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Bullying: Facts for Schools and Parents

By Andrea Cohn & Andrea Canter, Ph.D., NCSP
National Association of School Psychologists

Bullying is a widespread problem in our schools and communities. The behavior encompasses physical aggression, threats, teasing, and harassment. Although it can lead to violence, bullying typically is not categorized with more serious forms of school violence involving weapons, vandalism, or physical harm. It is, however, an unacceptable anti-social behavior that is **learned** through influences in the environment, e.g., home, school, peer groups, even the media. As such, it also can be unlearned or, better yet, prevented.

A **bully** is someone who directs physical, verbal, or psychological aggression or harassment toward others, with the goal of gaining power over or dominating another individual. Research indicates that bullying is more prevalent in boys than girls, though this difference decreases when considering indirect aggression (such as verbal threats).

A **victim** is someone who repeatedly is exposed to aggression from peers in the form of physical attacks, verbal assaults, or psychological abuse. Victims are more likely to be boys and to be physically weaker than peers. They generally do not have many, if any, good friends and may display poor social skills and academic difficulties in school.

Facts About Bullying

- Bullying is the most common form of violence in our society; between 15% and 30% of students are bullies or victims.
- A recent report from the American Medical Association on a study of over 15,000 6th-10th graders estimates that approximately 3.7 million youths engage in, and more than 3.2 million are victims of, moderate or serious bullying each year.
- Between 1994 and 1999, there were 253 violent deaths in school, 51 casualties were the result of multiple death events. Bullying is often a factor in school related deaths.
- Membership in either bully or victim groups is associated with school drop out, poor psychosocial adjustment, criminal activity and other negative long-term consequences.
- Direct, physical bullying increases in elementary school, peaks in middle

school and declines in high school. Verbal abuse, on the other hand, remains constant. The U.S. Department of Justice reports that younger students are more likely to be bullied than older students.

- Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.
- 25% of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4% of bullying incidents.

Why Do Some Children and Adolescents Become Bullies?

Most bullying behavior develops in response to multiple factors in the environment—at home, school and within the peer group. There is no one cause of bullying. Common contributing factors include:

- **Family factors:** The frequency and severity of bullying is related to the amount of adult supervision that children receive—bullying behavior is reinforced when it has no or inconsistent consequences. Additionally, children who observe parents and siblings exhibiting bullying behavior, or who are themselves victims, are likely to develop bullying behaviors. When children receive negative messages or physical punishment at home, they tend to develop negative self concepts and expectations, and may therefore attack before they are attacked—bullying others gives them a sense of power and importance.
- **School factors:** Because school personnel often ignore bullying, children can be reinforced for intimidating others. Bullying also thrives in an environment where students are more likely to receive negative feedback and negative attention than in a positive school climate that fosters respect and sets high standards for interpersonal behavior.
- **Peer group factors:** Children may interact in a school or neighborhood peer group that advocates, supports, or promotes bullying behavior. Some children may bully peers in an effort to “fit in,” even though they may be uncomfortable with the behavior.

Why Do Some Children and Adolescents Become Victims?

- Victims signal to others that they are insecure, primarily passive and will not retaliate if they are attacked. Consequently, bullies often target children who complain, appear physically or emotionally weak and seek attention from peers.
- Studies show that victims have a higher prevalence of overprotective parents or school personnel; as a result, they often fail to develop their own coping skills.
- Many victims long for approval; even after being rejected, some continue to make ineffective attempts to interact with the victimizer.

How Can Bullying Lead to Violence?

- Bullies have a lack of respect for others' basic human rights; they are more likely to resort to violence to solve problems without worry of the potential implications.
- Both bullies and victims show higher rates of fighting than their peers.

- Recent school shootings show how victims' frustration with bullying can turn into vengeful violence.

What Can Schools Do?

Today, schools typically respond to bullying, or other school violence, with reactive measures. However, installing metal detectors or surveillance cameras or hiring police to patrol the halls have no tangible positive results. Policies of "Zero Tolerance" (severe consequence for any behavior defined as dangerous such as bullying or carrying a weapon) rely on exclusionary measures (suspension, expulsion) that have long-term negative effects.

Instead, researchers advocate school-wide prevention programs that promote a positive school and community climate. Existing programs can effectively reduce the occurrence of bullying; in fact, one program decreased peer victimization by 50%. Such programs require the participation and commitment of students, parents, educators and members of the community. Effective school programs include:

- **Early intervention.** Researchers advocate intervening in elementary or middle school, or as early as preschool. Group and building-wide social skills training is highly recommended, as well as counseling and systematic aggression interventions for students exhibiting bullying and victim behaviors. School psychologists and other mental health personnel are particularly well-trained to provide such training as well as assistance in selecting and evaluating prevention programs.
- **Parent training.** Parents must learn to reinforce their children's positive behavior patterns and model appropriate interpersonal interactions. School psychologists, social workers and counselors can help parents support children who tend to become victims as well as recognize bullying behaviors that require intervention.
- **Teacher training.** Training can help teachers identify and respond to potentially damaging victimization as well as to implement positive feedback and modeling to address appropriate social interactions. Support services personnel working with administrators can help design effective teacher training modules.
- **Attitude change.** Researchers maintain that society must cease defending bullying behavior as part of growing up or with the attitude of "kids will be kids." Bullying can be stopped! School personnel should never ignore bullying behaviors.
- **Positive school environment.** Schools with easily understood rules of conduct, smaller class sizes and fair discipline practices report less violence. A positive school climate will reduce bullying and victimization.

What Can Parents Do?

- **Contact** the school's psychologist, counselor or social worker and ask for help around bullying or victimization concerns. Become involved in school programs to counteract bullying.
- **Provide positive feedback** to children for appropriate social behaviors and model interactions that do not include bullying or aggression.
- **Use alternatives to physical punishment**, such as the removal of privileges, as a consequence for bullying behavior.
- **Stop bullying behavior** as it is happening and begin working on

appropriate social skills early.

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Online:

National Mental Health and Education Center for Children and Families (NASP) www.naspcenter.org

Safe and Responsive Schools Project www.indiana.edu/~safeschl/

Safe Schools/Healthy Students Action Center www.sshsac.org/

National Resource Center for Safe Schools www.nwrel.org/safe

This article was developed from a number of resources including the chapter by George Batsche.

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Posted October 7, 2003.

Bullying Statistics

BULLYING STATISTICS

- Thirty percent (30%) of U.S. students in grades six through ten are involved in moderate or frequent bullying — as bullies, as victims, or as both — according to the results of the first national survey on this subject.
- Bullying is increasingly viewed as an important contributor to youth violence, including homicide and suicide. Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents.

RECENT STATISTICS SHOW THAT:

- 1 out of 4 kids is Bullied. The American Justice Department says that this month 1 out of every 4 kids will be abused by another youth.
- Surveys Show That 77% of students are bullied mentally, verbally, & physically.
- In a recent study, 77% of the students said they had been bullied. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse.
- 1 out of 5 kids admits to being a bully, or doing some "Bullying."
- 8% of students miss 1 day of class per month for fear of Bullies.
- 43% fear harassment in the bathroom at school.
- 100,000 students carry a gun to school.
- 28% of youths who carry weapons have witnessed violence at home.
- A poll of teens ages 12-17 proved that they think violence increased at their schools.
- 282,000 students are physically attacked in secondary schools each month.
- More youth violence occurs on school grounds as opposed to on the way to school.
- Playground statistics - Every 7 minutes a child is bullied. Adult intervention - 4%. Peer intervention - 11%. No intervention - 85%.

ACCORDING TO THE BUREAU OF JUSTICE STATISTICS - School Crime and Safety:

- 46% of males, and 26% of females reported they had been in physical fights.
- Those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high schools.
- Teenagers say revenge is the strongest motivation for school shootings
 - — 87% said shootings are motivated by a desire to "get back at those who have hurt them."
 - — 86% said, "other kids picking on them, making fun of them or bullying them" causes teenagers to turn to lethal violence in the schools.
- Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school.
 - — 61% said students shoot others because they have been victims of physical abuse at home.
 - — 54% said witnessing physical abuse at home can lead to violence in school.
- Students say their schools are not safe.

STATS 2001:

SELECTED SCHOOL VIOLENCE RESEARCH FINDINGS FROM 2001 SOURCES

- According to the latest poll, thirty-two percent of parents fear for their child's physical safety when the child is at school. Thirty-nine percent of parents with a child in grade six or higher are more likely to say they fear for their child's safety. Twenty-two percent of parents whose children are in grade five or lower fear for their child's safety. (Parents Not Overly Concerned About School Environments for Their Children, Gallup News Service, 2001)
- Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school. (Addressing the Problem of Juvenile Bullying, Office of Juvenile Justice and Delinquency Prevention, 2001)
- Among students, homicide perpetrators were more than twice as likely as homicide victims to have been bullied by peers. (School-Associated Violent Deaths in the United States 1994-1999, Centers for Disease Control and Prevention and U.S. Departments of Education and Justice, 2001; findings published by the Journal of the American Medical Association, 2001)

- Overall, almost eleven percent of a representative sample of youth reported bullying others sometimes, and almost nine percent admitted to bullying others once a week or more. Experiencing bullying was reported with similar frequency, with almost nine percent bullied sometimes and just over eight percent bullied once a week or more. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Of a representative sample of youth, almost thirty percent reported some type of involvement in moderate or frequent bullying, as a bully, a target of bullying, or both. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Bullying was reported as more prevalent among males than females and occurred with greater frequency among middle school-aged youth than high school-aged youth. For males, both physical and verbal bullying was common, while for females, verbal bullying and rumors were more common. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Research shows that those who bully and are bullied appear to be at greatest risk of experiencing the following: loneliness; trouble making friends; lack of success in school; and involvement in problem behaviors such as smoking and drinking. (Addressing the Problem of Juvenile Bullying, Office of Juvenile Justice and Delinquency Prevention, 2001)
- Seventy-four percent of 8 - to 11-year-old students said teasing and bullying occur at their schools. (Talking With Kids About Tough Issues: A National Survey of Parents and Kids, Kaiser Family Foundation and Nickelodeon, 2001)
- Though recent studies show that as many as seventy-five percent of children have been victims of bullying during their school careers, about half of parents in this survey see bullying as no problem for their children. (Are We Safe?: The 2000 National Crime Prevention Survey, National Crime Prevention Council, 2001)
- Thirty-nine percent of middle schoolers and thirty-six of high schoolers say they don't feel safe at schools. (2000 Report Card: Report #1, The Ethics of American Youth: Violence and Substance Abuse: Data & Commentary, Josephson Institute of Ethics, 2001)

— North Carolina Department of Juvenile Justice and Delinquency Prevention Center for the Prevention of School Violence

Statistics compiled by Kathy Knoll at: <http://hometown.aol.com/kthynoll>

April 24, 2001 (National Institutes of Health)

Bullying Widespread in U.S. Schools, Survey Finds:

- Bullying is widespread in American schools, with more than 16 percent of U.S. school children saying they had been bullied by other students during the current term, according to a survey funded by the National Institute of Child Health and Human Development (NICHD).
- The study appears in the April 25, 2001, Journal of the American Medical Association. Overall, 10 percent of children said they had been bullied by other students, but had not bullied others. Another 6 percent said that they had both been bullied themselves and had bullied other children. Another 13 percent of students said they had bullied other students, but had not been bullied themselves.
- "Being bullied is not just an unpleasant rite of passage through childhood," said Duane Alexander, M.D., director of the NICHD. "It's a public health problem that merits attention. People who were bullied as children are more likely to suffer from depression and low self esteem, well into adulthood, and the bullies themselves are more likely to engage in criminal behavior later in life."
- The NICHD researchers surveyed 15,686 students in grades six-through-10, in public, parochial, and other private schools throughout the U.S. The nationally representative survey was part of the U.S. contribution to the World Health Organization's Health Behavior in School Children survey, an international effort in which many countries surveyed school-age children on a broad spectrum of health-related behaviors.
- For this study, researchers defined bullying as a type of behavior intended to harm or disturb the victim, explained the study's first author, Tonja R. Nansel, Ph.D. This behavior occurs repeatedly over time and involves an imbalance of power, with the more powerful person or group attacking the less powerful one, Dr. Nansel added. Bullying may be physical, involving hitting or otherwise attacking the other person; verbal, involving name-calling or threats; or psychological, involving spreading rumors or excluding a person.
- The children were asked to complete a questionnaire during a class period that asked how often they either bullied other students, or were the target of bullying behavior. A total of 10.6 percent of the children replied that they had "sometimes" bullied other children, a response category defined as "moderate" bullying. An additional 8.8 percent said they had bullied others once a week or more, defined as "frequent" bullying. Similarly, 8.5 percent said they had been targets of moderate bullying, and 8.4 percent said they were bullied frequently.
- Out of all the students, 13 percent said they had engaged in moderate or frequent bullying of others while 10.6 percent said they had been bullied either moderately or frequently. Some students-6.3 percent-had both bullied others and been bullied themselves. In all, 29 percent of the students who responded to the survey had been involved in some aspect of bullying, either as a bully, as the target of bullying, or both.
- Bullying occurred most frequently in sixth through eighth grade, with little variation between urban, suburban, town, and rural areas; suburban youth were 2-3 percent less likely to bully others. Males were both more likely to bully others and more likely to be victims of bullying than were females. In addition, males were more likely to say they had been bullied physically (being hit, slapped, or pushed), while females more frequently said they were bullied verbally and psychologically (through sexual comments or rumors).

- Regarding verbal bullying, bullies were less likely to make derogatory statements about other students' religion or race. "There seem to be stronger social norms against making these kinds of statements than against belittling someone about their appearance or behavior," Dr. Nansel said.
- Both bullies and those on the receiving end of bullying were more likely to have difficulty adjusting to their environment both socially and psychologically. Students who were bullied reported having greater difficulty making friends and poorer relationships with their classmates. They were also much more likely than other students to report feelings of loneliness.
- "It's likely that kids who are socially isolated and have trouble making friends are more likely to be targets of bullying," Dr. Nansel said. "In turn, other kids may avoid children who are bullied, for fear of being bullied themselves."
- The study authors also reported that bullies were more likely to be involved in other problem behaviors, such as smoking and drinking alcohol, and to do more poorly academically. However, youth who were both bullies and recipients of bullying tended to fare the most poorly of all, experiencing social isolation, as well as doing poorly in school and engaging in problem behaviors, like smoking and drinking.
- "Unfortunately, we don't know much about this group," Dr. Nansel said. "We need to learn more about them to provide them with the help they need." She added that it is not known whether these children are first bullied by others and then imitate the bullying behavior they experienced, or if they are bullies who were later retaliated against.
- The study's authors concluded that the prevalence of bullying in U.S. schools suggests a need for more research to understand, and devise ways to intervene against, bullying. The authors noted that researchers in Norway and England have shown that school intervention programs can be successful. These programs focused on increasing awareness of bullying, increasing teacher and parent supervision, establishing clear rules prohibiting bullying, and providing support and protection for those bullied.

The NICHD is part of the National Institutes of Health, the biomedical research arm of the federal government. The Institute sponsors research on development before and after birth; maternal, child, and family health; reproductive biology and population issues; and medical rehabilitation. NICHD publications, as well as information about the Institute, are available from the NICHD Web site, <http://www.nichd.nih.gov>, or from the NICHD Information Resource Center, 1-800-370-2943; e-mail NICHDInformationResourceCenter@mail.nih.gov.

Close

Here is an example of an Anti Bullying Policy that any public school would do well to copy.

STUDENTS

Prohibition of Harassment, Intimidation, and Bullying

The _____ School District is committed to a safe and civil educational environment for all students, employees, volunteer and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or

retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure ____, Sexual Harassment.

Cross-References: Policy ____ Rights and Responsibilities

Policy ____ Nondiscrimination

Policy ____ Exceptional Misconduct

Legal Reference: Chapter ____ Law of ____

Adopted: _____

STUDENTS

Prohibition of Harassment, Intimidation, and Bullying

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complaint can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to

E. The superintendent or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:

1. That the district intends to take corrective action; or
2. That the investigation is incomplete to date and will be continuing; or
3. That the district does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

G. If a student remains aggrieved by the superintendent's designee's response, the student may pursue the complaint as one of discrimination pursuant to Policy ____, Nondiscrimination or a complaint pursuant to Policy ____, complaint Concerning staff or Programs.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

Cross References: Policy ____ Rights and Responsibilities

Policy ____ Nondiscrimination

Policy ____ Exceptional Misconduct

Legal Reference: Chapter ____ Law of ____

Adopted: _____

Also check out a complaint form for students (or a parent) to fill out:

discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district need to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. All informal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
- B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
- C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
- D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

<http://www.bullypolice.org/KennForm01.pdf>

PROHIBITION OF HARASSMENT, INTIMIDATION & BULLYING complaint form
for students to fill out. *Need Adobe Reader

PROHIBITION OF HARASSMENT, INTIMIDATION & BULLYING

Please print:

Name _____ Date _____
Address _____
Telephone _____ or number where you may be contacted _____
during the hours of _____

I wish to register a complaint against:

Name of person, school (give department, program activity, etc.)

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are other people who could provide more information regarding your complaint:

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____

Proposed Solution:

Indicate your opinion on how this problem might be resolved. Be as specific as possible.

I certify that there is no falsification of the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant_____
Date

Please return the original completed form to the Executive Personnel Director. A copy of this will be provided to the complainant.

Nov 6, 2002

House Special
Committee
on Education

March 16, 2006
11:00 a.m. Room 106

HB 482
Rep Anderson

"An Act relating to
harassment, intimidation, and
bullying in schools."

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Legislative Research Report

Alaska School District
Policies on Bullying
And Harrassment

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LEGISLATIVE RESEARCH REPORT

MARCH 11, 2005



REPORT NUMBER 05.197

ALASKA SCHOOL DISTRICT POLICIES ON BULLYING AND HARASSMENT

PREPARED FOR REPRESENTATIVE SHARON CISSNA

BY KATHLEEN L. WAKFIELD, LEGISLATIVE ANALYST

You asked about Alaska school districts' policies regarding bullying and/or harassment. Specifically, you wished to know how districts define bullying and harassment, and how they determine the motivating factors behind the behavior.

POLICIES ON BULLYING AND HARASSMENT

We contacted all school districts in Alaska about their policies regarding bullying and/or harassment. We received responses from 17 districts: Copper River, Delta/Greely, Fairbanks North Star Borough, Haines Borough, Iditarod Area, Juneau, Kenai Peninsula Borough, Klawock, Lower Yukon, Mat-Su Borough, Mt. Edgecumbe, Northwest Arctic, Pribilof, St. Mary's, Southeast Island, Valdez, and Wrangell. We received the following responses:

- ♦ Three of these school districts have no policies on bullying or harassment: Lower Yukon, St. Mary's, and Valdez. All three districts indicated that they are developing such policies.
- ♦ Copper River, Klawock, and Mt. Edgecumbe have specific policies that prohibit bullying.
- ♦ Juneau includes bullying in its policy prohibiting harassment.
- ♦ Administrators in the Mat-Su Borough School District recently developed a policy on harassment that includes bullying. The school board will address this proposed policy at its next meeting.

- ◆ Kenai, Pribilof, and Southeast Island districts have no specific policies against bullying, but include references to bullying under "Violent and Aggressive Behavior" and/or "Positive School Climate."
- ◆ Eight districts include sexual orientation or sexuality as a protected class in their policies on bullying and/or harassment. These districts are Copper River, Fairbanks North Star Borough, Haines, Juneau, Mat-Su, Mt. Edgecumbe, Northwest Arctic, and Pribilof.

The Association of Alaska School Boards (AASB) Policy Reference Manual also contains policies on harassment, bullying, violent and aggressive conduct, and sexual harassment. The AASB policies specifically address sexual orientation as a protected class. According to AASB officials, 43 school districts use the AASB policy system.¹ For example, the Iditarod, Northwest Arctic, and Pribilof school districts use the AASB policy on harassment, and administrators in Valdez are recommending that the board adopt this language on harassment, as well.² Since the policy on bullying was only released in January 2005, AASB officials do not know how many districts have adopted it, although they expect that most districts will eventually do so.

Most district policies require the school principal or a designee to investigate all reports of bullying and/or harassment, and to prepare a written report of the incident and findings. Policies provide for a range of sanctions for students found guilty of bullying or harassment, up to and including expulsion for the most serious offenses.

The attached table contains the definitions of bullying and/or harassment for the 17 districts that responded to our request, and for the AASB.

OTHER STATES' LAWS

Other states have also grappled with the issue of bullying in schools over the past several years. According to the National Conference of State Legislatures, lawmakers in Hawaii, Indiana, Kentucky, Massachusetts, Michigan, Nebraska, Nevada, New York, South Carolina, and Texas have introduced legislation this year that addresses school bullying. New Hampshire, New Jersey, Oklahoma, Oregon, Rhode Island, Vermont, and Washington have already passed legislation requiring school districts to adopt policies on bullying. In addition, a lawmaker in Washington introduced a bill this year—SB 5849—to expand the state's anti-bullying law to include "cyber-bullying," or the use of "electronic means" such as communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.³

¹ Personal communication from Sharon Young, Associate Executive Director, Association of Alaska School Boards, March 7, 2005.

² Personal communications from Joyce Turner, Board Secretary, Iditarod Area School District, February 28, 2005; Robert Boyle, Superintendent, Northwest Arctic School District, February 24, 2005; Malcolm Fleming, Superintendent, Pribilof School District, February 24, 2005; Ernie Manzie, Superintendent, Valdez City School District, February 27, 2005.

³ We include a copy of SB 5849 as Attachment A.

In addition, the U.S. Congress has also considered bullying in schools. In 2004, Representative John Shimkus of Illinois introduced H.R. 4776 to amend the Safe and Drug-Free Schools and Communities Act to include bullying and harassment prevention programs. The bill died in committee.

FIRST AMENDMENT CONCERNS

While states and school districts continue to work to address bullying and harassment in schools, some challenges have been mounted due to concerns about violations of the First Amendment's free speech clause. For example, in 2001 an anti-harassment policy adopted by the Pennsylvania State College Area School District was challenged in district court.⁴ The plaintiffs—two students, and a school board member who also volunteered in the schools—argued that the policy prohibited their ability to express their beliefs about Christianity and certain moral topics such as homosexuality.

The district court disagreed with the plaintiffs, and granted the defendants' motion to dismiss. The plaintiffs appealed the case to the U.S. District Court of Appeals for the Third Circuit, which reversed the judgment, finding that the policy was "unconstitutionally overbroad since it appeared to cover substantially more speech than could be prohibited under the Tinker substantial disruption test." Maintaining that a substantial amount of offensive, distasteful speech still would not constitute actionable harassment under either federal or state law, the appeals court ruled in favor of the plaintiffs.

Also in 2001, a Christian Coalition group opposed SB 5528 and HB 1444, anti-bullying bills introduced in the Washington legislature. The group argued that the bills were "a cover for gay-rights efforts that could eventually force schools to teach about homosexuality in a positive light."⁵ Members of the coalition also contended that "anti-bullying policies in schools could violate the free-speech rights of students who expressed opposition to homosexuality."⁶

I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

⁴ *David Warren Saxe v. State College Area School District*, 240 F.3d; U.S. App. (2001).

⁵ Mary Ann Zehr, "Legislatures Take on Bullies with New Laws," *Education Week*, May 16, 2001.

⁶ Washington lawmakers subsequently passed HB 1444, and the governor signed it into law, in 2002. We include copies of HB 1444 and RCW 28A.300.285 as Attachment B. We also include a copy of "Ask the Children: Youth and Violence—Students Speak Out for a More Civil Society, Summary and Discussion Guide," prepared by the Families and Work Institute and The Colorado Trust, as Attachment C.

School District Policies on Bullying and Harassment—Definitions

School District	Definition of Bullying	Definition of Harassment
Association of Alaska School Boards	Bullying is the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics. [Board Policy 5131.43(a)]	Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability. [Board Policy 5145.5(a)]
Copper River School District	Bullying is repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics. (Board Policy 5143)	

Delta/Greely School District		Harassment means intimidation by threats of, or actual, physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to convey hatred, contempt or prejudice, or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability. (Board Policy 5005)
Fairbanks North Star Borough School District		Harassment includes but is not limited to any oral, written, or physical conduct relating to race, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation that is sufficiently severe, pervasive, or persistent that it substantially interferes with or limits an individual's academic performance or creates an intimidating, hostile or offensive academic environment. (Board Policy 1012)
Haines Borough Schools		Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, creed, color, national origin, religion, sexual orientation, marital status, or disability. [Board Policy 4119.12(a), and 5145(a)]

Iditarod Area School District	No policies—adopted AASB policies on discrimination and sexual harassment.	
Juneau School District		...the Board does not tolerate discrimination against, or harassment of, any member of the Juneau school community on the basis of race, color, creed, sex, national origin, age, political or religious beliefs, mental or physical condition or disability, marital status, changes in marital status, pregnancy, parenthood, social background, economic status, culture, or sexual orientation. Discriminatory harassment includes, but is not limited to, bullying, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, stereotyping, sexual advances or requests for sexual favors, physical assault or abuse, or other forms of verbal or physical harassment which adversely affect a person's employment or education or creating an intimidating, hostile, or offensive educational or working environment. Harassment includes creation of a climate of hostility and intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual or group. (Board Policy 1120)

Kenai Peninsula Borough School District	No specific policy, but includes the following language on bullying under other sections: Violent and aggressive conduct: Violent and aggressive acts include, but are not limited to, possession, threat with or use of a weapon, physical assault, verbal abuse, intimidation, extortion, bullying, gang participation, harassment, stalking, defiance, and racial slurs. Positive School Climate: Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words which may disrupt school activities. (Board Policies 3522.6 and 5137)	Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, disability, or any other real or perceived difference. (Board Policy 4119.12)
Klawock City School District	Bullying takes many forms: gossip, cruel comments, insults, snubbing, put-downs, threats (physical or verbal) and violent attacks. It is deliberate, hurtful behavior that is often repeated and a form of anti-social behavior that has no place at school. It is the intent of this policy to make sure all members of our school community remain vigilant and consistent to help insure that bullying behavior is actively resisted and stopped, and that we provide a safe school environment for all students. Any acts of bullying, at any level, will not be tolerated and will result in disciplinary action. (Board Policy 5131.95)	
Lower Yukon School District	No formal policy.	No formal policy.
Matanuska-Susitna Borough School District ¹	Harassment, bullying, and discrimination are prohibited. Abusive language, sexual harassment, inappropriate physical contact, racial or ethnic slurs, hazing, and other similar provocative actions are included in these categories of prohibited conduct. Harassment is behavior which is intended to trouble or annoy someone. It is the exertion of power by one person over another; it may be based on misunderstanding or a deliberate act and often contains a subjective perspective. Discrimination and harassment may be based on culture, ability, physical appearance, size, sexuality, or religion, among other things. Bullying is defined as an aggressive behavior that is intentional and that involves an imbalance of power or strength. Harassment, bullying, and discrimination can take many forms such as hitting, tripping, kicking, punching, unwanted touching, name-calling, swearing, threatening, spreading rumors, ignoring, staring, gesturing, "standing over," preventing someone from joining in an activity, hiding, sending mean notes or e-mails, or damaging someone else's property. [Board Policy 5144.1(12)]	

Mt. Edgecumbe	Bullying is the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics.	
Northwest Arctic School District		Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability [Board Policy 5145.5(a)]
Pribilof School District	No specific policy, but includes the following language on bullying under "Positive School Climate:" The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of gender, race, color, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or using insults, slurs, or fighting words which may disrupt school activities. (Board Policy 5137)	Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability. [Board Policy 5145.5(b)]
St. Mary's School District	No policy.	No policy.

Southeast Island School District	No specific policy, but includes the following language on bullying under "Positive School Climate:" The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of gender, race, color, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or using insults, slurs, or fighting words which may disrupt school activities. (Board Policy 5137)	
Valdez City School District	No policy.	May adopt Association of Alaska School Boards language for harassment.
Wrangell Public Schools	No policy.	Harassment on the basis of sex, color, race, religion, national origin, age, mental or physical disability, marital status, changes in marital status, pregnancy, or parenthood is specifically prohibited. Harassment includes, but is not limited to, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, unwelcome sexual advances or requests for sexual favors, displaying offensive words, objects or pictures and other verbal or physical conduct which adversely affects an individual's educational opportunities, or has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive education environment. (Board Policy IV-044.)
Notes: Please note that those districts that submitted their policies on bullying may also have policies on harassment. Most districts also have policies specific to sexual harassment. 1. This is the proposed policy for the Matanuska-Susitna Borough School District, which the board will address at their March 16, 2005 meeting. Sources: Alaska Association of School Boards; school district superintendents.		



Education Program

School Bullying: Legislation and Laws

2005 Enacted Legislation

Tennessee

HB 2114/SB 1621

Requires each Local Education Agency (LEA) to adopt a policy that prohibits harassment, intimidation, or bullying and to forward a copy of the policy to the commissioner of education by January 1, 2006; encourages school employees, volunteers, and students to report incidents of harassment, intimidation or bullying to the appropriate school authorities; provides school employee who promptly report an incident of harassment, intimidation, or bullying immunity against any suit based upon the reporting employee's failure to remedy the reported act; and encourages school districts to form harassment, intimidation or bullying prevention programs and task forces.

Virginia

HB 2266

Directs the Board of Education to include bullying in its standards for school board policies on student conduct and requires school boards to include (i) instruction on the inappropriateness of bullying in their character education programs and (ii) bullying provisions in their student conduct codes. In addition, the measure requires the reporting of incidents of stalking to principals and division superintendents. Finally, except as may be prohibited by federal law, regulation, or jurisprudence, principals must report certain violent acts, stalking, and other conduct to parents of the minor student who is the target of the conduct; included in this report is disclosure that the incident has been reported to law enforcement, and that the parent may contact law enforcement for further information. This bill is identical to HB 2879 (Marshall, R.G.).

HB 2267

Civil immunity; school employees or volunteers reporting alleged acts of bullying or crimes. Immunizes school employees or volunteers from civil liability for the prompt good faith reporting to the appropriate school official, in compliance with specified procedures, of any alleged acts of bullying or any crimes.

2004 Enacted Legislation

New Hampshire

HB 1162

Requires school districts to notify the parents or legal guardians of the district's policies on bullying and requires that a report of any bullying incidents be made by telephone and by a written report sent by mail to the parent or legal guardian of the pupils involved.

Vermont

HB 629

Directs schools to include bullying in their policies for responding to misconduct on and off school grounds; and directs the commissioner of education to update model policies on student discipline to include a definition of bullying, a process for reporting acts of bullying, and responses to bullying.

Harassment Legislation

Vermont**HB 113**

Makes a variety of changes to the guidelines for harassment policies that educational institutions are required to maintain. The general definition of harassment is expanded to include written or visual conduct and conduct motivated by a student's perceived as well as actual membership in a protected category. Racial harassment is defined to mean conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, displays, or circulations of written or visual material, and taunts on manner of speech and negative references to racial customs.

Virginia**HB1331**

Relating to including hazing in the Board's guidelines and model policies for and school boards' regulations on codes of student conduct.

Archived Legislation**Select School Safety Enactments (1994-2003): Bulling and Student Harassment**

National Conference of State Legislatures (NCSL)

By Finessa Ferrell-Smith

SCHOOL BULLYING LAWS	
STATE/TERRITORY	CITATION
Arkansas	A.C.A § 6-18-514 (2004)
Arizona	HB 2368
California	Cal Ed Code § 32261, 32265, 32270, 35294.21
Colorado	C.R.S § 22-32-109.1 (2004)
Connecticut	Conn. Gen. Stat. § 10-222d (2003)
Georgia	O.C.G.A. § 20-2-751.4 (2004)
Guam	17 G.C.A § 3112.1
Illinois	105 ILCS 5/10-20.14 (2004)
Louisiana	La. R.S. 17:416.13 (2004)
New Hampshire	RSA 193-F3 (2004)
New Jersey	N.J. Stat § 18A:37-13 (2004)
New York	NY CLS Educ § 2801-a (2004)
Oklahoma	70 Okl. St. § 24-100.3-5 (2004)
Oregon	ORS § 339.356
Puerto Rico	L.P.R.A § 149f (2002)
Rhode Island	R.I. Gen Laws § 16-21-24 (2004)
Vermont	16 V.S.A. § 565 (2004)
Virginia	Va. Code § 22.1-208.01, 22.1-279.3:1, 22.1-279.6 (2005)
Washington	Rev. Code Wash. (ARCW) § 28A.300.285 (2004)
West Virginia	W. Va Code § 18-2C-1-5 (2004)

Source: NCSL 2005

Visitor counts for this page.

State	Bill Number	Last Action-Date	Summary
Alabama	HB 246	Jan-10, 2006—To House Committee on Education	N/A
Alaska	HB 233	Apr-28, 2005—From House Special Committee on Education: Do pass with substitute	Requires every governing body to adopt a policy prohibiting harassment, intimidation, or bullying.
Alaska	HB 482	Feb-13, 2006—To House Special Committee on Education	Outlines the requirement for adopting a policy prohibiting harassment, intimidation, or bullying. Outlines reporting procedures.
Arizona	HB 2325	Jan-17, 2006—Additionally referred to House Committee on Rules	Requires the school district to provide training to employed teachers to recognize and prohibit harassment, intimidation or bullying.
Arizona	HB 2368	Apr-20, 2005—Chapter No. 155	Requires every governing body to adopt a policy prohibiting harassment, intimidation, or bullying. Outlines reporting procedures.
Florida	HB 1303 SB 1848	Mar-29, 2005—In House. Laid on table. Apr-13, 2005—Withdrawn from further consideration.	Requires each local school district to adopt a policy prohibiting discrimination and harassment on school property, at school-sponsored functions, or on the school bus.
Florida	SB 1384	Jan-31, 2006—To Senate Committee on Education	Prohibits bullying or harassment of any student or school employee. Requires each local school district to adopt a policy prohibiting bullying and harassment on school property, at school-sponsored functions, or on the school bus. Outlines requirements for the policy.
Georgia	HB 424	Feb-10, 2005—To House Committee on Education	Allows each local education board to define bullying. Extends policies prohibiting bullying to apply to students from kindergarten to 12 th grade. Requires policies be developed in consultation with parent-teacher organizations, local school councils, and other

			community based organizations. Outlines minimum requirements for the policy.
Hawaii	HR 23 SCR 3	Apr-7, 2005—In House. Read third time. Passed House. Jan-25, 2006—Introduced	Requests schools to implement policy to reduce intimidation and promote safe and peaceful school environments that encourage learning.
Idaho	HCR 32	Feb-2, 2006—To House Committee on Education	Designates September 10-16, 2006, as Bullying Awareness Week
Illinois	SB 2630	Feb-16, 2006—Passed Senate***To House	Allows each school district to adopt policy preventing bullying in all grades.
Indiana	SB 285	Apr-27, 2005—Public Law No. 106	Requires the department of education to develop training for identifying, preventing, and intervening in bullying. Outlines minimum requirements for policy preventing bullying.
Iowa	HB 382	Feb-23, 2005—In House Committee on Education	Requires the board of directors of each school district to adopt and implement a policy prohibiting bullying and harassment. Outlines minimum requirements for the policy.
Iowa	SSB 2126	Feb-8, 2006—To Senate Committee on Education	Requires the board of directors of each school district to adopt and implement a policy prohibiting bullying and harassment. Outlines minimum requirements for the policy.
Kentucky	HB 270	Feb-6, 2006—To Senate Committee on Education	Requires school districts to have plans, policies, and procedures for harassment, intimidation, or bullying. Outlines requirements for the policy.
Kentucky	SB 15	Jan-5, 2006—To Senate Committee on Education	Requires school districts to establish a code prohibiting harassment, intimidation, or bullying. Outlines requirements for the code.
Maine	HB 419	Jun-3, 2005—Public Law No. 307	Defines bullying and harassment as unacceptable student behavior.
Massachusetts	HB 1029	Sept-15, 2005—In Joint	Requires the Department of Education to adopt policy

		Committee of Education: Heard. Eligible for Executive Session	prohibiting bullying. Outlines minimum requirements for the policy.
Massachusetts	HB 1067	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Establishes, in consultation with parents, guardians, teachers, administrators, students, student councils where applicable and, where appropriate, the community at large, each public school district shall promulgate and implement a safe school plan, including procedures for preventing and disciplining bullying.
Massachusetts	HB 1068	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires each county/school board of education to establish a policy prohibiting harassment, intimidation or bullying. Outlines minimum requirements for the policy.
Massachusetts	HB 1109	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires the commissioner of education to update and distribute a model school plan on student discipline on bullying.
Massachusetts	HB 1181	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires the department of education to mandate every public school to create a "safe school plan." Outlines the requirements for the "safe school plan."
Massachusetts	HB 3809	Feb-15, 2006—In Joint Committee on Labor and Workforce Development: Set aside for Study	Requires the division on occupation safety to analyze the cost of psychological harassment in the workplace.
Michigan	HB 4026	Jan-27, 2005—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a bullying policy. Outlines minimum requirements for the policy.
Michigan	HB 4581	Mar-24, 2005—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy

Michigan	HB 5616	Jan-31, 2006—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment or bullying at school. Outlines minimum requirements.
Michigan	SB 44	Jan-25, 2005—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy.
Michigan	SB 369	Apr-12, 2005—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy.
Michigan	SB 1012	Jan-26, 2006—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment or bullying at school. Outlines minimum requirements.
Minnesota	HB 14	Jan-6, 2005—To House Committee on Education Policy and Reform	Requires the commissioner of education to make a model policy prohibiting intimidation and bullying available to school boards and schools. Requires each school board to adopt policy prohibiting intimidation and bullying of any student. Outlines minimum requirements for the policy.
Minnesota	HB 408 SB 40 SB 41	Jan-24, 2005—To House Committee on Education Policy and Reform Jan-6, 2005—To Senate Committee on Education Jan-6, 2005—To Senate Committee on Education	Requires the commissioner of education to make a model policy prohibiting intimidation and bullying available to school boards and schools. Requires each school board to adopt policy prohibiting intimidation and bullying of any student. Outlines minimum requirements for the policy.

Minnesota	HB 2152 SB 1939	Mar-29, 2005—To House Committee on Civil Law and Elections Mar-29, 2005—To Senate Committee on Judiciary	Allows school districts to release information on a juvenile pertaining to incidences of bullying to the juvenile justice system.
Missouri	HB 1218	Jan-27, 2006—To House Committee on Elementary and Secondary Education	Requires each school district to establish and adopt a policy prohibiting harassment, intimidation, or bullying at school. Outlines minimum requirements for the policy.
Missouri	HB 1502	Jan-26, 2006—To House Committee on Elementary and Secondary Education	Prohibits bullying or discrimination on school property, at any school function, or on a school bus. Requires each school district to establish and adopt a policy prohibiting harassment, intimidation, or bullying at school. Outlines minimum requirements for the policy.
Nebraska	LR 55	Mar-23, 2005—Passed Legislature	Designates September 12-16, 2005, as Nebraska School Bullying Awareness Week.
Nebraska	LR 109	May-9, 2005—To Legislative Committee on Executive Board	Authorizes a study to determine the feasibility of establishing a policy prohibiting bullying behavior in public schools.
New Jersey	AB 744 AB 3791 SB 993 SB 2222	Jan-10, 2006—To Assembly Committee on Education Feb-14, 2005—To Assembly Committee on Education Jan-17, 2006—To Senate Committee on Education May-23, 2005—From Senate Committee on Education	Prohibits bullying, intimidation and harassment from occurring through electronic communication, including but not limited to, a telephone, cellular phone, computer or pager.
New Jersey	AB 1181	Jan-10, 2006—To Assembly Committee on Education	Appropriates \$70,000 in FY 2005 to the Department of Education to reimburse school districts for the costs of establishing programs for the prevention of

			harassment and bullying.
New Mexico	HJM 8	Jan-19, 2006—To Senate Committee on Corporations and Transportation.	Requests the Labor Department to convene a task force to study bullying in the workplace.
New York	AB 1755	Jan-21, 2005—To Assembly Committee on Education	Requires instruction on civility, citizenship and character education to include methods of discouraging bullying. Prohibits bullying on school property or school functions. Requires school employees to report suspected bullying. Specifies bullying shall be disciplined according to the district's code of conduct. Establishes aggravated harassment of a teacher or school personnel is a class B misdemeanor.
New York	AB 3185 AB 9406	Feb-1, 2005—To Assembly Committee on Codes Jan-11, 2006—To Assembly Committee on Codes	Prohibits bullying on school property or school functions. Requires school employees to report suspected bullying. Specifies bullying shall be disciplined according to the district's code of conduct. Grants immunity to school employees that report bullying. Requires the commissioner to create a central registry for reporting alleged bullying or hazing.
New York	AB 8218	May-12, 2005—To Assembly Committee on Education	Requires the commissioner, in consultation with parents, school personnel and other interested parties, to promulgate rules and regulations prohibiting bullying, harassment, or intimidation.
New York	SB 5703	Jun-15, 2005—To Senate Committee on Rules	Creates an anti-bullying act. Prohibits bullying on school property or school functions. Specifies bullying shall be disciplined according to the district's code of conduct.
Ohio	HB 276	Jan-31, 2006—To Senate Committee on Education	Requires each board of education, in consultation with parents, school employees, school volunteers,

			students, and community members, to establish policy prohibiting bullying, harassment, or intimidation.
Pennsylvania	HB 178	Jun-29, 2005—In House. Laid on Table	Requests school entities to adopt policy prohibiting bullying, harassment, or intimidation.
Pennsylvania	HB 772 SB 1013	Mar-14, 2005—To House Committee on Education Nov-14, 2005—To Senate Committee on Education	Requires each school district to develop a coordinated bullying and student intimidation prevention plan. Requires the plan to be submitted to the Department of Education for approval.
Pennsylvania	SB 71	Jan-31, 2005—To Senate Committee on Education	Requires all school entities to establish policy or student code of conduct prohibiting bullying.
South Carolina	HB 3573	Feb-16, 2005—To House Committee on Education and Public Works	Requires each local school district, in consultation with parents and guardians, school employees, volunteers, students, administrators, and community representatives, to adopt a policy prohibiting harassment, intimidation, or bullying at school.
Tennessee	HB 2114	May-19, 2005—Public Chaptered. Chapter No. 202	Requires each school district to adopt policy prohibiting harassment, intimidation or bullying. Outlines minimum requirements for the policy.
Tennessee	HB 2470 SB 2687	Feb-8, 2006—To House Committee on Education Feb-9, 2006—Introduced	Requires local education agency to adopt a policy prohibiting harassment, intimidation, or bullying of teachers by principals or administrators. Outlines minimum requirements for the policy.
Utah	SCR 1	Feb-16, 2006—To House Committee on Health and Human Services	Request parents, individuals, and organizations to review and assist in the adoption of policies prohibiting bullying.
Virginia	HB 2266 HB 2879	Mar-21, 2005—Acts of Assembly. Chapter No. 461 Mar-21, 2005—Acts of Assembly. Chapter No. 484	Requires bullying to be included in the code for student conduct.
Virginia	HB 2267	Mar-21, 2005—Acts of Assembly.	Prohibits a school employee or school volunteer from

		Chapter No. 462	being held liable for reporting alleged acts of bullying.
Washington	HB 1968	Mar-3, 2005—Referred to House Committee on Appropriations	Encourages employers to create policy prohibiting bullying in the workplace.
Wisconsin	AB 627 SB 310	Aug-30, 2005—To assembly Committee on Education Jan-6, 2006—In assembly. Amendment No. 3 offered.	Requires the Department of Public Instruction to create a model school policy on bullying. Requires each school board to develop and adopt a policy prohibiting bullying.

Created February 24, 2006

Source: Lexis Search

House Special
Committee
on Education

March 16, 2006
11:00 a.m. Room 106

HB 482
Rep Anderson

"An Act relating to
harassment, intimidation, and
bullying in schools."

1

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**Fiscal
Note**

7

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB 482
() Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
Title An Act relating to harassment, intimidation, RDU Teaching & Learning Support
and bullying. Component Student & School Achievement
Sponsor Anderson
Requester House Education Component No. 2796

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services	35.0					
Travel	5.0					
Contractual	60.0					
Supplies	10.8					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	110.8	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	110.8					
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	110.8	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2006) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time	1					
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would require EED staff to meet and work with a variety of statewide groups to develop model policies and training materials on harassment, intimidation, and bullying prevention and disseminate those resources to school districts. EED staff would need to research nationally recommended models, develop a sample model policy, and plan and facilitate specific training requirements for school district staff. This bill also requires the department to report currently uncollected incidents of harassment to the Legislature in an unspecified format.

Prepared by: Barbara Thompson Phone 465-8727
Division Teaching & Learning Support Date/Time 3/15/06 1:30 PM
Approved by: Roger Sampson, Commissioner Date 03/15/2006
Agency Education and Early Development

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB482-LAW-L&SA-3-14-06
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: LAW
 Title "An Act relating to harassment, intimidation, RDU CIVIL
and bullying in schools." Component Labor and State Affairs
 Sponsor Representative Anderson
 Requester House Special Committee on Education, Health.. Component No. _____

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	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 (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill creates Article 4 in AS 14.33 requiring each school district to adopt a policy that prohibits the harassment, intimidation, or bullying of any student. It also requires that the policy be shared with parents or guardians, students, volunteers, and school employees. The bill further requires that violations of the policy be reported to the Department of Education and Early Development, and it prohibits reprisal against and provides immunity from suit to those who report violations of the policy in good faith.

Passage of this legislation will not have a fiscal impact on the Department of Law.

Prepared by: Kathryn Daughetee, Director Phone 465-3673
 Division: Administrative Services Division Date/Time 3/14/06 9:54 AM
 Approved by: Kathryn Daughetee for David Márquez, Attorney General Date 3/14/2006
 Agency: Department of Law

TESTIMONY HB 482
TOM HARVEY, NEA-ALASKA EXECUTIVE DIRECTOR

Chairman Neuman and members of the House Special Committee on Education. My name is Tom Harvey and I serve as the Executive Director for NEA-Alaska. NEA-Alaska represents over 11,400 active public school employees and over 1,300 retired public school teachers.

NEA-Alaska thanks Rep. Anderson for bringing this legislation forward. NEA-Alaska has adopted several resolutions that address the issues of harassment, intimidation and bullying.

We believe that a safe and effective school climate is necessary for promoting educational excellence in public schools. The Association also believes that all education employees, parents/guardians, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe and orderly school communities. Students and education employees must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. There must be procedures to prevent and eliminate all types of harassment that might occur. Plans and procedures regarding discipline and/or harassment must include due process.

These plans and procedures must be provided to police and other community agencies that might be called upon when harassment, intimidation or bullying is detected. Parents/guardians must be made aware of the existence of these plans.

The Association also believes that students must be taught strategies and skills, including conflict resolution, that develop respect, self-discipline, and self-control. Students must learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others. There must be appropriate services and placement within regular education and alternative education programs and/or with state and/or community agencies for students who disrupt the learning environment or who are dangerous to other students, education employees, and themselves.

The Association believes that a safe and effective school has a positive environment in which education employees, students, parents/guardians, and the community care for, communicate with, respect, understand, and trust each other.

The Association has developed several resources for schools, parents, students and community groups to utilize in their efforts to combat harassment, intimidation and bullying. Those resources are attached to this testimony.

Every school in Alaska ought to be a sanctuary where all students can learn, teachers can teach, and other school employees can work without the fear of intimidation or harassment. Many school districts are already engaged in good efforts to address these issues. Rep. Anderson's proposed legislation guarantees that every school will take the steps necessary to provide a good school climate for learning.

State Anti-bullying Policies

State	State Level Support	Public School Reporting Requirements	Teacher/Staff Reporting	Teacher/Staff Training	Prevention Task Forces/Programs
Arkansas	X		X	X	X
Arizona			X		
California	X				
Colorado		X			
Connecticut		X	X	X	
Georgia					
Indiana				X	
Illinois		X			
Louisiana					
Maine		X			
New Hampshire			X		
New Jersey	X		X	X	X
New York					
Oklahoma	X				
Oregon			X		X
Rhode Island	X		X	X	X
Tennessee			X		X
Vermont	X	X	X	X	
Virginia	X	X		X	
Washington	X	X	X	X	
West Virginia	X		X	X	X

Prepared by the National Conference of State Legislatures -- March 2006

Staff Contact: Sara Vitaska, (303) 856-1647, sara.vitaska@ncsl.org

TESTIMONY HB 482
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Safe Schools Manual: A Resource on Making Schools, Communities, and Families Safe for Children

NEA's *Safe Schools Manual: A Resource on Making Schools, Communities, and Families Safe for Children* synthesizes the best research on school safety and offers guidelines on making children safe in three broad areas: schools, communities, and families. This important publication was updated in October 2005. Please use this resource in your community. <http://www.nea.org/schoolsafety/safeschoolsmanual.html>

NEA School Safety Resources

<http://www.nea.org/schoolsafety/nearesources-schoolsafety.html>

NEA's National Bullying Awareness Campaign

NEA has been working with other national organizations to reduce, and eventually eradicate, bullying in America's public schools. Read [more about the problem and how you can help](#). And here are some additional resources here on www.NEA.org on bullying:

- [The ABCs of School Bullying](#): Tips for parents and teachers
- [Stop Bullying Now!](#): activities to teach tolerance and prevent bullying
- [Conflict Resolution](#): From bullying to international justice, activity ideas from PBS TeacherSource address conflict resolution
- [A Child's Plea Becomes an Adult's Crusade](#): Author Jodee Blanco talks about bullying
- [Are You a Bully?](#): Do teachers bully, too? Or, is it good classroom management?

State Anti-bullying Policies

State	State Level Support	Public School Reporting Requirements	Teacher/Staff Reporting	Teacher/Staff Training	Prevention Task Forces/Programs
Arkansas	X		X	X	X
Arizona			X		
California	X				
Colorado		X			
Connecticut		X	X	X	
Georgia					
Indiana				X	
Illinois		X			
Louisiana					
Maine		X			
New Hampshire			X		
New Jersey	X		X	X	X
New York					
Oklahoma	X				
Oregon			X		X
Rhode Island	X		X	X	X
Tennessee			X		X
Vermont	X	X	X	X	
Virginia	X	X		X	
Washington	X	X	X	X	
West Virginia	X		X	X	X

Prepared by the National Conference of State Legislatures -- March 2006

Staff Contact: Sara Vitaska, (303) 856-1647, sara.vitaska@ncsl.org

Bullying, Harassment and Intimidation Legislation

Good morning! My name is Sara Vitaska and I'm a Policy Associate in the Education Program at the National Conference of State Legislatures. Representative Anderson's office invited me to testify before you all today. His office has asked me to provide you with a general overview of anti-bullying legislation and a summary of introduced bills from the 2005-2006 legislation session. In addition, I will touch on a few components of anti-bullying policies, including defining bullying, state level support, public school reporting requirements, individual reporting requirements and immunity, and training opportunities for teachers and staff.

A growing body of research on the prevalence of school bullying, the likelihood of school bullies to develop anti-social behavior, and the impact of bullying on its victims and the school climate have heightened the issue. Anti-bullying legislation has been motivated, at least in part, by a surge in school violence and tragic school shootings at several U.S. high schools in the late 1990's. In addition, a 2002 U.S. Secret Service report, entitled *Safe Schools Initiative*, found that bullying played a major role in several of the shootings. According to research published in the *Journal of the American Medical Association*, approximately 30 percent of American schoolchildren, in grades 6 through 10, have been bullied or have bullied other children "sometimes" or more often within a semester.

State legislatures continue to find that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe, non-threatening environment. Legislative findings also show that students learn by example. As a result, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying, and to encourage others to do so.

A total of 21 states have enacted anti-bullying legislation. To date, at least 24 states have introduced anti-bullying legislation during the 2005-2006 legislative session. Of those states, 16 are considering anti-bullying policies and 6 are seeking to amend their current anti-bullying statutes. During the 2005 legislative session, 4 states (Arizona, Indiana, Maine, and Tennessee) enacted anti-bullying policies and 2 states (Arkansas & Virginia) amended their existing anti-bullying statutes. This analysis does not include states that have enacted or are introducing harassment and intimidation policies that do not specifically include bullying. Maryland, Mississippi and Nevada have enacted such policies.

There are several components of anti-bullying policies, including:

- prohibiting bullying;
- defining bullying;
- state-level support;
- school intervention strategies;
- individual reporting and immunity;
- public school reporting;
- parental rights;
- teacher and staff training;
- prevention task forces and programs;
- and integrated curriculum instruction.

Defining Bullying Generally, states have been fairly uniform in defining bullying to include written, verbal or physical acts. However, states have taken different approaches to the issue of intent or motivation. For example, Colorado, Connecticut, and Indiana make clear the need for the act of bullying to have been intended to cause *"injury, distress, ridicule, humiliation or intimidation"* in order for bullying to have occurred. Other states, such as New Jersey and Vermont, have narrowly defined bullying to target students with specific characteristics. For example, New Jersey's bullying behavior is based on *"an actual or perceived characteristic such as race, color, religion, ancestry,*

national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristics."

State-Level Support A handful of states establish requirements for the state board, department of education, or commissioner of education to facilitate anti-bullying efforts in the schools. State support in California, New Jersey, Rhode Island, Vermont, Virginia and West Virginia, provides districts with model policy to assist them in approving their own policies and programs. In Washington, the superintendent of public instruction has sole authority for policy development. School districts in Washington were directed to adopt the superintendent of public instruction's model policy or amend an existing policy to be considered in compliance. In Arkansas, the state board of education must review every district's anti-bullying policies and may recommend changes or improvements. And in Oklahoma, the state department of education is mandated to disseminate *"a list of research-based prevention programs"* to every public school in the state.

Public School Reporting Requirements Some states' anti-bullying legislation contains procedures for school districts to report incidents of bullying. Colorado, Connecticut, and Virginia require incidents of bullying to be made available to the general public. Illinois, Maine, and Virginia have guidelines in place to report certain incidents to local law enforcement agencies relating to criminal offenses committed by students. Similar to Colorado and Connecticut, Vermont requires schools to collect data on the number of reported incidents of bullying and make the data available to the commissioner and to the public. In addition, the commissioner must report to the senate and house committees on education on implementation of the policy. The report must include pertinent data such as incidences of bullying gathered by school districts. In Washington, each district is required to report to the superintendent of public instruction annually all bullying incidents that result in a short or long-term suspension or expulsion on school premises or on transportation systems used by schools. The superintendent must compile the data and report to the appropriate committees of the house and senate.

Individual Reporting Requirements and Immunity Some states, including Arkansas, Arizona, Connecticut, New Hampshire, New Jersey, Vermont and West Virginia, require teachers and staff to report suspected bullying to the appropriate authority. Arkansas, for example, requires that *"any school employee who has witnessed or has reliable information that a pupil has been bullied"* must report the incident to the principal. The principal, in turn, must report the incident to the superintendent and the school board. Oregon, Rhode Island, Tennessee and Washington encourage teachers and staff to report suspected incidences. Most states that require or encourage teachers and staff to report incidents of bullying also provide immunity from tort liability. In addition, Arizona, Connecticut, and Vermont enables students and parents to report incidents of bullying.

Teacher and Staff Training Almost half of the states with anti-bullying laws, including Arkansas, Connecticut, Indiana, New Jersey, Rhode Island, Vermont, Virginia, Washington and West Virginia, contain provisions allowing or requiring districts to offer teacher training. In Arkansas, local school boards may provide opportunities for school employees to participate in programs or other activities designed to develop the knowledge and skills to prevent and respond to incidents of bullying by students. Connecticut and Vermont include an intervention strategy for school staff to deal with bullying. Indiana provides professional development needs for faculty and staff to implement methods that decrease bullying. In Rhode Island, each school district must provide training on the district's bullying practices to school employees and volunteers who have significant contact with students. Washington provides training materials which must be disseminated in workshops and other staff development activities, and through the office of the superintendent of public instruction's web site. To the extent that funds are possible, school districts in New Jersey and West Virginia are encouraged to train school personnel and educate students about the anti-bullying policy. The Virginia board of education's model policy includes standards for in-service training of school personnel on the appropriate management of student conduct and student offenses in violation of school board policies.

Introduced Bills Several states have introduced bills during the 2005-2006 legislative session to amend their exiting anti-bullying policies. Arizona would require school districts to provide training to employed teachers to recognize and prohibit bullying. Georgia would allow each local board of education to define bullying, extend policies prohibiting bullying to students in all grades, and require policies to be developed in collaboration with parent-teacher organizations, local school councils and other community based organizations. Illinois would allow each school district to adopt an anti-bullying policy in all grades and provide that the department of education may assist in the development of instructional materials and teacher training. New Jersey would prohibit bullying from occurring through electronic communication, including but not limited to, telephone, cellular phone, computer or pagers. New Jersey would also appropriate \$70,000 in FY 2005 to the Department of Education to reimburse school districts for the costs of establishing prevention programs. New York would prohibit bullying on school property or at school functions, require school employees to report suspected bullying and grant them immunity, and require the commissioner to create a central registry for reporting alleged bullying. And finally, Tennessee would require local education agencies to adopt a policy prohibiting bullying of teachers by principals or administrators.

Lastly, I will leave you with a list of sixteen states, including Alaska, that have introduced legislation to adopt, in various forms, an anti-bullying policy:

Alabama, Florida, Hawaii, Idaho, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Mexico, Ohio, Pennsylvania, South Carolina, Utah, and Wisconsin.

Thank you for your attention!

SCOMM

137:38

ALASKA STATE LEGISLATURE

INTERIM

600 E. Railroad Avenue
Wasilla AK 99654
(907) 376-2679
Fax: (907) 373-4745
House District 15



SESSION

State Capitol, Room 432
Juneau AK 99801-1182
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Fax: (907) 465-4822
800-505-2678

REPRESENTATIVE MARK NEUMAN

HCR 25

Regulation of Correspondence Programs

Sponsor Statement

One of the most important issues facing us today is the education of all students. Accordingly, HCR 25 provides us with the opportunity to give clear direction for equitable treatment of correspondence and home-schooled students.

The Department of Education and Early Development's (DEED) 2004 regulations put funding restrictions on supplementary services to students in all statewide programs. DEED regulations eliminated many of the educational choices previously available to students and put further restrictions on the amount allowed for music, art, and P.E. A disparity exists between rules concerning how in-district and out-of-district school programs may spend funds. Interpretation of these regulations is having a negative impact on more than 8,000 home schooled and correspondence students.

HCR 25 requests that all students be treated equally and that student education allotments be unrestricted except as provided in the Constitution of the State of Alaska and Alaska Statutes.

ALASKA STATE HOUSE OF REPRESENTATIVES

Representative Mark Neuman, Chair
Alaska State Capitol, Room 432
Juneau, Alaska 99801-1182
Phone: (907) 465-2679
Fax: (907) 465-4822
Rep_Mark_Neuman@legis.state.ak.us



Committee Members:
Representative Carl Gatto
Representative Bob Lynn
Representative Bill Thomas
Representative Peggy Wilson
Representative Les Gara
Representative Woodie Salmon

House Special Committee on Education Schedule

Date: February 2, 2006

To: Suzi Lowell, Chief Clerk

From: Representative Mark Neuman, Chairman
Special Committee on Education

RE: House Special Committee on Education Scheduled Meetings

Tuesday, February 7, 2006, at 11:00 a.m. in Room 106

= + HCR 25 REGULATION OF CORRESPONDENCE PROGRAMS
Representative Neuman

= Bills previously heard or scheduled
+ teleconferenced

STATE OF ALASKA

FRANK H. MURKOWSKI, GOVERNOR

Department of Education & Early Development

Office of the Commissioner

*Goldbelt Place
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax*

February 7, 2006

The Honorable Mark Neuman, Chair
House Special Committee on Education
Alaska State Legislature
State Capitol Building, Room 106
Juneau, Alaska 99801

Dear Representative Neuman:

The Department of Education & Early Development has reviewed House Concurrent Resolution 25 (HCR 25) concerning correspondence schools. At the outset, I would like to express my appreciation for your efforts to work with the administration to improve the educational opportunities for our children. It is obviously a goal we share. However, as with any policy area there are always disagreements as to how best to achieve our shared goals.

HCR 25 raises two issues: (1) whether the regulations governing statewide correspondence programs should also apply to local district correspondence programs; and (2) whether the 15% cap on non-core expenditures should be lifted.

The State Board of Education & Early Development made specific policy calls in adopting the regulations. The state board believes that local boards have authority and responsibility to operate educational programs within their school district and that they are accountable to the voters within their school district. School districts that operate statewide correspondence programs enroll students that do not reside within their boundaries and therefore, the parents of those students do not have a voice over the elected school board. The legislature specifically funded statewide correspondence program monitoring with the department's budget because of the lack of oversight.

The state board also spent considerable time and effort addressing numerous concerns of expenditures associated with students enrolled in statewide correspondence programs such as family memberships to health clubs, H2Oasis, travel to Disneyland, cruises, and ski passes. The board supports as much freedom as possible for those who choose to receive state funds through a correspondence school; however, they also have a responsibility to ensure that public dollars are spent appropriately.

After reviewing the percentage of time "brick and mortar" schools generally spend on physical education, music, and fine arts, the state board found that allowing 15 percent of the base student allocation to be spent on those activities, or \$738, is a reasonable level of funding. There is no limitation on personal funds a parent may spend to supplement those activities with private lessons whether the student is enrolled in a correspondence school or more traditional brick and

The Honorable Mark Neuman, Chair
February 7, 2006
Page 2 of 2

mortar school. Based on recommendations from the 11 statewide correspondence programs, the state board also required that a student enrolled in a statewide correspondence program take at least 50 percent of their coursework in core courses. Core courses include English, mathematics, social studies, science, technology, world languages, or courses required in a student's Individualized Education Program (IEP). Prior to this action, there were a significant number of students enrolled in statewide correspondence programs collecting state funding and not taking any core curriculum.

The State Board of Education & Early Development believes that their policy call regarding local control is appropriate and that there is a demonstrated need to exercise some regulatory control over the expenditure of state funds by statewide correspondence schools. If legislation were passed that provides new direction for the operation of statewide correspondence programs, the regulations would be amended to implement the law.

Sincerely,

A handwritten signature in cursive script, reading "Roger Sampson".

Roger Sampson
Commissioner

Testimony for HCR25
House Education Committee

Debbie Joslin
Eagle Forum Alaska
2-6-06

I am Debbie Joslin and I represent, Eagle Forum Alaska. We have over 1,000 members statewide and many of them have children in statewide correspondence programs. I have several points to make but I will keep them brief.

- 1) After doing much research, I have not been able to find any group of schools or schoolchildren anywhere that are being restricted in the manner that the DEED has restricted children in the statewide correspondence programs in Alaska. I looked at budgets and regulations governing charter schools in several other states and nowhere have I found funds being restricted to certain percentages for the arts and physical education. At first glance, it may have made sense to allow only 15% of the allotments to be used for art, music, and physical education. After all, these are elective classes and the bulk of the money should be spent on core classes such as Reading, Math, English and Science. To the untrained eye this might make sense. As a homeschool teacher with 8 ½ years of experience, I can tell you that these elective courses cost more to administer than the core subjects. Whether you are talking about a traditional brick and mortar school or a home school, the core curriculums are less expensive to administer. To teach an English class you need a textbook and workbook and paper and pencil. A library or access to one is also needed for some units in English. A Reading class takes pretty much the same. Ditto, Spelling. Math class can be done with Textbook, workbook, paper and pencil, inexpensive manipulatives, a protractor, compass and calculator. Music on the other hand takes sheet music, and the instruments themselves, and special rooms big enough to accommodate the acoustics of musical ensembles (In the case of public schools). Students cannot learn to play a musical instrument without some individualized teaching. That will be much more expensive than just hiring a teaching to teach Reading or Math to a group. Art class requires no end of expensive art supplies. Physical education in brick and mortar schools includes team sports that are very costly. The travel costs, uniforms and hockey rinks, swimming pools, football fields, etc. could not possibly be accomplished with only 15% of budget. It certainly would not if you added the cost of art, music and P.E. together.
- 2) It is my understanding that the regulations were restricted as a result of reports of allotment funding being misused. There was no need to change the regulations because of that. If it was found that certain individuals, or certain programs, were misusing funds then appropriate action could have been taken to stop the diversion of money that was intended for the education of correspondence students.

- 3) At no time have I heard any allegation that correspondence students, as a group, are doing poorly on their achievement tests. It is my understanding that, as a whole, correspondence students are at a level at least par with their brick and mortar public school counterparts. If this is true, what was DEED trying to fix by penalizing correspondence students by restricting their funding so severely that they are forced to choose one of those three subjects (art, music or PE)?
- 4) Bottom line: It was never the intent of the legislature for correspondence students to be restricted by being forced to spend only a designated portion of their allotments on certain classes. District correspondence programs are not being treated this way nor should they. These regulations do not save the state of Alaska one red cent. The allotment amount is the same with or without the restrictions. There is no upside to this equation. Alaska's correspondence students are the ones being hurt.

I wish to thank Representative Neuman for introducing this Resolution and I urge this committee to pass HCR25 today.

Thank you for your time.

Alaska State Legislature

Session Address:

Alaska State Capitol
Juneau, AK 99801
Phone: (907) 465-2679
1-800-505-2678
Fax: (907) 465-4822

**Interim Address:**

600 E. Railroad Avenue
Wasilla, AK 99654
Phone: (907) 376-2679
Fax: (907) 376-4745

Representative.Mark.Neuman@legis.state.ak.us

Representative Mark A. Neuman

District 15

May 24, 2005

Commissioner Roger Sampson
Department of Education and Early Development
801 W 10th St., Suite 200
Juneau, AK 99801-1894

Dear Commissioner Sampson:

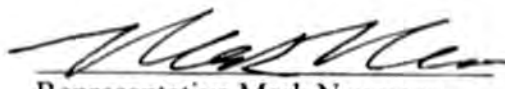
We understand that the Legislature's intent with regard to educational materials and allotment allocations may not be clear to you or to the Board of Education. To clarify our position we provide you with the following guidance:

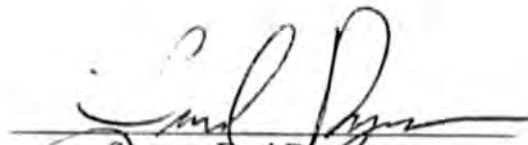
It is the intent of the Legislature that:

1. Approval of textbooks, allotment allocations and curriculum materials and credit for classes be applied fairly, consistently, and uniformly for all correspondence schools and brick and mortar schools regardless of where students reside.
2. Parents be able to use all educational materials that align with the sponsoring district's guidelines and testing regime and that students received credit for successful completion of the class. The State Department of Education and the State Board of Education will not censor district-provided or parent-provided educational material.

We hope that this clarification is useful to you as you continue to consider the various choices parents in Alaska have to educate their children.

Sincerely,


Representative Mark Neumann


Senator Fred Dyson

cc: State Board of Education

And the following signers:







ALASKA STATE LEGISLATURE
HOUSE CONCURRENT RESOLUTION NO. 25

HISTORY IN THE HOUSE

2005

4/11

Read first time and referred to:

Edu HES

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

Read second time

[] CS() Adopted [] New Title
[] Amended

Considered on Final Passage

[] Passed Y ____ N ____ E ____ A ____
[] EFD same or Y ____ N ____ E ____ A ____

[] _____

Reconsideration

Reconsideration not taken up

[] Passed/Rec Y ____ N ____ E ____ A ____
[] EFD same or Y ____ N ____ E ____ A ____

[] _____

**Engrossed, signed by the Speaker
Transmitted to the Senate**

Chief Clerk of the House

HISTORY IN THE SENATE

20

Read first time and referred to:

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

Read second time

[] SCS() Adopted [] New Title
[] Amended

Considered on Final Passage

[] Passed Y ____ N ____ E ____ A ____
[] EFD same or Y ____ N ____ E ____ A ____

[] _____

Reconsideration

Reconsideration not taken up

[] Passed/Rec Y ____ N ____ E ____ A ____
[] EFD same or Y ____ N ____ E ____ A ____

[] _____

**Engrossed, signed by the President
Returned to the House**

Secretary of the Senate

HCR

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HCR 25
 () Publish Date: _____

Revision Date/Time (Note if correction): _____

Title Regulation of correspondence programs

Dept. Affected: EED

RDU Teaching & Learning Support

Component Student & School Achievement

Sponsor Rep. Neuman and Harris

Requester _____

Component No. 2796

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	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 (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

The Department of Education & Early Development has determined that a zero fiscal note is warranted for HCR 25. If the requirements of the resolution were enacted by the legislature no additional funding would be required.

Prepared by: Barbara Thompson

Division Teaching & Learning Support

Approved by: Roger Sampson, Commissioner

Agency Department of Education and Early Development

Phone 465-8727

Date/Time 1/31/06 3:00 PM

Date 01/31/2006

Rep. Mark Neuman

From: Michael and Diana [drman@gci.net]
Sent: Thursday, December 08, 2005 5:09 PM
To: Governor@gov.state.ak.us
Cc: Roger_Sampson@eed.state.ak.us; Rep. Mark Neuman; Sen. Fred Dyson; Carol Habeger
Subject: Governor's Call-in Day
Attachments: "AVG certification"

December 8, 2005

Dear Governor Murkowski,

This message is a follow-up to a call that I made earlier this morning regarding homeschooling. I spoke with Shannon Fields, Secretary to the Special Assistant for Education, and she assured me that she would pass my comments on to you.

I am a homeschool parent who has been teaching my three children at home in Juneau for the past five years through the state wide correspondence program sponsored by the Galena School District, also known as the I.D.E.A. program.

Please repeal the regulations aimed at statewide correspondence programs that were passed in 2004 and 2005 that placed a cap on the amount of allotment that can be used for art, music, and physical education for our children. These regulations are too restrictive!

We can do an excellent job of educating our kids in core subjects, but they need artists, musicians, and coaches to guide their talents in these extra curricular activities. Many lessons that we enroll our children in are group lessons, so they not only have the experience of receiving training in art or music, or swimming, they also experience learning in a group with their peers. This is vital to the success of our programs, to ensure that our kids become well rounded, well educated citizens.

Our kids' participation in art, music, and physical education benefit our community as well as themselves. Look outside your door at the Art in the Capitol project. Many of our homeschooled children have had the honor of displaying their artwork for you and others who work or visit the state capitol. Our homeschooled kids are well represented as current and previous winners of the Library Bookmark Contest, the Reading Rainbow Young Writers and Illustrators Contest, and the Elementary Art Exhibit at Bartlett Regional Hospital. They also bring honor to our community when they participate in state wide swim meets and other athletic events.

Funds spent on art, music, and physical education are well spent. Please do not limit what our kids can achieve by limiting the use of our allotment monies in these areas.

Thank you for supporting us in our efforts to educate our children. We appreciate your support.

Sincerely,

Diana Rossmiller
8844 N. Douglas Hwy.
Juneau, Alaska 99801
(907) 463-3761
drman@gci.net

1/28/2006

Rep. Mark Neuman

From: Dan and Monica [dan_monica@worldnet.att.net]
Sent: Thursday, December 08, 2005 11:28 AM
To: Governor@gov.state.ak.us
Cc: Roger_Sampson@eed.state.ak.us; Rep. Mark Neuman; affiliatedhomeschoolers@yahoo.com
Subject: Thank you for supporting Homeschooling!

Governor Murkowski,

I spoke with Shannon of Daneeta Wood's office this morning about my concerns on some homeschooling issues. I am a dedicated homeschooling mom of 1 school age and 1 preschool aged child. The first two years I homeschooled independently. The last two years I have homeschooled through a statewide correspondence program. I have enjoyed the freedoms as well as the challenges that come along with both choices. I am concerned about losing our freedoms. If one is to choose to use a faith based curriculum, they should not be penalized. I understand that the state will not and should not purchase these materials. But, by using faith based materials does not degrade the child's education. That is what should be the issue. It is also quite challenging to provide a balanced PE, art and music education with funding restrictions. Please keep in mind, we homeschoolers as a group have our children's education as a top priority. Homeschool is a lifestyle that we live and breathe. Please think carefully about any restrictions on our freedoms.

Thank you for your time.

Monica Robinson
1816 Carr Ave.
Fairbanks, AK 99709

Rep. Mark Neuman

From: Susanne Badilla [dbadilla@gci.net]
Sent: Wednesday, December 07, 2005 11:45 PM
To: Governor@gov.state.ak.us
Cc: Roger_Sampson@eed.state.ak.us; Rep. Mark Neuman; Sen. Fred Dyson; Rep. Bruce Weyhrauch; Rep_Beth_Kertula@legis.state.ak.us; Sen. Kim Elton
Subject: Another Homeschool voice for choice

Dear Governor Murkowski,

We are writing as another voice for choice in homeschooling. I have been homeschooling my children for the better part of 12 years and have found it is the best choice for our family for many reasons. One of the reasons I chose homeschooling is so that my children could pursue the arts in more depth.

We recently had the pleasure of attending the open house you held in Juneau. My daughter was one of the violin players in the Aurora String Ensemble. One of the reasons she has come so far in her study of the violin is because she is homeschooled.

The regulations that the school board adopted this year has hurt our family by limiting the amount we can spend on music, art and P.E. Now, we can no longer afford to give our daughter art lessons, limiting the talent she has. We cannot even pay for a year of music lessons, much less provide her with physical education opportunities through her school program, which is something every child should have access to.

For the years that I homeschooled my older son and daughter, who is now in college, we had a choice on how to spend our allotment. IT WORKED! For example, the allotment paid for my daughters gymnastics training, among other pursuits. Because of this training she is able to work as a gymnastics coach which will help pay her way though college. If we had not had a choice in how to spend her allotment, she would not have gotten this training and the opportunity it opened up would be lost.

I believe parents are the best judges of the kind of education each child thrives under. Among many other benefits, both to the child and their community, the arts and athletics components enable a student to develop life long interests, healthy lifestyles and opportunities to learn leadership skills.

The Board of Education overstepped their bounds and hurt education in taking away choices from parents by limiting the allotment.

Alaska is such a great state. We have been pioneers, independent thinkers, and many of our homeschooled students have gone on to do remarkable things.

Please stand with us for true Alaskan parental rights and choices in homeschooling. Please support the repeal of Dept. of Education regulation 4 AAC 33.421 (k) and (L) and a reinstatement of educational choices by parents.

Also, please support legislative action to encourage the homeschooling choices necessary to many families. What we had just a couple of years ago was working. Let us not get bogged down in bureaucratic meddling but continue the legacy of Alaskan independence in educating our children to become great citizens!

Respectfully,
Susanne Badilla
1067 Arctic Circle
Juneau, AK 99801
970-789-5751
1/28/2006

Rep. Mark Neuman

From: scott l [leightribe@hotmail.com]
Sent: Thursday, December 08, 2005 6:24 AM
To: Governor@gov.state.ak.us
Cc: Sen. Ralph Seekins; Rep. Mike Kelly; Rep. Mark Neuman
Subject: Thank you for supporting homeschooling

Dear Governor Murkowski,

I am the father of five young children. My wife and I have chosen to home school our children. I would encourage you to continue to support and fund state-wide home schooling programs.

My wife and I are both college graduates and are professionals in our fields. We also feel strongly about our ability and obligation to teach our children. This past year we were restricted in our choices for educational opportunities for our children. Currently, home schooling is funded at a level less than that for a public school. That is understandable, what is not understandable is the statewide limitation on how the allocation of funds can be used. We currently choose to augment our approved core curriculum with some privately purchased curriculum. But we face limitations in using our remaining funds to pay for other classes such as art, music and athletics.

We are raising very educated and well rounded children who will be an asset to our state and communities in the future. In order to be fully capable of accomplishing that, I ask that the 2004 restrictive regulations be repealed and allow each school district to determine how much funding is useable for "elective classes".

Sincerely,

Scott Leigh, P.E.
A Fairbanks voter

From: Stacy S [sswingle@ideafamilies.org]
Sent: Wednesday, February 16, 2005 10:09 AM
To: Rep. Mark Neuman
Subject: Homeschool allotment funds

Hello,

I am writing to suggest that you re-examine the regulations for distributing the funds for homeschool allotment programs. Three of my four children are enrolled in the Idea program and we very much appreciate the use of the allotments for educational materials and programs. However, we've found that the younger children can reuse many materials that we have purchased for the oldest child. Thus, we do not have to use our allotment to purchase much of the curriculum for the younger children. We would find it very helpful if we could use a larger portion of our allotment for more of the "extra" enrichment activities. Art, music, and physical education programs are very important to us, and right now we are limited to spending just \$686 for each child. My oldest son's weekly art class costs \$88/month. The allotment covers just 7 months worth of art classes and allows no room for either music or physical education. I believe that homeschool families should have the option of utilizing a larger portion of our allotment funds to provide our children with more of the art, music, drama, and PE activities that are so vital to provide a well rounded education. Thank you very much.

Stacy Swingle
Fairbanks, AK

2/16/2005

From: Terri Springer
48402 Daisy Avenue
Soldotna, AK 99669
(907) 262-6519
bspringer@ideafamilies.org

To: Representative Mark Neuman,
House Education Committee Chairman
<http://w3.legis.state.ak.us/house/24/NEU.htm>

February 19, 2005

Dear Mr. Chairman,

I am writing in an effort to urge both you and your committee members to work together toward lifting the newly imposed State regulations that unfairly cap both Fine Arts and Physical Education spending in home-based programs to \$686.00 per student, per academic school year. As a homeschooling parent/teacher with the Galena School District's IDEA program I would like to illustrate how our family has generally spent our allotment money in years prior to 2005-6.

Core curriculum texts and/or workbooks for both teacher and student for Arithmetic, Science, Social Studies, and Language Arts at the elementary level have run our family no more than \$200.00 per student/ school year. We then supplement core curriculum with library books, resource room materials, and household items that are not charged directly from family allotments. This had allowed us to afford one half-hour music lesson per week to meet State standards in Music, art supplies for home-based art instruction to meet State standards for Art, and participation in seasonal team sports through our local Boys & Girls Club to meet State standards for Physical Education.

The cost of music lessons @ \$15.00-\$18.00 per half-hour lesson for 36 weeks is \$540.00-\$648.00 per student, per academic school year. (Please notice that this amount alone is very near the current State limit for spending in the areas of Fine Arts and Physical Education.)

The cost of membership; \$20.00 for the first child, and \$10.00 for the second child and three seasons of sports participation; \$50.00 per sport is \$160.00-\$170.00 per child, per academic year. (Please notice that to include these programs we are now well over current State funding limits.)

The cost of art supplies varies greatly with the chosen lessons. Based on past funding I had hoped to sign my children up for art lessons at the Kenai Fine Arts building where instruction in drawing, painting, sculpting, print-making, ceramics, and the like is given. At an estimated cost of \$20.00-\$30.00 per month the cost of art instruction and/or supplies would be \$180.00-\$270.00 per student, per academic school year.

At the high end of things, this adds up to approximately \$1,300 per student, per academic school year in order to continue to include our choices for Fine Arts and Physical Education in a complete academic plan. This amount would still allow us funds left over for admission to museums and science learning centers, the cost of special interest software in such things as a foreign language and keyboarding, and/or for special workshops offered throughout the year in core subject areas. All of the above educational programs continue to be funded through traditional school based programs across the state of Alaska at much higher cost yet are now being restricted in home based programs.

As you can now see, current State spending caps have severely limited my ability to carry out the ILP's that I would like to continue to facilitate for my children and that the State of Alaska mandates. For me to be a homeschooling parent/teacher our family has sacrificed a second income. (I hold a Bachelor of Arts degree in Education and am an Alaskan state certified teacher.) It is well worth the sacrifice, however, if in the end we have successfully met the goals of both the Alaska Department of Education and Early Childhood Development and of our family to provide the best education possible for our children with limited funds.

I would like to close with a sincere personal expression of thanks to you and to all of your committee members for your time and dedicated service directed towards the preparation of the current generation of children that will soon grow up to take our places in the various roles that we now labor in.

With High Regard,

Terri Springer & Family

American Stroke
Association
A Division of American
Heart Association

American Heart
Association

Learn and Live..

Pacific/Mountain Affiliate
1057 W. Fireweed Lane, Ste 100
Anchorage, AK 99503
Tel 907.263.2015
Fax 907.263.2045
Toll Free 1.888.276.0858
americanheart.org

February 6, 2006

Representative Mark Neuman
Chairman, House Education Special Committee
State Capitol, Room 432
Juneau, AK 99801

Dear Chairman Neuman:

I am writing you on behalf of the American Heart Association and in support of House Concurrent Resolution 25. Childhood obesity rates have risen at an alarming pace and thus obesity prevention is a health policy priority of the American Heart Association. Thus, the AHA supports equal opportunity for all Alaska home school students to receive quality physical education.

Specifically, the American Heart Association urges policymakers to establish minimum physical education standards as recommended by the National Association of Sport and Physical Education. This recommendation calls for daily physical education where:

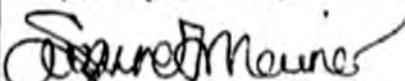
- students in grades K-8 receive 150 minutes of physical education each week
- students in grades 9-12 receive 225 minutes of physical education each week

Additionally, such physical education would provide:

- adequate teacher to student ratio
- curriculum that is sequential and consistent with standards
- curriculum that focuses on development of motor skills and health-related physical fitness -- promoting activities students can enjoy for a lifetime
- established safety standards
- instruction for students who have special health care needs
- students being active for at least 50% of class time
- physical education teachers who are credentialed -- schools should offer their teachers opportunity for professional development
- physical education that is *enjoyable*

Cardiovascular disease is the leading cause of death in Alaska as well as the United States, and obesity is a major modifiable risk factor. It is for this reason that the American Heart Association urges the Alaska Legislature to ensure no Alaskan student is restricted from receiving quality physical education or the opportunity to form the lifelong habit of regular physical activity.

Respectfully submitted,



Suzanne F. Meunier
Director of Advocacy

Please remember the American Heart Association in your will.

AA-

From: William Diggins [erbcdiggins@yahoo.com]
Sent: Sunday, February 05, 2006 2:32 PM
To: Rep. Bill Thomas
Cc: Rep. Mark Neuman
Subject: HCR25

I am writing to ask you to support HCR25 for the benefit of the many homeschooled children in the state of Alaska. The diversity of families and children themselves requires the ability to use many different methods and tools to teach the children in the best way possible. HCR25 would go a long way to enable the best learning possible for those families and children.

Thank you.

Sincerely,
Michele Diggins
PO Box 1637
Haines, AK 99827
907-766-3012
erbcdiggins@yahoo.com

2/6/2006

From: Scott Deal [hd4evr@gci.net]
Sent: Monday, February 06, 2006 9:35 AM
To: Rep. Mark Neuman
Subject: thanks

Dear Sir,

Thank you for all you are doing to protect the state's correspondence programs from unfair treatment by the DEED. These programs should not be put under stricter standards than any other type of schooling. We, as homeschooling parents, work very hard to ensure our students a quality education and work closely with our contact teachers. The latest regulations have put more restrictions and stress on both of us than necessary. The standards for our type of schooling should parallel those of any other type of schooling.

Also, the money that we receive should not be unfairly restricted. Anything we use money for already has to be approved by our programs so they should be responsible for the proper disbursement of funds.

Once again, thank you for being there for us.

Mary Deal
North Pole

2/6/2006

From: Axmaker Family [axmakers@gmail.com]
Sent: Tuesday, February 07, 2006 8:58 AM
To: Rep. Mark Neuman
Cc: HCR25@affiliatedhomeschooling.org
Subject: HCR 25

Dear Rep. Newman,

I have been a homeschooling parent for eighteen years and will continue to be so for another six at least. The freedom that we enjoy as homeschoolers is greatly due to the funding that we receive from statewide organizations such as IDEA and Raven. In the recent past, we have had our funding restricted in that it can only be used in certain percentages for the arts. My children are now 18, 15 and almost thirteen and have played the piano for six years. This was only possible because of the funding that IDEA was able to provide. It has cost up to \$500 a month in the past to educate the children in this way. It is currently costing us \$300 a month and with the restrictions that we have on our allotments, we have had to limit their education. Since we purchase most of their curriculum materials out of pocket, as they are Bible based, we are unable to use these funds to enhance the experience of our children the way that we have done for a number of years in the past.

My children have all become advanced musicians and high achievers as a result of the freedom to spend our allotments within the guidelines of the state constitution. My eighteen year old has won state competition for the piano and is currently in his junior year of college. My fifteen year old has participated at the state level for the piano and is currently in his second semester of his freshman year of college. My seventh grader is traveling to Portland in March for an all-Northwest convention for voice and has played piano since she was six. This is all possible because of the opportunities that Statewide programs afford us. Recently, however, we have had to rethink our strategy and this has caused an inability to offer all that is needed because the allotments cannot be used freely.

For the welfare of the majority it is imperative that we have the freedom to use our allotments as needed for the education of our children under the guidelines of the state constitution. Thank you for your time and consideration of this matter. We need HCR 25 to pass so that our children can pursue their goals.

Sincerely,
Christie Axmaker
Homeschooling mother

2/7/2006

Rep. Mark Neuman

From: deniseyturley@mailworks.org
Sent: Thursday, February 02, 2006 5:58 PM
To: LIO Juneau
Cc: Rep. Mark Neuman; HCR

We are home schooling parents. We believe that home schooled children's funding should have the same range of uses as public schooled children's funding. We believe homeschooling represents an incredible commitment from a child's parents as they turn down the public "free baby sitting program" and instead give their children a proper education. Anyone who puts this effort and dedication into a child's education should be given all possible support and range of freedom in their chosen program. I therefore support HCR 25.

Please forward these comments on to my legislators.

John and Denise Turley

--

deniseyturley@mailworks.org

--

<http://www.fastmail.fm> - And now for something completely different...

Rep. Mark Neuman

From: crystal hoffman [akhoffman@gci.net]
Sent: Thursday, February 02, 2006 9:00 AM
To: Sen. Bettye Davis
Cc: Rep. Mark Neuman
Subject: Support of HCR25

Dear Senator Davis:

I respectfully request that you support HCR 25. I have been homeschooling our children for 3 years. I experienced the year without allotment restrictions and now two years with allotment restrictions. Our curriculum and extracurricular activities were by far greater geared toward my children's personal learning needs when the allotment was not driving my children's learning plans.

Please support HCR 25.

Crystal Hoffman

Rep. Mark Neuman

From: Susan Heinrichs [sue226_heinrichs@yahoo.com]
Sent: Wednesday, February 01, 2006 10:23 PM
To: Rep. Mark Neuman
Subject: HCR 25
Follow Up Flag: Follow up
Flag Status: Red

Dear Representative Neuman-

Please support HCR 25. Homeschoolers need flexibility in planning and budgeting to meet their children's educational needs. Allowing homeschoolers to prioritize their allotment spending makes for more efficient use of the money. As long as homeschoolers are required to meet academic achievement standards, they are being held accountable for spending their allotments wisely to provide the education their child needs. How they do it needs to remain a personal choice, since that is the essence of homeschooling.

As an aside, I would like to refer you to a statistic from Stanford University. Twenty-five percent of homeschoolers applying to Stanford get accepted there, while only 12.5% of non-homeschooled applicants get accepted. Their parents must be doing something right with their allotments!

Thank you for your consideration.

Sincerely,

Sue Heinrichs

Yahoo! Autos. Looking for a sweet ride? Get pricing, reviews, & more on new and used cars.

Rep. Mark Neuman

From: Vicky Daniels [vickybd@alaska.com]
Sent: Wednesday, February 01, 2006 11:25 PM
To: Sen. Tom Wagoner
Cc: Rep. Mark Neuman; HCR25@affiliatedhomeschoolers.org
Subject: Please Support HCR 25!
Follow Up Flag: Follow up
Flag Status: Red

Dear Senator Wagoner,

I am a home school mother of three and am very concerned how the laws are changing in this great state to limit our freedom to educate our children in the best way possible. The laws passed in 2004 have limited the way we can use our funds to educate our children. Each child is an individual and needs a plan to fit their needs. I urge you to please support HCR 25 as it is a plea to repeal the 2004 regulations that have hurt our home school program. I currently home school with IDEA which is a wonderful program, however I know that many home schoolers will drop state programs such as IDEA if the regulations keep limiting our freedoms. In the long run, that would hurt the State of Alaska. **Please support HCR 25!**

Thank you!

Sincerely,

Vicky Daniels

Mom to Abi 17, Caleb, 15, Joanna, 10.

Rep. Mark Neuman

From: Monica Gere [monica@geredonovan.com]
Sent: Wednesday, February 01, 2006 11:20 AM
To: HCR25@affiliatedhomeschoolers.org
Cc: Rep. Mark Neuman; Sen. Con Bunde; Rep. Mike Hawker
Subject: *****SPAM***** Please Support HCR 25!

One size does not fit all - PLEASE support HCR 25! A child's individual learning plan needs to drive allotment uses.

Thank you!

Monica Gere
7901 Schuss Circle
Anchorage, AK 99507

2/3/2006

Rep. Mark Neuman

From: Paul Verhagen [paulverhagen@prodigy.net] on behalf of paulverhagen@gci.net
Sent: Wednesday, February 01, 2006 11:50 AM
To: Rep. Mark Neuman
Subject: HCR 25

Dear Representative Neuman,

Thank you for your support of HCR 25. I have been home schooling my children since 1983. Six of my nine children are now graduated from high school. Four of these have attended or are attending college. Two have graduated from college. Home schooling works! I have been active in the Alaska Correspondence Study programs since 1983 and have worked with IDEA, CYBERLYNX, Raven and Alyeska. They are good programs and give home schooling families greater educational opportunities than they might have, home schooling on their own.

Please support HCR 25 and home schooling opportunities for citizens in the state of Alaska.

Sincerely,

Merrily Verhagen

Rep. Mark Neuman

From: The Butikofer Family [butikofer_family@hotmail.com]
Sent: Monday, January 30, 2006 10:52 PM
To: Sen. John Cowdery; :Rep_Kevin_Meyer@legis.state.ak.us
Cc: Rep. Mark Neuman; HCR25@affiliatedhomeschoolers.org
Subject: *****SPAM***** Support HCR25

Dear sirs,

I would like to encourage your support of HOUSE CONCURRENT RESOLUTION NO. 25 sponsored by Rep. Mark Neuman. As a home-schooling family, we appreciate your consideration of this resolution which would equalize the opportunities to teach our children through a correspondence program despite our residency. By permitting us to teach our children under less restrictive mandates, you allow us to tailor each child's curriculum to their individual needs and learning styles thus attaining maximum utilization of the funding provided. I thank for your time, and would appreciate your support of the aforementioned resolution.

Sincerely,
Jill E. Butikofer
Anchorage, AK