conflict resolution programs reflect the following principles and understandings about conflict:

1. Conflict is a part of life. When handled constructively, conflict presents opportunities for growth and progress. People of any age can acquire skills and understandings that will help them deal with conflict in constructive ways.
2. There are many conflict situations where "win-win" solutions—those that meet the underlying interests and needs of the parties to the dispute—can be achieved. Too often we assume that one person must win and the other must lose in a conflict, or that both must give up something, and thus neither get what they need or want.
3. While the win-win approach can be helpful in many situations, resolution of a conflict is not always possible. In some cases, the best outcome in a conflict-laden situation might stem from a strategy that prevents the outbreak of physical violence or the rupture of a relationship. Conflict can even be an important resource in the effort to bring about constructive change. The primary goal is to be creative and resourceful in the face of conflict.
4. Conflict resolution is best taught in the context of a caring community characterized by cooperation, effective communication, emotional strength, appreciation of differences, recognition of common purposes, and shared decision making.

A singular focus on conflict resolution knowledge and skills without attention to creating community may miss underlying causes of problems. Caring and empathy are as important as knowing how to negotiate.

5. The ability to enter others' perspectives, to see and feel problems as others do, and to identify their needs and interests is central to dealing constructively with differences.
6. Dialogue is an effective form for discussing controversial issues. Dialogue, as contrasted with debate, emphasizes seeking common ground rather than polarizing differences. It encourages empathy with other points of view and toleration for ambiguity and the uncertainty of knowledge. Debate is characterized by confrontation, a contest between right and wrong in which each side believes it is right. The typical goal of debate is to win the argument and end the discussion. Dialogue encourages people with differences to keep talking and increases the chances of creative responses to conflict.
7. While the interventions used in interpersonal conflicts are often quite different from those used in larger social conflicts, the study of each helps students begin to understand the underlying dynamics of conflict and further develop a positive attitude toward it. The development of interpersonal conflict skills, principles, experience, and concepts sets the foundation for effective responses to conflict in social and political spheres.
8. It is important to cultivate awareness of and appreciation for differences—individual, ethnic, cultural, and national. Commonly, the perception of difference leads to separation and distancing. However, given an emerging understanding of the world's interdependent character, differences must be understood in their interrelatedness, and in the opportunities they often present for creating new, more inclusive and adaptive relationships. Responding effectively to conflict necessitates learning to balance respect for differences with the ability to make informed judgments.
9. The roots of violence and social conflict often lie in inequality and injustice. It is important to help students understand and confront such deeply rooted problems as racism and sexism. In part, this takes place through examination and, where needed, transformation of existing power relationships in social conflicts.

Conflict has many dimensions. While physical violence is the most obvious, other forms of structural and institutional violence are also pernicious and equally demand our attention.

ESR/RCCP's Approach: Distinguishing Features

ESR/RCCP's approach to conflict resolution and intergroup relations is based on the following principles which are rooted in beliefs about effective teaching and learning:

1. To see conflict as presenting opportunities for growth requires a significant shift in attitude and world view. Adults as well as students must examine and seek to change their own attitudes about conflict. This process requires time and patience. It also necessitates support for those teachers who are involved. Significant behavioral change in the classroom does not result from a "quick fix."
2. Effective teaching about conflict is student-centered—that is, it begins with students' experiences of conflict and their own questions. It addresses the conflict and violence in young people's lives. It helps young people make connections between their lives and the larger world and apply new understandings to conflicts outside of their immediate experience.
3. ESR/RCCP encourages young people to think about why there are different kinds of conflict, to explore a repertoire of effective responses to conflict, to pose problems and generate good questions, to recognize that society is created by people, and to believe that they can make a difference.
4. ESR encourages inquiry and exploration of complex issues that lead to the discovery of underlying assumptions, root causes, and internal contradictions. Thoughtful inquiry involves risk taking, for it may raise fundamental questions about the way we live and how our society is structured.
5. A comprehensive approach to conflict resolution education involves teachers in the application of understanding and skills at five levels: through core practices and routines that help create a peaceable classroom community; through modeling and teaching core conflict resolution skills; through the use of teaching strategies that promote cooperation, effective communication, and problem solving; through WIN-WIN approaches to classroom management and handling student problems; and through infusion of conflict resolution skills and concepts into academic subject areas such as literature, social studies, and science.
6. Many programs teach conflict resolution as a set of isolated skills. Although individual skills are useful, the practice of creative response to conflict entails more than a collection of isolated skills; it is an integrative process that happens when one is confronted with a real problem. It also involves a systematic way of thinking about how to handle differences.

7. ESR/RCCP helps teachers create structured learning environments characterized by: a willingness to embrace and use conflict for learning; a sense of being safe to express feelings and different opinions, and to change one's mind and behavior; a commitment to share power and control so that students are partners with teachers in creating knowledge and making decisions; reflection about self and others; and connection between adults and the formation of relationships.
8. Other programs focus on stopping-fighting and physical violence and on controlling behavior. ESR/RCCP believes that conflict resolution in education is not simply another form of discipline. ESR/RCCP's goal involves going deeper. It includes empowering young people by providing them with a repertoire of skills and nurturing new ways of thinking about dealing with differences and conflict.
9. Based on our experience working with schools across the United States, we recommend several components for the successful implementation of a conflict resolution education program: in-depth introductory staff training, use of exemplary curriculum, follow-up classroom visits by staff development specialists, periodic meetings of all involved staff, and leadership development programs for qualified participants. Training support is central—ESR/RCCP's approach is as much about process and practice as curriculum. ESR structures participatory learning experiences for adults that mirror the empowering methodology we recommend for young people.
10. Conflict resolution in the schools often takes the form of mediation programs. ESR/RCCP believes that school mediation programs are best implemented as part of a larger effort to train staff and students in conflict resolution. While mediation programs are valuable for many young people, they often are separate from the cultures of classrooms and the school at large, where prevailing norms among students and teachers do not support the goals of the mediation program. Also, while third party intervention (mediation) is an important form of dispute resolution, it does not necessarily help individuals develop abilities to manage and resolve differences on their own.
11. ESR/RCCP frames its conflict resolution and intergroup relations work as central to the process by which young people become responsible decision makers and active participants in our democracy. Students need skills, understanding, and opportunities to make a difference in the world. The ability to deal constructively with differences is a fundamental part of effective citizenship.

Teaching for Social Responsibility

Conflict Resolution and intergroup relations are essential components integrated into a larger framework of social responsibility. ESR/RCCP is dedicated to deepening our own and our fellow educators' understanding of each of these activities cited below that we believe constitute important perspectives of social responsibility.

Controversial Issues - The significant issues of our times are controversial. Therefore, it is vital that these issues be considered in schools, so that students can practice learning how to decide what to do in complex, emotion-laden situations. Without such practice, they are left with the models they see around them, which tend to encourage polarizing and oversimplifying.

Dialogue - In dialogue the effort is to understand each other's position—not only the intellectual content, but also the history and emotions tied to the position. Done well, this approach leads to an increased understanding of a given situation that permits a partnership approach in critical thinking and an attempt to collaborate in devising a “win-win” solution to the conflict. In debate, by contrast, the emphasis is on attacking the intellectual content of an opponent's position to achieve a “win” at the opponent's expense.

Multiple Perspectives - There are typically more than “two sides to every story.” One of the most important means of helping students reflect on their thinking is to help them reach beyond the limits of their own experience and to enter the experience of others.

Interconnectedness - Preparing young people for the twenty-first century means helping them to develop an understanding of how to live in an interdependent world. Students need to be encouraged to view situations holistically, examining the interconnections of parts of a system rather than focusing on one cause and one effect.

Opportunities for Participation - Learning is strengthened when it is embodied in action, so it is vital to give students opportunities to contribute to the lives of others and to improve the world around them. Depending on their maturity, students can be appropriately involved in taking action on classroom, school, community, national, or global problems. Providing such opportunities helps students to improve the quality of their thinking and to build self-esteem and a sense of connection with the world.

Community - Developing a sense of community—a consciousness of the group of which one is a part—means acknowledging our interconnectedness, having a sense of common purpose, respecting difference, sharing in decision making, and supporting each other's growth. To enable young people to acquire this perspective, we must be willing and able to create classrooms and schools that function as communities.

ESR/RCCP seeks to make social responsibility an integral part of education. It perceives social responsibility to be an integrating framework for a variety of activities that will help young people learn how to participate in shaping a better world.

These ideas were forged through years of ESR leaders' experience in helping educators introduce creative and effective ways of dealing with conflict into their classrooms and schools. ESR/RCCP's approach to conflict resolution has many roots. While it is not possible to trace all of these roots, certain key contributions and bench-marks are worth noting.

Early in the 1980s, our experience teaching the skills of critical analysis for examining the arms race led quickly to the realization that students needed to understand the process for peacemaking. The curriculum guide, *Perspectives: A Teaching Guide to Concepts of Peace*, compiled by over thirty educators, was published in 1983. It included a section designed to help students learn conflict resolution skills for helping to create a more peaceful world.

Also during the 1980s, a group of ESR leaders adapted Peter Elbow's technique for teaching writing, called methodological belief, to develop a process for more deeply understanding different perspectives on emotion-laden, controversial topics. This process helps people listen and talk about conflict in new ways.

During this period ESR reached teachers with its ideas in two ways...It developed a wealth of practical activities which it introduced to teachers through printed materials and workshops, and it enabled teachers to gain a deeper understanding of conflict resolution through weeklong institutes. Both activities enriched our own understanding of the varied dimensions of conflict resolution work.

Another major source of ESR's approach to conflict resolution began in 1985 when New York Metro ESR and the New York City Public Schools launched a project in one school district in Brooklyn to prepare elementary teachers in conflict resolution. This project, now a national demonstration project named the "Resolving Conflict Creatively Program," has grown to encompass over 300 schools and involve 120,000 students in New York City, other sites around the country including Anchorage (AK), Vista (CA), New Orleans, and South Orange-Maplewood (NJ). This comprehensive program involves school districts that make a long term commitment to integrate conflict resolution and intergroup relations into the heart of the school culture. To accomplish this, RCCP involves all staff, administrators, and parents in intensive training and leadership development, provides extensive staff development for participating teachers, and involves students in school wide projects and leadership programs.

STATE OF ALASKA

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF JUVENILE JUSTICE

Tony Knowles, GOVERNOR

P.O. BOX 110635
JUNEAU, ALASKA 99811-0635
PHONE: (907) 465-2212
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April 5, 2001

The Honorable Representative Lesil McGuire
Alaska House of Representatives
Alaska Capitol Building
Juneau, Alaska 99801

RE: Position Statement on HB 99

Dear Representative McGuire,

The Division of Juvenile Justice, on behalf of the Alaska Department of Health and Social Services is writing to support your efforts to enact HB 99 which would amend AS 14.33.120 by requiring schools to adopt policies and strategies for reporting and resolving student conflicts.

Each of the past few years the Division has received between 800 and 1000 misdemeanor assault referrals involving juvenile offenders. A number of these assaults come out of interpersonal conflicts between students. The Division has worked with local schools, police agencies and community groups to address this and other safe school issues. We are particularly encouraged by the results and successes of student mediation activities in some schools.

National research is demonstrating the success of these programs and the Office of Juvenile Justice and Delinquency Prevention states in it's student conflict resolution program guide, "The tenets of conflict resolution present a new model of interacting with and thinking about other people—one that challenges us to go beyond stereotypes, to consider the other's point of view, and to reach mutually satisfactory agreements in which all parties win...If we can succeed in teaching our youth this framework for resolving their disputes, the results for them and for our society could be profound." (OJJDP: Conflict Resolution Education: A Guide. October, 1996)

By directing schools to implement policies and strategies for this promising practice delinquency prevention program, HB 99 can be seen as an important "next step" in support of safe schools, healthy communities and crime prevention efforts. The Department has gone on record in support of this proposal and welcomes any opportunity to promote this concept and appreciate your efforts along these lines through your sponsorship of this legislation.

If we can be of assistance to you, please do not hesitate to call on us.

Sincerely,



George Buhite
Director



NEA-ALASKA

Affiliated with the National Education Association

Position Paper CSHB-99 - Student Conflict Resolution Strategy

Representatives Lesil McGuire, Fred Dyson,

We share a common concern for a safe and orderly society. Schools reflect society in general. Unfortunately we read and hear of more and more instances of students committing violent acts against other students and school personnel.

We seek ways to ensure that classrooms and schools are safe. HB 99 addresses the importance of developing strategies that hopefully will lead to programs designed to help students cope with aggressive thoughts and feelings.

Finding alternative behaviors to aggression or ways to cope or modify aggression will help students in their interaction with one another. To develop and manage alternatives to aggression at an early age may contribute to healthier, less aggressive adults.

We appreciate Representative Lesil McGuire's initiative to address this problem. As educators and school employees who work closely with children, we see the need to confront school violence in the schools. As a union, we have increased our budget and staff time to work with teachers and support personnel on classroom discipline training and implementation of school discipline and safety programs. CSHB 99 represents one means to help students help themselves.

NEA-Alaska supports passage of CSHB 99.

S:\politica\position\00-01\CSHB 99 - Student Conflict Resolution Strategy.doc

Subject: SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)

Date: Sun, 22 Apr 2001 21:56:27 -0700

From: "Tracy Wrigley" <twrigley@HiWAAY.net>

To: <Senator_Lyda_Green@legis.state.ak.us>

Senator Lyda Green CORRECTED COPY
District N - Republican-----Sorry for the Inconvenience-----

To ~~SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)~~ **SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)**

INTRODUCING

Q&A with Commentary by Tracy Kent Wrigley

A Quarterly NewsLetter On School Violence Across The Nation

I'd like to invite you to look for the Introductory Issue (July 2001) of **Q&A with Commentary by Tracy Kent Wrigley** A Quarterly NewsLetter On School Violence Across The Nation. In this issue, Tracy responds to candid questions and commentaries presented by H.L.Hohenfeldt, Managing Editor, **Rolla Daily News**.

I'd like to thank everyone for their assistance with the research on "School Violence" across the nation. Your feedback has lead me to the decision to publish a "Quarterly NewsLetter" entitled **Q&A with Commentary by Tracy Kent Wrigley** A Quarterly NewsLetter On School Violence Across The Nation. The theme behind the NewsLetter is "**My Response to School Violence... Isn't it Time We Invest in Our Children... Pass the Word... and HELP Make it Grow!**"

This is the NewsLetter of your communities across the nation. Our primary goal is to heighten the awareness of school violence across the country. Our secondary goal is to make this information public so that others across the country can benefit from "**LESSONS LEARNED**". It will show the positive side of what communities are doing across the nation to improve safety within their school systems. We will also discuss the negative side to school violence and touch upon some of the key issues such as: gun control, gangs in schools, issues in your area and much more! This is your NewsLetter, so your input is very important to us.

The intent of this NewsLetter is to allow citizens across the country to voice their concerns and raise issues pertaining to school violence in their area and much more. What's being done about it? Is it working? We're looking to hear from your citizens... We're looking for success stories on the subject... We're interested in your thoughts and commentaries. We're interested in improving your communities through citizens across the nation by saying... **Ask Yourself... "WHAT CAN I DO?" to make a difference!**

Distribution of the NewsLetter will include each of the 50 governors, Departments of Education (state level), the 50 US State & Territories PTA Offices, Secretary of Education, Rod R. Paige, President George W. Bush, Vice President Dick Cheney, First Lady Laura Bush, and Mrs. Lynne Cheney. Each issue comes with the NewsLetter and a "**FREE**" informative presentation (electronic format) on a subject related to: gun control, gangs in school, or other related topics

across the nation.

Over the past couple of months, we offered various forms of the media the opportunity to publicize a "FREE" \$1,000.00 College Scholarship for their area with an annual \$500.00 contribution thereafter to support their college scholarship programs. An announcement will be made in the October 2001 issue of **Q&A with Commentary by Tracy Kent Wrigley** announcing the recipient of this offer. The scholarship is for the 2001-2002 graduating class. This NewsLetter is a complimentary "**Spin Off**" of our college scholarship program.

I continue to look for innovative ideas at how I can assist state and city governments with eradicating school violence across the country. Introducing the "*School Violence Awareness Program (SVAP)*" is a prime example of an innovative program that the Tracy Kent Wrigley College Scholarship Program has created. In addition, I fully support the President's & Secretary's Priorities on education which include: (1) **No Child Left Behind**; (2) Rallying the Armies of Compassion: Faith-Based & Community Initiatives; and (3) New Freedom Initiatives: Removing Barriers for Americans with Disabilities, through our scholarship program.

If you have a question or commentary that you would like to address as it pertains to the **TKW-FBC College Scholarship Program** or our response to "School Violence", please forward to Vickie Bateman (email: vickiebsoccermom@hotmail.com) for inclusion in the October 2001 Issue of **Q&A with Commentary by Tracy Kent Wrigley**. We are offering **\$500.00** for the best story that can be verified for inclusion in the October 2001 NewsLetter. So sharpen your pencils and tell us a story about your community...

City Councils, Schools, Organizations, and Corporate America, please submit request for guest speakers to **Tracy Kent Wrigley** at the address below. I'm interested in reaching out to your community to make a difference in someone's life! I'm available for public speaking appearances in your area or I would be honored to introduce your schools to our "*School Violence Awareness Program (SVAP)*". *I'd like to address your schools on the subject of school violence by relating personal experiences with your employees, students and the children; Experiences that I've had over the past 42 years... It may change a life... It might even save a life!!!*

Had there been a category in high school called the "**Student Most Unlikely to Succeed**", I would have been chosen above anyone else at Belton High School, Belton Missouri. But now, 42 years later, I have a Masters Degree in Public Administration (MPA) and I'm a Senior Member of the Technical Staff with **LITTON TASC, A Subsidiary of Northrop Grumman** — one of the largest defense contractors in the world. Other guests available upon request; Each with a life experience that will have a positive impact on a life... With one goal in mind and that is to assist you with eradicating school violence across the country. **Why Am I Doing This?** Because I'm not a carpenter. Thank you for your support.

Sincerely,

Tracy Kent Wrigley

Sponsor, Publisher & Program Director

TKW-FBC College Scholarship Program

In The Mean Time

Ask Yourself... **"WHAT CAN I DO?"** to make a difference!

TKW-FBC College Scholarship Program – 164 County Road 600 - Mentone, Alabama 35984
– (256) 883-4410 ext 252 (days) and (256) 634-4657 (evenings)

email: twrigley@hiwaay.net