

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2971 SCOMM 130: HOUSE SPECIAL COMMITTEE ON EDUCATION, 2003-04

HOUSE BILL NO. 405

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-THIRD LEGISLATURE - SECOND SESSION

BY REPRESENTATIVE GATTO

Introduced: 1/28/04

Referred: House Special Committee on Education, Health, Education and Social Services

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to reports on school and school district performance; and relating to**
2 **accountability of public schools and school districts; and providing for an effective**
3 **date."**

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

5 * **Section 1.** AS 14.03.120(d) is amended to read:

6 (d) Annually, before the date set by the district under (e) of this section, each
7 public school shall provide, in a public meeting of parents, students, and community
8 members, a report on the school's performance and the performance of the school's
9 students. The report shall be prepared on a form prescribed by the department and
10 must include

- 11 (1) information on accreditation;
12 (2) results of norm-referenced achievement tests;
13 (3) results of state standards-based assessments in reading, writing, and
14 mathematics;

1 (4) a description, including quantitative and qualitative measures, of
2 student, parent, community, and business involvement in student learning;

3 (5) a description of the school's attendance, retention, dropout, and
4 graduation rates, including the number and percentage of students who received a
5 diploma under a waiver from the competency examination required under
6 AS 14.03.075(a), as specified by the state board;

7 (6) the annual percent of enrollment change, regardless of reason, and
8 the annual percent of enrollment change due to student transfers into and out of the
9 school district;

10 (7) if Native language education is provided, a summary and
11 evaluation of the curriculum described in AS 14.30.420; [AND]

12 (8) the number and percentage of students in each school who take and
13 who successfully complete an alternative assessment program in reading, English, or
14 mathematics; and the number and percentage of pupils in each school who
15 successfully complete the alternative assessment program but who do not reach the
16 state performance standards at the competency exam level in reading, English, or
17 mathematics; a school may not report results under this paragraph unless the school
18 complies with the family educational rights and privacy requirements of 34 C.F.R. 99;

19 (9) the performance designation assigned the school under
20 AS 14.03.123; and

21 (10) other information concerning school performance and the
22 performance of the school's students as required by the state board in regulation.

23 * Sec. 2. AS 14.03.120(e) is amended to read:

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25 the report described in (d) of this section to the district's governing body. Along with
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27 by parents, students, and community members. By July 1 of each year, [BEGINNING
28 IN 2000,] each district shall provide to the department a report on the performance of
29 each public school and the public school students in the district. The district's report
30 must

31 (1) be entitled "School District Report Card to the Public"; and

1 (2) include

2 (A) copies of the reports and summaries of comments
3 submitted under this section by each public school in the district; [AND]

4 (B) a compilation of the material described in (A) of this
5 paragraph by each public school in the district;

6 (C) the designation assigned the district under
7 AS 14.03.123; and

8 (D) other information concerning school performance and
9 the performance of the school's students as required by the state board in
10 regulation.

11 * Sec. 3. AS 14.03.123 is repealed and reenacted to read:

12 **Sec. 14.03.123. School and district accountability.** (a) By September 1 of
13 each year, the department shall assign a performance designation of distinguished,
14 successful, deficient, or in crisis to each public school and school district. The
15 performance designation shall be based on student achievement measures that include
16 the results of the statewide student assessments from the previous school year.

17 (b) The department shall inform the governing body of each district of the
18 performance designation assigned under (a) of this section.

19 (c) The state board shall adopt regulations implementing this section and
20 providing for the process of assigning a designation under (a) of this section, including

21 (1) the standards that will be used for assignment of each designation;

22 (2) a procedure for appealing a designation that may be used by the
23 principal of a public school or by the superintendent of a public school district;

24 (3) minimum requirements for a school improvement plan for schools
25 that receive a deficient or in crisis designation; and

26 (4) additional measures that may be progressively implemented by the
27 commissioner to improve school performance in accordance with this section and with
28 federal law; the additional measures may be unique to a certain school or district if
29 that school or district receives federal funding that is not available to all schools or
30 districts in the state and to the extent necessary to conform to federal law.

31 (d) In the accountability system for schools and districts required by this

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1 section, the department shall

2 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary
3 Education Act of 1965);

4 (2) implement criteria and priorities for accountability based on state
5 standards, including the use of

6 (A) multiple measures of student performance; and

7 (B) measures of student improvement; and

8 (3) to the extent practicable, minimize the administrative burden on
9 districts.

10 (e) In this section,

11 (1) "district" has the meaning given in AS 14.17.990;

12 (2) "statewide student assessment" means a standards-based or norm-
13 referenced examination, including alternative assessments under AS 14.03.075(c),
14 administered by the department.

15 * **Sec. 4.** AS 14.03.078 and AS 36.30.850(b)(40) are repealed.

16 * **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to
17 read:

18 **TRANSITION: REGULATIONS.** The Board of Education and Early Development
19 may proceed to adopt regulations to implement the changes made by this Act. The
20 regulations take effect under AS 44.62 (Administrative Procedure Act), but not before the
21 effective date of the statutory change.

22 * **Sec. 6.** Section 5 of this Act takes effect immediately under AS 01.10.070(c).

23 * **Sec. 7.** Except as provided in sec. 6 of this Act, this Act takes effect July 1, 2004.

HB 405
Eliminating the "Thick Report"

There are nine components of the report that is required in AS 14.03.070. These components are listed below with an explanation of why EED believes this report is no longer necessary.

1. **School Report Card Information**
 - a. This information is already located on the EED website.
2. **Number and Percentage of students in each school who pass the examination and the number who pass each section**
 - a. This information is already located on the EED website.
3. **Progress of the department a) toward implementing the school accountability provisions and b) in assisting high schools to become accredited**
 - a. Much of the current information included in this report can be found on the EED website. EED already posts Adequate Yearly Progress (AYP) school and district designations and state goals, state Annual Measurable Objectives and testing participation rates.
4. **Description of the resources provided to each school and district for school improvement activities and staff training**
 - a. EED receives copies of all school and district School Improvement Plans. EED, by federal law, does not have any authority to approve these plans, but does have some Title I funding to issue to Level 2 or higher School Improvement sites. Grant information can be posted on the EED website.
5. **Description of each district's and each school's progress in aligning curriculum with state standards**
 - a. Almost all districts, if not all by the end of this fiscal year, report they have aligned their curricula to state standards. The bigger question is, "Have districts aligned their instructional practices to the standards?" Answering this question, without relying on self-reported data, would be difficult to impossible.
6. **Description of efforts by the department to assist a public school that receives a designation of deficient or in crisis**
 - a. Because NCLB requires that we have only one comprehensive state assessment system, EED has proposed that these state school designations be eliminated in statute. Instead, the department would post, annually, school and districts not meeting AYP and at which levels each is at.
7. **Description of intervention efforts by each school district and school for students not meeting state standards**
 - a. This report of the activities of the Quality School Grants would be done annually and could be posted on the EED website.
8. **Number and percentage of turnover in certificated personnel and superintendents**
 - a. This data is self-reported by districts and would not be compiled if not for the requirement in AS14.03.070.
9. **Number of teachers by district and school who are teaching outside the teacher's area of endorsement, but in areas tested by the high school competency examination**
 - a. This information will be included in each school report card, which is already located on the EED website



PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State?	Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of "public school" and "LEA" for AYP accountability purposes. The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).	A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

1.1- The State of Alaska defines a school in Alaska Administrative Code AAC 05.900(5). A school is also being defined under the revised regulations governing Report Cards to the Public. Charter schools, correspondence schools, alternative and special mission schools are included as public schools. Alaska's accountability system treats all these types of schools the same way in determining Adequate Yearly Progress (AYP).

The accountability system produces an AYP decision for each public school in the state. Schools with any and all combinations of grade configurations are included in calculating AYP and making an AYP decision in the same manner.

The standards-based student assessment system in Alaska consists of testing all students in grades 3 to 10 annually. The AYP calculation will aggregate test data across grade levels within each school. The **Performance Score** (overall percent of students enrolled for the full academic year who are proficient across grades) will be compared to the Annual Measurable Objective (AMO) for each year. More details on determining AYP are presented in later parts of this plan.

All schools in Alaska participate in the assessment system with the exception of a few schools who only serve students in grades K-2. The AYP decision made on the school that receives students from the K-2 schools will be applied to the K-2 school, so that all schools (including the K-2 schools) will receive an annual AYP determination.

Charter schools are considered public schools in Alaska and are required to participate in the state's assessment system and will receive an annual AYP determination. Alternative, Special Mission, Correspondence, Boarding schools, and schools located in youth correctional facilities also participate in state assessments and will receive an annual AYP determination using the same procedures as for all other schools.

During the 2003/2004 and 2004/2005 school years Alaska will study the validity of the statewide accountability system when applied to Alternative and Special Mission Schools. If the results of this study indicate that the accountability system is not valid for these types of schools Alaska will propose an alternate system to the US Department of Education. Until that occurs, these schools will receive an annual AYP determination using the same system as other schools.

This section describes the statutory and regulatory requirements concerning AYP, as well as ED's less formal interpretations that became apparent through the peer review process.

A. Single Statewide Accountability System

Every state must demonstrate in its state plan that it has developed and is implementing a single, statewide accountability system that will be effective in ensuring that all LEAs, public elementary schools and public secondary schools make AYP. The regulations clarify that this single system must be in place for the 2002-03 school year.

This single system must be the same accountability system the state uses for all public elementary schools and secondary schools and for all LEAs in the state, and must take into account the achievement of all public school students. It must be based on the state's standards, assessments, and "other academic indicators," as explained in this chapter. In its attempt to hold LEAs and public schools accountable for student achievement and for ensuring AYP, the accountability system must include both sanctions and rewards (such as teacher bonuses and school recognition).

This statutory and regulatory language suggests that states cannot continue the dual systems of accountability that often arose under IASA. However, states with well-established accountability systems vehemently objected to having to dismantle state systems that worked seemingly well. After considering formal comments submitted on the proposed regulations and negotiating informally with states, ED agreed that a state may continue to use its current state accountability system, consistent with earlier Dear Colleague letters released by ED, if that system integrates the federally-mandated AYP into its system. States were required to submit evidence through the peer review process that thoroughly described the state's accountability system and demonstrated how it integrated the AYP provisions required under Title I.

(Note that while all public schools must be included in AYP determinations, only public schools receiving Title I allocations are subject to sanctions under §1116 for school improvement, corrective action and restructuring. See Chapter 2.)

B. Defining the Measure of Adequate Yearly Progress

1) General requirements

Under NCLB, AYP is measured separately at the level of school, district, and state performance. (The requirement to set AYP for the *state* as a whole is new under NCLB.) The measures must be designed to narrow the achievement gaps among groups of students in the schools, LEAs and the entire state. A state must craft its AYP measure so that the same high standards of academic achievement apply to *all* public elementary school and secondary school students in the state, not just Title I students. The measure must be statistically valid and reliable, and result in continuous and substantial academic improvement for all students.

The state assessments must be the primary factor in the state's measure of AYP, as under IASA. Among many other topics, peer reviewers had to report whether the state's definition of AYP was based primarily on the academic assessments. Although

through other entities such as school support teams or educational service agencies.

"(8) ADMINISTRATIVE COSTS.—A State educational agency that receives a grant award under this subsection may reserve not more than 5 percent of such grant funds for administration, evaluation, and technical assistance expenses.

"(9) LOCAL AWARDS.—Each local educational agency that applies for assistance under this subsection shall describe how it will provide the lowest-achieving schools the resources necessary to meet goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

20 USC 6304.

"SEC. 1004. STATE ADMINISTRATION.

"(a) IN GENERAL.—Except as provided in subsection (b), to carry out administrative duties assigned under parts A, C, and D of this title, each State may reserve the greater of—

"(1) 1 percent of the amounts received under such parts;

or

"(2) \$400,000 (\$50,000 in the case of each outlying area).

"(b) EXCEPTION.—If the sum of the amounts appropriated for parts A, C, and D of this title is equal to or greater than \$14,000,000,000, then the reservation described in subsection (a)(1) shall not exceed 1 percent of the amount the State would receive, if \$14,000,000,000 were allocated among the States for parts A, C, and D of this title.

"PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

"Subpart 1—Basic Program Requirements

20 USC 6311.

"SEC. 1111. STATE PLANS.

"(a) PLANS REQUIRED.—

"(1) IN GENERAL.—For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

"(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

"(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY.—

"(1) CHALLENGING ACADEMIC STANDARDS.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement

standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

"(B) SAME STANDARDS.—The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

"(C) SUBJECTS.—The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

"(D) CHALLENGING ACADEMIC STANDARDS.—Standards under this paragraph shall include—

"(i) challenging academic content standards in academic subjects that—

"(I) specify what children are expected to know and be able to do;

"(II) contain coherent and rigorous content; and

"(III) encourage the teaching of advanced skills; and

"(ii) challenging student academic achievement standards that—

"(I) are aligned with the State's academic content standards;

"(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and

"(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

"(E) INFORMATION.—For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

"(F) EXISTING STANDARDS.—Nothing in this part shall prohibit a State from using, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

"(2) ACCOUNTABILITY.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public

Standards
Single
Acct.
Sys.

elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall—

"(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;

"(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and

"(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

"(B) ADEQUATE YEARLY PROGRESS.—Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

"(C) DEFINITION.—'Adequate yearly progress' shall be defined by the State in a manner that—

"(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

"(ii) is statistically valid and reliable;

"(iii) results in continuous and substantial academic improvement for all students;

"(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

"(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

"(I) The achievement of all public elementary school and secondary school students.

"(II) The achievement of—

"(aa) economically disadvantaged students;

"(bb) students from major racial and ethnic groups;

"(cc) students with disabilities; and

"(dd) students with limited English proficiency;

except that disaggregation of data under subclause (II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

"(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and

"(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

"(D) REQUIREMENTS FOR OTHER INDICATORS.—In carrying out subparagraph (C)(vi) and (vii), the State—

"(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and

"(ii) except as provided in subparagraph (I)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.

"(E) STARTING POINT.—Each State, using data for the 2001-2002 school year, shall establish the starting point for measuring, under subparagraphs (G) and (H), the percentage of students meeting or exceeding the State's proficient level of academic achievement on the State assessments under paragraph (3) and pursuant to the timeline described in subparagraph (F). The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in—

"(i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or

"(ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

"(F) TIMELINE.—Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students in each group described

LEGAL SERVICES

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

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

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

MEMORANDUM

March 9, 2004

SUBJECT: School Designators (CSHB 405()); Work Order 23-LS1533\H)
(CSHB 405())

TO: Representative Carl Gatto
Attn: Cody Rice

FROM: Jean M. Mischel
Legislative Counsel 

Enclosed is the above-referenced bill draft. In addition to the specific changes requested, I've added a definition of "state public school system" to clarify that term as used in sec. 3 of the bill. Let me know if you intend a different meaning. I have also left the designation of the state public school system out of the reports under secs. 1 and 2 of the bill since you did not include that in your request. Let me know if you would like that designation to be included in one or both of those reports.

JMM:mdr
04-090.mdr

Enclosure

23-LS1533\D
Mischel
3/8/04

CS FOR HOUSE BILL NO. 405(EDU)

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BY THE HOUSE SPECIAL COMMITTEE ON EDUCATION

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(5) a description of the school's attendance, retention, dropout, and graduation rates, including the number and percentage of students who received a diploma under a waiver from the competency examination required under AS 14.03.075(a), as specified by the state board;

(6) the annual percent of enrollment change, regardless of reason, and the annual percent of enrollment change due to student transfers into and out of the school district;

(7) if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420; [AND]

(8) the number and percentage of students in each school who take and who successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics; a school may not report results under this paragraph unless the school complies with the family educational rights and privacy requirements of 34 C.F.R. 99;

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Sec. 14.03.123. School and district accountability. (a) By September 1 of each year, the department shall assign a performance designation to each public school and school district of "meets adequate yearly progress," "needs improvement," "needs corrective action," or "needs restructuring." The performance designation shall be based on student achievement measures that include the results of the statewide student assessments from the previous school year.

(b) The department shall inform the governing body of each district of the performance designation assigned under (a) of this section.

(c) The state board shall adopt regulations implementing this section and providing for the process of assigning a designation under (a) of this section, including

(1) the standards that will be used for assignment of each designation;

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(3) minimum requirements for a school improvement plan for schools that receive a "needs corrective action" or "needs restructuring designation;" and

(4) additional measures that may be progressively implemented by the commissioner to improve school performance in accordance with this section and with federal law; the additional measures may be unique to a certain school or district if that school or district receives federal funding that is not available to all schools or districts in the state and to the extent necessary to conform to federal law.

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5 *** Section 1.** AS 14.03.120(d) is amended to read:

6 (d) Annually, before the date set by the district under (e) of this section, each
7 public school shall provide, in a public meeting of parents, students, and community
8 members, a report on the school's performance and the performance of the school's
9 students. The report shall be prepared on a form prescribed by the department and
10 must include

- 11 (1) information on accreditation;
12 (2) results of norm-referenced achievement tests;
13 (3) results of state standards-based assessments in reading, writing, and
14 mathematics;

1 (4) a description, including quantitative and qualitative measures, of
2 student, parent, community, and business involvement in student learning;

3 (5) a description of the school's attendance, retention, dropout, and
4 graduation rates, including the number and percentage of students who received a
5 diploma under a waiver from the competency examination required under
6 AS 14.03.075(a), as specified by the state board;

7 (6) the annual percent of enrollment change, regardless of reason, and
8 the annual percent of enrollment change due to student transfers into and out of the
9 school district;

10 (7) if Native language education is provided, a summary and
11 evaluation of the curriculum described in AS 14.30.420; [AND]

12 (8) the number and percentage of students in each school who take and
13 who successfully complete an alternative assessment program in reading, English, or
14 mathematics; and the number and percentage of pupils in each school who
15 successfully complete the alternative assessment program but who do not reach the
16 state performance standards at the competency exam level in reading, English, or
17 mathematics; a school may not report results under this paragraph unless the school
18 complies with the family educational rights and privacy requirements of 34 C.F.R. 99;

19 (9) the performance designation assigned the school under
20 AS 14.03.123; and

21 (10) other information concerning school performance and the
22 performance of the school's students as required by the state board in regulation.

23 * Sec. 2. AS 14.03.120(e) is amended to read:

24 (e) By a date set by the district, each public school in the district shall provide
25 the report described in (d) of this section to the district's governing body. Along with
26 the report, each public school shall submit a summary of comments made on the report
27 by parents, students, and community members. By July 1 of each year, [BEGINNING
28 IN 2000,] each district shall provide to the department a report on the performance of
29 each public school and the public school students in the district. The district's report
30 must

31 (1) be entitled "School District Report Card to the Public"; and

(2) include

(A) copies of the reports and summaries of comments submitted under this section by each public school in the district; [AND]

(B) a compilation of the material described in (A) of this paragraph by each public school in the district;

(C) the designation assigned the district under AS 14.03.123; and

(D) other information concerning school performance and the performance of the school's students as required by the state board in regulation.

* Sec. 3. AS 14.03.123 is repealed and reenacted to read:

Sec. 14.03.123. School and district accountability. (a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system. The performance designation shall be based on student achievement measures that include the results of the statewide student assessments from the previous school year.

(b) The department shall inform the governing body of each district of the performance designation assigned under (a) of this section.

(c) The state board shall adopt regulations implementing this section and providing for the statewide student assessment system and the process of assigning a designation under (a) of this section, including

(1) the standards that will be used for assignment of each designation;

(2) a procedure for appealing a designation that may be used by the principal of a public school or by the superintendent of a public school district;

(3) requirements for a school improvement plan and a district improvement plan; and

(4) additional measures that may be progressively implemented by the commissioner to improve school performance in accordance with this section and with federal law; the additional measures may be unique to a certain school or district if that school or district receives federal funding that is not available to all schools or districts in the state and to the extent necessary to conform to federal law.

1 (d) In the accountability system for schools and districts required by this
2 section, the department shall

3 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary
4 Education Act of 1965), as amended;

5 (2) implement criteria and priorities for accountability based on state
6 standards, including the use of

7 (A) multiple measures of student performance; and

8 (B) measures of student improvement; and

9 (3) to the extent practicable, minimize the administrative burden on
10 districts.

11 (e) In this section,

12 (1) "district" has the meaning given in AS 14.17.990;

13 (2) "state public school system" means the combination of all public
14 schools, public school districts, and state-operated schools;

15 (3) "statewide student assessment" means the assessment system
16 established under (c) of this section.

17 * **Sec. 4.** AS 14.03.078 and AS 36.30.850(b)(40) are repealed.

18 * **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to
19 read:

20 **TRANSITION: REGULATIONS.** The Board of Education and Early Development
21 may proceed to adopt regulations to implement the changes made by this Act. The
22 regulations take effect under AS 44.62 (Administrative Procedure Act), but not before the
23 effective date of the statutory change.

24 * **Sec. 6.** Section 5 of this Act takes effect immediately under AS 01.10.070(c).

25 * **Sec. 7.** Except as provided in sec. 6 of this Act, this Act takes effect July 1, 2004.

SCOMM

130:16

ALASKA STATE HOUSE OF REPRESENTATIVES

Interim Address:

3340 Badger Road, Suite 290
North Pole, AK 99705
(907)-488-5725
Fax# (907)-488-4271

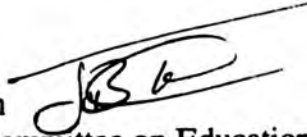


Session Contact:

(907)-465-3719
FAX# (907)-465-3258
State Capitol
Room 204

REPRESENTATIVE JOHN COGHILL

Date: February 20, 2004

To: Representative Carl Gatto, Chairman 
Special Committee on Education

From: Representative John Coghill

Re: HB 425 Secondary Boarding Schools

I am requesting a hearing for HB 425 "relating to funding for school districts operating secondary school boarding programs" before the House Special Committee on Education.

Attached is the sponsor statement and other inform

ALASKA STATE HOUSE OF REPRESENTATIVES

Interim Address:

**3340 Badger Road, Suite 290
North Pole, AK 99705
(907)-488-5725
Fax# (907)-488-4271**



Session Contact:

**(907)-465-3719
FAX# (907)-465-3258
State Capitol
Room 204**

REPRESENTATIVE JOHN COGHILL

SPONSOR STATEMENT

HB 425 SECONDARY BOARDING SCHOOLS

This legislation by statute reimburses to secondary boarding schools costs incurred by the district operating the program. There are six boarding schools that would qualify for reimbursement for a per-pupil stipend and one round trip between the student's community of residence and the school during the school year if the district expends money for the trip. The legislation limits the program to schools already operating boarding schools on January 1, 2004.

The hold harmless section of this bill allows the student's district of residence to count a student for the ADM count even though the student is attending a secondary boarding school but avoids the possibility of paying twice the base student allocation for the same student.

Alaska Department of Education
Residential Programs
Prepared 11/17/03

District	Community	Capacity	Monthly Stipend	Yearly Cost	Estimated Round trip	Annual Airfair	Estimated Grant
Galena	Galena	100	562	505,800	800	80,000	585,800
Iditarod	Takotna	40	477	171,720	500	20,000	191,720
Lower Kuskokwim	Bethel	25	477	107,325	500	12,500	119,825
Nenana	Nenana	96	460	397,440	500	48,000	445,440
Nome - Beltz HS.	Nome	40	562	202,320	500	20,000	222,320
Northwest Arctic	Kotzebue	40	562	202,320	500	20,000	222,320
Totals		341		1,586,925		200,500	1,787,425

**STATE OF ALASKA
DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT**

BOARDING HOME PROGRAM

**Application Instructions and Payment Rates Effective
July 1, 2003 Through June 30, 2004**

- I. Legal References: AS 14.07.030(2) and 4 AAC 09.050.
- II. Eligibility:
 - A. Secondary school students who do not have daily access to a school of the appropriate grade level by being transported a reasonable distance are eligible for the program. Such students qualify for state assistance under the provisions of 4 AAC 09.050.
 - B. The school district receiving a student is responsible for providing the following:
 1. Housing, meals and out-of-school supervision.
 2. Round-trip transportation.
 3. Daily access to a school offering the appropriate grade level program.
 - C. Placement of secondary students outside their district of residence requires a Memorandum of Agreement, form 05-96-022, signed by both districts, and a Resolution passed by the school board of the sending district explaining why such students cannot be educated at a school within their district of residence.
- III. Applications for State Reimbursement:
 - A. The district in which the student resides will prepare the basic application, which consists of the following two forms, submitted together, and completed as indicated:
 1. Boarding Home Program Report, Form 05-96-021.
 - a. Enter school district name and fiscal year at the top.
 - b. Complete column A using the budget instructions in paragraph V.
 - c. Sign line A in the block titled "Program Application". (This must be signed by the school district official authorized to sign financial documents.)
 2. Individual attendance - Boarding Home Program Reports, Form 05-96-023.
 - a. Enter receiving district at top left.
 - b. Enter reporting period.
 - c. Enter student data in column 1 and 2. In column 1 be sure to enter both student name and village of residence.

B. For students placed in another school district, the application must also include:

1. The school board resolution specified in section II C above; and,
2. Memorandum of Agreement, request for Non-Resident Student Placement, Form 05-96-022.
 - a. The sending school district completes and signs the form, and forwards the total application package to the receiving district.
 - b. The receiving school district signs the memo of agreement and sends all originals to the Department of Education & Early Development.
 - c. The Department of Education & Early Development will return copies of the entire packet when all required signatures are obtained.

C. Applications for students entering for first semester must be received in the Department of Education no later than October 15. New applications for students entering at second semester (third quarter) must be received within 30 calendar days of the starting date specified in the school calendar. Applications received after these dates may be rejected.

D. State funding of students is based upon the approved application. Changes in participating students require submission of an amended Individual Attendance Report. No payments will be made for students who are unreported, or who are ineligible for the basic program. The State will reduce the allowable budget when numbers of students decrease.

E. Payments for out-of-district students will be made to the district administrating the program. Boarding Home students are the primary responsibility of the sending district in all matters involving the care and education of students in placement.

IV. Payment Rates:

- A. Payment rates for food and housing were updated for FY90 using the following survey data. Food costs were adjusted using December 1987 University of Alaska Cooperative Extension service survey data. Housing costs were updated using the State Dept. of Administration's Alaska Geographic Differential Study survey data on an urban family budget for Anchorage in April 1985, then adjusting costs from the CPI's to 1988, then determining the proportional cost of housing per person. Payment rates have been adjusted by the 2002 Consumer Price Index for Anchorage. School districts were grouped by region considering climatic and transportation characteristic, relating them to the communities for which cost-of-living data was available.

B. Regional Rates

Total Stipend
Month/Day

Region 1 - Southeast

\$390 / \$13.00

Annette, Chatham, Craig, Haines,
Hoonah, Hydaburg, Juneau, Kake,
Ketchikan, Klawock, Pelican,
Petersburg, Sitka, Southeast Island
Skagway, Wrangell, Yakutat

Region 2 - Southcentral

\$380 / \$12.67

Anchorage, Chugach, Cordova,
Kenai, Kodiak, Mat-Su, Valdez

Region 3 - Interior

\$460 / \$15.33

Alaska Gateway, Copper River,
Delta/Greely, Denali, Fairbanks,
Nenana

Region 4 - Southwest

\$477 / \$15.90

Adak, Aleutian Region, Aleutians East,
Bristol Bay, Dillingham, Iditarod,
Kuspuk, Lake & Peninsula, Lower
Kuskokwim, Lower Yukon, Pribilof,
Southwest Region, St. Mary's
Unalaska

Region 5 - Northern (Remote)

\$562 / \$18.73

Bering Strait, Galena, Nome,
NW Arctic, North Slope, Tanana
Yukon Flats, Yukon-Koyukuk

V. Budgets and Allowable Costs:

- A. WITHIN DISTRICT: State reimbursement will be for monthly/daily food and housing costs based on the rates established above. The days a student arrives and departs the boarding home are reimbursable. The daily rate is 1/30th of the monthly rate. Round trip travel to and from the home of residence and the community in which the student attends school is paid at cost for one trip per school year. Clothing, personal care costs and allowances are a parental responsibility. (Such costs for students who may be legal wards of the State are normally provided by the Department of Health and Social Services.) For students attending school within their home district, costs (including indirect costs) of placement supervision, counseling and program administration are the responsibility of the school district.

B. OUT-OF-DISTRICT: State reimbursement includes the approved rate for food and housing, one round trip per student at cost, and funding for placement supervision and indirect administrative costs of the administrating school district as follows:

1. Placement Supervision: Up to 30% of the stipend amounts for out-of-district students may be approved.
2. Administrative costs are limited to the Department-approved indirect cost rate computed against actual expenditures for the out-of-district students.
3. For budgeting purposes, the applicable indirect cost rate is that for the district administrating the program.

VI. Reporting and Reimbursements:

A. Forms

05-96-021
05-96-023

Boarding Home Program Report
Individual Attendance Report

B. Reporting Periods and Due Dates:

<u>Period</u>	<u>Months</u>	<u>Due</u>
First Quarter	July 1 - September 30	October 15
Second Quarter	October 1 - December 31	January 15
Third Quarter	January 1 - March 31	April 15
Final Quarter	April 1 - end of school	June 15

C. Financial Procedures:

1. An initial budget is the school district's estimate of students participating and related costs. Department of Education & Early Development will acknowledge receipt, and use estimates only for state budget planning.
2. First quarter reports must include revision of the initial budget to reflect actual student participation. School districts not providing first quarter reports may be subjected to prorated payments if the state appropriation is insufficient for full funding of the program.
3. For simplified reporting:
 - a. Enter reimbursement amounts on the original approved Boarding Home Program Report.
 - b. Copy the original prior to the signature on line B.
 - c. Sign and submit the copy. Retain the unsigned original for the next report.

- d. On the individual attendance report, enter the termination dates for students dropped during the prior quarter and add new students at the bottom. Copy the report and use the copy to enter information in columns 3 through 8. Retain the original with columns 3 through 9 blank as a master copy for future quarterly reports.
- e. Both reports must be submitted together for payment. The BHP report must be signed on line B.

VIII. Licensing of Boarding Homes:

State law requires that homes providing care for unrelated children under 16 years of age must be licensed by the Department of Health and Social Services (DHSS). The school district receiving and placing students is responsible for assuring that any student under age 16 is placed in a licensed home. (7 A.AC 50.030)

VIII. Health and Medical Care:

Routine health care costs are a parental responsibility. For out-of-district boarding home students, the sending district is responsible for assuring that emergency medical care costs are met.

MEMORANDUM OF AGREEMENT

REQUEST FOR BOARDING STUDENT PLACEMENT

BETWEEN

Sending School District

AND

Receiving School District

1. The Department of Education & Early Development shall pay to the administrating district the boarding cost for the students listed on the attached Form 05-96-023.
2. This memorandum is effective when signed by the Department of Education & Early Development, Superintendent of the Sending School District, and the Superintendent of the Receiving School District.

Date

Department of Education & Early Development

Date

Superintendent of Sending District

Date

Superintendent of Receiving District

**CERTIFICATION OF INFORMATION SUBMITTED ON
BOARDING HOME REPORTS**

By signing below, I certify that the students listed on the district's Boarding Home Program reports meet the current eligibility requirements of 4 AAC 09.050. Primarily, those requirements are that:

1. students are of secondary school age, and
2. students do not have daily access to a school of the appropriate grade level by being transported a reasonable distance.

Signature of Certifying Official: _____
Superintendent or their Designee

SCOMM

130:17

23-LS1645H
Mischel
2/18/04

CS FOR HOUSE BILL NO. 471(EDU)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-THIRD LEGISLATURE - SECOND SESSION

BY THE HOUSE SPECIAL COMMITTEE ON EDUCATION

Offered:
Referred:

Sponsor(s): HOUSE SPECIAL COMMITTEE ON EDUCATION

A BILL
FOR AN ACT ENTITLED

1 **"An Act relating to the funding of public education; and providing for an effective**
2 **date."**

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

4 *** Section 1. AS 14.17.470 is amended to read:**

5 **Sec. 14.17.470. Base student allocation. The base student allocation is**
6 **\$4,379. However, the department shall, on July 1 of each year, increase the base**
7 **student allocation by two percent [\$4,169].**

8 *** Sec. 2. This Act takes effect July 1, 2005.**

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number:

Bill Version:

HB 471

() Publish Date:

Revision Date/Time (Note if correction):

Dept. Affected: Education & Early Development

Title "An Act relating to the funding of public education; and providing for an effective date.

RDU K-12 Support

Component Foundation Program

Sponsor HESS

Requester House Special Committee of Education...

Component No. 141

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	42,307.7	17,716.7	17,994.2	18,402.3	18,826.3	19,467.6
Miscellaneous						
TOTAL OPERATING	42,307.7	17,716.7	17,994.2	18,402.3	18,826.3	19,467.6

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	42,307.7	17,716.7	17,994.2	18,402.3	18,826.3	19,467.6
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	42,307.7	17,716.7	17,994.2	18,402.3	18,826.3	19,467.6

Estimate of any current year (FY2004) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the base student allocation from \$4,169 to \$4,379. Then each following year increase the base allocation by 2%.

FY05 \$4,379

FY06 \$4,467

FY07 \$4,556

FY08 \$4,647

FY09 \$4,740

FY10 \$4,835

Prepared by: Eddy Jeans, School Finance Manager

Division: Education and Support Services

Approved by:

Agency: Education & Early Development

Phone 465-8679

Date/Time 2/18/04 4:33 PM

Date 2/18/2004

School District	Increase to Basic Need	Change to Floor	State Net Increase	Additional Local
Alaska Gateway	253,703	(101,481)	152,222	-
Aleutian Region	51,973	(20,790)	31,183	-
Aleutians East Borough	195,377	-	195,377	44,937
Anchorage	14,129,451	-	14,129,451	3,249,774
Annette Island	107,486	-	107,486	-
Bering Strait	1,084,969	-	1,084,969	-
Bristol Bay Borough	95,991	-	95,991	22,077
Chatham	111,598	-	111,598	-
Chugach	68,540	-	68,540	-
Copper River	283,479	-	283,479	-
Cordova	177,990	-	177,990	40,938
Craig	276,498	-	276,498	63,594
Delta/Greely	383,676	-	383,676	-
Denali Borough	232,983	-	232,983	53,586
Dillingham	224,425	-	224,425	51,618
Fairbanks N. Star Borough	4,486,463	-	4,486,463	1,031,887
Galena	740,340	(296,136)	444,204	170,278
Haines Borough	120,301	-	120,301	27,669
Hoonah	76,344	-	76,344	17,559
Hydaburg	37,418	(6,646)	30,772	8,607
Iditarod Area	217,413	(54,593)	162,820	-
Juneau Borough	1,618,340	-	1,618,340	372,218
Kake	62,477	(10,151)	52,326	14,370
Kashunamiut	183,806	-	183,806	-
Kenai Peninsula Borough	2,965,920	-	2,965,920	682,162
Ketchikan Gateway Borough	769,822	-	769,822	177,059
Klawock	64,617	-	64,617	14,862
Kodiak Island Borough	935,256	-	935,256	215,109
Kuspuk	271,261	(4,079)	267,182	-
Lake & Peninsula Borough	314,027	(62,846)	251,181	72,226
Lower Kuskokwim	2,189,122	(875,648)	1,313,474	-
Lower Yukon	1,138,198	-	1,138,198	-
Mat-Su Borough	4,331,593	-	4,331,593	996,266
Nenana	247,006	-	247,006	56,811
Nome	313,458	-	313,458	72,095
North Slope Borough	944,454	-	944,454	-
Northwest Arctic Borough	1,168,956	-	1,168,956	268,859
Pelican	13,923	(5,569)	8,354	3,202
Petersburg	221,534	-	221,534	50,953
Pribilof	83,118	(7,901)	75,217	-
Saint Mary's	91,974	-	91,974	21,154
Sitka Borough	447,645	-	447,645	102,958
Skagway	50,171	(20,069)	30,102	-
Southeast Island	134,015	(53,606)	80,409	-
Southwest Region	421,233	-	421,233	-
Tanana	47,832	(38)	47,794	11,001
Unalaska	177,046	(70,818)	106,228	40,721
Valdez	300,924	(107,936)	192,988	-
Wrangell	129,713	-	129,713	29,834
Yakutat	53,117	(2,688)	50,429	12,217
Yukon Flats	241,399	(96,559)	144,840	-
Yukon/Koyukuk	458,624	-	458,624	-
Yupit	262,370	(104,948)	157,422	-
Alyeska Central School	99,120	-	99,120	-
Mt. Edgecumbe High School	101,733	-	101,733	-
Total	44,210,222	(1,902,502)	42,307,720	7,996,601

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**THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES**



PALMER HIGH SCHOOL PARENT TEACHER ORGANIZATION

Dear Representative Hatto,

I just found out that Fairbanks needs a \$492 increase in the funding formula. That should be the amount your committee needs to include in your education bill. The larger schools are in great need. All of Alaska needs to be considered in this bill.

As part of a statewide group of parents, we are working to get them to contact their individual representatives. We are sending out a message to our Legislature to work together, putting aside politics for a moment + look at the need that is crying for a solution. You need to listen to your constituents and trust the best of the voters, who are also calling their legislators. In this way you can truly help Alaska. You know what the need is. I know you are listening, but you are afraid your bill won't pass if you ask for "too much". You aren't asking for "too much". The state's education is in a financial crisis. Trust democracy. The quiet majority believes in it. Please take the step forward + believe in it, too!

Sincerely,

Ron Mangelsdorf

746-3734



PALMER HIGH SCHOOL PARENT TEACHER ORGANIZATION

Working together to build a better community

Dear Rep. Ogg,

Thank you for all the work you are doing in support of better funding for education. I was most grateful to be able to speak to you this morning & hear what your recommendations are.

The one point I do want to emphasize is the importance of continued funding for education. The 2% for inflation is a very good start. However, is it possible to come up with some long term plan - say for 10 years?

You have all the support of Valley Voices For Children & concerned parents when we can see that there is more than a one-time-fix frame of mind. I know we have a long way to go in support of your bill & we will be working in support it, but we will also be talking about a futurist plan - more than the 2%, that begins to address the years of cuts we have had to make before this year.

Thank you

P.S. I just found out that the state is increasing the increase of \$442 for the funding formula. Parents around the state are working together.

Ron Mangelsdorf
776-3234

I hope the day
we all
can
happen

MEMORANDUM

DATE: February 19, 2004
TO: The House Finance Committee & House HSS Committee
FROM: The House Special Committee on Education
RE: HB 361 and HB 471 Education Funding

The House Special Committee on Education broke into a Subcommittee on Education Funding and spent three days of hearings and committee work on education funding. Testimony from all parts of the state was very persuasive and indicated that to allow further cuts to education will accelerate the deterioration of Alaska's primary and secondary education system.

In fact, testimony was received from many school districts, indicating that to be made whole, the funding to the formula will need to increase between \$380 and \$400 (including the PERS/TRS). The Committee utilized the Anchorage request in the amount of \$388 as Anchorage has a multiplier of 1 in the formula.

As a result of testimony and committee work, the sub-committee passed two bills to the full House Special Committee on Education:

HB unknown number: amount of increase over FY 2004 is \$35,789.260

This Bill separately funds the increase for K-12 Pers/TRS contribution for one year. Also, not withstanding the requirements of student formula funding it allows these monies to be counted for purposes of local contribution funding caps.

HB 471: amount of increase over FY 2004 is \$42,500,000

This Bill increases the student formula by \$210 and codifies a 2% annual increase to the formula beginning July 1, 2005.

The effect of both of these actions is an increase of funding to K-12 in the amount of \$78,289,260.

The House Special Committee on Education recommends the utilization of the following sources of funding for these increases:

- Constitutional Budget Reserve Excess from FY 2004 Appropriation
- Excess Earnings from the Earnings reserve Account of the Permanent Fund

* The Committee notes that the University of Alaska also has an unanticipated need for funding its PERS/TRS obligation and urges the House Finance Committee to fund that need as well.

Delete all language; insert the following:

* Section 1. AS 14.17.470 is amended to read:

05 ^{46.00} **Sec. 14.17.470. Base student allocation.** The base student allocation is
06 ~~\$4,169~~. **However, the department shall annually increase the base student**
07 **allocation to the extent of increases during the second preceding calendar year in**
08 **the Consumer Price Index for all urban consumers for the Anchorage**
09 **Metropolitan Area compiled by the Bureau of Labor Statistics, United States**
10 **Department of Labor. The index for January 2002 is the reference base index**
11 **[\$4,169].**

12 * **Sec. 2.** AS 14.17.470 is amended by adding a new subsection to read:

13 (b) After an increase, if any, to the base student allocation under (a) of this
14 section, the department shall annually increase the base student allocation by two
01 percent. The increase under this subsection shall be used for either
02 (1) class-size reduction; or
03 (2) compliance with 20 U.S.C. 6301 - 7941 (No Child Left Behind Act
04 of 2001).

05 * **Sec. 3.** AS 14.17.470(b) is repealed July 1, 2009.

06 * **Sec. 4.** This Act takes effect July 1, 2004.

SCOMM

130:18

Alaska State Legislature

Session
State Capitol Building, Room 118
Juneau, Alaska 99801-1182
Phone (907) 465-2995
Fax (907) 465-6592

Interim
716 West Fourth Avenue, Suite 430
Anchorage, Alaska 99501
Phone (907) 269-0250
Fax 9907) 269-0249

Chair, Judiciary Committee
Vice-Chair, House Committee on
Economic Development,
Trade and Tourism

Member
Oil & Gas Committee

Representative Lesil McGuire House District 28

HB 551

"An Act relating to the issuance of teacher certificates to and revocation of teacher certificates of persons convicted of felony drug offenses and to the issuance of limited teacher certificates to persons convicted of certain crimes involving a minor and felony drug offenses."

SPONSOR STATEMENT

Children are our most valuable asset and should be allowed to grow and learn in a safe environment free from the influences of drugs and crime. Currently a person who has been convicted of a felony drug offense can apply for and receive a teaching certificate in Alaska. Similarly a person who currently has a certificate can be convicted of a felony drug offense and continue to teach Alaska's children. By allowing this to continue we are setting a bad example for our children in regards to drug use and are putting them at considerable risk.

HB 551 addresses this issue by requiring the Department of Education revoke the teaching certificate of a person convicted of felony drug charges and also disallows a person from being granted such a certificate if they have been convicted of these charges.

While this bill was being drafted it was also noticed that people applying for a limited teaching certificate weren't held to the same standards as regular teachers in regards to their criminal history. HB 551 corrects this oversight by requiring people applying for a limited teaching certificate to submit to a criminal background check prior to receiving the certificate.

By making these simple, but effective changes, HB 551 promotes a positive educational environment while keeping Alaska's children safe.

23-LS1889A
Craver
3/29/04

HOUSE BILL NO.**IN THE LEGISLATURE OF THE STATE OF ALASKA****TWENTY-THIRD LEGISLATURE - SECOND SESSION****BY THE HOUSE JUDICIARY COMMITTEE**

Introduced:
Referred:

A BILL**FOR AN ACT ENTITLED**

1 "An Act relating to the issuance of teacher certificates to and revocation of teacher
2 certificates of persons convicted of felony drug offenses and to the issuance of limited
3 teacher certificates to persons convicted of certain crimes involving a minor and felony
4 drug offenses."

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

6 * Section 1. AS 14.20.020(f) is amended to read:

7 (f) The department may not issue a teacher certificate to a person who has
8 been convicted of a crime, or an attempt, solicitation, or conspiracy to commit a crime,
9 involving a minor under AS 11.41.410 - 11.41.460, or misconduct involving a
10 controlled substance under AS 11.71.010 - 11.71.040, or a law or ordinance in
11 another jurisdiction with elements similar to an offense described in this subsection.

12 * Sec. 2. AS 14.20.025 is amended to read:

13 Sec. 14.20.025. Limited teacher certificates. Notwithstanding
14 AS 14.20.020(b), a person may be issued a limited certificate, valid only in the area of

1 expertise for which it is issued, to teach Alaska Native language or culture, military
2 science, or a vocational or technical course for which the board determines by
3 regulation that baccalaureate degree training is not sufficiently available. A limited
4 certificate may be issued under this section only if the school board of the district or
5 regional educational attendance area in which the person will be teaching has
6 requested its issuance. A person who applies for a limited certificate shall
7 demonstrate, as required by regulations adopted by the board, instructional skills and
8 subject matter expertise sufficient to assure [ENSURE] the public that the person is
9 competent as a teacher. The board may require a person issued a limited certificate to
10 undertake academic training as may be required by the board by regulation and make
11 satisfactory progress in the academic training. To be eligible for a limited teacher
12 certificate, a person shall have submitted fingerprints to the department to be
13 used for a criminal history background check and have been found by the
14 department to be suitable for employment as a teacher under AS 14.20.020(f).

15 * Sec. 3. AS 14.20.030(b) is amended to read:

16 (b) The commissioner or the Professional Teaching Practices Commission
17 shall revoke for life the certificate of a person who has been convicted of a crime, or
18 an attempt, solicitation, or conspiracy to commit a crime, involving a minor under
19 AS 11.41.410 - 11.41.460, or misconduct involving a controlled substance under
20 AS 11.71.010 - 11.71.040, or a law or ordinance in another jurisdiction with elements
21 similar to an offense described in this subsection.

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB 551
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title An Act relating to the issuance of RDU Teaching & Learning Support
teacher certificates Component Teacher Certification
 Sponsor House Judiciary Committee
 Requester _____ Component No. 1240

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual	30.0	30.0	30.0	30.0	30.0	30.0
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	30.0	30.0	30.0	30.0	30.0	30.0

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

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Receipt Supported Services	30.0	30.0	30.0	30.0	30.0	30.0
TOTAL	30.0	30.0	30.0	30.0	30.0	30.0

Estimate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Sections 1 and 3 describe a new reason for the department to deny issuance of a teacher certificate and for the Professional Teaching Practices Commission to revoke a certificate, for life. Whenever a certificate is denied or revoked, the applicant then may request a hearing on the matter, or take advantage of other due process rights. This legal recourse will result in additional hearings on the certificate denials/revocations and department costs related to the hearings and our attorney's time.

State law required the Teacher Certification unit to be self-supporting. The department may need to adjust the teacher certification fees to accommodate any increases related to this legislation.

Prepared by: Barbara Thompson Phone 465-8727
 Division Teaching & Learning Support Date/Time 4/13/04 8:53 AM
 Approved by: Karen Rehfeld Date 4/13/2004
 Agency Commissioner's Office

SCOMM

130:19

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 95
(S) Publish Date: 3/26/03

Revision Date/Time (Note if correction): _____ Department: Labor and Workforce Development
Title: 72-Hour Notice of Teacher Strike BRU: Office of the Commissioner
Sponsor: Senator Green Component: Alaska Labor Relations Agency
Requester: Senate HES Component Number: 1200

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2003) cost: None

Check this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would amend AS 23.40.200(d) and add new subsection (g) to the Public Employment Relations Act (PERA) by requiring labor organizations who represent school district employees to provide school districts with at least 72 hours advance notice before a strike may begin. The bill's intent is to give school districts at least three days to prepare for the effects that a strike would have on schools, students, and parents, and to prepare contingency plans.

Prepared by: Mark Torgerson, Hearing Examiner Phone: 269-4895
Division: Office of the Commissioner Date/Time: 3/14/03 1:53 PM
Approved by: Greg O'Claray, Commissioner Date: 03/14/03
Agency: Department of Labor and Workforce Development

For distribution information, call the Governor's Legislative Office

ALASKA STATE LEGISLATURE



Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
(907) 376-3370
(907) 376-3157 Fax

Session:
State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
(907) 465-3805 Fax

SENATOR LYDA GREEN SENATE DISTRICT G

SPONSOR STATEMENT **Senate Bill 95**

"AN ACT RELATING TO MANDATORY 72 HOURS WRITTEN NOTICE BY PUBLIC SCHOOL EMPLOYEES OF THE DATE AND TIME WHEN A STRIKE WILL BEGIN."

Senate Bill 95 would require public school employees to provide a school district with written notice of an impending strike at least 72 hours prior to any labor action. This bill would protect students and give parents adequate time to be notified of a change in the school schedule.

Current labor regulations allow public school employees to strike without prior warning to the school district or the community. Without a provision mandating proper notice, student safety is severely compromised. School districts would be unable to alert parents to the possible closure of schools. Students could possibly arrive to near-empty school buildings, buses may not arrive to pick up waiting students, and parents may not have been informed of these circumstances.

Seventy-two hours gives parents sufficient time to make alternative arrangements if schools are actually going to be closed. In order for school district personnel to assure the safety and well being of students during a change of work status, there must be adequate time to prepare for changes to the school day.

The primary purpose of Senate Bill 95 is to allow time for a school district to make the best decision and to inform students, parents and the community of that decision. I urge your support of the legislation.

Sponsor Statement

LEGAL SERVICES

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

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

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

MEMORANDUM

March 6, 2003

SUBJECT: Sectional Summary of Bill on 72-hour notice of teacher strikes
(Work Order No. 23-LS0670A)

TO: Senator Lyda Green
Attn: Jacqueline

FROM: Barbara R. Craver *BRC*
Legislative Counsel

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

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

Section 1. This section amends AS 23.40.200(d) by removing the process to be used by schools when they reach an impasse in collective bargaining negotiations. This process is moved and reorganized in a new subsection (g), which is the subject of Section 2.

Section 2. A new subsection, (g), is added to AS 23.40.200 by this section. Here is a summary of the required process:

1. Schools and employees engage in collective bargaining negotiations.
2. If an impasse or deadlock in negotiations is reached the parties must submit to advisory arbitration. The process of determining the arbitrator is set out.
3. If advisory arbitration fails, and the employees vote to hold a strike, (under subsection (d)) then at least a 72-hour prior notice must be given to the school. The 72-hour notice must include a least one in-session school day.

If I may be of further assistance, please advise.

BRC:med
03-255.med

Sectional Analysis

States that Allow for Strikes

Alaska	Louisiana
Minnesota	California
Montana	Colorado
Ohio	Oregon
Illinois	
Pennsylvania	
Wisconsin (very limited K-12)	
Vermont (all K-12) no (HE)	

Notice of Strike

Vermont No notice policy	Ohio 10 days notice
Colorado No notice policy	Illinois 5 days notice
California No notice policy	Pennsylvania 48 hour notice
Hawaii 10 days notice	Minnesota 10 days notice
Louisiana No notice policy	Montana No notice policy

States that Prohibit Teacher Strikes

Arizona	Michigan	Texas
Connecticut	Mississippi	Virginia
Delaware	Missouri	Washington
D.C.	Nebraska	West Virginia
Florida	Nevada	
Georgia	New Hampshire	
Idaho	New Jersey	
Indiana	New York	
Iowa	North Carolina	
Kansas	North Dakota	
Kentucky	Oklahoma	
Maine	Rhode Island	
Maryland	South Dakota	
Massachusetts	Tennessee	

Background Info.

**THE
FOLLOWING
DOCUMENT(S)
ARE
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COPIES**

School strike

Few days' grace would have helped

Anchorage parents of public-school children woke up to an ambush Friday morning. School district office workers and teacher aides voted 788-102 Thursday night to strike.

Parents who have paid attention knew a strike and school closing were possible. They didn't expect to learn of a strike at the school doors or the bus stop, or while they were getting their children ready for school.

then on a voice vote called the strike for Friday. The decision came too late for the evening news, and the Anchorage School District, which had warned that a strike would close schools, didn't get the word until 10:40 Thursday night that the strike would begin Friday.

Many parents and students didn't get the word until Friday morning. That left them scrambling for child care and disrupted work and transportation schedules.

Parents who have paid attention knew a strike and school closing were possible. They didn't expect to learn of a strike at the school doors or the bus stop, or while they were getting their children ready for school.

While the union's timing got the community's attention, it's no way to win community support.

Ellen Gamel, president of Totem Association, apologized Friday afternoon for the disruption. She said union members are tired and frustrated at the district's stand in their contract dispute. The decision to walk out Friday reflects the depth of that frustration.

But the union would have served its own cause and the community better by giving Anchorage parents a weekend's warning and time to make child care, work and transportation arrangements. The strike could have begun Tuesday, after the King holiday. Blindsiding thousands of families Friday morning served no one's interests.

ANCHORAGE DAILY NEWS EDITORIAL
JANUARY 16, 1999

Background Info - 2

ALASKA COUNCIL



OF SCHOOL ADMINISTRATORS

326 Fourth Street, Suite 404 • Juneau, Alaska 99801
Phone: (907) 586-9702 • Fax: 586-5879
web site: www.alaskaacsa.org

Alaska Council of School Administrators

April 11, 2003

The Honorable Lyda Green
State Senate
Alaska State Capitol
Juneau, AK 99801-1182

Dear Senator Green:

Please accept this written testimony in support of SB 95 from the Alaska Council of School Administrators. The Council is comprised of school superintendents and other central administrators, school principals and school business officials.

We support this legislation as a tool to protect students from the possibility of adverse affects of a breakdown in negotiations with bargaining units. Sufficient prior notification is necessary for there to be a smooth transition to a strike situation. Bus scheduling, supervision of students, classroom delivery and the like all require advanced planning, and planning takes time.

Though the parties strive to settle differences without coming to the conclusion that a strike is the solution, if one occurs, administrators need sufficient notice to prepare for its impact.

Thank you for sponsoring this legislation. If I can be of further assistance, please let me know.

Sincerely,

Mary A. Francis
Executive Director

MF:klc

SCOMM

130:20

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SENATOR
GENE THERRIAULT

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Fairbanks, Alaska 99701
(907) 488-0857
Fax: (907) 488-4271



Senate

While in session
State Capitol
Juneau, Alaska
99801-1182
(907) 465-4797
Fax: (907) 465-3884
SENATE DISTRICT F

Senate Bill 179:

"An Act relating to criminal history records and background checks; allowing persons to teach in the public schools for up to five months without a teaching certificate if the person has applied for a certificate and the application has not been acted upon by the Department of Education and Early Development; allowing teacher certification for certain persons based on a criminal history background check without fingerprints; and providing for an effective date."

Sponsor:

Senator Gene Therriault *Gene T.*

Senate Bill 179 is a comprehensive package that accomplishes three important tasks related to performing background checks for licensing, certification and employment. It allows teachers to receive a name based background check in circumstances where their fingerprints are illegible or nonexistent. In addition, it gives the Department of Education the ability to grant a teaching certificate applicant a sixty-day extension on top of the three-month application period if their prints are backlogged and not processed in a timely manner. Finally, SB 179 conforms Alaska Statute to Federal Law, to maintain Alaska's access to federal background checks.

Senate Bill 179 will create an alternative for people who submit two separate sets of fingerprints that the state examiner determines to be illegible due to permanent skin condition. The measure also allows an alternative process if the applicant has a disability that prevents submittal all together. The applicant would then be allowed to have a background check performed based on their name, thus giving parents some assurance that a criminal background check is performed on all teachers relieving teachers who are unable to submit fingerprints from having to resubmit paperwork every three months.

The bill authorizes, but doesn't require, the Department of Education to grant an additional sixty-day extension on teacher applications if fingerprints are not returned within three months if the delay is due to processing rather than the tardiness of the applicant. The reason for this extension is that some teachers have been required to submit additional prints even though their prints were not denied but were still being processed. Some teachers who were not getting fingerprints processed within three months were being put on leave or were forced to be classified as a substitute teacher with lower pay and no benefits.

Finally, SB 179 fills current statutory gaps that the Department of Justice has determined have put the State of Alaska out of compliance with federal law regarding requesting and receiving federal background checks. If this legislation is not enacted, the State of Alaska risks losing its ability to get federal background checks performed after July 30, 2004.

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: 3
 Bill Version: CSSB 179 (FIN)
 (S) Publish Date: 3/8/04

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title "An Act relating to criminal history records
and background checks; allowing persons..." RDU Teaching and Learning Support
 Component Teacher Certification
 Sponsor Senator Theriault
 Requester Senate HESS Component No. 1240

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2004) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This is a zero fiscal note.

Prepared by: Barbara Thompson, Director
 Division Teaching and Learning Support
 Approved by: _____
 Agency Education & Early Development

Phone 907-465-8679
 Date/Time 3/8/04 8:41 AM
 Date 3/8/2004

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: CSSB 179(FIN)
 (S) Publish Date: 3/8/04

Revision Date/Time (Note if correction): _____ Dept. Affected: DPS
 Title Teacher Certification: Fingerprints BRU Statewide Support
 Component Criminal Records & ID
 Sponsor Senator Therriault
 Requester Senate Finance Component No. 1190

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

The bill clarifies DPS' current practices for fingerprint-based criminal record checks in order to (1) ensure that DOE accepts a name-based criminal record check in lieu of a fingerprint-based check when an applicant for a teaching license is physically incapable of being fingerprinted; and (2) ensure that Alaska remains eligible to submit fingerprints to the FBI for national criminal record checks for persons applying for sensitive positions or licenses, by rewording certain statutes to meet requirements in federal law (Public Law 92-544). If the statutes are not reworded, the FBI will no longer accept fingerprints for national criminal record checks for certain licenses/positions after June 30, 2004. Since the bill preserves the status quo, there is no fiscal impact to DPS.

Prepared by: Diane Schenker, Criminal Justice Planner Phone 907-269-5092
 Division Statewide Services Date/Time 3/8/04 11:01 AM
 Approved by: William Tandeske, Commissioner Date 3/8/2004
 Agency Department of Public Safety



U.S. Department of Justice

Federal Bureau of Investigation

Clarksburg, WV 26106

April 11, 2003

Ms. Diane Schenker
Manager
Criminal Records and Identification Bureau
Department of Public Safety
5700 East Tudor Road
Anchorage, AK 99507-1225

Dear Ms. Schenker:

Reference is made to your facsimile dated March 25, 2003, requesting an extension of the grace period to amend Alaska statutes, that were found defective during the comprehensive review conducted by the Access Integrity Unit (AIU).

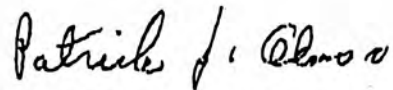
As requested we have changed the grace period from the original date of June 30, 2003, to June 30, 2004, to permit the amended statutes to be reviewed during the 2004 legislative cycle. However, should the defective statutes not be amended during your next legislative session, an additional grace period will not be granted and fingerprint submissions under the defective statutes will no longer be accepted.

Again, we appreciate your efforts to make the necessary changes to bring Alaska statutes into compliance with established Public Law 92-544 criteria. Please remember that the AIU stands ready to assist you by reviewing any proposed legislation.

Ms. Diane Schenker

Should you have further questions regarding this matter, please do not hesitate to contact Ms. Sandra Layman of the AITW at (304) 625-2182.

Sincerely yours,



Patrick J. Adams
Chief
Programs Support Section
Criminal Justice Information
Services Division

Enclosure

- 1 - Ms. Kathryn M. Monfreda - Enclosure
Chief
Criminal Records and Identification Bureau
Department of Public Safety
5700 East Tudor Road
Anchorage, AK 99507-1225

STATE OF ALASKA

MEMORANDUM

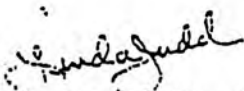
State of Alaska
Department of Education
& Early Development

To: Zach Warwick, Legislative Aide
For Senator Theriault

Date: March 13, 2003

Phone:

File:

From: Linda Judd 
Supervisor, Teacher Certification

Subject: Fingerprint Submissions

Per your request, Teacher Education & Certification has collected the following data for fiscal year 2003, to date.

Total number of applicants who submitted fingerprints:	1,567	
Applicants who were required to resubmit at least two times* for Alaska Department of Public Safety clearance	9	.6%
Applicants who were required to resubmit at least two times* for F.B.I. clearance	33	2.1%
Total number of applicants who were required to resubmit at least two times* (D.P.S. and F.B.I. combined)	42	2.7%

* "resubmit at least two times" means a total of at least three submissions (initial submission plus two resubmissions)

SCOMM

130:21

ALASKA STATE LEGISLATURE



Interim:
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Wasilla, Alaska 99654
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(907) 376-3157 Fax

Session:
State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
(907) 465-3805 Fax

SENATOR LYDA GREEN **SENATE DISTRICT G**

SPONSOR STATEMENT FOR SB289

"An Act extending the termination date of the special education service agency; and providing for an effective date."

The Alaska Legislature established the Special Education Service Agency (SESA) in 1986 to help schools and infant learning programs provide required services for children with severe disabilities where there is no local expertise. SESA makes it possible for services to be delivered to districts that could not otherwise hire specialists; for instance small and low attendance remote areas, or in a district where there was only one disabled child.

SESA employs professionals specializing in severe disabilities such as blindness and visual impairment, deafness and hearing impairment, autism, mental retardation, multiple disabilities, deaf-blindness, and significant physical and emotional disabilities. SESA offers school-wide and district-wide consultations and support, local and regional services and workshops, statewide workshops and courses, technical assistance newsletters, and an extensive library and website. As intended by the legislature, student-specific service is targeted to small school districts, but SESA's workshops, courses, library, newsletter and website are provided to all schools.

SESA receives core funding through the Department of Education and Early Development. The appropriation for FY2005 is included in the Governor's proposed budget. SESA received positive performance reviews from the Division of Legislative Audit and was extended by the legislature in 1987, 1989, 1992, and 1995. The Division again recommends continuation. The Alaska Association of School Boards, The Alaska Association of School Administrators, The National Education Association-Alaska, The Governor's Council on Disabilities and Special Education, and the Department of Education and Early Development each support the extension of SESA.

The availability of specialized personnel in Alaska has decreased at the same time the incidence of severe disabilities has increased. SESA provides important functions for Alaskan children who would otherwise have to leave their families and communities to receive services in costly residential programs. SB289 reauthorizes the Special Education Service Agency for another nine years, to June 30, 2013.

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: SB 289
 (S) Publish Date: 2/11/04

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title: _____ RDU: K-12 Support
 Component: Schools for the Handicapped
 Sponsor: Senator Green
 Requester: Health, Ed., and Soc. Serv., Finance Component No. 151

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal: ☒

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This is a zero fiscal note.

Prepared by: Barbara Thompson, Director Phone: 465-8727
 Division: Teaching & Learning Support Date/Time: 2/9/04 8:31 AM
 Approved by: _____ Date: 2/9/2004
 Agency: _____

SESA Outreach Methods by School District

Districts	Web Site	Newsletter	Library	Training	APHIS/Schl	Consult	Student Consult	Video Consult
Alaska Gateway	.	.	.	.	.	.	.	.
Aleutian Region	.	.	.	.	.	.	.	.
Aleutians East	.	.	.	.	.	.	.	.
Anchorage	.	.	.	.	.	NA	NA	.
Annette Island	.	.	.	.	.	.	.	.
Bristol Bay	.	.	.	.	.	.	.	.
Bering Strait	.	.	.	.	.	.	.	.
Chatham	.	.	.	.	.	.	.	.
Chugach	.	.	.	.	.	.	.	.
Copper River	.	.	.	.	.	.	.	.
Cordova	.	.	.	.	.	.	.	.
Craig	.	.	.	.	.	.	.	.
Delta/Greely	.	.	.	.	.	.	.	.
Denali	.	.	.	.	.	.	.	.
Dillingham	.	.	.	.	.	.	.	.
Fairbanks	.	.	.	.	.	NA	NA	.
Galena	.	.	.	.	.	.	.	.
Haines	.	.	.	.	.	.	.	.
Hoonah	.	.	.	.	.	.	.	.
Hydaburg	.	.	.	.	.	.	.	.
Iditarod	.	.	.	.	.	.	.	.
Juneau	.	.	.	.	.	NA	NA	.
Kake	.	.	.	.	.	.	.	.
Kashunamiut	.	.	.	.	.	.	.	√
Kenai	.	.	.	.	.	NA	NA	.
Ketchikan	.	.	.	.	.	.	.	.
Klawock	.	.	.	.	.	.	.	.
Kodiak	.	.	.	.	.	.	.	√
Kuspuk	.	.	.	.	.	.	.	.
Lake and Peninsula	.	.	.	.	.	.	.	.
Lower Kuskokwim	.	.	.	.	.	X	X	.
Lower Yukon	.	.	.	.	.	.	.	.
Mat-Su	.	.	.	.	.	NA	NA	.
Mt. Edgecumbe	.	.	.	.	.	.	.	.
Nenana	.	.	.	.	.	.	.	.
Nome	.	.	.	.	.	.	.	.
North Slope	.	.	.	.	.	X	X	√
Northwest Arctic	.	.	.	.	.	.	.	.
Pelican	.	.	.	.	.	.	.	.
Petersburg	.	.	.	.	.	.	.	.
Pribilof	.	.	.	.	.	.	.	.
Sitka	.	.	.	.	.	X	X	.
Skagway	.	.	.	.	.	.	.	.
Southeast Island	.	.	.	.	.	.	.	.
St. Mary's	.	.	.	.	.	.	.	.
Southwest Region	.	.	.	.	.	.	.	.
Tanana	.	.	.	.	.	.	.	.
Unalaska	.	.	.	.	.	.	.	.
Valdez	.	.	.	.	.	.	.	.
Wrangell	.	.	.	.	.	.	.	.
Yakutat	.	.	.	.	.	.	.	.
Yukon Flats	.	.	.	.	.	.	.	.
Yukon/Koyukuk	.	.	.	.	.	.	.	.
Yup'it	.	.	.	.	.	.	.	√

now provided or available √ = pending X = varies w/disability NA = not provided

**THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES**

5.7 CONTINUATION AND FUNDING OF THE SPECIAL EDUCATION SERVICE AGENCY

The Association of Alaska School Boards supports the continuation and full funding of the Special Education Service Agency as identified in AS 14.30.600, including reporting requirements to the Department of Education and Early Development, and therefore supports removal of the Agency from sunset status.

Rationale. The Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of assisting school districts to provide mandated special education programs for students with low incidence disabilities. Most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective educational approaches for affected students. Access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in the home district, as required by law.

SESA is the only Alaskan resource offering specialized supports to schools and parents. SESA services have proven to be both educationally effective and fiscally efficient during 17 years of operation. The agency was cited for commendation by the US Office of Education, in a past review of the State's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents. The most recent performance review of the agency, by the Division of Legislative Audit, strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status. The agency has been reauthorized by the Alaska Legislature four (4) times since 1986, with formal support from school boards, superintendents, teachers, parents, and school districts.

Adopted by Association of Alaska School Boards as a Core Resolution – November 9, 2003

Alaska Association of School Administrators

Resolution #3

SESA Reauthorization

Continuation and funding of the Special Education Service Agency

Originated by: the Alaska Association of School Administrators at the Fall Meeting in Girdwood, Alaska, October 5, 2003.

WHEREAS, the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities, and

WHEREAS, most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, evidenced-based educational approaches for affected students, and

WHEREAS, access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in their home districts as required by law, and

WHEREAS, SESA is the only Alaskan resource offering significant disability program supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation, and

WHEREAS, SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents, and

WHEREAS, the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status, and

WHEREAS, the Agency has been reauthorize by the Alaska Legislature four times since 1986, with formal support from school boards, superintendents, teachers, parents, and school districts, now

THEREFORE IT IS RESOLVED that the Alaska Association of School Administrators supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.

Adopted: Girdwood, October 5, 2003



NEA-ALASKA

Affiliated with the National Education Association

June 16, 2003

Chris Robinson, Executive Director
Special Education Service Agency
2217 East Tudor Rd., Suite 1
Anchorage, AK 99507

Dear Mr. Robinson:

NEA-Alaska worked for the establishment of the Special Education Service Agency (SESA) in the 1980s. Since that time, our members have appreciated the support SESA has provided in educating students with low-incidence handicapping conditions. In 1993, our Delegate Assembly passed a New Business Item to support its continued existence.

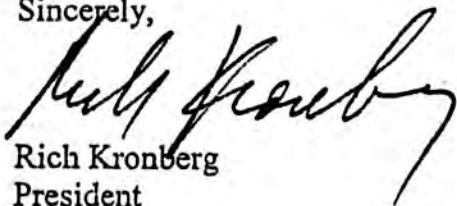
Since the passage of that New Business Item, SESA has proven to be an even more critical component in the educational infrastructure of Alaska. The delegates to our Delegate Assembly have recognized this by changing the New Business Item that supported SESA to a Resolution in support of SESA. Unlike New Business Items, which are specific and time sensitive, Resolutions are statements of our core organizational beliefs and are not time limited.

The following is the relevant text of NEA-Alaska Resolution E-7:

NEA-Alaska shall continue to support the Special Education Service Agency (SESA), a statewide agency that assists rural schools serving low incident students with disabilities. NEA-Alaska shall continue to support appointment of a member of the NEA-Alaska Special Education Committee...to be on SESA's Board of Directors.

On a personal level, I have always felt that the schools and students of Alaska have always been well-served by SESA staff. I have only heard positive reports about their work in the schools around our state.

Sincerely,



Rich Kronberg
President



FRANK H. MURKOWSKI, GOVERNOR
State of Alaska

GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

P.O. Box 240249 • Anchorage, Alaska 99524-0249 • Phone: 907-269-8990 • Fax: 907-269-8995 • Toll Free 800-709-8990

A Resolution on the Continuation and Full Funding of the Special Education Service Agency

Whereas the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities; and,

Whereas most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, research-based educational approaches for affected students, and,

Whereas access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in their home districts as required by law; and,

Whereas SESA is the only Alaskan resource offering specialized supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation; and,

Whereas SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents; and,

Whereas the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status; and,

Whereas the Agency has been reauthorized by the Alaska Legislature four times since 1986, each time with formal support from school boards, superintendents, teachers, parents, and school districts, now

Therefore **BE IT RESOLVED THAT** the Governor's Council on Disabilities and Special Education supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.

Respectfully submitted,

Elizabeth A. Edmands

Elizabeth Edmands, Council Chair

October 15, 2003

Unalaska City School District



Resolution 04-03

CONTINUATION and FUNDING of the SPECIAL EDUCATION SERVICE AGENCY

Whereas the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities; and,

Whereas most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, research-based educational approaches for affected students, and,

Whereas access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in their home districts as required by law; and,

Whereas SESA is the only Alaskan resource offering significant disability program supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation; and,

Whereas SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents; and,

Whereas the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status; and,

Whereas the Agency has been reauthorized by the Alaska Legislature four times since 1986, each time with formal support from school boards, superintendents, teachers, parents, and school districts, now

NOW THEREFORE BE IT RESOLVED THAT the Unalaska City School Board of Education supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.

PASSED AND ADOPTED BY A DULY CONSTITUTED QUORUM OF THE UNALASKA CITY SCHOOL BOARD THIS 30TH DAY OF OCTOBER 2003.

Tammy Fowler-Pound
Board President

Sonia Handforth-Kome
Clerk/Treasurer



**WRANGELL
PUBLIC SCHOOLS
DISTRICT OFFICE**

GATEWAY TO THE STIKINE

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

Resolution 04-01

**A Resolution of the Wrangell Public School Board Supporting Continuation
and Funding of the Special Education Service Agency**

Whereas the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities, and,

Whereas most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, research-based educational approaches for affected students, and,

Whereas SESA is the only Alaskan resource offering significant disability program supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation, and,

Whereas SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents, and,

Whereas the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status, and,

Whereas the Agency has been reauthorized by the Alaska Legislature four times since 1986, each time with formal support from school boards, superintendents, teachers, parents, and school districts, now

Therefore **BE IT RESOLVED THAT** Wrangell Public Schools supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.

ENACTED THIS 20th DAY OF October, 2003.
Wrangell, Alaska

L. Bonnie Barlow
School Board President

Penella McCluskey
School Board Secretary/Treasurer

October 29, 2003
Date

12/1/03
Date

Kake City School District

*P.O. Box 450
Kake, Alaska 99830
(907) 785-3741*

October 21, 2003

Ms. Gayla Valle, President
Board of Directors
Special Education Service Agency
2217 East Tudor Road, Suite 1
Anchorage, AK 99507

Dear Ms. Valle,

I have received notification that Alaska Statute 14.300.600 – 660 is scheduled to sunset at the close of this next school year and without reauthorization by the Legislature, SESA will be dissolved.

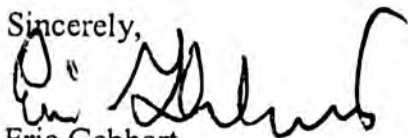
As Superintendent of the Kake City School District, I want to put my full support for the reauthorization of SESA on record. The services that SESA makes available to Kake are vital to the effectiveness of our special education programs. Students with low incidence disabilities deserve the best we can give them. The services SESA helps our district provide give us a degree of specialization and expertise that we would not be able to replace.

If SESA is not re-authorized I am concerned that we would not be able to maintain adequate services and students with severe disabilities would be forced to leave their homes and the village to receive appropriate services.

SESA has been a successful and efficient innovation for sharing scarce resources and offers an economy of scale rarely provided for districts like ours. I would encourage the Legislature to apply the SESA model to other statewide needs rather than allowing it to expire.

To this end, the Kake City School District Board of Education submits the enclosed Resolution unanimously approved at our regular board meeting on October 14, 2003. We fully support the continuation of SESA for the benefit of the students of Kake and all students in Alaska.

Sincerely,



Eric Gebhart
Superintendent

Kake City School District is an Equal Opportunity Employer

Kake City School District

*P.O. Box 450
Kake, Alaska 99830
(907) 785-3741*

Resolution #101403

Continuation and Funding of the Special Education Service Agency

Whereas the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities; and,

Whereas most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, research-based educational approaches for affected students; and,

Whereas access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in their home districts as required by law; and,

Whereas SESA is the only Alaskan resource offering significant disability program supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation; and,

Whereas SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents; and,

Whereas the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status; and,

Whereas the Agency has been reauthorized by the Alaska Legislature four times since 1986, each time with formal support from school boards, superintendents, teachers, parents, and school districts, now

Therefore BE IT RESOLVED THAT the school board of the Kake City School District supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.

Adopted by the Kake City School District Board of Education at a regularly scheduled meeting held on Tuesday, October 14, 2003.

Signed:

Isabel Mills
Isabel Mills, School Board President

10-14-03
Date

Kake City School District is an Equal Opportunity Employer



**Kodiak Island Borough School District
Office of the Superintendent
722 Mill Bay Road
Kodiak, Alaska 99615
907-486-9220**

November 17, 2003

Ms. Gayla Valle, President
Board of Directors
Special Education Service Agency
2217 East Tudor Road, Suite 1
Anchorage, Alaska 99507

Dear Ms. Valle:

It has come to my attention that Alaska Statute 14.300.600 - 660 is scheduled to sunset on June 30, 2004, and without reauthorization by the Legislature, the Special Education Service Agency (SESA) will be dissolved.

As a school district superintendent, I want to put my support for SESA's reauthorization on the record. The services SESA makes available to the Kodiak Island Borough School District must be continued if we are to provide appropriate special education programs as mandated for our students with low incidence disabilities. We have a very difficult time finding special education and related service personnel for our district openings. Low incidence professionals would be even more difficult if not impossible to find. We cannot be expected to acquire teachers with the specialized training and experience needed to design and implement severe disability programs.

I am concerned that without the in-district and distance support SESA provides our teachers and aides, we would face new costs for special education hearings and/or litigation, or would be forced to place students in very costly out-of-district or out-of-state residential programs, at district expense.

SESA has been a successful and efficient innovation for sharing of scarce resources and offers an economy of scale rarely provided small and rural districts. If anything, the state might consider applying the SESA model to other statewide needs, rather than allow it to expire.

Sincerely,

Betty Walters
Superintendent
Kodiak Island Borough School District

VALDEZ CITY SCHOOLS

Office of the Superintendent
P.O. Box 398 - 1112 West Klutina
Valdez, AK 99686
TEL# (907) 835-4357, FAX# (907) 835-4964
www.valdezcityschools.org

Resolution 04-03
Of the Board of Education

Concerning: Continuation and Funding of the Special Education Service Agency

Whereas, the Alaska Legislature established the Special Education Service Agency (SESA) for the primary purpose of helping school districts provide mandated special education programs for students with low incidence disabilities; and,

Whereas, most school districts in Alaska are unable to obtain qualified and experienced personnel to design and support effective, researched-based educational approaches for affected students, and,

Whereas, access to personnel with specialized training and experience is essential if local schools are to provide effective special education to these students in their home districts as required by law; and,

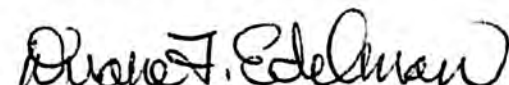
Whereas, SESA is the only Alaskan resource offering significant disability program supports to schools and parents, and SESA services have proven to be both educationally effective and fiscally efficient during seventeen years of operation; and,

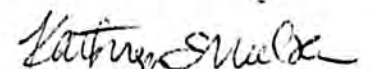
Whereas, SESA was cited for commendation by the U.S. Office of Education in a past review of the state's special education system, and receives consistently excellent ratings of satisfaction from service recipients and parents; and,

Whereas, the most recent performance review of the agency by the Division of Legislative Audit strongly supported its current design and operations, and recommended the Legislature consider removing SESA from sunset status; and,

Whereas, the Agency has been reauthorized by the Alaska Legislature four times since 1986, each time with formal support from school boards, superintendents, teachers, parents, and school districts, now,

Therefore be it resolved that the Valdez City School District Board of Education supports the continuation and full funding of the Special Education Service Agency as in A.S. 14.30.600, including reporting requirements to the Department of Education, and supports removal of the agency from sunset status.


Board President


Vice President

September 22, 2003
Date

VALDEZ CITY SCHOOL DISTRICT

Office of the Superintendent
P.O. Box 398 - 1112 West Klutina Street
Valdez, AK 99686
TEL# (907) 835-4357, FAX# (907) 835-4964
www.valdezcityschools.org

September 26, 2003

Ms. Gayla Valle, President
Board of Directors
Special Education Service Agency
2217 East Tudor Road, Suite 1
Anchorage, Alaska 99507

Dear Ms. Valle:

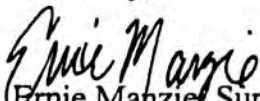
It has come to my attention that Alaska Statute 14.300.600 – 660 is scheduled to sunset on June 30, 2004, and without reauthorization by the Legislature, the Special Education Service Agency (SESA) will be dissolved.

As a school district superintendent, I want to put my support for SESA's reauthorization on the record. The services SESA makes available to my district must be continued if we are to provide appropriate special education programs as mandated for our students with low incidence disabilities. We cannot be expected to acquire teachers with the specialized training and experience needed to design and implement severe disability programs.

I am concerned that without the in-district and distance support SESA provides our teachers and aides, we would face new costs for special education hearings and/or litigation, or would be forced to place students in very costly out-of-district or out-of-state residential programs, at district expense.

SESA has been a successful and efficient innovation for sharing of scarce resources and offers an economy of scale rarely provided small and rural districts. If anything, the state might consider applying the SESA model to other statewide needs, rather than allow it to expire.

Sincerely,



Ernie Manzie, Superintendent
Valdez City School District

EM:dfs



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue

Fairbanks, Alaska 99701-4756

(907) 452-2000

October 22, 2003

Ms. Gayla Valle, President
Board of Directors
Special Education Service Agency
2217 East Tudor Road, Ste 1
Anchorage, AK 99507

Dear Ms. Valle:

I am writing on behalf of the Fairbanks North Star Borough School District to express our support for the reauthorization of the Special Education Service Agency by the state legislature and to extend or eliminate the June 30, 2004 sunset date.

The services of SESA to our district need to be continued and enhanced if we are to provide appropriate special education programs as mandated for our students with low incidence disabilities. We are finding it to be more and more difficult to acquire teachers with the specialized training and experience needed to design and implement severe disability programs. Please consider increasing services, not eliminating them.

While we are trying to do more for students with less revenue, it only makes sense to keep any economical services that have been successful. SESA has been that successful and efficient model for sharing of scarce resources. They also offer an economy of scale for districts. The state must consider applying the SESA model to other statewide needs, rather than allow it to sunset in June 2004.

Sincerely yours,

Ann E. Shortt, Ed. D.
Superintendent of Schools

/plh