

HB

44

<TARGET><BILL>HB 44</BILL><SUBJECT>HB
44</SUBJECT><COMM>SFIN29</COMM></TARGET>

SENATE FINANCE COMMITTEE REPORT

DATE: 5/21/15

FURTHER: CALENDAR

DATE TURNED IN TO OFFICE: 6/11/15

Finance Committee considered ^{CS} HOUSE BILL NO. 44 (FIN)

HB 44 SEX ABUSE/ASSAULT/DATING VIOI PREV

"An Act relating to sexual abuse and sexual assault awareness and prevention efforts in public schools; and relating to dating violence and abuse awareness and prevention efforts in public schools." eets."

and recommendations.

- be replaced with SCS CS HB 44 (FIN) [] Same Title [] Technical Title Change
 [] adopt previous SCS _____ (_____) [] Same Title [] Technical Title Change
 [] attached amendment(s)
 [] adopt _____ Letter of Intent
 [] further referral to _____ Committee

Dept Abbr.	
ADM	LWF
CED	LAW
COR	LEG
EED	MVA
DEC	DNR
DFG	DPS
GOV	REV
DHS	DOT
AJS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	X			4
S.FIN/EED	X			5

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
 				
DHS			✓	3

[] APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	OLSON	✓			
	Hoffman	✓			
	MICCICHE	✓			
	Bishop	✓			
	Dunham	✓			
CO-CHAIR:	Kelly	✓			
CO-CHAIR: Anna MacKinnon	MacKinnon	✓			

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	SCS CSHB 44(FIN)
Fiscal Note Number:	5
(S) Publish Date:	6/11/2015

Identifier: HB 44 SFIN 6-11-15
 Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
 Sponsor: MILLETT
 Requester: Senate Finance

Department: Department of Education and Early Development
 Appropriation: Education Support Services
 Allocation: Executive Administration
 OMB Component Number: 2736

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates				
			FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016					
Personal Services							
Travel							
Services	10.0						
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	10.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

1004 Gen Fund	10.0						
Total	10.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? N
 If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version:

This one page fiscal note reflects one-time funding to support costs related to the establishment of the Alaska Safe Children's Act Task Force.

Prepared By: Senator Kelly
Senate Finance Committee
Senator MacKinnon
Senate Finance Committee

Phone: (907)465-3709
 Date: 06/11/2015

REPORTED OUT OF
SFC 06/11/2015

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	SCS CSHB 44(FIN)
Fiscal Note Number:	4
(S) Publish Date:	6/11/2015

Identifier: HB044SCSCS(FIN)-EED-SSA-6-11-15
 Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
 Sponsor: MILLETT
 Requester: Senate Finance

Department: Department of Education and Early Development
 Appropriation: Teaching and Learning Support
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates				
			FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Personal Services							
Travel							
Services		525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Fund Source (Operating Only)

1226 High Ed		525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Total	0.0	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues							
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

This CS combines legislation previously proposed in SB89, HB80, and SB102 with HB44.
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Prepared By: Paul R. Prussing, Deputy Director
 Division: Teaching & Learning Support
 Approved By: Mike Hanley, Commissioner
 Agency: Department of Education & Early Development

Phone: (907)465-8721
 Date: 06/11/2015 01:00 PM
 Date: 06/11/15

REPORTED OUT OF
SFC 06/11/2015

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

Analysis

Section 25 repeals the requirement for secondary students to take college and career readiness assessments, as well as the requirement that students have a physical exam when they enter public school by June 30, 2016. This fiscal note addresses Section 25.

Section 26 adds a new section to uncodified law, adding an "Alaskan Safe Children's Act Task Force" that would provide recommendations top DEED regarding model curricula in 5 areas: 1) Suicide prevention; 2) sexual assault and abuse awareness training; 3) dating violence and abuse awareness training; 4) Alcohol and drug related disabilities training; and 5) Alcohol and drug abuse education. The task force is comprised of 10 specific members: 2 senators, 2 representatives, EED commissioner, State board chair; executive director of the council of domestic violence and sexual assault; executive director for the Alaska Children's trust; executive director of the statewide suicide prevention council and a representative of the Rasmuson Foundation. Assumes travel will be paid by participating agencies. Section 26 has a separate fiscal note within Executive Administration.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	SCS CSHB 44(EDC)
Fiscal Note Number:	3
(S) Publish Date:	5/21/2015

Identifier: HB044CS(EDU)-DHSS-WCFH-05-20-15
 Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
 Sponsor: MILLETT
 Requester: Senate Education Committee

Department: Department of Health and Social Services
 Appropriation: Public Health
 Allocation: Women, Children and Family Health
 OMB Component Number: 2788

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues								
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
 If yes, by what date are the regulations to be adopted, amended or repealed? n/a

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Jay C. Butler, MD, Director / Chief Medical Officer	Phone:	(907)269-6680
Division:	Public Health	Date:	05/20/2015 01:00 PM
Approved By:	Sarah Woods, Deputy Director Finance & Management Services	Date:	05/20/15
Agency:	Health & Social Services		

ADOPTED 6/10/15

29-LS0258\F.2
Glover
6/10/15

AMENDMENT #1

OFFERED IN THE SENATE

BY SENATOR MACKINNON

TO: SCS CSHB 44(FIN), Draft Version "F"

- 1 Page 4, line 8, following "14.30.356":
- 2 Insert "14.30.362,"
- 3
- 4 Page 4, line 9:
- 5 Delete ", and ch. 34, SLA 2012"
- 6
- 7 Page 5, line 22, following "14.30.356":
- 8 Insert "14.30.362,"
- 9
- 10 Page 5, line 23:
- 11 Delete ", and ch. 34, SLA 2012"
- 12
- 13 Page 6, line 17, following "14.30.356":
- 14 Insert "14.30.362,"
- 15
- 16 Page 6, line 18:
- 17 Delete ", and ch. 34, SLA 2012"
- 18
- 19 Page 7, line 4:
- 20 Delete "ch. 34, SLA 2012"
- 21 Insert "AS 14.30.362"
- 22
- 23 Page 9, following line 16:

1 Insert a new bill section to read:

2 **** Sec. 16.** AS 14.30 is amended by adding a new section to read:

3 **Sec. 14.30.362. Suicide awareness and prevention training.** (a) A school
4 district and the department shall provide youth suicide awareness and prevention
5 training approved by the commissioner to each teacher, administrator, counselor, and
6 specialist who is employed by the district or department to provide services to students
7 in grades seven through 12 in a public school in the state at no cost to the teacher,
8 administrator, counselor, or specialist.

9 (b) The commissioner shall approve youth suicide awareness and prevention
10 training provided under this section if the training meets standards for professional
11 continuing education credit in the state and is periodically reviewed by a qualified
12 person or committee for consistency with generally accepted principles of youth
13 suicide awareness and prevention. The training may be offered through
14 videoconferencing or an individual program of study of designated materials.

15 (c) A person may not bring a civil action for damages against the state or a
16 school district, or an officer, agent, or employee of the state or a school district, for a
17 death, personal injury, or property damage that results from an act or omission in
18 performing or failing to perform activities or duties authorized under this section. This
19 subsection does not apply to a civil action for damages as a result of intentional
20 misconduct with complete disregard for the safety and property of others.

21 (d) The training under this section shall be provided according to the schedule
22 adopted by the governing body of a school district.

23 (e) The training provided or the failure to provide training under this section
24 may not be construed to impose a specific duty of care on any person."
25

26 Renumber the following bill sections accordingly.

27
28 Page 12, line 6:

29 Delete "developing"

30 Insert "providing recommendations to the Department of Education and Early
31 Development regarding"

1 Delete "create"

2 Insert "provide recommendations for"

3

4 Page 12, line 8, following "ch. 34, SLA 2012":

5 Insert ", and AS 14.30.362, enacted by sec. 16 of this Act"

6

7 Page 12, line 16:

8 Delete "11"

9 Insert "10"

10

11 Page 12, line 17:

12 Delete "three"

13 Insert "two"

14

15 Page 12, line 18:

16 Delete "three"

17 Insert "two"

18

19 Page 12, line 27:

20 Delete "and"

21

22 Page 12, following line 27:

23 Insert a new paragraph to read:

24 "(7) the executive director of the Statewide Suicide Prevention Council
25 established under AS 44.29.300 or the executive director's designee; and"

26

27 Renumber the following paragraph accordingly.

28

29 Page 13, line 1:

30 Delete "2017"

31 Insert "2016"

1

2 Page 13, line 2, following "the":

3 Insert "recommendations for"

4

5 Page 13, line 8:

6 Delete "(b)(7)"

7 Insert "(b)(8)"

8

9 Page 13, line 11:

10 Delete "2017"

11 Insert "2016"

12

13 Page 13, line 19:

14 Delete all material.

15

16 Renumber the following bill section accordingly.

17

18 Page 13, following line 20:

19 Insert a new bill section to read:

20 "* **Sec. 28.** Section 16 of this Act takes effect July 1, 2016."

ADOPTED 6/10/15

29-LS0258\F.5
Mischel/Glover
6/10/15

AMENDMENT #2

OFFERED IN THE SENATE

BY SENATOR MACKINNON

TO: SCS CSHB 44(FIN), Draft Version "F"

- 1 Page 8, lines 1 - 2:
- 2 Delete ", student, and staff"
- 3
- 4 Page 8, line 26:
- 5 Delete ", student, and staff"

Adopted 6/10/15
AMENDMENT #3

29-LS0258\F.3
Mischel/Glover
6/10/15

OFFERED IN THE SENATE

BY SENATOR MACKINNON

TO: SCS CSHB 44(FIN), Draft Version "F"

1 Page 11, following line 14:

2 Insert a new bill section to read:

3 **** Sec. 21.** AS 47.17.020 is amended by adding a new subsection to read:

4 (j) This section does not require an athletic coach who is an unpaid volunteer
5 to report child abuse or neglect under (a)(2) of this section unless the coach

6 (1) volunteers for more than

7 (A) four hours a week for four consecutive weeks; or

8 (B) 20 hours a week in a one-month period;

9 (2) has received the training required under AS 47.17.022; and

10 (3) has signed a form acknowledging that the coach is required to
11 report child abuse or neglect under this section."

12

13 Renumber the following bill section accordingly.

14

15 Page 11, following line 24:

16 Insert a new bill section to read:

17 **** Sec. 23.** AS 47.17.022 is amended by adding a new subsection to read:

18 (e) Each school district that provides training under this section shall provide
19 notice to public and private schools located in the school district of the availability of
20 the training and invite volunteers who are required to report abuse or neglect of
21 children under AS 47.17.020 to participate in the training at no cost to the volunteer."

22

23 Renumber the following bill section accordingly.

2015 SENATE FINANCE COMMITTEE VOTE SHEET

DATE: 6/11/15

Amendment: 4

MEMBER	Favor	Oppose
SEN. HOFFMAN	✓	
SEN. MICCICHE	✓	
SEN. OLSON	✓	
SEN. MACKINNON		✓
SEN. BISHOP	✓	
SEN. DUNLEAVY	✓	
SEN. KELLY		✓

YEA 5 NAY 2

adapted
6/11/15

29-LS0258\F.8
Glover
6/10/15

AMENDMENT #4

OFFERED IN THE SENATE

BY SENATOR MACKINNON

TO: SCS CSHB 44(FIN), Draft Version "F"

- 1 Page 1, lines 6 - 7:
- 2 Delete "relating to physical examinations for teachers;"
- 3
- 4 Page 2, line 6:
- 5 Delete "Section 15"
- 6 Insert "Section 14"
- 7
- 8 Page 7, lines 21 - 27:
- 9 Delete all material.
- 10
- 11 Renumber the following bill sections accordingly.
- 12
- 13 Page 12, line 10:
- 14 Delete "sec. 15"
- 15 Insert "sec. 14"
- 16
- 17 Page 12, line 12:
- 18 Delete "sec. 15"
- 19 Insert "sec. 14"
- 20
- 21 Page 13, line 20:
- 22 Delete "15"
- 23 Insert "14"

Moved &
set
aside
(objection maintained)

Doniece Gott

From: Laura Pierre
Sent: Wednesday, June 10, 2015 5:55 PM
To: Doniece Gott
Subject: Amendments
Attachments: Amendment #1.pdf; Amendment #2.pdf; Amendment #3.pdf; Amendment #4.pdf

There will be a conceptual amendment #4 – having an effective date of June 30, 2017 for sections 4, 20, and 22.

We are going to get going in 5 minutes.

Thanks,

Laura

*adopted
6/11/15*

Laura Pierre

Chief of Staff | Alaska State Legislature
Office of Sen. Anna MacKinnon (Fairclough)
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716 W. 4th Avenue, Room 413
Anchorage, AK 99501
Laura.Pierre@akleg.gov

*Section
23*

Cone am *6 ✓
7 ✓
adopted*

*conceptual
amendment #5
was introduced
in set aside
(objection maintained)*

adopted 6/10/15

29-LS0258\F
Glover
6/9/15

SENATE CS FOR CS FOR HOUSE BILL NO. 44(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-NINTH LEGISLATURE - SECOND SPECIAL SESSION

BY THE SENATE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES MILLETT, Herron, Muñoz, Josephson, Tarr, Gara, Foster, Drummond, Vazquez, Neuman, Tuck, Kito, Kawasaki, Gruenberg, Seaton, Olson, Claman

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to course mastery requirements; relating to the duties of the
2 Department of Education and Early Development; relating to questionnaires
3 administered in a public school; relating to the duties of school districts and regional
4 educational attendance areas; relating to teacher certification requirements; relating to
5 training for school employees and mandatory reporters of child abuse or neglect;
6 relating to physical examinations for students; relating to physical examinations for
7 teachers; relating to sexual abuse and sexual assault awareness and prevention efforts in
8 public schools; relating to dating violence and abuse awareness and prevention efforts in
9 public schools; relating to national criminal history record check requirements for
10 employees of child care facilities and residential child care facilities; relating to
11 mandatory reporters of child abuse or neglect; repealing the requirement for secondary
12 students to take college and career readiness assessments; establishing the Alaska Safe

1 **Children's Act Task Force; relating to suicide prevention training; and providing for an**
2 **effective date."**

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

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

6 SHORT TITLE. Section 15 of this Act may be known as the Alaska Safe Children's
7 Act.

8 * **Sec. 2.** AS 14.03.073(a) is amended to read:

9 (a) A school district shall provide the opportunity for students enrolled in
10 **grades nine through 12** [A SECONDARY SCHOOL] in the district to challenge **one**
11 **or more courses** [A COURSE] provided by the district by demonstrating mastery in
12 mathematics, language arts, science, social studies, and world languages at the level of
13 the course challenged. A school district shall give full credit for a course to a student
14 who successfully challenges that course as provided under this section.

15 * **Sec. 3.** AS 14.03.073(b) is amended to read:

16 (b) A school district shall establish, within a reasonable time, an assessment
17 tool and a standard for demonstrating mastery in [SECONDARY SCHOOL] courses
18 provided **for students in grades nine through 12** by the district under this section.
19 **This section does not require a school district to establish an assessment tool for**
20 **every course in mathematics, language arts, science, social studies, and world**
21 **languages that is offered to students in grades nine through 12 by the district.**

22 * **Sec. 4.** AS 14.03.110(a) is amended to read:

23 (a) A school district, principal or other person in charge of a public school, or
24 teacher in a public school may not administer or permit to be administered in a school
25 a questionnaire or survey, whether anonymous or not [, THAT INQUIRES INTO
26 PERSONAL OR PRIVATE FAMILY AFFAIRS OF THE STUDENT NOT A
27 MATTER OF PUBLIC RECORD OR SUBJECT TO PUBLIC OBSERVATION]
28 unless written permission is obtained from the student's parent or legal guardian.

29 * **Sec. 5.** AS 14.03.110(d) is amended to read:

30 (d) The school shall give a student's parent or guardian an opportunity to

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review the questionnaire or survey described under (b) or (c) of this section and shall give the parent or guardian written notice regarding

- (1) how the questionnaire or survey will be administered to the student;
- (2) how the results of the survey or questionnaire will be used; and
- (3) who will have access to the questionnaire, [OR] survey, or results.

* **Sec. 6.** AS 14.08.111 is amended to read:

Sec. 14.08.111. Duties. A regional school board shall

- (1) provide, during the school term of each year, an educational program for each school age child who is enrolled in or a resident of the district;
- (2) develop a philosophy of education, principles, and goals for its schools;
- (3) approve the employment of the professional administrators, teachers, and noncertificated personnel necessary to operate its schools;
- (4) establish the salaries to be paid its employees;
- (5) designate the employees authorized to direct disbursements from the school funds of the board;
- (6) submit the reports prescribed for all school districts;
- (7) provide for an annual audit in accordance with AS 14.14.050;
- (8) provide custodial services and routine maintenance of school buildings and facilities;
- (9) establish procedures for the review and selection of all textbooks and instructional materials, including textbooks and curriculum materials for statewide correspondence programs, before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060; nothing in this paragraph precludes a correspondence study student, or the parent or guardian of a correspondence study student, from privately obtaining or using textbooks or curriculum material not provided by the school district;
- (10) provide prospective employees with information relating to the availability and cost of housing in rural areas to which they might be assigned, and, when possible, assist them in locating housing; however, nothing in this paragraph

1 requires a regional school board to provide teacher housing, whether owned, leased, or
2 rented or otherwise provided by the regional educational attendance area, nor does it
3 require the board to engage in a subsidy program of any kind with respect to teacher
4 housing; [AND]

5 (11) train persons required to report under AS 47.17.020, in the
6 recognition and reporting of child abuse, neglect, and sexual abuse of a minor; **and**

7 **(12) establish procedures for providing the training under**
8 **AS 14.18.060, AS 14.20.149, 14.20.680, AS 14.30.355, 14.30.356, AS 14.33.100,**
9 **14.33.127, AS 18.66.310, AS 47.17.022, and ch. 34, SLA 2012; the procedures**
10 **established under this paragraph must include a training schedule that ensures**
11 **that not less than 50 percent of the total certificated staff employed at a school**
12 **receives all of the training not less than every two years and that all of the**
13 **certificated staff employed at each school receives all of the training not less than**
14 **every four years.**

15 * **Sec. 7.** AS 14.14.090 is amended to read:

16 **Sec. 14.14.090. Duties of school boards.** In addition to other duties, a school
17 board shall

18 (1) determine and disburse the total amount to be made available for
19 compensation of all school employees and administrative officers;

20 (2) provide for, during the school term of each year, an educational
21 program for each school age child who is enrolled in or a resident of the district;

22 (3) withhold the salary for the last month of service of a teacher or
23 administrator until the teacher or administrator has submitted all summaries, statistics,
24 and reports that the school board may require by bylaws;

25 (4) transmit, when required by the assembly or council but not more
26 often than once a month, a summary report and statement of money expended;

27 (5) keep the minutes of meetings and a record of all proceedings of the
28 school board in a pertinent form;

29 (6) keep the records and files of the school board open to inspection by
30 the public at the principal administrative office of the district during reasonable
31 business hours;

1 (7) establish procedures for the review and selection of all textbooks
2 and instructional materials, including textbooks and curriculum materials for statewide
3 correspondence programs, before they are introduced into the school curriculum; the
4 review includes a review for violations of AS 14.18.060; nothing in this paragraph
5 precludes a correspondence study student, or the parent or guardian of a
6 correspondence study student, from privately obtaining or using textbooks or
7 curriculum material not provided by the school district;

8 (8) provide prospective employees with information relating to the
9 availability and cost of housing in rural areas to which they might be assigned, and,
10 when possible, assist them in locating housing; however, nothing in this paragraph
11 requires a school district to provide teacher housing, whether district owned, leased,
12 rented, or through other means, nor does it require a school board to engage in a
13 subsidy program of any kind regarding teacher housing;

14 (9) train persons required to report under AS 47.17.020, in the
15 recognition and reporting of child abuse, neglect, and sexual abuse of a minor;

16 (10) provide for the development and implementation of a preventative
17 maintenance program for school facilities; in this paragraph, "preventative
18 maintenance" means scheduled maintenance actions that prevent the premature failure
19 or extend the useful life of a facility, or a facility's systems and components, and that
20 are cost-effective on a life-cycle basis;

21 **(11) establish procedures for providing the training under**
22 **AS 14.18.060, AS 14.20.149, 14.20.680, AS 14.30.355, 14.30.356, AS 14.33.100,**
23 **14.33.127, AS 18.66.310, AS 47.17.022, and ch. 34, SLA 2012; the procedures**
24 **established under this paragraph must include a training schedule that ensures**
25 **that not less than 50 percent of the total certificated staff employed at a school**
26 **receives all of the training not less than every two years and that all of the**
27 **certificated staff employed at each school receives all of the training not less than**
28 **every four years.**

29 * Sec. 8. AS 14.16.020 is amended to read:

30 **Sec. 14.16.020. Operation of state boarding schools.** In the management of
31 state boarding schools, the board shall

- 1 (1) adopt a philosophy of education for state boarding schools;
- 2 (2) approve the employment of personnel necessary to operate state
- 3 boarding schools;
- 4 (3) establish the salaries and benefits to be paid teachers, excluding
- 5 administrators;
- 6 (4) designate the employees authorized to direct disbursements from
- 7 the money appropriated for the operation of state boarding schools and for the
- 8 construction of facilities;
- 9 (5) provide custodial services and routine maintenance of physical
- 10 facilities;
- 11 (6) establish procedures for the development and implementation of
- 12 curriculum and the selection and use of textbooks and instructional materials;
- 13 (7) prescribe health evaluation and placement screening programs for
- 14 newly admitted students;
- 15 (8) establish procedures for staff evaluation; and
- 16 (9) establish procedures for providing the training under
- 17 AS 14.18.060, AS 14.20.149, 14.20.680, AS 14.30.355, 14.30.356, AS 14.33.100,
- 18 14.33.127, AS 18.66.310, AS 47.17.022, and ch. 34, SLA 2012; the procedures
- 19 established under this paragraph must include a training schedule that ensures
- 20 that not less than 50 percent of the total certificated staff employed at a school
- 21 receives all of the training not less than every two years and that all of the
- 22 certificated staff employed at each school receives all of the training not less than
- 23 every four years [PROVIDE STAFF TRAINING].

24 * **Sec. 9.** AS 14.18.060(b) is amended to read:

25 (b) The board shall establish by regulation standards for nondiscriminatory

26 textbooks and educational materials. Each school board shall provide training for all

27 its certificated personnel on a schedule adopted by the governing body of a school

28 district in the identification and recognition of sex-biased materials.

29 * **Sec. 10.** AS 14.20.020 is amended by adding a new subsection to read:

30 (k) A person is not eligible for a teacher certificate unless the person has

31 completed training regarding alcohol and drug related disabilities required under

1 AS 14.20.680, training regarding sexual abuse and sexual assault awareness and
2 prevention required under AS 14.30.355, training regarding dating violence and abuse
3 awareness and prevention required under AS 14.30.356, and training related to suicide
4 prevention required under ch. 34, SLA 2012.

5 * **Sec. 11.** AS 14.20.149(d) is amended to read:

6 (d) A [ONCE EACH SCHOOL YEAR, A] school district shall offer in-
7 service training to the certificated employees who are subject to the evaluation system
8 **on a schedule adopted by the governing body of a school district.** The training
9 must address the procedures of the evaluation system, the standards that the district
10 uses in evaluating the performance of teachers and administrators, and other
11 information that the district considers helpful.

12 * **Sec. 12.** AS 14.20.680(b) is repealed and reenacted to read:

13 (b) A school district or regional educational attendance area shall provide the
14 training required under (a) of this section on a schedule adopted by the governing
15 body of a school district or regional educational attendance area.

16 * **Sec. 13.** AS 14.30.070(b) is amended to read:

17 (b) The Department of Health and Social Services may require the district to
18 conduct [ADDITIONAL] physical examinations that it considers necessary, and may
19 reimburse the district for the [ADDITIONAL] examinations on the basis and to the
20 extent the commissioner of health and social services prescribes by regulation.

21 * **Sec. 14.** AS 14.30 is amended by adding a new section to read:

22 **Sec. 14.30.075. Physical examinations for teachers.** (a) A school district may
23 require physical examinations of teachers as a condition of employment. A school
24 district may not pay the cost of physical examinations for teachers. This section does
25 not affect the coverage of any health insurance benefits that a school district provides
26 to teachers.

27 (b) In this section, "school district" has the meaning given in AS 14.30.350.

28 * **Sec. 15.** AS 14.30 is amended by adding new sections to read:

29 **Article 6A. Sexual Abuse and Sexual Assault Awareness and Prevention.**

30 **Sec. 14.30.355. Sexual abuse and sexual assault awareness and prevention.**

31 (a) The governing body of each school district shall adopt and implement a policy,

1 establish a training program for employees and students, and provide parent, student,
2 and staff notices relating to sexual abuse and sexual assault awareness and prevention
3 for students enrolled in grades kindergarten through 12.

4 (b) The policy, training, and notices adopted under this section must include

- 5 (1) age-appropriate information;
- 6 (2) warning signs of sexual abuse of a child;
- 7 (3) referral and resource information;
- 8 (4) available student counseling and educational support;
- 9 (5) methods for increasing teacher, student, and parent awareness of
10 issues regarding sexual abuse of children;
- 11 (6) actions that a child may take to prevent and report sexual abuse or
12 sexual assault; and
- 13 (7) a procedure allowing a student to be excused from participating in
14 training or from receiving notices under this section at the written request of a parent
15 or guardian of the student, or of the student if the student is emancipated or 18 years of
16 age or older.

17 (c) The training required for teachers under this section may be provided as a
18 part of the continuing education required under AS 18.66.310.

19 (d) In this section,

- 20 (1) "school district" has the meaning given in AS 14.30.350;
- 21 (2) "sexual abuse" or "sexual assault" has the meaning given to "sexual
22 abuse" in AS 47.10.990.

23 **Sec. 14.30.356. Dating violence and abuse policy, training, awareness,**
24 **prevention, and notices.** (a) The governing body of each school district shall adopt
25 and implement a policy, establish a training program for employees and students, and
26 provide parent, student, and staff notices relating to dating violence and abuse in
27 grades seven through 12. A training program adopted under this section must
28 emphasize prevention and awareness.

29 (b) The policy, training, notices, and instruction adopted under this section
30 must include

- 31 (1) age-appropriate information;

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(2) the warning signs of dating violence and abusive behavior;
(3) characteristics of healthy relationships;
(4) measures to prevent and stop dating violence and abuse;
(5) community resources available to victims of dating violence and abuse; and

(6) a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

(c) The training required for teachers under this section may be provided as a part of the continuing education required under AS 18.66.310.

(d) In this section,

(1) "dating violence and abuse" means a pattern of behavior in which one person threatens to use, or actually uses, physical, sexual, verbal, emotional, or psychological abuse to control the person's dating partner;

(2) "school district" has the meaning given in AS 14.30.350.

* **Sec. 16.** AS 14.30.370 is amended to read:

Sec. 14.30.370. Evaluation. Health education programs conducted under AS 14.30.360 shall be evaluated by the department in the same manner as other curriculum programs are evaluated, except that the evaluation shall also include changes in the health status of the pupils as determined by physical and dental examinations conducted under AS 14.30.070 [AND 14.30.120].

* **Sec. 17.** AS 14.33.100(d) is amended to read:

(d) Each district shall [ANNUALLY] provide to each district employee training in crisis response, including evacuation and lock down drills. New district employees who have not previously received the training required under this subsection shall receive the required training within two years after the first day of employment and, thereafter, according to the schedule adopted by the governing body of a school district.

* **Sec. 18.** AS 18.66.310(d) is amended to read:

(d) The continuing education required under (a) - (c) of this section must be

1 offered at least once every two years, and must include information on the
2 following subjects:

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

9 * **Sec. 19.** AS 47.05.310 is amended by adding new subsections to read:

10 (j) An individual who possesses a valid teacher certificate issued under
11 AS 14.20.015 - 14.20.025 and applies to work at a facility licensed or certified by the
12 Department of Education and Early Development or who applies to work in a child
13 care facility or residential child care facility in a position as a certificated teacher with
14 supervised access may request that the individual's criminal justice information and
15 national criminal history record check on file with the Department of Education and
16 Early Development be used to satisfy the requirements of (d) and (e) of this section.

17 (k) In this section,

- 18 (1) "child care facility" has the meaning given in AS 47.25.095;
19 (2) "residential child care facility" has the meaning given in
20 AS 47.32.900;
21 (3) "supervised access" means that a supervisor maintains a prudent
22 level of awareness of the whereabouts of the individual for whom supervised access is
23 required to ensure the protection of recipients of services.

24 * **Sec. 20.** AS 47.17.020(a) is amended to read:

25 (a) The following persons who, in the performance of their occupational
26 duties, [OR WITH RESPECT TO (8) OF THIS SUBSECTION, IN THE
27 PERFORMANCE OF] their appointed duties under (8) of this subsection, or their
28 volunteer duties under (9) of this subsection, have reasonable cause to suspect that a
29 child has suffered harm as a result of child abuse or neglect shall immediately report
30 the harm to the nearest office of the department:

- 31 (1) practitioners of the healing arts;

1 (2) school teachers and school administrative staff members, including
2 athletic coaches, of public and private schools;

3 (3) peace officers and officers of the Department of Corrections;

4 (4) administrative officers of institutions;

5 (5) child care providers;

6 (6) paid employees of domestic violence and sexual assault programs,
7 and crisis intervention and prevention programs as defined in AS 18.66.990;

8 (7) paid employees of an organization that provides counseling or
9 treatment to individuals seeking to control their use of drugs or alcohol;

10 (8) members of a child fatality review team established under
11 AS 12.65.015(e) or 12.65.120 or the multidisciplinary child protection team created
12 under AS 47.14.300;

13 **(9) volunteers who interact with children in a public or private**
14 **school for four or more hours a week.**

15 * **Sec. 21.** AS 47.17.022(b) is amended to read:

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

18 (1) initial training required by this section to each new employee
19 **within 45 days after the first day** [DURING THE EMPLOYEE'S FIRST SIX
20 MONTHS] of employment, and to any existing employee who has not received
21 equivalent training; and

22 (2) [AT LEAST ONCE EVERY FIVE YEARS,] appropriate in-
23 service training required by this section as determined by the department or school
24 district.

25 * **Sec. 22.** AS 47.17.290(1) is amended to read:

26 (1) "athletic coach" **means**

27 **(A)** [INCLUDES] a paid leader or assistant of a sports team; **or**

28 **(B) a volunteer leader or assistant of a sports team who**
29 **volunteers as a leader or assistant of a sports team for four or more hours**
30 **a week;**

31 * **Sec. 23.** AS 14.03.075(a), 14.03.075(b), 14.03.075(c), 14.03.075(e)(1);

1 AS 14.07.165(a)(5), 14.07.165(b); AS 14.30.070(a), and 14.30.120 are repealed.

2 * **Sec. 24.** The uncodified law of the State of Alaska is amended by adding a new section to
3 read:

4 ALASKA SAFE CHILDREN'S ACT TASK FORCE. (a) The Alaska Safe Children's
5 Act Task Force is created in the Department of Education and Early Development for the
6 purpose of developing model curricula for use by school districts. The task force shall create
7 age-appropriate model curricula and teacher training materials related to

8 (1) suicide prevention training required under ch. 34, SLA 2012;

9 (2) sexual assault and sexual abuse awareness training and prevention required
10 under AS 14.30.355, enacted by sec. 15 of this Act;

11 (3) dating violence and abuse awareness training and prevention required
12 under AS 14.30.356, enacted by sec. 15 of this Act;

13 (4) alcohol and drug related disabilities training required for teachers and staff
14 under AS 14.20.680, as amended by sec. 12 of this Act; and

15 (5) alcohol and drug abuse education described under AS 14.30.360.

16 (b) The task force consists of 11 members as follows:

17 (1) three senators appointed by the president of the senate;

18 (2) three representatives appointed by the speaker of the house of
19 representatives;

20 (3) the commissioner of education and early development or the
21 commissioner's designee;

22 (4) the chair of the state Board of Education and Early Development or the
23 chair's designee;

24 (5) the executive director of the Council on Domestic Violence and Sexual
25 Assault established under AS 18.66.010 or the executive director's designee;

26 (6) the executive director of the Alaska children's trust established under
27 AS 37.14.200 or the executive director's designee; and

28 (7) a representative from the Rasmuson Foundation.

29 (c) The legislative members of the task force described in (b)(1) and (2) of this
30 section are ex officio members. The voting members of the task force shall select the chair of
31 the task force.

1 (d) The task force shall, not later than June 30, 2017, provide the Department of
2 Education and Early Development with the model curricula and teacher training materials
3 described in (a) of this section.

4 (e) The task force shall meet as frequently as necessary to carry out its
5 responsibilities.

6 (f) The staff of the Department of Education and Early Development shall provide
7 administrative and other support to the task force.

8 (g) The member described in (b)(7) of this section serves without compensation but is
9 entitled to per diem and travel expenses authorized for boards and commissions under
10 AS 39.20.180.

11 (h) The task force expires June 30, 2017.

12 * **Sec. 25.** The uncodified law of the State of Alaska is amended by adding a new section to
13 read:

14 **APPLICABILITY.** AS 14.20.020(k), enacted by sec. 10 of this Act, applies to teacher
15 certificates issued on or after the effective date of sec. 10 of this Act. A teacher certificate
16 issued before the effective date of sec. 10 of this Act may not be renewed on or after the
17 effective date of sec. 10 of this Act unless the teacher has completed the training required
18 under AS 14.20.020(k), enacted by sec. 10 of this Act.

19 * **Sec. 26.** Section 4, ch. 34, SLA 2012, is repealed.

20 * **Sec. 27.** Sections 1, 10, and 15 of this Act take effect June 30, 2017.

June 10, 2015

Co-Chair MacKinnon, Co-Chair Kelly,
and Members of the Senate Finance Committee:

I understand that a lot of effort went into creating the SCS for CSHB 44(FIN), and I very much appreciate some of the changes that came in it. But I implore you to reconsider the original version of HB44 which passed the House on April 20, 2015, not the SCS for CSHB 44(FIN).

The sole purpose of HB44, which passed the House on a non-partisan, clear majority 34-6 vote, is to make Alaska's children more safe by providing them age-appropriate education on sexual abuse and assault, dating violence and abuse, and prevention efforts, throughout their K-12 school years, and allowing each school district to create its own curricula to accomplish that as best they see fit.

There is no "sole purpose" of SCS CSHB 44(FIN). It includes secondary school graduation requirements; provides for "parental review" of student surveys, which I see has a HUGE detriment to the State of Alaska's successful ability to gain insightful, accurate information from students through the Youth Risk Behavior Survey; and adds another layer of bureaucracy with an Alaska Safe Children's Task Force. From my perspective, this SCS is intended to make the legislation more complicated and to provide a lot more "hooks" for Senators to hang the "I didn't vote for the bill because...." on.

Please do not do that. Please help protect Alaska's kids from sexual abuse and violence. Please pass HB44 as it was passed by the House, and allow the Senate to vote it up or down on the Senate floor.

Thank you for your time and consideration.

Nancy Courtney
SD Q/HD 34
5001 Pond Vista Drive
Juneau, Alaska 99801
(907) 321-2285

WRITTEN TESTIMONY

Name: Charlene Ditton
Representing: self
Bill No./Subject: HB 44
Committee: Senate Finance Cmte
Date of Hearing: 6-10-15

Thank you Chair MacKinnon for bringing HB 44 to the committee for a hearing. We don't have the latest draft from Senate Finance - so please consider passing the version that passed the House. Alaska is a diverse state with many different cultures and behavior patterns.

We need Erin's law with Broe's included law to be taught to our school age children.

Maybe it is time to consider adding a few more days onto the school year to facilitate the programs they are required to teach.

Thank you.

Doniece Gott

From: Linda File <northpolefile@gmail.com>
Sent: Wednesday, June 10, 2015 8:02 AM
To: Senate Finance Committee
Subject: Pass the original

Alaskans have been agonizing over the inability of the legislature to apply common sense to public policy. The bill that changes Erin's and Bree's Laws needs to go. It does not meet the intent, the spirit, or the purpose of the law. Pass the original HB 44. It is time.

Thanks to the members of the committee who have spoken up against these additions.

Linda File
2350 Mission Road
North Pole, AK 99705

2015 Grade 5-12 AASB School Climate and Connectedness Survey for STUDENTS

We want to know what *you* think about your school.

Your answers are confidential and anonymous. Please do your best to answer truthfully.

This survey is voluntary. You do not have to answer any question you do not want to answer, but we hope you will answer them all.

Your answers will help make your school a better place.

BACKGROUND INFORMATION

For each of the following questions, select the answer that best describes you:

1. What grade are you in?

- 5 6 7 8 9 10 11 12

2. Are you a Male Female

3. Which group describes you best (choose all that apply)

- Alaska Native American Indian Asian Black or African American
 Hispanic or Latino Native Hawaiian or Other Pacific Islander White

4. Is there an adult who *really* knows what you do with your free time? Yes No

5. Do you have someone outside of school who can help you with your homework? Yes No

6. Is there a language other than English spoken in your home? Yes No

7. What grades do you usually get?

- Mostly A's Mostly B's Mostly C's Mostly D's and F's

8. During the past year, how many days did you miss (skip) school without permission?

- Never Less than once a month Once a month or more

9. **Outside of school and home**, I know at least one adult I can talk to, if I have a problem.

- Strongly Agree Agree Disagree Strongly Disagree

10. **Outside of school and home**, I know at least one adult who encourages me to do my best.

- Strongly Agree Agree Disagree Strongly Disagree

11. During an average week, how much time do you help other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities)

- 0 hours About 1 hour About 2-3 hours About 4 hours or more

12. During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)

- 0 hours About 1 hour About 2-3 hours About 4 hours or more

ABOUT MY SCHOOL

How much do you agree or disagree with each of the following statements? When you answer, think about the way your school is *most of the time*.

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
13. Students in this school help each other, even if they are not friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. At school, decisions are made based on what is best for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. At school, there is a teacher or some other adult who will miss me when I'm absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. There are lots of chances for students in my school to talk with teachers one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I have given up on school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. At this school, students are encouraged to work to the best of their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Students here treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The principal and other leaders in this school make good decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I try hard to do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I want very much to get more education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. In my school, students are given a chance to help make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I can name at least five adults who really care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Other adults at school besides my teachers know my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Students are involved in helping to solve school problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. When students see another student being picked on, they try to stop it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Adults in my community encourage me to take school seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree		Agree some, Disagree		Strongly Disagree
	Agree	Agree	some	Disagree	Disagree
30. This school is a welcoming place for families like mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Adults in my community know what goes on inside schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Adults in my community support this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Lots of parents come to events at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Most students in this school talk with their parents about what they are studying in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. This school does not involve parents in most school events or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Teachers and other adults at this school believe that <i>all</i> students can do good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I am safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I am always willing to admit when I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Students at this school are often teased or picked on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. This school is being ruined by bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. This school is badly affected by crime and violence in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My teachers treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. When students break rules, they are treated fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I am always a good listener, no matter whom I am talking with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Gangs of students make this school dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My teachers are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Crime and violence are major concerns at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Most students in this school like to put others down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Our school rules are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. It pays to follow the rules at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. The principal asks students about their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW OFTEN IN MY SCHOOL

In the past 12 months, how many times have you personally seen other students do these things at your school or school events?

	0 times	1-2 times	3-6 times	7-12 times	More than 12 times
52. Under the influence of drugs (such as marijuana, coke or crack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Under the influence of alcohol (such as beer, wine, wine coolers, liquor, such as vodka or whiskey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	0 times	1-2 times	3-6 times	7-12 times	More than 12 times
54. Destroy things (such as school property, or people's personal items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Get into fights with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Steal things (such as taking things from the school or other people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Threaten or bully other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Under the influence of inhalants (such as sniffing glue, paints, or aerosol sprays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Carry weapons (such as knives or guns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT ME

Mark the answer that shows how true you think each of the following statements is. When you answer, think about the way you are *most of the time*.

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
60. If someone asks me right now, I can describe how I am feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I know what I do well and know what areas I need to work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I ask for help from my teachers or others when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I feel bad if my chores, homework, or other responsibilities are not done well or on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I control myself when I am frustrated, angry or disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I am honest, even when telling the truth might get me in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. When I make a decision, I think about what might happen afterwards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. I set goals and then work to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. It is important for me to help others in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I respect the ways in which people are different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I can tell when someone is getting angry or upset before they say anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I know how to disagree without starting a fight or an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I get along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. I work on having positive relationships with friends, family members, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MISCELLANEOUS SECTION

74. During the past 30 days, on how many days do you think the average student in your school had at least one drink of alcohol?	0 <input type="checkbox"/>	1 or 2 <input type="checkbox"/>	3 to 5 <input type="checkbox"/>	6 to 9 <input type="checkbox"/>	10 to 19 <input type="checkbox"/>	20 to 29 <input type="checkbox"/>	All 30 <input type="checkbox"/>
75. During the past 30 days, on how many days do you think most students in your school had 5 or more drinks of alcohol in a row, that is within a couple of hours?	0 <input type="checkbox"/>	1 or 2 <input type="checkbox"/>	3 to 5 <input type="checkbox"/>	6 to 9 <input type="checkbox"/>	10 to 19 <input type="checkbox"/>	20 to 29 <input type="checkbox"/>	All 30 <input type="checkbox"/>
76. In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?	Never <input type="checkbox"/>	Once or Twice <input type="checkbox"/>	A few times a year <input type="checkbox"/>	A few times a month <input type="checkbox"/>	A few times a week <input type="checkbox"/>	Everyday or almost every day <input type="checkbox"/>	Several times a day <input type="checkbox"/>

SAMPLE

2015 AASB School Climate & Connectedness Student Survey

Grades 3-4 or Grades 3-5

Background Information

1. What grade are you in? 3 4 5
2. Are you a Boy Girl
3. Which groups describe you best?
(You may mark more than one.)
 - Alaska Native
 - American Indian
 - Asian
 - Black/African American
 - Hispanic/Latino
 - Native Hawaiian/Other Pacific Islander
 - White
 - Don't know
4. Is there a language other than English spoken in your home? Yes No

About My School

How much do you agree or disagree with each of the following statements? When you answer, think about the way your school is most of the time.

5. Students in this school help each other, even if they are not friends. No Sometimes Yes Don't know
6. Students here treat me with respect. No Sometimes Yes Don't know
7. When students see another student being picked on, they try to stop it. No Sometimes Yes Don't know
8. At this school, students are encouraged to do their very best. No Sometimes Yes Don't know
9. I try hard to do well in school. No Sometimes Yes Don't know
10. The adults at this school believe that all students can do good work. No Sometimes Yes Don't know
11. Adults in my community let me know that school is important. No Sometimes Yes Don't know

Continue on the other side ➡

About My School, continued

12. There is an adult at this school who I can talk to about things that are bothering me. No Sometimes Yes Don't know
13. At school, there is a teacher or some other adult who will miss me when I'm absent. No Sometimes Yes Don't know
14. There are lots of chances for students in my school to talk with teachers one-on-one. No Sometimes Yes Don't know
15. I can name at least five adults who really care about me. No Sometimes Yes Don't know
16. At school, other adults besides my teachers know my name. No Sometimes Yes Don't know
17. If someone asks me I can tell them how I am feeling. No Sometimes Yes Don't know
18. I know what kinds of work I need help with to be successful. No Sometimes Yes Don't know
19. I ask for help from my teachers or others when I need it. No Sometimes Yes Don't know
20. I am careful when I use something that belongs to someone else. No Sometimes Yes Don't know
21. I can control myself when I am frustrated, or disappointed. No Sometimes Yes Don't know
22. I can explain why it is important to tell the truth. No Sometimes Yes Don't know
23. If something is bothering me, I think of different ways I can react. No Sometimes Yes Don't know
24. I set goals and then work to reach them. No Sometimes Yes Don't know
25. I care about other people's feelings and what they think. No Sometimes Yes Don't know
26. It is important for me to help others in my school. No Sometimes Yes Don't know
27. I respect people even if they are different. No Sometimes Yes Don't know
28. I can tell when someone is getting angry or upset before they say anything. No Sometimes Yes Don't know
29. I know how to disagree without starting a fight or an argument. No Sometimes Yes Don't know
30. I get along well with other students. No Sometimes Yes Don't know
31. I know how to make friends with new people. No Sometimes Yes Don't know
32. I feel safe at school. No Sometimes Yes Don't know
33. I think other students would like going to my school. No Sometimes Yes Don't know

From: [Norm Wooten](#)
To: [Senate Finance Committee](#)
Cc: [Lisa Parady](#)
Subject: HB 44
Date: Wednesday, June 10, 2015 10:01:21 AM
Attachments: [2015 SCCS Grade5-12 Student Survey Sample.pdf](#)
[ATT00001.htm](#)
[Sample 2015 AASB School Climate-Student Survey Grade3-5.pdf](#)
[ATT00002.htm](#)

Good Morning Members of the Senate Finance Committee,

My name is Norm Wooten and I am the Executive Director of the Association of Alaska School Boards. Thank you for the opportunity to testify on HB 44.

1. During this legislative session AASB worked closely with the Superintendent's Association to identify statutes and regulations that over the years have created a layer of mandates. They were mostly unfunded and have imposed a layer of bureaucracy that is time consuming, expensive and negatively impacts time that could be better spent on classroom instruction. We provided this information to Senator Dunleavy and are very appreciative to see this first step in providing relief to school districts. That relief is particularly timely given the fiscal problems facing Alaska and the need to become more efficient in the way we operate schools. Districts across Alaska are being forced to downsize administration and teaching staff and this relief will somewhat mitigate these reporting and training regulations. I know you realize this, and encourage you to always keep in mind that a zero fiscal note only means the state will have no cost. Make no mistake though; school districts bear the cost either in actual dollars or manpower. Thank you for realizing this and taking steps to help us.

One part of HB 44 is of concern to our Association and to school districts. Section 6 and 7 would require districts to obtain written permission prior to administering any questionnaire or survey to students. Over a decade ago AASB developed the School Climate and Connectedness Survey (SCCS), an evidence-based tool that provides schools with data about climate, connectedness, community, and social and emotional skills which are essential to help youth succeed. In 2014, over 32,000 students and 7,000 staff members took the survey. What this survey measures is directly linked with higher school proficiency rates for reading, writing and math. This is more than a survey. It is a way for schools and communities to make informed decisions for district strategic planning, classroom strategies, and developing specific steps to help students succeed.

This survey does not ask students about their individual behaviors, but their perceptions on their school climate, connectedness, and social and emotional learning skills.

The survey was designed to ensure anonymity and to avoid delving into or invading family privacy. A student can never be identified. The results show

trends and percentages of perceived behaviors and competencies and provides schools with data that allows them to improve the climate and promote healthy lifestyles we all desperately want for our children. We believe this provision in HB 44 would negatively impact the ability to obtain valid data. We believe this for two reasons:

- It is very time consuming to obtain written permission from every child's parents. It is unlikely that school districts will be willing to expend the amount of staff time necessary to obtain a written permission letter from every parent thus depriving schools of a tool that has been so helpful in improving our children's lives.
- We also anticipate the number of students taking the survey will significantly drop. There are concerns about being able to maintain the statistical validity of the survey should there be a drop in numbers of students taking the survey.

During the Senate Education Committee testimony it was suggested that these fears were only suppositions and were unfounded. We stand by our reservations and ask that you consider amending the bill. We also believe in parental rights. However, passive permission, rather than active permission, that is allowing any parent to opt of the survey at any time, is a more reasonable approach. A parent opting out of the survey is never a cause for consternation. That is an inalienable parental right. However requiring a written permission letter seems to inhibit our purpose in trying to improve the lives of students - something every parent wants.

I am attaching a copy of the survey for the committee to read at their leisure so that we can be completely transparent in the SCCS process.

Thank you for your time and for considering our request.

Norm Wooten, Executive Director
Association of Alaska School Boards
1111 West 9th Street
Juneau, AK 99801
(907) 463-1660

Doniece Gott

From: Colleen Heberer <colleenheberer@gmail.com>
Sent: Wednesday, June 10, 2015 11:17 AM
To: Senate Finance Committee
Subject: erin's law

Please pass the ORIGINAL bill without the attached religious rigamarole about sex education or birth control. This bill is about molesting children and nothing else. As an Alaskan concerned with our outrageous molestation record, I am appalled that ANY member of our legislature would be so stupid as to let the bill pass or fail based on religion. Religion has no place in government. It should be purely a personal choice of our legislators and have nothing at all to do with their job of writing fair and relevant laws.

Colleen Heberer
12303 Lake Street
Eagle River, AK 99577
907-622-5275

Doniece Gott

From: Jan Carolyn Hardy <jancarolynhardy@yahoo.com>
Sent: Wednesday, June 10, 2015 7:57 AM
To: Senate Finance Committee; Kenni Linden
Cc: Jan Carolyn Hardy
Subject: HB44

Members of the Senate Finance Committee,

I have rarely observed such shameful behaviour from people elected to protect and faithfully represent the People. In case you have forgotten you are our elected Servants.

Statistics have proven out that Alaska has six times the national average rate of sexual assault among children. I bet you even know some of these families or at the very least represent some of the families of these children. Perhaps even some of the 783 reports of sexual assault in the first three months of 2015 have occurred among your constituents. The odds of that are pretty darned good.

You appear to be far more interested in advancing your personal political careers on the backs of children and families. You disgust me.

I once lost a job in defense of a child molested by a whaling captain. It turned out this son of a bitch had molested a number of boys and girls including his own daughters. These same daughters later committed suicide.

Get off your asses and do what is right for our children. Forget your personal and political ambitions and put the needs of our children ahead of your own. I dare you!!! The alternative is a concerted movement to remove you from your position. And you bet we will get rid of you regardless of party affiliation.

Pass a clean original HB 44 and get over yourselves!!!

Jan Carolyn Hardy
Anchorage, Alaska

Jan Carolyn Hardy, Realtor, CRS, GRI, ABR, E-Pro,
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Everybody does better when *everybody* does better.

Please spay or neuter your pets!

E-mails sent or received shall neither constitute acceptance of conducting transactions via electronic means nor create a binding contract until and unless a written contract is signed by the parties.

Doniece Gott

From: Samantha Savage <snsavage2@alaska.edu>
Sent: Wednesday, June 10, 2015 6:01 PM
To: Senate Finance Committee; Rep. Charisse Millett
Subject: Please pass a clean version of Alaska Safe Children's Act

I am writing to urge that you support a clean version of HB 44 (Erin's Law, the Alaska Safe Children's Act). Recent changes to the bill have added in language similar to SB 89, legislation that that would take important decisions about sexual

health education out of the hands of parents and educators and place them in the hands of politicians.

Sexual assault is an uncomfortable topic for everyone, especially when it is happening to children. The reality is that many Alaskan children are being assaulted, and the aftermath of that assault is one that children must deal with for the rest of their lives.

In public hearing after public hearing, our legislators have heard from Alaskans all over the state demanding action on HB 44. This bill would bring sexual assault awareness education to all students in Alaska who desperately need access to information to

protect themselves. Alaska's child sexual assault rates are six times the national average. In the first three months of this year alone, the Office of Children's Services received 783 reports of sexual assault.

HB 44 makes sense, but the new language added to it does not. Just like SB 89, this would limit students' access to reproductive health education and sexual assault awareness and prevention information. Parents deserve to have a say in the education their kids

have and shouldn't be ordered around by the state.

Trying to score political points by making it harder for students to get the sexual health education they need is no way to govern. Please support a clean version of HB 44, the Alaska Safe Children's Act. Thank you for your consideration.

Samantha Savage
1443 Gordy Way
North Pole AK 99705
907-347-3851

Doniece Gott

From: Sen. Anna MacKinnon
Sent: Wednesday, June 10, 2015 5:49 PM
To: Senate Finance Committee
Subject: FW: today's LIO hearing testimony

From: Toni Roberts [mailto:akrealtortoni@gmail.com]

Sent: Wednesday, June 10, 2015 4:07 PM

To: Sen. Click Bishop; Sen. Mike Dunleavy; Sen. Lyman Hoffman; Sen. Anna MacKinnon; Sen. Pete Kelly; Sen. Peter Micciche; Sen. Donny Olson

Subject: today's LIO hearing testimony

This is the original message I would have liked to have shared today if I had been given the time. Unfortunately, the 2 to 3 minutes available simply do not allow for all information to be shared. I do sincerely appreciate your time today, and hope that you find other ways to implement the ideas and issues that were added to the original HB 44 and keep the simple version of HB 44; that is what is best for the children of our state.

Thank you,
Toni Roberts

I am here today to testify before you in support of the Alaska Safe Children's Act. As a citizen of this state, born and raised, I am extremely concerned with the way some of you legislators are toying with our children's well-being, for no reason other than to play politics. It is disgusting, and while I wish I could apologize and say I mean no disrespect, the fact of the matter is that it is difficult, if not nearly impossible, to respect ANY person that would politicize our children's safety.

I just completed my 16th year teaching middle school here in the Anchorage School District. During that time, I also obtained my master's degree in educational leadership, allowing me to take over the role as administrator at any school in Alaska, grades K-12. I am also a parent. Those hats that I wear often overlap in their goals, roles, and responsibilities, and never has that been more clear than when it comes to working to get House Bill 44 passed AS IT WAS INITIALLY WRITTEN.

As a teacher who has taught Health to 8th grade students here in Anchorage and sat through the giggling, the silly faces, the 'ewwws' and 'gross' comments, when I became a parent I knew one thing for sure - I was going to use the correct terminology for body parts so my children would not giggle as much when they heard the word 'penis' or 'vagina'. I would answer my children's questions about sexuality, our bodies, without so much as a hint of discomfort. At home, we were adamant about allowing personal space when asked for, keeping our private parts private, and setting our own clear boundaries that others were not allowed to violate. I felt, as a mom AND as a teacher, that my kids would be the best educated when it came to how the body works, what was appropriate, what wasn't, and feel comfortable discussing these topics. Little did I know that my best efforts could not protect my own children. Even with my best efforts and intentions, while away at his father's just last summer, my 9 year old little boy was raped on multiple occasions by a high school neighbor. If there is anything I do feel grateful for, it is that he felt safe enough to ask me questions about sex and sexuality that were specific enough and repeated enough even after being given the answer to cause me to ask, 'Why are you

asking me these things?’ and, with tears running down his face, he revealed what had happened. How many other children are suffering in silence?

Please note that I use the word rape when I share what happened to my son. While many people tip toe around the topic, sometimes not even comfortable enough to use the term sexual abuse, please know that what is happening to MANY of the children in this state is what any adult would refer to as rape; often terrifying, physically and emotionally painful, and NEVER welcome or okay!

Perhaps some of you can imagine what it must be like for these children - having an older, stronger person that you had trusted violate you in ways your body and mind cannot possibly be ready for. But I have a feeling you have no idea. Let me paint you a picture of what my son has been going through, and consider just how many children are dealing with these same emotional issues. Remember, too, that it isn't only the victim that is hurting...

My son is funny, articulate, athletic, and has a heart of gold. He is a student in the gifted program. He has friends and family that love him beyond what any words can describe, as was evidenced by the sheer number of people that were in the courtroom the day his perpetrator was sentenced. He is not JUST a number - he is very real, and he is hurting. All the wonderful things about him are now hidden behind his anger, fear, and sadness. He is not the same young man he was before his innocence was stolen.

The winter before his perpetrator so boldly locked him in his own closet and sodomized him in the first of numerous attacks on an innocent little boy, we took a great picture of my son jumping his snowmachine. You see, my son was a dare-devil, loved to ride his dirt bike, created BMX and scooter courses to practice tricks. He had BIG dreams of living large, he was fearless, but surprisingly thoughtful and safe in his activities. Michael was a talented athlete - has been able to hit a baseball pitched to him since he was only a year old. He is tiny, wiry - still just over 60 pounds and about to turn 10 years old. He is fast, has eyes of an eagle, and amazing hand-eye coordination.

Michael was extremely social. He was confident in who he was without being arrogant. He was friendly and cared for others - anywhere we went, Michael had a new friend within only a few minutes. He enjoyed playing with other children, laughing, and finding common ground. He had, or at least requested to have, play dates literally DAILY, and not having friends over for at least a few hours every weekend was strange for him. Michael had that dynamic personality that people were drawn to - the kind of charisma you see in the best leaders of our world: kind, thoughtful, helpful, and full of love, while still being very childlike in that he could be selfish, throw tantrums, refuse to help clean up his mess, argue about not wanting to go to bed, and wanting to play video games rather than do chores.

That Michael, the amazing young man with the brightest smile and carefree attitude, is gone, or at least so deeply hidden that he doesn't feel that part of him exists anymore. The Michael we see today is fearful, sad, angry. He would not ride his dirt bike last summer at all - too afraid. This past winter, he rode his snow machine one time on a short trail ride...but didn't want to get too far from the cabin where we were staying. He now has a journal where he draws very dark pictures, writes out his feelings of sadness and anger in words we don't use, and 9 year olds certainly should not be using. He struggles every night to go to sleep. On our recent vacation, he slept with me every night because he was too afraid to sleep in the bedroom next door. He asks his little sister to turn on lights for him because he is afraid to go anywhere with the least bit of shadow - even if the sun is beaming in the windows. He has only a couple of friends that he feels safe with and enjoys play dates with and while they are here playing, he is happy and is okay being away from me. When they leave, and he is left alone with the thoughts and painful memories in his head, he then reverts to quiet non-social activities like reading, drawing pictures of war, playing on his iPad, playing with his tanks, airplanes and ships...but always needing to be near me.

He has always loved me...little boys typically love their mommies...but he has needed me more than ever before. He cannot go to sleep without me by his side, rubbing his back until he drifts away, or holding him tight so he knows he is safe. When he is away from me, he contacts me late into the night to tell me he needs me, he is afraid, he is crying for me. He asked me to walk him in to school every day, always finding a way to see if I can stay just a minute or two more. If I can't walk him in to school because I have to rush to work for a parent meeting or other type of meeting, he is upset, sometimes tells me I must not love him, asking why am I so mean, and so on. At home, if I leave the room for more than a minute or two, he shows up next to me, afraid because I didn't come right back. He asks me every day to help him brush his teeth. For a while, he had quit tying his shoes - said he couldn't. He wouldn't change his own clothes - he wanted me to pick his outfit and get him dressed each day. He has only recently started getting his own snacks, cereal, and other small items again. This gifted child reverted in every way possible, which we have learned from his counselor is very common in children who have been sexually abused and assaulted to the extent Michael was. I don't mind helping him while he slowly heals and begins to recoup those skills that he seems to have lost, but what breaks my heart the most is that for all of these things, on the heels of asking for help, he is constantly apologizing. He feels awful that he cannot do the most simple things on his own. On more occasions than I can count, I have shared with Michael, and his counselor has worked with him to understand, that he has NOTHING to be sorry for. If he needs me, I will be there. If he is afraid, I will help him find a way to feel safe. He does not need to apologize for what he is feeling, which ultimately is because of post-traumatic stress. His feelings of self-esteem have plummeted because he simply feels so 'low'. He is, without a doubt, struggling with depression.

Michael gets very angry and while is typically on his best behavior in school, the darkness still creeps in - but he is blessed to have had an amazing teacher that worked with him, giving him time to draw, move to a quiet place, or just take a break when he needed to. He has the blessing of a very large step-father that allows Michael to wrestle or fight or just take his aggression out when he needs to, but he also has a little sister that gets dirty looks from her idol, gets yelled out, and gets wrestled or pillow-fought much more roughly than Michael has ever in the past, when it was always in fun. Michael has mentioned many times that he wants to die, sharing that when he does die, he is going to punch God in the face for letting this happen to him. Only a month or so ago, Michael was struggling so badly and in such a rage that my husband went to Fred Meyer to try to find SOMETHING Michael could use to punch, kick, hit...he found a pool noodle, brought it home, and Michael hit every object he could find as hard as he could, then broke down bawling for over 30 minutes, until he fell asleep in my arms. He never spoke about what he was feeling, other than to say he was angry, but his overwhelming sadness at the end of it spoke volumes about the struggle he is in each and every day.

Michael will live the rest of his life with the scar and pain of what happened - with the memory being triggered at the most inopportune times, such as changing in a locker room (which he refuses to do), going through puberty when he finally begins to understand JUST how wrong what happened to him was, when he decides to have an intimate relationship with someone he loves, when he has his own children and is scared to let them have friends over out of fear that they could wind up as victims, and many other instances that may arise. He is not going to 'snap out of it' because his rapist is in prison, and in fact his counselor has mentioned he is not even ready to work through the victim narrative, which is a huge and important step in the healing process.

Michael wasn't the only person affected by this situation, and I could go on and on about who has been affected by the abuse my child suffered, but I know you have heard and will continue to hear further information on this topic today. Keep in mind, however, that it is NOT only the child that is affected - when they go to school angry, it can be an entire classroom of children that pay the price. It can be the teacher having to work more on classroom management than actually teaching a lesson. It can be a parent, at their wits end, exhausted and depressed, unable to go to work.

My son's entire life has been affected beyond what you or I, or any of us, could possibly comprehend, however he was fortunate in that he received justice for what he went through at the hands of this pedophile - that young man was sentenced as an adult to 30 years in prison. However, there are many children that have not come

forward, don't feel safe enough to come forward, or don't know HOW to come forward. That is the intent of House Bill 44 - to give the children the knowledge they need to keep themselves safe and, if God forbid they are in a situation that is unsafe, they have the words and strength to report the information to someone immediately.

The initial House Bill was short, sweet, to the point. It was easy to read and offered a simple direction - to train employees, therefore teaching ALL students in grades K-12, about sexual abuse and assault, as well as dating violence and abuse, in an age-appropriate manner. There is even wording allowing a parent to opt out. Why did the Education Committee have such a major problem with that, that they instead wrote in wording that would require parents to opt-IN? And why in the world would any of you go along with that? I know there has since been a change. Why have we included rules for School Boards? Why would we include physical examinations for teachers? Why are we playing politics with who can and cannot come in to the schools to teach about STDs instead of focusing on keeping our kids safe? I don't care WHO teaches the information - get the information to the kids and lower our rate of sexual violence in this state!

While we like to think parents are teaching their children, and many of us are, the reality is that the more information the children are provided, the greater the possibility that 1) they will trust their gut when something doesn't feel right, 2) report someone that is treating them inappropriately, and 3) and perhaps most importantly, we as a society will quit giving the pedophiles, the child rapists, a place to hide. No more will the victims be made to feel bad, dirty or wrong, but everyone will KNOW that the perpetrators are the ones that should be condemned. As long as we make this topic taboo, and try NOT to offend people that don't want to talk about this topic, making what should be a simple law instead 12 PAGES of nonsense, all we are doing is continuing to give power to those that have abused our children for too long.

A few final notes as I wrap up today: To Mr. and Mrs. Moore, thank you for your efforts in memory of your lovely daughter. As you may or may not be aware, I was one of her former teacher's and coaches, and feel so blessed to have known her. I am sorry for your loss, and certainly hope that her death was not in vain. Your efforts are to be commended. In regard to my own son - I cannot help but wonder if he had other sources outside of his immediate family teaching him about sexual abuse, keeping himself safe, what was and was not okay, if he would have had the tools necessary to keep himself safe. Are you really willing to risk another child's innocence and youth to keep certain organizations from teaching about STDs? Really? Or maybe it is the money issue. Are you willing to continue to allow the most vulnerable in our population be traumatized because you are worried about the cost, which private organizations have already offered to offset? Do you have any idea how ludicrous that is? It costs \$160 A WEEK for my child's counseling...and that is only one kid and the cost of one hour of time. What about the missed days of work on my part to work through this on my end and in support of him? What about the long-term effects this abuse may have on him? What about the long-term affects of childhood abuse on those kids that DON'T get counseling? Do you have any idea what the cost is to our state, and society in general, when we have a traumatized and abused youth on our hands? I am sure you are all well aware that we rank #1, or close to #1, in the COUNTRY for sexual abuse and sexual assault victims. I like winning as much as the next person, but that is one 'first place' I am not proud to be a part of. Our children need to feel safe. Our children need to know that they have resources outside of home to keep them safe. Our children need to hear often and loudly that their body is their body - and nobody else will be allowed to violate them.

This bill, and the health, safety and well-being of our children, are too important to be a parking lot for every issue regarding education. Do the right thing by passing House Bill 44 in its original format straight away. If you have any further questions for me or would like to meet in person, please feel free to contact me. I am passionate about this issue and want to do justice for our children.

Toni Roberts

Doniece Gott

From: Lisa Parady <LParady@alaskaacsa.org>
Sent: Wednesday, June 10, 2015 4:31 PM
To: Senate Finance Committee
Cc: Sen. Anna MacKinnon; Laura Pierre
Subject: Written testimony to Senate Finance Committee regarding HB44

Good Afternoon Members of the Senate Finance Committee,
For the record, my name is Dr. Lisa Skiles Parady, Executive Director of the Alaska Council of School Administrators which includes the Alaska Superintendents Association (ASA) the Alaska Association of Secondary Schools Principals Association (AASSP), the Alaska Association of Elementary School Principals and the Alaska School Business Officials (ALASBO).

This is difficult territory. I understand the statistics, as both a parent of four daughters and an educator who lived in bush Alaska for many years. This session I joined all of you in listening intently to the heart wrenching presentations by David Holthouse and Erin Merryn and the many horrific Alaska stories.

Let me begin by thanking the Senate Finance Committee for allowing written testimony on behalf of Senate CS for House Bill 44 version F. I also want to thank Senator Gardner, Senator McGuire and House Majority Leader Millet, Representative Tarr, Senate Education and the additional sponsors of the bill in its different stages who have put the public spotlight on child sexual abuse in Alaska and ultimately brought this bill forward for consideration. It addresses a critical concern we all share – the safety of our students.

Let me be clear - educators fully embrace our fundamental responsibility for all students in our schools. We share that responsibility – with families, with social services, with law enforcement, with our communities – but we also own that responsibility. Students in school must be cared for and safe.

Each and every school day when parents and families say goodbye to their children as they head to school, they do so with the understanding that that school will do all that it can to keep them safe. With this background I want to state that the public educators who I represent place the safety and welfare of their students as their number one priority every day. It is important then, that you understand that ACSA supports the intent of this legislation. We also want the bill to be as workable as possible.

Where we differ, as with many things in life, is in the details – the process, the best way to accomplish the goal. On behalf of Alaska's educators and principals, we want to share several complexities involved with this specific solution. Let me offer three themes for your consideration:

1. We appreciate the regulatory relief from some of the unfunded mandates contained in this version of the bill. During the legislative session ASA worked closely with AASB to identify statutes and regulations that over the years have created a layer of unfunded mandates. We thank you for considering reform to existing mandates that already take substantial time and resources to administer.

Districts only have ten days per year of Professional Development. The more mandated trainings are added, the less districts are able to cover the vital staff development on instruction. It is not a question that this new bill is vital, it is that you are adding it to a window that is already overly full. Think of district time/teacher time as a full box - if you put more into the box, other items either need to go or get smaller.

Principals are scrambling to make it all work with their staff now.

2. The bill carries a zero fiscal note and costs will reside with the school districts. Funding would be helpful, to meet the vital need identified in the legislation. Although there may be foundation help,

which is useful, the full cost will reside with districts. ACSA has already written a grant to try to assist with some of these costs and we will work closely with those entities that have put forth the promise of assistance on behalf of districts.

3. We also ask that Section 24 be amended to add a member of ACSA, specifically a superintendent representative to the proposed task force, to help inform their work from a district perspective. I will close by noting that we support the legislation, but want it to be as workable as possible. Thank you for your time and for considering our request. Thank you for your service. Respectfully,

Lisa

Elizabeth Skiles Parady, J.D., Ed.D.

Executive Director / ACSA/ASA / 234 Gold St., Juneau, AK 99801

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Doniece Gott

From: Fuhrer, Ron [AK] <Ron.Fuhrer@neaalaska.org>
Sent: Wednesday, June 10, 2015 3:27 PM
To: Senate Finance Committee
Cc: Sen. Anna MacKinnon
Subject: HB 44 Section 14

Co-Chair McKinnon and members of the Senate Finance Committee,

I sincerely appreciate the opportunity to testify on the Senate Finance CS of HB 44. I wanted to clarify NEA-Alaska's position on Section 14 of HB 44 (page 7, line 23-24) specifically addressing physical examinations for teachers. We are concerned with sentence that reads, "A school district may not pay the cost of physical examinations for teachers". This language is of particular concern to teachers in rural Alaska without access to a physician qualified to administer such an examination. I suggest changing this sentence to read "A school district is not required to pay the cost of physical examinations for teachers".

Please consider removing or amending this language to allow districts to pay for physical examinations for their teachers.

Thank you,

Ron Fuhrer, President

NEA-Alaska

Doniece Gott

From: Michelle Cason <cason.mm@gmail.com>
Sent: Wednesday, June 10, 2015 3:41 PM
To: Senate Finance Committee
Subject: Please pass HB44

Dear Senate Finance Committee,

As an Alaskan resident and a female who was born and raised in Alaska, I am urging you to please pass the original version of HB 44 The Alaska Safe Children's Act. Alaska is a state leading in violent crime and we MUST do everything we can to protect young people. The recent overwhelming support for HB 44 from residents across Alaska should tell you how important this issue is to your voters. It is irresponsible of legislators to attach unrelated restrictions (i.e. SB 89) as a political maneuver. Alaskan voters are disgusted by this misuse of a bill that can only have positive repercussions on our state. Please do not let partisan agenda prevent the passage of legislation that will improve the safety of minors.

Thank you,
Michelle Cason

Doniece Gott

From: School board <sbrookshire@craigschools.com>
Sent: Wednesday, June 10, 2015 3:42 PM
To: Senate Finance Committee
Subject: Hb44

To whom it may concern;

My name is Dr. Scott Brookshire. I currently serve on the Craig City School Board and hold the Position of Vice President. I am writing in order to express my support of following policy:

That written Parental permission be obtained prior to a students participation in any survey.
Any survey administered by a governmental body without parental permission is an intrusion into the home. Regardless of any "do gooder" intentions.
Thank you very much for your time.

Regards,

Scott Brookshire
Sent from my iPhone

Doniece Gott

From: Santa Claus <santaclaus@usa.net>
Sent: Wednesday, June 10, 2015 3:45 PM
To: Senate Finance Committee
Subject: Testimony on the Alaska Safe Children's Act
Attachments: ALASKA SAFE CHILDRENS ACT TESTIMONY AK SEN FIN CMTE 6-10-15.docx

TO: ALASKA SENATE FINANCE COMMITTEE MEMBERS

FINANCE,COMMITTEE@ALASKA.GOV

RE: ALASKA SAFE CHILDREN'S ACT TESTIMONY

DATE: 6-10-15

THANK YOU FOR LETTING ME TESTIFY. THIS IS SANTA CLAUS, THAT'S MY LEGAL NAME, AND I LIVE IN NORTH POLE, ALASKA.

I'VE BEEN A CHILD ADVOCATE AND VICTIM ADVOCATE FOR A VERY LONG TIME AND AM CLERGY AND A FORMER EMERGENCY RESPONSE CHAPLAIN. I SUPPORT THE ORIGINAL ERIN'S LAW, AND MY HEART GOES OUT TO EVERYONE WHO IS SHARING THEIR OFTEN VERY PERSONAL AND HEART-WRENCHING TESTIMONY.

I ALSO SUPPORT BRIE'S LAW, ESPECIALLY REGARDING DATING VIOLENCE AWARENESS AND PREVENTION, AND THE ALASKA CHILDREN'S TRUST'S PROPOSAL REGARDING CHILD AND YOUTH TRAUMA AND RESILIENCY.

A MAJORITY OF ALASKANS WANT TO HAVE IN OUR SCHOOL SYSTEM AGE APPROPRIATE SEXUAL ABUSE AND ASSAULT AWARENESS AND PREVENTION EDUCATION IN GRADES K THROUGH 12.

ALASKA'S PASSING THE ORIGINAL ERIN'S LAW AND BRIE'S LAW, AS THE ALASKA SAFE CHILDREN'S ACT, WILL RESULT IN A SAFER ENVIRONMENT FOR OUR CHILDREN AND WOULD REPLACE THE EXISTING SCATTERED PROGRAMS IN ALASKA DESIGNED TO PROTECT

CHILDREN FROM SEXUAL ASSAULT. THERE WOULD BE VERY LITTLE, IF ANY, ADDITIONAL ECONOMIC COST TO SCHOOL DISTRICTS THAT CLAIM TO HAVE A SIMILAR EXISTING PROGRAM.

PASSAGE OF THE ORIGINAL ERIN'S LAW AND BRIE'S LAW, AS THE ALASKA SAFE CHILDREN'S ACT, AS OVERWHELMINGLY PASSED BY THE HOUSE SOME TIME AGO, AS HB 44, VERSION P, I BELIEVE, WILL ENSURE A UNIFORM, COMPREHENSIVE, AGE APPROPRIATE SEXUAL ASSAULT AWARENESS AND PREVENTION EDUCATION PROGRAM FOR ALL STUDENTS IN K THROUGH 12.

THE ALASKA SAFE CHILDREN'S ACT IS LONG OVERDUE IN ALASKA. I'LL CLOSE WITH A MANDELA QUOTE "There can be no keener revelation of a society's soul than the way in which it treats its children."

THANK YOU.

SANTA CLAUS

PO BOX 55122 NORTH POLE AK 99705

SANTACL AUS@USA.NET 907-388-3836

Doniece Gott

From: Linda <cronan@gci.net>
Sent: Wednesday, June 10, 2015 4:04 PM
To: Senate Finance Committee
Subject: Erins law

Dear Senator MacKinnon,

I feel very strongly that Alaska must pass Erin's Law ASAP. I have worked in the ASD and in many Native villages teaching kids to say No to alcohol, drugs and Sexual Abuse. I spoke over 30 years ago requesting for Alaskans to especially take a strong stance to stop Sexual Abuse in our state. When I was working in the schools there was a 100% of families with some form of sexual abuse in the villages!

I began mentoring a young Native Blind girl from the Bethel area back in the mid eighties. I attended Governor Coopers committee concerning children and youth a guest. I was attempting to encourage them to use the Dram-edy, Teaching Through Theater Program instead of the Dare Program. We of course lost and today is a perfect example of why we are still having our babies being sexually used and abused even more than ever with the adults and leaders keeping their head in the sand because it is not comfortable to deal with for most people. I would say that a huge majority of the abuse comes from the alcoholic mentality, but not all.

This young girl from Bethel became a victim of sexual abuse by a young white male who lives in the community whose parents worked for the government and the school district. He actually kidnapped her and took her to a place and raped her and returned her somewhere that she had no idea of where she was. She is Blind and has to have someone with her at all times. She was staying in a dorm and the guard allowed the man to enter her building and to go to her room without her consent. he would enter her bedroom and begin to do it all over again and did this as often as he wanted and she was afraid to tell anyone. He told her he would hurt her and her family if she told and he had done this to other girls. She would hide in her closet if she heard him coming. Finally she tried to tell me but her mother would not allow it and they both lied to me until a few years after it was over and she had finally told the Bethel authorities. They of course did not believe her. This man is still walking around free because it was too late to do anything about it. He bragged that he did this with other girls, he is not a registered sexual offender and is most likely still raping whom ever he wants to because of a lack of consequences for many reasons..

Then there is the story of Dan Rodey , the counselor at the SAVE school that was sexually abusing the girls there. When he was finally caught thanks to our program attempting to be involved to teaching the kids at Save High School. Dan Rodey killed himself due to his shame. I had went to his brother when he was a politician in Anchorage to get help for us to work at the school. Well of course he was absolutely useless. There is always someone who knows who these abusers are besides the Victims.

The state must protect these children because some of the parents, friends or others living around them are stealing their souls and spirits and NO ONE CARES ENOUGH TO HAVE THE COURAGE TO PROTECT THEM!
YOU ARE IN THE POWER POSITION TO MAKE A DIFFERENCE THIS TIME AND YOU NEED TO DO THIS NOW. DO NOT HAVE FEAR OF DOING WHAT IS RIGHT!

Thank you for taking the time to listen to my plea for helping and empowering these kids, no one else can do this except for you.. I look forward to hearing a response from you. sometimes money should not be a concern. This is an epidemic in Alaska. The young girl that was killed in Anchorage could have been someone you knew or maybe the next one will be someone close to you. Thank you for taking the time to read my story and I look forward to your response!

Sincerely,
Linda Ronan

6500 Rockridge Dr.
907-244-0582