

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2864 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

Subject: RE: Soda and RIP

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

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

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

Hi Karen,

Here's Lee's response:

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

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

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

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

Subject: Re: Soda and RIP

To: Wiget_Larry

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

Wiget_Larry wrote:

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

>

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

> Subject: Re: Soda and RIP

> To: Wiget_Larry

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

Want to
share this
a next Ed.
committee meeting

Guiding Principles for Promoting Mentoring

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

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

Implications for the Design of Teacher Induction Programs

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

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

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

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

Teacher Performance Standards

Definition of areas to be evaluated

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

Performance Standards

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

Types of On-Going Support

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

Examples of BTAP Topics

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

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

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

The New Teacher Twelve Potential Needs

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

Effects of BTAP's

Two case studies

Case Study #1 West Central Indiana

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

Case Study #2 Wisconsin-Whitewater Teacher Induction Program

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

Common Components of these Studies

Each study offered beginning teachers the following:

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

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

The Written Plan

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

Statement of Purpose:

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

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

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

The Rationale Statement:

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

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

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

Goals and Objectives:

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

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

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

Mentors will develop:

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

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

Mentor Selection Criteria

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

Environmental Difficulties facing New Teachers

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

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

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

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

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

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

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

Bibliography

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

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

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

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

Mentor Selection

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

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

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

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

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

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

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

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

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

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

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

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

Mentor Preparation

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

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

Mentor Program in Ketchikan

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

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

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

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

Creating a Teacher Mentoring Program

Key Questions to Consider

Creating the Climate, Context, and Structure for Effective Mentoring

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

Selecting, Training, and Supporting Mentors

- **What criteria will be used to select mentors?**

- Who will help to define these criteria?

- **Who will be involved in choosing mentors?**

- Other teachers?
- Principals?
- Teacher association representatives?
- District administrators?
- Current mentors?
- Protégés?
- Others?

- **What incentives will attract the best candidates to serve as mentors?**

- Modified/reduced teaching schedules?
- Leadership opportunities?
- Relicensure/recertification credit?
- Other incentives?

- **How will mentors be matched to protégés?**

- One-to-one matching?
- One protégé matched with several mentors who have expertise in different areas?
- Who will coordinate the matching?

- **How will mentors be trained?**

- When will the training take place?
- Who will plan and provide the training?
- Will mentors be *required* to participate in the training?
- What will be the focus of the training?
- How will higher education institutions assist with mentor training?

- **What resources and expertise will be made available to mentors?**

- Ongoing counsel from higher education faculty and other mentors?
- Office space?
- Ready access to laptop computers and other equipment?
- Other resources?

- **How will the school, school district, and teacher association facilitate a mentor's return to the classroom full-time?**

Content and Evaluation

- **How shall we determine what new teachers need most from the mentoring experience?**

- Who will be involved in making this determination?

- **How will the district and its partners individualize the mentoring experience to meet the specific needs of each protégé?**

- **How will the focus of mentoring change during the course of a protégé's involvement in the program?**

- Will the mentoring program be divided into stages according to the evolving needs of the protégé?

- **Will the mentoring program provide remedial assistance to veteran teachers experiencing difficulties?**

- **Will the mentoring program include peer review?**

- **How will mentors interact with others in the district and with representatives of partnering organizations to ensure that protégés have access to comprehensive professional development opportunities, including assistance with curriculum content and student assessments?**

- **How will mentors be assessed for their performance?**

- Who will be involved in making this assessment?

- **What evidence will be used to evaluate and document the effectiveness of the program?**

- Student achievement data?
- Indicators of teacher satisfaction?
- Teacher retention data?
- Decreased need for teacher remediation?
- Cost-benefit data?
- Anecdotal evidence?
- Other indicators?

- **Who should be involved in evaluating and documenting the mentoring program?**

- An independent program evaluator?
- Mentors?
- Protégés?
- School administrators?
- Teacher association leaders?
- Others?

What is a Mentor?

A mentor is:

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

Good mentors are:

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

Mentors:

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

Goals for mentors:

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

EED Recruitment and Retention Project

Activities By District and Service Provider

[illegible]

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

Please see key, bottom pg. 2

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

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

Please see key, bottom pg. 2

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

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

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

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

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

Course enrollments as of 1/2/02

Professional Development Required for School District Staff

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

Requirement:

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

ALASKA STATUTE

Title 14. EDUCATION, LIBRARIES AND MUSEUMS

Chapter 3 PUBLIC SCHOOLS GENERALLY

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

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

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

AS 14.18.060. Discrimination in textbooks and instructional materials prohibited.

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

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

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

Sec. 14.20.149. Employee evaluation

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

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

Chapter 14.20. TEACHERS AND SCHOOL OFFICIALS

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

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

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

AS 14.33.100 REQUIRED SCHOOL DISTRICT CRISIS RESPONSE PLANNING

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

TITLE 18. DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Article 4. EDUCATION AND PREVENTION

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

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

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

(c) The Department of Law...

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

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

(4) the lethality of domestic violence.

TITLE 47. WELFARE, SOCIAL SERVICES AND INSTITUTIONS

Chapter 47.17. CHILD PROTECTION

Sec. 47.17.022. TRAINING.

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

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

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

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

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

(1) laws relating to child abuse and neglect;

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

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

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

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

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

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

ALASKA ADMINISTRATIVE CODE

CHAPTER 6. GOVERNMENT OF SCHOOLS

AAC 06.530 Guidance And Counseling Services

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

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

Authority: AS 14.18.010
 AS 14.18.040
 AS 14.18.080

AAC 06.550 Review Of Instructional Materials

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

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

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

(A) in instructional materials,

(B) in career instruction, and

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

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

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

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

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

Authority: AS 14.18.010
AS 14.18.060
AS 14.18.080

CHAPTER 19. EVALUATION OF PROFESSIONAL EMPLOYEES

AAC 19.060 Evaluation Training

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

Authority: AS 14.07.020
AS 14.07.060

CHAPTER 52. EDUCATION FOR EXCEPTIONAL CHILDREN

AAC 52.250 Special Education Aides

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

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

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

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

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

Authority: AS 14.07.060
AS 14.30.180 - AS 14.30.350

AAC 52.260 Personnel Development

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

Authority: AS 14.07.060
 AS 14.30.250
 AS 14.30.255

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

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

Mentor Subcommittee Report

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

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

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

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

Some Conclusions

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

Those conclusions are:

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

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

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

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

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

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

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

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

The Approach That We Need:

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

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

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

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

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

Return to the TOP

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

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



**WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE**

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

GATEWAY TO THE STIKINE

January 28, 2002

The Honorable Con Bunde
Room 501
Capital Building
Juneau AK 99801

Dear Representative Bunde:

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

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

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

As always we are pleased to be at your service.

Sincerely yours,

Woody Wilson
Superintendent

Service Learning Executive Summary

Wrangell High School

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

Service Learning Explanation

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

Senior Projects

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

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

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

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

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

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

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

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

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

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

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

History

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

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

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

Community Service for Extra-Curricular Activities

(Excerpt from Student Handbook)

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

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

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

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

Regional Learning Centers/Regional Boarding Schools

Legislative Budget and Audit's Report on Regional Learning Centers

Galena's Project Education

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

Challenges/benefits of boarding school settings

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

Costs involved in running a Boarding School/Regional Learning Center

Look to Galena's Project Education

Level of interest in establishing Regional Learning Centers

Concerns districts have regarding Regional Learning Centers/Boarding Schools

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

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

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

Long-Term Care (LTC) Insurance Plans:

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

The Waiver Option:

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

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

RIP REEMPLOYMENT

What are the RIP reemployment provisions?

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

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

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

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

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

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

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

Are there any exceptions for RIP

Retirees that want to go back to work?

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

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

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

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

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

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

Need more information?

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

Distributed By:

State of Alaska
Division of Retirement & Benefits

Juneau Office:
PO Box 110203
Juneau, AK 99811-0203
Ph: 907.465.4460 / Fax: 907.465.3086
TDD: 907.465.2805

Anchorage Office:
550 W. 7th Ave., Suite 1020
Anchorage, AK 99501-3562
Ph: 907.269.0333 / Fax: 907.269.0280

www.state.ak.us/drb

Working After Retirement



- *Non-TRS Employment*
- *TRS Employment*
- *Health Insurance Plans*
- *RIP and Reemployment*

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

Can I return to work after retirement?

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

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

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

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

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

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

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

RETURNING TO WORK WITH A TERS EMPLOYER

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

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

1. How does the Standard Option work?

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

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

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

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

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

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

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

2. How does the Waiver Option work?

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

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

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

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

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

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

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

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

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

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

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

HEALTH INSURANCE PLANS

What happens to my health insurance while I am reemployed?

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

The Standard Option:

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

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

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

Dental-Visual-Audio (DVA) Insurance Plans:

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

The Waiver Option:

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

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

RIP REEMPLOYMENT

What are the RIP reemployment provisions?

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

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

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

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

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

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

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

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

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

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

Need more information?

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

Distributed By:

State of Alaska
Division of Retirement & Benefits

Juneau Office
PO Box 110203
Juneau, AK 99811-0203

Ph: 907.465.4460 / Fax: 907.465.3086
TDD: 907.465.2805

Anchorage Office
550 W. 7th Ave., Suite 1020
Anchorage, AK 99501-3562
Ph: 907.269.0333 / Fax: 907.269.0280

www.state.ak.us/drb

Working After Retirement



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

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

Can I return to work after retirement?

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

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

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

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

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

RETURNING TO WORK WITH A PERS EMPLOYER

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

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

1. How does the Standard Option work?

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

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

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

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

2. How does the Waiver Option work?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HEALTH INSURANCE PLANS

What happens to my health insurance while I am reemployed?

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

The Standard Option:

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

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

Dental-Vision-Audio (DVA) Insurance Plans:

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

Long-Term Care (LTC) Insurance Plan:

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

Alaska State Legislature

*Representative Peggy Wilson
Putting Alaska's Families First*

SCHOOL SCHEDULES HOUSE DISTRICT 2

PETERSBURG – SITKA - WRANGELL

PETERSBURG CITY SCHOOLS

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

SITKA BOROUGH SCHOOLS

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

SITKA PACIFIC SCHOOLS

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

WRANGELL PUBLIC SCHOOLS

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

SCOMM

125:18



**WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE**

GATEWAY TO THE STIKINE

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

January 28, 2002

The Honorable Con Bunde
Room 501
Capital Building
Juneau AK 99801

Dear Representative Bunde:

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

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

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

As always we are pleased to be at your service.

Sincerely yours,

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

Woody Wilson
Superintendent

Service Learning Executive Summary

Wrangell High School

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

Service Learning Explanation

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

Senior Projects

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

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

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

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

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

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

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

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

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

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

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

History

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

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

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

Community Service for Extra-Curricular Activities

(Excerpt from Student Handbook)

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

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

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

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

Regional Learning Centers/Regional Boarding Schools

Legislative Budget and Audit's Report on Regional Learning Centers

Galena's Project Education

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

Challenges/benefits of boarding school settings

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

Costs involved in running a Boarding School/Regional Learning Center

Look to Galena's Project Education

Level of interest in establishing Regional Learning Centers

Concerns districts have regarding Regional Learning Centers/Boarding Schools

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

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

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

**ALASKA STATE LEGISLATURE
HOUSE SPECIAL COMMITTEE ON EDUCATION**

February 6, 2002

8:03 a.m.

MEMBERS PRESENT

Representative Con Bunde, Chair
Representative Brian Porter
Representative Peggy Wilson
Representative Gary Stevens
Representative Reggie Joule
Representative Gretchen Guess

MEMBERS ABSENT

Representative Joe Green

COMMITTEE CALENDAR

WORK SESSION ON TEACHER SHORTAGE:

Service Learning Report
Regional Training Centers Report

- HEARD

HOUSE BILL NO. 211

"An Act requiring an annual inflation adjustment of the base student allocation used in the formula for state funding of public education; and providing for an effective date."

- MOVED CSHB 211(EDU) OUT OF COMMITTEE

WORK SESSION ON TEACHER SHORTAGE:

Rehiring RIP-Retired Teachers [what became HB 416]

- HEARD

HOUSE CONCURRENT RESOLUTION NO. 11

Proposing an amendment to the Uniform Rules of the Alaska State Legislature relating to the Education Committee, a standing committee of the legislature.

- HEARD BUT NOT SCHEDULED

DISCUSSION OF POSSIBLE COMMITTEE BILL ON STUDENT SURVEYS [what became HB 408]

- HEARD

REPORT ON EED AND THE ADMINISTRATIVE PROCEDURE ACT

- HEARD

WORK SESSION ON TEACHER SHORTAGE:

Health & Liability Insurance Costs Report

- SCHEDULED BUT NOT HEARD

PREVIOUS ACTION

BILL: HB 211

SHORT TITLE: FOUNDATION FORMULA INCREASE

SPONSOR(S): REPRESENTATIVE(S) GUESS

Jrn-Date	Jrn-Page		Action
03/26/01	0729	(H)	READ THE FIRST TIME - REFERRALS
03/26/01	0729	(H)	EDU, HES, FIN
04/11/01		(H)	EDU AT 8:00 AM CAPITOL 106
04/11/01		(H)	Heard & Held -- Location Change --
04/11/01		(H)	MINUTE(EDU)
04/25/01		(H)	MINUTE(L&C)
02/06/02		(H)	EDU AT 8:00 AM CAPITOL 120

BILL: HCR 11

SHORT TITLE: UNIFORM RULES: STANDING COMMITTEES

SPONSOR(S): REPRESENTATIVE(S) GUESS

Jrn-Date	Jrn-Page		Action
03/26/01	0728	(H)	READ THE FIRST TIME - REFERRALS
03/26/01	0728	(H)	EDU, HES
03/26/01	0728	(H)	REFERRED TO EDU
01/16/02	1990	(H)	COSPONSOR(S): STEVENS
01/22/02	2034	(H)	COSPONSOR(S): GREEN

WITNESS REGISTER

WOODY WILSON, Superintendent

Wrangell City School District

P.O. Box 2319

Wrangell, Alaska 99929

POSITION STATEMENT: Reported on Wrangell's service learning program.

K.D. ROOPE, Student

Wrangell City School District

P.O. Box 2176

Wrangell, Alaska 99929

POSITION STATEMENT: During the service learning report, briefed members on her experience with service learning in the Wrangell School District.

CAROL KANE, Executive Director

Alaska Association of Secondary School Principals

P.O. Box 2889

Palmer, Alaska 99645

POSITION STATEMENT: Testified in support of rehiring RIP-retired teachers.

MARK JONES, UniServe Director

National Education Association - Alaska (NEA-Alaska)

1840 South Bragaw Street, Suite 100

Anchorage, Alaska 99508

POSITION STATEMENT: During discussion of rehiring RIP-retired teachers, informed members of NEA-Alaska's efforts in establishing teacher mentoring programs.

ELMER LINDSTROM, Deputy Commissioner

Department of Health and Social Services

P.O. Box 110601

Juneau, Alaska 99811-0601

POSITION STATEMENT: Presented the department's position on consent for student surveys; recommended passive parental consent.

LARRY WIGET, Executive Director

Public Affairs

Anchorage School District (ASD)

P.O. Box 196614

Anchorage, Alaska 99519-6614

POSITION STATEMENT: During discussion of student surveys, expressed support for modifying the current requirements for parental consent; reported that the ASD has had difficulty obtaining active parental consent.

JEAN MISCHEL, Assistant Attorney General
Human Services Section
Civil Division (Juneau)
Department of Law
P.O. Box 110300

Juneau, Alaska 99811-0300

POSITION STATEMENT: Briefed members on the Administrative Procedure Act (APA) and how it applies to the Department of Education and Early Development.

BETH NORDLUND, Special Assistant
Office of the Commissioner
Department of Education and Early Development
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1894

POSITION STATEMENT: During report to the committee on the APA, offered to obtain more detailed information.

ACTION NARRATIVE

TAPE 02-4, SIDE A
Number 0001

CHAIR CON BUNDE called the House Special Committee on Education meeting to order at 8:03 a.m. Representatives Bunde, Porter, Wilson, Stevens, Joule, and Guess were present at the call to order.

WORK SESSION ON TEACHER SHORTAGE: Service Learning Report

CHAIR BUNDE announced the first order of business would be the Service Learning Report.

Number 0130

REPRESENTATIVE WILSON reported that the Wrangell School District requires a service learning component for seniors and participants in extracurricular activities.

CHAIR BUNDE indicated his concerns about youths' lack of "attachment" to society. Service learning has helped to establish an attachment in some areas of the country, he offered.

Number 0255

WOODY WILSON, Superintendent, Wrangell City School District, reported on Wrangell's service learning program. He stated that service learning "draws a connection from the students to the community, and [from] the community to the school." One of the primary reasons Wrangell has a service learning program is to ensure that the community recognizes the work it does for the students. The program also helps students recognize the community's contribution to their lives, and it gives them a chance to reciprocate. He referenced materials given to members outlining the three kinds of service learning in Wrangell.

Number 0343

MR. WILSON said the first kind is the senior project required for graduation. Each senior must complete a project that gives something back to the community. State standards are integrated into these projects, he indicated. Public speaking and presenting is one requirement of the senior project that targets a standard. He noted that presentations must be electronic; PowerPoint and electronic video are just two examples of the use of technology in the senior project presentations.

MR. WILSON explained that the second type of service learning in Wrangell is the activity participation. Due to budget constraints, the Wrangell district does not pay for state travel for students in extracurricular activities. All travel expenses are paid through fundraising in the community. A student gives back to the community by performing 16 hours of community service for each activity in which he/she is involved. This is in addition to the senior project, he added.

Number 0524

MR. WILSON pointed out that service learning is not provided without cost. Facilitation of the service learning programs requires at least one-eighth of a teacher's time and sometimes in excess of one-fourth of a teacher's time, depending on the number of students, he indicated.

Number 0574

CHAIR BUNDE inquired how much one-eighth of a teacher costs in Wrangell.

MR. WILSON responded that with benefits, the cost would be \$8,000 to \$12,000.

CHAIR BUNDE suggested that this figure could be used to extrapolate costs for larger schools.

MR. WILSON noted that Wrangell's service learning programs require a great deal of organization with recordkeeping and oversight.

Number 0665

K.D. ROOPE, Student, Wrangell City School District, reported on her senior project. She explained that she worked with the swim team coach after school several times a week. She assisted with the coaching of younger swimmers. She observed that a student's knowledge and past experience often play a role in benefiting the community through his/her senior project. She indicated her presentation would include an "iMovie" [using Apple Computer software] about her work with swimmers.

Number 0730

CHAIR BUNDE asked if students experience difficulty finding projects.

MS. ROOPE responded that some students are temporarily "up in the air" about project selection. She noted a large range of activities for students to choose from. Students have taught photography and sign language classes; assisted preschool and elementary teachers; and organized art festivals, plays, musicals, and wrestling tournaments. She indicated she didn't know of any student unable to identify a project.

Number 0794

CHAIR BUNDE inquired if students chose projects such as cleaning up parks or vandalized property.

MS. ROOPE replied that some students train for their emergency trauma training (ETT) certification or become junior firefighters. Students have done recycling projects, she added.

Number 0838

REPRESENTATIVE STEVENS commended Ms. Roope for her presentation, and expressed his appreciation for hearing from a student. He asked her to identify the value she had received from her senior project.

MS. ROOPE acknowledged that students might initially be reluctant to do a senior project. She suggested that one value of the project is the identifying of interests on the part of the seniors. Students also receive satisfaction from their work on the projects.

Number 0927

CHAIR BUNDE asked whether many students felt frustrated or angry about the requirement.

MS. ROOPE responded, "We might complain a little bit, but I really don't think there's anyone who would absolutely not do it."

Number 0953

REPRESENTATIVE JOULE commented that the roles within a family have changed over the years, especially in outlying areas. The introduction of modern amenities to villages has eliminated the need for some important contributions by family members, he explained; these roles gave family members a "sense of where their place" was. He observed that much idle time resulted from this change. He emphasized that when a meaningful role [for a person] is found in the community, it adds value for the individual. He commended the Wrangell City School District for its efforts. He surmised that this validation of students through service learning programs contributes to higher self-esteem. He expressed his wish for more districts to do the same. He emphasized that an important issue is idle time.

Number 1065

REPRESENTATIVE WILSON commented that the community of Wrangell looks forward to the community service projects and presentations by the seniors.

CHAIR BUNDE noted that community support is a vital ingredient in this type of program. He congratulated Ms. Roope for her leadership.

Number 1191

CHAIR BUNDE closed public testimony on service learning.

Number 1232

REPRESENTATIVE STEVENS observed that Wrangell's service learning program offsets student travel costs. Although the program requires administration costs, it results in a savings to the district. He noted that many districts might be addressing the cost of travel.

WORK SESSION ON TEACHER SHORTAGE: Regional Training Centers Report

CHAIR BUNDE announced that the next order of business would be the Regional Training Centers Report.

Number 1362

REPRESENTATIVE JOULE thanked Gwen Cornelius for researching this topic. He described the current situation as including few teachers, little opportunity to feel a part of the workforce, and a limited frame of reference for students. He said part of this concept of regional learning centers is to utilize hub communities to give students a chance to address academic issues as well as career and job opportunities. Opportunities provided by regional learning centers include the exposure to a different environment, the potential to earn college credit or vocational [certification], and the chance to gain experience as part of the workforce.

REPRESENTATIVE JOULE suggested that using grades beyond grade 12 would assist some students with a more seamless transition to postsecondary education. It would also allow students who are unable to pass the qualifying exam by grade 12 additional opportunities to advance their education, either through certification through vocational education programs or by earning college credit.

Number 1472

REPRESENTATIVE JOULE highlighted what some districts are currently doing to address this issue. He pointed out that the Chugach School District has won some national awards and, in his opinion, has been a model for smaller schools. The Anchorage House, run by the Chugach district, provides rural students with an opportunity to live short-term in the city and be responsible for their own living by following a budget. Students also have educational opportunities while in Anchorage, he stated. Students as young as fifth grade begin by visiting Anchorage for three days at a time; older students visit Anchorage to participate in on-the-job mentoring and other activities.

Number 1560

CHAIR BUNDE added that participating in the Anchorage House is a requirement, especially for older students. They must get hands-on experience at jobs and be responsible for their own room and board, he said.

Number 1590

REPRESENTATIVE JOULE added that parents are now being brought in to be more supportive of their children. This program is now open to students in other districts as well. The Lower Kuskokwim School District (LKSD) has the Bethel Alternative Boarding School (BABS) program; it was begun in 1997 to meet the needs of at-risk students. He said he visited the school several years ago and met with staff and students, many of whom were from smaller villages. He pointed out that later in the day he saw students working at jobs. The program is open to 35 students.

Number 1663

REPRESENTATIVE JOULE discussed a forthcoming LKSD program, Yuut Elit Naur Diat, for grades 9-12, which is open to students in the region, not just those in the school district. The district foresees a 200-250 student capacity, he indicated. The program is funded by a United States Department of Agriculture and United States Department of the Interior grant; the governor's budget proposes an allocation for this program, he stated. Yuut Elit Naur Diat is a consortium of 19 organizations to provide vocational education in areas needed in the region including health, construction trades, technology, and education fields. The program will run year-round, he added.

REPRESENTATIVE JOULE stated that Project Education in Galena boards 72 students from all over the state; it has been running for five years and has a 97-percent return rate. The focus of the program is postsecondary education and careers. The district has gone beyond state funding and partnered with other entities such as the U.S. Air Force, Suzuki, General Motors, Compaq, and Frontier Flying. Project Education has strict policies on attendance and grade-point average. He also noted that students in the program who fail to pass any portion of the exit exam must attend daily, after-school tutoring.

Number 1752

REPRESENTATIVE JOULE referenced legislation sponsored by Representative Richard Foster last year that addressed the creation of a regional learning center. The Northwest Arctic Borough School District is considering an expansion to grade 14, he said. One concern with students coming in [from remote villages] is the lack of housing. Students would be placed in the community; a stipend for this housing is a matter that needs to be addressed. He added that the vo-tech center and the University of Alaska Fairbanks, College of Rural Alaska, Chukchi Campus would be used to obtain credits and work toward certification.

REPRESENTATIVE JOULE expressed his interest in the interactive TV provided in the Aleutians East Borough School District. Students in remote sites are able to participate in live classes taught by instructors in a different location; this is 90-percent funded by E-Rate monies. He stated that this is a way to utilize teacher expertise and deliver instruction to remote students. He referenced a report by the Joint Legislative Budget and Audit Committee that indicates an increased interest in additional boarding schools. These regional schools allow for opportunities for instruction and employment in these hub centers.

REPRESENTATIVE JOULE noted that job opportunities in the villages are limited. He expressed his opinion that some people might be interested in job sharing in a hub community; this has worked well in the oil and mining industries. "There may be some innovative things that we can do in terms of stimulating the economies ... in those communities," he concluded.

Number 2002

CHAIR BUNDE recognized that Representative Joule had addressed potential concern that a resurgence in boarding schools would be a step back to "pre-Molly Hootch" days. He noted that Representative Joule had also addressed the issue of a "brain drain" created in villages when people move away to work.

Number 2040

REPRESENTATIVE JOULE agreed these are important issues. He pointed out that the doctors in Kotzebue are not from the region; these positions could be job-shared by local residents trained at a regional learning center run by nonprofits. "I think the health boards would be tickled pink to ... be able to

hire people from their area, and allow them to come in on a rotating schedule and job share," he said. Half of a doctor's salary goes a long way in a village, he added. Subsidized housing in the hub community would help offset the cost of living for job-sharing medical workers, he said. He stated that there are other questions that need to be answered.

Number 2133

REPRESENTATIVE STEVENS emphasized the importance of learning from the past regarding regional boarding schools. He agreed boarding schools can give students some advantages, but noted that some disadvantages also exist. He offered that much of the Native leadership in the state had attended Mount Edgecumbe High School. He urged members to identify what went wrong with boarding schools in the past.

Number 2173

REPRESENTATIVE JOULE suggested the committee's role might be to foster districts' plans for boarding schools, but not to dictate that regional boarding schools be put in place. He said this regional learning center concept is different from a boarding school concept. He added that Native corporations would play a central role in the regional boarding schools. He continued:

Aviation and ... the federal government, in many parts of the state, [are] a major employer. We're continuing to import a lot of our workforce. And this allows us the opportunity ... to show our students what their opportunities are right there. ... I think we'd be remiss not to afford some of those districts that are willing to take this kind of a step to do that. ... We have to find a way to grow our own, and we won't if people do not understand that those opportunities exist.

Number 2274

CHAIR BUNDE observed that this information gives members and the public a good understanding of what is happening now and what could happen. He agreed that the state should not try to impose boarding schools, but should facilitate ideas from the "bottom up."

Number 2296

REPRESENTATIVE WILSON offered that individual school district's plans would spring from a specific need within the district. Wrangell's service learning program was developed out of a need for extracurricular funding, she said. She stated that districts are responding to the need for students who wish to remain near home to receive their education. Districts have accounted for shortcomings in the old boarding school model and are shaping new programs to transition students smoothly from home. She suggested the committee's role might be to encourage and allow for districts' development of plans, but not mandate the formation of boarding schools.

HB 211-FOUNDATION FORMULA INCREASE

Number 2386

CHAIR BUNDE announced the next order of business, HOUSE BILL NO. 211, "An Act requiring an annual inflation adjustment of the base student allocation used in the formula for state funding of public education; and providing for an effective date."

TAPE 02-4, SIDE B

Number 2400

REPRESENTATIVE GUESS, sponsor of HB 211, drew members' attention to Amendment 1, noting that it simply makes HB 211 current. Amendment 1 reads [original punctuation provided]:

Page 1, line 6, Delete **[\$3,940]**, Insert **\$4010**

Page 1, line 10, Delete **[1999]**, Insert **2000**

Page 1, line 11, Delete **[2001]**, Insert **2002**

REPRESENTATIVE WILSON moved to adopt Amendment 1. There being no objection, Amendment 1 was adopted.

REPRESENTATIVE GUESS stated her intent to move HB 211 out of committee with members' concurrence. She expressed her belief that HB 211 is good education policy by inflation-proofing the Foundation Formula. She expressed her desire for the House Finance Committee to debate whether HB 211 is good fiscal policy; she believes it is.

Number 2359

REPRESENTATIVE WILSON commented that she approves of HB 211. She noted that per-pupil funding in Wrangell has decreased in

the last 11 years, while inflation during that period was 35 percent.

Number 2301

CHAIR BUNDE asked for clarification on the inflation figure.

REPRESENTATIVE WILSON responded that this figure resulted from adding the state's annual inflation rate over those 11 years.

CHAIR BUNDE noted that school funding during the 1980s might have been an excessive figure on which to base these calculations. He expressed his opinion that should the legislature spend any additional money this year, it should be in education; he said, however, that he thought this money had already been spent.

REPRESENTATIVE JOULE moved to report CSHB 211 [HB 211, as amended] out of committee with individual recommendations and the accompanying fiscal notes.

CHAIR BUNDE objected.

A roll call vote was taken. Representatives Wilson, Stevens, Joule, Guess, and Porter voted to move the bill from committee. Representative Bunde voted against it. Therefore, CSHB 211(EDU) was moved out of the House Special Committee on Education by a vote of 5-1.

WORK SESSION ON TEACHER SHORTAGE: Rehiring RIP-Retired Teachers

[Contains discussion of what became HB 416]

Number 2222

CHAIR BUNDE announced that the next order of business would be the Rehiring of RIP-Retired Teachers.

Number 2167

CAROL KANE, Executive Director, Alaska Association of Secondary School Principals, testified via teleconference in favor of the rehiring eligibility for teachers who retired under the Retirement Incentive Program (RIP). She said she thinks it is important to include administrators in that eligibility. There is a critical shortage of teachers, principals, and other school personnel. This proposed inclusion would help districts meet

needs in special education, counseling, and administration, she stated; it might also entice people into the profession. Rehired, experienced teachers and administrators could serve as mentors to those new to the field. She also noted that districts would save money on salaries and retirement benefits.

Number 2129

MS. KANE said Alaska no longer has competitive teachers' salaries when compared to other states. Other states are offering signing bonuses, living expenses, and loan advantages to teachers and administrators; these states are taking away some of Alaska's best retirees, who could benefit Alaska. She stated that Alaska has exemplary teachers and administrators, and she encouraged members to help districts retain [these employees]. She pointed out that principals would be visiting Juneau and meeting with legislators on April 1 and 2; she offered the principals' assistance to members.

Number 2079

CHAIR BUNDE asked Ms. Kane how many teachers would have been hired under this bill's provisions, had it already been in law.

MS. KANE responded that she didn't have specific numbers, but said it would have helped her human resources director in his acquisition of special education teachers and school counselors.

Number 2050

CHAIR BUNDE asked about current shortages in Ms. Kane's district.

MS. KANE replied that she didn't have specific numbers and offered to provide them to the committee later.

CHAIR BUNDE indicated these figures would be made part of the proposed bill's record. He offered that in most cases, districts have rehired just one or two retired teachers. Earlier comments suggested that this inclusion of RIP-retired teachers would not solve the entire problem but would provide an additional tool, he concluded.

Number 2010

MARK JONES, UniServe Director, National Education Association - Alaska (NEA-Alaska), pointed out several problems pertaining to

education that are facing all states: How do we enhance the quality of instruction? How do we attract and retain the best and the brightest? How do we continually improve the quality of instruction in the classroom? He offered that he believes mentoring is a tool that will address most of the aforementioned issues. Mr. Jones noted that in order to appreciate this point, one needs to look at the teaching profession historically. He said:

Historically, teaching is a very lonely and isolated profession. It's one of the few professions that I know of where a person comes out of school, is placed into a confined classroom with four walls and a door, and is expected to take off and produce high-quality outcomes from the get-go.

Very few opportunities are built into the school setting for teachers to interact with each other, to share ideas, to nurture each other, to learn together. So, in the bigger picture, mentoring is part of the creation, I believe, of a learning environment within a school. It is the creation of a collegial environment with professional teachers providing tutoring, mentoring, and educational or instructional leadership to their colleagues.

Number 1900

MR. JONES noted that he has been working to establish mentor programs throughout the state. National Education Association-Alaska has been concerned about new teachers coming into the state and the correlated high turnover rate when these teachers arrive ill prepared. Ketchikan has a mentor program in place that was established by NEA-Alaska about five years ago.

MR. JONES offered insight into mentoring based on NEA-Alaska's experience. Mentoring is not a casual relationship or a "buddy" system. Selection of mentors must be based on well-defined criteria; these mentors must receive a curriculum of study that helps them understand adult-learning processes; and both mentor and protégé need time during the day to interact with each other for demonstration, observation, exchange of ideas, and to address problems and concerns.

MR. JONES referenced private-sector studies of mentoring programs that indicate confidentiality in the mentor-protégé relationship is critical. In several ad-hoc mentoring programs

in the state, administrators are asking mentors for input for the protégé's evaluation, he noted. As a result, the trust has deteriorated between the mentor and protégé, so it is an ineffective relationship.

Number 1829

MR. JONES cited statistics from a study conducted by Marshall Goldsmith, a well-known mentor trainer. In comparison studies, the progress of protégés in confidential mentor relationships is 35 percent greater than in mentoring situations in which the mentor is part of the evaluation process. He said NEA-Alaska is interested in creating Alaska Native paraprofessional partnerships with teachers who are new to the community. He told the committee:

We believe that teachers coming from outside the state into an Alaska Native village have no concept of what they're dealing with. Often, by the time they have discovered what the cultural distinctions are, they have made mistakes that have alienated them from the community. They have become ... dissatisfied because they don't know how to interact with people effectively, and, as a result, many of them leave. We believe that if we could effectively train and prepare Alaska Native paraprofessionals to serve as mentors, ... we would deal with the cultural conflicts that occur when new teachers arrive in the state.

MR. JONES indicated NEA-Alaska's goal of organizing communities and bringing them into the mentoring process. He concluded by stating that mentorship touches on the retention, educational quality, and induction issues facing members. He offered to submit written testimony pertaining to these issues.

Number 1707

CHAIR BUNDE asked Mr. Jones about NEA-Alaska's position on the rehiring of RIP-retired teachers.

MR. JONES replied that NEA-Alaska is concerned about the use of the retirement system as a supplementary compensation program for teachers. However, the organization is sensitive to the shortage issues schools are facing in special education, speech [therapy], occupational therapy, school psychology, and some higher-level math and science courses. He offered that bringing back retirees as a short-term solution is a critical tool. He

emphasized that long-term solutions to these problems must be found.

Number 1645

REPRESENTATIVE PORTER asked Mr. Jones to elaborate on the statistics presented regarding results of mentor programs and the inclusion of the mentor in the protégé's evaluation.

MR. JONES said he could provide more information in written form. In general, the success rates in the study were determined by criteria defined by the employer, the employee, and the mentor. For example, a protégé might identify classroom management as a primary concern and then specify particular classroom management issues with which he/she has problems. The mentoring partnership would systematically work at remedying each specific problem. He explained that in situations in which the protégé knows confidentiality exists, he/she would be more forthcoming with perceptions and weaknesses. According to these studies, a 35 percent better success rate in meeting those defined goals existed in mentoring situations where confidentiality existed than in situations where the mentor was involved in the protégé's evaluation process. The definition of success is individualized in each mentoring situation.

Number 1530

REPRESENTATIVE PORTER asked for clarification on the parties setting the goals for improvement.

MR. JONES answered that the goals in most of the studies were set [collaboratively] by the mentor, the protégé, and the employer. In private-sector mentoring situations, the mentoring program is generally established because certain performance criteria are not being met. In education, he pointed out, NEA-Alaska is advocating mentoring as a general course in the induction process.

Number 1433

CHAIR BUNDE closed public testimony on the subject of rehiring RIP-retired teachers. He requested direction from members regarding potential committee-sponsored legislation to repeal the RIP prohibition. He recounted that the report from the Division of Retirement and Benefits is that such a bill would have no negative actuarial impact on the retirement fund.

Number 1421

REPRESENTATIVE STEVENS offered that the committee has studied this subject quite carefully. He said [a bill to this end] would provide an additional option to school districts. He noted the uncertainty regarding how many teachers might actually be rehired under this proposed legislation, but said it would be a value to districts. He suggested that the House Special Committee on Education should sponsor such a bill.

CHAIR BUNDE asked if there was any objection. He noted that there was no objection and that a committee bill would be drafted. [The legislation under discussion later was introduced as HB 416.]

HCR 11-UNIFORM RULES: STANDING COMMITTEES

[Contains discussion of what became HCR 23]

Number 1366

CHAIR BUNDE announced the next order of business to be HOUSE CONCURRENT RESOLUTION NO. 11, Proposing an amendment to the Uniform Rules of the Alaska State Legislature relating to the Education Committee, a standing committee of the legislature.

Number 1326

REPRESENTATIVE GUESS, sponsor of HCR 11, noted that she was not present for previous committee discussion on this subject. She indicated many committee members have communicated to her their interest in seeing this bill move forward. She announced her willingness to reintroduce this as a committee bill and offered to do the work necessary.

CHAIR BUNDE noted his understanding that HCR 11 would require adjustments [to become a committee resolution].

Number 1291

REPRESENTATIVE GUESS offered that she would seek direction from more seasoned members. House Concurrent Resolution 11 has a companion in the Senate [SCR 3]. She outlined two options: The committee could go forward with this resolution, see what the Senate does, and perhaps amend it later; or the committee could amend it now [to address the establishment of a House Education

Standing Committee]. She said that she has not explored this subject with the Senate; she noted her willingness to do so.

CHAIR BUNDE requested members' comments on the subject.

Number 1238

REPRESENTATIVE PORTER suggested that if the House wished to consider a standing education committee for the House alone, a resolution would be needed to establish a special committee.

CHAIR BUNDE clarified that it would be a standing committee.

REPRESENTATIVE PORTER offered that he didn't have a preference regarding [the education committee's remaining a special committee or becoming a standing committee], but said it is a worthwhile discussion.

Number 1180

REPRESENTATIVE WILSON said her experience as a member of both the House Special Committee on Education (HEDU) and the House Health, Education and Social Services Standing Committee (HHES) is that both committees "have their hands full." So many issues exist that it is difficult to adequately address them all in one committee. She pointed out that most states separate education and health and social services, as two committees.

CHAIR BUNDE concurred with Representative Wilson. He noted that as a former chair of HHES, he'd received surprised responses from legislators of other states upon their discovery that [Alaska's legislature combines education with health and social services].

Number 1124

REPRESENTATIVE GUESS echoed Representative Wilson's remarks in response to Representative Porter's comment. She offered an example. There was a good policy debate in HEDU on HB 211; the resolution will now move to HHES for the same policy debate. However, the debate now should be a fiscal policy issue. She expressed concern that if HEDU remains a special committee, the policy debate will continue to be duplicated in HHES; she questioned whether this is the best thing for the House. With two standing committees, one group would focus on education and the other on health and social services matters.

Number 1089

REPRESENTATIVE STEVENS furnished that much had already been said that he had wanted to say. He noted that the three freshmen members on HEDU might not have the same perspective as longer-serving members. He conveyed his appreciation for the establishment of the HEDU committee, where members have been able to concentrate on important issues. These issues are not going away, he said, and education is a large portion of the budget. The education issues would have been cumbersome in HHES in combination with health and social services issues. He indicated his support for establishing a standing education committee.

CHAIR BUNDE requested that this be addressed as only a House issue to be brought before HEDU for consideration.

Number 1020

REPRESENTATIVE GUESS inquired whether Chair Bunde preferred a House committee resolution or for her to resubmit this resolution.

CHAIR BUNDE indicated his preference to create a resolution to establish a standing education committee in the House; the Senate can do likewise if it deems it necessary.

Number 0978

REPRESENTATIVE PORTER raised the question of whether the House can establish a standing committee that requires a rule change without affecting the Senate. He suggested this issue be broached with Legislative Legal and Research Services.

CHAIR BUNDE agreed with Representative Porter's suggestion. He added that this proposed resolution might be stronger as a committee resolution.

REPRESENTATIVE GUESS indicated her concurrence to make this a committee resolution.

Number 0927

REPRESENTATIVE WILSON inquired about the committee placement of early-development issues; she said she was not present for that discussion. She offered her understanding that most states put it in a health and social services committee.

REPRESENTATIVE PORTER offered that this administration has given the Department of Education and Early Development (EED) a title that includes early development; this may not always be the case, however. He remarked, "I don't think we should probably get that adventurous at this stage."

Number 0865

REPRESENTATIVE GUESS expressed her understanding that the Uniform Rules specify the departments; right now, early development is in with education. If that changes, then the Uniform Rules would change, she said. [The committee resolution under discussion was introduced later as HCR 23.]

DISCUSSION OF POSSIBLE COMMITTEE BILL ON STUDENT SURVEYS

[Contains discussion of what became HB 408]

CHAIR BUNDE turned attention to discussion of another possible committee bill, on student surveys. He explained that the administration had asked him to address this issue, so he'd chosen to bring it before the committee.

Number 0802

ELMER LINDSTROM, Deputy Commissioner, Department of Health and Social Services, offered that the department is interested, for a variety of reasons, in gathering reliable health data through anonymous health surveys conducted in the schools. Such surveys are a longstanding practice, he observed; the Youth Risk Behavior Survey is the "gold standard" among these surveys.

MR. LINDSTROM explained that several years ago legislation was passed to change the consent mechanism from passive to active. The passive consent requires parents to opt out if they do not want their children to participate in the survey. Active consent requires parents to choose to have their children participate in the survey. He stated that this has proven impossible for school districts to garner a level of participation that provides for valid data. He pointed to nationwide research regarding anonymous surveys; information about this is in the committee packet.

Number 0712