

SB

281

24-LS1430V
Mischel
3/13/06

CS FOR SENATE BILL NO. 281()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FOURTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR DYSON

A BILL
FOR AN ACT ENTITLED

1 **"An Act relating to interdistrict operation and establishment of public schools; relating**
2 **to funding for public schools; relating to enrollment of students by school districts and**
3 **regional educational attendance areas; and relating to charter schools and**
4 **correspondence programs."**

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

6 *** Section 1.** AS 14.03.250 is amended by adding a new subsection to read:

7 (d) A local school board and the state Board of Education and Early
8 Development may approve an application to establish a charter school that allows
9 enrollment of students who reside outside of the district or regional educational
10 attendance area and that establishes a charter school outside of the district or regional
11 educational attendance area.

12 *** Sec. 2.** AS 14.12.020 is amended by adding a new subsection to read:

13 (d) Nothing in this section prohibits

14 (1) the expansion of a school district operating area by the governing

1 body of a borough or city school district to allow enrollment of students who reside
 2 outside of the district or regional educational attendance area boundaries and to
 3 establish schools outside of the district or regional educational attendance area
 4 boundaries; or

5 (2) a contractual arrangement authorizing a borough or city school
 6 district to operate, own, or lease a public school in another school district in the state.

7 * **Sec. 3.** AS 14.14 is amended by adding a new section to read:

8 **Sec. 14.14.112. Interdistrict operation of a public school by a district.**

9 Notwithstanding any other provision of this chapter, a school district may

10 (1) operate a public school located in an area of another district
 11 established under AS 14.12.010;

12 (2) enroll students who reside in the state in any public school operated
 13 by the district at the written request of the parent or legal guardian of the student; and

14 (3) contract with another school district to provide educational services
 15 or facilities.

16 * **Sec. 4.** AS 14.17.430 is amended by adding a new subsection to read:

17 (b) In this section, "correspondence study program" and "correspondence
 18 program" mean a public school instructional delivery system for students in grades
 19 one through 12, or a combination of those grades, that connects students with
 20 educational resources but that does not have routine daily responsibility for the
 21 physical safety, behavior, or health of students enrolled in the program.

22 * **Sec. 5.** AS 14.17 is amended by adding a new section to read:

23 **Sec. 14.17.435. State funding for interdistrict operation of public schools.**

24 (a) Except as provided in AS 14.17.400(b), funding for a school district that contracts
 25 for the provision of educational services or facilities under AS 14.14.112(a)(3) with a
 26 resident district that enrolls students from the resident district in a public school
 27 located in the resident district but operated by the district includes an allocation from
 28 the public education fund (AS 14.17.300) in an amount equal to the state aid for the
 29 students enrolled established for the resident district under this chapter, including the
 30 district cost factor adjustment under AS 14.17.460.

31 (b) Except as provided in AS 14.17.400(b), funding for a school district that,

1 without a contract with a resident district, operates a public school located in an area
2 of another district or enrolls students who reside in the state in a public school
3 operated by the district under AS 14.14.112 includes an allocation from the public
4 education fund (AS 14.17.300) in an amount calculated by multiplying the ADM of
5 the interdistrict program by 80 percent and excluding the district cost factor
6 adjustment under AS 14.17.460.

7 (c) In this section, "resident district" means the school district in which the
8 student resides.



SENATOR FRED DYSON

SPONSOR STATEMENT
SB 281 "An Act relating to School Districts"

SB 281 clarifies that *any* school district can design and operate an educational program that enrolls students from *anywhere* in the state. "Technology" is not mentioned in the bill, but it defines the context of discussion of the merits of this bill.

Technology makes distance meaningless in many circumstances. Education is no exception. Each student's education information can now be accessed by any student, teacher, parent, or administrator from any computer on the internet, 24-7: Individual learning plans (ILPs), portfolios, curriculum, aligned standards, attendance, lesson plans, assignments, textbooks, almost unlimited academic resources, virtual "face to face" interactions, assessment tools, and all student records. Security can now be as good as security for banking online. Never before has there been such an array of exciting teaching tools. SB 281 is aimed at reducing legal barriers to new innovative program creation.

As described in "The Earth is Flat", cost-savings are available as the playing field is leveled because of developing technology. Our challenge is to write laws that build incentives for school districts to provide excellent programs and to reap the benefit of those savings. SB 281 challenges districts to re-allocate existing resources to provide education excellence.

There are countless potential variations of programs that can apply technology. SB 281 has defined only "Correspondence programs" as a category of programs that receive 80% funding because they do not take on routine, daily responsibility for the physical welfare of the children.

SB 281 does not propose programs or impose mandates. It is a confident acknowledgement of the success and innovation that has already been demonstrated in Alaska. SB 281 does not introduce radical new legislative intent--- it simply affirms what is already implied in statute. SB 281 gives no preference to particular software or hardware--- those choices are left to local school districts.

SB 281 does change an emphasis. Alaska already has open enrollment and allows parental choice. A parent can enroll his or her child in any school district limited only by local restrictions of the enrolling district. The new emphasis of SB 281 is on the school district. This bill explicitly says a school district may design programs with the intent of recruiting students from across the state.

We are proud of Alaska's huge size and unique remote communities. U.S. Education Secretary Paige recently said that Alaska redefines "rural" education. Highly qualified teachers, parental choice, restructuring of failing schools, supplemental and tutoring services are among the potential benefits to rural Alaska. The Legislature needs engaged experts to look for ways to use the fabulous tools we now have on the technological shelf. SB 281 re-emphasizes the challenge to our capable local school districts to continue to look for ways to provide excellence.

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1 **"An Act relating to interdistrict operation of public schools; relating to enrollment of**
2 **students by school districts and regional educational attendance areas; and relating to**
3 **charter schools and correspondence programs."**

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

5 *** Section 1.** AS 14.03.250 is amended by adding a new subsection to read:

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 19 educational resources but that does not have routine daily responsibility for the
 20 physical safety, behavior, or health of students enrolled in the program.

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 281
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title: An act relating to interdistrict operation of public RDU: K-12 Support
schools, relating to enrollment of students by school districts and Component: Foundation Program
 Sponsor: Senator Dyson
 Requester: Health, Education & Social Services Component No.: 141

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2006) cost: 00
 Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill gives districts the ability to establish charter schools and enroll students from within the boundary of another district in these charter schools. It also allows districts to establish schools and charter schools within the boundaries of another district.

*The department cannot determine the fiscal impact of this proposed legislation.

Prepared by: Eddy Jeans, Director
 Division: School Finance
 Approved by: Karen Rehfeld, Deputy Commissioner
 Agency: Education & Early Development

Phone 465-8679
 Date/Time 2/25/06 8:23 PM
 Date 02/25/2006



Commission

States, Districts Beginning to Tap the Potential of Technology-Enhanced Learning

A small but growing number of states -- and dozens of school districts across the nation -- are supporting programs that provide laptop computers and wireless Internet access to all students and teachers in particular grades or particular schools. Such initiatives aim to enhance educational achievement and opportunity by:

- Transforming classrooms into more engaging, collaborative and productive learning environments in which instruction can be customized to students' specific needs, interests and learning styles
- Improving students' preparation for living, working and learning in a rapidly changing, information-driven world
- Reducing the "digital divide" between students who have access to technology at home and those who don't.

In launching Maine's pioneering student laptop program in 2002, then-Governor Angus King said: "In my 30 years of working on economic development issues, no idea has as much potential for leapfrogging other states and putting Maine in a position of national leadership as this one -- giving our students portable, Internet-ready computers as a basic tool for learning."

In Maine, all 7th and 8th graders -- and a growing proportion of high school students -- now have laptops and wireless Internet access. "One-to-one computing" initiatives (in which each student has his/her own personal computer in the classroom) also are under way or being piloted in Connecticut, the District of Columbia, Indiana, Massachusetts, Michigan, New Hampshire, New Mexico, Texas and Vermont -- as well as districts ranging from Broward County in Florida, the nation's sixth-largest school system, to tiny Denali Borough School District in Alaska.

(Continued on next page)

Inside

Impact of one-to-one computing on teaching and learning

Lessons learned from large-scale pilot programs

One-to-one laptop programs

Looking over the horizon, new models of learning

11





(Continued from page 1)

For policymakers, educators and others interested in learning more about the one-to-one computing movement, this issue of *The Progress of Education Reform* spotlights three particularly useful resources:

- A detailed review of the challenges faced by states and districts implementing laptop programs, and of lessons learned to date in five critical areas: planning, training and professional development, hardware and software, managing change, and program monitoring and evaluation
- A recently published study of the use and impact of one-to-one computing in the Henrico County School District in Virginia, where all students and teachers in grades 6-12 have laptops with wireless Internet connectivity
- A report by the Consortium for School Networking examining how new and emerging technologies could reshape teaching and learning in K-12 schools over the next five years.

Lessons Learned About Providing Laptops for All Students

(Northeast and the Islands Regional Technology in Education Consortium, 2004.
<http://www.neirtec.org/laptop/>)

Drawing on various sources – program evaluations, articles, reports and interviews with policymakers – this 14-page paper summarizes the lessons learned to date from state- and district-supported laptop initiatives.

Authors Andrew Zucker and Alejandra Bonifaz begin with a brief review of the issues, challenges and setbacks that states and districts implementing laptop programs have grappled with, ranging from unexpected costs and technical difficulties to controversy over students being allowed to take laptops home.

The success of such initiatives, the authors conclude, hinges on policymakers giving close, sustained attention to – and making strategic investments in – five critical areas: planning, training and professional development, hardware and software, managing change, and program monitoring and evaluation.

The paper provides a look at various policy options, funding approaches and implementation strategies in each of the five areas, as well as links to additional sources of information.

A Study of One-to-One Computer Use in Mathematics and Science Instruction at the Secondary Level in Henrico County Public Schools

(SRI International and Education Development Center Inc., February 2005.

<http://ubiqcomputing.org/FinalReport.pdf>)

In 2002, Henrico County Public Schools, in suburban Richmond, Virginia, became the largest district in the nation to implement one-to-one computing in its middle and high schools. In addition to distributing laptop computers to more than 25,000 students and teachers, the district established wireless local area networks, invested in new hardware and software, and provided a range of training and professional development opportunities for teachers.

This National Science Foundation study – which involved extensive classroom observation, interviews and surveys, case studies and data analysis – focused on the overall impact of the laptop initiative on students, teachers and families, and its particular impact on math and science instruction in the district's high schools.

The study found computers being used extensively by Henrico County students and teachers – in various settings and for multiple purposes, and in all subjects, ranging from physical education to foreign languages. Zeroing in on high school science and math classrooms, the study team found students routinely using computers for note-taking, research, homework assignments, test preparation, and for storing, organizing and retrieving information. Taking advantage of a variety of software packages and online resources, science students could participate in a "virtual dissection," track a hurricane or an asteroid, choose from among hundreds of "virtual field trips" and WebQuests (online learning tools), design and analyze experiments, and create Web sites, iMovies and slide shows. Math students were making regular use of graphing calculators, spreadsheets, drawing programs and a variety of analytical tools and online resources.

Students, teachers, administrators and parents alike, the study found, saw one-to-one computing as having "positively influenced teaching and learning," including:

- Improvements in teacher productivity, student-teacher interaction and communication between parents and teachers
- Easier access by teachers and students to up-to-date instructional content
- A more dynamic and engaging classroom environment... Students reported feeling better organized and motivated, more technologically proficient and increasingly adept at self-directed learning.

The report concludes with a look at the factors that have contributed to the initiative's success – chief among them, the strong and steady support of students, families and teachers – and those that have served to impede progress. It also identifies emerging issues and challenges, such as managing the transition from textbooks to electronic learning, and developing better tools for measuring the impact of one-to-one computing on student achievement.

Other Resources

Nine states are in the final year of a federally funded \$15 million research project designed to identify, develop and share better ways of assessing the impact of technology on student achievement. States are using their grants, for example, to evaluate and improve the effectiveness of teacher technology training and professional development (Iowa), middle school laptop computer programs (Texas), virtual foreign language courses (West Virginia) and project-based learning (Arkansas). All nine states – the others are Maine, North Carolina, Pennsylvania, Tennessee and Wisconsin – are working with partners, including universities, school districts and research firms.

Additional information on the research project is available at <http://www.ed.gov/news/pressrel/eases/2003/11/11102003.html>.

The following Web sites are useful sources of information about technology-mediated learning, one-to-one computing in schools and the progress of state- and district-supported laptop initiatives.

Ubiquitous Computing Evaluation Initiative

<http://ubiqcomputing.org/>

Learning With Laptops

<http://www.learningwithlaptops.org/>

Learning Point Associates

<http://www.learningpt.org/page.php?pageID=81>

Center for Applied Research in Educational Technology

<http://caret.ista.org/>



Digital Learning Spaces 2010

(Consortium for School Networking, September 2005. An executive summary is available at http://www.cosn.org/resources/emerging_technologies/learningspaces.cfm, along with information on ordering a copy of the full report.)

New and emerging technologies have the potential to transform public education on a grand scale within five years, according to this report by the Consortium for School Networking. Just over the horizon, it says, are "technology-intensive learning environments" supported by:

- Broadband, wide-area networks capable of handling data, voice and video traffic
- Local area networks with wired and wireless connectivity at every site
- Extensive use of laptops, portable devices, digital accessories, software and Web services that facilitate both customized and shared learning.

What will emerge, the report says, is a new model of education in which students do a substantial amount of work outside the school building – online, in the "outdoor classroom," and in peer-to-peer or small-group networks – and can be grouped according to their areas of interest, regardless of their age, grade level or geographic location, to pursue topics that cut across disciplines. It's also a model that reshapes and expands the role of the teacher – from being the sole source of information to being a guide, mentor and coach in the learning process.

The report addresses how education policymakers can begin building the public vision and add capacity to create "richer, more customized learning spaces for students and teachers by the end of the decade," and includes specific recommendations on connectivity systems and hardware.

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**Helping State Leaders
Shape Education Policy**



SENATOR FRED DYSON

Sectional Analysis SB 281 , version \F

Section 1: Amends *charter school* law by adding a new section to explicitly says that a charter school may enroll students and operate schools statewide if approved by the local school board with whom they are chartering and the state school board.

Section 2: Amends laws pertaining to local *school boards* by adding a new section to explicitly allow statewide programs, and may make contractual agreements with other districts or jurisdictions to operate, own, or lease buildings in other districts.

Section 3: Amends laws pertaining to local *school districts* by adding a new section to explicitly allow statewide programs, and enter into contractual agreements with other districts for services and facilities.

Section 4: Defines "correspondence program" as a public school that does not have routine daily physical responsibility for school children.



**Health, Education, and Social Services Committee
Alaska State Senate**

Memorandum

March 2, 2006

To: David W Marquez
Alaska Attorney General

CC: EED Commissioner Roger Sampson
State School Board

From: Senate Health, Education, and Social Services Committee Members,
Senator Fred Dyson, Chair

A handwritten signature in black ink, appearing to read "Fred Dyson".

RE: School Districts,

The Members of the Senate HESS Committee respectfully requests a written response to the following questions. We also request delivery of the response to be available for timely review and consideration by the Alaska State School Board in Juneau on March 17, 2006.

Under present law, can an Alaska School District legally design, promote, and operate a non-correspondence, statewide, public school instructional delivery system, including charter schools?

Under present law, can an Alaska School District legally build and operate a public school building for an instructional delivery system outside of it's own local district boundaries?

These questions were posed by EED and Committee Members in a hearing of SB 281, a bill relating to inter-district operation of public schools. Your definitive response will be helpful and appreciated by the Alaska Legislature and the Alaska State School Board.